Report to the Board November, 2023

CDIP Implementation and Impact

Implementation and Impact

2022-23 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Reading and Math Goal #1: By 2027, the district will increase math and reading proficiency for all students from: ● 56% in 2022 to 78% for elementary math; ● 59% in 2022 to 80% for elementary reading; ● 45% in 2022 to 73% for middle school math; ● 52% in 2022 to 76% for middle school reading; ● 44% in 2022 to 72% for high school math; ● 50% in 2022 to 75% for high school reading 2023 Elementary Math Objective 56% to 60% 2023 Elementary Reading Objective 59% to 63% 2023 Middle Math Objective 45% to 51% 2023 Middle Reading Objective 52% to 57% 2023 High Math Objective 44% to 50% 2023 High Reading Objective 50% to 55%	2023 Elementary Math P/D = I 59% (+3.0) 2023 Elementary Reading P/D = 59% (+/- 0) 2023 Middle Math P/D = D 43% (-2.0) 2023 Middle Reading P/D = 52% (+/- 0) 2023 High Math P/D = D 38% (-6.0) 2023 High Reading P/D = D 44% (-6.0)	Elementary 2023 Math P/D state 42%/KCSD 59% (+17) Elementary 2023 Reading P/D state 47 % /KCSD 59% (+12) Middle School 2023 Math P/D state 37% /KCSD 43% (+6) Middle School 2023 Reading P/D state 45 %/KCSD 52% (+7) High School 2023 Math P/D state 33%/KCSD 38% (+5) High School 2023 Reading P/D state 44%/KCSD 44% (+/-0)

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2022-23 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<u>Science, Social Studies, Writing Goal #2:</u> By 2027, the district will increase science, social studies, and writing proficiency for all students from: ● 44% in 2022 to 72% for elementary science; ● 51% in 2022 to 76% for elementary social studies; ● 58% in 2022 to 79% for elementary writing; ● 23% in 2022 to 62% for middle school science; ● 46% in 2022 to 73% for middle school social studies; ● 50% in 2022 to 75% for middle school writing; ● 13% in 2022 to 44% for high school science; ● 36% in 2022 to 68% for high school social studies; ● 44% in 2022 to 72% for high school writing **2023 Elementary Science Objective 44% to 50%** **2023 Elementary Social Studies Objective 51% to 60%** **2023 Elementary Writing Objective 58% to 63%** **2023 Middle School Science Objective 23% to 31%** **2023 Middle School Social Studies Objective 46% to 52%** **2023 Middle School Writing Objective 50% to 55%** **2023 High School Science Objective 13% to 22%** **2023 High School Social Studies Objective 36% to 42%** **2023 High School Writing Objective 44% to 50%**	**2023 Elementary Science P/D = I 48% (+4)** **2023 Elementary Social Studies P/D = I 52% (+1)** **2023 Elementary Writing P/D = I 60% (+2)** **2023 Middle School Science P/D = I 28% (+5)** **2023 Middle School Social Studies P/D = D 38% (-8)** **2023 Middle School Writing P/D = I 53% (+3)** **2023 High School Science P/D = D 9% (-4)** **2023 High School Social Studies P/D = I 40% (+4)** **2023 High School Writing P/D = I 49% (+5)**	Elementary 2023 Science P/D state 35%/KCSD 48% (+13) Elementary 2023 Social Studies P/D state 42 %/KCSD 52% (+10) Elementary 2023 Writing P/D state 43%/KCSD 60% (+17) Middle School 2023 Science P/D state 23%/KCSD 28% (+5) MIddle School 2023 Social Studies P/D state 34%/KCSD 38% (+4) Middle School 2023 Writing P/D state 43 %/KCSD 53% (+10) High School 2023 Science P/D state 10%/KCSD 9% (-1) High School 2023 Social Studies state 37%/KCSD 40% (+3) High School 2023 Writing P/D state 41 %/KCSD 49% (+8)

Implementation and Impact

2022-23 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Achievement Gap Objective 1: By 2023, the district will increase math and reading proficiency for students with disabilities from: • 22% in 2022 to 30% for elementary math; • 24% in 2022 to 32% for elementary reading; • 11% in 2022 to 20% for middle school math; • 15% in 2022 to 24% for middle school reading; • 6% in 2022 to 16% for high school math; • 5% in 2022 to 15% for high school reading	2023 Elementary Math P/D = 22% (+/- 0) 2023 Elementary Reading P/D = I 25% (+1) 2023 Middle Math P/D = D 8% (-3) 2023 Middle Reading P/D = D 13% (-2) 2023 High Math P/D = I 10% (+4) 2023 High Reading P/D = I 11% (+6)	Elementary 2023 SWD Math P/D state 23 %/KCSD 22% (-1) Elementary 2023 SWD Reading P/D state 28%/KCSD 25% (-3) Middle School 2023 SWD Math P/D state 15%/KCSD 8% (-7) Middle School 2023 SWD Reading P/D state 18%/ KCSD 13% (-5) High School 2023 SWD Math P/D state 11 % KCSD 10% (-1) High School 2023 SWD Reading P/D state 14%/KCSD 11% (-3)
English Learner Progress Goal #4: By 2027, the district will increase the English Learners Progress overall indicator rating from: • 58.6 in 2022 to 79.3 for elementary schools; • 29.6 in 2022 to 64.8 for middle schools; • 47.3 in 2022 to 73.6 for high schools 2023 Elementary EL Objective 58.6 to 62.8 2023 Middle EL Objective 29.6 to 36.6 2023 High EL Objective 47.3 to 52.5	2023 Elementary EL = M 74.4 (+11.6) 2023 Middle EL = D 21.8 (-7.8) 2023 High EL = D 27.5 (-19.8)	Elementary 2023 EL state 79.7 /KCSD 74.4 (-5.3) Middle School 2023 EL state 22.6/KCSD 21.8 (-.8) High School 2023 EL state 28.5 /KCSD 27.5 (-1.0)

Implementation and Impact

2022-23 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<u>Quality of School Climate and Safety Goal #5</u>: By 2027, the district will increase the Quality of School Climate and Safety Survey overall indicator rating for all students from: ● 79.0% in 2022 to 90.0% for elementary schools; ● 70.4% in 2022 to 85.2% for middle schools; ● 66.0% in 2022 to 83.0% for high schools 2023 Elementary Survey Objective 79.0 to 81.0 2023 Middle Survey Objective 70.4 to 73.3 2023 High Survey Objective 66.0 to 69.4	2023 Elementary Survey = I 80.2 (+1.2) 2023 Middle Survey = D 68.6 (-1.8) 2023 High Survey = D 65.2 (-0.8)	Elementary 2023 Survey state 77.0 /KCSD 80.2 (+3.2) Middle School 2023 Survey state 65.3 /KCSD 68.6 (+3.3) High School 2023 Survey state 62/KCSD 65.2 (+3.2)
<u>Transition Readiness Goal #6</u>: By 2027, the district will increase the percentage of students transition ready in grade 12 from 80.6 in 2022 to 90.3, as measured by College/Career Readiness calculations. 2023 Transition Readiness Objective 80.6 to 82.5	2023 Transition Ready = M 85.4 (+2.9)	2023 Transition Ready state 90.7/KCSD 85.4 (-5.3)
<u>Graduation Rate Goal #7</u>: By 2027, the district will increase the graduation rate from 93.6% in 2022 to 96.8%, as measured by the school report card 4-year adjusted cohort graduation rate. 2023 Graduation Rate Objective from 93.6% to 94.2%	2023 Graduation Rate = M 95.6 (+2.0)	2023 Graduation Rate state 91.4%/KCSD 95.6% (+4.2)

Reading and Math

- **District Data Strengths**
1) Elementary and middle schools' overall combined indicator rating for Reading and Math earned a High (green) rating.
2) KCSD was above the state average at all levels in reading and math for Proficient/Distinguished Scores (P/D).
3) Within the Northern Kentucky Region, KCSD is in the top five for elementary math and reading, and middle school reading P/D scores. Elementary schools reading and math P/D scores was in the top 13% within the state.
4) When compared to the top ten largest districts in the state (Jefferson, Fayette, Boone, Warren, Hardin, Kenton, Bullitt, Oldham, Madison, and Daviess) KCSD is ranked 1st for elementary in the overall combined indicator of reading and math.

- **District Data Growth Areas**
  - KCSD did not meet the Reading and Math yearly objectives set at all levels within the Comprehensive District Improvement Plan (CDIP):
    - Objective - 60% P/D for elementary math   2023 P/D Score - 59%
    - Objective - 63% P/D for elementary reading   2023 P/D Score - 59%
    - Objective - 51% P/D for middle school math   2023 P/D Score - 43%
    - Objective -57% P/D for middle school reading   2023 P/D Score - 52%
    - Objective -50% P/D for high school math   2023 P/D Score - 38%
    - Objective - 55% P/D for high school reading   2023 P/D Score - 44%
  - As compared to the 2022 Kentucky Summative Assessment (KSA) scores for reading and math in the area of Proficient/Distinguished (P/D) percentages, KCSD did not increase in 2023 reading and math P/D scores for middle schools or high schools.
    - Middle School Math (-2)
    - Middle School Reading (+/-0)
    - High School Math (-6)
    - High School Reading (-6)

- **Strategies to Address Growth Areas**
1) Implementation of a vertically aligned Literacy Plan with instructional shifts in how reading is taught and a high quality comprehensive instructional resource in grades K-12.
2) Implementation of a high quality comprehensive instructional resource in Math for grades 6-8 and Algebra 1.
3) Systemic implementation of the standards based instruction through the Cycle of Quality Instruction, systemic school structures for common formative assessments, fidelity in all phases of district common assessments.
4) Effective Professional Learning Communities (PLC's). Meetings should allow for the use of data in real time to make adjustments to instruction with a regular process for student naming and claiming.
5) Continued systemic and differentiated support around high quality standards based instruction. Ongoing support and training to staff as a result of instructional trends and student data. Collective and individual needs must be met in a clear, supportive, and ongoing manner.

Science/Social Studies/Writing

- **District Data Strengths**
1) Elementary, Middle Schools and High Schools' overall indicator rating for Science, Social Studies, and Combined Writing earned a High (green) rating.
2) KCSD was above the state average at all levels in science, social studies and combined writing for Proficient/Distinguished Scores (P/D), with the exception of High School science (-1).
3) Within the Northern Kentucky Region, KCSD in the top five school districts for elementary science, social studies, and writing; and middle school writing for P/D scores.
4) As compared to the 2022 Kentucky Summative Assessment (KSA) scores, proficient and distinguished (P/D) percentages increased or remained consistent in all areas, with the exception of middle school social studies (-8) and high school science (-4)
    - Elementary Science (+4)   Middle School Combined Writing (+3)
    - Elementary Combined Writing (+2)   High School Combined Writing (+5)
    - Elementary Social Studies (+1)   High School Social Studies (+4)
    - Middle School Science (+5)

- **District Data Growth Areas**
1) KCSD did not meet the Science, Social Studies, and Combined Writing yearly objectives set at all levels within the Comprehensive District Improvement Plan (CDIP).
    - Objective - 50% for elementary science   2023 P/D Score - 48%
    - Objective - 60% for elementary social studies   2023 P/D Score - 52%
    - Objective - 63% for elementary writing   2023 PD Score - 60%
    - Objective - 31% for middle school science   2023 P/D Score - 28%
    - Objective - 52% for middle school social studies   2023 P/D Score - 38%
    - Objective - 55% for middle school writing   2023 P/D Score - 53%
    - Objective - 22% for high school science   2023 P/D Score - 9%
    - Objective - 42% for high school social studies   2023 P/D Score - 40
    - Objective - 50% for high school writing   2023 P/D Score - 49%

- **Strategies to Address Growth Areas**
1) Systemic implementation of the standards based instruction through the Cycle of Quality Instruction, systemic school structures for common formative assessments, fidelity in all phases of district common assessments.
2) Effective Professional Learning Communities (PLC's). Meetings should allow for the use of data in real time to make adjustments to instruction with a regular process for student naming and claiming.
3) Continued systemic and differentiated support around high quality standards based instruction. Ongoing support and training to staff as a result of instructional trends and student data. Collective and individual needs must be met in a clear, supportive, and ongoing manner.

Achievement GAP

- School Data Strengths
1) Five schools were able have the federal classification of Targeted Support and Improvement (TSI) rating removed from the previous year: J.A. Caywood Elementary, Twenhofel Middle School, Dixie, Scott ,and Simon Kenton.
2) For Proficient/Distinguished (P/D) scores for Students with Disabilities (SWD), students increased or remained consistent from 2022 to 2023 in the following areas:
   - Elementary Math (+/-0)   Middle School Science (+3)
   - Elementary Reading (+1)   High School Math (+4)
   - Elementary Science (+10)   High School Reading (+6)
   - Elementary Combined Writing (+6)   High School Combined Writing (+2)

- District Data Growth Areas
1) The 2023 State Assessment Data identified three KCSD schools with the federal classification of Targeted Support and Improvement (TSI) for Students with Disabilities (SWD). Those schools are: Beechgrove Elementary, Summit View Middle, and Turkeyfoot Middle. (TSI schools are those who have a subgroup performing at or below the bottom 5% of all schools.) Turkeyfoot also has a TSI federal classification with EL.
2) For Proficient/Distinguished (P/D) scores for Students with Disabilities (SWD), Middle School students decreased from 2022 to 2023 in all areas with the exception of science (+3).
   - Middle School Math (-3)
   - Middle School Reading (-2)
   - Middle School Social Studies (-13)
   - Middle School Writing (-7)
3) KCSD did not meet Gap yearly CDIP objectives set for reading and math for students with disabilities at all levels.
   - Objective - 30% for elementary math   2023 P/D Score - 22%
   - Objective - 32% for elementary reading   2023 P/D Score - 25%
   - Objective - 20% for middle school math   2023 P/D Score - 8%
   - Objective - 24% for middle school reading   2023 P/D Score - 13%
   - Objective - 16% for high school math   2023 P/D Score - 10%
   - Objective - 15% for high school reading   2023 P/D Score - 11%

- **Strategies to Address Growth Areas**
1) Systemic implementation of the standards based instruction through the Cycle of Quality Instruction, systemic school structures for common formative assessments, fidelity in all phases of district common assessments.
2) Effective Professional Learning Communities (PLC's). Meetings should allow for the use of data in real time to make adjustments to instruction with a regular process for student naming and claiming.
3) Implementation with fidelity of all individual plans.
4) School specific plans to address root causes with a federal classification.
5) School Support Meetings take place at all 17 of our schools approximately every 6 weeks to look at data in real time, strategies of the action plan, and necessary adjustments.

English Learner Progress

- District Data Strengths
1) Elementary Schools earned an overall Very High (blue) rating for EL student scores.
2) KCSD had an increase of 24 students in the 2022-2023 school year with a total of 570 EL students, with 46 languages being represented. 13% of those students were able to exit the program in 2022-2023.
3) On average 79% of students showed growth on the 2023 ACCESS test, with nine schools showing growth on ACCESS scores.
4) For Proficient/Distinguished (P/D) scores for English Learners, students increased or remained consistent from 2022 to 2023 in the following areas:

● Elementary Math (+15)	Middle School Science (+/-0)
● Elementary Reading (+2)	High School Reading (+7)
● Elementary Science (+14)	High School Science (+/-0)
● Middle School Reading (+6)	High School Writing (+8)

- District Data Growth Areas
1) One school was identified as Targeted Support and Improvement (TSI) for EL Plus Monitored: Turkeyfoot Middle School.
2) KCSD is below the state for the overall combined indicator for English Learners Progress at all levels:
   - Elementary School (-5.3)
   - Middle School (-.8)
   - High School (-1.0)
3) For Proficient/Distinguished (P/D) scores for English Learners, students decreased from 2022 to 2023 in the following areas:

● Elementary Writing (-11)	Middle School Social Studies (-11)
● Elementary Social Studies (-11)	High School Math (-1)
● Middle School Math (-3)	High School Social Studies (-8)
● Middle School Writing (-3)	

- **Strategies to Address Growth Areas**
1) Evaluating effectiveness of EL programming to determine if discrepancies in mastery of core standards and English acquisition exist. Then, strengthening Tier I support for EL's and reinforce the use of the KCSD English Language Development Handbook and EL Scaffolding Toolkit.
2) ELD Team participates in monthly PLCs to analyze trends in data, identify areas of strength and areas for growth, as well as identify next steps for model lab classroom visits. Determined which skills individual students need to work on and develop a plans to take back to schools.
3) Continued professional learning with effective and intentional push-in instruction with the development of language targets based on content standards and micro-scaffolding.
4) Analyze trends in ELP level breakdown and track growth on EL progress monitoring data. Analyze trends in ELP level breakdown and track growth on EL progress monitoring data.

Quality School Climate and Safety

- **District Data Strengths**
1) All three levels: Elementary, Middle, and High earned a High (green) overall indicator rating for the Quality of School Climate and Safety Survey.
2) The KCSD overall indicator for the Quality of School Climate and Safety Survey is above the state for all three levels of Elementary (+3.2), Middle (+3.3), and High (+3.2).
3) When compared to the top ten largest districts in the state (Jefferson, Fayette, Boone, Warren, Hardin, Kenton, Bullitt, Oldham, Madison, and Daviess) KCSD ranked in the following order: Elementary Schools #1, Middle Schools #2, and High Schools #1.
4) Questions with the top three overall ratings were: 1) Adults from my school work hard to make sure students are safe (95.6%); 2) Adults from my school care about my physical safety (95.3%); 3) There is at least one adult from my school who listens to me when I have something to say (95.0%), and When I Need help with schoolwork, I can ask a teacher (95.0). The top three questions were above the state rating by the following: Question #1 (+4), Question #2 (+3.3), Questions #3 (+2.3)

- **District Data Growth Areas**
1) Questions which received the lowest overall ratings were: 1) Students being mean or hurtful to other students online (websites, apps, etc.) is a problem for my school (53.0%); 2) All students are treated the same if they break school rules (64.3%); and 3) Students from this school respect each other's differences (gender, culture, race, religion, ability) (65.6%). However, KCSD lowest rated questions were above the state rating by the following: Question #1 (+ 3.7); Question #2 (+4.7): and Question #3 (+7.0)
2) KCSD did not meet the yearly annual objective set in the CDIP for Quality School Climate and Safety:
   - Objective - 81.0% for elementary schools   2023 Score - 80.2
   - Objective - 73.3% for middle schools   2023 Score - 68.6
   - Objective - 69.4% for high schools   2023 Score - 65.2

- **Strategies to Address Growth Areas**
1) Implementation of PBIS Plans with fidelity.
2) Utilizing the Behavior and SEB District Data Dashboard in real time to identify district and school trends/needs.
3) Differentiated instruction during school SEL instruction based on trend data and needs.
4) KCSD Trauma Informed Care Plan and Restorative Practices Implementation

Transition Ready

- ### District Data Strengths
1) The KCSD model of Transitionion Readiness for Cohort 2023 was at 93.8. This is an increase (+8.4) above the state provided average for the district with Postsecondary Readiness, which was at 85.4 .
2) The KCSD model of Transition Readiness for Cohort 2023 was at 93.8. This is an increase (+3.1) above the state, which was at 90.7.
3) KCSD increased the Post Secondary Readiness score from 2022 to 2023 from 80.6 to 85.4 (+4.8).
4) KCSD did meet the yearly annual objective set in the CDIP for Transition Readiness set at 82.5. (+2.9)
5) ACT scores are above the state in each content area and for the overall composite score. ACT state composite score is at 18.5 and KCSD 2023 overall composite score is at 19.3 (+0.8).

- ### District Data Growth Areas
1) KCSD scored below the state average (90.7) for Transition Readiness, with a score of 85.4 (-5.3).
2) All three high schools are below the state average for Transition Readiness.
    - Dixie - 79.9 (-10.8)
    - Scott - 87.5 (-3.2)
    - Simon Kenton - 88.5 (-2.2)
3) According to state data, less than half, 42% of students were career ready from Cohort 2023.
4) KCSD continues to grow the Elementary and Middle School Models of Transition Readiness and ended the 2022- 2023 school year with the following percentage of students Transition Ready: Elementary Schools at 68.08% and Middle Schools at 52.65%.

- **Strategies to Address Growth Areas**
1) Systemic implementation of the standards based instruction through the Cycle of Quality Instruction, systemic school structures for common formative assessments, fidelity in all phases of district common assessments.
2) Effective Professional Learning Communities (PLC's). Meetings should allow for the use of data in real time to make adjustments to instruction with a regular process for student naming and claiming.
3) Tier 1 student conferences will provide 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 learning and supports. This is also strengthening the role of the adult advocate.

Graduation Rate
(High School)

- **District Data Strengths**
1) KCSD is above the state Graduation Rate (+3.5) and has an overall Graduation Rate combined indicator rating of High (green).
2) KCSD 4-year Graduation rate increased from 93.6% in 2022 to 95.6% in 2023 (+2).
3) Two of three High Schools have an overall Graduation Rate Indicator rating with a high (green) rating.
4) For the 4-year Graduation Rate, KCSD surpassed the CDIP yearly objective of 94.2%, with 95.6% (+1.4)
5) When compared to the top ten largest districts in the state (Jefferson, Fayette, Boone, Warren, Hardin, Kenton, Bullitt, Oldham, Madison, and Daviess) KCSD ranked 2nd for Graduation Rate with the overall combined indicator score.

- **District Data Growth Areas**
1) One High School has an overall combined indicator score for Graduation Rate of Medium (yellow).

- **Strategies to Address Growth Areas**
1) Systemic process to monitor all students in grades 9-12 in real time as it relates to being on track to graduate.   Monthly monitoring of on track, off track, and state dropout codes through Infinite Campus.
2) The 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 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.

Formative Data

(Common Assessments)

- **District Data Strengths**
  1) Schools performing a the Very High or High range for an overall indicator score that were within +/-10 point difference between running common assessment scores and KSA Proficient/Distinguished (P/D) percentages are the following:
     - Fort Wright Math +/-7
     - Piner Math +/- 6
     - Hinsdale Math +/-3
     - Taylor Mill Math +/-5
     - Twenhofel Math +/-3
     - Woodland Math +/-5
     - Kenton Reading +/-5
     - Piner Reading +/-10
     - Hinsdale Reading +/-5
     - River Ridge Reading +/-1
     - Taylor Mill Reading +/-8
  2) Although these proficiency percentages are not at the level we expect, the running common assessment average data shows an alignment to KSA data in the areas of Middle School and High Schools for the percentage of students scoring Proficient/Distinguished (P/D). KSA scores and common assessment running average scores for reading and math in the middle schools and high schools are very similar in comparison.
     - Middle School Math Common Assessment - 40.37%
     - Middle School Reading Common Assessment - 45.3%
     - High School Math Common Assessment - 37.7%
     - High School Reading Common Assessment - 34.9%
     - Middle School Math KSA - 43%
     - Middle School Reading KSA - 52%
     - High School Math KSA - 38%
     - High School Reading KSA - 44%

- **District Data Growth Areas**
  1) District common assessment running averages in reading/math were higher than the KSA percentages of students scoring Proficient or Distinguished at the elementary level.
     a) Elementary Math Common Assessment - 74%   Elementary Math KSA - 59%
     b) Elementary Reading Common Assessment - 71%   Elementary Reading KSA - 59%

- **Strategies to Address Growth Areas**
  1. Systemic implementation of the standards based instruction through the Cycle of Quality Instruction, systemic school structures for common formative assessments, fidelity in all phases of district common assessments.
  2. Effective Professional Learning Communities (PLC's). Meetings should allow for the use of data in real time to make adjustments to instruction with a regular process for student naming and claiming.
  3. Continued systemic and differentiated support around high quality standards based instruction. Ongoing support and training to staff as a result of instructional trends and student data. Collective and individual needs must be met in a clear, supportive, and ongoing manner.

Universal Screener/Diagnostic Data
(MAP/CERT/RI)

- **District Data Strengths**
  1) MAP is the Universal Screener utilized in KCSD with all students in grades K-8 taking MAP twice per year in reading and math. All schools are demonstrating high achievement from Fall 2022 to Spring of 2023 with MAP scores in both reading and math.
  2) The Median Student Growth Percentile is in the 40th to 60th percentile range (typical growth) from Fall of 2022 to Spring of 2023 with MAP for combined scores in both reading and math.
  3) CERT data shows increases in all areas from Fall of 2022 to Spring of 2023 for 9th graders: ELA +15.61%, Math +20.83%, Reading +2.28%, Science +27.57%.
  4) Fall 2023 RI data in elementary and middle schools show a strong correlation between the students reading proficiently when compared to longitudinal data of proficient/distinguished levels on KSA.

- **District Data Growth Areas**
  1) In the Spring of 2023, Students with Disabilities and the EL population continued to perform below all students in all content areas and grade levels for MAP, and CERT.
  2) In Spring of 2023, all four middle schools are slightly below the typical Median Student Growth percentile in Math and Reading.
  3) In the Spring of 2023, CERT data shows that the SWD and EL population for Math, Reading, and Science are all 15% or less of students meeting the benchmark, with 0% in math meeting the benchmark for the EL population.
  4) Fall 2023 MAP data indicate that 55.9% of K-5 students are scoring at or above the 60th percentile (projected proficiency) and 50% of 6-8 students are scoring at or above the 60th percentile (projected proficiency) in Reading.

- **Strategies to Address Growth Areas**
  1) Follow and implement the KCSD Balanced Assessment Summary and Expectations with fidelity.
  2) CERT, MAP, and RI data should be used with other triangulated data sets to cluster students in needs based groups during Core instruction and RTI blocks of instruction. This intentional grouping and instruction should foster growth in students.
  3) Elementary and Middle Schools to utilize the **NWEA Premium Reports** to analyze and make instructional decisions based on the MAP data.
  4) Implementation of a vertically aligned Tier 1 Literacy Plan with instructional shifts in how reading is taught and a high quality comprehensive instructional resource in grades K-12.
  5) Appropriate intervention instruction above and beyond Tier 1, progress monitoring, and decision making around the progression charts for students where data indicates the need.

Points of Pride

1) 12 of our 18 schools performing at the Very High (Blue) or High (Green) overall rating.

2) 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.

3) KCSD Points of Pride

4) KCSD reduced the number of schools with the federal classification of Targeted Support and Improvement (TSI) from eight to three.

Student Services

	2020-2021	2021-2022	2022-2023
Dropout Rate	0.6	0.5	0.46
Attendance Rate	N/A	95.78	94.46
% F/R	41.52	39.89	45.86
Achievement Score/Proficiency	% 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% / 36% / 44%	% PD Reading, Math, Science, SS, Writing E - 59% / 59% / 48% / 52% / 60% M - 52% / 43% / 28% / 38% / 53% H - 44% / 38% / 9% / 40% / 49%
# Transfer (OE/Tuition)	1207	1218	1131
Retention Rate	1.4	2.6	1.96

Report to the Board November, 2023

Caywood Elementary

Implementation and Impact

2022-23 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Proficiency Goal- Caywood Elementary will increase the percentage of students scoring proficient/distinguished in reading from 60% in 2022 to 80% in 2027 as measured by the school report card. We will increase the percentage of students scoring proficient/distinguished in math from 49% in 2022 to 75% in 2027. **Objective 1** - To increase our percentage of students scoring proficient and distinguished in reading from 60% in 2022 to 64% in 2023 as measured by the school report card. **Objective 2** - To increase our percentage of students scoring proficient and distinguished in math from 49% in 2022 to 54% in 2023 as measured by the school report card.	Reading *(obj. 1)* - Declined 5% Math *(obj. 2)* - Improved 1%	Reading - Above state by 8% Math - Above state by 8%
Separate Academic Indicator Goal- By 2025, Caywood Elementary will increase the percentage of students scoring proficient/distinguished in Science from 35% in 2022 to 65% in 2027 as measured by the school report card. **Objective 1 -** To increase the percentage of students scoring proficient/distinguished in science from 35% in 2022 to 41% in 2023 as measured by the school report card.	Science *(obj. 1)* - Declined 2%	Science- Below the state average by 2%

Implementation and Impact

2022-23 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Achievement Gap **Objective 1** - To increase our percentage of students with disabilities scoring proficient/distinguished in reading from 14% in 2022 to 18% in 2023 as measured by the school report card. **Objective 2** - To increase our percentage of students with disabilities scoring proficient/distinguished in math from 3% in 2022 to 8% in 2023 as measured by the school report card.	Reading *(obj. 1)* -Met +improved 14% Math *(obj. 2)* -Met +improved 6%	Reading - congruent with state average of 28% Math- below state average by 14%
English Learner Progress: Caywood Elementary will increase the overall English Progress Indicator score from 60 in 2022 to 85 in 2027 **Objective 1:** Increase the Overall English Learner Progress Indicator score from 60 in 2022 to 65 in 2023.	(obj. 1) -Declined 0.8%	(Obj. 1) -Below the state average by 6.8.
Quality of School Climate and Safety: Caywood Elementary will decrease the percentage of students believing that students being mean or hurtful to other students online is a problem from 51% in 2022 to 25% in 2027 as measured by the Quality School Climate Safety Survey. **Objective 1:** Decrease the percentage of students believing that students being mean or hurtful to other students online is a problem at our school from 51% in 2022 to 46% in 2023.	School Climate*(obj. 1)* - Met -improved by 9%	(obj.1)- Above state average by 0.5

Implementation and Impact

2022-23 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
KY Impact Survey Goal - 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 50% in 2022 to to 80% in 2026. **Objective 1 -** 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 50% in 2022 to 65% in 2024.	No Data Reported this year	N/A

Reading and Math

School Data Strengths

1) On the Spring 2023 KSA, our overall indicator score for Reading and Math was 69.3, which was in the green, high performing category and above the state indicator score of 66.

School Data Growth Areas

1) On the Spring 2023 KSA, 55% of ALL students scored proficient/distinguished in reading, a decrease of

   5% from 2022.

2) On the Spring 2023 KSA, 50% of ALL students scored proficient/distinguished in math, a slight increase of 1% from

   2022.

Strategies to Address Growth Areas

1) Implementation of new CKLA Amplify comprehensive literacy instructional resource and professional learning for all teachers in the shift from balanced literacy to the science of reading, including ongoing district professional development and collaboration as well as peer observations and intentional fidelity walks to provide meaningful feedback for teachers to ensure *equity* in all classrooms for Tier I instruction in Reading.

2) 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.

3) Utilization of Performance Matters to track student progress on weekly and common assessments and intervention data to focus our discussion of student data at weekly PLC's in order to name and claim students and create actionable steps for adjusting instruction.

4) Triangulate MAP, RI, and Dibels data at each MTSS progress check to determine next steps for students in Tier I, II and III to ensure all students are reading on grade level at each transition point.

Science/Social Studies/Writing

School Data Strengths

1) On the Spring 2023 KSA, 62% of our students scored proficient/distinguished in (combined) Writing, an increase of 3% from 2022, and above the state average of 43%

2) On the Spring 2023 KSA, 57% of our students scored proficient/distinguished in Social Studies, an increase of 4% from 2022 and above the state average of 42%.

School Data Growth Areas

1) On the Spring 2023 KSA, only 33% of our students scored proficient/distinguished in Science, a decrease of 2% from 2022.

2) On the Spring 2022 KSA, 7% of our students with disabilities scored proficient/distinguished in Science, a decrease of 3% from 2022.

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) Intentional planning and collaboration between grade level teachers and STEAM teacher to ensure alignment of Science Standards and to maximize instructional time based on district curriculum timelines.

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.

Achievement GAP

School Data Strengths

1) Due to growth in our reading and math scores for students with disabilities, we are no longer designated a TSI school!

2) On the Spring 2023 KSA, 9% of our students with disabilities scored proficient/distinguished in math, an increase of 6% from 2022.

3) On the Spring 2023 KSA, 28% of our students with disabilities scored proficient/distinguished in reading, an increase of 14% from 2022.

School Data Growth Areas

1) On the Spring 2023 KSA, 0% of students with disabilities scored proficient/distinguished in combined writing.

2) On the Spring 2023 KSA, 0% of students with disabilities scored proficient/distinguished in the area of social studies.

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 Co- Teaching implementation as well as implementation of SDI, SAS and the quality cycle of instruction by school administrative team and district consultants.

3) A structure is in place to provide intentional planning time for special education and classroom teachers weekly to improve instruction in the collaborative setting.

4) 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.

5) Explicit instruction in content-specific vocabulary, close reading strategies within Social Studies and explicit teaching of citing multiple sources to support writing instruction.

English Learner Progress

School Data Strengths

1) Access scores from 2022-23 indicate 14% of our English Learner student population reached attainment, which is a 3% increase from the previous year and above the state average of 9.1%

2) Access scores from 2022-23 indicate that 77% of our English Learner students made growth.

School Data Growth Areas

1) On the 2023 KSA, 32% of English Learners scored proficient/distinguished in Reading, a 10% decrease from 2022.

2) On the 2023 KSA, 0% of English Learners scored proficient/distinguished in Writing showing no growth from 2022.

Strategies to Address Growth Areas

1) Implementation of progress monitoring three times per year to compare with common assessment data, MAP and RI data 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 (name and claim)and make adjustments to instruction in real time based on student mastery of standards.

3) Increase push-in services for EL students utilizing EL Teacher and assistants during Core CKLA Amplify Literacy instruction to work with small groups on specific vocabulary and writing skill deficits.

Quality School Climate and Safety

School Data Strengths

1)98% of students believe that adults from our school care about them

2)97% of students believe that if students are being mean or hurtful to others during school, there is a safe way to report it to an adult.

School Data Growth Areas

1)42% 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)Continue Implementation of Second Steps SEL Curriculum across grade levels and monitoring of Tier I SEL implementation to ensure common language across grade levels, in addition to developing a fidelity walk tool for SEL program implementation in order to provide feedback for teachers.

3)Continue professional learning on the shift from Punitive to Restorative Practices at monthly faculty meetings, as well as intentional use of restorative questions with students by teachers and admin utilizing Restorative Language and conversations to improve positive relationships. (Framework of doing things WITH others instead of "to" others.)

Transition Ready

School Data Strengths

1) 100% of 5th grade students were involved in an extra-curricular activity in the 2022-23 school year.

2) 90.28% of 5th grade students met the attendance criteria for transition ready in the 2022-23 school year

School Data Growth Areas

1) Overall, only 52.94% of 4th and 5th grade students met all criteria for transition readiness in the 2022-23 school year.

2) 56.94% of 5th grade students met the criteria for GPA of 2.8 or above in 2022-23.

Strategies to Address Growth Areas

1) Implementing Transition Ready individual student conferences 4 times per year with adult advocates in 4th and 5th grades to review progress towards transition ready and make actionable steps to remove barriers. (Student-led conferences in 5th grade)

2) Continue 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.

3) Transition Ready Tuesdays- Teachers in 4th and 5th grades post Transition Ready Messages on Social Media to remind parents of the Transition Ready Criteria, in addition to regular communication in the school newsletter regarding 100% transition ready goal.

4) After school tutoring (ESS) for students in 4th and 5th grades who are not on target to meet GPA criteria, and need further support and intervention beginning in November.

5) Utilizing Reading Inventory (RI) assessment to determine students who are reading significantly below grade level in grades K-5 and make instructional decisions for needs based groupings or Tiered interventions.

Formative Data
(Common Assessments)

School Data Strengths

1)Our overall common assessment running average for 2022-23 was 70% for Math.

2)Our overall common assessment running average for 2022-23 was 67% for Reading.

School Data Growth Areas

1)Our KSA proficiency for Math was 20% lower than our common assessment running average; reading was 12% lower.

2)Our overall common assessment running average for students with disabilities in the area of math was 29% which did not correlate with our KSA Proficiency for students with disabilities at 9%.

Strategies to Address Growth Areas

1)Revisit, discuss and monitor the KCSD Balanced Assessment and Summary Expectations to ensure recommended practices for before, during and after assessments as well as to monitor district common assessment protocols to ensure equity with how assessments are given across all grade levels.

2)Continue to utilize Performance Matters and our school's assessment analysis tool to analyze formative and common assessment data weekly in PLC's in order to make adjustments to instruction, name and claim students, and plan around standards in real time, as well as to design 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 walks 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 will include review of lesson plans.

Universal Screener/Diagnostic Data
(MAP/CERT/RI)

School Data Strengths

1)On Fall 2022 MAP, the median percentile by RIT for 2nd grade was 71 for math.

2)On Fall 2022 MAP, the median percentile by RIT for 3rd grade was 66 for reading.

3)The MAP growth comparison from Fall 2022 to Fall 2023 (Reading and Math Combined)for Caywood was 59, indicating high achievement and high growth.

School Data Growth Areas

1)On Fall 2023 MAP, 54% of third grade students are projected to be proficient/distinguished on Math KSA.

2)On Fall 2023 MAP, 18.18% of fifth grade students with disabilities are projected to be proficient/distinguished on Reading KSA

3)On Fall 2023 MAP, 12.5% of fourth grade LEP students are projected to be proficient/distinguished on Reading KSA.

4) The results of the Fall 2023 RI show that 65% of first graders, 60% of 2nd graders, 55% of 3rd graders, and of the students scoring 60th percent or below on MAP, 46% of 4th graders and 41% of 5th graders are reading at least one or more grade levels below.

Strategies to Address Growth Areas

1)Implementation of comprehensive high quality instructional resource in the area of reading (Amplify CKLA) and ongoing job-embedded professional learning with school literacy leaders on the shift from balanced literacy to the science of reading.

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)Implement strategies to incorporate increased spiral review of standards utilizing daily flashbacks and weekly assessment spiral questions.

Points of Pride

1) GREEN (HIgh) status on KSA, scoring green in all indicators!

2) Our students with disabilities showed growth in both reading and math and we are *no longer designated TSI!*

3) Highest growth in the district on MAP from Fall of 2022- Fall 2023.

Student Services

	2020-2021	2021-2022	2022-2023
Dropout Rate	N/A	N/A	N/A
Attendance Rate	N/A	96.32	94.38
% F/R	61.45	53.35	65.43
Achievement Score/Proficiency	%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	%P/D Reading- 55.0 %P/D Math- 50.0 %P/D Science- 33.0 %P/D Social Studies- 57.0 %P/D On-Demand Writing- 62.0
# Transfer (OE/Tuition)	91	92	72
Retention Rate	0	0.4	0.19

Report to the Board
November 20, 2023

River Ridge Elementary

Implementation and Impact

2022-23 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Goal 1: River Ridge Elementary will increase the percentage of students scoring proficient/distinguished in **Reading** from 55% in 2022 to 75% in 2027 as measured by the school report card. We will increase the percentage of students scoring proficient/distinguished in **Math** from 59% in 2022 to 79% in 2027 as measured by the school report card. *Objective 1: To increase our percentage of students scoring proficient and distinguished in reading from 55% in 2022 to 59% in 2023 as measured by the school report card.* Objective 2: To increase our percentage of students scoring proficient and distinguished in math from 59% in 2022 to 63% in 2023 as measured by the school report card.	**Objective 1:** In the area of reading, River Ridge had 59% of students scoring proficient or distinguished, meeting this objective. Objective 2: Overall achievement levels in math show 60% of students were proficient in 2023. This is a slight increase from the 2022 school year, but fell short of the goal.	**Objective 1:** In the area of reading, River Ridge reached proficiency with the same percentage as the district average with 59%, and above the state average of 47%. Objective 2: Overall achievement levels in math (60%) were slightly above the district average of 59% of students scoring proficiency, but significantly above the state level of 42%

Implementation and Impact

2022-23 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Goal 2: River Ridge Elementary will increase the percentage of students scoring proficient/distinguished in **Science** from 54% in 2022 to 74% in 2027 as measured by the school report card. **Objective 1: To increase the percentage of students scoring proficient/distinguished in science from 54% in 2022 to 59% in 2023 as measured by the school report card.**	**Objective 1:** In the area of science River Ridge students scored 54% proficient or distinguished, and did not make growth or meet this objective.	**Objective 1:** In the area of science River Ridge students scored higher (54%) than the district average of 48% and well above the state average of 35%.
Objective 1: To increase our percentage of students with disabilities scoring proficient/distinguished in reading from 21% in 2022 to 25% in 2023 as measured by the school report card. Objective 2: To increase our percentage of students with disabilities scoring proficient/distinguished in math from 18% in 2022 to 22% in 2023 as measured by the school report card.	**Objective 1:** Our students with disabilities continue to be our weakest scoring gap group, with students in reading scoring 22% proficiency. Objective 2: Our students with disabilities continue to be our weakest scoring gap group in math, with students 22% proficiency.	**Objective 1:** Our students with disabilities (22%) continue to be below the district average of 25% and state average of 28% proficiency. Objective 2: Our students with disabilities (22%) are scoring the same as the district average of 22% proficiency in math and slightly below the state average of 23% proficiency.

Implementation and Impact

2022-23 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Goal 4: River Ridge Elementary will increase our overall English Learner Progress Indicator score from 57 in 2022 to 77 in 2027.

Objective 1: Increase the overall English Learners progress indicator score from 57 in 2022 to 61 in 2023. | Objective 1: We exceeded our goal for 2023 in the area of overall English Language Learners indicator score of 61. Our indicator score is at 75.1 and is close to our overall goal of 77. Our overall ELL progress indicator was High yellow in 2022 and in 2023 we increased to blue. | River Ridge is just below the state average of 79.7 for English Learners Progress Indicator, but above the district average of 74.4. |

Implementation and Impact

2022-23 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Goal 5: River Ridge Elementary will decrease the percentage of students believing that students being mean or hurtful to other students online (websites, apps, etc.) is a problem from 49% in 2022 to 25% in 2027 as measured by the Quality School Climate Safety survey. Objective 1: Decrease the percentage of students believing that students being mean or hurtful to other students online is a problem at our school from 49% in 2022 to 45% in 2023.	Objective 1: The percentage of students believing that students being mean or hurtful to other students online is a problem at our school for 2023 was 51%. This is an increase, rather than a decrease from last year and did not meet the objective.	Objective 1: The percentage of RRE students believing that students being mean or hurtful to other students online is a problem is slightly lower than the district and state average of 53% and 52% respectfully.
Goal 6: River Ridge Elementary will increase the percentage of the adequacy of our school resources from 45% favorable in 2022 to 55% in 2026 as measured by the Kentucky Impact Survey. Objective 1: To increase the percentage of the adequacy of our school resources from 45% in 2022 to 50% in 2024.	Objective 1: While we do not have a score from the Impact survey to compare to, we have increased the resources teachers are provided through the use of our TItle and SBDM funds. We just purchased a reading program (Amplify) to go along with our math program.	n/a

Reading and Math

School Data Strengths
1) According to 2023 KSA data, 69% of our 4th grade students were proficient in reading.
2) According to 2023 KSA data, 60% of our students were proficient in math.

School Data Growth Areas
1) According 2023 KSA data, 41% of students are not reading proficiently.
2) According 2023 KSA data, 39% of students are not scoring proficient in math.

Strategies to Address Growth Areas
1) Implementation of Amplify ELA curriculum to fidelity. This is monitored by administrators through monthly instructional walks and fidelity walks with the Literacy Team.
2) Implementation and refinement of our process for reviewing intervention program data in all areas to determine effectiveness and make decisions about allocation of resources. This will also include strengthening needs based instruction during the MTSS blocks as well as T1 instruction and allocate resources in these areas.
3) PLC meetings with administrators and grade level teams are focused on intentional backward design planning in ELA and math along with focusing on the cycle of instruction in Element 2 and 4 to increase the type of product students are interacting with to be more high cognitive level and teachers are adjusting instruction in real time.

Science/Social Studies/Writing

School Data Strengths

1) According to 2023 KSA data, 61% of students are proficient in the area of combined writing.
2) According to 2023 KSA data, students with disabilities scored 25% higher proficiency in 2023 when compared to 2022 in the combined writing area.

School Data Growth Areas

1) According to 2023 KSA data, Students scoring proficient in science remained the same at 54% proficiency from the 2022 school year.
2) According to 2023 KSA data, Students scoring proficient in social studies decreased by 6% to only 53% proficiency.

Strategies to Address Growth Areas

1) Instructional learning walks are focused on the type of product students are being provided to ensure more high cognitive demand tasks are included in lessons and instruction.
2) Instruction is being targeted to increase the independence students are provided on tasks in science and social studies. Consistent resources are being provided to teachers to align to these standards.
3) Through weekly PLC's with administrators and grade level teams teachers analyze data as well as type of task and product students are provided independently to reach the standards. They are identifying overall adjustments to instruction as well as individual student adjustments that need to be made.
4) A master schedule was created to provide dedicated time for science and social studies in each grade level that aligns with the district timeline.

Achievement GAP

School Data Strengths

1) According to 2023 KSA data, the proficiency of students in math identified as free and reduced lunch is 50%, which is an increase from 2022. This is only 9% gap from all students.
2) According to 2023 KSA data, the proficiency of students identified as free and reduced lunch is 49% in combined writing. This is only 12% gap from all students.

School Data Growth Areas

1) 2023 KSA data shows a gap for students with disabilities is a significant growth area. Special education students scored 22% proficient in reading. According to the Fall 2023 RI test, students with disabilities who are reading at least one or more grade levels behind in 1st grade is 76%, in 2nd grade 91%, 3rd grade 81%, and of those in 4th and 5th grades who scored below the 60th percentile on map, 4th has 90% and 5th has 93%.
2) 2023 KSA data shows a gap for students with disabilities is a significant growth area. Special education students scored 22% proficient in math. Only a small percentage of students with disabilities have an identified area of SLD in math.

Strategies to Address Growth Areas

1) Implementation of Co-teaching in all ELA classrooms this year and provide intentional planning and evidence based instructional strategies for special education and general education teachers in co-taught classrooms. Co-teaching training for all teachers to ensure consistency among professional learning at the beginning of the year. One day a month PLC's focus on co-teaching planning and best practices.
2) Special Education teachers and General Education teachers are providing T1 instruction in Second Steps SEL program as well as in resource rooms to provide consistent vocabulary and instruction in social skills.
3) Book study with administrators *Great Achievement, Great Instruction*-instructional strategies are shared during monthly PLC's and in the weekly staff memo.

English Learner Progress

School Data Strengths

1) On the 2023 Access test, 15% of ELL students exited the EL program.
2) On the 2023 Access test, 89% of ELL students showed growth.

School Data Growth Areas

1) English Language Learners not scoring proficiency in reading is 67%. According to the Fall 2023 RI test, students who are ELL reading at least one or more grade levels below in 1st grade-85%, 2nd grade-78%, 3rd grade 75%, and those 4th/5th graders who were below the 60th percentile are 4th-88% and 5th 88%.

2) English Language Learners who did not score proficient in math is 54%.

Strategies to Address Growth Areas

1) Book study with administrators Great Achievement Great Instruction-instructional strategies are shared during monthly PLC's and in the weekly staff memo. These strategies will improve all Tier 1 instruction for all struggling students.
2) Intentional planning with ELL staff and general education teachers to provide a consistent grading system that supports ELL students in their proficiency towards standards in conjunction with their proficiency towards English acquisition.
3) All teachers are analyzing formative and common assessment data and dissegrating scores of all students and ELL students. They are then identifying ways to provide needs based instruction to ELL students who have not mastered the standard in that assessment.

Quality School Climate and Safety

School Data Strengths

1) 98% of students find RRE a caring place to be.
2) 97% of students find that there is at least one caring adult they can talk to.

School Data Growth Areas

1) 35% of students believe that students being mean or hurtful is a problem.
2) 51% of students believe that students being mean or hurtful online is a problem.

Strategies to Address Growth Areas

1) Implementation of Second Steps K-5 for Tier 1 instruction.
2) Implementation of second Steps in T2, T3, and Sped to provide consistency and a deeper understanding of the T1 instruction.
3) Restorative practices and conferences are being used to provide students with conflict resolution and accountability for their actions.

Transition Ready

School Data Strengths

1) Attendance rate of all students in 2023 was 95.3%
2) 99.2% of 5th grade students participated in an extracurricular activity in 2023.

School Data Growth Areas

1) 57% of 5th grade students earned a GPA of 2.5-4.0 in 2023.
2) 53.6% of 5th grade students were considered transition ready in the May of 2023.
3) According to the most recent Reading Inventory scores of students in grades 4 and 5 who were below the 60th percentile on MAP, 44% are one or more grade levels below in 4th grade and 38% in 5th grade. All 3rd graders took the RI and 55% of these students are one or more grade levels below.
4) According to the most recent Foundational Reading Inventory given to all Kindergarten, 1st, and 2nd graders, 0% of our K students are below grade level, 80% of first grade students, and 71% of 2nd grade students are at least one grade level below.

Strategies to Address Growth Areas

1) 4th and 5th grade teachers are vertically aligning grading procedures for all content areas.
2) Students who are not considered transition ready in 5th grade are meeting with an adult advocate monthly.
3) All 5th grade students are meeting with an adult advocate 3 times a year to complete the transition ready document to determine transition readiness and to identify areas they need support in to maintain or become transition ready. This information is being shared with families to increase school and home connectedness.
4) Continue to follow CKLA-Amplify Program to fidelity to ensure all students are reading on grade level as they transition to the next grade level.

Formative Data
(Common Assessments)

School Data Strengths

1) Our overall common assessment average for 22-23 in math was 77.08% which is close to our goal of 80%.
2) Our overall common assessment average for 22-23 in reading was 71.69% which is short of our goal of 80%.

School Data Growth Areas

1) Overall our students with disabilities scored 23% lower in math than all students.
2) Overall our students with disabilities scored 21% lower in reading than all students.
3) It is important to note that our overall common assessment averages do not correlate with our KSA scores.

Strategies to Address Growth Areas

1) Expanded instructional walk tool to include type of co-teaching model observed in co-taught classrooms and graph to illustrate the percentage of strategies used each month. This data is shared monthly with staff in weekly memo.
2) Co-teaching embedded professional development on research based instructional strategies to increase scores of students with disabilities.
3) Improved data analysis tool that provides weekly data on all students that provides teachers with the names of all students who need reteaching to master the standard.

Universal Screener/Diagnostic Data
(MAP/CERT/RI)

School Data Strengths

1) 58% of students in 5th grade are reading on grade level according to the 2023 MAP assessment.
2) 1st, 2nd, and 3rd grade students did not show a summer slide in MAP scores from Spring 2023 to Fall 2023 and 2nd, 3rd and 4th also maintained their proficiency from Spring to Fall in math.

School Data Growth Areas

1) On the Fall 2023 MAP assessment, students are reading with 50% proficiency and are scoring 49% proficiency in math. The results of the Fall 2023 RI show that 80% of first graders, 71% of 2nd graders, 55% of third graders, and of the students scoring below 60th percentile in MAP 44% of 4th graders and 48% of 5th graders are reading at least one or more grade levels below.
2) On the Fall 2023 MAP assessment, students are scoring 49% proficiency in math.

Strategies to Address Growth Areas

1) Implementation of Bridges math and Amplify reading programs to fidelity to match the KAS standards and KCSD Curriculum timelines.
2) Improving needs based instruction for all students triangulated to be reading below the 60th percentile on MAP and 1 or more grade levels below on RI.
3) Focusing Tier 1 instruction on providing students with a product that demonstrate a high cognitive level of understanding and adjusting instruction in real time based on teacher analysis of these products and formative assessment.

Points of Pride

1) RRE remains a High Green status on KSA!

2) 89% of our 161 ELL students made growth on the 2023 Access Assessment!

3) In 2023 our attendance rate was 2nd in the district.

Student Services

	2020-2021	2021-2022	2022-2023
Dropout Rate	N/A	N/A	N/A
Attendance Rate	N/A	94.2	94.73
% F/R	49.94	49.89	60.44
Achievement Score/ Proficiency	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%	Reading - 59% Math - 60% Science - 54% SS -53% Writing - 61%
# Transfer (OE/Tuition)	46	50	46
Retention Rate	0.1	0.4	0.23

Implementation and Impact

2022-23 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Goal 1a: We will collaborate to increase the Reading Proficiency scores from 53% in 2022 to 62% in 2025 as measured by the KSA scores. Objective 1: We will collaborate to increase the average Reading Proficiency score from 53% to 56% in 2023 as measured by KSA scores.	Met Reading KSA Proficiency in 2023 was 58% which was an increase from 53% in 2022. This was an 5% increase.	This was 1% below the District average of 59% but 11% above the State average of 47%
Goal 1b: We will collaborate to increase the Math Proficiency scores from 52% in 2022 to 61% in 2025 as measured by the KSA scores. Objective 1: We will collaborate to increase the average Math Proficiency score from 52% to 55% in 2023 as measured by KSA scores.	Met Math KSA Proficiency was 61% which was an increase from 52% in 2022. This was a 9% increase.	This was 2% above the District average of 59% and 19% above the State average of 42%
Goal 2a: We will collaborate to increase the Science Proficiency scores from 31% in 2022 to 45% in 2025 as measured by KSA data. Objective 1 We will collaborate to increase the Science Proficiency scores from 31% to 36% 2023 as measured by KSA data.	Met Science KSA Proficiency was 37% which was an increase from 31% in 2021. This was a 6% increase.	This was 11% below the District average of 48% but 2% above the State average of 35%

Implementation and Impact

2022-23 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Goal 2b: We will collaborate to increase the Combined Writing Proficiency scores from 64% in 2022 to 73% in 2025 as measured by KSA data. Objective 1 We will collaborate to increase the Writing KSA proficiency scores from 64% to 67% in 2023 as measured by KSA data.	Improved Writing KSA Proficiency was 65% which was an increase from 64% in 2022. This was a 1% increase.	This was 5% above the District Average of 60% and above the State Average
Goal 2c: We will collaborate to increase the Social Studies Proficiency scores from 62% in 2022 to 71% in 2025 as measured by KSA data. Objective 1 We will collaborate to increase the Social Studies KSA proficiency scores from 62% to 65% in 2023 as measured by KSA data.	Declined Social Studies KSA Proficiency was 61% in 2023, which was a 1% decrease from 62% in 2022.	This was 9% above the District Average of 52% and above the State Average of 42%
Goal 3, Objective 1 We will collaborate to increase Reading Proficiency scores for students with disabilities from 17% in 2022 to 22% in 2023 as measured by KSA scores.	Met Reading KSA Proficiency was 22% which was a 5% increase from 17% Proficiency in 2022.	This was 3% below the District Average of 25% and 3% below the State Average of 25%

Implementation and Impact

2022-23 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Goal 3, Objective 2 We will collaborate to increase Math Proficiency scores for students with disabilities from 17% in 2022 to 22% in 2023 as measured by KSA scores.	Met Math KSA Proficiency was 32% which was a 15% increase from 17% Proficiency in 2022.	This was 10% above the District Average of 22% and 9% above the State Average of 23%
Goal 4: We will collaborate to ensure that 100% of students taking the ACCESS for EL students show growth from the previous year on the annual assessment by 2025. Objective 1: We will collaborate to increase EL students reading proficiency on the annual ACCESS Reading assessment from the previous year to have 100% of students showing growth on their Scale Score.	Met 100% of the 3 students taking ACCESS two years in a row showed growth in scaled score and in Proficiency Level	
Goal 5 We will collaborate to increase our overall indicator score from "high" in 2022 to "very high" in 2025 by increasing the index score on the Quality of School Climate to 85 and Safety Survey to 80 by 2025. Objective 1: We will collaborate to increase overall Quality of School Climate index score from 81.3 in 2022 to 82.5 in 2023.	Improved Quality of School Climate Index score increased from 81.3 in 2022 to 81.4 in 2023. This was a 0.1 increase.	This was below the District Average of 82.1.

Implementation and Impact

2022-23 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Goal 5 We will collaborate to increase our overall indicator score from "high" in 2022 to "very high" in 2025 by increasing the index score on the Quality of School Climate to 85 and Safety Survey to 80 by 2025. Objective 2: We will collaborate to increase overall Safety Survey index score from 76.7 in 2022 to 77.8 in 2023.	Improved Safety Survey Index score increased from 76.7 in 2022 to 77.1 in 2023. This was a 0.4 increase	This was above the District Average of 77
Goal 6: Taylor Mill Elementary will increase the percentage of teachers feeling that professional development opportunities are relevant to the content that they teach from 33% in 2022 to 50% in 2026 as indicated on the Impact Ky Working Conditions Survey. Objective 1 Taylor Mill Elementary will increase the percentage of teachers feeling that professional development opportunities are relevant to the content that they teach from 33% in 2022 to 42% in 2024.		

Reading and Math

- **School Data Strengths**

1) TME saw an increase in both Reading and Math for All Students, a 9% increase in Math and a 5% increase in Reading from the 2022 KSA.
2) TME was above the 2023 District Average in Math for All Students by 2%, Students with Disabilities by 10%, and students who qualify for Free/Reduced lunch by 5%.

- **School Data Growth Areas**

1) Reading continues to be an area of growth as scores are below the District Average for All Students by 1% and Students with Disabilities by 3%.

- **Strategies to Address Growth Areas**

1) Intentional implementation of Amplify CKLA with fidelity for Tier I instruction in Reading for all grade levels. Monitoring of student data on assessments for Skills and Knowledge in grades K-2 and overall in grades 3-5. Adjusting instruction to ensure students needs are being met.
2) Refinement of 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.
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. Feedback and recommendations given to teachers during instructional walks on tasks meeting the standards.

Science/Social Studies/Writing

- School Data Strengths

1) Combined Writing and Social Studies are a strength for TME, with both being above the District Average, with Combined Writing being 5% above and Social Studies being 9% above.

2) 4th grade Science saw a 6% increase in students scoring Proficient/Distinguished from the 2022 KSA.

- School Data Growth Areas

1) 5th grade Combined Writing and Social Studies did not show much improvement from the previous year, Writing saw a 1% increase from 2022 and Social Studies saw a 1% decrease.

2) 4th grade Science continues to be our lowest score and significantly below the District Average by 11%.

- Strategies to Address Growth Areas

1) Intentional units of instruction in the Amplify CKLA curriculum resources will better align writing instruction across grade levels, strengthening student writing overall.

2) 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) Additional District Common Assessments in Science and Social Studies at more grade levels allows for deeper conversations in Task Groups and analysis of trends across grade levels to look for patterns, determine resource needs, and adjustments needed in instruction.

Achievement GAP

- ## School Data Strengths
1) 32% of Students with Disabilities scored Proficient/Distinguished in Math KSA, which was above the district average and an increase from the 2022 KSA.
2) Students who are Economically Disadvantaged showed an increase in scoring Proficient/Distinguished in both Reading and Math from the 2022 KSA. In Math, 52 % of TME students who are considered Economically Disadvantaged scored Proficient/Distinguished, a 12% increase. In Reading, 48% of TME students who are considered Economically Disadvantaged scored Proficient/Distinguished, a 6% increase.

- ## School Data Growth Areas
1) In Reading, only 22% of TME students who are considered Economically Disadvantaged scored Proficient/Distinguished, a 12% increase.
2) In Writing, only 9% of TME students who are considered Economically Disadvantaged scored Proficient/Distinguished, a 9% decrease from 2022 and 6% below the District Average.

- ## Strategies to Address Growth Areas
1) System in place to monitor student progress on Common Formative and District Common 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 and Amplify Assessment Analyzers for Reading, reviewed at progress reports and report cards and discussed in PLCs with the Special Education team to determine next steps and make instructional adjustments.
3) Special Education teacher training on Amplify CKLA resources as well as Orton Gillingham training for special education teachers to enhance their understanding of the Science of Reading and instructional strategies for foundational reading skills.

English Learner Progress

- **School Data Strengths**
1) 100% of students taking the ACCESS for EL Students showed growth in their Scaled Scores from the previous year's assessment.

- **School Data Growth Areas**
1) 63% of students taking the ACCESS for EL students scored in the 1-2 range on their Proficiency Level, 25% scored in the 2-3 range, and 13% scored in the 3-4 range.

- **Strategies to Address Growth Areas**
1) EL students are using the Amplify CKLA resources for Skills and Knowledge for Tier I instruction in Reading and Writing. This resource has intentional strategies to support foundational reading skills.
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. Students are monitored on their reading fluency and mastery of basic phonics skills and provided interventions utilizing Orton Gillingham used to support student growth.

Quality School Climate and Safety

- **School Data Strengths**
1) 99% of students felt that "Adults from my school work hard to make sure students are safe."
2) 94% of students felt that "Adults from this school respect students' differences (gender, culture, race, religion, ability) and 97% of students felt that " My teachers expect me to do my best all the time."

- **School Data Growth Areas**
1) 62% disagree with "Students being mean or hurtful to other students is NOT a problem for this school", this is a 5% decrease from the 2022 Survey. 44% disagree with "Students being mean or hurtful to other students online (such as websites and apps) is NOT a problem for my school", this is an 8% decrease from the 2022 Survey. Both of these continue to be areas of growth for TME.

- **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. Teacher professional development on Restorative Practices and implementing these practices both by teachers and administrators to decrease student incidents and to repair harm when these incidents do occur.
2) Continued refinement of PBIS structures and flow chart, Trauma Informed Care practices and strategies, and implementation of strategies around Restorative Practices.
3) Intentional focus on teaching of expectations for each area in the school led by the PBIS committee. Continuation of ROAR expectations in the morning announcements to remind students of school wide expectations, the use of ROAR tickets as incentives for weekly rewards, and the Golden Spoon to encourage positive behavior in the cafeteria.

Transition Ready

- ## School Data Strengths
1) Participation in Extracurricular and Co-curricular activities for TME students above the District Average of 93% for both 4th and 5th grade students in the 22-23 school year.
2) Attendance rates for TME 4th and 5th grade students is above the District Average of 93.14%

- ## School Data Growth Areas
1) 63% of 2022-23 5th grade students were Transition Ready, this was below the District Average of 68%. This group of students had GPA/Advanced Coursework as an area of growth with only 67% of students meeting this goal, below the District Average of 76%.

- ## Strategies to Address Growth Areas
1) This year's 5th grade students participated in Transition Readiness Conferences with teachers and adult advocates to begin the discussion of the district Transition Readiness goals and how they are progressing towards meeting these goals. Increased parent awareness of Transition Readiness goals and sharing of student progress towards these goals through parent information from teachers and discussions at parent conferences in both 4th and 5th grade.
2) Professional Development on the role of Adult Advocates for all staff. Adult Advocate participation in student Transition Readiness conferences. Increase student awareness of importance of MAP scores and getting into Prep/Prep+ classes for ELA
3) Continued focus on high quality instruction at all levels to ensure students are transition in literacy and numeracy through focus on standards and quality tasks that meet the level of the standard.

Formative Data
(Common Assessments)

- ## School Data Strengths
1) Both Reading and Math Common Assessment Running Averages for the 22-23 school year were at a 66%.
2) Triangulated alignment of assessment data was fairly accurate for Reading. Reading Common Assessment Running Average for the 22-23 school year was at 66% with MAP Projected Proficiency predicting 67% of students scoring Proficient/Distinguished, and KSA 23 results in Reading showing 58% of scoring Proficient/Distinguished.

- ## School Data Growth Areas
1) 22-23 4th graders performance on Common Assessments were below the district average. 4th grade Math Common Assessment Running Average was 47% which was below all other grade levels. 4th grade Reading Common Assessment Running Average was 53% which was below all other grade levels.
2) Teachers intentionally planning next steps in instructions based on assessment results is an area of growth for all grade levels.

- ## Strategies to Address Growth Areas
1) Continued focus on District protocols with teachers for giving Common Assessments to help ensure that the testing procedures are being followed.
2) Common Assessment Analyzers completed in PLCs 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) Performance Matters and Amplify common assessment district comparison data is shared and analyzed in grade level PLCs and with Task Groups to look for patterns, to identify areas of improvement, and ways to remediate learning for students.

Universal Screener/Diagnostic Data
(MAP/RI)

- **School Data Strengths**

1) In Fall 2023, TME showed High Achievement and High Growth in both Reading and Math MAP.
2) In Reading MAP Fall 2023, 3rd had 63%, 4th had 64% and 5th grade had 62% of students scoring in the 61st percentile or above.

- **School Data Growth Areas**

1) In Reading MAP Fall 2023, 2nd grade had 28% of students scoring below the 20th%tile. In Reading Inventory in the Fall of 23, only 24% of students scored On Grade Level, with 76% scoring Below Grade Level or Significantly Below
2) On Reading Inventory in the Fall of 23, 1st grade students 62% of students scored Below Grade Level or Significantly Below

- **Strategies to Address Growth Areas**

1) Teacher training and naming/claiming on Reading Inventory scores and Fall MAP scores, how to interpret data, comparison to DIBELS, and implementation of Heggerty and Orton Gillingham strategies during interventions and Needs Based Instruction time to support students in reading foundational skills.
2) Triangulation of data to ensure that students scoring in the 0-60%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.

Points of Pride

1) Our school received an overall "Green" rating with 3 out of 4 categories receiving "Green" ratings and our Reading/Math Indicator receiving a "Blue" rating.

2) 20 teachers/instructional assistants have received 40 hours and 6 more are currently working on Orton Gillingham training during the school year as a part of the Read to Achieve grant. Six teachers and our Assistant Principal are working on LETRS training with the state. Principal is participating in online LETRS training for Read to Achieve grant. 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 is a huge commitment to improving our practices to impact students.

3) We met or showed improvement on all but one of our CSIP objectives from the 22-23 school year.

Student Services

	2020-2021	2021-2022	2022-2023
Dropout Rate	N/A	N/A	N/A
Attendance Rate	N/A	96.19	94.91
% F/R	40.48	36.86	47.78
Achievement Score/Proficiency	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	Overall Index 80.6 86.3 Reading/Math 73.4 Science, Social Studies, Writing 79.6 Quality of School Climate and Safety Indicator
# Transfer (OE/Tuition)	46	45	34
Retention Rate	0	0.2	0

Report to the Board November, 2023

Ft. Wright Elementary

Implementation and Impact

2022-23 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
By 2023, Fort Wright Elementary School will increase reading proficiency from 71% in 2022 to 76.8% in 2023 as measured by the school report card proficiency data.	Declined (67%, - 4%)	42%, +24%
By 2023, Fort Wright Elementary School will increase math proficiency from 59% in 2022 to 67.2% in 2023 as measured by the school report card proficiency data.	Improved (66, +7%)	47%, +20%
By 2023, Fort Wright Elementary School will increase the science, social studies, and writing proficiency for all students from 60% in 2022 to 68% in 2023 as measured by the school report card proficiency data.	Science - Stayed the Same (64%, +0) Social Studies - Improved (67%, +8) Combined Writing - Improved (63%, +8) **Combined Overall for Science, SS, and Writing -** Improved (64%, +4)	Science: 35%, +29% Social Studies: 42%, +25% Combined Writing: 43%, +20% **Combined Overall for Science, SS, and Writing** : 40%, +24%
By 2023, Fort Wright Elementary School will decrease the science, social studies and writing novice for all students from 8% in 2022 to 7% in 2023 as measured by the School Report Card proficiency data.	Met (7%, -1)	21%, +14%

Implementation and Impact

2022-23 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
By 2023, Fort Wright Elementary School will increase reading proficiency for students with disabilities from 41% in 2022 to 49% in 2023 as measured by the school report card proficiency data.	Declined (39%, -2%)	28%, +11%
By 2023, Fort Wright Elementary School will increase math proficiency for students with disabilities from 30% in 2022 to 38% in 2023 as measured by the school report card proficiency data.	Improved (35%, +5%)	23%, +12%
By 2023, Fort Wright Elementary School will increase reading proficiency for EL students from 50% in 2022 to 60% in 2023 as measured by the school report card proficiency data.	Declined (25%, -25%)	25%, 0%
By 2023, Fort Wright Elementary School will decrease the number of students that preceive students are mean or hurtful to others online (websites, apps, etc) is a problem from 52% in 2022 to 44% in 2023 as measured by the school report card proficiency data.	Declined (67%, -15%)	n/a

Reading and Math

- **School Data Strengths**
1) 66% of all students scored proficient/distinguished on KSA Math which is 7% above the District average and 35% of students with disabilities scored proficient/distinguished which is 13% above the District average.
2) 67% of all students score proficient/distinguished on KSA Social Studies which is 15% above the District average and 60% of students with disabilities scored proficient/distinguished on KSA Social Studies which is 46% above the District average.

- **School Data Growth Areas**
1) 33% of students scored below proficiency on KSA Reading.
2) 15% of students scored novice on KSA Math.

- **Strategies to Address Growth Areas**
1) All teachers will participate in professional development on new literacy program, Amplify, to deepen knowledge and understanding of The Science of Reading and best practices in literacy.
2) All teachers will participate in Student Centered Learning Labs with a focus on literacy and math. This in-house professional development opportunity will allow stakeholders to engage in collaborative discussions with peers during a pre-briefing sessions and post-observation to develop shared, collaborative practices.
3) MTSS is in place. Continue to strengthen Tier I instruction with quality feedback and differentiated professional learning utilizing school Literacy Lead Teachers. Weekly meetings to ensure all intervention goals are targeted at each students identified deficit and best instructional practices will decrease learning gaps and increase student achievement.

Science/Social Studies/Writing

- **School Data Strengths**
1) 67% of students scored proficient/distinguished on KSA Social Studies which was the highest in the district.
2) 64% of students scored proficient/distinguished on KSA Science which was the highest in the district.

- **School Data Growth Areas**
1) 37% of students scored below proficiency on KSA Combined Writing.
2) 14% of students scored novice on KSA Social Studies.

- **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.

Achievement GAP

- School Data Strengths
1) 60% of students with disabilities scored proficient/distinguished on KSA social studies which was the highest in the district.
2) 35% of students with disabilities scored proficient/distinguished on KSA math which was 13% above the district average.

- **School Data Growth Areas**
1) 50% of EL students scored novice on KSA reading.
2) 39% of students with disabilities scored novice on KSA math.

- **Strategies to Address Growth Areas**
1) School Dashboard to track progress toward IEP goals, Compliance (data and progress reports) Spreadsheet, and Performance Matters to track proficiency for students with disabilities.
2) MTSS weekly meetings will include progress checks for English Language Learners. Balcony View Data Dashboard will include weekly progress monitoring of EL progress data.
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.

English Learner Progress

- **School Data Strengths**
1) 83% of EL students made growth on the 2022-2023 ACCESS assessment.
2) 50% of students scored proficient/distinguished on KSA social studies which was the second highest in the district.

- **School Data Growth Areas**
1) 50% of EL students scored novice on KSA reading.
2) 50% of EL students scored below proficiency on KSA math.

- **Strategies to Address Growth Areas**
1) MTSS weekly meetings will include progress checks for English Language Learners. Balcony View Data Dashboard will include weekly progress monitoring of EL progress data.
2) Weekly PLCs on deconstructing standards, scoring calibration, analyzing learning tasks and assessments to ensure varying levels of complexity to improve Tier I instruction.
3) Utilize school EL teacher and district EL consultant for professional development opportunities on best practices to improve overall achievement for English Language learners.

Quality School Climate and Safety

- **School Data Strengths**
1) 98% of students feel that adults care about their physical safety.
2) 97% of students feel that they are part of Fort Wright Elementary.

- **School Data Growth Areas**
1) 21% of students do not feel comfortable stating their opinion in class even if others disagree.
2) 67% 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) Increase frequency of digital media lessons to deepen student understanding and tools to handle hurtful experiences online.

Transition Ready

- **School Data Strengths**
1) 78.26% of students in the 4th and 5th grade according to 2022-2023 Transition Ready data.
2) 85% of 4th/5th grade students meet the GPA/advanced coursework district transition readiness expectation.

- **School Data Growth Areas**
1) 21.7% of students in the 4th and 5th grade were not transition ready at the end of the 2023 school year.
2) 26% of 5th grade students are reading one or more grade levels below according to the 2023 fall Reading Inventory assessment.

- **Strategies to Address Growth Areas**
1) Implementation of the KCSD 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.

Formative Data
(Common Assessments)

- **School Data Strengths**
1) Overall average scores on district reading common assessments were higher than the district average in grades levels 3-5.
2) Students with disabilities overall averages in both reading and math were higher than the district averages on district common assessments.

- **School Data Growth Areas**
1) The overall average score for 3rd-5th grades was 78% on Reading Common Assessments compared to 67% of students scoring proficient on KSA Reading.
2) The overall average for EL students on Reading Common Assessments was 39% which was higher than the 25% of students that scored proficient/distinguished on KSA Reading.
3) Fourth grade students averaged a 70% on Math Common Assessments which is higher than the 62% of students that scored proficient/distinguished 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.

Universal Screener/Diagnostic Data
(MAP/RI)

- **School Data Strengths**
1) Students in grades 3-5 scored above the district median average on math MAP.
2) Students in grades 3-5 scored above the district median average on reading MAP.

- **School Data Growth Areas**
1) 34% of 4th grade students scored below the 60th percentile on 2023 Fall Reading MAP and 33% are are reading one or more grade levels below according to the Reading Inventory assessment.
2) 31% of 3rd grade students scored below the 60th percentile on 2023 Fall Reading MAP and 46% are are reading one or more grade levels below according to the Reading Inventory assessment.

- **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.

Points of Pride

- 1) 2nd Year as a Blue school with Very High Status Change!

- 2) Scored number 1 in the district for overall achievement score!

- 3) School Climate Survey data proves that students belong, their schoolwork helped them learn new things and students LOVE being part of the team at Fort Wright!

Student Services

	2020-2021	2021-2022	2022-2023
Attendance Rate	N/A	97.26	94.78
% F/R	54.18	44.23	57.3
Achievement Score/Proficiency	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 59% for Social Studies 55% P/D for On-Demand Writing	67% P/D for Reading 66% P/D for Math 64% P/D for Science 67% for Social Studies 63% P/D for On-Demand Writing
# Transfer (OE/Tuition)	105	96	89
Retention Rate	0	.55	0

Report to the Board
November, 2023

R.C. Hinsdale

Implementation and Impact

2022-23 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
• By 2023 RC Hinsdale will increase % Proficient and Distinguished on KSA in Reading from 65% in 2022 to 69.25% in 2023.	Met (71%; +1.75%)	State Rank 50th Percentile Rank: 93%
• By 2023 RC Hinsdale will increase % Proficient and Distinguished on KSA in Math from 67% in 2022 to 70.92% in 2023.	Improved (70%)	State Rank 34th Percentile Rank: 99.5%
• By 2023 RC Hinsdale will increase % Proficient and Distinguished on KSA in Writing from 58% in 2022 to 62% in 2023.	Met (68%; +6%)	State Rank 77th Percentile Rank: 89%
• By 2023 RC Hinsdale will increase % Proficient and Distinguished on KSA in Math for students with disabilities from 35% in 2022 to 40% in 2023	Met (41%; +1%)	N/A

Implementation and Impact

2022-23 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
• By 2023 RC Hinsdale will increase % Proficient and Distinguished on KSA in Reading for students with disabilities from 35% in 2022 to 40% in 2023	Improved (36%)	N/A
• By 2023 RC Hinsdale will increase % Proficient and Distinguished on KSA in Reading for EL students from 50% in 2022 to 54% in 2023.	Met (71%; +17%)	N/A
• By 2023 RC Hinsdale will increase % Proficient and Distinguished on KSA in Math for EL students from 25% in 2022 to 29% in 2023.	Met (43%; +14%)	N/A
• By 2023 RC Hinsdale will increase % of students who agree or strongly agree that students being mean or hurtful to other students is not a problem for this school from 42% to 47%.	Met (63%; +19%)	N/A

Reading and Math

- School Data Strengths

1) 71 % of students scored a proficient or distinguished in Reading on the

 2022-2023 KSA. This score was **1st overall** in the district.

2) 70 % of students scored a proficient or distinguished in Math on the

2022-2023 KSA. This score was **1st overall** in the district.

- School Data Growth Areas

1) Although first in the district, only 41% of students with disabilities scored proficient or distinguished in Math on the 2022-2023 KSA

2) Although second in the district, only 36% of students with disabilities scored proficient or distinguished in Reading on the 2022-2023 KSA

- Strategies to Address Growth Areas

1) 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.

2) Continued work in our school wide MTSS program (Multi-Tiered System of Support). This process will allow us to name and claim all students and guarantee

we have an accurate assessment of where all students are in their academic journey.

Science/Social Studies/Writing

- School Data Strengths

1) 68 % of students scored a proficient or distinguished in Combined Writing on the
 2022-2023 KSA. This was a increase from only 58% of students scoring proficient or distinguished in 2021-2022
2) 62% of students scored a proficient or distinguished in Social Studies on the
2022-2023 KSA. This score was 2nd overall in the district.

- School Data Growth Areas

1) Only 55% of students scored a proficient or distinguished in Science on
2022-2023 KSA.
2) Only 17% of students with disabilities scored a proficient or distinguished in Social Studies on the 2022-2023 KSA

- Strategies to Address Growth Areas

1) Aligning more dedicated time for SPED teachers to collaborate and plan with general education teachers for Social Studies and Science instruction
2) Revised Master Schedule to provide longer dedicated blocks to Science and Social Studies instruction in the intermediate grades.

Achievement GAP

- School Data Strengths

1) 41% of students with disabilities scored proficient or distinguished in Math on the 2022-2023 KSA, ranking 1st in the district.

2) 38% of students with disabilities scored proficient or distinguished in Science on the 2022-2023 KSA, ranking 2nd in the district.

This ranks 1st in the district.

- School Data Growth Areas
  1) Only 17% of students with disabilities scored proficient or distinguished in Social Studies

     on the 2022-2023 KSA

  2) Only 17% of students with disabilities scored proficient or distinguished in Combined Writing

     on the 2022-2023 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) Having grade level teams share exemplar writing pieces with collaborating special education teachers to provide support and growth for students in writing.

English Learner Progress

- ## School Data Strengths

1)100% of EL students scored proficient or distinguished in Combined Writing on the KSA

2)100% of EL students scored proficient or distinguished in Social Studies on the KSA

3) 92% of EL students made growth on ACCESS testing.

- ## School Data Growth Areas

1) 0% of students scored proficient or distinguished in Science on the KSA

2)Although 2nd in the district, only 43% of EL students scored proficient or distinguished in

   Math on the KSA

- ## Strategies to Address Growth Areas

1) Using strategies from the EL Handbook and Toolkit

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

Quality School Climate and Safety

- **School Data Strengths**

1)98% of students stated that when they have a problem there is an adult they can talk to.

2)97% of students agree that my school is a caring place.

- **School Data Growth Areas**

1) 53% of students felt that students being mean or hurtful to other students online is a problem here at school.

2) 37% of students felt that students being mean or hurtful is a problem for this 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)Create a family awareness night around social media and how to support students online.

Transition Ready

- ## School Data Strengths
1)100% of students at Hinsdale were involved in an Extra/Co-Curricular Activity
2)97% of fifth grade students met the attendance expectations.
3)89% of fifth grade students were transition ready, highest among KCSD elementary schools.

- ## School Data Growth Areas
1)Only 80%of incoming fifth students met the attendance requirements
2)10% of incoming fifth grade students did not meet the GPA requirements goal for exiting fifth grade

- ## Strategies to Address Growth Areas
1)Implementation of 5th grade student transition readiness conferences with adult advocates

2)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 2023-2024 school year.

Formative Data
(Common Assessments)

- School Data Strengths

1) 78.25% of students scored at or above proficiency on reading common assessments.

2) 72.50% of students scored at or above proficiency on math common assessments.

3) There was a close correlation between our KSA results and common assessment data

- Reading KSA 71% P/D and Common Assessment was 76% P/D
- Math KSA 70% P/D and Common Assessment was 73% P/D

- School Data Growth Areas

1) 38.40% of students with an IEP scored at or above proficiency in Math common assessments.

2) 31.5% students with an IEP scored at or above proficiency in ELA common assessments.

- Strategies to Address Growth Areas
1) Faculty meeting time and PLCs invested in analyzing each element of the cycle of quality instruction.
2) Faculty meeting time and PLCs analyzing common assessment results to help guide instruction in the classroom
3) Give instructional feedback based on common formatives and walk data

Universal Screener/Diagnostic Data
(MAP/CERT/RI)

- School Data Strengths

1) 57% of all students in grades 3-5 scored proficient or distinguished in Math on the 2023 Spring MAP.

2) 65% of all students in grades 3-5 scored proficient or distinguished in Reading on the 2023 Spring MAP.

- School Data Growth Areas

1) 19% of students with disabilities in grades 3-5 were P/D in Reading on the 2023 Spring MAP.

2) 11% of students with disabilities in grades 3-5 were P/D in Math on the 2023 Spring MAP.

- Strategies to Address Growth Areas
1) Meeting with staff to discuss MAP data analysis and growth predictors for both reading and math. Students are grouped for RTI blocks every 6-8 weeks to focus on similar skill deficits.
2) Training with grade level teams in PLCs on identifying students MAP scores and how those relate to their RI (Reading Inventory) Scores. This will help us to name and claim students to ensure all students are moved towards transition readiness

Points of Pride

- 1)RC Hinsdale achieved a "BLUE" -Very High-status on KSA

  - **_Blue rating_** (84.8 Indicator) A 2 point increase from last year!
    - 89.9 Indicator for Reading and Math (Very high). This was a FOUR point increase from last year!
    - 78.6 Indicator for Science, Social Studies, and Writing (Very High).
  - One of only 3 blue schools in KCSD to reach Blue status and one of only two to do so in back to back years.

- 2)Over the last three years RC Hinsdale has increased Proficient and Distinguished scores in Reading from 58% to 71%

- 3) Over the last three years RC Hinsdale has increased Proficient and Distinguished scores in Math from 47% to 70%

Student Services

	2020-2021	2021-2022	2022-2023
Dropout Rate	N/A	N/A	N/A
Attendance Rate	N/A	97.43	96.23
% F/R	19.32	21.31	24.9
Achievement Score/Proficiency	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	71% P/D Reading 70% P/D Math 55% P/D Science 62% P/D Social Studies 68% P/D Writing
# Transfer (OE/Tuition)	69	68	53
Retention Rate	0	0.4	

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

Report to the Board
November, 2023

White's Tower Elementary

Implementation and Impact

2022-23 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Goal 1: Objective 1 Collaborate to increase reading KSA proficiency score from 64% in 2022 to 67.5% by 2023 as measured by school report card.	61% P/D Decline: -3% from 21-22 -6.5% from 22-23 Goal	State 47% P/D WTE 61% P/D: +14%
Goal 1: Objective 2 Collaborate to increase math KSA proficiency score from 61% in 2022 to 65.6% by 2023 as measured by school report card.	61% P/D Maintain: 61% from 21-22 -4.6% from 22-23 Goal	State 42% P/D WTE 61% P/D: +19%
Goal 2: Objective 1 Collaborate to increase overall science P/D from 34% in 2022 to 38.7% in 2023.	50% P/D Improve: + 16% from 21-22 +11.3% from 22-23 Goal	State 35% P/D WTE 50% P/D: +15%
Goal 2: Objective 2 Collaborate social studies P/D from 44% in 2022 to 50.9% in 2023.	53% P/D Improve: +9% from 21-22 +2.1% from 22-23 Goal	State 42% P/D WTE 53% P/D: + 11%

Implementation and Impact

![KCSD Kenton County School District | It's about ALL kids]

2022-23 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Goal 3: Objective 1 Collaborate to increase reading for students with IEPs from 22% P/D in 2022 to 27% P/D in 2023.	25% P/D Improve: +3% from 21-22 -2% from 22-23 Goal	State 28% P/D WTE 25% P/D: -3%
Goal 4: Objective 1 Collaborate to increase the percentage of students exiting EL program from 33% in 2022 to 66% in 2023.	25% Exiting (4 EL students) Decline: -8% from 21-22 -41% from 22-23 Goal	KCSD 13% Exiting WTE 25% Exiting: +12%
Goal 5: Objective 1 Collaborate to increase Safety Index Score from 78.7 in 2022 to 80 in 2023.	88.9 Index Score Improve: 10.2 from 21-22 +8.9 from 22-23 Goal	State 76.8 Status Score WTE 88.9 Status Score: +12.1
Goal 8: Objective 1 Collaborate to increase the Topic of Resources from 51% favorable in 2022 to 56% favorable in 2023. (Specifically, how crowded to learning spaces feel. The data dropped 4% to 26% favorable.)	NA 2023 - 2024 Impact Survey	

Reading and Math

- **School Data Strengths**

1) 79.7 School Indicator Status Cut Score (ranks High)

2) 3rd Grade Math 70% P/D & 5th Grade Proficiency average 64.5% P/D

- **School Data Growth Areas**

1) Reading & Math Indicator: - 2 points from 21-22 to 22-23 (81.7 to 79.7)

2) 22-23 KSA Data: 61% P/D Math all students & 60% P/D Reading all students

- **Strategies to Address Growth Areas**

1) Learning Walks - Determine the effectiveness of core instruction by ensuring the instruction is aligned to the Amplify CKLA Fidelity Markers in both the skills instruction and the knowledge instruction.

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) Updated Resources: Amplify CKLA reading program, Amplify mClass, Amplify Boost, Math Numeracy Consultants, and IXL Learning Path.

Science/Social Studies/Writing

- **School Data Strengths**

1) Science: +16% P/D to 50% P/D in 22-23

2) Social Studies: +9% P/D to 53% P/D in 22-23

- **School Data Growth Areas**

1) Science, SS, & Combined Writing Status score was 72.8, -1.3 from district

2) Combined Writing 51% P/D, -9% P/D from district

- **Strategies to Address Growth Areas**

1) 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 a 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.

2) Intentional school-wide science and social studies blocks protected for specific instruction and up to date resources for teachers to utilize.

3) Updated Resources to equip teachers with the most up to date science and social studies opportunities for student engagement and learning: Science Stem Scopes, Mystery Science, Generation Genesis S.S. Teacher Created Materials, and IXL Learning Path.

Achievement GAP

- **School Data Strengths**

1) Science: SWD 8% P/D 21-22 to 38% P/D in 22-23 (+30% P/D)

2) Science: F/R 19% P/D 21-22 to 50% P/D in 22-23 (+31% P/D)

- **School Data Growth Areas**

1) Combined Writing: SWD 0% P/D in 22-23

2) Social Studies: SWD 8% P/D in 22-23

- **Strategies to Address Growth Areas**

1) Identify the professional learning needs of special education staff and collaborative teachers including: content, differentiation, instructional strategies, and using data to inform instruction.

2) Collaborative Planning - Grade level teachers along with special education teachers will have half day planning days throughout the year.

3) Learning Walks - Determine the effectiveness of specialized instruction by ensuring the instruction is aligned to the standards and the IEP goals.

English Learner Progress

- **School Data Strengths**

1) 100% Making Growth in 22-23 & 100% P/D in EL Math

2) 25% Exiting in 22-23 (above KCSD average)

- **School Data Growth Areas**

1) From 2020 - 2023; % Exiting has declined (40% -> 33% -> 25%)

- **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.

Quality School Climate and Safety

- **School Data Strengths**

1) 22-23 School Indicator Status Cut score (88.9) & Indicator Score (96.3) ranks very high blue

2) Q07: All students are treated the same if they break the rules - 49.1% combined agreed to 22-23 84.9% combined agreed (+35.8%)

- **School Data Growth Areas**

1) Q23: Students being mean or hurtful to other students is a problem for this school. 65% combined agreed (+3.3% from 21-22)

2) Q25: Students being mean or hurtful to other students online is a problem for my school. 73% combined agreed (+23.9% from 21-22)

- **Strategies to Address Growth Areas**

1) SEB 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) Primary grades will move to Little Spot of Feelings, when Second Step Program has been completed. Intermediate grades will move to Second Step Boost.

3) Digital Citizenship is being taught to all grade levels through media specialist and additional counselor.

Transition Ready

- **School Data Strengths**

1) 5th Grade: GPA/Advanced Coursework: WTE 86.67% Criteria Met (+10.47% to KCSD)
2) 4th & 5th Grades: Total School Transition Readiness: WTE 72.47% Met (+4.39% to KCSD)

- **School Data Growth Areas**

1) 5th Grade Attendance: WTE 84% Met (-7.65% to KCSD)
2) 4th & 5th Grades who scored <60% on MAP, showed 49.5% below basic on RI assessment

- **Strategies to Address Growth Areas**

1) Tier I Adult Advocate Conferences for all 5th grade students

2) Tier II Adult Advocate mentors for 5th grade students not meeting transition readiness criteria

3) Weekly RBTL meetings to addressing barriers to student learning and new strategies rewarding student for attendance

Formative Data
(Common Assessments)

- **School Data Strengths**

1) 86% May Common Assessment Running Average for Math (compared to 61% on KSA)

2) 79% May Common Assessment Running Average for Reading (compared to 60% on KSA)

- **School Data Growth Areas**

1) SWD: 54% May Common Assessment Running Average for Math (compared to 25% on KSA)

2) SWD: 41% May Common Assessment Running Average for Reading (compared to 25% on KSA)

- **Strategies to Address Growth Areas**

1) Data Analysis PLCs - Teachers complete the assessment analysis tool prior to PLC. During PLC, we will analyze the formative assessment data as well as the Amplify unit assessment data. This will identify needed support/ gaps/ specific skill deficits and determine next steps to meet student needs.

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. Each week in the Bearcat Bulletin, we will break down weekly trends and share out an instructional strategy addressing trends and data. Administrators will review monthly element data and design & implement a plan to address the areas of concern during staff meetings.

3) Learning Walks - Determine the effectiveness of Tier I core instruction by ensuring the instruction is aligned to the standards rigorous and all students are demonstrating learning through individual products.

Universal Screener/Diagnostic Data
(MAP/CERT/RI)

- ### School Data Strengths

1)MAP: 1st grade math 72% Median Percentile by RIT All students

2)MAP: 1st grade reading 75% Median Percentile by RIT All students

- ### School Data Growth Areas

1)RI: 2nd grade, 63% of of students in that entire grade level reading one, two, or more grade levels below

2)MAP: 4th grade math 20% Median Percentile by RIT for SWD

- ### Strategies to Address Growth Areas

1)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

2)Analyze the correlation between the projected state scores comparative to the actual state results using common assessment, MAP and RI data.

3)Tracking students who scored below basic on the RI assessment with progress checks in MTSS or needs based instruction.

Points of Pride

White's Tower Elementary is GREEN (High Performing)

- 1)Quality of School Climate & Safety: Indicator Score 96.3 (very high) Students are safe and loved!

- 2)KSA Science: 34% P/D in 2021-2022 to 50% P/D in 2022-2023 (+16%)

- 3)KSA Science: SWD +30% P/D & F/R +31% P/D

Student Services

	2020-2021	2021-2022	2022-2023
Attendance Rate	N/A	95.92%	94.8%
% F/R	45.41%	43.6%	72.47%
Achievement Score/Proficiency	% 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	% P/D for Reading: % P/D for Math: % P/D for Science: % P/D for S.S.: % P/D for Writing:
# Transfer (OE/Tuition)	77	78	87
Retention Rate	3	3	0

Report to the Board November, 2023

Kenton Elementary

Implementation and Impact

2022-23 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Objective 1 Collaborate to increase reading proficiency from 68% P/D to 78.0% P/D in October 2023 Objective 2: Collaborate to increase math proficiency from 69% P/D to 79.0% P/D in October 2023.	Based upon the data of… Reading- Not Met (-5%) Math- Not Met (-2%)	Based upon the data of… State Reading-63%(+16%) Math-67% (+25%) District Reading-63% (+4%) Math-67% (+8%)
Objective 1 Collaborate to increase science proficiency from 43% P/D to 50% by October 2023.	Based upon the data of… Met- (+8)	Based upon the data of… State Science-51% (+16%) District-51%(+3%)
Objective 1: Collaborate to increase reading from 35% P/D to 37% P/D by October 2023 for students with disabilities. Objective 2: Collaborate to increase math from 38% P/D to 40% P/D by October 2023 for students with disabilities.	Based upon the data of… Reading- Not Met (-17%) Math- Not Met (-20%)	Based upon the data of… State Reading-18% (-10%) Math-18% (-5%) District Reading-18%(-7%) Math-18%(-4%)

Implementation and Impact

2022-23 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Objective 1: Collaborate to increase the percentage of students exiting the EL program from 20% to 30% in October 2023.	Based upon the data of… Not Met-(-3)	
Objective 1: Increase percentage of students agree/strongly agree that students from this school respect each other's differences (gender, culture, race, religion, ability) from 84% in October 2022 to 94% in October 2023.	Based upon the data of… Met-(+12)	
Objective 1 Collaborate to increase valuable professional development sessions from 50% in Winter 2022 to 60% in Spring 2023.		

Reading and Math

- **School Data Strengths**

1) Fifth grade math KSA data increased in 2023 from 71% P/D in 2022 to 74%.

2) Third grade math KSA data increased in 2023 from 71% P/D in 2022 to 73%.

- **School Data Growth Areas**

1) 63% of all students scored P/D on reading KSA in 2023, which is a decrease from 67% in 2022.

2) 67% of all students scored P/D on math KSA in 2023, this is a decrease from 69% in 2022.

- **Strategies to Address Growth Areas**

1) Targeted instructional walks each month in every classroom with a focus on individual products and adjustment of instruction. 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) Teachers will deconstruct standards at weekly PLC meetings to create remediation plans for students that did not reach proficient/distinguished on weekly assessments/ common assessments and CKLA assessments for all students.

3) Professional development will be provided at monthly grade level meetings and staff meetings according to instructional walk data to provide strategies for teachers to use in class.

Science/Social Studies/Writing

- **School Data Strengths**

1) 51% of all fourth grade students scored P/D on the 2023 science KSA assessment, compared to 43% the previous year. This is an 8% increase.

2) 82% of all students scored proficient/distinguished in combined writing.

- **School Data Growth Areas**

1) 11% of students with disabilities scored P/D on the combined writing KSA assessment in spring 2022, compared to 82% of all students.

2) 11% of students with disabilities scored P/D on combined writing KSA assessment in spring 2022, compared to 82% of all students.

- **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 pieces are due monthly for all grade levels. Teachers will discuss strengths and challenges at PLC after each writing piece. Writing scrimmages will take place in fifth grade throughout the year to practice writing on-demand pieces.

Achievement GAP

- **School Data Strengths**

1)35% of 4th grade students with disabilities scored P/D on science KSA which is an increase from 26% the previous school year. This is an 11% increase.

2)73% of students with free and reduced lunch scored P/D on the combined writing KSA.

- **School Data Growth Areas**

1)The P/D for students with disabilities on reading KSA in spring 2023 was 18%, this is a decrease from 35% in spring 2022. This is a 15% decrease

2)The P/D for students with disabilities on math in spring 2023 KSA was 18% which is a decrease from 38% in spring 2022. this is a decrease of 20%. Compared to 67% of all students

- **Strategies to Address Growth Areas**

1)Professional development for all staff on effective collaboration strategies and models. Additional time will be given to collaboration teams to develop plans using these strategies.

2) Special education teachers attend weekly PLC meetings to discuss students progress on core instruction.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 specially 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.

English Learner Progress

- **School Data Strengths**

1) 100% of EL students made growth on the 2023 access test.

- **School Data Growth Areas**
1) The percentage of EL students exiting the EL program decreased from 43% in spring 2022 to 17% in spring 2023.

- **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.

Quality School Climate and Safety

- **School Data Strengths**

1) The percentage of students agree/strongly agree that students from this school respect each other's differences (gender, culture, race, religion, ability) increased from 84% in spring 2022 to 96% in spring of 2023.

2) 98% of students feel the adults at Kenton care about their physical safety.

- **School Data Growth Areas**

1) 77% of students stated they feel comfortable stating my opinion in class even if others disagree.

2) 48% of students report being mean or hurtful to other students online (websites, apps, etc.) is a problem for my school.

- **Strategies to Address Growth Areas**

1) Lessons will be implemented on bullying (including cyber bullying) for all grade levels.

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) Professional development will take place throughout the year for all staff members on restorative practices strategies.

Transition Ready

- **School Data Strengths**

1) According to transition ready data from the 2022-2023 school year, 93.55% of 4th grade students participated in an extracurricular activity.

2) According to the transition ready data from the 2022-2023 school year, 78.01% of all fourth and fifth grade students met the transition ready criteria.

- **School Data Growth Areas**

1) According to fall MAP current fifth grade students did not make expected growth from fall 2022 to fall 2023 in reading and math.

2) The percentage of all students scoring P/D on reading KSA 2023 decreased from 2022 in third, fourth and fifth grade.

- **Strategies to Address Growth Areas**

1) Teachers set goals for assessments (RI, formative assessments and MAP) throughout the school year. Goals are reviewed after assessments to determine growth from fall to spring. Teachers celebrate with students when they meet their goals. Plans are made after triangulation of this data to determine next steps (remediation of skills or extension of skills) for students.

2) Each student has an adult advocate in order to feel connected to school. This advocate meets with students to discuss progress on transition ready criteria including attendance, assessment data and access to extracurricular activities.

3) Monthly attendance awards are given to classes and individual students throughout the year.

Formative Data
(Common Assessments)

- **School Data Strengths**

1)78% of all students in third through fifth grade scored P/D on math common assessments in 2022-2023, compared to 67% on KSA. There is only an 11% difference.

2) 69% of all students in third through fifth grade scored P/D on reading common assessments in 2022-2023, compared to 63% on KSA. There is only a 6% difference.

- **School Data Growth Areas**

1)During the 2022-2023 school year, 35% of students with disabilities in third through fifth grade scored P/D on reading common assessments, 18% of students with disabilities scoring P/D on reading KSA. There is a 17% decrease in P/D on KSA.

2)During the 2022-2023 school year, 54% of third through fifth grade students with disabilities scored P/D on math common assessments, compared to 18% the students scoring P/D on math KSA. There is a 36% decrease on KSA.

- **Strategies to Address Growth Areas**

1) Teachers create individual goals with students for each weekly assessment/common assessment and CKLA 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 at PLC to determine trends on assessments to develop remediation plans and skills based groups for students that did not reach P/D.

Universal Screener/Diagnostic Data
(MAP/CERT/RI)

- **School Data Strengths**

1)All grades made expected growth from fall 2022 to fall 2023 in on reading MAP.

2)According to fall 2023 math map, 71% of fifth grade students are projected to score P/D on KSA.

- **School Data Growth Areas**

1)According to fall 2023 RI data, 75% of first grade students are reading significantly below grade level. Also, 56% of first grade students were above the 60% on fall reading MAP.

2)46% of all students were above the 60% on fall reading 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 set goals with students for MAP each assessment with strategies that students identify to help them on these assessments. Goals are reviewed after assessments. Teachers celebrate with students that meet their goal.

3) Teachers triangulate RI data, formative assessment data and MAP data to determine next steps (remediation of skills or extension of skills) for students.

Points of Pride

- 1) 82% of all fifth grade students scored P/D on the combined reading KSA in 2023. This is the third year in a row students scored above 80% on this assessment.

- 2) Kenton Elementary is ranked a Green school (high) on the 2023 KSA assessment.

- 3)78% of 4th and 5th grade students met criteria for transition readiness during the 2022-2023 school year.

Student Services

	2020-2021	2021-2022	2022-2023
Dropout Rate	N/A	N/A	N/A
Attendance Rate	N/A	95.62	94.62
% F/R	38.2	38.85	42.95
Achievement Score/Proficiency	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%	P/D Reading-68% P/D Math-69% P/D Science-43% P/D SS-53% P/D Writing-80%	P/D Reading-63% P/D Math-67% P/D Science-51% P/D SS-52% P/D Writing-82%
# Transfer (OE/Tuition)	35	38	38
Retention Rate	0	0	.16

Report to the Board
November, 2023

Piner Elementary School

Implementation and Impact

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

2022-23 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Increase the percentage of students scoring proficient and distinguished in reading from 61% in 2022 to 65% by Oct. 1, 2023 as measured by KSA.	Declined (56%) - 9 below goal - 5 below previous year	District Avg = 59%; Piner - 3 below State Avg = 47%; **Piner + 11 above**
Increase the percentage of students scoring proficient and distinguished in math from 53% in 2021 to 58% by Oct. 1, 2023 as measured by KSA.	Met (63%) **+ 5 above goal** **+ 10 above previous year**	District Avg = 59%; **Piner + 4 above** State Avg = 42%; **Piner + 21 above**
Increase the percentage of students scoring proficient and distinguished in writing from 55% in 2022 to 60% by Oct. 1, 2023 as measured by KSA.	Declined (52%) - 8 below goal - 3 below previous year	District Avg = 60%; Piner - 8 below State Avg = 43%; **Piner + 9 above**
Increase the percentage of students with disabilities scoring proficient/distinguished in Reading from 40% in 2022 to 45% in 2023 as measured by KSA.	Declined (21%) - 24 below goal - 19 below previous year	District Avg = 25%; Piner - 5 below State Avg = 28%; Piner - 7 below

Implementation and Impact

2022-23 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Increase the percentage of students with disabilities scoring proficient/ distinguished on Math from 30% in 2022 to 40% in 2023 as measured by KSA.	Declined (21%) - 19 below goal - 9 below previous year	District Avg = 22%; Piner - 1 below State Avg = 23%; Piner - 2 below
Increase students ACCESS scores from 4.4 in 2022 to 4.5 and exiting the program in 2023 as measured by the ACCESS assessment.	Met (33%) **% Exited + 33 from 0%**	n/a
To increase the Quality of School Climate and Safety Indicator score from 79.2 in 2022 to 82.0 in 2023 as measured by the KSA assessment.	Improved (80.3) - 1.7 below goal **+ 1.1 above previous year**	District = 80.2; **Piner + 0.1 above** State = 77; **Piner + 3.3 above**
Increase the percentage of teachers perceiving the adequacy of school resources from 45% in Spring 2022 to 52% in Spring 2023, as measured by the KY Impact Survey.	n/a	n/a

Reading and Math

School Data Strengths
1. The percentage of students scoring proficient/distinguished on KSA Math increased 10% from 53% in 21-22 to 63% in 22-23 and this was also 4% above the district average and 21% above the state.

School Data Growth Areas
1. The percentage of students scoring proficient/distinguished in the area of reading declined 5% from the previous school year. From 61% down to 56%

Strategies to Address Growth Areas
1. Implementation of the Cycle of Quality Instruction and monthly PPR walks to provide clear and specific feedback on classroom instruction in order to consistently grow and improve our tier 1 core instruction. Teachers an administration will spend time in PLCs deconstructing standards to ensure understanding and alignment to grade level tasks. Admin will utilize school wide learning walk trends and assessment data to provide differentiated professional development for teachers led by teacher leaders who demonstrate exemplary performance in targeted elements of instruction.
2. We will continue our strong focus on reviewing weekly and common assessment data weekly during PLC's to make real time adjustments in instruction to ensure mastery of standards for ALL students and SWD in the areas of Reading and Math. Assessment data will also be used to determine individual student needs and intentionally plan needs based instructional groupings.
3. Implementation of the new comprehensive literacy curriculum, Amplify CKLA, with fidelity to Increase foundational and overall literacy skills. Provide teachers with extensive ongoing professional development and more collaborative time to support this shift from balanced literacy to the Science of Reading.

Science/Social Studies/Writing

School Data Strengths
1. The percentage of students scoring proficient/distinguished on the KSA Science, Social Studies, and Writing assessments were all above the state average.
2. The percentage of students with disabilities scoring proficient/distinguished on the KSA Science and Combined Writing assessments increased. (Science +18%) (Social Studies + 29%)
3. The percentage of students scoring distinguished on the KSA Science and Social Studies assessment increased by 5% or more.

School Data Growth Areas
1. KSA Science, Social Studies, Writing proficiency of all students declined. Science and Writing saw a 3% decline and Social Studies a 6% decline.

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, make adjustments in lesson plans to reteach, and plan for intentional spiral reviews.
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.

Achievement GAP

School Data Strengths

1. The percentage of students with disabilities scoring proficient/distinguished on the Science KSA assessment increased 18% in 22-23.
2. The percentage of students with disabilities scoring proficient/distinguished in the area of combined writing increased by 29% in 22-23.

School Data Growth Areas

1. Significant decrease in the percentage of students with disabilities scoring proficient/distinguished on KSA Reading and Math. KSA Reading decreased 19% from 40% in 21-22 to 21% in 22-23 and KSA Math decreased 11% from 30% in 21-22 to 21% in 22-23.

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. Grade level departmentalization for special educators to allow teachers to become experts in developmentally/age appropriate skills and grade level content area.
3. Job embedded professional learning on collaboration/co-teaching, deconstructing standards, assessment protocol, scoring calibration, analyzing learning tasks and assessments to ensure varying levels of complexity to improve Tier I instruction.

English Learner Progress

School Data Strengths

1. On the spring ACCESS test, 100% of students made growth
2. 33% of students exited the EL program with the required 4.5 on the ACCESS test.

School Data Growth Areas

1. 0% of of Piner EL students scored proficient/distinguished on KSA Reading or Math.

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. Continued progress monitoring in order to measure progress, triangulate with other data (FA/CA), and identify next steps in real time for instructional adjustments
3. Intentional focus on EL formative and summative assessment data to ensure that our EL students are making progress or receiving proper needs based, Tier 2, or Tier 3 instruction based on student need, especially in the area of Reading.
4. 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 utilizing the EL Handbook and KCSD Guidelines and Curriculum for ELD Program Service Type resources.

Quality School Climate and Safety

School Data Strengths
1. 99% of students agree that adults from Piner work hard to make sure students are safe.
2. 97% of students agree that their teacher make them feel welcome and adults from their school care about them.

School Data Growth Areas
1. More than 50% of students agreed that students being mean of hurtful to other students at school (52%) and online (61%) was a problem at Piner.
2. 72% of students agree/strongly agree that they feel comfortable stating their opinion in class, even if others disagree.

Strategies to Address Growth Areas
1. Utilize SEB lessons with students to encourage acceptance and being open to others' ideas and opinions.
2. Continue Kindness Club during the 23-24 school year to spread kindness throughout the entire building to address the issue of students being mean and hurtful to others.
3. 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.
4. Additional professional development for staff on restorative practices and conferences throughout the year to provide students with conflict resolution and accountability for their actions.

Transition Ready

School Data Strengths
1. 92.8% of ALL students had an attendance rate of 90% or above.
2. 99.01% of Piner students participated in an extracurricular or co-curricular activity

School Data Growth Areas
1. Only 33% of students met Piner's attendance goal of 96.25% for the 22-23 school year

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
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, Literacy and Numeracy) in PLCs to ensure Piner 5th graders are transition ready. Teachers will conference with students to discuss their individual transition ready data to adjust goals and instruction.
3. Increased celebration and recognition of students and classes meeting attendance goals and transition readiness goals throughout the school year.
4. Increased communication with families throughout the year to share transition ready data and student progress (Literacy, Numeracy, Attendance, Extra/co-curricular Participation)

Formative Data
(Common Assessments)

School Data Strengths
1. Reading and Math Common Assessment Data and KSA performance for all students and students with disabilities were aligned (within 10 percentage points or less) indicating proper implementation of assessment protocols.
2. Current CA data is at 71.25% P/D on math CAs and 79.5% on ELA assessments.

School Data Growth Areas
1. Overall our students with disabilities scored 39% lower in math and 36% lower in reading than all students.
2. This was similar to KSA data where students with disabilities scored 42% lower in math and 35% lower in reading than all students.

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. Utilize PLCs and common planning to deconstruct standards being taught and ensure all teachers have a clear understating. 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 and remediation.
3. Students will own their learning by tracking their progress and goal setting in Student Data Binders for weekly and common assessments. Continue to ensure that all teachers understand and implement common assessment protocols with fidelity and teachers will celebrate with students when they meet their goals throughout the school year.

Universal Screener/Diagnostic Data
(MAP/CERT/RI)

School Data Strengths
1. On Spring 23 MAP testing, Piner had high achievement and high growth in both Reading and Math
2. MAP Math Growth from Fall of 22 to Fall of 23 increased from 56 to 58. MAP Reading Growth from Fall of 22 to Fall of 23 increased from 49 to 55. Students did not show summer slide.
3. MAP Math Projected Proficiency exceeded the district average for all students and students with disabilities.
4. Reading and Math MAP Data and KSA performance for all students and students with disabilities were aligned (within 10 percentage points or less) indicating proper implementation of assessment protocols. Currently the average MAP Math projected proficiency on KSA in grades 3-5 is 66.67% for Math and 62.53% for Reading.

School Data Growth Areas
1. According to the most recent Reading Inventory scores 51% of 4th graders and 49% of 5th graders were below the 60th percentile on MAP, 57% of those students are one or more grade levels below in 4th grade and 54% in 5th grade. All 3rd graders took the RI and only 26% of these students are one or more grade levels below.
2. According to the most recent Foundational Reading Inventory given to all Kindergarten, 1st, and 2nd graders, 0% of our K students are below grade level, 71% of first grade students, and 55% of 2nd grade students are at least one grade level below.

Strategies to Address Growth Areas
1. Students own their learning by tracking 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. Implementation of Envision math Amplify reading programs to fidelity to match the KAS standards and KCSD Curriculum timelines and to ensure strong Tier 1 instruction.
3. Utilizing MAP data, KSA data, RI data, and formative assessment data teachers will triangulate to identify next steps in real time for instructional adjustments, ensure students are making progress or receiving proper needs based, Tier 2, or Tier 3 instruction.

Points of Pride

1. Piner Elementary achieved High "GREEN" status on KSA
   a. High/"GREEN" - Reading & Math
   b. High/"GREEN" - Quality of School Climate and Safety
   c. Of the 679 school reported in the state for KSA Math, Piner was 76 - placing us in the top 11%
2. Almost 100% of Piner students feel that school staff cares about their safety and works hard to make sure they are safe. Additionally 97% of students agree that school staff makes them feel welcomed and cared about.
3. Student engagement is high at Piner. 99% of Piner students are engaged in an extracurricular or co-curricular activity.

Student Services

	2020-2021	2021-2022	2022-2023
Dropout Rate	N/A	N/A	N/A
Attendance Rate	N/A	96.19%	94.65%
% F/R	56.2%	41.6%	40.7%
Achievement Score/Proficiency	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%	P/D for Reading - 56% P/D for Math - 63% P/D for Science - 38% P/D for SS - 43% P/D for Combined Writing - 52%
# Transfer (OE/Tuition)	26	28	19
Retention Rate	0	0	0

Report to the Board
November, 2023

Beechgrove Elementary

Implementation and Impact

2022-23 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Proficiency Goals: **Objective 1** To increase our percentage of students scoring proficient/distinguished in reading from 46% in 2022 to 51% in 2023 as measured by the school report card. **Objective 2** To increase our percentage of students scoring proficient/distinguished in math from 41% in 2022 to 46% in 2023 as measured by the school report card.	46% of students scored proficient/distinguished in Reading. Remained the same. 44% of students scored proficient/distinguished in Math. Improved +3%	Below the state -1% Above the state +2%
GAP Goals: **Objective 1** To increase the percentage of students with disabilities scoring proficient/distinguished in reading from 11% in 2022 to 15% in 2023 as measured by the school report card. **Objective 2** To increase the percentage of students with disabilities scoring proficient/distinguished in math from 13% in 2022 to 17% in 2023 as measured by the school report card.	13% of students with special needs scored proficient/distinguished in Reading. Improved (+) 2% 5% of student with special needs scored proficient/distinguished in Math. Declined (-) 8%	Below the state -12% Below the state -18%
Separate Academic Indicator: **Objective 1** Increase percentage of students scoring proficient/distinguished in science from 26% in 2022 to 33% in 2023.	28% of students scored proficient/distinguished in Science. Improved (+) 2%	Below the state -7%

Implementation and Impact

2022-23 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
EL: Objective 1 Increase the overall EL progress indicator score from 49.4 in 2022 to 52.52 in 2023 as measured by the school report card.	Overall EL progress indicator score is 91.4. Improved (+) 42	Above the state +11.5%
Quality of School Climate and Safety Objective 1 To decrease the percentage of students believing that students being mean or hurtful to other students online (websites, apps, etc.) is a problem for our school from 49% in 2022 to 44% in 2023 as measured by the Quality of School Climate and Safety Survey.	41% of students believe that students being mean or hurtful to other students online (websites, apps, etc.) is a problem for our school. Improved 8%	Less than district by 11% Less than state by 12%

Reading and Math

- School Data Strengths

1) In the area of Reading and Math, our overall indicator score was a 65 in the green.

2) In the area of Math, our overall percentage of students scoring proficient/distinguished on KSA improved by 3% from
   2022. Our school percentage of students scoring proficient/distinguished in Math was 44%.

- School Data Growth Areas

1) Our overall Reading proficiency scores remained the same at 46%, therefore we didn't reach our CSIP goal of 51% of students scoring
   proficient/distinguished.

2) Our overall Math proficiency scores increased by 3% to 44%, however this was short of our CSIP goal of 46% of students scoring proficient/distinguished.

- Strategies to Address Growth Areas

1) Intentional learning walks by the administrative team in reading and math to monitor instruction and provide feedback around the cycle of quality
   instruction. Ensure that all are calibrated in instructional feedback and utilize the feedback to plan differentiated professional learning for teachers.

2) Utilize the Amplify CKLA fidelity markers for grades K-2 and 3-5 to give feedback on implementation of the new ELA resource. Provide
   opportunities with our literacy leaders to lead PLCs with grade level teams to assist with questions and support for implementation of the new
   program. Provide opportunities for teachers to observe other classrooms within the building and in other schools to gain perspective and new
   ideas for classroom instruction.

3) Through the use of Performance Matters, analyze reading and math assessment data to name and claim students to guide next steps in
   instruction.

Science/Social Studies/Writing

- ## School Data Strengths

1) Despite science proficiency not being where we want it to be, we had an increase in proficiency of 2% from 2022 to 2023.

2) In the area of social studies, 33% of students receiving free/reduced lunch scored proficient/distinguished in 2023, which is nearly the same as the entire population taking the test.

- ## School Data Growth Areas

1) In the area of writing, 19% of students scored proficient or distinguished in 2023, which was a significant decrease from 2022.

2) In the area of social studies, 34% of students scored proficient or distinguished in 2023, which was a decrease from 2022.

- ## Strategies to Address Growth Areas

1) To increase achievement in writing, implement consistent strategy for all grade levels when answering short answer/extended response questions.The use of this strategy will affect all content areas.

2) Intentional writing reviews throughout the year to calibrate scoring and identify strengths and areas of growth to guide next steps in writing instruction.

3) Writing non negotiables at each grade level. **All** students held to the writing expectations. Writing expectations will affect not only writing, but **all** content areas.

Achievement GAP

- ## School Data Strengths

1) Despite proficiency score not being where we want it to be, we had an increase of 2% in reading for students with disabilities from the previous year.

2) Despite our proficiency score not being where we want it to be, we had an increase of 6% in science for students with disabilities from the previous year.

- ## School Data Growth Areas

1) On Spring 2023 KSA, only 5% of our students with disabilities scored proficient/distinguished in math, a decrease from 2022 by 8%. We continue to be classified as a TSI school in the area of disability.

2) On Spring 2023 KSA, 0% of our students with disabilities scored proficient/distinguished in writing, a decrease from 2022 by 6%. We continue to be classified as a TSI school in the area of disability.

- ## Strategies to Address Growth Areas

1) Targeted Instructional Walks in Collaborative Classrooms to observe implementation of co-teaching and provide feedback based on the cycle of quality instruction.

2) Both regular education and special education teacher meet weekly to develop intentional co-teaching lesson plans, utilizing effective co-teaching models and designed to the rigor of the standard.

3) Both regular education and special education teachers analyze data in Performance Matters and ELA data, using systems to analyze the data and to name and claim students to provide needs based instruction to close instructional gaps on specific skills.

English Learner Progress

- ## School Data Strengths

1) On the 2023 ACCESS, our overall EL progress indicator score was a 91.2, which is 42 points higher than our 2022 score and higher than the district average by 16.8.

2) On the 2023 ACCESS assessment, 86% of our English learners showed growth and 17% exited the EL program.

- ## School Data Growth Areas

1) On Spring 2023 KSA, 36% of our English learners scored proficient/distinguished in reading, however this was higher than the district average of 33%.

2) On Spring 2023 KSA, 40% of our English learners scored proficient/distinguished in math, less than the district average by 1%.

- ## Strategies to Address Growth Areas

1) Utilize EL scaffolding toolkit to give teachers strategies to scaffold and differentiate instruction for EL learners.

2) Collaborate with EL teacher to analyze data through MTSS core team to ensure that EL learners are receiving needs based instruction or Tier 2/Tier 3 supports based on individual needs.

3) Collaborate with EL teacher to ensure that we are providing the most effective and appropriate instructional strategies to EL students during Tier I instruction to promote growth in each content area.

Quality School Climate and Safety

- ## School Data Strengths

1) Survey results indicate that 97% of students believe that adults from my school work hard to make sure students are safe.

2) Survey results indicate that 95% of students believe that adults from my school care about me.

- ## School Data Growth Areas

1) 63% of students feel comfortable stating my opinion in class even if others disagree.

2) 41% 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) Continued professional learning and implementation of Restorative Practices at all levels following each district administration professional learning opportunity at district leadership meetings.

2) Through explicitly teaching empathy through restorative practices in Tier 1 SEL, intentionally teach students to respect the opinions of others, building positive learning environments in classrooms.

3) Through collaboration with FRYSC, counselors, and SRO, provide an online/social media presentation for both students and parents bringing awareness of the positives and negatives of the internet and social media.

Transition Ready

- ## School Data Strengths

1) 58.06% of 5th grade students were considered transition ready in May of 2023.

2) 90.32% of our 5th grade students met the attendance criteria for transition readiness for 22-23.

- ## School Data Growth Areas

1) 51% of students in our current 5th grade students are reading one or two levels below grade level according to the Reading Inventory.

2) 81.63% of 4th grade students participated in an extra/co-curricular activity in May of 2023.

- ## Strategies to Address Growth Areas

1) Implementation of transition ready conferences with 4th and 5th grade students with their adult advocates three times per year to discuss progress and set goals.

2) Implement club days twice per year within our school so that 100% of students are involved in an extra/co-curricular activity.

3) Through recursive data analysis with MTSS Core Team and grade level teams, triangulate all pieces of data and intentionally plan to ensure that students are receiving strong Tier 1 instruction to promote growth.

Formative Data
(Common Assessments)

- ## School Data Strengths

1) Our overall school common assessment average for 22-23 was 75.54% in math, which exceeded our goal of 70% set by our school action plan. Our overall school common assessment average for 22-23 was 69.35% in reading, which exceeded our goal of 70% set by our school action plan. That said, the common assessment scores are much higher than KSA scores.

2) Our overall number of behavior referrals has decreased by 31% from 22-23 to 23-24.

- ## School Data Growth Areas

1) Our KSA proficiency scores in math were 31.54% lower than our common assessment running average of 75.54%.

2) Our KSA proficiency scores in reading were 23.35% lower than our common assessment running average of 69.35%.

- ## Strategies to Address Growth Areas

1) Weekly data analysis of common assessments and Amplify CKLA assessments to identify skill strengths and areas needing to be retaught, including naming and claiming students. Ensure all assessment protocols are being followed.

2) Instructional walk data analysis in comparison to classroom assessment analysis.

3) Use instructional walk data to identify trends and professional learning needs based around the cycle of quality instruction.

Universal Screener/Diagnostic Data
(MAP/CERT/RI)

- ## School Data Strengths

1) Fall 2022 to Fall 2023 MAP median student growth percentile for reading and math is 52%, third highest in the district.

2) On Fall 2023 MAP, 61.20% of our 3rd grade students were projected to be proficient/distinguished on reading KSA.

- ## School Data Growth Areas

1) On Fall 2023 MAP, 48% of our 5th grade students were projected to be proficient/distinguished on reading KSA.

2) On Fall 2023 RI, 51% of our 5th grade students scored basic or below basic on the assessment.

- ## Strategies to Address Growth Areas

1) 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.

2) Through recursive data analysis with MTSS Core Team, triangulate all pieces of data to ensure that students are receiving the level of instruction (needs based or tiered intervention) that they need in order to make growth.

3) 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.

Points of Pride

- 1) On the ACCESS portion of KSA 2023 our indicator score was 91.2 which is blue and in the very high range.

- 2) Six teachers in grades K-5 and two preschool teachers are participating in LETRS training to further knowledge and growth around the science of reading.

- 3) The school quality and climate survey shows that students feel that the adults at Beechgrove care about them and that the adults work hard to make sure that they are safe.

Student Services

	2020-2021	2021-2022	2022-2023
Dropout Rate	N/A	N/A	N/A
Attendance Rate	N/A	95.46	94.56
% F/R	57.64	45.70	61.86
Achievement Score/Proficiency	% 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%	% PD Reading: % % PD Math: % % PD Science: % % PD Writing: %
# Transfer (OE/Tuition)	22	8	23
Retention Rate	0.2	0	0.16

Implementation and Impact

2022-23 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Our proficiency goals was to increase the reading proficiency score from 63% in 2022 to 83% in 2027 and the math proficiency score from 58% in 2022 to 78% in 2027 as measured by school report card proficiency data. The first objective was to increase the reading proficiency score from 63% in 2022 to 67% in 2023 as measured by KSA.	Met - 2023 score was 68% (+5%)	Higher than the State Average (+21%)
Our second objective for the proficiency goal was to increase the math proficiency score from 58% in 2022 to 62% in 2023 as measured by KSA.	Met - 2023 score was 62% (+4%)	Higher than the State Average (+20%)
Our separate academic indicator goal was to increase the science proficiency from 54% in 2022 to 74% in 2027 as measured by the KSA and to increase the social studies proficiency from 42% in 2022 to 62% in 2027 as measured by the KSA. Our first objective for this goal was to increase the science KSA proficiency from 54% in 2022 to 58% in 2023 as measured by the KSA.	Met - 2023 score was 63% (+9%)	Higher than the State Average (+28%)
Our second objective for this goal was to increase the social studies KSA proficiency from 42% in 2022 to 46% in 2023 as measured by the KSA.	Met - 2023 score was 49% (+7%)	Higher than the State Average (+7%)

Implementation and Impact

2022-23 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 proficiency for students with disabilities from 34% in 2022 to 37% in 2023 as measured by the KSA.	Improved - 2023 score was 36% (+2%)	Higher than the State Average (+8%)
Our second objective under our achievement gap goal was to increase the math proficiency for students with disabilities from 26% in 2022 to 29% in 2023 as measured by the KSA.	Declined - 2023 score was 22% (-4%)	Lower than the State Average (-1%)
Our Quality of School Climate and Safety goal was to increase the percentage of students that agree/strongly agree that students being mean or hurtful to other students online (such as websites and apps) is not a problem for their school from 42% in 2022 to 62% in 2027 according to the Quality of School Climate and Safety Survey.	Improved - 2023 score was 52% (+10%)	N/A
Our Impact Survey Goal was to increase the percentage of teachers that respond favorably to how often they receive feedback on their teaching from 48% in 2022 to 68% in 2026 according to the Impact Kentucky Working Conditions Survey.	N/A	N/A

Reading and Math

- **School Data Strengths**
1) In the content area of reading 68% of our students were proficient/distinguished. This was a 5% increase from the previous year and 21% higher than the state average.
2) In the content area of math 62% of our students were proficient/distinguished. This was a 4% increase from the previous year and 20% higher than the state average.

- **School Data Growth Areas**
1) In 3rd grade math, our students were 46% proficient/distinguished. This was 25% lower than the average of our 4th & 5th grade proficiency.
2) In 3rd grade reading, our students were 53% proficient/distinguished. This was 23.5% lower than the average of our 4th & 5th grade proficiency.

- **Strategies to Address Growth Areas**
1) Effective instruction at all tiers, that includes rigorous standards-based instruction that generates regular check for learning from all students. Additionally, ensure fidelity of instructional programs and interventions that closes gaps for all students with specific skill deficits.
2) Effective PLCs focused on progress data to make intentional adjustments to instruction for students to reach maximum learning potential and close gaps in achievement.
3) Ensure fidelity of implementation school-wide for our literacy program through administrative classroom walks and feedback.

Science/Social Studies/Writing

- **School Data Strengths**
1) In the content area of science 63% of our students were proficient/distinguished. This was a 9% increase from the previous year and 28% higher than the state average.
2) In the content area of combined writing 73% of our students were proficient/distinguished. This was a 3% increase from the previous year and 30% higher than the state average.

- **School Data Growth Areas**
1) In the content area of social studies 49% of our students were proficient/distinguished. Although this was a 7% increase from the previous year we would like to increase proficiency in this area.

- **Strategies to Address Growth Areas**
1) Intentional vertical alignment from K-5 with all separate academic indicator programs. Designated lead teachers meeting regularly to ensure all standards are being taught to fidelity in appropriate grade levels.
2) Effective PLCs focused on common and formative assessment data for separate academic indicators to ensure appropriate adjustments to instruction and differentiation to close achievement gaps.

Achievement GAP

- **School Data Strengths**
1) In the content area of reading, 36% of students with disabilities were proficient/distinguished. This was a 2% increase from the previous year and the second highest percentage in our district.
2) In the content area of reading, 57% of our economically disadvantaged students were proficient/distinguished. This was the highest percentage in our district and % higher than the state average.

- **School Data Growth Areas**
1) In the content area of math, 22% of students with disabilities were proficient/distinguished. This was a 4% decrease from the previous year.
2) In the content area of social studies, our economically disadvantaged students scored 26% lower than the non-economically disadvantaged students.

- **Strategies to Address Growth Areas**
1) Implementation of effective co-teaching strategies across all grade levels and content areas.
2) Continued feedback from administrative learning walks and intentional professional development for effective co-teaching strategies.
3) MTSS Structures - MTSS team and teachers ensure interventions and goals appropriately match skill deficits. Weekly MTSS team meetings to monitor progress data and effectiveness of interventions.

Quality School Climate and Safety

- **School Data Strengths**
1) 97.7% of students agree/strongly agree that adults from our school make sure that all students get what they need to be successful.
2) 98.7% of students agree/strongly agree that all of their teachers make them feel welcome in their class.

- **School Data Growth Areas**
1) 76.9% 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) Utilize SEB lessons with students to encourage acceptance and being open to others' ideas and opinions.
2) 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.

Transition Ready

- **School Data Strengths**
1) 71.43% of our 4th and 5th grade students met transition readiness benchmarks. This was 3.35% above the district average.

- **School Data Growth Areas**
1) 86.49% of our 5th grade students were involved in a extracurricular activity. This is 6.65% below the district average.

- **Strategies to Address Growth Areas**
1) Implementation of the Adult Advocate program, including 1-1 review with students three times per year to ensure that they are aware of their progress, benchmarks they have met and areas of needed improvement to satisfy transition readiness.
2) Data analysis in PLCs and by administration of transition ready monitoring for 4th & 5th grade students to identify areas of needed intervention and improvement.
3) Weekly RBTL meetings to identify barriers for students and develop planned interventions to reduce barriers and improve student attendance.

Formative Data

- **School Data Strengths**
1) In the content area of math, our students' common assessment running average was 83.83% proficiency. This was 8.83% above our goal and 2.78% above the district average.
2) In the content area of reading, our students' common assessment running average was 82.18% proficiency. This was 7.18% above our goal and 4.52% above the district average.

- **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 21.83% higher than Math proficiency on KSA and in Reading our common assessment running average was 14.18% higher than Reading proficiency on KSA.

- **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) Utilization of CKLA end-of-unit data to monitor student progress and make appropriate instructional adjustments to maximize student learning.

- **School Data Strengths**
1) According to Fall 2023 MAP data, Ryland's results for all students placed us in the High Achievement & High Growth quadrant for both Reading and Math.
2) According the the Fall 2023 MAP projected proficiency report, 68.9% of students in grades 2-5 are projected to be proficient in Reading and 64.4% of students in grades 2-5 are projected to be proficient in Math.

- **School Data Growth Areas**
1) Grades K-2 had a larger percentage of students below the 60th percentile in Reading compared to grade 3-5 (K - 52%; 1st - 42%; 2nd - 46%)

- **Strategies to Address Growth Areas**
1) Effective instruction at all tiers, that includes rigorous standards-based instruction that generates regular check for learning from all students. Additionally, ensure fidelity of instructional programs and interventions that closes gaps for all students with specific skill deficits.
2) Effective PLCs focused on progress data to make intentional adjustments to instruction for students to reach maximum learning potential and close gaps in achievement.

Points of Pride

- 1) Continued growth and achievement for our students & staff to earn the **BLUE** -Very High rating on the Kentucky Summative Assessment!!

- 2) Our teachers' outstanding positive attitudes and growth mindset as we implement a new literacy program for the 2023-24 school year and learn as a TEAM!

- 3) As always, super proud of our staff & community for ALWAYS doing what is best for our students to ensure their safety and continued growth & development!

Student Services

	2020-2021	2021-2022	2022-2023
Dropout Rate	N/A	N/A	N/A
Attendance Rate	N/A	96.43%	95.09%
% F/R	37.86%	39.91%	40.91%
Achievement Score/Proficiency	Reading - 52% Math - 57.3% Science - 38.7% Writing - 91.4%	Reading - 63% Math - 58% Science - 54% Writing - 70%	Reading - 68% Math - 62% Science - 63% Writing - 73%
# Transfer (OE/Tuition)	51	52	46
Retention Rate	0	0	0

Report to the Board November, 2023

Summit View Academy

Implementation and Impact

2022-23 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
By 2025, Summit View Academy will increase math proficiency for students in grades 3-5 from 51% to 70% in 2025 and for students in grades 6-8 from 41% to 60% as measured by the school report card proficiency data.	3-5: Decreased (-1) 6-8: Decreased (-6)	3-5: (+10) 6-8: (-2)
By 2025, Summit View Academy will increase the reading proficiency for students in grades 3-5 from 51% to 70% in 2025 and for students in grades 6-8 from 49% to 69% as measured by the school report card proficiency data.	3-5: Decreased (-1) 6-8: Decreased (-6)	3-5: (+3) 6-8: (+1)
By 2025, Summit View Academy will increase the score for the Separate Academic Indicator for grades 3-5 from 63.1% in 2022 to 73.9% in 2025 and students in grades 6-8 from 56.3% in 2018 to 73.25% in 2025	3-5: Increased (+11) 6-8: Decreased (-9)	3-5: (+20.4) 6-8: (-7)
Students with an IEP will score 40% P/D in the area of Reading as evidenced by scores on Common Assessments and KAS	3-5: Increased (+18) 6-8: Stayed the Same (13)	3-5: (+7) 6-8: (-5)

Implementation and Impact

2022-23 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Students with an IEP will score 40% P/D in the area of Math as evidenced by scores on Common Assessments and KAS	3-5: Increased (+3) 6-8: Decreased (-3)	3-5: (Same as State 23) 6-8: (-8)
By 2025 Summit View Academy will increase the percentage of students scoring Proficient on ACCESS testing from 30.8% to 40% in grades K-8.	Met: 68%	NA
By 2025 Summit View Academy will increase the amount of students identifying positive interactions with peers from 36% to 55%	Met: 66% of students	NA

Reading and Math

- ## School Data Strengths

1. Elementary academic indicator increased from 70.1 to 73.1 for Reading and Math on the 22-23 KSA
2. 5th Grade Math increased from 38% P/D in 21-22 to 54% P/D in 22-23
3. Students receiving Special Education services increased their P/D scores by 18 points for grades K-5 and 3 points for Math P/D
4. Based on 22-23 KSA Data 7th Grade Math increased P/D scores by 6 points
5. Based on 22-23 KSA Data 7th Grade ELA increased P/D scores by 9 points

- ## School Data Growth Areas

1) Based on 22-23 KSA Data an area of growth would include overall proficiency for Grades 6-8 in ELA. 6th Grade 52% P/D, 7th Grade 51% P/D, 8th Grade 36% P/D

2) Based on 22-23 KSA Data an area of growth would include overall proficiency for Grades 6-8 in Math . 6th Grade 41% P/D, 7th Grade 40% P/D, 8th Grade 24% P/D

3) Based on 22-23 KSA Data 3rd Grade Math by 16 points in the P/D category

- ## Strategies to Address Growth Areas

1) District Purchase of Comprehensive Instructional Resources for K-8 ELA and 6-8 Math to ensure alignment to KAS. Weekly PLCs will focus on effective implementation and merging these resources with the Cycle of Quality Instruction to increase student achievement.
2) Recursive review of Formative, Learning Walk, and Curriculum Fidelity walk rubrics 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) Intentional focus around Element 2 of the Cycle of Quality Instruction Eliciting responses from all students with AMPLIFY, HMH, and Desmos. This will occur through lesson plan analysis in weekly PLCs

Science/Social Studies/Writing

- ## School Data Strengths
1) Based on 22-23 KSA 4th Grade Science has increased their P/D score from 43% to 53% and every year since 2018-2019.
2) Based on 22-23 KSA Data 5th Grade ODW increased 22 percentages points, going from 38% P/D to 60%
3) Based on 22-23 KSA Data, Academic Indicator change was so high that these scores were pushed into the Blue Category, showing an 11 point growth for this area.
4) Based on 22-23 KSA Data SWD grew 5 percentage points in 7th Grade SCI

- ## School Data Growth Areas
1) Based on 22-23 KSA Data 30% of students (4% of SWD) scored P/D in 8th Grade SS
2) Based on 22-23 KSA Data 36% of students (0% of SWD) scored P/D in 8th Grade ODW
3) Based on 22-23 KSA Data 23% of students (8% of SWD) scored P/D in 7th Grade SCI
4) Based on 22-23 KSA Data 14% of students with disabilities scored P/D in 4th Grade SCI
5) Based on 22-23 KSA Data 44% of students scored P/D in 5th Grade SS

- ## Strategies to Address Growth Areas
1) 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.
2) Schoolwide On Demand Scrimmages will be held to identify strengths and weaknesses through PLC analysis three times a year at all grade levels. Schoolwide writing expectations will continue to be reviewed and implementation monitored across all grade levels.

Achievement GAP

- **School Data Strengths**
  1) Based on 22-23 KSA data students in grades K-5 RDG grew 18 in their P/D scores.
  2) Based on 22-23 KSA data students in grades K-5 Math grew 3 points in their P/D scores
  3) Based on 22-23 KSA data SWD in 5th Grade SS grew 12 points in their P/D scores
  4) Based on 22-23 KSA data indicator for SWD in 6-8 ELA/Math increased

- **School Data Growth Areas**

1) Targeted School of Improvement for Grades 6-8 focusing on Students with disabilities

2) Proficiency decreased for students with disabilities in 6-8 Math

- **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 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 made
  2) 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
  3) Quarterly review to name and claim students not making progress on IEP goals and the Gen Ed classroom. Use CA and Learning Walk data to determine professional learning needs for staff to successfully close gaps

English Learner Progress

- ## School Data Strengths
1) According to 22-23 Access testing, 68% of SVA students made growth over the calendar year. This increased from 55% in 21-22 ACCESS testing data.
2) According to 22-23 KSA Data students receiving EL services grew 12 points in the P/D category in 6-8 RDG

- ## School Data Growth Areas

1) According to 21-22 ACCESS testing, .03% of SVA students exited the EL Program

2) According to 22-23 KSA data 0% of students receiving EL services in K-5 scored P/D in ODW

3) According to 22-23 KSA data 0% of students receiving EL services in 6-8 scored P/D in ODW

- ## 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.

Quality School Climate and Safety

- ## School Data Strengths

1)95.5% of students identified that there is an adult at school who cares about them.

2) 96% of students stated that adults in the school to make sure students are safe.

- ## School Data Growth Areas

1)50% of students identified being mean or hurtful to other students online is a problem

- ## Strategies to Address Growth Areas

1) Targeted review of student SEB indicators has been updated to include (referrals, Threat/Risk assessments, Early warning indicator) 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

4) Social Media Awareness will be conducted by the Kenton County Police Department for Grades 4-8 to educate students on appropriate use of technology and social media.

Transition Ready

- ## School Data Strengths

1) 72% of 5th Grade students were Transition Ready at the completion of the 22-23 school year.

2) 52% of current 8th Grade class identified as Transition Ready at the conclusion of their 7th Grade year

- ## School Data Growth Areas

1) 37% of 8th Grade students were Transition Ready at the end of the 22-23 school year

2) 51% of 6th Grade students participated in an extracurricular activity for the 22-23 school year

- ## Strategies to Address Growth Areas

1) Student conferences will be held three times a year to assess transition ready status. Students not meeting benchmarks will have an adult advocate as well as targeted parent/student/teacher conferences on how to obtain this status

2) Communication of Transition Readiness benchmarks to all stakeholders including staff, students, and parents as an indicator of the effectiveness of education programming.

3) Quarterly awards will be given to each student meeting transition readiness benchmarks

4) Learning walks with Admin team to ensure implementation of the Cycle of Quality Instruction at all three tiers

5) Extracurricular Fair to advertise school clubs and opportunities for students to obtain Transition Readiness

Formative Data

(Common Assessments)

- ## School Data Strengths
1) Increase in Common Assessment scores in ELA for Grades K-5 from 82% to 84%
2) Increase in Common Assessment scores in Math for Grades K-5 from 83% to 84%

- ## School Data Growth Areas
1) Decrease in 6-8 Math Common Assessment scores from 65% to 33% along with overall P/D correlation of 35% from KSA
2) Decrease in 6-8 ELA Common Assessment scores from 66% to 43% along with an overall average of P/D correlation of 46% from KSA

- ## Strategies to Address Growth Areas
1) All staff have been trained on KCSD Common Assessment protocols to ensure fidelity of implementation and use of results
2) Comprehensive Instructional Resources purchased for K-8 ELA and 6-8 Math to ensure alignment with state standards
3) Weekly PLCs discussing Learning Walk and Formative Data to improve instruction in real time.

Universal Screener/Diagnostic Data
(MAP/CERT/RI)

- ## School Data Strengths

1) Grades K-8 were in the 61st percentile for Achievement in RDG for the Spring 22 MAP window

2) Grades K-8 were in the 56th percentile for Achievement in Math for the Spring 22 MAP window

3) As of Fall MAP Data 58% of students in Grades 3-8 are projected to score P/D on 23-24 KSA in Math and 54% P/D in RDG

4) As of Fall MAP Data 35% of students in 5th Grade scored below the 60th Percentile on MAP and had to take the RDG Inventory, with 60% of those students scoring at Basic or Above Reading levels.

- ## School Data Growth Areas
  1) Overall P/D for Average for 3-5 RDG was 50%
  2) Overall P/D Average for 3-5 Grade Math on KSA was 35%
  3) Overall P/D Average for 6-8 Grade RDG was 46% and Overall P/D Average for 6-8 Math was 35%
  4) 2nd Grade had 61% (of 56% total students taking the RI) score below/sig below grade level

- ## Strategies to Address Growth Areas

1) All staff have been trained on KCSD Common Assessment protocols to ensure fidelity of implementation and use of results

2) Comprehensive Instructional Resources purchased for K-8 ELA and 6-8 Math to ensure alignment with state standards

3) Weekly PLCs discussing Learning Walk and Formative Data to improve instruction in real time

4) Review of RI data at each screening to evaluate the effectiveness of reading interventions for students in K-8

Points of Pride

- 1) Overall Indicator score increase for Grades K-5 from 67.5 in 21-22 to 78.7 in 22-23 (Green-High Performing)

- 2) Increase in Separate Academic Indicators of K-5 SCI, SS, and ODW by 11 index points placed this category in the ranking of Blue for the 22-23 KSA

- 3) Students receiving Special Education services grew in P/D by 3 points in K-5 Math and 18 points in RDG from 21-22 to 22-23

- 4) Increase in P/D scores in 7th Grade Math by 6 points

- 5) Increase in P/D scores in 7th Grade ELA by 9 points

Student Services

	2020-2021	2021-2022	2022-2023
Dropout Rate	P-5: N/A 6-8: 0	P-5: N/A 6-8: 0	P-5: N/A 6-8: 0
Attendance Rate	N/A	P-5: 96.12 6-8: 94.02	P-5: 94.26 6-8: 94.25
% F/R	43.12	41.73	47.55
Achievement Score/Proficiency	N/A	3-5: 67.5 6-8: 60	3-5: 78.7 6-8: 52
# Transfer (OE/Tuition)	123	119	117
Retention Rate	0	.4	0

Report to the Board November, 2023

Woodland Middle School

Implementation and Impact

2022-23 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Woodland Middle School will collaborate to increase the reading proficiency for all students from 54% in 2022 to 58% in 2023 as measured by the school report card proficiency data.	Improved (+ 1.0 to 55%)	State Avg. (+ 11)
Woodland Middle School will collaborate to increase the math proficiency for all students from 44% in 2022 to 48% in 2023 as measured by the school report card proficiency data.	Improved (+ 1.0 to 45%)	State Avg. (+ 8)
Woodland Middle School will collaborate to increase the Science proficiency for all students from 23% in 2022 to 27% in 2023 as measured by the school report card proficiency data.	Met/Exceeded (+ 5.0 to 28%)	State Avg. (+ 5)

Implementation and Impact

2022-23 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Woodland Middle School will collaborate to increase the reading proficiency for students with disabilities from 18% in 2022 to 22% in 2023 as measured by the school report card proficiency data.	Declined (- 5.0 to 13%)	State Avg. (- 5)
Woodland Middle School will collaborate to increase the math proficiency for students with disabilities from 17% in 2022 to 21% in 2023 as measured by the school report card proficiency data.	Declined (- 5.0 to 12%)	State Avg. (- 3)

Reading and Math

- **School Data Strengths**

1) Based on 22-23 KSA data, WD performed higher than the State Avg. in both Math & Reading:

 Math - 45% P/D (St. Avg. 37%)   Reading - 55% P/D (45%)

- **School Data Growth Areas**

1) Based on 22-23 KSA data, we had 56% of all students performing Novice/Apprentice in Math.

2) Based on 22-23 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

Science/Social Studies/Writing

- **School Data Strengths**

1) Based on 22-23 KSA data, 68% of all students scored P/D in Writing. (+6% from 21-22)
2) Based on 22-23 KSA data, WD ranked 30th in the State for Writing (top 12%)

- **School Data Growth Areas**

1) Based on 22-23 KSA data, 72% of all students scored novice or apprentice in Science
2) Based on 22-23 KSA data, 64% of all students scored novice or apprentice in Social Studies

- **Strategies to Address Growth Areas**

1) Strengthening our current school wide collaborative model that includes recursive processes within established structures for data collection, analysis, and adjustment of instruction based on identified needs
2) Adding SOS tool to our RTI time so that students can specifically be pulled for skills and standards re-teaching workshops for both science and social studies specifically
3) Recruitment of students scoring Novice/Apprentice in Science/SS to the 21st Century Program for after-school assistance and re-teaching in those two areas (4X per week)

Achievement GAP

- **School Data Strengths**

1) Based on 22-23 KSA data, Woodland scored highest in the district for students with disabilities in Math
2) Based on 22-23 KSA data, Woodland scored highest in the district for students with disabilities in Reading

- **School Data Growth Areas**

1) Based on 22-23 KSA data, students without disabilities did not outperform the state average of those with disabilities in:

Math - St. Avg: 15% P/D   **Reading - St. Avg: 18% P/D**

Science - St. Avg: 9% P/D   **S. Studies - St. Avg: 12% P/D**   **Writing - St. Avg: 10% 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) RTI Time has been restructured and interventions/supports offered to special education students, including R180, M180 instruction, SDI minutes for students with disabilities

English Learner Progress

- **School Data Strengths**

1) 1 student exited (1 of 6 total)

2) strong listening skills (scores of 5 or above)

3) reading scores increased for 4 of 6 students

- **School Data Growth Areas**

1) ACCESS/Writing - 5 of the 8 current school year students scored below 3.5

2) ACCESS/Speaking - 4 of the 8 current school year students scored below 3.5

- **Strategies to Address Growth Areas**

1) pull out EL services focused on writing and speaking

2) staff in need of training in this area are provided opportunities to attend PD

Quality School Climate and Safety

- **School Data Strengths**

1) According to survey data, 92% of students agree that "Adults at my school care about me."

2) According to survey data, 95% of students agree that "There is at least one adult from my school who listens to me when I have something to say."

3) According to survey data, 95% of students agree that "My teachers expect me to do my best all of the time."

4) According to survey data, 96% of students agree that "Adults from my school work hard to make sure students are safe.

- **School Data Growth Areas**

1) According to survey data, 38% of students disagree with "I feel comfortable stating my opinion in class even if other disagree."

2) According to survey data, 51% of students agree with "Bullying is a problem for this school."

- **Strategies to Address Growth Areas**

1) Weekly review of SEB data with Admin, Counselors, and Interventionists to identify trends and adjust current practice (PBIS re-teaching, Tier I SEL instruction, etc.)

2) Adjustment to SEL curriculum to increase frequency and duration of lessons, specifically regarding bullying and inclusion

Transition Ready

- **School Data Strengths**

1) We have the second highest percentage of all students in the District who

   are Transition Ready with 57.38% - result of high quality instruction for all students

2) We have 86.67 % of all 8th grade students involved in an extracurricular,

   89.81% of 7th grade students, and 79.90% of 6th graders.

- **School Data Growth Areas**

1) Our lowest category for Transition Readiness with students in all grades is "GPA/Advanced Coursework."

- **Strategies to Address Growth Areas**

1) We continue to work to add more advanced coursework opportunities to our master schedule, including a second foreign language (French) and increase enrollment in our courses for high school credit (math/Spanish)

2) We continue to regularly monitor TR and practice goal setting with all students in homerooms so that they are aware of where they are in the process and what they have to accomplish to achieve this distinction

3) We have increased parent communication to educate this stakeholder group on the importance and details of their students becoming TR

Formative Data
(Common Assessments)

- **School Data Strengths**

1) Science CA Running Avg. for all 6th grade students is the highest in the district at 79%

2) Social Studies CA Running Avg. for all 6th grade students is the second-highest in the district at 85%

- **School Data Growth Areas**

1) Math CA Running Avg. for 8th Grade students is lowest in district at 27%

2) Math CA Running Avg. for 7th Grade students shows only 24% above benchmark.

3) ELA CA Running Avg. for 6th Grade students shows only 8% above benchmark.

**While these percentages are not where we need them to be, there was a strong correlation based on our CA & KSA scores in math and reading.

- **Strategies to Address Growth Areas**

1) 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

2) Regular (monthly) PLC meetings to analyze Performance Matters data and adjust instructional strategies as necessary

Universal Screener/Diagnostic Data
(MAP/CERT/RI)

- **School Data Strengths**

Based on Fall MAP 2023 data:

1) 65.8% of 6th grade Math students are already projected to be P/D on KSA

2) 65.4% of 6th grade Reading students are already projected to be P/D on KSA

- **School Data Growth Areas**
  1) Based on Fall MAP 2023 data, 25% of all students scored below the 40th percentile in Reading.
  2) After conducting and RI on that 25%, 89 students were identified as "below basic" reading level.
  3) Based on the Fall MAP 2023 data, 33% of all students scored below the 40th percentile in Math.

- **Strategies to Address Growth Areas**

1) Regular review of Performance Matters data in each math and reading/ELA unit in weekly ILT meetings, by content and grade level (our MAP & KSA projections were very similar)

2) Refined data analysis processes in R180 & M180 courses, as well as implementation of regular goal setting with these students

3) For students identified as "below basic" in reading, parents were called & notified in writing, with details given for individual students to receive specific interventions (R180 or SDI) if not currently, and current interventions and IEP goal progress was reviewed to determine next steps or changes in interventions that would be more appropriate (fluency vs. comprehension. Those needing System 44 were also offered that intervention based on Lexile.

Points of Pride

1) For the second consecutive school year, Woodland received an Overall Performance Rating of **"Green"**

2) For the second consecutive school year, Woodland was not recognized as a TSI School

3) Highest Combined Writing scores in the District for all students (top 12% in the State)

Student Services

	2020-2021	2021-2022	2022-2023
Dropout Rate	0.5	0.5	0.5
Attendance Rate	N/A	94.61	94.23
% F/R	45.2	41.88	48.4
Achievement Score/Proficiency	N/A	% P/D - Reading/Math - 66.5 % P/D - Science, S. Studies, Writing - 62.6	% P/D - Reading/Math - 66.7 % P/D - Science, S. Studies, Writing - 63.6
# Transfer (OE/Tuition)	31	35	43
Retention Rate	.05	0.5	0.81

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Report to the Board November, 2023

Twenhofel Middle School

Implementation and Impact

2022-23 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
By 2027, Twenhofel Middle School will increase the math P/D for all students from a P/D of 47% in 2022 to 62% in 2027 as measured by the proficiency data.	Improved, +3, 50% of all students P/D in math in 2023	+13 points above state average of 37% P/D
By 2027, Twenhofel Middle School will increase the reading P/D for all students from a P/D of 53% in 2022 to 68% in 2027 as measured by the proficiency data.	Improved, +3, 56% of all students P/D in reading in 2023	+11 points above state average of 37% P/D
By 2027, Twenhofel Middle School will increase the writing P/D for all students from a P/D of 42% in 2022 to 57% in 2027 as measured by the proficiency data.	MET, +16, 58% of all students P/D in writing in 2023	+15 points above state average of 43% P/D
By 2023 TMS will increase math P/D for students with disabilities from 12% P/D to 15% P/D	Declined, -3, 9% of students with disabilities P/D in 2023	-6 points below state average of 15% P/D
By 2023, TMS will increase reading P/D for students with disabilities from 17% P/D to 20% P/D	Declined, -4, 13% of students with disabilities P/D in 2023	-5 points below state average of 18% P/D

Implementation and Impact

2022-23 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
By 2027 to increase reading scores for our EL students from an average of 4.8 to 5.5 out of a total score of 6	Declined, -2.6, TW only had one EL student who scored 2.2	N/A
By 2027 decrease score of 37% of students rated "Disagree" or "Strongly Disagree" to "Students from this school respect each others differences to 7%	Improved, +4, 33% of all students disagree or strongly disagree that students from this school respect each other's differences.	N/A
By 2026 to increase the perceptions of Feedback and Coaching, to increase the perceptions of the amount and quality of feedback for faculty and staff from a 57% to 69%	Measured on 2023 Impact Survey	N/A

Reading and Math

- **School Data Strengths**

1)Overall 4 point increase, from 67.6 to 71.6

2)Categorized as high performing status at 71.6

- **School Data Growth Areas**

1) Overall 8th grade math was 44% P/D

2)We need a 1.4 increase to reach very high achievement status

- **Strategies to Address Growth Areas**

1)Teachers leading use of BREDS WIN time to determine needs based standards reinforcement based on formative and summative assessments.

2)Utilizing Learning Walk data, providing quality feedback, to ensure high quality tier one instruction for every student every day.

3)Intervention, formative and summative assessment data analysis by teachers and MTSS team to determine students in need on tier two and three interventions.

Science/Social Studies/Writing

- **School Data Strengths**

1)Categorized as very high performing status at 65

2)Significant increase from prior year, 9.5 points, from 55.5 to 65

- **School Data Growth Areas**

1)Overall science was 31% P/D

2)Students with disabilities was 8% P/D in social studies

- **Strategies to Address Growth Areas**

1)New science resource to provide interactive science simulations across all grade levels to increase rigor and provide opportunities for application of concepts

2) Increased opportunities provided to collaborate with department colleagues across all grade levels to have intentional, ongoing conversations about student performance data.

3) All teachers analyze student performance and growth to name and claim specific students to grow.

Achievement GAP

- **School Data Strengths**

1.)Student with disabilities significant increase, 7.2 points, in science, social studies, and writing.

2)F/R students greater overall increase of 6.5 points in comparison to all students with a 4 point increase

- **School Data Growth Areas**

1)Students with disabilities reading/math status score is 32.7, very low

2)Students with disabilities science, social studies, and writing status score is 32.9, very low

- **Strategies to Address Growth Areas**

1) Use of new ELA and math comprehensive resources to deliver SDI in order to align SDI with current content

2) A goal in school action plan is to regularly review novice scores on common assessments

3)Utilizing the co-teach model in the collaborative setting; providing feedback during learning walks.

Quality School Climate and Safety

- **School Data Strengths**

1)All students survey results shared high status

2)Students with disabilities had the highest score

- **School Data Growth Areas**

1)Overall status maintained with a -.9 difference, going from 74.7 to 73.8

2)Student who qualify for F/R lunch gave lowest score of 71.8

- **Strategies to Address Growth Areas**

1) DEI&B Committee implementing new tactics to increase students sense of belonging at school, i.e. student announcements, student podcast, student showcase, etc.
2) Increase in communication to students via announcements, scrolling information in cafeteria
3) Implementation of new SEB curriculum, Second Steps, to help students build social/emotional skills

Transition Ready

- **School Data Strengths**

1) 72.8% of 8th grade students met GPA/adv coursework criteria

2)83% of 6th grade, 85% of 7th grade, and 95% of 8th grade students were involved in an extracurricular activity.

- **School Data Growth Areas**

1.)Overall school total of students transition ready 64.34%

2) Attendance rate decreases from 6 to 8th grades

- **Strategies to Address Growth Areas**
  1) RBTL focus on attendance, increase communication to parents about transition readiness i.e., student showcase presentation, Breds Broadcast communication
  2) New reading inventory utilized to identify students read below grade level to ensure an intervention/individual plan is in place for each student.
  3) Emphasis on rigorous standard based assessment, formative checks for learning, and reviewing during PLCs.

Formative Data
(Common Assessments)

- **School Data Strengths**

1.) Reading common assessment average, 43.63%, from 22-23 school year is congruent with KSA at 56 P/D.

2) Math common assessment average, 47.46%, from 22-23 school year is congruent with KSA at 50 P/D.

- **School Data Growth Areas**
1) Students with disabilities, reading CA average from 22-23 school year is 2.22%, and on KSA 48% were novice.
2) Students with disabilities, math CA average from 22-23 school year is 11.76%, and on KSA 45% were novice.

- **Strategies to Address Growth Areas**
1) New reading inventory utilized to identify students read below grade level to ensure an intervention/individual plan is in place for each student.
2) TW Academic plan, goal 2, SWD novice reduction on common assessments; analyzing CA results and implementing intentional instruction to address skills not mastered
3) Focus on action plan goal 1, adjusting instruction in real time based on student response; feedback provided through learning walks to increase achievement on CA

Universal Screener/Diagnostic Data
(MAP/CERT/RI)

- **School Data Strengths**

1)All grade levels in math projected P/D on KSA is more than 6% higher than the district average.

2)All grade levels in reading scored above 50% projected P/D.

- **School Data Growth Areas**

1)8th grade, students with disabilities, less than 15% projected P/D on reading and math.

2)6th grade, students with disabilities, projected P/D in reading and math was more than 45% less than student without disabilities.

- **Strategies to Address Growth Areas**
  1) All teachers analyze student performance and growth to name and claim specific students with disabilities to grow.
  2) Reading inventory used as new data point to determine student interventions and needs based support.
  3) Utilize the co-teach model in the collaborative setting.

Points of Pride

- 1) Overall score of 75, high performing, highest secondary school score in the district.

- 2) Highest percent P/D in reading, math, science, and social studies in middle schools in the district.

- 3) Overall index increase of 4 points, from 71 to 75.

Student Services

	2020-2021	2021-2022	2022-2023
Dropout Rate	0	0	0
Attendance Rate	N/A	94.60	94.93
% F/R	40.26	38.37	39.93
Achievement Score/Proficiency	Reading - 47.5 Math - 32.9 Science - 23.4 Writing - 65.8	67.6	71.6
# Transfer (OE/Tuition)	94	107	85
Retention Rate	0	.2	0

Report to the Board November, 2023

Turkey Foot Middle School

Implementation and Impact

2022-23 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
By 2023, Turkey Foot Middle School will increase the reading proficiency from 53% in 2022 to 55%	Maintained at 53%	+8 over state average of 45%
By 2023, Turkey Foot Middle School will increase the math proficiency from 48% in 2022 to 50%	Declined 6%	+5 over state average of 37%
By 2023, Turkey Foot Middle School will increase the science scores from 26% to 28%	Increased 4%	+7 over state average of 23%
By 2023, Turkey Foot Middle School will decrease the percentage of disability students who are scoring novice in reading from 62% in 2022, to 60%	Novice reduction improved by 6%	+1 over state average of 55%

Implementation and Impact

2022-23 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
By 2023, Turkey Foot Middle School will decrease the novice EL students in reading from 49% to 47%	EL Novice in reading was at 69%	+5 over the state average of 64%
By 2023, Turkey Foot Middle School will increase the percent of students who feel internet bullying is NOT a problem for students in the school from 57% to 59%	53% agree that internet bullying is NOT a problem.	49 % of Kentucky students agree that internet bullying is NOT a problem.

Reading and Math

- ## School Data Strengths

1) Reduction in the number of students scoring novice in Reading from 26% to 23%.
2) Reduction in students w/disabilities who score novice in reading from 68% to 56%.

- ## School Data Growth Areas

1) Only 42% of students met proficiency in math.
2) 69% of EL students are scoring novice in reading.

- ## Strategies to Address Growth Areas

1) Instructional walkthroughs to support Tier 1 instruction and specific coaching to teachers on the cycle of quality instruction and connection to meeting the level of the standards.

2) PLC Collaboration on instructional strategies and utilization of instructional resources. PLCs inform instruction based upon the information gained from various instructional assessments and developed in PLCs.

Science/Social Studies/Writing

- **School Data Strengths**

1) While scores are not where they need to be, we did see an increase in Science proficiency scores by 4% and a reduction in novice by 2%.

2) Increase in Science proficiency scores by 6% for students with disabilities.

- **School Data Growth Areas**

1) 47% of students are Novice or Apprentice in writing.

2) Only 39% of students are P/D in Social Studies which is down from 51% in the previous school year.

- **Strategies to Address Growth Areas**

1) Instructional walkthroughs to support Tier 1 instruction and specific coaching to teachers on the cycle of quality instruction and connection to meeting the level of the standards.

Achievement GAP

- **School Data Strengths**

1) 6% increase in P/D students with disabilities in the area of social studies from the previous school year.

2) 4% increase P/D free/reduced students in the area of science from the previous school year.

- **School Data Growth Areas**

1) TFMS is a TSI school in the areas of EL and Students with Disabilities

2) Only 6% of students with disabilities are proficient or distinguished in the area of math.

3) Only 2% of student with disabilities are proficient or distinguished in the area of writing.

- **Strategies to Address Growth Areas**

1) Professional development activities for all staff about co-teaching strategies and enhancing Tier 1 instruction to address individual student needs.

2) PLC review of data for students with disabilities and EL students to determine if specific needs are being addressed and making adjustments as necessary in real time. Specifically naming and claiming students in need of instructional support and individually providing it.

English Learner Progress

- ## School Data Strengths

1) Reduction in the number of novice EL students in science from 86% to 72%.

2) 61% of EL students made progress based upon Access testing.

- ## School Data Growth Areas

1) 0.04% of EL students were able to exit EL based upon Access testing.

2) 71% of EL students scored novice in math.

- ### Strategies to Address Growth Areas

1) Instructional learning walks with administrative team and EL instructors or district EL consultants to provide direct feedback on supports being provided to EL students.

2) Implementation of the EL Handbook and scaffolding toolkit to enhance EL instruction in Tier I instructional setting.

3) Reviewing EL student data and naming and claiming students so that specific, individual instructional supports can be provided.

Quality School Climate and Safety

- **School Data Strengths**

1) 92% of students report that adults from the school care about them.

2) 96% of students report that teachers expect them to do their best all of the time.

- **School Data Growth Areas**

1) Only 54% of students report that students respect each others differences.

2) Only 73% of students report that the school is an encouraging place.

- **Strategies to Address Growth Areas**

1) Intentional Tier I instruction of SEL lessons to all students during school wide RTI time.

2) School PBIS team is meeting to create ways to further engage students in the improvement of overall school culture.

3) Staff training in restorative practices throughout the school year.

Transition Ready

- ## School Data Strengths

1)Over 75.98% of 8th grade students are engaged in an extra/co-curricular activities while at Turkey Foot Middle School.

2)The 8th Grade class at Turkey Foot Middle School is above the district average with an 83.8% attendance rate for 22/23.

- ## School Data Growth Areas

1)Only 51.40% of students in 8th grade were transition ready at the close of the 22-23 school year.

2)According to RI data, 43% of 8th grade students are 1-2 grade levels below current reading expectation.

3)School wide attendance rate of 94.34%

- ## Strategies to Address Growth Areas

1)Increase awareness for all students about transition readiness expectations.

2)When data indicates a need, we will ensure students who need instruction beyond Tier 1, are receiving adequate support.

3)Naming and claiming students who are chronically absent or tardy and providing family specific support.

Formative Data
(Common Assessments)

- ## School Data Strengths

1) On the KSA assessment, the percent of proficient and distinguished in reading exceeded the common assessment running average by 3%.

2) On the KSA assessment, the percent of proficient and distinguished in math exceeded the common assessment running average by 2%.

- ## School Data Growth Areas

1) On the KSA assessment, the percent of proficient and distinguished students with disabilities underperformed the Common assessments in math by 1%.

2) On the KSA assessment, the percent of proficient and distinguished EL students underperformed the Common assessments in math by 8%.

- ## Strategies to Address Growth Areas

1) Reading and Math teachers will meet within PLCs to analyze common assessment data and determine next steps for instruction and ensuring all students are growing towards proficiency.

2) Content PLC meetings with clear expectations, will emphasize the use of common formative assessments to identify specific standards that need to be retaught through needs-based instruction.

Universal Screener/Diagnostic Data
(MAP/CERT/RI)

- ### School Data Strengths

1) On the KSA assessment, the percent of proficient and distinguished students with disabilities in math exceeded the MAP projection by 4.07%.

2) On the KSA assessment, the percent of proficient and distinguished students in math exceeded the MAP projection by 9%.

- ### School Data Growth Areas

1) On the KSA assessment, the percent of proficient and distinguished students in reading underperformed the MAP projections by 2.05%.

2) In the area of Reading, 8th grade students saw an underperformance based on their MAP projection by 5.94% on the KSA assessment.

- ### Strategies to Address Growth Areas

1) All content PLCs will review school-wide RI data and determine instructional moves within each content to address deficits.

2) Identification of specific students who are below grade level standard and specific plans for support.

Points of Pride

- 1)Turkey Foot Middle Schools reading/math indicator score was Green on our school report card with a score or 63.6.

- 2)In the climate and safety survey, students agree over 85% of the time that they feel welcome and cared for. At this same rate, they believe that an adult at TFMS is advocating for their individual needs.

- 3)In 6th and 7th grade cohorts, the number of students who scored novice on the state assessment in reading was decreased from the previous school year.

Student Services

	2020-2021	2021-2022	2022-2023
Dropout Rate	N/A	N/A	N/A
Attendance Rate	N/A	94.27	94.34
% F/R	42.37	42.69	47.26
Achievement Score/Proficiency	Reading 50.7% Math 38.4% Science 32.1% Writing 73.5%	Reading 53% Math 48% Science 26% Writing 54% Social Studies 51%	Reading 53% Math 42% Science 30% Writing 52% Social Studies 39%
# Transfer (OE/Tuition)	63	66	66
Retention Rate	0	0.2	0

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Report to the Board
November, 2023

Dixie Heights High School

Implementation and Impact

2022-23 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 *49% in 2022 to 53% in 2023* as measured by the proficiency/benchmark scores	43% P/D Declined (-6%)	State = 44% (-1%)
Objective 2: Increase the math achievement scores from *44% in 2022 to 50% in 2023* as measured by the proficiency/benchmark scores.	35% P/D Declined (-9%)	State = 38% (-3%)
Objective 3: Increase the science achievement scores from **14% in 2022 to 19% in 2023** as measured by the proficiency/benchmark scores.	8% P/D Declined (-6%)	State = 9% (-1%)
Objective 4: Increase the social studies achievement scores from **38% in 2022 to 42% in 2023** as measured by the proficiency/benchmark scores.	42% P/D Increased (+4%)	State = 40% (+2%)

Implementation and Impact

2022-23 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Objective 5: Increase the writing achievement scores from **39 in 2022 to 42% in 2023 as** measured by the proficiency/ benchmark scores.	40% P/D Increased(+1%)	State = 49% (-9%)
Objective 6: Ensure all students are performing at high levels in the state accountability system by increasing our social studies proficiency index from **10% in 2022 to 20%** for English Learner Including Monitored students in 2023.	<1% P/D Declined (-9%)	State = 6% (-5%)
Objective 7: Ensure all students are performing at high levels in the state accountability system by increasing our math proficiency index from **<1% in 2022 to 25%** for students in special education in 2023	3% P/D Increased (+3%)	State = 11% (-8)
Objective 9: Ensure all students are performing at high levels in the state accountability system by increasing our reading proficiency index from **5% in 2022 to 31% in 2023** for special education students.	<1% P/D Declined (-4%)	State = 14% (-13%)

Implementation and Impact

2022-23 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Objective 10: Ensure all students are performing at high levels in the state accountability system by increasing our reading proficiency index from **<1% in 2022 to 10% in 2023** for English Learner Including Monitored students in 2023.	10% P/D Increased (+9%)	State = 8% (+1%)
Objective 11: Ensure all students are performing at high levels in the state accountability system by increasing our math proficiency index from **10% in 2022 to 20%** for English Learner Including Monitored students in 2023.	5% P/D Declined (-5%)	State = 6% (-1%)

Reading and Math

School Data Strengths

1) % SWD scoring novice reduced 22% from the previous year on KSA Reading.
2) % EL scoring novice reduced 25% from the previous year KSA Math.

School Data Growth Areas

1) Only 43% of students scored P/D on the KSA Reading assessment.
2) Only 35% of students scored P/D on the KSA Math assessment.

Strategies to Address Growth Areas

1) ILTs will increase their use of common formative assessments. The CFAs will be given weekly to measure progress by students to determine adjustments in instruction.

2) 9th-11th grade Math and English classes will incorporate flashbacks into their core planning/instruction 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.

4) Targeted interventions utilizing CFA data to "Name & Claim" students working below proficiency.

Science/Social Studies/Writing

School Data Strengths

1) % P & D in KSA Social Studies increased 4% from the previous year.

2) % EL scoring P & D on the KSA Combined Writing increased 10%.

School Data Growth Areas

1) Only 40% of students scored P & D on KSA Combined Writing.

2) Only 8% of students scored P & D on KSA Science.

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. CFAs will be given weekly to measure progress by student, by teacher, and by standard. More frequent data will allow us to minimize instructional gaps and to make adjustments to instruction in real time.

Achievement GAP

School Data Strengths

1) Dixie Heights is no longer a TSI school in EL.

2) EL % P & D increased 10% on the KSA Combined Writing Assessment.

3) EL % P & D increased 10% on the KSA Reading Assessment.

School Data Growth Areas

1) KSA Reading % PD for SPED students was **<1**% and below the P & D % for all students **(43%).**

2) KSA Math % PD for SPED students was **3**% and below the P & D % for all students **(35%).**

3) KSA Writing % PD for SPED students was **<1**% and below the P & D % for all students **(40%).**

Strategies to Address Growth Areas

1) Targeted professional development and job embedded training to improve co-teaching strategies between the special and general education teacher in a collaborative classroom.

2) Ensure, based on triangulated data, that appropriate plans are in place for ALL students.

3) ILTs will increase their use of common formative assessments. CFAs will be given weekly to measure progress by student, by teacher, and by standard.

English Learner Progress

School Data Strengths

1) Dixie Heights is no longer a TSI school in EL.
2) 68% of all EL students showed growth on the state ACCESS assessment.

School Data Growth Areas

1) Only 16% of EL students were able to exit the EL program.

Strategies to Address Growth Areas

1) ILTs will increase their use of common formative assessments. CFAs will be given weekly to measure progress by student, by teacher, and 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) Professional development, job embedded training, and effective use of the KCSD EL Handbook and Scaffolding Toolkit.

Quality School Climate and Safety

School Data Strengths

1) Student survey indicated **88%** of students feel welcome by their teacher.

2) **90%** 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 **57%** of students feel other students respect their differences.

2) **50%** of the students feel internet bullying is a problem

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) Implement an evidenced based school wide SEL curriculum, Character Strong.
3) Utilize district and community resources to combat internet behavior. A comprehensive internet safety curriculum, with guest speakers, added as part of our SEB lessons.

Transition Ready

School Data Strengths

1) Increased our state transition readiness from **77.3% to 79.9%**. Our KCSD CBAS from **91.4% to 95.3%.**

School Data Growth Areas

1) Increase overall college readiness by increasing number of students reaching benchmark in Math, Reading, and English.
2) Our dual credit program does not proportionately reflect the diversity of our community.
3) 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 to 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 the participation rate to increase.

Graduation Rate
(High School)

School Data Strengths

1) Graduation rate has increased from 94.1% to 97.7% the last 3 years.
2) Students with Disabilities Graduation rate was 100%.

School Data Growth Areas

1) Our EL graduation rate is at 92%. This is lower than the all students graduation rate of 97.7%.

Strategies to Address Growth Areas

1) Improve/Increase collaboration between regular education and EL teachers during instructional time, using a co-teaching model.
2) 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.

Formative Data
(Common Assessments)

School Data Strengths

1) Although the data is not where we want it to be, the school did see a correlation between Common Assessment Running Average (33.8%) and KSA (35%) is congruent for Math.
2) Although the data is not where we want it to be, the school did see a correlation between Common Assessment Running Average (37%) and KSA (43%) is congruent for Reading

School Data Growth Areas

1) 7.69% was the Math running average for SPED on district common assessments.
2) 11.3% was the Reading running 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. The CFAs will be given weekly to measure progress by student, by teacher, and by standard. More frequent data will allow us to minimize instructional gaps and adjust instruction in real time.

Universal Screener/Diagnostic Data
(MAP/CERT/RI)

School Data Strengths

1) % of freshman reaching benchmark in CERT ELA was 85%.
2) % of freshman reaching benchmark increased by more than 20% from fall to spring in CERT MATH.

School Data Growth Areas

1) Math and Reading CERT scores indicated less that 32% of students reached benchmark.
2) Only 46% of students reached benchmark in reading.

Strategies to Address Growth Areas

1) Support teachers in utilizing data from common formative assessments and CERT to make decisions on instruction and interventions. Assessment data and administrative learning walk data will be used to inform effective instructional practices that result in the mastery of standards.
2) ILTs will increase their use of common formative assessments. The CFAs will be given weekly to measure progress by student, by teacher, and by standard. More frequent data will allow us to minimize instructional gaps and adjust instruction in real time.
3) Analyzing CERT & ACT data to show correlations between the two allowing teachers and students realize the purpose and value of CERT.

Points of Pride

1) **ACT**
   a) Composite 19.6
   b) Reading: 20.1
   c) Math: 19
   d) ELA: 19.4
   e) Science: 19.7

2) **Graduation Rate:** 97.7%

3) **18 Students in:** GSP, GSA, & GSE

Student Services

	2020-2021	2021-2022	2022-2023
Dropout Rate	.6	.6	.49
Attendance Rate	N/A	95.46	94.73
% F/R	36.32%	38.08%	41.77%
Achievement Score/Proficiency	% 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	% PD Reading, Math, Science, Writing Reading: 43 Math: 35 Science: 8 Writing: 40 Social Studies: 42
# Transfer (OE/Tuition)	144	156	138
Retention Rate	7.4%	6.5%	4.73%

Report to the Board November, 2023

Scott High School

Implementation and Impact

2022-23 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Goal 1 Objective 1: Scott High School will increase overall proficiency for all students in reading from 50% in 2022 to 55% in 2023 as measured by the school report card proficiency data.	Reading Declined. -9 points - 50% to 41% P/D	Scott performed -5 points below the state average of 46% P/D.
Goal 1 Objective 2: By 2023, Scott High School will increase overall proficiency for all student in mathematics from 46.0% in 2022 to 51% in 2023 as measured by the school report card proficiency data.	Math Declined. -11 points - 46% to 35% P/D	Scott performed +1 above the state average of 34% P/D.
Goals 2 Objective 1: Scott High School science will increase the proficient and distinguished total for all student in science from 33.1% in 2022 to 55% in 2023 as measured by the school report card separate academic indicator data.	Science Declined. -2 points from 10 % to 8% P/D.	Scott performed +1 above the state average of 7% percent P/D.

Implementation and Impact

2022-23 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Goal 2 Objective 2: Scott High School will increase to proficient and distinguished score for all students in writing from 70.8% in 2022 to 74.8% in 2023 as measured by the school report card proficient and distinguished	Writing Improved. +7 points from 44% to 51% P/D.	Scott performed +10 above the state average of 41% percent P/D.
Goal 2 Objective 3: Scott High School will increase the separate proficient and distinguished for all student in social studies from 33.1% in 2022 to 55% in 2023 as measured by the school report card separate academic indicator data.	Social Studies Improved. +6 points from 34% to 40% P/D.	Scott performed +2 above the state average of 38% percent P/D.
Goal 3 Objective 1: Scott High School will increase overall proficiency for students with disabilities in reading from 0.0% in 2022 to 20% in 2023 as measured by the school report card proficiency data.	Reading Improved. +9 points from 0% to 9% P/D.	Scott performed -5 points below the state average of 14% P/D.

Implementation and Impact

2022-23 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Goal 3 Objective 2: Scott High School will increase overall proficiency for students with disabilities in mathematics from 3.0% in 2022 to 20% in 2023 as measured by the school report card proficiency data.	Math Improved. +6 points from 3% to 9% P/D.	Scott performed -2 points below the state average of 11% P/D.
Goal 4 Objective 1: Increase the number of EL students who score proficient or above from <1% in 2022 to 5% in 2023 as measured by KSA Reading.	Reading did not improve - 0% to 0% P/D.	Scott performed -5 points below the state average of 5% P/D.
Goal 5: Objective 1: Increase from 83.3% of students agree that there is at least one adult who will listen to them if they have something to say in 2022, to 88% of students by 2023.	Objective MET. Improved + 4.7 points to 92%	N/A

Implementation and Impact

2022-23 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Goal 6: Objective 1: Scott High School will increase from 83.3% based on the state transition ready rate model in 2022, to 86.7% based on the state transition ready rate model in 2027.	MET. + 7.77 points, from 83.3% to 91.07% CBAS Rate. State measured rate is 87.5%	Scott performed +2.2 above the state average of 85.4%
Goal 7, Objective 1: Scott High School will increase the overall graduation rate of 87.2% in 2022 to 90.2% by 2023.	MET. + 4.8 points, from 87.2% to 92%	Scott performed +0.6 above the state rate of 91.4%.

Reading and Math

- ### School Data Strengths

1) Novice for students with disabilities (SWD) decreased in math (66% in 2022 to 59% in 2023). Novice in Math for SWD (59%) is better than both the state (60%) and district averages (61%). Novice in math for all students (32%) is better than the state average (36%). Novice reduced for all students in reading (30% in 2022 to 28% in 2023). 28% matches the state average.

- ### School Data Growth Areas

1) Reading P/D is at 41% and Math P/D is 35%; both below the district average.

2) Reading SWD P/D is 9% and Math SWD P/D is 9%; both below the district average.

- ### Strategies to Address Growth Areas

1) Fidelity to co-teaching and the ILT process

2) Amend the master schedule to provide more opportunities for shared planning and special education implementation

3) Enhance and expand programming through FLY enrichment time for both skills remediation and credit recovery. Add sections of Read 180 to support reading and IXL to support math. Train teachers on programming and Performance Matters to implement and monitor progress.

4) Learning walk and observation feedback will focus on rigorous instruction centered on standards with appropriate assessment methodologies.

Science/Social Studies/Writing

- ## School Data Strengths

1) KSA writing % P/D increased from 44% to 515 while the % novice decreased to 16% from 18%.

- ## School Data Growth Areas

1) Social Studies (40%) P/D is too low and % novice for SWD (85%) is too high.

2) KSA writing for SWD is 65% novice. This is too high as state is 51% novice.

3) Science KSA Declined. -2 points from 10 % to 8% P/D.

- ## Strategies to Address Growth Areas

1) Increase collaboration and common planning opportunities for teachers through ILTs to evaluate instructional practices analyze formative assessments, and make instructional adjustments.

2) Create clear expectations for writing across content areas. Provide additional with supports for students with disabilities.

3) Learning walk and observation feedback will focus on rigorous instruction centered on standards with appropriate assessment methodologies.

Achievement GAP

- ## School Data Strengths
1) Overall % novice for SWD decreased in reading (-17) and math (-7).

2) KSA reports indicate a significant increase in P/D scores in reading (+9%) and math (+6%) for SWD since 2022.

- ## School Data Growth Areas
1) % novice for SWD in writing (65), science (100), and social studies (85) are all high percentages.
2) % P/D for students with disabilities in writing (5), science (0) and social studies (0) are low percentages.

- ## Strategies to Address Growth Areas
1) Increase instructional rigor and expectations for reading and writing across the curriculum for special education students.
2) Time in the master schedule will be adjusted for second trimester.
3) Special education teachers must be embedded into ILT teams to participate in instructional planning and evaluation of common assessment performance data to improve outcomes for SWDs.

English Learner Progress

- ## School Data Strengths
1) 33% of EL students were P/D in math. District average is 7%.   State average is 4%.
2) 0% of EL students were Novice in math. District average is 41%. State average is 70%.

- ## School Data Growth Areas
 1) EL growth on Access was 60% in 2023 versus 100% in 2022.

- ## Strategies to Address Growth Areas
1) Name and claim EL students. Teachers must be knowledgeable of PSPs for each child. Teachers meet with district staff to create individual student plans to implement strategies to ensure the students 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.

Quality School Climate and Safety

- **School Data Strengths**

1) 94% of students agree/strongly agree with the statement, "When I need help with schoolwork, I can ask a teacher."

2) 92% of students agree/strongly agree with the statement, "Adults from my school care about my physical safety."

- **School Data Growth Areas**

1) 47% of students agree/strongly agree with the statement, "The consequences for breaking school rules are the same for all students."

2) 52% of students agree/strongly agree with the statement, "Students from this school respect each other's differences (i.e., gender, culture, race, religion, ability)."

- **Strategies to Address Growth Areas**

1) All principals will collaborate and calibrate the delivery of discipline resolutions on a monthly basis.

2) We need to continue to enhance and promote the CORE project (social-emotional learning programming).

3) PBIS strategies will continue to be refined and utilized along with restorative practices.

Transition Ready

- ## School Data Strengths

1) Improved CBAS transition readiness from 56.3% in 2020-21, to 83.3% in 2021-22, to 91.07% in 2022-23. Scott is 87.5% for state post secondary ready.

2) ACT reading increased from 18.7 to 19.

3) ACT mathematics score increased from 18 to 18.8.

- ## School Data Growth Areas

1) Scott CBAS transition ready rate is 91.07% but the district is 93.89% CBAS transition ready.

- ## Strategies to Address Growth Areas

1) Name and claim - identify and support the student's best path for transition after high school.

2) Off track student meetings and MTSS tracking of progress/supports.

3) Re-focus on credit recovery due to the high rate of retention (12.83%).

Graduation Rate

(High School)

- ## School Data Strengths

1) Graduation rate increased from 2022 to 2023 by 4.8 points, from 87.2% to 92%.

- ## School Data Growth Areas

1) Graduation rate is 92% but district rate is 95.6%.

2) 123 students are off-track to graduate.

- ## Strategies to Address Growth Areas

1) Monthly tracking of students off-track to graduate. Discussions and collaboration with students and their parents.

2) Create credit incentives/celebrations as students get back on track.

3) Implementation of RBTL program to fidelity - attendance monitoring.

4) Develop and implement new grading policy.

5) Develop multi-modal credit recovery procedures/policy.

Formative Data
(Common Assessments)

- ## School Data Strengths
1) The 2023 KSA % P/D in reading (41) exceeded the 2023 common assessment (CA) running performance average of 31.08%.
2) The 2023 KSA % P/D in reading for SWD (9) exceeded the 2023 CA running performance average of 4.66%.

- ## School Data Growth Areas
1) The 2023 KSA % P/D in math for SWD (9) was lower than the 2023 CA running performance average of 17.56%.
2) The 2023 CA running average for all students in math (35.65) and reading (31.08) was lower than the 2022 CA running average in math (56.9) and reading (58.58), respectively. The same is true for the reading and math CA running averages for SWD from 2022 to 2023. Math (43.85 to 17.56) and reading (45.27 to 4.66).

- ## Strategies to Address Growth Areas

1) Co-teaching trainings and deliberative master schedule development to accommodate weekly ILTs.

2) Implementation of best practice special education methods for co-teaching/collaboration.

3) Meaningful and actionable feedback given to teachers through evaluation and instructional walks.

4) Alignment of curriculum, instruction and assessment matched to the level of the standard.

Universal Screener/Diagnostic Data
(MAP/CERT/RI)

- ## School Data Strengths
- 1) CERT data - 10th graders increased in % meeting benchmark in English from Fall 2022 (30.2) to Fall 2023 (31.4).
- 2) CERT - 10th and 11th graders both increased in % meeting benchmark from Fall 2022 to 2023. 10th (3.23 to 10.0) and 11th (0 to 3.45).

- ## School Data Growth Areas
1) 11th grade English CERT score decreased from Fall 2022 (15) to Fall 2023 (14).
2) 10th grade Science CERT score decreased from Fall 2022 (14) to Fall 2023 (13).
3) 11th grade Science CERT score decreased from Fall 2022 (13) to Fall 2023 (12).

- ## Strategies to Address Growth Areas
1) Design and implement plan to incorporate CERT remediation lessons, on a weekly basis, into English and Science classes. Teachers need to be trained on CERT lesson incorporation.
2) 10th grade students will be assigned to remediation courses based on low CERT assessment scores.
3) CERT will be utilized in College and Career Readiness classes to promote meeting ACT benchmarks.

Points of Pride

1) ALL ACT subdomain scores, overall composite scores and the percentage of students meeting benchmark in ELA, Math and Reading increased in 2022-2023.

2) Scott is NO longer in TSI status.

- Scott's students with disabilities were designated as having made a significant increase in Math and Reading, improving from a 2021-22 status score of 14.9 to this the 2022-23 status score of 24.7, for a 9.8 point increase.

3) Graduation rate increased 4.8 points from 87.2% to 92%

4) Transition readiness increased from 56.3% in 2020-21, to 83.3% in 2021-22, to 91.07% in 2022-23.

Student Services

	2020-2021	2021-2022	2022-2023
Dropout Rate	1.3	0.90	1.51
Attendance Rate	N/A	94.21	92.84
% F/R	38.05	39.10	43.48
Achievement Score/Proficiency		Yellow with TSI designation	Yellow - No longer TSI designation
# Transfer (OE/Tuition)	68	64	65
Retention Rate	9.9	14.9	12.83

Report to the Board
November, 2023

SIMON KENTON
HIGH SCHOOL

Implementation and Impact

2022-23 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Goal 1 Objective 1: Simon Kenton will earn a reading index score of 71.3.	47% P+D, Index 66.3 (-5 from goal)	SK 3% more P+D than KY Average of 44%
Goal 1 Objective 2: Simon Kenton will earn a mathematics index score of 66.1.	42% P+D, Index 60.6 (-5.5 from goal)	SK 9% more P+D than KY Average of 33%
Goal 2 Objective 1: Simon Kenton will earn a science index score of 43.6.	11% P+D, Index 33.9 (-9.7 from goal)	SK 1% more P+D than KY Average of 10%
Goal 2 Objective 2: Simon Kenton will earn a social studies index score of 58.9.	39% P+D, Index 56.4 (-2.5 from goal)	SK 2% more P+D than KY Average of 54%
Goal 2 Objective 3: Simon Kenton will earn a writing index score of 73.	55% P+D, Index 71.9 (-1.1 from goal)	SK 14% more P+D than KY Average of 41%
Goal 3 Objective 1: Simon Kenton will earn a reading index score of 33.4 for SWD.	18% P+D, Index 37.9 (+4.5 above goal)	SK 4% more P+D than KY Average of 14%
Goal 3 Objective 2: Simon Kenton will earn a math index score of 38.8 for SWD.	15% P+D, Index 29.9 (-8.9 from goal)	SK 4% more P+D than KY Average of 11%
Goal 3 Objective 3: Simon Kenton will earn a science index score of 30.1 for SWD.	8% P+D, Index 14.5 (-15.6 from goal)	SK 4% more P+D than KY Average of 4%

Implementation and Impact

2022-23 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Goal 4 Objective 1: 70% of EL students will show growth from 2022 to 2023 on their ACCESS scores.	63% Making Growth, -7% below goal	
Goal 4 Objective 2: 25% of EL students will earn a qualifying score on ACCESS.	0% Exited, 25% below goal	
Goal 5 Objective 1: African American and Students identifying as two or more races will score 47 on the survey question "students … respect each other's differences.	45.4, 1.6 below goal	SK 2.6 below state average of 48
Goal 5 Objective 2: All students will score 60 on the survey question "the consequences for breaking school rules…"	63, 3 above goal	SK 9 above state average of 54
Goal 6 Objective 1: Simon Kenton will earn a postsecondary readiness indicator of 83.7 measured by state criteria.	88.5, 4.8 above goal	SK 5.1 above state average of 83.4
Goal 6 Objective 2: Simon Kenton will have 92% of students transition ready per the CBAS criteria.	94.46% Transition Ready, 2.46 above goal	N/A
Goal 7 Objective 1: The graduation rate will increase to 96.7%.	96.2% Graduation Rate, .5 below goal	Sk 4.2 above state average of 92

Reading and Math

- **School Data Strengths**
1. Decreased novice performance by 1% in reading and 2% in math.
2. Increased P+D by 7% for SWD and decreased novice 19% for SWD in reading.

- **School Data Growth Areas**
1. Increase P+D% reading from 47% in 22-23 and P+D% in math from 42%.
2. Need to decrease the percent novice in reading (SWD) from 46% in 22-23 and SWD math from 56%

- Strategies to Address Growth Areas
1. Provide training and clear expectations on independent reading in all classes.
2. Provide training on vocabulary strategies in content area classes.
3. Use data from formative assessments to adjust instruction, emphasizing utilization of an assessment platform to analyze data recursively.

Science/Social Studies/Writing

- School Data Strengths
1) Writing P+D increased 7% and increased 6% for SWD.
2) Social Studies P+D increased 2%.

- School Data Growth Areas
1) Science P+D% decreased and novice % increased.
2) In Science and Social Studies the novice % was 78% for SWD.

- Strategies to Address Growth Areas
1) Provide training on vocabulary strategies in content area classes.
2) Use data from formative assessments to adjust instruction.
3) Provide training and establish clear expectations around independent reading in all classes.
4) Intentionality and training on providing a standards-based task at the appropriate level, obtaining a product from all students, and adjusting instruction based on products.

Achievement GAP

- **School Data Strengths**
1) School is no longer TSI for disability.
2) Increased math P+D by 2% and reading by 7% for SWD.
3) Increased Science P+D by 1% and Writing by 6% for SWD.

- **School Data Growth Areas**
1) Decreased social studies P+D by 5%.
2) Novice in Social Studies and Science is 78% for SWD.

- Strategies to Address Growth Areas
1) Provide training on vocabulary strategies in content area classes.
2) Use data from formative assessments to adjust instruction.
3) Provide training and establish clear expectations around independent reading in all classes.
4) Provide training and establish clear expectations on improved co-teaching, collaboration, and effective scheduling.

English Learner Progress

- School Data Strengths
1) 63% made growth on ACCESS level.

- School Data Growth Areas
1) No students exited EL.

- Strategies to Address Growth Areas
1) Provide additional training on use of the KCSD EL handbook and scaffolding toolkit.

Quality School Climate and Safety

- **School Data Strengths**
1) Student survey results ranked SK as 6th out of all the schools in Northern Kentucky.
2) Student survey results ranked SK in the top 25% of all high schools in the state.

- **School Data Growth Areas**
1) 52% of students stated internet bullying is not a problem.
2) 58% of students stated students from this school respect one another's differences.

- Strategies to Address Growth Areas
1) Implementation of SEL lessons utilizing Core Project.
2) Increased use of restorative practices.

Transition Ready

- **School Data Strengths**
1) 94.46% Transition Ready per CBAS Model.
2) State Transition Ready 88.5.

- **School Data Growth Areas**
1) CBAS Criteria Transition Rate was not 100%
2) Increase utilization of School to Work Program to Increase Career Readiness. We had 38 students in this program in 22-23 and 92 for 23-24.

- **Strategies to Address Growth Areas**
1) Intentional Scheduling for Pathway Entrance and Completion (in-house).
2) Recruitment for Partner Institution Pathway Programs.
3) MTSS/Adult Advocacy/Transition Readiness meetings to increase underclass students' Transition Readiness.

Graduation Rate

- **School Data Strengths**
1) 96% Graduation Rate.
2) 98.4% Graduation Rate for Diploma-Track Students.

- **School Data Growth Areas**
1) Majority of students who did not graduate were transfers to SK from another school district.

- Strategies to Address Growth Areas
1) More intense family engagement for transfers in to SK.
2) Continue credit recovery program for students to stay on track for graduation.

Formative Data
(Common Assessments)

- **School Data Strengths**
1) Strong correlation between math Common Assessment Running Average of 41 (Actual Performance was 42% P+D).
2) Some correlation between reading Common Assessment Running Average of 35 (Actual Performance was 47% P+D).

- **School Data Growth Areas**
1) Implementation of an assessment platform in each ILT for Data Collection and Analysis of Formative Assessments.
2) Large Disparity in SWD in math, Common Assessment Running Average of 31, actual performance was 13% P+D.

- **Strategies to Address Growth Areas**
1) Implement Performance Matters or Another Formative Assessment Data Collection and Analysis Tool in each ILT. Data will be analyzed weekly to make instructional adjustments in real time.
2) Train students to navigate computer-based testing system through regular practice on class assignments.

Universal Screener/Diagnostic Data
(MAP/CERT/RI)

- School Data Strengths
1) Fall CERT 11th Grade English and Reading % at Benchmark above District Average.
2) Fall CERT 11th Grade Reading SWD at benchmark increased.

- School Data Growth Areas
1) Relatively Low Percent at Benchmark in all 4 Subject Areas.
2) Percentage at Benchmark on CERT has a weak correlation with the ACT Performance on the actual test administration.

- Strategies to Address Growth Areas
1) Emphasize the importance of CERT.
2) Review CERT Questions through Spiral Review in Classes.
3) Data from CERT used to target students for needs-based instruction.

Points of Pride

- 1) Increased post-secondary readiness rate by 3.3.

- 2) Maintained high graduation rate of 96.1.

- 3) Removed TSI Status.

Student Services

	2020-2021	2021-2022	2022-2023
Dropout Rate	0.6	0.8	0.38
Attendance Rate	N/A	95.58	93.79
% F/R	33.93	34.15	39.8
Achievement Score/Proficiency	Reading - 43.9% Math - 40.4% Science - 33.1% SS - NA Writing - 70.8%	Reading - 50% Math - 43% Science - 13% SS - 37% Writing - 48%	Reading - 47% Math - 42% Science - NA SS - 39% Writing - 57%
# Transfer (OE/Tuition)	120	125	120
Retention Rate	0.8	3.8	2.26