



Report to the Board November, 2024

CDIP Implementation and Impact

Implementation and Impact

2023-24 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p><u>Reading and Mathematics Goal #1:</u> By 2028, the district will increase math and reading proficiency for all students from:</p> <ul style="list-style-type: none"> ● 59% in 2023 to 80% for elementary math; ● 59% in 2023 to 80% for elementary reading; ● 43% in 2023 to 72% for middle school math; ● 52% in 2023 to 76% for middle school reading; ● 38% in 2023 to 69% for high school math; ● 44% in 2023 to 72% for high school reading <p><u>Reading and Mathematics Objective:</u> By 2024, the district will increase math and reading proficiency for all students from:</p> <ul style="list-style-type: none"> ● 59% in 2023 to 63% for elementary math; ● 59% in 2023 to 63% for elementary reading; ● 43% in 2023 to 49% for middle school math; ● 52% in 2023 to 57% for middle school reading; ● 38% in 2023 to 44% for high school math; ● 44% in 2023 to 50% for high school reading; 	<p>2024 Elementary Math P/D = I 61% (+2) 2024 Elementary Reading P/D = D 57% (-2) 2024 Middle Math P/D = I 48% (+5) 2024 Middle Reading P/D = I 55% (+3) 2024 High Math P/D = I 43% (+5) 2024 High Reading P/D = M 53% (+9)</p>	<p>Elementary 2024 Math P/D state 42%/ KCSD 60% (+18) Elementary 2024 Reading P/D state 47 %/ KCSD 57% (+10) Middle School 2024 Math P/D state 39%/ KCSD 47% (+8) Middle School 2024 Reading P/D state 45%/ KCSD 55% (+10) High School 2024 Math P/D state 35%/ KCSD 42% (+7) High School 2024 Reading P/D state 45%/ KCSD 53% (+8)</p>

Implementation and Impact

2023-24 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p>Science, Social Studies and Writing Goal #2: By 2028, the district will increase science, social studies, and writing proficiency for all students from:</p> <ul style="list-style-type: none"> • 48% in 2023 to 74% for elementary science; • 52% in 2023 to 76% for elementary social studies; • 60% in 2023 to 80% for elementary writing; • 28% in 2023 to 64% for middle school science; • 38% in 2023 to 69% for middle school social studies; • 53% in 2023 to 77% for middle school writing; • 9% in 2023 to 55% for high school science; • 40% in 2023 to 70% for high school social studies; • 49% in 2023 to 75% for high school writing <p>Science, Social Studies and Writing Objective: By 2024, the district will increase science, social studies, and writing proficiency for all students from:</p> <ul style="list-style-type: none"> • 48% in 2023 to 53% for elementary science; • 52% in 2023 to 57% for elementary social studies; • 60% in 2023 to 64% for elementary writing; • 28% in 2023 to 35% for middle school science; • 38% in 2023 to 44% for middle school social studies; • 53% in 2023 to 58% for middle school writing; • 9% in 2023 to 18% for high school science; • 40% in 2023 to 46% for high school social studies; • 49% in 2023 to 54% for high school writing 	<p>2024 Elementary Science P/D = 48% (+/-0) 2024 Elementary Social Studies P/D = D 51% (-1) 2024 Elementary Writing P/D = D 52% (-8) 2024 Middle School Science P/D = I 30% (+2) 2024 Middle School Social Studies P/D = M 46% (+8) 2024 Middle School Writing P/D = M 68% (+15) 2024 High School Science P/D = D 4% (-5) 2024 High School Social Studies P/D = D 37% (-3) 2024 High School Writing P/D = I 50% (+1)</p>	<p>Elementary 2024 Science P/D state 34%/ KCSD 48% (+14) Elementary 2024 Social Studies P/D state 39%/ KCSD 51% (+12) Elementary 2024 Writing P/D state 43%/ KCSD 52% (+11) Middle School 2024 Science P/D state 22%/ KCSD 30% (+8) Middle School 2024 Social Studies P/D state 35%/ KCSD 45% (+10) Middle School 2024 Writing P/D state 48%/ KCSD 68% (+20) High School 2024 Science P/D state 6%/ KCSD 4% (-2) High School 2024 Social Studies state 37%/ KCSD 37% (+/-0) High School 2024 Writing P/D state 43%/ KCSD 50% (+7)</p>



Implementation and Impact

2023-24 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p><u>Achievement Gap Objective 1:</u> By 2024, the district will increase math and reading proficiency for students with disabilities from:</p> <ul style="list-style-type: none"> • 22% in 2023 to 30% for elementary math; • 25% in 2023 to 32% for elementary reading; • 8% in 2023 to 17% for middle school math; • 13% in 2023 to 22% for middle school reading; • 10% in 2023 to 19% for high school math; • 11% in 2023 to 20% for high school reading 	<p>2024 Elementary Math P/D = I 24% (+2) 2024 Elementary Reading P/D = D 23% (-2) 2024 Middle Math P/D = I 14% (+6) 2024 Middle Reading P/D = I 15% (+2) 2024 High Math P/D = I 14% (+4) 2024 High Reading P/D = I 15% (+4)</p>	<p>Elementary 2024 SWD Math P/D state 24%/ KCSD 24% (+/-0) Elementary 2024 SWD Reading P/D state 29%/ KCSD 23% (-6) Middle School 2024 SWD Math P/D state 17%/ KCSD 14% (-3) Middle School 2024 SWD Reading P/D state 19%/ KCSD 15% (-4) High School 2024 SWD Math P/D state 11 %/ KCSD 14% (+3) High School 2024 SWD Reading P/D state 14%/ KCSD 15% (+1)</p>
<p><u>English Learner Progress Goal #4:</u> By 2028, the district will increase the English Learners Progress overall indicator rating from:</p> <ul style="list-style-type: none"> • 74.4 in 2023 to 87.2 for elementary schools; • 21.8 in 2023 to 60.9 for middle schools; • 27.5 in 2023 to 63.8 for high schools <p><u>English Learner Progress Objective:</u> By 2024, the district will increase the English Learner Progress overall indicator rating from:</p> <ul style="list-style-type: none"> • 74.4 in 2023 to 76.9 for elementary schools • 21.8 in 2023 to 29.6 for middle schools • 27.5 in 2023 to 34.8 for high schools 	<p>2024 Elementary EL = D 52.9 (-21.5) 2024 Middle EL = I 22.1 (+0.3) 2024 High EL = M 50.2 (+22.7)</p>	<p>Elementary 2024 EL state 60.6 /KCSD 52.9 (-7.7) Middle School 2024 EL state 22.8/KCSD 22.1 (-.7) High School 2024 EL state 32.0 /KCSD 50.2 (+18.2)</p>



Implementation and Impact

2023-24 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p>Quality of School Climate and Safety Goal #5: By 2028, the district will increase the Quality of School Climate and Safety overall indicator rating for all students:</p> <ul style="list-style-type: none"> 80.2 in 2023 to 90.1 for elementary schools; 68.6 in 2023 to 84.3 for middle schools; 65.2 in 2023 to 82.6 for high schools <p>Quality of School Climate and Safety Objective: By 2024, the district will increase the Quality of School Climate and Safety overall indicator rating:</p> <ul style="list-style-type: none"> 80.2 in 2023 to 82.1 for elementary schools; 68.6 in 2023 to 71.7 for middle schools; 65.2 in 2023 to 68.7 for high schools 	<p>2024 Elementary Survey = D 76.8 (-3.4) 2024 Middle Survey = D 66.9 (-1.7) 2024 High Survey = I 67.8 (+2.6)</p>	<p>Elementary 2024 Survey state 77.2/ KCSD 76.8 (-0.4) Middle School 2024 Survey state 67.2/ KCSD 66.9 (-0.3) High School 2024 Survey state 65.3/ KCSD 67.8 (+2.5)</p>
<p>Postsecondary Readiness Goal #6: By 2028, the district will increase the overall indicator score of students transition ready in grade 12 from 85.4 in 2023 to 92.7, as measured by College/Career Readiness calculations.</p> <p>Postsecondary Readiness Objective: By 2024, the district will increase the overall indicator score of students transition ready in grade 12 from 85.4 in 2023 to 86.8, as measured by College/Career Readiness calculations.</p>	<p>2024 Transition Ready = M 95.6 (+10.2)</p>	<p>2024 Transition Ready state 88.3/KCSD 95.6 (+7.3)</p>
<p>Graduation Rate Goal #7: By 2028, the district will increase the 4-year graduation rate from 95.6% in 2023 to 97.8%, as measured by the school report card 4-year adjusted cohort graduation rate.</p> <p>Graduation Rate Objective: By 2024, the district will increase the 4-year graduation rate from 95.6% in 2023 to 96.0%, as measured by the school report card 4-year adjusted cohort graduation rate.</p>	<p>2024 Graduation Rate = M 97.9 (+2.3)</p>	<p>2024 Graduation Rate state 92.2%/KCSD 97.9% (+5.7)</p>



Reading and Math

District Data Strengths

- 1) Elementary, Middle and High Schools' overall combined indicator rating for Reading and Math earned a High (green) rating.
- 2) KCS D was above the state average at all levels in reading and math for percentages of students reaching Proficient/Distinguished Scores (P/D).
- 3) Elementary, Middle and High Schools' combined indicator rating for reading and math is within the top 25% of all state schools (elementary #32, middle #33, and high #37).
- 4) Within the Northern Kentucky Region, KCS D is in the top five school districts for Elementary Reading and Math P/D scores.
- 5) When compared to the top ten largest districts in the state (Jefferson, Fayette, Boone, Warren, Hardin, Kenton, Bullitt, Oldham, Madison, and Daviess) KCS D ranked 1st for Proficient/Distinguished (P/D) elementary math.

District Data Growth Areas

- 1) P/D percentages below 50% for middle and high schools for 2023-2024 are:
 - KCS D Middle School Math – 48%
 - KCS D High School Math – 43%
- 2) KCS D did not meet the Reading and Math annual objectives set for the Comprehensive District Improvement Plan (CDIP), with the exception of high school reading (Objective - 50% P/D for high school reading/2024 P/D Score 53%) :

● Objective - 63% P/D for elementary math	2024 P/D Score - 61%
● Objective - 63% P/D for elementary reading	2024 P/D Score - 57%
● Objective - 49% P/D for middle school math	2024 P/D Score - 48%
● Objective - 57% P/D for middle school reading	2024 P/D Score - 55%
● Objective - 44% P/D for high school math	2024 P/D Score - 43%

Strategies to Address Growth Areas

- 1) Being in year two of implementation of our high-quality instructional resource in ELA K-12 and in Math for grades 6-8 and Algebra I, we are following the “Curriculum Implementation Framework” published by the Kentucky Department of Education.
- 2) Professional learning plan to build capacity on unit and lesson internalization and planning. Clear and consistent structures at the building level to support the importance of internalization and lesson planning.
- 3) Systematic and differentiated professional learning around standards based instruction.
- 4) Intentional and recursive school structure around common formative assessments.
- 5) Systematic and differentiated training for principals around establishing a system to compile and analyze data over time to make make informed decisions based on trends.

District Data Strengths

- 1) KCS D does not have any schools with the federal classification of Targeted Support and Improvement (TSI) rating.
- 2) When compared to the top ten largest districts in the state (Jefferson, Fayette, Boone, Warren, Hardin, Kenton, Bullitt, Oldham, Madison, and Daviess) KCS D ranked 1st for P/D elementary science for students with disabilities.
- 3) For Proficient/Distinguished (P/D) scores for Students with Disabilities (SWD), students increased from 2023 to 2024 in the following areas:
 - a) Elementary Math (+2) Middle School Writing (+15)
 - b) Elementary Science (+1) High School Math (+4)
 - c) Elementary Social Studies (+4) High School Reading (+4)
 - d) Middle School Math (+6) High School Social Studies (+3)
 - e) Middle School Reading (+2) High School Writing (+2)
 - f) Middle School Social Studies (+4)

District Data Growth Areas

- 1) KCS D SWD scored below or consistent with the state in all areas for the 2023-2024 P/D data with the exception of middle school writing (+7), high school math (+3) high school reading (+1), and high school writing (+2).
- 2) For P/D SWD, students decreased from 2023 to 2024 in the following areas:
 - a) Elementary Reading (-2)
 - b) Elementary Writing (-3)
 - c) Middle School Science (-2)
 - d) High School Science (-3)
- 3) KCS D did not meet Gap yearly CDIP objectives set for reading and math for students with disabilities at all levels.
 - a) Objective - 30% for elementary math 2024 P/D Score - 22%
 - b) Objective - 32% for elementary reading 2024 P/D Score - 25%
 - c) Objective - 17% for middle school math 2024 P/D Score - 8%
 - d) Objective - 22% for middle school reading 2024 P/D Score - 13%
 - e) Objective - 19% for high school math 2024 P/D Score - 10%
 - f) Objective - 20% for high school reading 2024 P/D Score - 11%

Strategies to Address Growth Areas

- 1) Systematic review of specially designed instruction during the resource schedule.
- 2) Systematic and differentiated professional learning around standards based instruction.
- 3) Effective use of trend data analysis and tools (performance matters) to provide focused needs based instruction in the collaborative classroom and reteaching in the resource setting.
- 4) Systematic and differentiated training for principals around establishing a system to compile and analyze data over time to make make informed decisions based on trends.

District Data Strengths

- 1) KCS D no longer has any schools identified as Targeted Support and Improvement (TSI) for EL Plus Monitored.
- 2) High Schools earned an overall High (green) rating for EL student scores.
- 3) KCS D had an increase of 25 students in the 2023-2024 school year with a total of 595 EL students, with 47 languages being represented. 13% of those students were able to exit the program in 2023-2024. On average 82% of students showed growth on the 2024 ACCESS test, with nine schools showing growth on ACCESS scores.
- 4) When compared to the top ten largest districts in the state (Jefferson, Fayette, Boone, Warren, Hardin, Kenton, Bullitt, Oldham, Madison, and Davies) KCS D ranked 1st for P/D elementary math and middle school reading for English Learners.
- 5) For Proficient/Distinguished (P/D) scores for English Learners, students increased or remained consistent from 2023 to 2024 in the following areas:
 - a) Elementary Math (+/-0)
 - b) Elementary Science (+2)
 - c) Elementary Social Studies (+11)
 - d) Elementary Writing (+/-0)
 - e) Middle School Math (+11)
 - f) Middle School Science (+13)
 - Middle School Social Studies (+1)
 - Middle School Writing (+24)
 - High School Reading (+5)
 - High School Science (+/-0)
 - High School Social Studies (+12)
 - High School Writing (+2)

District Data Growth Areas

- 1) KCS D is below the state for the overall combined indicator for English Learners Progress at the elementary and middle school levels:
 - a) Elementary School (-7.7)
 - b) Middle School (-6.7)
- 2) For Proficient/Distinguished (P/D) scores for English Learners, students decreased from 2023 to 2024 in the following areas:
 - a) Elementary Reading (-1)
 - b) Middle School Reading (-2)
 - c) High School Math (-7)

Strategies to Address Growth Areas

- 1) Systematic and differentiated training for principals around establishing a system to compile and analyze data over time to make informed decisions based on trends.
- 2) [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 [KCS D English Language Development Handbook](#) and [EL Scaffolding Toolkit](#).
- 3) Analyze trends in ELP level breakdown and track growth on EL progress monitoring data.
- 4) District 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.

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) When compared to the top ten largest districts in the state (Jefferson, Fayette, Boone, Warren, Hardin, Kenton, Bullitt, Oldham, Madison, and Daviess) KCS D ranked in the following order: Elementary Schools #1, Middle Schools #1, and High Schools #2.
- 3) Questions with the top three highest percentages for agree and strongly agree were: 1) Adults from my school work hard to make sure students are safe (95.3%); 2) Adults from my school care about my physical safety (95.0%); 3) My teachers expect me to do my best all the time (95.0%).

District Data Growth Areas

- 1) Elementary and Middle School overall indicators were slightly below the state: elementary -0.4 and middle school -0.3.
- 2) Questions which received the top three highest percentages for disagree and strongly disagree were: 1) Students being mean or hurtful to other students is not a problem for this school (54.3%); 2) Students being mean or hurtful to other students online (websites, apps, etc.) is not a problem for my school (48.0%); and 3) All students are treated the same if they break school rules (36.6%).
- 3) KCS D did not meet the yearly annual objective set in the CDIP for Quality School Climate and Safety for elementary and middle schools:
 - a) Objective - 82.1 for elementary schools 2024 Score - 76.8
 - b) Objective - 71.7% for middle schools 2024 Score - 66.9

Strategies to Address Growth Areas

- 1) Differentiated instruction during the school Social Emotional Learning (SEL) schedule based on trend student data and needs.
- 2) Implementation of PBIS Plan, Trauma Informed Care Plan, and Restorative Practices Plan to fidelity.
- 3) Utilize the Behavior and SEB District Data Dashboard in real time to identify district and school trends.

District Data Strengths

- 1) The KCS D model of Transitionion Readiness for Cohort 2024 was at 95.5%. The state provided Post Secondary overall indicator score for the district with was at 95.6 .
- 2) KCS D increased the Post Secondary Readiness overall indicator score from 2023 to 2024 from 85.4 to 95.6 (+10.2).
- 3) KCS D not only met the Post Secondary annual objective set in the CDIP, which was set at 86.8 (+8.8) but surpassed the five year goal set at 92.7 (+2.9).
- 4) From 2023 to 2024 Post Secondary Readiness percentages increased overall and in both areas of academic ready and career ready:
 - a) Post Secondary from 81% to 87% (+6)
 - b) Academic Ready from 77% to 80% (+3)
 - c) Career Ready from 42% to 61% (+19)
- 5) ACT scores are above the state in each content area and for the overall composite score. ACT state composite score is at 18.2 and KCS D 2024 overall composite score is at 18.6 (+0.4).

District Data Growth Areas

- 1) ACT scores decreased slightly from the 2023 to the 2024 school year in all areas:
 - a) English 18.9 to 17.9 (-1.0)
 - b) Math 18.8 to 18.0 (- 0.8)
 - c) Reading 19.7 to 18.9 (-0.8)
 - d) Science 19.3 to 18.8 (-0.5)
 - e) Composite 19.3 to 18.6 (-0.7)
- 2) KCS D continues to grow the Elementary and Middle School Models of Transition Readiness and ended the 2023- 2024 school year with the following percentage of students Transition Ready: Elementary Schools at 67.2% and Middle Schools at 57.9%.

Strategies to Address Growth Areas

- 1) At the high school level, utilizing the results of the sophomore ACT to intentionally group and provide needs based instruction to students.
- 2) The specific strategies identified in the action plan for student learning and progress and that are identified on the content areas, formative data, and universal screener/diagnostic slides of this report will lead to cultures where students are able to reach their maximum learning potential and be transition ready at each grade level.
- 3) Tier 1 student conferences continue to provide a positive experience and active role for students while increasing student agency.

Graduation Rate *(High School)*

District Data Strengths

- 1) KCS D is above the state Graduation Rate (+5.6) and has an overall Graduation Rate combined indicator rating of High (green).
- 2) KCS D 4-year Graduation Rate increased from 95.6% in 2023 to 97.9% in 2024 (+2.3).
- 3) One high school has an overall Graduation Rate Indicator rating with a very high (blue) rating. The other two have an overall indicator rating of high (green).
- 4) For the 4-year Graduation Rate, KCS D surpassed the CDIP five year goal of 97.8%, with 97.9% (+0.1)
- 5) When compared to the top ten largest districts in the state (Jefferson, Fayette, Boone, Warren, Hardin, Kenton, Bullitt, Oldham, Madison, and Daviess) KCS D ranked 1st for Graduation Rate with the overall combined indicator score.

District Data Growth Areas

- 1) KCS D Students with Disabilities have a 4-year Graduation Rate of 88.9%, which is below the state 4-year Graduation Rate for all students at 92.2% (-3.3)
- 2) Continue to reduce the number of students who dropout and off track to graduate.

Strategies to Address Growth Areas

- 1) The high school MTSS structure allows for targeted instruction towards transition readiness and being on track to graduate. Tier 1 student conferences take place several times throughout the year with the adult advocate. This strategy is providing students with more of an active role and increasing student agency.
- 2) 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.

Formative Data

(Common Assessments)

District Data Strengths

- Although 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 Elementary Reading and Math, and Middle School and High School Math for the percentage of students scoring P/D.
 - Elementary School Reading Common Assessment - 62% Elementary School Reading KSA - 57%
 - Elementary School Math Common Assessment - 61% Elementary School Math KSA - 61%
 - Middle School Math Common Assessment - 48% Middle School Math KSA - 48%
 - High School Math Common Assessment - 49% High School Math KSA - 43%
- Likewise, the May 2024 running common assessment average data shows an alignment with the Spring 2024 MAP Growth Data for Elementary Reading and Math, and Middle School Math for the projected proficiency percentage.
 - Elementary School Reading Common Assessment - 62% Elementary School MAP Reading - 62%
 - Elementary School Math Common Assessment - 61% Elementary School MAP Math - 58%
 - Middle School Math Common Assessment - 48% Middle School MAP Math - 51%

District Data Growth Areas

- 1) District common assessment running averages for May 2024 were not in alignment with KSA P/D percentages in the area of reading for middle schools or high schools, and were significantly lower than KSA.
 - Middle School Reading Common Assessment - 30% Middle school Reading KSA - 55%
 - High School Reading Common Assessment - 36% High School Reading KSA - 53%
- 2) SPED and EL percentages from the district running common assessment, have a ten point or high difference when compared to SPED and EL KSA percentages in the content area of math for all levels.

Strategies to Address Growth Areas

- 1) Systematic and differentiated professional learning around standards based instruction.
- 2) Intentional and recursive school structure around common formative assessments.
- 3) Effective Professional Learning Communities (PLC's). During this time the formative data is analyzed to determine collective and individual next steps.
- 4) Systematic and differentiated training for principals around establishing a system to compile and analyze data over time to make informed decisions based on trends.



Universal Screener/Diagnostic Data (MAP Growth/MAP Fluency/HMH Growth Measure)

District Data Strengths

- 1) MAP Growth is the Universal Screener utilized in KCS D with all students in grades K-9 taking MAP twice per year in reading and math. High Schools started taking MAP Growth in the Fall of 2024. From Fall of 2023 to Fall of 2024, all schools are demonstrating high growth for reading and math. All schools are demonstrating high achievement in reading.
- 2) Fall 2024 MAP Growth Median Student Growth Percentile is in the 40th to 60th percentile range (typical growth) from Fall of 2023 to Fall of 2024 for combined scores in both reading and math.
- 3) New reading diagnostic assessments administered in the Fall of 2024: MAP Fluency and HMH Growth Measure.
- 4) Fall 2024 MAP Reading Fluency data shows 78% of 4th graders are oral readers and 85% of 5th graders are oral readers.

District Data Growth Areas

- 1) Fall of 2024 MAP Growth data shows, Students with Disabilities and the EL population continued to perform below all students in all content areas and grade levels.
- 2) According to the Fall 2024 MAP Growth, two high schools are demonstrating low achievement in the area of math.
- 3) Fall of 2024 MAP Growth data shows, all four middle schools are slightly below the typical Median Student Growth percentile the area of Reading.
- 4) Fall 2024 MAP Reading Fluency data shows only slightly 50% of 2nd graders are oral readers and slightly over 75% of 3rd graders are oral readers.
- 5) Fall 2024 HMH Growth Measure data show that approximately only 40% of middle schoolers are reading on grade level.

Strategies to Address Growth Areas

- 1) Commitment and fidelity of implementation of the KCS D Balanced Assessment System.
- 2) Systematic and differentiated training for principals around establishing a system to compile and analyze data over time to make informed decisions based on trends.
- 3) Use of the data and information from the diagnostic assessment to address skill deficit areas through an appropriate intervention instruction with progress monitoring.
- 4) District and School Core MTSS Teams review of trend data from intervention progress checks to determine effectiveness of interventions being provided to students.

Points of Pride

- 1. 13 of our 18 schools performing at the Very High (Blue) or High (Green) overall rating on the State Accountability System.**
- 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 two points below the state proficiency percentages.**
- 3. [KCSD Points of Pride](#)**
- 4. KCSD no longer has any schools with the federal classification of Targeted Support and Improvement (TSI).**



Kenton County School District | It's about ALL kids

Student Services

	2021-2022	2022-2023	2023-2024
Dropout Rate	0.5	0.46	0.16
Attendance Rate	95.78	94.46	94.74
% F/R	39.89	45.86	43.98
Achievement Score/Proficiency	% 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%	% PD Reading, Math, Science, SS, Writing E - 57% / 60% / 48% / 51% / 53% M - 55% / 47% / 30% / 45% / 68% H - 53% / 42% / 4% / 37% / 50%
# Transfer (OE/Tuition)	1218	1131	1116
Retention Rate	2.6	1.96	1.26

Elementary Schools



Report to the Board November, 2024

Ryland Heights
Elementary





Implementation and Impact

2023-24 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p>Our proficiency goal 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 68% in 2023 to 72% in 2024 as measured by KSA.</p>	<p>Declined - 2024 score was 66% (-2)</p>	<p>Higher than the state average (+19%)</p>
<p>Our second objective for the proficiency goal was to increase the math proficiency score from 62% in 2023 to 66% in 2024 as measured by KSA.</p>	<p>Gained - 2024 score was 64% (+2)</p>	<p>Higher than the state average (+22)</p>
<p>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 63% in 2023 to 66% in 2024 as measured by the KSA.</p>	<p>Declined - 2024 score was 58% (-5)</p>	<p>Higher than the state average (+24)</p>
<p>Our second objective for this goal was to increase the social studies KSA proficiency from 49% in 2023 to 52% in 2024 as measured by the KSA.</p>	<p>Met - 2024 score was 62% (+13)</p>	<p>Higher than the state average (+23)</p>

Implementation and Impact

2023-24 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 36% in 2023 to 39% in 2024 as measured by the KSA.	Declined - 2024 score was 28% (-8)	Lower than the state average (-1)
Our second objective under our achievement gap goal was to increase the math proficiency for students with disabilities from 22% in 2023 to 25% in 2024 as measured by the KSA.	Met - 2024 score was 30% (+8)	Higher than the state average (+6)
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.	Gained - 2024 score was 54% (+12%)	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.	Met - 2024 score was 68%	N/A

Reading and Math

School Data Strengths

- 1) In the content area of math 64% of our students were proficient/distinguished. This was a 2% increase from the previous year and 22% higher than the state average.
- 2) In the content area of reading 66% of our students were proficient/distinguished. This was 19% higher than the state average.

School Data Growth Areas

- 1) In 5th grade reading, our students were 65% proficient/distinguished. This was 9% lower than the previous year for 5th grade reading.
- 2) In 5th grade math, our students were 62% proficient/distinguished. This was 8% lower than the previous year for 5th grade math.

Strategies to Address Growth Areas

- 1) Effective instruction at all tiers, that includes rigorous standards-based instruction that generates regular checks 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. Utilization of grade level data dashboards for triangulation of data to ensure appropriate instructional strategies and needs-based instruction for ALL students.
- 3) Implementation of a systemic Adult Advocate program that involves 4th and 5th grade students meeting with their adult advocate three times throughout the school year to review grades, goals and progress towards transition-ready benchmarks.

School Data Strengths

- 1) In the content area of social studies 62% of our students were proficient/distinguished. This was a 13% increase from the previous year and 23% higher than the state average.
- 2) In the content area of science, our students scored 24% higher than the state average and were in the top 10% of all schools.

School Data Growth Areas

- 1) In the content area of combined writing 56% of our students were proficient/distinguished. Although this is still 13% above the state average, it was a 17% decrease from 2023.

Strategies to Address Growth Areas

- 1) 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.
- 2) Writing Revolution Book Study with Lead Teachers at each grade level with intentional professional development to be implemented with all teachers.

School Data Strengths

- 1) Met and surpassed our goal to increase the math proficiency for students with disabilities. Our score increased by 8% from 2023 which was 5% above our goal.
- 2) In the content area of social studies, the percentage of proficient and distinguished economically disadvantaged students increased 28% from the previous year (51% from 23%).

School Data Growth Areas

- 1) In the content area of reading, 28% of students with disabilities were proficient/distinguished. This was an 8% decrease from the previous year and 38% lower than the percentage of proficient and distinguished for all students in reading.
- 2) 30% of students with disabilities scored proficient and distinguished in math on the 2023-24 KSA. Although this was an 8% increase from the 2022-23 KSA, it was still 34% lower than the percentage of proficient and distinguished for all students in math.
- 3) Economically disadvantaged students had an overall score of 49% proficient and distinguished in reading and math on the 2023-24 KSA which was 16% less than the 65% proficient and distinguished for all students in reading and math.

Strategies to Address Growth Areas

- 1) Implementation of effective co-teaching strategies across all grade levels and content areas.
- 2) Additional resource walks being implemented this year to ensure the specially designed instruction is appropriate and being used to fidelity. Also, 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.

School Data Strengths

- 1) 99% of students agree/strongly agree that Ryland is a caring place
- 2) 98% of students agree/strongly agree that adults at Ryland respect students' differences (gender, culture, race, religion and ability).

School Data Growth Areas

- 1) 68% of students agree/strongly agree that they feel comfortable stating their opinion in class, even if others disagree. This is a decrease of 8.9% from 2023.

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) 70.34% of our 4th and 5th grade students met transition readiness benchmarks. This was 3.1% above the district average.
- 2) 100% of our students (K-5) are engaged in extra/co-curricular activities for the 24-25 school year as compared to the 65% in the 23-24 school year.

School Data Growth Areas

- 1) Our current 5th graders were 6.52% below the 23-24 district average in the area of GPA/Advanced Coursework.

Strategies to Address Growth Areas

- 1) Use Ryland All Grade Level Transition Ready Data Dashboard and the Ryland Assessment Data Dashboard to make informed decisions during grade level PLCs to identify and address needed interventions or barriers to learning/engagement.
- 2) Weekly RBTL meetings to identify barriers for students and develop planned interventions to reduce barriers and improve student attendance.
- 3) Continue Implementation of the Adult Advocate program, including 1-1 review with 4th and 5th grade 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.

Formative Data

(Common Assessments)

School Data Strengths

- 1) In the content area of Reading, 76% of students demonstrated proficiency on CKLA end-of-unit assessments.
- 2) In the content area of Math, 64% of students demonstrated proficiency on district common assessments. This correlated very well with KSA results, with the same percentage demonstrating proficiency on the KSA.

School Data Growth Areas

- 1) The 76% proficiency on Reading end-of-unit assessments was 10% higher than KSA results (66%).

Strategies to Address Growth Areas

- 1) Continue to ensure that all teachers understand and implement the KCS D Balanced Assessment Expectations. Additionally, we will be utilizing Reading common assessments and common formative assessments in the 2024-25 school year.
- 2) 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.
- 3) Effective PLCs focused on progress data to make intentional adjustments to instruction for students to reach maximum learning potential and close gaps in achievement. Utilization of grade level data dashboards for triangulation of data to ensure appropriate instructional strategies and needs-based instruction for ALL students.



Universal Screener/Diagnostic Data

(MAP Growth/MAP Fluency/HMH Growth Measure)

School Data Strengths

- 1) According to the Fall 24 Projected Proficiency Report 65.31% of student in grades 2-5 are projected to be proficient in Math. This is a 1% increase from the previous year.
- 2) Based on MAP Fluency Data, 85% of our 1st graders are Meeting/Exceeding Phonological Awareness expectations and 87% are Meeting/Exceeding Phonics/Word Recognition Expectations.

School Data Growth Areas

- 1) 64% of students in grades 2-5 according to the Fall 24 Projected Proficiency Report are projected to be proficient in Reading. This is a 5% decrease from the year before.

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 using the Ryland Assessment Data Dashboard and Performance Matters data to make intentional adjustments to instruction for students to reach maximum learning potential and close gaps in achievement.

Points of Pride

- 1) Continued high achievement in the areas of Reading and Math, with an average of 20.5% higher than state averages.
- 2) Very proud of the collective efficacy and growth mindset at Ryland Heights Elementary, as we transition to the CBAS structure and systems for the 2024-25 school year to ensure that we are striving to be world class in all aspects for our students and community
- 3) Super proud of our staff & community for ALWAYS doing what is best for our students to ensure their safety and continued growth & development!



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Student Services

	2021-2022	2022-2023	2023-2024
Dropout Rate	N/A	N/A	N/A
Attendance Rate	96.43%	95.09%	95.04%
% F/R	39.91%	40.91%	40.61%
Achievement Score/Proficiency	Reading - 63% Math - 58% Science - 54% Writing - 70%	Reading - 68% Math - 62% Science - 63% Writing - 73%	Reading - 66% Math - 64% Science - 58% Writing - 56%
# Transfer (OE/Tuition)	52	46	41
Retention Rate	0	0	0



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Report to the Board November, 2024

Taylor Mill Elementary



TAYLOR MILL
ELEMENTARY SCHOOL

INSPIRE. LEAD. EXCEED.

Implementation and Impact

2023-24 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p>Goal 1: Reading and Math Goal 1a: We will collaborate to increase Reading Proficiency scores from 58% in 2023 to 65% in 2026 as measured by KSA scores. Objective 1: We will collaborate to increase the average Reading Proficiency score from 58% to 61% in 2024 as measured by KSA scores.</p>	<p>Met Reading KSA Proficiency in 2024 was 65% which was an increase from 58% in 2023 This was a 7% increase.</p>	<p>This was 8% above the District average of 57% and 18% above the State average of 47%</p>
<p>Goal 1: Reading and Math Goal 1b: We will collaborate to increase Math Proficiency scores from 60% in 2023 to 67% in 2026 as measured by KSA scores. Objective 2: We will collaborate to increase the average Math Proficiency score from 60% to 63% in 2024 as measured by KSA scores.</p>	<p>Met Math KSA Proficiency in 2024 was 63% which was an increase from 61% in 2023. This was a 2% increase.</p>	<p>This was 2% above the District average of 61% and 21% above the State average of 42%</p>
<p>Goal 2 Science, Social Studies, and Writing Goal 2a: We will collaborate to increase the Science Proficiency scores from 37% in 2023 to 44% in 2026 as measured by KSA data. Objective 1 We will collaborate to increase the Science Proficiency scores from 37% to 40% in 2024 as measured by KSA data.</p>	<p>Met Science KSA Proficiency was 47% which was an increase from 37% in 2023. This was a 10% increase.</p>	<p>This was 1% below the District average of 48% but 13% above the State average of 34%</p>

Implementation and Impact

2023-24 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p>Goal 2 Science, Social Studies, and Writing Goal 2b: We will collaborate to increase the Combined Writing Proficiency scores from 64% in 2023 to 71% in 2026 as measured by KSA data. Objective 2 We will collaborate to increase the Writing KSA proficiency scores from 64% to 67% in 2024 as measured by KSA data.</p>	<p>Met Writing KSA Proficiency was 76% which was an increase from 65% in 2023. This was an 11% increase.</p>	<p>This was 24% above the District Average of 52% and 33% above the State Average of 43%</p>
<p>Goal 2 Science, Social Studies, and Writing Goal 2c: We will collaborate to increase the Social Studies Proficiency scores from 60% in 2023 to 67% in 2026 as measured by KSA data. Objective 3 We will collaborate to increase the Social Studies KSA proficiency scores from 60% to 63% in 2024 as measured by KSA data.</p>	<p>Declined Social Studies KSA Proficiency was 57% in 2024, which was a 4% decrease from 61% in 2023.</p>	<p>This was 6% above the District Average of 51% and 18% above the State Average of 39%</p>
<p>Achievement Gap Objective 1 We will collaborate to increase Reading Proficiency scores for students with disabilities from 13% in 2023 to 20% in 2024 as measured by KSA scores.</p>	<p>Met Reading KSA Proficiency for SWD was 30% which was an 8% increase from 22% Proficiency in 2023.</p>	<p>This was 7% above the District Average of 23% and 1% above the State Average of 29%</p>



Implementation and Impact

2023-24 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p>Achievement Gap Objective 2 We will collaborate to increase Math Proficiency scores for students with disabilities from 21% in 2022 to 24% in 2024 as measured by KSA scores.</p>	<p>Met Math KSA Proficiency for SWD was 27% which was a 5% decrease from 32% Proficiency in 2023.</p>	<p>This was 3% above the District Average of 24% and 3% above the State Average of 24%</p>
<p>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 2026. 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.</p>	<p>Declined 83% of the 9 students taking ACCESS showed growth</p>	<p>N/A</p>
<p>Goal 5 We will collaborate to increase our overall indicator score from “high” at 79.3 in 2023 to “very high” in 2026 by increasing the indicator score on the Quality of School Climate to 85 and Safety Survey to 80 by 2026. Objective 1: We will collaborate to increase overall Quality of School Climate indicator score from 81.4 in 2023 to 82.5 in 2024.</p>	<p>Declined Overall Indicator Score of 78.7 a decline of 0.6 from 2023. Quality of School Climate Score of 81.3 was a decline of 0.1 from 2023.</p>	<p>Overall Indicator Score was above the district average of 76.8 and above the state average of 77.2</p>

Implementation and Impact

2023-24 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p>Goal 5 We will collaborate to increase our overall indicator score from “high” at 79.3 in 2023 to “very high” in 2026 by increasing the indicator score on the Quality of School Climate to 85 and Safety Survey to 80 by 2026.</p> <p>Objective 2: We will collaborate to increase overall Safety Survey indicator score from to 77.1 in 2023 78.5 to in 2024.</p>	<p>Declined</p> <p>Safety Survey Indicator Score was a 76.6, a decrease of 0.5 from 2023</p>	<p>N/A</p>
<p>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.</p> <p>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.</p>	<p>Met</p> <p>63% of teachers feel the PD opportunities were relevant to their content, this was an increase of 30% from 2022</p>	<p>This was 19% above the district average of 44% and 4% above the state average of 59%</p>

Reading and Math

School Data Strengths

- 1) TME saw an increase in both Reading and Math for All Students, a 2% increase in Math and a 7% increase in Reading from the 2023 KSA.
- 2) TME was above the 2024 District Average in Reading for All Students by 8% and the District Average for Reading Students with Disabilities by 7%.

School Data Growth Areas

- 1) Math is an area of growth as scores are only 2% above the District Average for All Students and above the District Average for Students with Disabilities by 3%.

Strategies to Address Growth Areas

- 1) Year 2 of intentional implementation of Amplify CKLA with fidelity for Tier I instruction in Reading for all grade levels. Monitoring of student data on district common assessments and adjusting instruction to ensure students needs are being met.
- 2) Refinement and creation 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. Analysis of CFAs at Reading and Math Task Group meetings to look at critically as a content team.
- 3) Intentional teaching of vocabulary using Routines for Explicit Instruction in Vocabulary in all content areas. Teacher planning in PLCs on using the different levels of vocabulary for each unit of instruction.

Science, Social Studies, Writing

School Data Strengths

- 1) Combined Writing is a strength for TME, with being 24% above the District Average and an 11% increase from 2023.
- 2) 4th grade Science saw a 10% increase in students scoring Proficient/Distinguished from the 2023 KSA.

School Data Growth Areas

- 1) Social Studies is an area of growth with a 4% decrease from the previous year.
- 2) 4th grade Science continues to be our lowest score and just below the District Average by 1%.

Strategies to Address Growth Areas

- 1) Intentional emphasis on writing instruction in the Amplify CKLA curriculum resources better aligns writing instruction across grade levels, strengthening student writing overall.
- 2) Intentional teaching of vocabulary using Routines for Explicit Instruction in Vocabulary in all content areas. Teacher planning in PLCs on using the different levels of vocabulary for each unit of instruction in science and social studies.
- 3) District Common Assessments in Science and Social Studies at all grade levels allows for deeper conversations in Task Groups and analysis of trends across grade levels to look for patterns, and adjustments needed in instruction.

Achievement Gap

School Data Strengths

- 1) Students who are Economically Disadvantaged showed a Significant Increase in scoring Proficient/Distinguished in both Reading and Math from the 2024 KSA. In Math, 52 % of TME students who are considered Economically Disadvantaged scored Proficient/Distinguished. In Reading, 58% of TME students who are considered Economically Disadvantaged scored Proficient/Distinguished, a 10% increase.
- 2) Combined Writing, Science and Social Studies score for students who are Economically Disadvantaged showed an overall increase from 68.9 in 2023 to 75.4 in 2024

School Data Growth Areas

- 1) 27% of Students with Disabilities scored Proficient/Distinguished in Math KSA, which was a decrease from the 2023 KSA.
- 2) The percentage of students scoring Proficient/Distinguished for students who are Economically Disadvantaged was 7% lower in Social Studies and 11% lower in Science. There were 13% of students who are Economically Disadvantaged that scored Novice in Social Studies.

Strategies to Address Growth Areas

- 1) System in place to monitor all students' 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 in Data Digs to monitor student progress on Common Formative/Summative Assessments through Performance Matters reports and through school level data dashboards. These are 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) Intentional focus on Reading and Math Resource classes led by Special Education teachers to ensure use of appropriate resources. Teachers are getting feedback on the Cycle of Quality Instruction to ensure their instruction is rigorous and meeting the needs of all students.

School Data Strengths

- 1) 83% of students taking the ACCESS for EL Students showed growth in their Scaled Scores from the previous year's assessment. 11% of students met the criteria to exit the EL program.

School Data Growth Areas

- 1) 60% of students taking the ACCESS for EL students scored in the 2-3.5 range on their Proficiency Level, and 40% scored in the 3.5-4.7 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.

School Data Strengths

- 1) 98% of students felt that “Adults from my school work hard to make sure students are safe.”
- 2) 99% of students felt that “ My teachers expect me to do my best all the time.”

School Data Growth Areas

- 1) 57% disagree with “Students being mean or hurtful to other students is NOT a problem for this school”, this is a 5% decrease from the 2023 Survey. 37% 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 a 7% decrease from the 2023 Survey. Both of these continue to be areas of growth for TME.

Strategies to Address Growth Areas

- 1) Utilizing SEL through teacher led Second Step lessons and morning meetings 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. All students and families know who their Adult Advocate is.
- 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 was 98.8% which was above the District Average of 97.4% for both 4th and 5th grade students in the 23-24 school year.
- 2) 4th and 5th graders meeting the Literacy and Numeracy goal at 81.8% was above the District Average of 74.57% for the 23-24 school year.

School Data Growth Areas

- 1) 70.06% of 2023-24 4th and 5th grade students were Transition Ready, this was above the District Average of 67.24%. This group of students had GPA/Advanced Coursework as an area of growth with only 74.12% of students meeting this goal, below the District Average of 77.75%.

Strategies to Address Growth Areas

- 1) This year's 4th and 5th grade students participated in Fall 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 student led conferences in both 4th and 5th grade.
- 2) Continued 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 during Transition Readiness Conferences and student led conferences.
- 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) TME Reading Common Assessment Running Average for the 23-4 school year was at 73.63% and 61% for Math Common Assessments .
- 2) Triangulated alignment of assessment data was fairly accurate for both Reading and Math. Reading Common Assessment Running Average for the 23-24 school year was at 66% with MAP Projected Proficiency predicting 72% of students scoring Proficient/Distinguished, and KSA 24 results in Reading showing 65% of students scoring Proficient/Distinguished. Math Common Assessment Running Average for the 23-24 school year was at 53% with MAP Projected Proficiency predicting 66% of students scoring Proficient/Distinguished, and KSA 24 results in Math showing 63% of students scoring Proficient/Distinguished.

School Data Growth Areas

- 1) 4th grade Math Common Assessment Running Average was 18% below the district average. 3rd grade Math Common Assessment Running Average was 4% below the district average.

Strategies to Address Growth Areas

- 1) Common Assessment Analyzers completed on school level data dashboard(for CAs and CFAs) in PLCs allow for teachers to make comparisons across their grade level, identify struggling students and what standards are in need of reteaching. Data is discussed in content area Task Groups to look for patterns and get additional ideas on strategies across the content area.
- 2) Performance Matters and 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. This includes tracking of Students with Disabilities.



Universal Screener/Diagnostic Data (MAP Growth/MAP Fluency)

School Data Strengths

- 1) In Fall 2024, TME showed High Achievement and High Growth in both Reading and Math MAP in all grades except 1st grade Reading.
- 2) In Reading MAP Fall 2024, 3rd grade had 76%, 4th grade had 67% and 5th grade had 65% of students scoring in the 61st percentile or above.

School Data Growth Areas

- 1) In Reading MAP Fall 2024, 2nd grade had 40% of students scoring below the 40th%tile.
- 2) On MAP Reading Fluency in Fall 2024, 38% of 2nd graders were meeting or exceeding expectations in Oral Reading Fluency compared to 46% of students across the district meeting or exceeding expectations.

Strategies to Address Growth Areas

- 1) Teacher training and naming/claiming on Fall MAP scores for Reading and Math, how to interpret the new MAP Reading Fluency data, and continued refine 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, especially Projected Proficiency, 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 “Blue” rating with 2 out of 3 categories receiving “Blue” ratings. Two categories saw an increase in Change Scores and one category was in the Maintained category.
- 2) State Ranking in Combined Writing for All Students was 25th in the state out of 541 reported schools. Two teachers and school principal and assistant principal attended The Writing Revolution training with the NKCES over the summer to add strategies to our writing program.
- 3) Through the Read to Achieve grant, 24 teachers/instructional assistants have completed 40 hours of Orton Gillingham Foundational Reading training during the last two school years. Two teachers have completed the Orton Gillingham Morphology training. Two teachers plus the school principal and assistant principal have completed LETRS training. Six teachers are currently working on LETRS training with the state cohorts. Nine staff members attended the KDE Read to Succeed conference this summer. All of this training and new knowledge 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 instructional practices to impact students.



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Student Services

	2021-2022	2022-2023	2023-2024
Dropout Rate	N/A	N/A	N/A
Attendance Rate	96.19	94.91	95.26
% F/R	36.86	47.78	46.78
Achievement Score/Proficiency	<p>Overall Score 74</p> <p>71.7 Reading/Math</p> <p>76.4 Science, Social Studies, Writing</p> <p>79 Quality of School Climate and Safety Indicator</p>	<p>Overall Score 80.6</p> <p>86.3 Reading/Math</p> <p>73.4 Science, Social Studies, Writing</p> <p>79.6 Quality of School Climate and Safety Indicator</p>	<p>Overall Score 85.8</p> <p>86.6 Reading/Math</p> <p>85.5 Science, Social Studies, Writing</p> <p>78.7 Quality of School Climate and Safety Indicator</p>
# Transfer (OE/Tuition)	45	34	38
Retention Rate	0.2	0	0.21



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Report to the Board November, 2024

R.C. Hinsdale



Implementation and Impact

2023-24 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<ul style="list-style-type: none"> By 2024 RC Hinsdale will increase % Proficient and Distinguished on KSA in Reading from 71% in 2023 to 74% in 2024. 	Declined (66%; -5%)	47% (+19%)
<ul style="list-style-type: none"> By 2024 RC Hinsdale will increase % Proficient and Distinguished on KSA in Math from 70% in 2023 to 73% in 2024. 	Declined (67%; -3%)	42% (+25%)
<ul style="list-style-type: none"> By 2024 RC Hinsdale will increase % Proficient and Distinguished on KSA in Writing from 68% in 2023 to 71% in 2024. 	Declined (59%; 9%)	43% (+16%)
<ul style="list-style-type: none"> By 2024 RC Hinsdale will increase % Proficient and Distinguished on KSA in Math for students with disabilities from 41% in 2023 to 46% in 2024 	Declined (27%; -14%)	24% (+3%)

Implementation and Impact

2023-24 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<ul style="list-style-type: none"> By 2024 RC Hinsdale will increase % Proficient and Distinguished on KSA in Reading for students with disabilities from 36% in 2023 to 41% in 2024 	Declined (30%; -6%)	29% (+1%)
<ul style="list-style-type: none"> By 2024 RC Hinsdale will maintain % Proficient and Distinguished on KSA in Writing for EL students at 100% in 2024. 	Declined (33%; -67%)	13% (+20%)
<ul style="list-style-type: none"> By 2024 RC Hinsdale will increase % Proficient and Distinguished on KSA in Math for EL students from 43% in 2023 to 46% in 2024. 	Improved (67%; +26%)	22% (+45%)
<ul style="list-style-type: none"> By 2024 RC Hinsdale will decrease % of students who agree or strongly agree that students being mean or hurtful to other students is a problem for this school from 38% to 31%. 	Improved (23%; +15%)	N/A

Reading and Math

- **School Data Strengths**

- 1) 66% of students were proficient or distinguished in Reading on 2023-2024 KSA
- 2) 67% of students were proficient or distinguished in Math on 2023-2024 KSA

- **School Data Growth Areas**

- 1) 23% of students were apprentice in Reading on 2023-2024 KSA
- 2) 22% of students were apprentice in Math on 2023-2024 KSA

- **Strategies to Address Growth Areas**

- 1) The utilization of Schoology/Performance Matters to analyze common assessment and common formative assessment data in PLCs, and identify trends in student achievement in reading and math. Teachers will complete Assessment Analysis tool after CAs and CFAs to determine strengths of results and areas of growth.
- 2) Triangulate MAP Growth, MAP Reading Fluency Diagnostic data and common assessment 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, with a focus on needs based instruction in Tier I.
- 3) Utilize lesson internalization tools to support structures for teachers to collaboratively plan and prepare instruction. Additionally, adding elements of spiral review to weekly lesson plans to assist students in reaching mastery.

- School Data Strengths

- 1) 54% of students were proficient or distinguished in Science on 2023-2024 KSA. This is ranked 61st in the state.
- 2) 61% of students were proficient or distinguished in Social Studies on 2023-2024 KSA. This is ranked 67th in the state.

- School Data Growth Areas

- 1) 32% of all students were apprentice on 2023-2024 On-Demand KSA which is an increase from 2022-23 (23%).
- 2) 24% of students scored apprentice in Social Studies on 2023-24 KSA which is an increase from 2022-23 (22%).

- Strategies to Address Growth Areas

- 1) Collaboration with NKCES to provide a 4 parts series of trainings geared towards writing within grade level PLCs building wide.
- 2) Revised Master Schedule to provide longer dedicated blocks to Science and Social Studies instruction in the intermediate grades.
- 3) Utilize newly adopted High Quality Instruction Resource (HIQR) from Teacher Created Materials in Social Studies in order to ensure alignment of rigorous tasks to standards and to provide high quality resources for teachers to utilize when collaboratively planning with their teams.

Achievement GAP

- School Data Strengths

- 1) 58% of students with disabilities were proficient or distinguished in Social Studies on 2023-2024 KSA
- 2) 16% increase of proficient or distinguished students with disabilities in Writing on 2023-2024 KSA

- School Data Growth Areas

- 1) 27% of students with disabilities were proficient or distinguished in Math on 2023-2024 KSA
- 2) 30% of students with disabilities were proficient or distinguished in Reading on 2023-2024 KSA

- Strategies to Address Growth Areas

- 1) Grade level teams collaborate with Special Education department related to assessment analysis for Reading and Math. This is achieved through intentional planning time with special education and classroom teachers to improve instruction in the collaborative setting.
- 2) School Dashboard to track progress toward IEP goals, Compliance (data and progress reports) Spreadsheet, and Name and Claim Dashboard to track proficiency of common assessments, common formative assessments and other assessment data for students with disabilities.

English Learner Progress

- School Data Strengths

- 1) 100% of EL students were proficient or distinguished in Social Studies on 2023-2024 KSA.
- 2) 67% of EL students were proficient or distinguished in Math on 2023-2024 KSA.

- School Data Growth Areas

- 1) 33% of EL students were proficient or distinguished in Reading on 2023-2024 KSA.
- 2) 33% of EL students were proficient or distinguished in Science on 2023-2024 KSA.

- Strategies to Address Growth Areas

- 1) Utilize school EL teacher and district EL consultant for PD opportunities on best practices to improve overall achievement for English Language learners including the use of the EL Handbook and Toolkit.
- 2) Intentional use of Performance Matters to analyze common assessment and common formative 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 in all contents.

Quality School Climate and Safety

- School Data Strengths

- 1) Indicator Score of 87 on the Quality School Climate and Safety Survey. This ranks #1 in the district and #1 in the region.
- 2) Students with disabilities rated our school “very high (blue)” in the quality of school climate and safety survey with an Indicator Score of 82.1.

- School Data Growth Areas

- 1) 60% of students agreed that students being more or hurtful is a problem.
- 2) 72% of students agree that others are mean or hurtful online.

- Strategies to Address Growth Areas

- 1) Integrate social media tips and being a good digital citizen for elementary students within the SEL curriculum and school guidance. SEL curriculum continues to be implemented in Tier 1 instruction. This includes the use of Restorative Practices, including Restorative Circles where all students learn to self advocate.
- 2) Create a family awareness night around social media and how to support students online.
- 3) Adult advocates assigned to every student. Students needing additional supports are assigned a second Adult Advocate.

Transition Ready

- School Data Strengths

- 1) 100% of students at Hinsdale were involved in an Extra/Co-Curricular Activity in the 2023-24 school year.
- 2) 97% of fifth grade students met the attendance expectations in the 2023-24 school year.

- School Data Growth Areas

- 1) 27% of exiting 5th grade students were not transition ready in the 2023-24 school year.
- 2) 31% of exiting 4th grade students were not transition ready in the 2023-24 school year.

- Strategies to Address Growth Areas

- 1) Implementation of 5th grade student transition readiness conferences with adult advocates.
- 2) Administration and staff are continuously engaged in meaningful discussions around student data during team planning, weekly PLCs and MTSS meetings to analyze data and make informed instructional decisions.
- 3) Classroom walk data and Common Assessment/Common Formative Assessment data is analyzed each month and used to plan job embedded professional learning to strengthen Tier I instruction.



Formative Data

(Common Assessments)

- School Data Strengths

- 1) 76% of students scored at or above proficiency on reading common assessments compared to 66% of students scoring proficient or distinguished in Reading KSA.
- 2) 64% of students scored at or above proficiency on math common assessments compared to 67% of students scoring proficient or distinguished in Math KSA.

- School Data Growth Areas

- 1) 52% of all 5th grade students scored proficient or distinguished on KCS D Common Assessments in Math compared to the 62% of students scoring proficient or distinguished in Math KSA.
- 2) 70% of 2nd grade students scored proficient or distinguished on KCS D Common Assessments in Reading compared to the schoolwide average of 79%.

- Strategies to Address Growth Areas

- 1) This year a new CFA calendar is being implemented as well as a new 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 and improve tier I instruction.
- 2) Ensure accountability to the KCS D Balanced Assessment Summary Expectations to ensure recommended practices for before, during and after assessments.
- 3) Administration gives instructional feedback based on common formatives and walk data to determine next steps to grow each staff member.



Universal Screener/Diagnostic Data

(MAP/CERT/RI)

- School Data Strengths

- 1)66% of all students in grades 3-5 projected to score proficient in Math on the 2024 Spring MAP.
- 2)70% of all students in grades 3-5 projected to score proficient in Reading on the 2024 Spring MAP.

- School Data Growth Areas

- 1)60% of 5th grade students reached P/D in Math on the 2024 Spring MAP compared to 68% for grades 3 and 4.
- 2)On MAP Reading Fluency in Fall 2024, 11.90% of 1st graders scored in the below performance band in phonological awareness compared to the district average of 8.40%.

- Strategies to Address Growth Areas

- 1)Meeting with staff to discuss MAP data analysis, NWEA premium reports and growth predictors to identify students not on track to reach benchmark for proficiency in both reading and math. Then, group students for RTI Needs Based Instruction 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 Reading MAP Fluency scores. This will help us to name and claim students and adjust instruction to meet the needs of the skill deficits during Needs Based RTI and tiered intervention.
- 3)Ensure accountability to the KCS D Balanced Assessment Summary Expectations to ensure recommended practices for before, during and after assessments.

Points of Pride

- 1) 100% of staff believe trust exist between school leaders and faculty according to Kentucky Impact Survey
- 2) Indicator Score of 87 on the Quality School Climate and Safety Survey. This ranks #1 in the district and #1 in the region.
- 3) Top 3 in KCS D Elementary Schools in Reading, Math, Science, Social Studies and Combined Writing

Student Services

	2021-2022	2022-2023	2023-2024
Dropout Rate	N/A	N/A	N/A
Attendance Rate	97.43%	96.23%	96.49%
% F/R	21.31	24.9	22.23
Achievement Score/Proficiency	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	66% P/D Reading 67% P/D Math 54% P/D Science 61% P/D Social Studies 59% P/D Writing
# Transfer (OE/Tuition)	68	53	25
Retention Rate	0.4	0.32	0.69



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

Report to the Board November, 2024

Fort Wright Elementary School



Kenton County School District | It's about ALL kids

Implementation and Impact

2023-24 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
By 2024, Fort Wright Elementary School will increase reading proficiency from 67% in 2023 to 70% in 2024 as measured by the school report card proficiency data.	Maintained (67%)	47%, +20%
By 2024, Fort Wright Elementary School will increase math proficiency from 66% in 2023 to 70% in 2024 as measured by the school report card proficiency data.	Improved (68%, +2%)	42%, +26%
By 2024, Fort Wright Elementary School will increase reading proficiency for students with disabilities from 39% in 2023 to 45% in 2024 as measured by the school report card proficiency data.	Declined (27%, -12%)	29%, -2%
By 2024, Fort Wright Elementary School will increase math proficiency for students with disabilities from 35% in 2023 to 42% in 2024 as measured by the school report card proficiency data.	Declined (27%, -8)	24, +3%

Implementation and Impact

2023-24 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
By 2024, Fort Wright Elementary School will increase reading proficiency for EL students from 25% in 2023 to 40% in 2024 as measured by the school report card proficiency data.	Improved (33%, +8%)	22%, +11%
By 2024, Fort Wright Elementary School will decrease the number of students that perceive students are mean or hurtful to other students online (websites, apps, etc) is a problem from 67% in 2023 to 47% in 2024 as measured by the School Report card proficiency data.	Improved (57%, +10)	n/a
By 2024, Fort Wright Elementary School will increase the percentage of certified teachers that perceive coaching feedback from administration of quality from 90% in 2020 to 92.5% in 2023 as measured the Impact Survey Data.	Improved (95%, +5%)	69%, +26%

Reading and Math

School Data Strengths

- 1) 68% of all students scored proficient/distinguished on KSA Math which is 26% above the state average and highest in the district for elementary.
- 2) 67% of all students scored proficient/distinguished on KSA Reading which is 20% above the State average and highest in the district for elementary.

School Data Growth Areas

- 1) 33% of students scored below proficiency on KSA Reading.
- 2) 32% of students scored below proficiency on KSA Math.

Strategies to Address Growth Areas

- 1) Continue implementation of new HQIR CKLA Amplify comprehensive literacy instructional resource, including professional learning to deepen knowledge and understanding of The Science of Reading and fidelity walks to provide meaningful feedback for teachers to ensure equity in all classrooms for Tier I reading instruction.
- 2) Student Centered Learning Labs with a focus on literacy and math. This in-house professional development will allow stakeholders to engage in collaborative discussions with peers during pre-briefing and post observation sessions to develop shared and collaborative practices and build capacity of implementing the Thinking Strategies across all content areas.
- 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) 59% of all students scored proficient/distinguished on KSA Science which is the highest in the district and 25% higher than the state average.
- 2) 58% of all students scored proficient/distinguished on KSA Social Studies which is 7% above the district average and 19% above the state average.

School Data Growth Areas

- 1) 17% of all students scored novice on KSA Social Studies.
- 2) 42% of all students scored below proficiency on KSA Combined Writing.

Strategies to Address Growth Areas

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

School Data Strengths

- 1) 23% of Students with Disabilities scored proficient/distinguished on KSA Social Studies which is 5% above the district average.
- 2) 27% of students with Disabilities scored proficient/distinguished on KSA Math which is 3% above the district and state averages.

School Data Growth Areas

- 1) 74% of Students with Disabilities scored below proficiency on KSA Reading.
- 2) 46% of Students with Disabilities scored novice on KSA Combined Writing.

Strategies to Address Growth Areas

- 1) School Dashboard to track progress toward IEP goals, Compliance (data and progress reports) Spreadsheet, and Name and Claim Dashboard to track proficiency of common assessments, common formative assessments and other assessment data for students with disabilities.
- 2) Additional learning walks will be implemented to observe implementation of CKLA in the special education resource setting as well as additional professional development opportunities on the new HQIR CKLA Amplify.
- 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) 33% of EL students scored proficient on KSA Reading which is 11% above the state average.
- 2) 40% of EL students scored proficient on KSA Science which is 8% above the district average and 26% above the state average.

School Data Growth Areas

- 1) All EL students scored novice on KSA Combined Writing.
- 2) 66% of EL students scored below proficiency on KSA Reading.

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 for ALL students.
- 3) Utilize school EL teacher, district EL consultant, and EL Toolkit for professional development opportunities on best practices to improve overall achievement for English Language learners including the EL Handbook and Toolkit.

School Data Strengths

- 1) 97% of students feel that adults make sure all students get what they need to be successful.
- 2) 97% of students feel that adults care about their safety.

School Data Growth Areas

- 1) 57% of students feel students being mean or hurtful to other students online is a problem.
- 2) 75% of students feel comfortable stating their opinion in class if others disagree.

Strategies to Address Growth Areas

- 1) Adult advocates assigned to every student. Students needing additional supports are assigned a second Adult Advocate.
- 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) 73.89% of students in the 4th and 5th grades were transition ready.
- 2) 100% of students met the Extra Curricular transition ready goal requirement.

School Data Growth Areas

- 1) 26.1% of 4th and 5th grade students were not transition ready by the end of 2023-2024 school year.
- 2) Only 72.15% of 4th grade students met GPA/Coursework requirements by the end of the 2023-2024 school year.

Strategies to Address Growth Areas

- 1) Implementation of the KCS D Balanced Assessment System- Informing Instruction for Student Success beginning with Assessment FOR Learning (informal formative assessments, common formative assessments, common summative assessments, progress monitoring) to the Assessment of Learning (norm referenced and state assessments). Weekly and District Common Assessments are implemented with fidelity and recorded in Performance Matters (LMS).
- 2) Administration and staff are continuously engaged in meaningful discussions around student data during team planning, weekly PLCs and 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 to strengthen Tier I instruction.

Formative Data

(Common Assessments)

School Data Strengths

- 1) The overall average scores on Math Common Assessments was 65% which was higher than the district average of 61% in grades 3-5.
- 2) The overall average scores on HQIR Unit Assessments for EL students was 49% which was above the district average 33% in Reading.

School Data Growth Areas

- 1) The overall average for Students with Disabilities on Math Common Assessments was 51% which was higher than the 27% of students that scored proficient/distinguished on KSA Math.
- 2) The overall average for EL students on HQIR Unit Assessments was 49% which was higher than the 33% of students that scored proficient/distinguished on KSA Reading.

Strategies to Address Growth Areas

- 1) Teachers will implement spiral review/flashbacks weekly to ensure mastery of previously taught standards.
- 2) Continue to utilize Performance Matters to analyze formative and common assessment data in weekly PLC's in order to make adjustments to instruction, name and claim students, and plan around standards, identify needs based instructional strategies to meet needs of all students.
- 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.
4. Ensure accountability to the KCS D Balanced Assessment Summary Expectations to ensure recommended practices for before, during and after assessments.



Universal Screener/Diagnostic Data

(MAP Growth/MAP Fluency/HMH Growth Measure)

School Data Strengths

- 1) Fall MAP Fluency diagnostic data indicates that 79% of first graders meet or exceed benchmark expectations in phonological awareness and 90% of first grades meet or exceed expectations for phonics.
- 2) Fall MAP Growth data indicates that 73.5% of 4th grade students and 66% of 5th grade students projected to be proficient/distinguished on KSA Reading which is above the district averages.

School Data Growth Areas

- 1) Fall MAP Growth data indicates that only 50% of 3rd grade students will score proficient/distinguished on Math KSA.
- 2) Fall MAP Growth data shows that only 28.5% of 5th grade students with disabilities will score proficient/distinguished on KSA Reading.

Strategies to Address Growth Areas

- 1) This school year an updated Name and Claim school data dashboard is being implemented to identify students below proficiency to determine needs based instruction in Tier I as well as Tier II and Tier III interventions.
- 2) Implementation of the tools from MAP Fluency and MAP Growth to formulate Needs Based Instruction groups to target specific skill deficits.
- 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) Ft. Wright is a Green School this year which makes us a high achieving school and in the top 20% in the state for overall scores.
- 2) Ft. Wright was in the top 5% in the state for all students scoring proficient/distinguished in science, top 11-15% in the state for all students scoring proficient/distinguished in reading, social studies and free/reduced in math.
- 3) School climate survey data proves that students feel welcome, that teachers give them what they need to be successful and that they feel safe when they are respected as individuals!

Student Services

	2021-2022	2022-2023	2023-2024
Dropout Rate	N/A	N/A	N/A
Attendance Rate	97.26	94.78	95.62
% F/R	44.23	57.3	52.23
Achievement Score/Proficiency	71% P/D for Reading 59% P/D for Math 64% P/D for Science 59% for Social Studies 55% P/D for Combined Writing	67% P/D for Reading 66% P/D for Math 64% P/D for Science 67% for Social Studies 63% P/D for Combined Writing	67% P/D for Reading 68% P/D for Math 59% P/D for Science 58% P/D for Social Studies 58% P/D for Combined Writing
# Transfer (OE/Tuition)	96	89	84
Retention Rate	.55	0	0.18



Report to the Board November, 2024

River Ridge
Elementary

Implementation and Impact

2023-24 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p><i>Objective 1: To increase our percentage of students scoring proficient and distinguished in reading from 59% in 2023 to 64% in 2024 as measured by the school report card.</i></p> <p><i>Objective 2: To increase our percentage of students scoring proficient and distinguished in math from 60% in 2023 to 64% in 2024 as measured by the school report card.</i></p>	<p><i>Objective 1: In the area of reading, River Ridge had 52% of students scoring proficient or distinguished, we declined in this area.</i></p> <p><i>Objective 2: Overall achievement levels in math show 61% of students were proficient in 2024. This is a slight increase from the 2023 school year, but fell short of the goal.</i></p>	<p><i>Objective 1: In the area of reading, River Ridge reached 52% proficiency, 5% below the district proficiency percentage of 57%, 10% above the state average of 47%.</i></p> <p><i>Objective 2: Overall achievement levels in math (61%) equal to the district average of students scoring proficiency, but significantly above the state level of 42%.</i></p>

Implementation and Impact

2023-24 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p>Objective 1: To increase the percentage of students scoring P/D in science from 54% in 2023 to 59% in 2024 as measured by the school report card.</p>	<p><i>Objective 1: In the area of science River Ridge students scored 53% proficient or distinguished, and decreased in science.</i></p>	<p><i>Objective 1: In the area of science River Ridge students scored 5% higher than the district average of 48% and well above the state average of 34% in science by 21%.</i></p>
<p>Objective 1: To increase our percentage of students with disabilities scoring P/D in reading from 21% in 2023 to 26% in 2024 as measured by the school report card.</p> <p>Objective 2: To increase our percentage of students with disabilities scoring P/D in math from 22% in 2023 to 26% in 2024 as measured by the school report card.</p>	<p><i>Objective 1: Our students with disabilities were one of our highest growth areas in reading, with students scoring 26% proficiency. We met our objective.</i></p> <p><i>Objective 2: Our students with disabilities also made gains in math, with students scoring 24% proficiency. We did not meet this objective.</i></p>	<p><i>Objective 1: Our students with disabilities proficient and distinguished score (26%) was 3% above the district average of 23% in reading.</i></p> <p><i>Objective 2: Our students with disabilities score was equal to the district average (24%) in math.</i></p>

Implementation and Impact

2023-24 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p><i>Objective 1: Increase the overall English Learners progress indicator score from 66.1 in 2023 to 70 in 2024.</i></p>	<p><i>Objective 1: This year our overall English Language Learners indicator score dropped to 50.7. This dropped our status cut score for ELL students to 58.4, which is a significant decrease from the previous score of 75.1. This dropped us from a blue status to a yellow status.</i></p>	<p><i>Objective 1: River Ridge is below the state average of 60.6 for English Learners Progress Indicator, but above the district average of 52.9.</i></p>
<p><i>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 2023 to 46% in 2024.</i></p>	<p><i>Objective 1: The percentage of students believing that students being mean or hurtful to other students online is a problem at our school for 2024 was 48%. This is a decrease from the previous year, but did not meet the goal.</i></p>	<p><i>Objective 1: The percentage of RRE students believing that students being mean or hurtful to other students online is a problem is lower than the district average of 51.67%.</i></p>

Implementation and Impact

2023-24 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p><i>Objective 1: To increase the percentage of the adequacy of our school resources from 45% in 2022 to 50% in 2024.</i></p>	<p><i>Objective 1: According to the 2023-2024 Kentucky Impact Survey, we increased the percentage of adequacy of our school resources from 45% favorable to 48% favorable. This is slightly below our objective.</i></p>	<p><i>Objective 1: River Ridge scored above the district average of 46% favorable in this area, but was slightly below the state average of 50%.</i></p>

Reading and Math

School Data Strengths

- 1) According to 2024 KSA data, 69% of our 4th grade students were proficient in reading.
- 2) According to 2024 KSA data, 61% of our students were proficient in math.

School Data Growth Areas

- 1) According 2023 KSA data, 48% 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) Implement unit planning guides to ensure rigorous instruction that meets the KY standards in reading and math. These guides include last years common assessment data in each standard and analysis of this data from last year to ensure teachers are improving instruction from the previous year. This is monitored by administrators and discussed during PLC's to guide instruction.
- 2) Teachers are creating and giving common formative assessments that align to the standards and common assessments biweekly. The data from these assessments is included in lesson plans with specific information on how instruction is differentiated for individual students not yet at proficiency for each standard.
- 3) Teachers are meeting to vertically align reading and math standards, rigorous instruction, and content vocabulary in reading and math in all standards.
- 4) Teachers are reviewing math resources for adoption of a new math program in the 24-25 school year to ensure we have a high quality instruction resource for math.

School Data Strengths

- 1) According to the 2024 KSA data, 55% of students are scoring P/D in social studies, an increase from 53% in the 22-23 school year.
- 2) According to the 2024 KSA data, Student with Disabilities scored 36% proficient and distinguished in science, an increase from 27% in the 22-23 school year. River Ridge is ranked 1st in this area.
- 3) According to the 2024 KSA data, students who qualify for free and reduced lunch scored 42% proficient/distinguished in science, an increase from 36% on the 23 KSA.

School Data Growth Areas

- 1) According to the 2024 KSA data, 51% of students are scoring P/D in combined writing.
- 2) According to the 2024 KSA data, 53% of students are scoring P/D in science, which is a decrease from the year before.

Strategies to Address Growth Areas

- 1) Science and Social Studies teachers are using a unit planning guide in all grades to align to the standards and provide rigorous instruction using data analysis from last years assessments to drive instruction.
- 2) Science and Social Studies teachers are attending vertical alignment PD to ensure aligned use of content vocabulary, high quality instructional practices, and standards based instruction.
- 3) In PLC's teachers are planning for writing instruction across all content areas, and specifically looking at gaps in writing instruction aligned to the KAS standards in the Amplify program.

School Data Strengths

- 1) According to the 23-24 KSA data, the percentage of students with disabilities increased the math P/D score to 24% from 22% in 22-23.
- 2) According to the 23-24 KSA Data, the percentage of students with disabilities increased the P/D score to 26% from 22% in 22-23.
- 3) According to the 23-24 KSA data, the percentage of students with disabilities increased the P/D score to 36% from 27% in 22-23. This was the highest rank in the district.

School Data Growth Areas

- 1) According to the 23-24 KSA data, the percentage of students with disabilities scoring P/D in math was 24% continues to be an area of growth.
- 2) According to the 23-24 KSA data, the percentage of students with disabilities scoring P/D in reading was 26% continues to be an area of growth.

Strategies to Address Growth Areas

- 1) We are continuing to implement co-teaching, in which general education teachers and special education teachers plan lessons together to intentionally differentiate for our students with disabilities.
- 2) Many students with disabilities experience behavior challenges (and have IEP goals in this area) that impede their learning, therefore, we are meeting monthly with general education and special education teachers to review walkie call data, behavior referral data, special education progress on goals, and implement embedded PD in PLC's monthly to address these areas of concern so students can maximize instructional time in the classroom.
- 3) Special education and general education teachers are meeting weekly to analyze common formative and common assessment data to adjust instruction to meet all students with disabilities needs.

School Data Strengths

- 1) According to the 2024 Access test, 16% of ELL students exited the ELD program. This is an increase from last year.
- 2) According to the 2024 KSA test, 49% of students who are English Language Learners are proficient and distinguished in math. This is an increase from last year and shows the gap is only 12% (All student showed 61% proficiency in math).

School Data Growth Areas

- 1) According to the 2024 KSA test, 71% of English Language Learners are not scoring proficient or distinguished on the reading test.
- 2) According to the 2024 KSA test, 86% of students are not proficient in combined writing. This is an increase from last years 73%.

Strategies to Address Growth Areas

- 1) ELD Teachers are attending PLC's to provide input in strategies that can be used to help these students grow across all academic content.
- 2) ELD Teachers are collaborating with general education teachers to use content vocabulary in their instruction to improve student background knowledge and use of vocabulary.
- 3) Special area teachers are collaborating to align their instruction, background knowledge, and vocabulary to provide increased exposure to the content rich vocabulary to improve students knowledge in all areas.

School Data Strengths

- 1) According to the 2024 KSA quality of school climate and safety survey, 95% of students agree that when they want to give up, their teachers say they should keep trying.
- 2) According to the 2024 KSA quality of school climate and safety survey, 98% of students agree that adults from their school work hard to make sure they feel safe.

School Data Growth Areas

- 1) According to the 2024 KSA quality of school climate and safety survey, 73% of students report that adults from their school stay calm when dealing with bad behavior.
- 2) According to the 2024 KSA quality of school climate and safety survey, 31% of students report that students being mean or hurtful to other students is a problem for River Ridge.

Strategies to Address Growth Areas

- 1) Professional development for the 24-25 school year has focused on providing teachers more strategies they can use to improve student behaviors in the classroom.
- 2) Administrators, all teachers, and counselors are meeting monthly to analyze student behavior data (behavior referrals, walkie calls, school wide behavior management data, progress on IEP goals and objectives for behavior, and other teacher data to determine next steps for students who are not displaying positive or safe behaviors.
- 3) Job embedded PD is provided to teachers during PLC's on T1, T2, and T3 behavior management strategies that allow them to handle situations in calm way. This PD includes training teachers to be effective in the use of Restorative conferences with all students to ensure relationships can be restored.

Transition Ready

School Data Strengths

- 1) According to the 23-24 CBAS Transition Ready data, 94.16% of students in 5th grade and 94.12% of students in 4th grade met the attendance criteria.
- 2) According to the 23-24 CBAS Transition Ready data, 97.06% of 4th grade and 100% of 5th grade students met the extra/co-curricular criteria.

School Data Growth Areas

- 1) According to the 23-24 CBAS Transition Ready data, 45.86% of 4th grade students were not transition ready.
- 2) According to the 23-24 CBAS Transition Ready data, 37.01% of 5th grade students were not transition ready.

Strategies to Address Growth Areas

- 1) Transition Ready data is being analyzed monthly by 4th and 5th grade teachers in PLC's with administration to ensure students are being provided interventions in attendance, reading, math, and are provided opportunities to engage in clubs and activities.
- 2) Timberwolf Talent times have been embedded into the master schedule five times during the year to provide all students in grades PK-5th grade with opportunities to engage in a club or activity, removing the barrier many face with being able to participate in after school or outside activities due to financial strain and transportation.
- 3) The administrative team is meeting two times per week outside of school hours to review all student data in the RR data dashboard (common formative assessments, common assessments, KSA, MAP Growth, MAP fluency, Behavior referrals, walkie calls, attendance student participation in clubs and activities, MTSS progress monitoring, and lesson plans) to ensure all students are being provided rigorous Tier 1 instruction and opportunities to be transition ready.

Formative Data

(Common Assessments)

School Data Strengths

- 1) According to the KCSD Common Assessment Running Average (CARA) in May of 2024, 63% of all students were proficient and distinguished in reading.
- 2) According to the KCSD CARA in May of 2024, 60% of all students were proficient in math. .
- 3) According to the KCSD CARA in May for math, 3rd and 5th graders showed higher proficiency than on the 24 KSA.

School Data Growth Areas

- 1) According to the KCSD CARA in May, 37% of students were not proficient in reading. The 24 KSA data shows that 48% were not P/D in Reading.
- 2) When analyzing the reading P/D on the KCSD CARA and P/D on KSA, grades 3-5 showed 9% higher P/D rating on CA than on KSA.
- 3) When analyzing the math P/D on the KCSD CARA and P/D on KSA grades 3 and 5 scored 2% lower on P/D ON the KSA. The 4th graders showed 5% higher KSA P/D scores than on the CARA.

Strategies to Address Growth Areas

- 1) The administrative team is meeting two times per week outside of school hours to review common formative assessments (given every other week in every content area) are rigorous and meet the standards and common assessment formats. Feedback is provided to teachers weekly to improve these areas.
- 2) Teachers have been provided professional development in creating effective common formative assessments that align to the common assessments and provide students with high cognitive tasks consistently that align to the KAS standards in daily instruction
- 3) The KCSD Balanced Common Assessment protocols are reviewed each month to ensure students are provided opportunities before, during and after to be successful on the assessments.

Universal Screener/Diagnostic Data (MAP Growth/MAP Fluency)

School Data Strengths

- 1) According to the 2024 Fall MAP growth data, 68% of students in 5th grade are projected to be P/D on KSA in math.
- 2) According to the 2024 Fall MAP growth data, 42.86% of 5th grade EL students are projected to be P/D on KSA in reading, which is much higher than the KCS D average of 29.20%.
- 3) In the spring 58.33% students were projected to be P/D in math on the Map Growth, but our 2024 KSA scores were higher at 61% P/D.
- 4) According to the 2024 MAP Fluency data, 66% of Kindergarten students are showing proficiency in the area of phonological awareness and 57% in phonics and word recognition, indicating they are ready to learn to read.
- 5) According to the 2024 MAP Fluency data, 69% of the 255 students who took the oral reading test met or exceeded the goal.

School Data Growth Areas

- 1) According to the 2024 Fall MAP Growth math test, 53% of students were not proficient.
- 2) According to the 2024 Fall MAP growth reading test, 57% of students were not proficient. On the 24 Spring Map Growth test, 39.24% of students were not projected to be P/D on KSA.

Strategies to Address Growth Areas:

- 1) A data dashboard has been created for map growth and map fluency data to evaluate longitudinal data. This data is analyzed and shared with teachers and stakeholders.
- 2) A grade level data dashboard is embedded in the RR data dashboard with all student longitudinal data in MAP growth, map fluency, and KSA data in reading and math. Individual teacher data dashboards have common formative assessment data and common assessment data. This data will be tracked and analyzed weekly and over time to identify grade level trends, teacher trends, and individual student trends to guide instructional decisions. Behavior, attendance, MTSS level, Special ed. Areas of qualification, and Access scores are included in this data to ensure the whole child is depicted.
- 3) Teachers have been provided professional development on analyzing the new MAP Fluency assessment by grade level, individual teacher data and individual student data to drive Tier 1 instruction and needs based instruction.
- 4) Implementing the IXL (grades 2-5), and Espark (K/1) instructional programs that provide students learning paths based on their MAP growth scores.
- 5) The data dashboard is being used to compare to students currently in MTSS interventions to ensure they are in the right intervention according to their most recent scores. This data is also being triangulated with other data (common assessments, common formative assessments, KSA data) to add students to MTSS to bridge the gap between their current performance level and proficiency.

Points of Pride

- 1) River Ridge continues to grow students proficiency in math, with 61% of students proficient or distinguished on the 24 KSA.
- 2) River Ridge has made gains in closing the gap for students with disabilities (214 students) in both reading, math and science. We were ranked 1st in KCS D in proficiency in science with this gap group!
- 3) River Ridge has almost closed the gap with students who qualify for free and reduced lunch in social studies, combined writing, science, reading and math.
- 4) River Ridge had 85% of it's 173 ELD students make growth on the Access test.
- 5) According to the 23-24 KSA data, the percentage of students who qualify for free and reduced lunch scoring P/D in social studies was 50% which is only 5% difference in the overall student score of 55%, indicating we are closing the gap with this subgroup.



Kenton County School District | It's about ALL kids

Student Services

	2021-2022	2022-2023	2023-2024
Dropout Rate	N/A	N/A	N/A
Attendance Rate	94.2%	94.73%	94.92%
% F/R	49.89%	60.44%	54.51%
Achievement Score/Proficiency	Reading - 55% Math - 59% Science - 54% SS -59% Writing - 61%	Reading - 59% Math - 60% Science - 54% SS -53% Writing - 61%	Reading - 52% Math - 61% Science - 53% SS -55% Writing - 51%
# Transfer (OE/Tuition)	50	46	47
Retention Rate	.4%	.23%	.12%



Report to the Board November, 2024

Beechgrove Elementary



Implementation and Impact

2023-24 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p>Proficiency Goals:</p> <p><u>Objective 1:</u> To increase reading P/D from 46% in 2023 to 52% in 2024 as measured by the school report card.</p> <p><u>Objective 2:</u> To increase math P/D from 44% in 2023 to 49% in 2024 as measured by the school report card.</p>	<p>46% of students scored proficient/distinguished in Reading. Remained the same.</p> <p>46% of students scored proficient/distinguished in Math. Improved +2%.</p>	<p>Below the state -1%.</p> <p>Above the state +4%.</p>
<p>Separate Academic Indicator:</p> <p><u>Objective 1:</u> To increase writing P/D from 19% in 2023 to 35% in 2024 as measured by the school report card.</p>	<p>24% of students scored proficient/distinguished in Writing. Improved +5%.</p>	<p>Below the state -19%.</p>
<p>Achievement GAP:</p> <p><u>Objective 1:</u> To increase SWD in reading P/D from 13% in 2023 to 18% in 2024 as measured by the school report card.</p> <p><u>Objective 2:</u> To increase SWD in math P/D from 5% in 2022 to 17% in 2024 as measured by the school report card.</p>	<p>12% of students with special needs scored proficient/distinguished in Reading. Declined -1%.</p> <p>16% of students with special needs scored proficient/distinguished in Math. Improved +11%.</p>	<p>Below the state -17%.</p> <p>Below the state -8%.</p>

Implementation and Impact

2023-24 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p><u>EL:</u> <u>Objective 1:</u> To increase the overall EL progress indicator score from 91.2 in 2023 to 92 in 2024 as measured by the school report card.</p>	<p>Overall EL progress indicator score is 54.9. Declined -36.3.</p>	<p>Below the state -7.7%.</p>
<p><u>Quality of School Climate and Safety:</u> <u>Objective 1:</u> 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 41% in 2023 to 37% in 2024 as measured by the Quality of School Climate and Safety survey.</p>	<p>53% of students believe that students being mean or hurtful to other students online (websites, apps, etc.) is a problem for our school. Increased +12%.</p>	<p>Above the district +5%. Above the state +8%.</p>
<p><u>Impact Survey:</u> <u>Objective 1:</u> To increase valuable professional development opportunities from 54% in 2022 to 60% in 2024.</p>	<p>49% of teachers responded that there were not valuable professional opportunities provided. Declined -5%.</p>	<p>Below the district -4%. Below the state -11%. Above the nation +9%.</p>

Reading and Math

School Data Strengths

- 1) In the area of Reading and Math, our overall indicator score was a 65.6 in the green.
- 2) In the area of Math, our overall percentage of students scoring proficient/distinguished on KSA improved by 2% from 2023. Our school percentage of students scoring proficient/distinguished in Math was 46%.

School Data Growth Areas

- 1) Our overall Reading proficiency scores remained the same at 46%, therefore we didn't reach our CSIP goal of 52% of students scoring proficient/distinguished.
- 2) Our overall Math proficiency scores increased by 2% to 46%, however this was short of our CSIP goal of 49% of students scoring proficient/distinguished.

Strategies to Address Growth Areas

- 1) To improve Tier 1 instruction in reading using the HQIR, Amplify CKLA, teachers will use the unit and lesson internalization process for each unit and lesson.
- 2) Calibration of the new administrative team on use of the learning walk form used across content areas to ensure consistent feedback on the KCS D Cycle of Quality Instruction.
- 3) To build staff capacity surrounding literacy, job-embedded professional learning opportunities will be provided through PLCs, faculty meetings, experts in the field, and peer observations of master teachers. Additionally, 10 staff members have enrolled in Phase 3 LETRS.

School Data Strengths

- 1) Student proficiency in Science increased from 28% in 2023 to 41% in 2024, a 13% increase.
- 2) Student proficiency in Social Studies increased from 34% in 2023 to 38% in 2024, a 4% increase.

School Data Growth Areas

- 1) Writing proficiency continues to be significantly below the state by -19%.
- 2) While Social Studies scores increased they are still below the state by -1%.

Strategies to Address Growth Areas

- 1) Building a culture of writing within the school by administering monthly on-demand writing opportunities for all students in grades K-5, showcasing student exemplar writing, and providing daily opportunities for students to write across content areas and keeping focus on the school writing policy, grade-level writing expectations, and schoolwide writing non-negotiables in PLCs.
- 2) Teachers in 4th/5th are supplementing core writing through a daily writing block. During that block teachers are using research-based materials and a writing platform that uses AI to provide feedback to students in real-time.
- 3) Utilizing the P-12 KCS D Reading Strategies within Social Studies classes and documenting those before, during, and reading/writing strategies within lesson plans.

School Data Strengths

- 1) We are no longer under the federal classification of TSI.
- 2) Though scores still indicate a large discrepancy between student groups, proficiency of students with disabilities in Math increased from 5% in 2023 to 15% in 2024, a 10% increase.
- 3) Though scores still indicate a large discrepancy between student groups, proficiency of students with disabilities in Science increased from 6% in 2023 to 15% in 2024, a 9% increase.

School Data Growth Areas

- 1) No students in 5th grade with disabilities scored proficient on the Social Studies assessment in 2023 (16 students) or 2024 (21 students).
- 2) No students in 5th grade with disabilities scored proficient on the on demand writing assessment in 2023 (16 students) or 2024 (21 students).

Strategies to Address Growth Areas

- 1) Using grade-level social studies content and standards within the reading resource setting to encourage knowledge building through reading skills instruction.
- 2) Improving social skills resource using research-based instructional resources and assigning staff with experience and training in social and emotional behaviors to better equip students with disabilities with coping strategies that will decrease the number of behaviors that lead to removal from the classroom.
- 3) Increasing professional learning opportunities targeting specific learning for SPED teachers. This includes additional IEP Writing Training through the co-op, release days for new teachers (1-3 years) to collaborate with mentor teachers in the building, and weekly PLC meetings led by SPED leads with regular new learning or review of areas in need.

School Data Strengths

- 1) In 2024, proficiency scores of EL students on KSA were higher than district and state averages in Reading and Science, and Social Studies. Reading - Beechgrove 39%, district 32%, and state 22%. Science - Beechgrove 56%, district 32%, state 14%. Social Studies - Beechgrove 33%, district 26%, and state 10%.
- 2) In 2024 on ACCESS, 23% of students exited EL which is +8% higher than the district average of 15%.

School Data Growth Areas

- 1) The indicator score for English Learner Progress went from Very High in 2023 (91.2) to Medium in 2024 (54.9).
- 2) The change score for English Learner Progress dropped -7.7 from 2023 to 2024.

Strategies to Address Growth Areas

- 1) Job-embedded professional learning for all teachers on the EL Scaffolding Toolkit.
- 2) Including ELD teacher in MTSS Core meetings where EL students are concerned to collaborate towards more specific student supports.

School Data Strengths

- 1) The largest increase in favorable responses from 2023 to 2024 was +11% from 69% to 80% of students responding favorably to the statement “A teacher or some other adult from my school will care if I miss a day of school.”
- 2) On the survey, 97% of students responded favorably to the statement “Adults from this school respect students’ differences (gender, culture, race, religion, ability)”, this is a +5% increase from 2023 and is +3.67% higher than the district percentage.

School Data Growth Areas

- 1) On the survey, 48% of students agreed with the statement “Students being mean or hurtful to other students online (websites, apps, etc.) is a problem for my school” which is a +7% increase from 2023.
- 2) On the survey, 30% of students agreed with the statement “Students being mean or hurtful to other students is a problem for this school” which is a +7% increase from 2023.

Strategies to Address Growth Areas

- 1) Through our PBIS reboot, we have increased the number of opportunities to celebrate student achievement and reinforce positive student behavior through reward systems. This includes recognition for meeting attendance goals.
- 2) We are putting an intentional focus on our Adult Advocate program to ensure that all students are able to name their Adult Advocate and have opportunities to connect with them. If students are having troubles either socially or academically, they are encouraged to seek out their Adult Advocate for support.
- 3) Students will complete the KCS D Digital Citizenship program through their STEM and library classes.

Transition Ready

School Data Strengths

- 1) 55.8% of current 2025 5th graders are projected to score proficient in Reading according to Fall MAP Growth reports. This is higher than proficiency projections in grades 3, 4, & 5 according to Spring MAP Growth reports since 2021-2022 with the exception of 2021-2022 5th graders (56.3%). This means that more of our current 5th graders are projected to meet literacy markers in transition readiness than those in the last 2-3 years.
- 2) The school met the district attendance goal of 96.25% for Month 1.

School Data Growth Areas

- 1) Only 51% of 2024 5th graders were transition ready when they left Beechgrove.
- 2) GPA/Advanced Coursework data is inconsistent among grade-level teachers. The grading expectations from grade to grade and teacher to teacher vary.

Strategies to Address Growth Areas

- 1) Through our Adult Advocate program and Transition Readiness Conferences in grades 4 & 5 we are improving student understanding of what it means to be transition ready in Kenton County and are able to set actionable goals.
- 2) To increase student opportunities to participate in activities and clubs, we are holding Club Days on the last Friday of each month.
- 3) Through our focus on lesson planning in Tier 1, we are working on a consistent approach with our grading policy to ensure that we are accurately assessing students through various types of assessment and effectively communicating student progress and achievement.

Formative Data

(Common Assessments)

School Data Strengths

- 1) The average number of students in grades 1-5 scoring proficient on the 24-25 ELA CA is 51.6% which is within 6% of other data sets such 23-24 KSA (46%) and 24-25 fall MAP Growth (47%).
- 2) Grade-level PLCs have scheduled CFAs in all academic contents at least once per unit and are completing the assessment analyzer for each and determining next steps.

School Data Growth Areas

- 1) The 23-24 CA running average for math was 62% and for reading was 72%, these are significantly different than the 46% P/D in both areas of the 23-24 KSA. This continues to be an overall trend with 24-25 CA math data, as our current running average is 70%.
- 2) The percentage of students reported to complete 24-25 CAs ranges from 90-92% indicating that the data does not include all student data and therefore may not be an accurate representation.

Strategies to Address Growth Areas

- 1) Routinely revisit Common Assessment Protocols with all grade levels through weekly memo, weekly PLCs, and faculty meetings to ensure assessments are being administered with integrity and data is reliable and valid. Some grade level data is aligning to other data sets and some grade level data continues to be significantly higher than our other data sets.
- 2) All teachers complete an assessment analyzer after a common assessment during their Tuesday PLC and link it to our school assessment spreadsheet. Included components include identifying students in need of further instruction and next steps.
- 3) Develop a Google Form checklist for teachers aligned to the Common Assessment Protocols to be completed after the assessment analysis. This will provide a frequent reminder of the protocols, an opportunity for teachers to reflect this includes ensuring all students completed the assessment, and provide data to admin to use in determining schoolwide trends and areas for individual support.



Universal Screener/Diagnostic Data (MAP Growth/MAP Fluency/HMH Growth Measure)

School Data Strengths

- 1) 2024 Fall MAP Growth reports 50.4% of students in grades 2-5 were identified as being on track to score proficient in math along with 53.4% of the same student group in reading by the end of the 2024-2025 school year. These projections are higher than previous years.
- 2) 76% of 3rd grade students were identified as meeting or exceeding expectations in Oral Reading Fluency on the Fall MAP Fluency.

School Data Growth Areas

- 1) Only 47% of students in grades K-5 met expected growth goals on from 23-24 Fall MAP Growth to 24-25 Fall MAP Growth which is the 2nd lowest in the district.
- 2) Fall MAP Fluency results showed that 13 out of 51 4th graders and 7 out of 51 5th graders were scored on the Foundational Skills test instead of Oral Reading, indicating they are facing significant gaps in reading. This represents 12% of the total 4th grade student population and 6.3% of 5th grade.

Strategies to Address Growth Areas

- 1) The MTSS Core Team and interventionists reviewed MAP Fluency reports and used the results to narrow specific areas of focus to address student achievement gaps according to Scarborough's Reading Rope.
- 2) The MTSS Core Team continues to evaluate the health of interventions and the effectiveness of interventions and make adjustments when needed. 82% of students using UFLI as an intervention in basic reading made good progress during Round 1. To continue that momentum, UFLI manuals were purchased for grade-levels and we sent our lead Reading Interventionist to become a UFLI trainer to support teachers administering interventions.
- 3) We continue to focus on improving Tier 1 instruction through intentional planning and preparation of daily lessons that will lead to improved student achievement on assessments.

Points of Pride

- 1) Overall KSA scored improved +11.3 which improved our classification from low to medium and removal from the federal classification of TSI.
- 2) From 2023 to 2024 KSA scores in 4th grade showed significant growth in percentage of students scoring proficient in Math for all students(+12%), Reading for all students (+7%), Science for all students (+13%), Science for students with disabilities (+11%), Science for English learners (+46%), and Science for free and reduced population (+14%).
- 3) There are 8 teachers and 2 administrators enrolled in LETRS Phase 3 adding to the 5 teachers, 2 preschool teachers, and 1 administrator from Phases 1 & 2 for a total of 18 staff members.

Student Services

	2021-2022	2022-2023	2023-2024
Dropout Rate	NA	NA	NA
Attendance Rate	95.46	94.56	94.68
% F/R	45.7	61.86	54.91
Achievement Score/Proficiency	61.9	54.3	65.6
# Transfer (OE/Tuition)	8	23	21
Retention Rate	0	0.16	0



Report to the Board November, 2024

Piner Elementary



Implementation and Impact

2023-24 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p>Increase the percentage of students scoring proficient and distinguished in <u>reading</u> from 56% in 2023 to 62% by Oct. 1, 2024 as measured by KSA.</p>	<p>Improved (60%) +4% above previous year - 2% from goal</p>	<p>District Avg = 57%; Piner +3 above State Avg = 47%; Piner +13 above</p>
<p>Collaborate to increase the percentage of students scoring proficient and distinguished in <u>math</u> from 63% in 2022 to 67% by Oct. 1, 2024 as measured by KSA.</p>	<p>Improved (64%) +1% above previous year - 3% from goal</p>	<p>District Avg = 61%; Piner +3 above State Avg = 42%; Piner +22 above</p>
<p>Collaborate to increase the percentage of students scoring proficient and distinguished in <u>writing</u> from 52% in 2023 to 59% by Oct. 1, 2024 as measured by KSA.</p>	<p>Declined (48%) - 3% below previous year - 10% from goal</p>	<p>District Avg = 52%; Piner - 4 below State Avg = 43%; Piner + 5 above</p>



Implementation and Impact

2023-24 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p>Increase the percentage of students with disabilities scoring proficient/distinguished in <u>Reading</u> from 21% in 2023 to 30% in 2024 as measured by KSA.</p>	<p>Improved (23%) +2% above previous year - 7% from goal</p>	<p>District Avg = 23%; Piner same State Avg = 29%; Piner - 6 below</p>
<p>Increase the percentage of students with disabilities scoring proficient/ distinguished on <u>Math</u> from 21% in 2023 to 30% in 2024 as measured by KSA.</p>	<p>Improved (27%) +6% above previous year - 3% from goal</p>	<p>District Avg = 24%; Piner +3 above State Avg = 24%; Piner +3 above</p>
<p>Increase the percentage of students exiting the EL program from 33% in 2023 to 37% in 2024</p>	<p>Maintained (33%) 0% above previous year - 5% from goal</p>	<p>District Avg = 14%; Piner +19 above</p>



Implementation and Impact

2023-24 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p>Decrease the percentage of students believing that students being mean or hurtful to other students is a problem at our school from 52% in 2023 to 45% in 2024.</p>	<p>Met (31%) +21% decrease from previous year + 14% decrease from goal</p>	<p>District Avg = 45.66%; Piner +14.66 above</p>
<p>Decrease the percentage of students believing that students being mean or hurtful to other students online is a problem at our school from 61% in 2023 to 54% in 2024.</p>	<p>Improved (56%) +5% decrease from previous year - 2% away from goal</p>	<p>District Avg = 51.67%; Piner - 4.33 below</p>
<p>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.</p>	<p>Met (55%) +10% above previous year + 3% above from goal</p>	<p>District Avg = 46%; Piner +9 above State Avg = 50%; Piner +5 above</p>

- **School Data Strengths**

- 1) Overall reading proficiency increased from 56% in 2023 to 60% in 2024, showing positive momentum.
- 2) Math proficiency rose from 63% in 2023 to 64% in 2024, with a projected proficiency average of 70% based on the fall MAP assessments.

- **School Data Growth Areas**

- 1) Even though we saw growth in both Reading and Math proficiency (Reading 60%, Math 64%), we did not meet CSIP goals identified in 23-24 (Reading 62%, Math 67%).

- **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 and administration will spend time in PLCs ensuring lessons are aligned and fully addressing grade level standards by utilizing the unit and lesson internalization documents. 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 common formative 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) Continued implementation of the new comprehensive literacy curriculum, Amplify CKLA, with fidelity to increase foundational and overall literacy skills.

• School Data Strengths

- 1) The percentage of students scoring proficient/distinguished on the KSA Science increased 8% from the year prior.
- 2) The percentage of students scoring proficient/distinguished on the KSA Science and Writing assessments were above the state average.
- 3) The percentage of students with disabilities scoring proficient/distinguished on the KSA Social Studies and Combined Writing increased from the year prior. Social Studies increased 25% from the year prior and Writing increased 8%.

• School Data Growth Areas

- 1) Writing and Social Studies Proficiency Decline: Overall Writing and Social Studies proficiency continue to decline for all students. Overall writing proficiency has decreased from 52% in 2023 to 48% in 2024 and Social Studies has decreased from 43% to 37%.

• 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 in all content areas.
- 2) Intentional writing review checks and scrimmages scheduled throughout the year to monitor the implementation of the school wide writing program and provide students with continued practice and feedback.
- 3) Development of high quality Common Formative Assessments in Science, Social Studies, and Writing

Achievement GAP

- **School Data Strengths**

- 1) The percentage of students with disabilities scoring proficient/distinguished on the KSA Math, Reading, Social Studies, and Writing was either at or above the distinct average.
- 2) The percentage of students with disabilities scoring proficient/distinguished on KSA Reading and Math increased in 23-24.

- **School Data Growth Areas**

- 1) Proficiency Among Students with Disabilities: While there has been an increase in reading proficiency (from 21% to 23%) and math proficiency (from 21% to 27%) for students with disabilities this year, both areas remain below the target and are still lower than the overall proficiency levels of all students.

- **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, unit and lesson internalization, assessment protocol, scoring calibration, analyzing learning tasks and assessments to ensure varying levels of complexity to improve Tier I instruction.
- 4) Regularly monitoring of SPED data in admin meetings to determine growths areas

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) The percent of EL students reaching proficiency on Math Common Assessments during the 23-24 school year was 50%
- 2) The percent of EL students reaching proficiency on Reading Common Assessments during the 23-24 school year was 0%

- **Strategies to Address Growth Areas**

- 1) PSP's are developed and will be implemented throughout the school year. Teachers 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 (CFA/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 KCS D Guidelines and Curriculum for ELD Program Service Type resources.

Quality School Climate and Safety

- **School Data Strengths**

- 1) 99% of students agree that Piner is a caring place
- 2) 98% of students agree that adults from Piner work hard to make sure students are safe.
- 3) 97% of students agree that if a student reports being treated in a mean or hurtful way, the adults will do something to help.

- **School Data Growth Areas**

- 1) More than 50% of students agreed that students being mean or hurtful to other students online (56%) was a problem at Piner.
- 2) Only 57% of students agree/strongly agree that all students are treated the same if they break school rules.

- **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 restorative practices into their classrooms.
- 4) Continued 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) 94% of ALL students had an attendance rate of 90% or above.
- 2) 100% of Piner students participated in an extracurricular or co-curricular activity
- 3) Piner's 4th and 5th graders Transition Ready percentage (67.34%) was above the district average.

- **School Data Growth Areas**

- 1) Only 47% of students met Piner's attendance goal of 96.25% for the 23-24 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 strengthen Tier I 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) K-5.

Formative Data

(Common Assessments)

- **School Data Strengths**

- 1) Reading and Math Common Assessment Data and KSA performance for all students was aligned (within 6 percentage points or less) indicating proper implementation of assessment protocols.
- 2) Current CA data is at 74% P/D on math CAs

- **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) Continue to refine our 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 conduct regular data reviews of common formative and common assessments data in weekly PLC's. Teacher will track mastery of standards through Performance Matters/Schoology 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 24 MAP testing, Piner had high achievement and high growth in both Reading and Math
- 2) MAP Math Projected Proficiency from Spring of 23 to Spring of 24 increased from 16.41% from 53.33% to 69.74%. MAP Reading Projected Proficiency from Spring of 23 to Spring of 24 increased from 10.42% from 55.17% to 65.59%.
- 3) MAP Projected Proficiency exceeded the district average for all students in Reading and Math and for students with disabilities in Math.
- 4) Reading and Math MAP Data and KSA performance for all students and students with disabilities were aligned (within 6 percentage points or less) indicating proper implementation of assessment protocols. Currently the average MAP Math projected proficiency on KSA in grades 3-5 is 70.2% for Math and 61.53% for Reading.

- **School Data Growth Areas**

- 1) Decline in the projected proficiency for students with disabilities in reading from 27.77% in the Spring of 23 to 19.76 in the Spring of 24.

- **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 and 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 all students and students with disabilities are making progress or receiving proper needs based, Tier 2, Tier 3, collaborative, and/or resource instruction.

Points of Pride

- 1) Piner Elementary achieved High “GREEN” status on KSA
 - a) High/“GREEN” - Reading & Math
 - b) High/“GREEN” - Science, Social Studies, & Writing
 - c) Of the 684 school reported in the state for KSA Math, Piner was 76 - placing us in the top 11%
- 2) Improved or maintained on every CSIP goal from the year prior expect for one.
- 3) 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.
- 4) Student engagement is high at Piner. 100% of Piner students are engaged in an extracurricular or co-curricular activity.

Student Services

	2020-2021	2021-2022	2022-2023	2023-2024
Dropout Rate	N/A	N/A	N/A	N/A
Attendance Rate	N/A	96.19%	94.65%	95.45%
% F/R	56.2%	41.6%	40.7%	43.5%
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%	P/D for Reading - 60% P/D for Math - 64% P/D for Science - 46% P/D for SS - 37% P/D for Combined Writing - 48%
# Transfer (OE/Tuition)	26	28	19	13
Retention Rate	0	0	0	0



Report to the Board November, 2024

**KENTON
ELEMENTARY**



Implementation and Impact

2023-24 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p>Objective 1 Collaborate to increase reading proficiency from 63% P/D to 73%P/D in October 2024.</p> <p>Objective 2: Collaborate to increase math proficiency from 67%P/D to 73% P/D in October 2024.</p>	<p>Reading- Not Met (-1) Math-Not Met(-1)</p>	<p>Based upon the data of...</p> <p>State Reading-62%(+15%) Math-66% (+24%)</p> <p>District Reading-62% (+5%) Math-66% (+5%)</p>
<p>Objective 1 Collaborate to increase science proficiency from 51% P/D to 59% by October 2024..</p> <p>Objective 2: Collaborate and increase social studies from 52% to 60% by October 2024..</p>	<p>Science-Not Met(-7) Social Studies-Improved (+5)</p>	<p>Based upon the data of...</p> <p>State Science-44%(+10%) Social Studies: 57% (+18%)</p> <p>District Science-44% (-4%) Social Studies-57% (+6%)</p>
<p>Objective 1: Collaborate to increase reading from 18% P/D to 31%P/D by October 2024 for students with disabilities.</p>	<p>Reading-Not Met(-1)</p>	<p>Based upon the data of...</p> <p>State Reading-17%(-12%)</p> <p>District Reading-17% (-6%)</p>



Implementation and Impact

2023-24 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p>Objective 2: Collaborate to increase math from 18% P/D to 31% P/D by October 2024 for students with disabilities.</p>	<p>Math-Improved (+1)</p>	<p>Based upon the data of... State Math-19% (-5%) District Math-19% (-5%)</p>
<p>Objective 1: Collaborate to increase the percentage of students exiting the EL program from 15% to 30% in October 2024.</p>	<p>Improved (+2)</p>	<p>Based upon the data of... District: 14% (+3%)</p>
<p>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 86% in October 2023 to 98% in October 2024.</p>	<p>Not Met(-8)</p>	<p>Based upon the data of... State: 76% (+2%)</p>
<p>Objective 1 Collaborate to increase valuable professional development sessions from 50% in Winter 2022 to 58% in Spring 2024.</p>	<p>Not Met (-10)</p>	<p>Based upon the data of... State: 60% (-20%)</p>

Reading and Math

School Data Strengths

- 1) 68% of all fifth grade students scored proficient/distinguished on 2023-2023 reading KSA. This is an increase from 2022-2023 by 5%.
- 2) 9% of all third grade students scored proficient/distinguished on math KSA. This is an increase from 2022-2023 by 6%.

School Data Growth Areas

- 1) 56% of all fourth grade students scored proficient/distinguished on 2023-2024 reading KSA. This is a decrease from 2022-2023 by 10%.
- 2) 68% of all fifth grade students scored proficient/distinguished on the 2023-2024 math KSA. This is a decrease from 2022-2023 by 9%

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 in comparison to student achievement 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 common formative 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) 80% of all students scored proficient/distinguished on the 2023-2024 combined writing KSA.
- 2) 57% of all students scored proficient/distinguished in 2023-2024 on the Social Studies KSA. This is an increase from 2022-2023 by 5%.

School Data Growth Areas

- 1) 44% of all students scored proficient/distinguished on Science KSA in 2023-2024. This is a decrease of 6% from 2022-2023.
- 2) 29% of students with disabilities scored proficient/distinguished on the 2023-2024 social studies KSA.

Strategies to Address Growth Areas

- 1) Targeted learning walks will be completed monthly to provide feedback regarding individual products and adjustment of instruction across all contents. Adoption of a high quality instructional resource, TCM to strengthen social studies instruction. Teachers will have planning days three times a year to work together to review plans already implemented and ways to improve them if necessary, also to plan future lessons. Administration will continue to ask for specific professional development needs in this area to plan for staff meetings, grade level meetings and PLC.
- 2) Common formative assessments and district common assessments will take place throughout the school year. 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.

School Data Strengths

- 1) 18% of students with disabilities scored proficient/distinguished on 2023-2024 combined writing KSA. This is an increase of 7%.
- 2) There was a 2% increase of students with disabilities scoring proficient/distinguished on science KSA in 2023-2024.

School Data Growth Areas

- 1) 9% of students with disabilities scored proficient/distinguished on 2023-2024 Social Studies KSA.
- 2) In 2023-2024, 17% of students with disabilities scored proficient/distinguished on reading KSA and 19% in math.

Strategies to Address Growth Areas

- 1) Administration will provide weekly quality feedback on lesson plans for resource and collaboration. Additional time will be given to collaboration teams to develop plans using these strategies. Professional development for all staff on effective collaboration strategies and models when needed.
- 2) Special education teachers attend weekly PLC meetings to discuss students progress on core instruction. The special education team also meets monthly to discuss student progress on IEP goals, district initiatives for special education, and review of specially designed instruction to ensure the best resources and strategies are used in the classroom. Special education teachers will upload data into IC weekly to ensure continuous monitoring of progress towards IEP goals and to
- 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.

School Data Strengths

- 1) 17% of students exited the English Language program, which is the same percentage as the 2022-2023 school year.

School Data Growth Areas

- 1) 50% of English learners scored proficient/distinguished on both the reading and math KSA.
- 2) 27% of English learners scored proficient/distinguished on math common assessments during the 2023-2024 school year.

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.

School Data Strengths

- 1) 97% of students agree/strongly agree that Kenton Elementary is a caring school.
- 2) 96% of students agree/strongly agree that adults at Kenton Elementary care about their physical safety.

School Data Growth Areas

- 1) 74% of students agree/strongly agree that they feel comfortable stating their opinion in class.
- 2) 78% of students agree/strongly agree that students respect differences (gender, culture, race, religion, ability).

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. All students have an adult advocate.
- 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 the transition ready data from 2023-2024
- 2) According to the transition ready data from the 2023-2024 school year, 94.62% of all fifth grade students and 93.91% of all fourth and fifth grade students met the attendance criteria to be transition ready.

School Data Growth Areas

- 1) According to 2023-2024 data, 67.83 of four grade students and 77.42% of fifth grade students met the criteria for literacy and numeracy.
- 2) According to transition ready data from the 2023-2024 school year, 92.47% of fifth grade students and 92.17% of 4th grade students participated in an extracurricular activity.

Strategies to Address Growth Areas

- 1) Teachers set goals for assessments (Map Fluency, 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 and strengthen Tier 1 instruction.
- 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. Students from 8th grade also serve as advocates for students that need extra support to reach transition ready goals. These students meet several times a year to discuss strategies and progress.
- 3) Club days will be implemented this school year for students in all grade levels. This will help students feel connected to the school and give many students opportunities they may not have outside of school.

Formative Data

(Common Assessments)

School Data Strengths

- 1) 59% of all students in third through fifth grade scored P/D on reading common assessments in 2023-2024, compared to 62% on KSA. There is only a 3% difference.
- 2) 76% of all students in third through fifth grade scored P/D on math common assessments in 2023-2024, compared to 66% on KSA. There is only an 10% difference.

School Data Growth Areas

- 1) During the 2023-2024 school year, 23% of students with disabilities in third through fifth grade scored P/D on reading common assessments, 17% of students with disabilities scoring P/D on reading KSA. Which is a decrease from the 2022-2023 school year.
- 2) During the 2023-2024 school year, 43% of third through fifth grade students with disabilities scored P/D on math common assessments, compared to 19% the students scoring P/D on math KSA. There is a 24% difference.

Strategies to Address Growth Areas

- 1) Teachers create individual goals with students for each common formative and district common assessment. Teachers review results with students after each assessment and discuss growth with students for each assessment. Teachers celebrate with students when they meet their goals throughout the school year.
- 2) Weekly item analysis at PLC to determine trends on assessments to develop remediation plans and skills based groups for students that did not reach P/D. Triangulation of data occurs throughout the year on common assessments/common formative, Map data and reading diagnostic.
- 3) Ensure accountability to the KCS D Balanced Assessment Summary Expectations to ensure recommended practices for before, during and after assessments.



Universal Screener/Diagnostic Data

(MAP Growth/MAP Fluency/HMH Growth Measure)

School Data Strengths

- 1) On the fall MAP Fluency assessment 87% of first grade students met/exceeded expectation on the phonological awareness assessment and 88% of students met/exceed expectations on phonics/word recognition.
- 2) Fall reading Map data indicated that first and third grade made high growth and high achievement from fall 2023 to fall 2024.

School Data Growth Areas

- 1) On fall MAP Fluency, 24% of fifth grade students met expectations on the oral reading fluency assessment.
- 2) The projected proficiency for KSA in reading decreased for all 3rd-5th grades students from 59.2% in 2023 to 56.8 in fall 2024. Also, the projected proficiency in math decreased from 64.3 in fall 2023 to 62.2 in fall 2024.

Strategies to Address Growth Areas

- 1) MAP data and MAP Fluency data is analyzed by staff after each assessment. This analysis includes grade level, groups of students and individual students. Teachers work together to create skill specific groups for remediation for students that did not master standards and for extension for students that need to be challenged.
- 2) Teachers set goals with students for MAP each assessment with strategies that students identify to help them on these assessments. Scores are shared with students after each assessment. Teachers celebrate with students that meet their goal. Teachers also discuss areas for improvement with students. Data from MAP are shared with school stakeholders.
- 3) MAP data and MAP Fluency data is triangulated with classroom assessment data during MTSS progress check meetings to make sure that students are in proper interventions or if they need to exit intervention to receive further Tier I instruction.

Points of Pride

1)Kenton Elementary is ranked a Green school (high) on the 2024 KSA assessment for the second year in a row.

2)Kenton Elementary is ranked in the top 5% of the state of Kentucky in math for all students and students that receive free and reduced lunch

3)Kenton Elementary is ranked in the top 5% of the state of Kentucky in writing for all students and students that receive free and reduced lunch.



Kenton County School District | It's about ALL kids

Student Services

	2021-2022	2022-2023	2023-2024
Dropout Rate	N/A	N/A	N/A
Attendance Rate	95.62	94.62	94.44
% F/R	38.85	42.95	36.53
Achievement Score/Proficiency	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%	P/D Reading-62% P/D Math-66% P/D Science-44% P/D SS-57% P/D Writing-80%
# Transfer (OE/Tuition)	38	38	39
Retention Rate	0	0.16	0.31



Report to the Board November, 2024

White's Tower
Elementary

Implementation and Impact

2023-24 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 60% in 2023 to 66.2% by 2024 as measured by the school report card.	54 % P/D Decline: -6 from 22/23 -12.2 from 22/23 Goal	State 47% P/D WTE 54% P/D: +7%
Goal 1, Objective 2: Collaborate to increase math KSA proficiency score from 61% in 2023 to 67.2% by 2024 as measured by the school report card.	62 % P/D Improve: +1 from 22/23 -5.2 from 22/23 Goal	State 42% P/D WTE 64% P/D: +20%
Goal 2, Objective 1: Collaborate to increase overall science P/D from 50% in 2023 to 54% in 2024.	39 % P/D Decline -11 from 22/23 -15 from 22/23 Goal	State 34% P/D WTE 39% P/D: +5%
Goal 2, Objective 2: Collaborate to increase overall social studies P/D from 53% in 2023 to 59.2% in 2024.	47 % P/D Decline -6 from 22/23 -12.2 from 22/23 Goal	State 39% P/D WTE 47% P/D: +8%

Implementation and Impact

2023-24 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 combined writing for students with IEPS from 0% P/D in 22-23 to 25% P/D in 23-24.	8% P/D Improved +8 from 22/23 -17 from 22/23 Goal	State 17% P/D WTE 8% P/D: +9%
Goal 3, Objective 2: Collaborate to increase reading for students with IEPS from 25% P/D in 22-23 to 35% P/D in 23-24.	18% P/D Decline -7 from 22/23 -17 from 22/23 Goal	State 29% P/D WTE 18% P/D: -11%
Goal 4, Objective 1: Collaborate to increase the percentage of students exiting the English Learner Program from 25% in 22-23 to 50% in 23-24.	20% exiting Decline -5 from 22/23 -30 from 22/23 Goal	District 14% exiting WTE 20% exiting +6
Goal 5, Objective 1: Collaborate to decrease the 73% combined agreed on question Q25 (Students being mean or hurtful to other students online is a problem in my school.)	56% combined agree Improved +17	

Reading and Math

School Data Strengths

- 1) 70.5 Overall Accountability Cut Score (Green)
- 2) 5th Grade Math: 68.52% P/D and 3rd Grade Math: 62.04% P/D

School Data Growth Areas

- 1) 23-24: 62% all students P/D in Math and 54% all students P/D in Reading
- 2) Reading & Math Indicator: - 2.3 points from 22-23 to 23-24

Strategies to Address Growth Areas

- 1) **Instructional Walks**-Determine the effectiveness of core instruction by ensuring the instruction is aligned with the Cycle of Quality Instruction, Kentucky Academic Standards and in reading lessons are aligned to the Amplify CKLA Fidelity Markers in both the skills instruction and the knowledge instruction.
- 2) **Weekly Data PLCs**-Data is analyzed weekly in PLCs, tracking proficiency on all common formative assessments and district common assessments. After data is reviewed, teachers collaboratively design & implement a plan to address the deficiencies. Create spiral review assessments to ensure students a retaining their reading and math instruction.
- 3) **Monthly Data Digs**-Grade level data digs with name and claim for students who are exceeding expectations, meeting expectations, below grade level expectations and significantly below grade expectations as well as data digs on MAP Growth and MAP Fluency.

School Data Strengths

- 1) +5% higher proficiency than state proficiency on Science (WTE 39%, State 34%)
- 2) +8% higher proficiency than state proficiency on Social Studies (WTE 47%, State 30%)

School Data Growth Areas

- 1) Science, Social Studies & Writing Indicator: -4.4 points from 22-23 to 23.24
- 2) 23-24: 47% P/D all students in combined writing

Strategies to Address Growth Areas

- 1) **Weekly Data PLCs**-Data is analyzed weekly in PLCs, tracking proficiency on all common formative assessments and district common assessments. After data is reviewed, teachers collaboratively design & implement a plan to address the deficiencies. Create spiral review assessments to ensure students a retaining their science, social studies and writing instruction.
- 2) **School Wide Writing Plan Revision**-Writing plan has been revised with peer review, models, exemplar pieces, analysis and resources.
- 3) **Updated Resources**: This school year we have implemented a new HQIR in SS K-5. We are supporting teachers with this new HQIR and work with teachers to strengthen standard knowledge.

School Data Strengths

- 1) Increase of 8% P/D in combined writing from 22-23.
- 2) 53% P/D of Economically Disadvantaged 5th Grade in Math

School Data Growth Areas

- 1) Reading: SWD 18% P/D in 23-24
- 2) Math: SWD: 20% P/D in 23-24

Strategies to Address Growth Areas

- 1) Complete instructional walks in collaborative and resource classrooms and through trend data identify needs for specially designed instruction or resource instruction.
- 2) We are intentionally devoting times to walk during resource instruction. We are analyzing student data and determining trend data to establish the resources that should be used and determine professional learning that is needed to maximize student learning.

School Data Strengths

- 1) 67% of students making growth.
- 2) 20% exiting EL.

School Data Growth Areas

- 1) From 2022-2024 % growth declined (100% -100% - 67%)
- 2) From 2022 - 2024; % Exiting has declined (33% - 25%-20%)

Strategies to Address Growth Areas

- 1) All teachers received training on the EL scaffolding toolkit with the ELD teacher. Teachers will be using this resources to ensure that EL students are receiving specific strategies to ensure understanding.
- 2) Collaboration between the district EL teacher and regular education teachers to provide strategies to support student success in the classroom.

School Data Strengths

- 1) Q15: Adults from my school work hard to make sure students are safe, 99% combined agree
- 2) Q23 Students being mean or hurtful to other students is a problem for this school. 49% combined agreed (+16% from 22-23)

School Data Growth Areas

- 1) Q25 25 - Students being mean or hurtful to other students online (websites, apps, etc.) is a problem for my school. 56% combined agree
- 2) Q20-I feel comfortable stating my opinion in class even if others disagree. 56% combined agree (-12% from 22-23)

Strategies to Address Growth Areas

- 1) New monthly Towerbrations to highlight the 3Bs (Be Safe, Be Respectful, Be Responsible), celebrate PBIS success and recognize students.
- 2) Tower Time Club Days 4 times a year to build relationships between students in different classes, grade levels and adults besides their teachers.
- 3) Class Paw Stickers and Individual Stickers to earn rewards for classes and students who are exhibiting 3B behavior.

Transition Ready

School Data Strengths

- 1) Total School Transition Readiness Met: 4th grade 57.66% 5th grade 58.93%
- 2) 4th Grade Attendance Met 94.59%

School Data Growth Areas

- 1) 5th Grade: 69.64% Met Literacy/Numeracy
- 2) 4th and 5th Grade students <60% on MAP Growth, 57%(4th) and 83% (5th) were approaching or below grade level expectations on the oral reading accuracy on MAP Fluency.

Strategies to Address Growth Areas

- 1) This year we are beginning transition ready conferences for all 4th and 5th grade students with their Adult Advocate and set transition to next grade expectations for K-3 to internalize transition readiness.
- 2) Transition Readiness shared out with families during SEB family night and updates in the monthly newsletter.
- 3) Student attendance awards for students meeting the attendance goal of 96.25% weekly attendance and weekly check ins for students who are chronically absent.
- 4) Consistently analyze student data and teacher walk data to make instructional adjustments to strengthen Tier I instruction.

Formative Data

(Common Assessments)

School Data Strengths

- 1) 67% May Common Assessment Running Average for Math (compared to 62% on KSA)
- 2) 62% May Common Assessment Running Average for Reading (compared to 54% on KSA)

School Data Growth Areas

- 1) SWD: 62% May Common Assessment Running Average for Math (compared to 20% on KSA)
- 2) SWD: 30% May Common Assessment Running Average for Reading (compared to 18% on KSA)

Strategies to Address Growth Areas

- 1) Weekly Data PLCS-Data is analyzed weekly in PLCs, tracking proficiency on all common formative assessments and district common assessments. After data is reviewed, teachers collaboratively design & implement a plan to address the deficiencies. Data is analyzed for the subpopulation of SWD.
- 2) Complete SPED Data Digs each trimester of Universal Screeners, Diagnostics, CFA data and CA data.
- 3) Admin and the SPED team complete progress checks on SPED IEP goals and determine strategies for students who are not making progress on their IEP Goals.



Universal Screener/Diagnostic Data

(MAP Growth/MAP Fluency/HMH Growth Measure)

School Data Strengths

- 1) 62 % of Kindergarten students performed meeting or exceeding expectations on the phonological awareness on the foundational skills performance breakdown on MAP Fluency assessment
- 2) Fall 24 MAP Growth: 71%tile median in 2nd Grade Reading.

School Data Growth Areas

- 1) 4th Grade SWD Fall 24 MAP Growth: 28%tile in Math and 27th %tile in Reading.
- 2) 5th Grade SWD Fall 24 MAP Growth: 15%tile in Math and 33th %tile in Reading.

Strategies to Address Growth Areas

- 1) Students in reading interventions based around results of MAP Fluency. Students in K-2 are using Ufli and students 3-5 are using MClass. Interventions were adjusted after MAP Fluency results at the progress check.
- 2) MAP Celebrations-For the first time, all WTE students are setting schoolwide, grade level and individual goals. Celebrations are being held for goals that are met.
- 3) Intentional Needs Based RTI-Students being given the opportunity to work independently weekly on learning paths created in IXL based off of MAP Growth Assessment.

Points of Pride

- 1) Green (High Performing) for two consecutive years on KSA.
- 2) Fall 24 MAP: Schoolwide Math Percentile Median is 65% and Schoolwide Reading Percentile Median is 67%. Schoolwide goal was met!
- 3) Meeting or Exceeding Expectations on the Phonological Awareness on the Foundational Skills Performance Breakdown on MAP Fluency assessment:
 - 3rd Grade: 73% (21 students)
 - 2nd Grade: 73% (48 students)
 - 1st Grade: 62% (92 students)



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Student Services

	2021-2022	2022-2023	2023-2024
Dropout Rate	NA	NA	NA
Attendance Rate	95.83%	94.26%	94.96%
% F/R	37.86%	41.98%	39.51%
Achievement Score/Proficiency	% 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: 60 % P/D for Math: 61 % P/D for Science: 50 % P/D for S.S.: 53 % P/D for Writing: 51	% P/D for Reading: 54 % P/D for Math: 62 % P/D for Science: 39 % P/D for S.S.: 47 % P/D for Writing: 47
# Transfer (OE/Tuition)	69	71	91
Retention Rate	0	0	0



Report to the Board November, 2024

James A. Caywood
Elementary School



Implementation and Impact

2023-24 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p>Proficiency Goal- Caywood Elementary will increase the percentage of students scoring proficient/distinguished in reading from 55% in 2023 to 80% in 2028 as measured by the school report card. We will increase the percentage of students scoring proficient/distinguished in math from 50% in 2023 to 75% in 2028.</p> <p>Objective 1 - To increase our percentage of students scoring proficient and distinguished in reading from 55% in 2023 to 60% in 2024 as measured by the school report card.</p> <p>Objective 2 - To increase our percentage of students scoring proficient and distinguished in math from 50% in 2023 to 55% in 2024 as measured by the school report card.</p>	<p>Reading (<i>obj. 1</i>) - Declined 3%</p> <p>Math (<i>obj. 2</i>) - Improved 4%</p>	<p>Reading - (+) 5%</p> <p>Math - (+) 12%</p>
<p>Separate Academic Indicator Goal- Caywood Elementary will increase the percentage of students scoring proficient/distinguished in Science from 33% in 2023 to 57% in 2028 as measured by the school report card. We will increase the percentage of students scoring proficient/distinguished in Social Studies from 57% in 2023 to 82% in 2028. We will increase the percentage of students scoring proficient/distinguished in Combined Writing from 62% in 2023 to 77% in 2028.</p> <p>Objective 1 - To increase the percentage of students scoring proficient/distinguished in science from 33% in 2023 to 38% in 2024 as measured by the school report card.</p> <p>Objective 2- To increase the percentage of students scoring proficient/distinguished in social studies from 57% in 2023 to 62% in 2024 as measured by the school report card.</p> <p>Objective 3- To increase the percentage of students scoring proficient/distinguished in combined writing from 62% in 2023 to 65% in 2024 as measured by the school report card.</p>	<p>Science (<i>obj. 1</i>) - Met 15%</p> <p>Social Studies (<i>obj.2</i>) - Declined 9%</p> <p>Combined Writing (<i>obj. 3</i>) - Declined 12%</p>	<p>Science- (+) 14%</p> <p>Social Studies- (+) 9%</p> <p>Combined Writing- (+) 7%</p>

Implementation and Impact

2023-24 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p><u>Achievement Gap</u></p> <p>Objective 1 - To increase our percentage of students with disabilities scoring proficient/distinguished in reading from 28% in 2023 to 33% in 2024 as measured by the school report card.</p> <p>Objective 2 - To increase our percentage of students with disabilities scoring proficient/distinguished in math from 9% in 2023 to 14% in 2024 as measured by the school report card.</p>	<p>Reading (<i>obj. 1</i>) -Declined (-) 3%</p> <p>Math (<i>obj. 2</i>) -Met - improved (+) 14%</p>	<p>Reading - (-) 1% below state average</p> <p>Math- (-) 4% below state average</p>
<p><u>English Learner Progress:</u> Caywood Elementary will increase the overall English Progress Indicator score from 59.2 in 2023 to 89.2 in 2028.</p> <p>Objective 1: Increase the Overall English Learner Progress Indicator score from 59.2 in 2023 to 65.2 in 2024.</p>	<p>(obj. 1) -Declined - 1.8%</p>	<p>(Obj. 1) - (-) 3.2% below state average</p>

Implementation and Impact

2023-24 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p><u>Quality of School Climate and Safety:</u> Caywood Elementary will decrease the percentage of students believing that students being mean or hurtful to other students online is a problem from 42% in 2023 to 25% in 2028 as measured by the Quality School Climate Safety Survey. Caywood Elementary will increase the percentage of students that believe all students are treated the same if they break the school rules from 66% in 2023 to 91% in 2028 as measured by the Quality school Climate Safety Survey.</p> <p>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 42% in 2023 to 34% in 2024.</p> <p>Objective 2: Increase the percentage of students that believe that all students are treated the same if they break the school rules from 66% in 2023 to 71% in 2024.</p>	<p>(obj. 1)- Declined- 2%</p> <p>(obj. 2)- Declined- 2%</p>	<p>No state comparison available</p>
<p><u>KY Impact Survey Goal</u> - By 2024, Caywood Elementary will increase the % of teachers that perceive the overall emotional learning climate of the school as favorable according to Impact Survey Data results from 50% in 2022 to to 80% in 2026.</p> <p>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.</p>	<p>(obj. 1)-Improved - 13%</p>	<p>(=) Equal to the state average</p>

School Data Strengths

1) On the Spring 2023 KSA, our overall indicator score for Reading and Math was 72.4, which was in the green, high performing category and above the state indicator score of 63.7.

School Data Growth Areas

1) On the Spring 2024 KSA, 52% of ALL students scored proficient/distinguished in reading, a decrease of 3% from 2023.

2) On the Spring 2024 KSA, 54% of ALL students scored proficient/distinguished in math, an increase of 4%, but still 1% away from achieving our yearly objective.

Strategies to Address Growth Areas

- 1) Continue 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. Additional professional learning will also be provided in P-12 Reading Strategies.
- 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 and grade level data dashboards to track student progress on classroom formative and district common assessments as well as 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 Growth, MAP Reading Fluency Diagnostic data and common assessment 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, with a focus on needs based instruction in Tier I.
- 5) Utilize lesson internalization tools to support structures for teachers to collaboratively plan and prepare instruction, especially with the newly adopted HQIR in Reading.



Science, Social Studies, Writing

School Data Strengths

- 1) On the Spring 2024 KSA, 48% of our students scored proficient/distinguished in Science, an increase of 15% from 2023, and above the state average of 34%
- 2) On the Spring 2024 KSA, 33% of our students with disabilities scored proficient/distinguished in Science, an increase of 26% from 2023 and above the state average of 25%.

School Data Growth Areas

- 1) On the Spring 2024 KSA, 48% of our students scored proficient/distinguished in Social Studies, a decrease of 9 % from 2023.
- 2) On the Spring 2023 KSA, 50% of our students scored proficient/distinguished in Combined Writing, a decrease of 12% from 2023.

Strategies to Address Growth Areas

- 1) Analyze common assessment data in performance matters to determine standards deficits and provide immediate re-teaching of standards in addition to spiral review.
- 2) Continue 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 newly adopted High Quality Instruction Resource (HIQR) from Teacher Created Materials in Social Studies in order to ensure alignment of rigorous tasks to standards and to provide high quality resources for teachers to utilize when collaboratively planning with their teams.
- 4) Implementation of Amplify CKLA- vocabulary and writing components embedded within the program. Create authentic on-demand writing proactive to supplement the knowledge portion of the curriculum.

School Data Strengths

- 1) Due to growth in all content areas for students with disabilities over a two year period, we are no longer a TSI School!
- 2) On the Spring 2024 KSA, 23% of our students with disabilities scored proficient/distinguished in math, an increase of 14% from 2023.
- 3) On the Spring 2024 KSA, 33% of our students with disabilities scored proficient/distinguished in science, an increase of 26% from 2023.
- 4) On the Spring 2024 KSA, 12% of our students with disabilities scored proficient/distinguished in social studies, an increase of 12% from 2023.
- 5) On the Spring 2024 KSA, 12% of our students with disabilities scored proficient/distinguished in combined writing, an increase of 12% from 2023.

School Data Growth Areas

- 1) On the Spring 2024 KSA, 25% of students with disabilities scored proficient/distinguished in reading, a decrease of 3% from 2023.
- 2) On the Spring 2024 KSA, students with disabilities scored below the state average in reading by 4% and in math by 1%.
- 3) On the Spring 2024 KSA, students with disabilities scored below the state average in social studies by 10%.

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 P-12 reading strategies (Pre, During and Post Reading) within the new Reading and Social Studies High Quality Instructional Resources.



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English Learner Progress

School Data Strengths

- 1) Access scores from 2023-24 indicate 19% of our English Learner student population reached attainment (exited), which is a 5% increase from the previous year.
- 2) Access scores from 2023-24 indicate that 83% of our English Learner students made growth, which is a 6% increase from the previous year.

School Data Growth Areas

- 1) On the 2024 KSA, 10% of English Learners scored proficient/distinguished in Science, a 13% decrease from 2023 and below the state average of 14%.
- 2) On the 2024 KSA, 25% of English Learners scored proficient/distinguished in Writing, while this is an increase of 25%, the gap between ALL students and EL students is widening in this area.

Strategies to Address Growth Areas

- 1) Implementation of progress monitoring three times per year to compare with common assessment data, MAP and MAP Fluency diagnostic data to determine trends in English Proficiency vs Content Mastery.
- 2) Utilize Performance Matters to analyze common assessment and common formative 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.

School Data Strengths

- 1)98% of students believe that adults from their school care about their physical safety.
- 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)40% of our students feel that students being mean or hurtful to other students online (websites, apps, etc) is a problem for our school.
- 2)64% 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 an intentional timeline for the school with supporting resources for each unit in the curriculum
- 3)Continue professional learning on the shift from Punitive to Restorative Practices at monthly faculty meetings, as well as intentional use of restorative circles 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.)
- 4) Implementation of the Leader in Me practices by Stephen Covey to focus on increasing student leadership following the 7 Habits of Highly Effective Students. “Comet Leaders of the Month” will be recognized based on their leadership contributions to their classroom and school.

Transition Ready

School Data Strengths

- 1) 95% of 5th grade students were involved in at least one extra-curricular activity in the 2023-2024 school year.
- 2) 75.34% of 4th grade students had a GPA of 2.8 or higher in the 2023-24 school year, this is an increase of 9% from 2022-2023.

School Data Growth Areas

- 1) Overall, only 53.49% of 4th and 5th grade students met all criteria for transition readiness in the 2022-23 school year.
- 2) 61.62% of 5th grade students met the criteria for GPA of 2.8 or above in the 2023–2024 school year

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. (Middle School Mentors/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) Grade Level Family Engagement Nights focused on Literacy units of study in all grades, in addition to Transition Ready family nights for 4th and 5th grade students and families to educate parents on how to help their child at home. (Review of Read at Home Plans)
- 5) Utilizing MAP Reading Diagnostic assessment data 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.
- 6) Implement School Wide “Club Day” structure beginning in January to ensure all students are involved in a club of interest to help reduce barriers for students which often include transportation to after school activities.
- 7) Continue to utilize CKLA HQIR in Literacy and lesson plan internalization process to ensure strong Tier I instruction in reading.

Formative Data

(Common Assessments)

School Data Strengths

- 1) Our overall common assessment running average for 2023-24 was 60% for Math which was within 6% of our KSA proficiency scores.
- 2) Our overall common assessment running average for 2023-24 was 72% for Reading.

School Data Growth Areas

- 1) Our KSA proficiency for Reading was 20% lower than our common assessment running average for all students
- 2) Our overall common assessment running average for students with disabilities in the area of math was 54% which did not correlate with our KSA Proficiency for students with disabilities at 23%.
- 3) Our overall common assessment running average for students with disabilities in the area of reading was 42% which did not correlate with our KSA Proficiency for students with disabilities at 25%.

Strategies to Address Growth Areas

- 1) Revisit, discuss and monitor the KCS D 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) Implement new CFA calendar 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) Utilize lesson internalization tools to support structures for teachers to collaboratively plan and prepare instruction, especially with newly adopted HQIR in Reading.



Universal Screener/Diagnostic Data (MAP Growth/MAP Fluency/HMH Growth Measure)

School Data Strengths

- 1) Fall MAP diagnostic data indicates that 88% of first graders meet expectations for phonological awareness and 94% of first graders meet expectations for phonics!
- 2) On Fall 2024 MAP Growth, 69% of third grade students are projected to be proficient or distinguished on Reading KSA.
- 3) The MAP growth comparison from Fall 2023 to Spring 2024 in Reading was 55, indicating high achievement and high growth.

School Data Growth Areas

- 1) On Fall 2024 MAP, 54.9% of fifth grade students are projected to be proficient/distinguished on Math KSA.
- 2) On Fall 2024 MAP, 0% of fifth grade students with disabilities are projected to be proficient/distinguished on Reading KSA.
- 3) On Fall 2024 MAP, 0% of fifth grade LEP students are projected to be proficient/distinguished on Reading KSA.
- 4) Fall MAP Fluency diagnostic data indicates that only 52% of second grade students meet expectations for oral reading fluency.

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) Utilize and triangulate MAP Diagnostic results to determine needs based instruction in Tier I as well as Tier II and Tier III interventions for every student. The use of this data will help determine exact skill deficits for students and will also help to determine the correct intervention.

Points of Pride

- 1) Caywood has outstanding systems and structures in place to ensure that every student reaches their maximum potential.
- 2) Our visit with KDE in March 2024, showcased the incredible instructional growth our teachers have made with the shift from balanced literacy to the science of reading. Our staff embraces new learning and we are forward facing, ensuring high quality instruction in every classroom, every day.
- 3) We are very proud of the growth we have seen with our students with disabilities. Our proficient/distinguished scores have increased in every content area over the past two school years.

Student Services

	2021-2022	2022-2023	2023-2024
Dropout Rate	N/A	N/A	N/A
Attendance Rate	95.46%	94.56%	94.68%
% F/R	53.35%	65.43%	56.43%
Achievement Score/Proficiency	%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	%P/D Reading- 52.0 %P/D Math- 54.0 %P/D Science- 48 %P/D Social Studies- 48.0 %P/D Combined Writing- 50.0
# Transfer (OE/Tuition)	92	72	84
Retention Rate	0.4	0.19	0.18

Elementary Schools Schools

Q & A

Secondary Schools



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Report to the Board November, 2024

Twenhofel Middle School





Implementation and Impact

2023-24 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p>Goal: By 2027, TMS will increase the math P/D for all students from 50% in 2023 to 62% in 2027 as measured by the proficiency data.</p> <p>Objective: By 2024, TMS will increase math P/D for all students from 50% P/D to 53% P/D.</p>	<p>Improved two percentage points from 50% all students P/D in 2023 to 52% of all students P/D in math in 2024</p>	<p>+13 points above the state average of 39% P/D</p>
<p>Goal: By 2027, TMS will increase the reading P/D for all students for a P/D of 56% in 2023 to 68% in 2027 as measured by the proficiency data.</p> <p>Objective: By 2024, TMS will increase reading P/D for all students from 56% P/D to 59% P/D</p>	<p>Declined two percentage points from 56% all students P/D in 2023 to 54% of all students P/D in reading in 2024</p>	<p>+9 points above the state average of 45% P/D</p>



Implementation and Impact

2023-24 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p>Goal: By 2027, TMS will increase the writing P/D for all students from a P/D of 58% in 2023 to 70% in 2027 as measured by the proficiency data.</p> <p>Objective: By 2024, TMS will increase the writing P/D for all students from a P/D of 58% to 61% P/D</p>	<p>Met with an increase of 13 percentage points from 58% of all students P/D in writing in 2023 to 71% of all students P/D in writing in 2024.</p>	<p>+23 points above the state average of 48% P/D</p>
<p>By 2024, TMS will increase math P/D for students with disabilities from 9% P/D to 12% P/D.</p>	<p>Met with an increase of five percentage points from 9% of SWD P/D in math in 2023 to 14% of students with disabilities P/D in math in 2024</p>	<p>-3% below state average of 17% P/D</p>
<p>By 2024, TMS will increase reading P/D for student with disabilities from 13% P/D to 15% P/D.</p>	<p>Declined one percentage point from 13% of SWD P/D in reading in 2023 to 12% of students with disabilities P/D in reading in 2024</p>	<p>-7% below state average of 19% P/D</p>

Implementation and Impact

2023-24 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
By 2024, TMS will increase reading P/D on KSA for EL students from 0% to 100%.	Maintained, 0% P/D (4 students)	N/A
By 2024, decrease the percent of students who disagree with the statement, "Students from this school respect each other's differences from 33% to 29%.	Declined two percentage points from 33% of students disagree or strongly disagree that students from this school respect each other's differences in 2023 to 35% in 2024.	+16 from state average of 51% of students disagree that students from their school respect each other's differences
By 2024, increase the perceptions of Feedback and Coaching, in regards to providing quality feedback from 57% to 60%.	Increased 14 percentage points from 57% report quality feedback in 2022 to 71% report quality feedback on 2024 Impact Survey.	+16 from state average of 55% of teacher report quality feedback

Reading and Math

School Data Strengths

- 1) Maintained high achievement status in reading and math with score of 71
- 2) Increase proficiency in math for all students from 50% P/D to 52% P/D

School Data Growth Areas

- 1) Reading P/D for students with disabilities was 12%
- 2) There was a 2% decrease in reading P/D for all students.

Strategies to Address Growth Areas

- 1) Implementation of school-wide common formative assessments to increase collaboration and inform instructional decisions
- 2) Intentional use of Breds WIN time for every student to work on strengthening skills determined through assessment analysis by core teachers.
- 3) Implementation of school-wide reading strategies in all content areas to ensure evidence based practices and increase consistency across content areas.

School Data Strengths

- 1) Writing P/D for all students increase 13 points from 58% to 71% P/D
- 2) Writing P/D for students with disabilities 4 point increase from 15% to 19% P/D

School Data Growth Areas

- 1) Science and Social Studies had 4% P/D for students with disabilities.
- 2) Overall science was 32% P/D

Strategies to Address Growth Areas

- 1) All core content areas implementing common formative assessments and conducting CFA data analysis through PLC.
- 2) New PLC Landing Page provides a common space for departments to continually collaborate virtually across all grade levels and have intentional and ongoing conversations about student mastery of standards.
- 3) Teachers collaborate to work through the KCSD unit internalization document to plan for tier one instruction that includes analysis of standards, assessments, materials, and current data.

School Data Strengths

- 1) Students with disabilities increase from 9% to 14% P/D in math.
- 2) Students two or more races status score 73.3 in reading/math, very high, outperforming all students

School Data Growth Areas

- 1) Students with disabilities reading/math status score is 30.5, very low
- 2) Student with disabilities science/social studies/writing is 34.6, low

Strategies to Address Growth Areas

- 1) Use of 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 intentional feedback during learning walks.

School Data Strengths

- 1) One out of three EL students was novice in math.
- 2) One out of three EL students had zero novice on KSA.

School Data Growth Areas

- 1) Two out of three EL students were novice in reading.
- 2) No EL student scored novice on science assessment.

Strategies to Address Growth Areas

- 1) Implement individual conferences with EL students to review progress and discuss areas of strength and growth then review with parents.
- 2) Work with EL students to help them advocate for themselves and become independent in using PSP accommodations.
- 3) MTSS team Intentionality in discussing EL students' supports and interventions.

School Data Strengths

- 1) 98% of students agree that adults work hard to make sure students are safe.
- 2) In the top 10% highest scores of middle schools in the state.

School Data Growth Areas

- 1) 65% of students agree that students respect other students' differences
- 2) 60% of students agree that internet bullying is a problem for students at our school.

Strategies to Address Growth Areas

- 1) New Team Twenhofel Student Team is a student volunteer group who collaborates with administration to analyze survey and behavior data to plan and implement tasks that ensure all students feel safe and know they equally belong at TW.
- 2) Implementation of tier 1 SEB curriculum, Second Steps, as well as tiers 2 and 3 SEB intervention as determined by MTSS team.
- 3) Implementation of new unit in SEB curriculum to directly teach about bullying.

Transition Ready

School Data Strengths

- 1) There was over a 10% increase in all students being transition ready from the previous school year.
- 2) 99.5% of all students participate in an extra-curricular activity

School Data Growth Areas

- 1) More students are transition ready in 6th grade, 82.2%, than in 8th grade, 73.08% when they are transitioning to high school.
- 2) 73.08% of 8th grade students are transition ready

Strategies to Address Growth Areas

- 1) Increase communication to parents about transition readiness i.e., student showcase presentation, Breds Broadcast communication
- 2) Use of fall 2024 HMM diagnostic reading assessment utilized to analyze students' scoring below the 60th percentile on norm referenced assessment to inform MTSS decision making regarding reading intervention.
- 3) Implementation of school-wide common formative assessments aligned to CAs to increase collaboration and inform instructional decisions

Formative Data

(Common Assessments)

School Data Strengths

- 1) Math common assessment average from 23-24 school year is 56.05 which is congruent with 52% P/D on KSA
- 2) All students and SWD had the highest running average in the district on CAs by over 7%.

School Data Growth Areas

- 1) All grades SWD, CA average in math 30.81 in 23-24 with 14% P/D on KSA
- 2) All students running average on reading common assessment 32.83% P/D

Strategies to Address Growth Areas

- 1) New Twenhofel PLC Landing page used to map out implementation of common formative assessments that align with common assessments.
- 2) Students with disabilities' CA results are analyzed by co-teaching teams to develop intentional instruction to address skills not mastered.
- 3) Departments collaborate to analyze CFA and CA trends using new PLC content page to elicit data based decision making around vertical alignment.



Universal Screener/Diagnostic Data

(MAP Growth/MAP Fluency/HMH Growth Measure)

School Data Strengths

- 1) Reading MAP projected proficiency from 23-24 school year is 55.83 which is congruent with 54% P/D on KSA
- 2) Math MAP projected proficiency from 23-24 school year is 56.67 which is congruent with 52% P/D on KSA

School Data Growth Areas

- 1) All grades SWD, MAP projected proficiency in reading 14.64 in 23-24 with 12% P/D on KSA and in math 18.79 in 23-24 with 14% P/D on KSA
- 2) HMH growth measure identifies 42.2% of all students reading below grade level

Strategies to Address Growth Areas

- 1) Using fall MAP and HMH growth measure to review reading intervention rosters to adjust students receiving tier two and three interventions.
- 2) MAP learning continuum used to analyze trends in student mastery of standards to determine standards and skills to focus on for tier 1 instruction for all students.
- 3) Teachers analyze fall MAP/HMH data by class period to plan actionable strategies, i.e. intentional grouping, reteaching, etc.

Points of Pride

- 1) Maintained green school status, high achievement, with overall score of 71
- 2) Maintained high achievement status scores in all three categories: reading/math, science/social studies/writing, quality of school climate survey
- 3) 52% of all students scoring P/D in math, an increase from previous year

Student Services

	2021-2022	2022-2023	2023-2024
Dropout Rate	0	0	0
Attendance Rate	94.60	94.93	95.56
% F/R	38.37	39.93	49%
Achievement Score/Proficiency	67.6	71.6	71.3
# Transfer (OE/Tuition)	107	85	91
Retention Rate	.2	0	0



Report to the Board November, 2024

Turkey Foot Middle School

Implementation and Impact

2023-24 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
By 2024, Turkey Foot Middle School will increase reading proficiency(Proficient/Distinguished) from 53% in 2023 to 58.8%	Increased 2% to 55% P/D	+10 over state average of 45%
By 2024, Turkey Foot Middle School will increase math proficiency (Proficient/Distinguished) from 42% in 2023 to 50%.	Increase 4% to 46% P/D	+7 over state average of 39%
By 2024, Turkey Foot Middle School will increase the science scores from 30% P/D to 32% P/D.	Declined 1% to 29% P/D	+7 over state average of 22%
By 2024, Turkey Foot Middle School will increase the overall Special Education Indicator Score from 23.9 to 32.0	Increased by 18.4 to 42.3	+ 8.8 over state score of 33.5

Implementation and Impact

2023-24 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
By 2024, Turkey Foot Middle School will increase the overall English Language Indicator Score from 30.1 to 32.5.	Increased by 6.7 to 36.8	+5.3 over state score of 31.5
By 2024, Turkey Foot Middle School will increase the percent of students who feel internet bullying is NOT a problem for students in the school from 48% to 55%.	Increased by 4% to 52%	+12% above the state average of 40%.

Reading and Math

School Data Strengths

- 1) Increase in the number of students who scored proficient or distinguished on KSA in both reading (from 53% in 2023 to 55% in 2024 +2) and math (from 42% in 2023 to 46% in 2024 +4).
- 2) The percent of students who are proficient or distinguished on KSA in reading and math are above the state averages in these areas. Math was 7% above the state average (46%) and reading was 10% above the state average (55%).

School Data Growth Areas

- 1) 27% of all Students are scoring novice in math on the KSA assessment.
- 2) Less than 50% of all students are proficient or distinguished in the area of math.

Strategies to Address Growth Areas

- 1) PLC collaboration to assign specific standards for remediation for all students.
- 2) Specific skill instruction for individual students in the areas of reading and math during RTI period.
- 3) Creation of common formative assessments by all PLCs to determine student understanding throughout instructional units.

School Data Strengths

- 1) In writing, TFMS observed a 13% increase in P/D for all students.
- 2) In Social Studies, there was an increase in P/D of 7% for all students.

School Data Growth Areas

- 1) 28% of all students scored novice in the area of science. Only 29% scored proficient or distinguished.
- 2) 32% of all students scored novice in the area of social studies.

Strategies to Address Growth Areas

- 1) Instructional walkthroughs to support Tier I instructions and specific coaching to teachers on the cycle of quality instruction and connection to meeting standards expectations.
- 2) Social studies classes will continue to implement their high quality instructional resource and ensure that it maintains alignment with common summative assessments and course timelines.
- 3) During RTI, students will receive targeted instruction in the areas of social studies, science, and writing based on data from common formative and summative assessments as determined by content PLCs.

School Data Strengths

- 1) TFMS no longer falls under the federal classification of TSI for special education.
- 2) Students with disabilities saw a 12% increase in the number of proficient/distinguished students in the area of math (18% in 2024) as compared to the previous school year (6% in 2023).
- 3) Students with disabilities saw a 25% decrease in the number of students scoring novice in writing (35% in 2024) as compared to the previous year (60% in 2023).

School Data Growth Areas

- 1) Only 5% of students with disabilities scored proficient or distinguished in the area of science.
- 2) 58% of students with disabilities scored novice on the KSA assessment in reading.

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) Intentional instructional learning walkthroughs to support co-teaching and collaboration. Specific coaching to teachers on co-teaching best practices.

School Data Strengths

- 1) On access testing, there was a 10% increase in the percentage of students making progress from 61% to 71%.
- 2) In math, there was a 19% decrease in the number of students scoring novice. This was a growth area in 22-23.

School Data Growth Areas

- 1) Only 2% of EL students were able to exit EL based upon Access testing.
- 2) 69% of EL students scored novice in reading.

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) Professional learning for all staff to assist with understanding individual student PSPs and use of appropriate scaffolding tools.
- 3) Use of school wide data dashboard to specifically name and claim EL students.

School Data Strengths

- 1) 94% of all students report that adults at TF make sure students are safe and they care about the students' physical safety.
- 2) 94% of students believe that their teachers expect them to do their best at all times and when students need help, teachers will provide it.

School Data Growth Areas

- 1) Only 50% of students report that students respect each other's differences.
- 2) 40% of students believe that school rules are not fair.

Strategies to Address Growth Areas

- 1) Intentional use of Character Strong curriculum for Tier I SEL instruction during school wide RTI time. Specific lessons will be taught on school-wide behavior trends.
- 2) School PBIS team meetings inviting student ambassadors to provide input for school PBIS committee and encouraging student advocacy in improving overall school culture.

Transition Ready

School Data Strengths

- 1) In 23-24 82.99% of Turkey Foot Middle School 8th grade students are engaged in extra/co-curricular activities.
- 2) For the 23-24 school year, 94.63% of 8th grade students were transition ready in the area of literacy and numeracy.

School Data Growth Areas

- 1) Only 53.13% of students in 8th grade were transition ready at the close of the 23-24 school year.
- 2) The school-wide attendance rate of 94.97% is below the district goal of 96.25%

Strategies to Address Growth Areas

- 1) Student conversations with their adult advocates about the importance of the components of transition readiness, including their attendance rate, and review of each student's areas of growth for the 24-25 school year.
- 2) Increase family communication regarding transition readiness through community wide newsletter and social media.
- 3) Celebration of students meeting the transition readiness indicators at the end of each trimester.

Formative Data

(Common Assessments)

School Data Strengths

- 1) Turkey Foot Middle School increased the common assessment running average in math from September of 2023 (35% Proficient/Distinguished) to May of 2024 (48.76% Proficient/Distinguished). This is an increase of 13.76% in math for all students at all grades.
- 2) The 6th Grade students at TFMS increased the percentage scoring P/D on reading common assessments from 27% in October of 2023 to 64% in May of 2024. This is an increase of 37% in reading for 6th grade students.

School Data Growth Areas

- 1) For the 7th grade, all students scored 23.75% proficient or distinguished at the end of the year on the ELA running common assessment data. This score was 10% below our school average.
- 2) In reading, 4.42% of all EL students at TFMS scored proficient or distinguished on the running common assessment at the end of the year.

Strategies to Address Growth Areas

- 1) All content area teachers are utilizing common formative assessments to determine student understanding throughout each unit.
- 2) Creation of a school wide common formative assessment calendar to ensure assessments are targeting areas of need throughout each instructional unit.
- 3) Use of common formative assessment data to provide students with specific, needs-based instruction during RTI time.



Universal Screener/Diagnostic Data

(MAP Growth/MAP Fluency/HMH Growth Measure)

School Data Strengths

- 1) TFMS 6th grade students saw an increase in their Fall Math MAP Projected Proficiency from 66.55% in 2023 to 68.6% in 2024 +2.1.
- 2) On the Spring 24 MAP assessment, the 8th grade class at TFMS saw a 5.17% increase (from 50% to 55.17%) in the number of students who reached proficiency in reading as compared to the Fall 23 assessment. This corresponds with the implementation of our high quality instructional resource.

School Data Growth Areas

- 1) On the Fall 2024 HMH growth measure diagnostic, 38.13% of students in 6th grade scored below grade level in reading.
- 2) On the Fall 2024 HMH growth measure diagnostic, 45.15% of students in 7th grade scored below grade level in reading.
- 3) On the Fall 2024 HMH growth measure diagnostic, 33.72% of students in 8th grade scored below grade level in reading.

Strategies to Address Growth Areas

- 1) All content PLCs will review school-wide MAP data and individual student data to determine appropriate RTI needs based instruction to address deficits.
- 2) In addition, the use of the HMH Growth Measure diagnostic along with other triangulated data sets are used to assign students the level of instructional supports necessary within our MTSS structure.

Points of Pride

1) Turkey Foot Middle Schools overall indicator score of 66.7 was an increase of 8.4 from the previous school year and moved TF into a high overall rating (green).

2) Turkey Foot Middle School was able to exit the TSI federal classification in the areas of Special Education and English Language Learners by increases those individual indicators by 18.4 (SWD) and 6.7 (EL) respectively.

3) In our school climate and safety survey, 94% of students report that they have at least one adult that listens to them and care for them at Turkey Foot.



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Student Services

	2021-2022	2022-2023	2023-2024
Dropout Rate	N/A	N/A	N/A
Attendance Rate	94.27	94.34	94.97
% F/R	42.69	47.26	45.96
Achievement Score/Proficiency	Reading 53% Math 48% Science 26% Writing 54% Social Studies 51%	Reading 53% Math 42% Science 30% Writing 52% Social Studies 39%	Reading 55% Math 46% Science 29% Writing 65% Social Studies 46%
# Transfer (OE/Tuition)	66	66	76
Retention Rate	0.2	0	0



Report to the Board November, 2024

Woodland Middle School

Implementation and Impact

2023-24 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 55% in 2023 to 60% in 2024 as measured by the school report card proficiency data.	Improved (+ 1.0 to 56%)- annual goal not met	State Avg. (+ 11)
Woodland Middle School will collaborate to increase the math proficiency for all students from 45% in 2023 to 50% in 2024 as measured by the school report card proficiency data.	Declined (- 2.0 to 43%) - annual goal not met	State Avg. (+ 4)
Woodland Middle School will collaborate to increase the science proficiency for all students from 28% in 2023 to 33% in 2024 as measured by the school report card proficiency data.	Improved (+ 5.0 to 33%) - met goal	State Avg. (+ 11)

Implementation and Impact

2023-24 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 13% in 2023 to 18% in 2024 as measured by the school report card proficiency data.	Improved (+ 9 to 22%) - met goal	State Avg. (+ 3)
Woodland Middle School will collaborate to increase the math proficiency for students with disabilities from 12% in 2023 to 15% in 2024 as measured by the school report card proficiency data.	Declined (- 1.0 to 11%) - annual goal not met	State Avg. (- 6)
Woodland Middle School will collaborate to increase the ACCESS Speaking domain scores for all EL students from 50% of students being at or above a score of 3.5 in 2023 to 60% scoring at least a 3.5 or higher in 2024.	Improved (+36 to 86%) - annual goal met	N/A
Woodland Middle School will collaborate to decrease the 51% of students who agree with the statement "Bullying is a problem for this school."	Improved (+ 6 to 45%)- annual goal not met	State Avg. (+5)



Reading and Math

School Data Strengths

- 1) Based on 23-24 KSA data, WD performed higher than the State Avg. in both Math & Reading:
Math - 43% P/D (St. Avg. 39%) Reading - 56% P/D (St. Avg. 45%)

School Data Growth Areas

- 1) Based on 23-24 KSA data, we had 57% of all students performing Novice/Apprentice in Math.
- 2) Based on 23-24 KSA data, we had 44% 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, MAP, Common Assessment Data for current year; weekly ILT meetings with prescribed, detailed agendas to facilitate data review with admin support; differentiated instructional strategies for students not meeting benchmark - by content and teacher on weekly and bi-weekly schedule
- 3) Continued strengthening of Tier I instruction through monthly admin team instructional classroom walks
- 4) Continued professional development and learning opportunities for all teachers in response to continued data analysis/trends and student need (Tune Up Tuesdays)



Science, Social Studies, Writing

School Data Strengths

- 1) Based on 23-24 KSA data, 67% of all students scored P/D in Writing. (+19% above st. avg.)
- 2) Based on 23-24 KSA data, students scoring P/D in Science improved 5% from 22-23.
- 3) Based on 23-24 KSA data, students scoring P/D in Social Studies improved 11% from 22-23

School Data Growth Areas

- 1) Based on 23-24 KSA data, 67% of all students scored novice or apprentice in Science (reduced 5%)
- 2) Based on 23-24 KSA data, 54% of all students scored novice or apprentice in Social Studies (reduced 10%)

Strategies to Address Growth Areas

- 1) Continued implementation and growing the collaborative PLC model and processes as a school by departments, including for science, social studies, and writing.
- 2) Within that PLC model, collecting and analyzing current data sets (KSA, CAs, CFAs) to adjust instruction based on identified student learning needs
- 3) Adding SOS software tool to manage our RTI time so that students can specifically be selected by teachers for skills and standards re-teaching workshops for both science and social studies specifically.

School Data Strengths

- 1) Based on 23-24 KSA data, WD improved in proficiency for SWD in Reading, Science, Social Studies, and Writing:

Reading - 22% P/D (+9% from 22-23)	Science - 11% P/D (+4%)
Social Studies - 14% (+6%)	Writing - 20% (+16%)

School Data Growth Areas

- 1) Based on 23-24 KSA data, students with disabilities did not outperform the state average of those with without disabilities in Math - 13% vs. St. Avg: 21% 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) Schedule allows for collaborative Special Education teachers to work with students on their caseloads and share common planning with content area teachers to ensure appropriate instructional strategies for growth.



English Learner Progress

School Data Strengths

According to 2023-24 ACCESS scores:

- 1) Based on 23-24 ACCESS data, 80% of our EL students made progress
- 2) 5 of 7 EL students at Woodland increased their writing scores.

School Data Growth Areas

According to 2023-24 ACCESS scores:

- 1) 0 Woodland EL students exited the EL program
- 2) 5 of 8 students have low reading scores (below 2.0)
- 3) 5 of 8 students have low speaking scores (below 2.0)

Strategies to Address Growth Areas

- 1) District EL consultant will continue to support students with pull out EL services focused on reading and speaking fluency, and collaborate with content teachers for individualized assistance with EL student goals.
- 2) Professional development opportunities will continue for teachers using the EL Toolkit, with lessons focused on improving vocabulary and reading fluency.



Quality School Climate and Safety

School Data Strengths

- 1) According to survey data, 93% of students agree that “Adults at my school care about me.”
- 2) According to survey data, 96% 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, 90% of students agree that “If a student is bullied during school, there is a safe way to report it to an adult.”

School Data Growth Areas

- 1) According to survey data, 54% of students disagree with “I feel comfortable stating my opinion in class even if other disagree.” (Up from 38% last year)
- 2) According to survey data, 58% of students agree with “Internet bullying is a problem for students from my school..”

Strategies to Address Growth Areas

- 1) Continued 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) Based on trends discovered from that recursive process of weekly SEB data review, the Admin Team will make adjustments to the school wide Tier I SEL curriculum to increase frequency and duration of PAWS time lessons, specifically regarding bullying and inclusion

Transition Ready

School Data Strengths

- 1) We have the second highest percentage of all middle school students in the District who are Transition Ready with 64.1% - an increase of 6.72% from 22-23.
- 2) We have 93.09% (+6.42% increase in # of those TR in 2023) of all 8th grade students involved in an extracurricular, 95.94% (+6.13% increase in # of those TR in 2023) of 7th grade students, and 98.06% (+ 18.19% increase in # of those TR in 2023) of 6th graders.

School Data Growth Areas

- 1) Our lowest achieving category for Transition Readiness with students in all grades is “GPA/Advanced Coursework,” with the following percentages of students meeting this criteria:

6th Grade - 73.25%

7th Grade - 68.02%

8th Grade - 59.91%

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) As part of our Tier I SEB instruction and daily PAWS time, we continue to regularly monitor TR and practice structured reflection opportunities with all students in homerooms so that they are aware of where they are in the TR process, how to calculate and determine and track their GPAs, and set goals for 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, including GPA requirements and advanced coursework offerings at WD (ex. 8th Grade Night, Open House, etc.)



Formative Data

(Common Assessments)

School Data Strengths

Based on CA scores from Sept. 2023 to May 2024:

- 2) Improved CA running average for Math - All Students - from 23-24 (34.67% to 41.37%)
- 3) Improved CA running average for Reading - All Students - from 23-24 (30% to 36.5%)

School Data Growth Areas

Based on CA scores from Sept. 2023 to May 2024:

- 1) Math CA Running Avg. for 8th Grade students shows only 31% meeting proficiency.
- 2) Math CA Running Avg. for 8th Grade students with disabilities shows only 12% meeting proficiency.

Strategies to Address Growth Areas

- 1) Development of a building wide calendar for Common Formative Assessments in all content areas to better monitor and analyze student performance and growth data (in weekly ILT meetings) in order to effectively adjust instructional needs in real time
- 2) Regular (weekly) analysis of CA/CFA data in ILTs using data in Performance Matters by grade and content to identify standards where students need differentiated instruction in core classes to master these standards and related skills
- 3) Specifically for Math: Collaboration with district math consultant to strengthen Math instruction and implementation of HQIR/Desmos to fidelity in all math classes

Universal Screener/Diagnostic Data (MAP Growth/MAP Fluency/HMH Growth Measure)

School Data Strengths

Based on Fall MAP 2024 data:

- 1) 75.3% of 6th grade Math students are already projected to be P/D on KSA
- 2) 65.3% of 6th grade Reading students are already projected to be P/D on KSA

School Data Growth Areas

- 1) Based on Fall MAP 2024 data, only 18% of all 7th and 8th grade students with disabilities are projected to be P/D on KSA in for both math and reading.
- 2) Based on HMH Growth Measure results taken fall 2024, the following percentages of students are scoring below grade level:

8th Grade - 39.9%

7th Grade - 29.49%

6th Grade - 38.34%

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) to identify students who have not mastered standards and will receive needs based instruction during our RTI period.
- 2) Refined data analysis processes to continue with triangulation of data to also including IXL Reading and Math intervention data, 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 (IXL 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).
- 4) ELA students below 2 or more grade levels are receiving tiered instruction embedded within HMH addressing specific standards using the following resources: Standards Reports, Domain Performance by Standard, specific Tutorials and Practice via Level Up (mini formative assessments)

Points of Pride

- 1) For the third consecutive school year, Woodland received an Overall Performance Rating of **“Green” High Achieving**
- 2) For 6th Grade Reading we are 50/554 (top 9%) of Middle Schools in KY
- 3) Combined Writing Scores continue to be a strength. WD's avg. is 67% P/D on KSA & that is 19% above the state average for Writing.



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Student Services

	2021-2022	2022-2023	2023-2024
Dropout Rate	0.5	0	0
Attendance Rate	94.61	94.23	95.04
% F/R	41.88	48.4	44.29
Achievement Score/Proficiency	% 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	% P/D - Reading/Math - 65.1 % P/D - Science, S. Studies, Writing - 72.0
# Transfer (OE/Tuition)	35	43	39
Retention Rate	.05	0.81	0.51



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Report to the Board November, 2024

Summit View Academy

Implementation and Impact

2023-24 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p>By 2024, Summit View Academy will increase reading proficiency for students in grades 3-5 from 52% in 2023 to 60% and for students in grades 6-8 from 46% to 54% as measured by state assessment data.</p>	<p>3-5: Improved 52 to 53(+1%) 6-8: Met 46 to 54 (+8%)</p>	<p>3-5: (+6) 6-8: (+ 9)</p>
<p>By 2024, Summit View Academy will increase math proficiency for students in grades 3-5 from 52% in 2023 to 60% and for students in grades 6-8 from 46% to 54% as measured by state assessment data.</p>	<p>3-5: Improved 52 to 59 (+7%) 6-8: Improved 46 to 49 (+3%)</p>	<p>3-5: (+17) 6-8: (+ 10)</p>
<p>By 2024 Summit View Academy will increase the overall Separate Academic Indicator Score for Grades 3-5 from 74.6 to 77</p>	<p>3-5: Declined 74.6 to 66.4 (-8.2)</p>	<p>Science: (+10) S.S.: (+4) Combined Writing: (-4)</p>

Implementation and Impact

2023-24 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
By 2024 Summit View Academy will increase the overall Indicator Score for Students in grades 6-8 with Disabilities from 22.5 to 32	6-8: Met 22.5 to 38.1 (+15.6)	(- 33.5%)
In 2024 Summit View Academy will increase student Proficiency on ACCESS testing from 3% to 12%.	K-8: Met 3% to 12% (+9%)	District Average: (-2%)
Summit View Academy will increase the percentage of teachers indicating that teacher satisfaction is important from 39% to 65% based on the 23-24 IMPACT survey.	Declined: 39% to 28% (-11%)	(-42%)
By 2024 Summit View Academy will increase the overall Separate Academic Indicator Score for Grades 6-8 from 52.2 to 59	6-8: Met 52.2 to 82.8 (+30.6)	Science: (+4) S.S.: (+12) Combined Writing: (+22)

Reading and Math

School Data Strengths

- 1) Elementary academic indicator increased from 73.1 to 77.2 with a current status level of high performing.
- 2) Middle school academic indicator increased from 54.8 to 81.3 with a current status level of very high performing

School Data Growth Areas

- 1) Reading Novice Scores: 3rd: 18%, 4th: 18%, 5th: 23%, 6th: 17%, 7th: 19%, 8th: 22%
- 2) Math Novice Scores: 3rd: 17%, 4th: 17%, 5th: 12%, 6th: 22%, 7th: 16%, 8th: 24%

Strategies to Address Growth Areas

- 1) Continue the implementation of our high quality instructional resources in tier 1 instruction for ELA for all grades for reading. Monitor the student data on district common assessments, common formative assessments and name and claim students to ensure student's needs are being met.
- 2) Monthly learning walks for teachers to provide intentional professional development around the cycle of quality instruction. In addition, using the data from the walks to have teacher go into other teachers classrooms to learn and grow through peer to peer observations.
- 3) Creation and refinement of Common Formative Assessments in PLCs to ensure alignment and rigor match the depth of the standards.

School Data Strengths

- 1) 6th - 8th grade science, social studies and writing had an indicator score of performing very high with an 82.8.
- 2) 70% of students scored proficient or distinguished in 8th grade writing

School Data Growth Areas

- 1) 43% of students in 5th grade Social Studies scored P/D, which is 8% below the district average.
- 2) 39% of students in 5th grade scored proficient or distinguished in combined writing which is a 25% decrease from the previous year of 64%.

Strategies to Address Growth Areas

- 1) Creation and refinement of Common Formative Assessments in PLCs to ensure alignment and rigor match the depth of the standards.
- 2) Analyze common assessment data in Performance Matters to determine next steps and provide immediate adjustments to instruction.
- 3) 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.
- 4) The elementary school is now utilizing a comprehensive instructional resource for social studies (TCM) to ensure alignment and rigor are meeting the level of the standards.

School Data Strengths

- 1) Summit View's middle school no longer has a federal classification of TSI in the area of students with disabilities
- 2) Economically disadvantaged students in 3rd-5th increased their math and reading status score from 57 in 2023 to 63.5 in 2024.
- 3) Economically disadvantaged students in 6th-8th significantly increased their math and reading status score from 49.5 to 58.
- 4) Students with disabilities in 6th-8th grade science, social studies, and writing significantly increased their status score from 21.0 in 2023 to 33.8 in 2024.

School Data Growth Areas

- 1) 48% of students with disabilities in grades 3rd through 5th scored novice in reading and math.
- 2) 57% of students with disabilities in grades 6th through 8th scored novice in reading and math.

Strategies to Address Growth Areas

- 1) Biweekly special education PLCs provide special education teachers an opportunity to data dig to monitor student progress on IEP goals and common formative/summative assessments. They use this data to figure out specific ways to address needs
- 2) Regular review by administrators of Special Education Data including IEP's and common formative/summative assessments.
- 3) Intentional learning walks by administrators to provide feedback to instruction in the collaborative setting for teachers. Feedback is centered on the co-teaching strategies

School Data Strengths

- 1) 17% P/D in Reading to 25% PD (Elem)
- 2) 6% to 20% P/D in math (Middle)

School Data Growth Areas

- 1) 33% P/D in math to 0% (Elem)
- 2) Science for Elementary decreased P/D from 53% to 43%

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 have been trained on EL Access Scores
- 3) Utilize Performance Matters to analyze common formative/summative data in weekly PLC meetings to analyze EL scores to name and claim students. In addition, use the data to make adjustments to instruction in real time.

School Data Strengths

- 1) 98% of our student body stated that their school is a caring place
- 2) 99% answered that adults from their school care about them.

School Data Growth Areas

- 1) 76% of students feel that students being mean or hurtful to other students is a problem for our school. This is a 6% increase from last year.
- 2) 56% of students feel that students being mean or hurtful to other students online (websites, apps, etc.) is a problem for our school. This is a 10% increase from last year.

Strategies to Address Growth Areas

- 1) Continue the implementation of Second Step lessons across all grade levels to add uniformity to language throughout the building.
- 2) Increase the amount of restorative practices being utilized by the classroom teachers in real time. Provide staff with opportunities to get professional development as a building on the implementation of restorative practices.
- 3) Intentional focus on the school wide PBIS structures during announcements and in classrooms after long breaks. Use school wide crowns to reward classrooms in the hallways, Dojos for individual rewards, and jewels in the cafeteria to promote positive behaviors.
- 4) Intentional internet safety lessons to explain the impact of internet safety and cyberbullying.

Transition Ready

School Data Strengths

- 1) 18% more 8th grade students were transition ready in 2024 than in 2023 (37% to 55%)
- 2) In 2024, 5th graders had an attendance rate of 96.3%

School Data Growth Areas

- 1) 54.85% of 8th grade students were transition ready by the end of the 23-24 school year
- 2) 68.52% of 5th grade students were transition ready by the end of the 23-24 school year

Strategies to Address Growth Areas

- 1) Implementing Club Days to increase the extra/co-curricular involvement of all students beginning in November. This will specifically address the needs of students who cannot get a ride to after school activities.
- 2) Quarterly meetings with staff and students centered on transition ready data analysis and goal setting.
- 3) Continue to focus on high quality instruction at all levels to ensure students are transition ready in literacy and numeracy by focusing on alignment to the depth and rigor of standards.

Formative Data

(Common Assessments)

School Data Strengths

- 1) Summit View's Assessment running average for the 23-24 school year was 64.69 for elementary math which is within 5 percentage points of the KSA math scores for the school.
- 2) Summit View's Assessment running average for the 23-24 school year was 72.36 for elementary ELA

School Data Growth Areas

- 1) There is an inflation of common assessment scores, according to the running average, for the category of all students when compared to KSA data. 43% on KSA to 27% on running average (MS side) in math and 62% on common assessments to 53% on KSA (Elem side)
- 2) There is an inflation of common assessment scores for the category of students with disabilities when compared to KSA data. 43% to 27% (elem) in math and 33% to 21% (MS)

Strategies to Address Growth Areas

- 1) Review common assessment protocols to ensure there is equity when it comes to the common assessments being given in class.
- 2) Weekly PLCs discuss formative/summative data analysis to improve instruction in real time.
- 3) Common formative assessment calendars have been created to ensure planning is beginning with the end in mind.
- 4) We are in the process of creating and reviewing common formative assessments to ensure that they are aligned to the depth and rigor of the standards at all grade levels.
- 5) We are in the process of creating structures to ensure all common formative assessments are in Performance Matters so accurate and consistent data analysis can take place throughout all grade levels.



Universal Screener/Diagnostic Data

(MAP Growth/MAP Fluency/HMH Growth Measure)

School Data Strengths

- 1) According to the 2024 fall MAP data, SVA's overall achievement overview for math shows high achievement
- 2) MAP diagnostic data shows 87% of first grade students meet expectations for phonological awareness and 85% of first graders met expectations for phonics.
- 3) According to 2024 Fall MAP data, 67.6% of 5th grade students and 69.6% of 6th grade students are projected to be P/D on KSA Math

School Data Growth Areas

- 1) According to Fall 2024-2025 Reading Diagnostic Data, there is a significant amount of students in the middle school below grade level (46.23% in 6th, 44.10% in 7th, and 35.62% in 8th)
- 2) According to MAP growth for math and reading, SVA is showing medium growth from fall 2023 to fall 2024.

Strategies to Address Growth Areas

- 1) Analysis of MAP results to help triangulate the data to determine next steps for students who are below the 60% in math and reading. Use the data to identify supports for each student. This data is analyzed in PLCs and in a faculty meeting to help name and claim students.
- 2) In the process of creating structures to use MAP data and classroom data to help drive needs based instruction that takes place during WIN time to help meet the individual needs of students.

Points of Pride

- 1) According to the 23-24 KSA scores, the overall score for grades 6th-8th at SVA is 81.3, which means it is a very high performing middle school.
- 2) According to 23-24 KSA scores, students with disabilities in 6th-8th grade increased their performance in all areas, which resulted in SVA no longer having a TSI status.
- 3) According to 23-24 KSA scores, SVA 3rd - 5th graders are high performing in math and reading.



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Student Services

	2021-2022	2022-2023	2023-2024
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	P-5: 96.12 6-8: 94.02	P-5: 94.26 6-8: 94.25	P-5: 95.2 6-8: 94.25
% F/R	41.73	47.55	48.2
Achievement Score/Proficiency	Overall Index Elem: 67.5 MS: 60 Reading Elem 53% P/D, MS 49% P/D Math Elem 51% P/D, MS 41% P/D Science Elem 43% P/D, MS 18% P/D S.S Elem 33% P/D, MS 47% P/D Comb Writing Elem 51% P/D, MS 42% P/D	Overall Index Elem: 78.7 MS: 52 Reading Elem 50% P/D, MS 46% P/D Math Elem 52% P/D, MS 35% P/D Science Elem 53% P/D, MS 23% P/D S.S Elem 44% P/D, MS 30% P/D Comb Writing Elem 51% P/D, MS 36% P/D	Overall Index Elem: 69.1 MS: 81.3 Reading Elem 53% P/D, MS 54% P/D Math: Elem 59% P/D, MS 49% P/D Science Elem 44% P/D, MS 26% P/D S.S Elem 43% P/D, MS 47% P/D Comb Writing Elem 51% P/D, MS 70% P/D
# Transfer (OE/Tuition)	119	117	84
Retention Rate	.4	0	0



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Report to the Board November, 2024

Simon Kenton
High School





Implementation and Impact

2023-24 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined <small>(score with +/- actual #)</small>	Outcome Comparison to State/National Average <small>(with +/- actual #)</small>
Goal 1 Objective 1: Simon Kenton will have 52.1% of students score proficient or distinguished in reading.	48% P+D, did not meet goal, increase of 1%	SK 48%, State 45%, 3% above state average
Goal 1 Objective 2: Simon Kenton will have 47.8% of students score proficient or distinguished in math.	41% P+D, did not meet goal, decrease of 1%	SK 41%, State 35%, 6% above state average
Goal 2 Objective 1: Simon Kenton will have 22.1% of students score proficient or distinguished in science.	5% P+D, did not meet goal, decrease of 6%	SK 5%, State 6%, 1% below state average
Goal 2 Objective 2: Simon Kenton will have 45.1% of students score proficient or distinguished in social studies.	35% P+D, did not meet goal, decrease of 4%	SK 35%, State 37%, 2% below state average
Goal 2 Objective 3: Simon Kenton will have 59.5% of students score proficient or distinguished in writing.	43% P+D, did not meet goal, decrease of 12%	SK 43%, State 43%, equal to state average



Implementation and Impact

2023-24 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined <small>(score with +/- actual #)</small>	Outcome Comparison to State/National Average <small>(with +/- actual #)</small>
Goal 3 Objective 1: Simon Kenton will have 24.4% of SWD score proficient or distinguished in reading.	10% P+D, did not meet goal, decrease of 8%	SK 10%, State 14%, 4% below state average
Goal 3 Objective 2: Simon Kenton will have 22.6% of SWD score proficient or distinguished in math.	15% P+D, did not meet goal, same% as previous	SK 15%, State 11%, 4% above state average
Goal 3 Objective 3: Simon Kenton will have the following percentages of SWD score proficient or distinguished: 17.2% in science, 17.2% in social studies, and 28.7% in writing.	Science 2% P+D, did not meet goal, decrease of 6%, social studies, 9% P+D, did not meet goal, increase of 1%, writing, 12% P+D, did not meet goal, decrease of 4%	Science, SK 2%, State 1%, 1% above state average, Social Studies, SK 9%, state 12%, 3% below state average, Writing, SK 12%, state 10%, 2% above state average
Goal 4 Objective 1: 66.7% of EL students will show growth from 2023 ACCESS scores.	73% made growth, met goal, 10% increase from previous year.	9% below district average (elementary-high)
Goal 4 Objective 2: 20% of EL students will earn a qualifying score on ACCESS for attainment level.	14% exited EL, did not meet goal, 14% increase from previous year	Percent exiting equal to the district average.

Implementation and Impact

2023-24 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Goal 5 Objective 1: 62.2% of students will agree on the question of “students from this school respect each other’s differences” on the QSC survey.	58% agreed, did not meet goal, same % as previous year	5% higher than the state average of 53%
Goal 5 Objective 2: 66.7% of students will agree on the question of “the consequences for breaking school rules are the same for all students” on the QSC survey.	61% agreed, did not meet goal, 2% decrease from previous year	4% higher than the state average of 57%
Goal 6 Objective 1: Simon Kenton will have a postsecondary readiness indicator of 89.65 as measured by KSA criteria.	90.6 rating, met goal, increase of 2.1 from previous year	2.3 above the state average of 88.3
Goal 6 Objective 2: Simon Kenton will have 95.01% of seniors qualify as postsecondary ready as measured by CBAS criteria.	96.6%, met goal, increase of 2.14% from previous year	0.7% lower than the district average of 95.9%
Goal 7 Objective 1: Simon Kenton will have a graduation rate of 96.4%.	98.4% graduation rate, met goal, increase of 2.4% from previous year	6.2% higher than the state average of 92.2%
Goal 8 Objective 1: Simon Kenton will score 55% positive responses on the professional development section of the impact survey.	27% positive scores, did not meet goal, decrease of 9% from previous year.	26% below average of KY high schools
Goal 8 Objective 2: Simon Kenton will score 55% positive responses on the coaching and feedback section of the impact survey.	32% positive scores, did not meet goal, decrease of 6% from previous year.	18% below average of KY high schools

Reading and Math

School Data Strengths

- 1) Percentage of students reaching proficiency in reading increased from 47% to 48%.
- 2) Increased index score for SWD in math from 29.9 to 39.6 and have the highest indicator score in the Northern Kentucky Region.

School Data Growth Areas

- 1) Reading index score for SWD decreased from 37.9 to 27.6.
- 2) Novice reading scores increased from 21% to 25% compared to the previous year.

Strategies to Address Growth Areas

- 1) Development of school action plan that includes lesson plan internalization. This is designed to improve vocabulary instruction which will improve reading scores. Additionally, places a focus on implementation of Studysync for ELA courses and Desmos for Algebra 1.
- 2) Improving data analysis in ILT groups. Staff has developed a schedule of common formative assessments along with a system for analyzing data for these assessments in each ILT. The focus of this is to identify struggling students and to share successful instructional techniques within each ILT.
- 3) Improving data analysis in monthly administrative meetings. This data analysis allows intentional planning for professional learning based on needs, allocation of resources as needed, and support of teachers to enhance instruction in real time.

School Data Strengths

- 1) Increased index score for SWD in writing from 35.5 to 36.2.

School Data Growth Areas

- 1) Science scores decreased from an index of 33.9 to 27.2.
- 2) Social Studies scores decreased from an index of 56.4 to 51.6.
- 3) Writing scores decreased from an index of 71.9 to 65.5.

Strategies to Address Growth Areas

- 1) Development of school action plan that includes lesson plan internalization. This is designed to improve vocabulary instruction which will improve reading scores as well as scores in content area tests. Additionally, places a focus on implementation of instruction at the level of the standard for social studies and science courses.
- 2) Improving data analysis in ILT groups to identify students who are not meeting the level of the standard, intentional grouping of students to reteach content and deliver enrichment opportunities.
- 3) Improving data analysis in monthly administrative meetings including proficiency data from KSA by student and standard to more intentionally target instruction towards proficiency. This resulted in reviewing the curriculum and adding additional content from standards in geography and economics to our 10th and 11th grade social studies classes.

School Data Strengths

- 1) Increased index score for SWD in writing from 35.5 to 36.2.
- 2) Increased index score for SWD in math from 29.9 to 39.6 and have the highest index score in the Northern Kentucky Region.

School Data Growth Areas

- 1) Reading index score for SWD decreased from 37.9 to 27.6.
- 2) Science index score for SWD decreased from 14.5 to 11.5.

Strategies to Address Growth Areas

- 1) Development of school action plan that includes lesson plan internalization with an intentional focus on vocabulary. Also focuses on reading strategies to assist all students, including students with disabilities, to master standards. This includes a focus on effective co-teaching and instruction in resource classrooms.
- 2) Improving data analysis in ILT groups including standards-based assessments which allows intentional targeting of students to master standards. Collaborative special educators are a part of ILT groups with common planning in math and English to support instruction for SWD.
- 3) Improving data analysis in monthly administrative meetings including analysis of assessment data in each ILT that includes disaggregation of data to display performance for SWD. This also includes a review of progress monitoring data for student IEP goals.

English Learner Progress

School Data Strengths

- 1) 73% of EL students made growth on ACCESS, compared to 63% of students who showed growth last year.

School Data Growth Areas

- 1) 14% of EL students exited EL, compared to 0% of students who exited EL last year.

Strategies to Address Growth Areas

- 1) Utilization of the EL handbook to support teachers as they instruct students with EL status. Utilization of technology tools as shared in the EL handbook to more effectively support students.
- 2) Focus on lesson plan internalization which includes vocabulary and reading strategies including those that would support students with EL status in language acquisition and reading comprehension.

Quality School Climate and Safety

School Data Strengths

- 1) Over 90% of students agreed with:
 - a) "At least one adult who listens"
 - b) "When I need help I can ask a teacher"
 - c) "My teachers expect me to do my best"
 - d) "All questions about safety"

School Data Growth Areas

- 1) Less than 70% of students agreed with:
 - a) Questions about school rules
 - b) Questions about bullying

Strategies to Address Growth Areas

- 1) Implementation of SEL curriculum through The Core Project which includes a sustained curriculum to address social emotional/behavioral needs. This is year 2 of the Core Project implementation at Simon Kenton and we included an in-person workshop for teachers to learn strategies to more effectively implement lessons.
- 2) Implementation of adult advocate program meeting weekly with students and SEB interventions through the MTSS process for SEB needs. This includes strategies for reducing instances of bullying and how to handle situations where students believe bullying may be occurring.
- 3) Greater focus on compliance with school rules, including sharing information via announcements at school, teachers providing PBIS reinforcement within classrooms, and sharing information with parents via memos and other communication.

Transition Ready

School Data Strengths

- 1) Increased transition readiness SK state indicator rate from 88.5 to 90.6.
- 2) Increased transition readiness for CBAS from 94.46% to 96.6%.

School Data Growth Areas

- 1) Not yet at 100% transition ready to reach district goal.

Strategies to Address Growth Areas

- 1) Promotion of adult advocate system. Adult advocate meets weekly with students, including 3 times per year of conferencing on transition readiness, beginning freshman year.
- 2) Promotion of pathways towards career readiness including business pathways, agriculture pathways, and completion of workplace experiences to increase career readiness.
- 3) MTSS process to address students who are not transition ready yet including frequent meetings with adult advocates, counselors, and administrators to learn strategies and discuss opportunities to reach transition readiness.



Graduation Rate

(High School)

School Data Strengths

- 1) Graduation rate of 98.4%.
- 2) Graduation rate increased by 2.4%.

School Data Growth Areas

- 1) Not yet at 100% for graduation rate.

Strategies to Address Growth Areas

- 1) MTSS interventions for all students who are off-track for graduation from 9th-12th grade, including credit recovery, attendance intervention, SEB needs, and college/career mentoring.
- 2) Improved information tracking for enrollment/withdraws through an established process to verify enrollment in a timely manner for all students upon withdraw.
- 3) Improved tracking of student attendance and RBTL through a weekly meeting to discuss students with SEB or other health needs that impact attendance and progress towards graduation.

Formative Data

(Common Assessments)

School Data Strengths

- 1) 57.91% common assessment running average in math, compared to 40.93% during 22-23.
- 2) 38.84% common assessment running average in math SWD, compared to 31.25% during 22-23.
- 3) 41.56% common assessment running average in reading, compared to 35.21% in 22-23.

School Data Growth Areas

- 1) 16.98% common assessment running average in reading SWD.

Strategies to Address Growth Areas

- 1) Development of school action plan that includes lesson plan internalization. This intentionally focuses on vocabulary, reading strategies, and implementation of Studysync/Desmos with fidelity in lessons.
- 2) Improving data analysis in ILT groups, allowing teachers to target students who are not meeting the level of mastery required by the standards for their course in real time. This also includes the development and implementation of a common formative assessment calendar/schedule in each ILT for more frequent data analysis to support students.
- 3) Improving data analysis in monthly administrative meetings, allowing administrators to target support for teachers or ILT groups that may need additional resources or assistance to meet their students' needs.



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

School Data Strengths

- 1) Reading MAP scores (9th grade) show a projected proficiency on KSA of 53.2%, an increase of 5.2% over current KSA reading scores.
- 2) Math MAP scores (9th grade) show a projected proficiency on KSA of 52.9%, an increase of 11.9% over current KSA math scores.

School Data Growth Areas

- 1) Our reading MAP scores showed 33.3% were projected to score apprentice on KSA.
- 2) Our math MAP scores showed 20.9% were projected to score novice on KSA.

Strategies to Address Growth Areas

- 1) Development of school action plan that includes lesson plan internalization to address reading and vocabulary strategies in all subjects, which directly impacts performance on the MAP reading, which projects to KSA.
- 2) Improving data analysis in ILT groups to address areas where students are not mastering standards and skills in content areas, including providing spiral review of concepts. This is especially important to increase math MAP scores, which also impacts math KSA.
- 3) Analysis of MAP data to intervene with students below benchmark through interventions in the MTSS process and within needs-based instruction. This also includes training and PD on our KCS D balanced assessment system to provide a continuum of progress in class, throughout units of instruction, and through summative assessments.

Points of Pride

- 1) Graduation Rate
 - a) Our graduation rate has increased to 98.4%.
- 2) Transition Readiness
 - a) While we were not yet at 100%, which is our goal, we have made year over year growth, increasing our state transition readiness indicator from 88.5 to 90.6 and increasing our CBAS transition rate from 94.49% to 96.6%, with processes in place to reach transition readiness for all this year.
- 3) Math SWD
 - a) Our SWD math score indicator was the highest among all high schools in the Northern Kentucky Region and was 13th out of the 94 schools that reported math scores for SWD in the state.
- 4) EL Growth
 - a) We increased the percentage of students who made growth on ACCESS from 63% to 73% this year and increased the percentage of students who exited EL from 0% to 14% this year.



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Student Services

	2020-2021	2021-2022	2022-2023	2023-2024
Dropout Rate	0.6	0.8	0.38	0.26
Attendance Rate	N/A	95.58	93.79	94.10
% F/R	33.93	34.15	39.8	38.93
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%	Reading - 48% Math - 41% Science - 5% SS - 35% Writing - 43%
# Transfer (OE/Tuition)	120	125	120	129
Retention Rate	0.8	3.8	2.25	0.58



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Report to the Board November, 2024

Dixie Heights
High School



Implementation and Impact

2023-24 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 44% in 2023 to 50% in 2024 as measured by the proficiency/benchmark scores.	Met Objective 60% P/D Increased(+16%)	State = 45% P/D (+15%)
Objective 2: Increase the math achievement scores from 35% in 2023 to 50% in 2024 as measured by the proficiency/benchmark scores.	Improved 45% P/D Increased (10%)	State = 35% P/D (+10%)
Objective 3 Increase the science achievement scores from 9% in 2023 to 15% in 2024 as measured by the proficiency/benchmark scores.	Declined 5% P/D Reduced (4%)	State = 6% P/D (-1%)
Objective 4 Increase the social studies achievement scores from 42% in 2023 to 45% in 2024 as measured by the proficiency/benchmark scores.	Declined 39% P/D Reduced (3%)	State = 37% P/D (+2%)

Implementation and Impact

2023-24 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 35% in 2023 to 45% in 2024 as measured by the proficiency/ benchmark scores.	Met Objective 63% P/D Increased(+28%)	State = 43% P/D (+20%)
Objective 6: Ensure all students are performing at high levels in the state accountability system by increasing our math proficiency index from 3% in 2023 to 25% for students in special education in 2024 .	Improved 11% P/D Increased (8%)	State = 11% P/D (--%)
Objective 7: Ensure all students are performing at high levels in the state accountability system by increasing our reading proficiency index from <1% in 2023 to 25% in 2024 for special education students.	Improved 21% P/D Increased (+20%)	State = 14% P/D (+7%)
Objective 8 Ensure all students are performing at high levels in the state accountability system by increasing our reading proficiency index from 10% in 2023 to 25% in 2024 for English Learner Including Monitored students in 2024 .	Declined 8% P/D Reduced (2%)	State = 6% P/D (+2%)

Implementation and Impact

2023-24 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Objective 9: Ensure all students are performing at high levels in the state accountability system by increasing our math proficiency index from 6% in 2023 to 25% for English Learner Including Monitored students in 2024 .	<p style="text-align: center;">Declined 0% P/D Reduced (6%)</p>	<p style="text-align: center;">State = 5% P/D (-5%)</p>
Objective 10: Increase the school climate & safety index achievement scores from 65.5 in 2023 to 68 in 2024 as measured by the proficiency/benchmark scores.	<p style="text-align: center;">Met Objective 68.3 Status Score Increased (+2.8%)</p>	<p style="text-align: center;">State = 63.96 Status (+4.34%)</p>
Objective 11: Collaborate to increase the percentage of students who are college and/or career ready from 78.6% in 2023 to 82.0% by 2024 as measured by the Kentucky School Report Card.	<p style="text-align: center;">Met Objective 89.4% Increased(+10.8%)</p>	<p style="text-align: center;">State = 90.87% (-1.47%)</p>
Objective 12: Collaborate to increase the average freshman graduation rate from 97% in 2023 to 97.5% by May 2024 as measured by the 4-year cohort graduation rate as reported on the Kentucky School Report Card.	<p style="text-align: center;">Met Objective 99% Increased (+2%)</p>	<p style="text-align: center;">State = 90.87% (+8.17%)</p>

Reading and Math

School Data Strengths

- 1) African American students scored in the top 5% of the state, reading.
- 2) All students P/D increased 16% in reading & 10% in Math from 2023.
- 3) KSA Math & Reading indicator score was rated “Blue”, very high.

School Data Growth Areas

- 1) <1% of EL students scored P/D on the KSA Math assessment.
- 2) Only 11% of SWD scored P/D on the KSA Math assessment.

Strategies to Address Growth Areas

- 1) Through the use of an “ILT/PLC Playbook” we will maintain consistency in regards to:
 - Team collaboration
 - Standard Alignment
 - Consistent Lesson Planning
 - Implementation of the Cycle of Quality Instruction
 - Following the KCS D Model for Balanced Assessment
- 2) Maintain and Monitor each ILT’s system of collecting, analyzing, and presenting common formative and common assessment data.

School Data Strengths

- 1) African American students scored in the top 5% of the state, writing.
- 2) All students P/D increased 28% in writing from 2023.

School Data Growth Areas

- 1) Social Studies % P/D decreased 3% from 2023.
- 2) Science % P/D decreased 5% from 2023 (test suppressed).

Strategies to Address Growth Areas

- 1) Scheduled & conducted root cause analysis after KSA data release to determine next steps.
- 2) Working/Researching to find and implement HQIRs in social studies and science.
- 3) Through the use of an “ILT/PLC Playbook” we will maintain consistency in regards to:
 - Team collaboration
 - Standard Alignment
 - Consistent Lesson Planning
 - Implementation of the Cycle of Quality Instruction
 - Following the KCS D Model for Balanced Assessment
- 4) Maintain and Monitor each ILT’s system of collecting, analyzing, and presenting common formative and common assessment data.

School Data Strengths

- 1) Dixie Heights was not TSI in any eligible area.
- 2) SWD % P/D increased 13% on the KSA Combined Writing assessment.
- 3) SWD % P/D increased 20% on the KSA Reading assessment.

School Data Growth Areas

- 1) KSA Reading % P/D for EL students was 8% and below the P/D% for all students (60%).
- 2) KSA Math % P/D for EL students was <1% and below the P/D% for all students (45%).
- 3) SWD % P/D for math/reading were 12% and 22% below our goal of 33% P/D for SWD.

Strategies to Address Growth Areas

- 1) Teachers will work with admin to review the list of students and their PSP(EL)/IEP(SWD) to ensure an understanding about where each individual student is in regards to academic proficiency.
- 2) Root cause analysis for all EL/SWD not being successful. Through the use of directed questions we will analyze the use of modifications, accommodations, and interventions.
- 3) Job Embedded Development utilizing co-teaching strategies and the KCS D EL Toolkit.

School Data Strengths

- 1) Maintained a green, “high” rating on the KSA EL Progress indicator.
- 2) EL Progress KSA status score was ranked in the top 10 in state.
- 3) 76% 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) Job embedded training, and effective use of the KCS D EL Handbook and Scaffolding Toolkit.
- 2) Improve/Increase, through common planning periods, collaboration between English and EL teachers during instructional time. Common planning will allow teachers to improve upon a co-teaching approach.
- 3) Teachers will work with admin to review the list of students and their PSP(EL) to ensure an understanding about where each individual student is in regards to English Proficiency.

School Data Strengths

- 1) 96% believe there is at least one adult that cares about them.
- 2) 94% agree adults in the school work hard to make them feel safe.
- 3) 92% agree adults in the school respect student differences.

School Data Growth Areas

- 1) Only 59% of students feel other students respect their differences.
- 2) Only 59% of students feel consequences for breaking school rules are the same for all students.

Strategies to Address Growth Areas

- 1) Continue to increase diversity on student led committees to be more representative of the diversity of our community.
- 2) We've implemented Core Project, a new SEB curriculum, and have scheduled fidelity walks to monitor effectiveness of instruction.

Transition Ready

School Data Strengths

- 1) Increased our state transition readiness from 79.9% to 87%.
- 2) Our KCS D CBAS transition rate was 95.9%

School Data Growth Areas

- 1) Increase overall career readiness from 53% to 65% by increasing number of students completing a career pathway or CTE certification
- 2) Gap group (SPED, EL, FRAM) represent less than 10% of the students, a disproportionately lower rate than other students, in our dual credit program.

Strategies to Address Growth Areas

- 1) 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.
- 2) 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.
- 3) Increased communication with the parents/guardians about post-secondary options, college admissions, and financial aid.

Graduation Rate *(High School)*

School Data Strengths

- 1) Graduation indicator score ranked 1st in the state of KY.
- 2) Graduation status score ranked in the top 5% in the state of KY.

School Data Growth Areas

- 1) Our four year graduation rate was 99%, one % lower than our goal of 100%.

Strategies to Address Growth Areas

- 1) Utilize adult advocacy meetings at the beginning of every trimester as status checks for students and parents.
- 2) Increased communication with the parents/guardians about post-secondary options, college admissions, and financial aid.
- 3) Maintain a transition ready dashboard that tracks and reports on all students not on-track.

Formative Data

(Common Assessments)

School Data Strengths

- 1) The running average on district math common assessments increased 20% and correlated with the improved KSA scores.

School Data Growth Areas

- 1) 14% was the Math running average for SWD on district common assessments, compared to 53% of all students.
- 2) 19% was the Math running average for EL students on district common assessments, compared to 53% of all students.

Strategies to Address Growth Areas

- 1) Through the use of an “ILT/PLC Playbook” we will maintain consistency in regards to:
 - a) Implementation of the Cycle of Quality Instruction
 - b) Following the KCS D Model for Balanced Assessment
 - c) Utilize a CFA calendar to regularly analyze student data to determine instructional needs
- 2) Maintain and Monitor each ILT’s system of collecting, analyzing, and presenting data.
- 3) Root cause analysis for all EL/SWD students not being successful. Through the use of directed question we will analyze the use of modifications, accommodations, and interventions.



Universal Screener/Diagnostic Data

(MAP Growth/MAP Fluency/HMH Growth Measure)

School Data Strengths

- 1) 55% of all freshman are expected to reach proficiency based on the fall MAP reading test.
- 2) 45% of all freshman are expected to reach proficiency based on the fall MAP math test

School Data Growth Areas

- 1) 42% of all sophomores reached benchmark on the 2024 Spring CERT Reading test
- 2) 36% of all sophomores reached benchmark on the 2024 Spring CERT math test.

Strategies to Address Growth Areas

- 1) Support teachers in utilizing data from universal screener assessments to make decisions on instruction and interventions.
- 2) Utilizing the KCS D Balanced Assessment recommendations before, during, and after universal screeners to ensure the validity and effective use of reported data.
- 3) Administration will support teachers in utilizing PRIDE Time (needs based instruction) based on diagnostic and common assessment data. These PRIDE workshops will be needs based (ACT Prep, skill deficits, KSA standards, etc).

Points of Pride

- 1) **Overall Ranking**
 - 3rd in the NKY Region
 - Top 15% of the State
- 2) **African American Students**
 - %P/D was in the state top 5% in writing and reading.
- 3) **Graduation Rate**
 - 2nd in the NKY Region
 - Top 5% of the State
- 4) **Quality of School Climate & Safety**
 - 4th in the NKY Region
 - Top 15% in the State
- 5) **School Culture**
 - Created a positive system of recognition around assessment data.
 - Teachers and students demonstrated shared accountability.



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Student Services

	2021-2022	2022-2023	2023-2024
Dropout Rate	.6	.49	0
Attendance Rate	95.46	94.73	94.78
% F/R	38.08%	41.77%	43.69%
Achievement Score/Proficiency	% 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	% PD Reading, Math, Science, Writing Reading: 60 Math: 45 Science: 5 Writing: 63 Social Studies: 39
# Transfer (OE/Tuition)	156	138	124
Retention Rate	6.5%	4.73%	2.82%



Report to the Board November, 2024

Scott High School



Implementation and Impact

2023-24 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 its overall proficiency for all students in reading from 41% in 2023 to 58% in 2024, as measured by KSA.	Increased from 41% to 51% (+10 percentage points)	Scott performed +6 points above the state average of 45% P/D.
Goal 1 Objective 2: Scott High School will increase its overall proficiency for all students in mathematics from 35% in 2023 to 52% in 2024, measured by KSA.	Increased from 35% to 42% (+7 percentage points)	Scott performed +7 points above the state average of 35% P/D
Goal 2 Objective 1: Scott High School will increase its overall proficiency for all students in science from 8% in 2023 to 25% in 2024 as measured by KSA.	Decreased from 8% to 2% (-6 percentage points)	Scott performed -4 points below the state average of 6% P/D
Goal 2 Objective 2: Scott High School will increase the proficient and distinguished scores for all students in social studies from 40% in 2023 to 50% in 2024, as measured by KSA.	Decreased from 40% to 35% (-5 percentage points)	Scott performed -2 points below the state average of 37% P/D



Implementation and Impact

2023-24 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
Goal 3 Objective 1: Scott High School will increase overall proficiency for students with disabilities in reading from 9% in 2023 to 20% in 2024 as measured by the KSA.	Increased from 9 to 17% (+8 percentage points)	Scott performed +3 points above the state average of 17% P/D
Goal 3 Objective 2: Scott High School will increase overall proficiency for students with disabilities in mathematics from 9% in 2023 to 20% in 2023 as measured by the KSA.	Increased from 9 to 17% (+8 percentage points)	Scott performed +6 points above the state average of 11% P/D
Goal 4 Objective 1: Increase the percentage of EL students reaching attainment on the ACCESS test from NA (suppressed) in 2023 to 25% in 2024.	Increased from 0% to 17%	Scott performed +3 points above the district average of 14%
Goal 5 Objective 1: Decrease the number of students disagreeing with the statement “Bullying is NOT a problem for this school”, from 46% to 25% as reported on KSA.	Increased from 46% to 51%	Scott performed 16% higher than state average.



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Implementation and Impact

2023-24 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 87.5 % based on the state transition ready rate model in 2023, to 92% in 2024 based on the state transition ready rate.	Increased from 87.5 to 97.8% (+10.3 percentage points)	Scott met the state average of 97.8% P/D
Goal 6 Objective 2: Scott High School will increase its Junior ACT composite score from 18.6 as measured in 2023 to 18.9 in 2024.	Decreased slightly from 18.6 to 18.2% (-0.4 percentage points)	Scott met the state average of 18.2% P/D
Goal 7 Objective 1: Scott High School will increase the overall graduation rate of 92% in 2023 to 93.5% by 2024.	Increased from 92% to 94.6%	Scott performed +2.6% above the state average of 92%
Goal 8 Objective 1: Scott High School will increase the percentage of teachers reporting their students' enthusiasm for school on most days as extremely or quite enthusiastic, from 11% in 2022 to 40% in 2024.	Decreased from 11% to 4%	Scott performed -19% below the state average of 26%

Implementation and Impact

2023-24 Goal & Objective	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State/National Average (with +/- actual #)
<p>Goal 8 Objective 2: Scott High School will increase the percentage of teachers reporting the positivity of the working environment at their school, as extremely or quite positive, from 28% in 2022 to 50% in 2024.</p>	<p>Decreased from 28% to 25%</p>	<p>Scott performed -32% below the district average of 57%</p>

Reading and Math

- **School Data Strengths**

- 1) In math, Scott increased from 35% P/D to 42% P/D on KSA.
- 2) In reading, Scott increased from 41% P/D to 51% P/D on KSA.

- **School Data Growth Areas**

- 1) 31% of Scott students are scoring novice in the area of Math.
- 2) 49% of Scott students are scoring novice/apprentice in the area of Reading.

- **Strategies to Address Growth Areas**

- 1) Lesson plans are monitored to include components of the lesson plan internalization document. Feedback given regularly.
- 2) Utilizing and analyzing the learning walk data to differentiate professional learning based on the needs of staff and individual teachers. This will occur during staff and/or PLC meetings.
- 3) Created an CFA assessment calendar to monitor assessment data. During ILTs, the data from CFAs and CAs will be analyzed to determine student mastery and next steps for instruction.
- 4) Continued utilization of the reading and math HQIR by providing feedback to teachers focused on fidelity and implementation of the Cycle of Quality Instruction.

Science/Social Studies/Writing

- **School Data Strengths**

- 1) The percentage of students scoring Novice on Science for Student with Disabilities dropped from 100% to 72%. That is an improvement of 28%.
- 2) The percentage of students scoring Novice on Science for EL Students dropped from 100% to 50%. That is an improvement of 50%.

- **School Data Growth Areas**

- 1) 98% of all students were novice and apprentice in the area of Science. 0% of students were Distinguished.
- 2) 65% of all students scored novice and apprentice in the area of Social Studies.
- 3) 58% of all students scored novice and apprentice in the area of Writing.

- **Strategies to Address Growth Areas**

- 1) Writing: student writing samples submitted to the content lead for calibrating and analysis. Teacher will lead professional development focused on student progress in the area of Writing. Scott Writing policy will be reviewed with all stakeholders.
- 2) Working/Researching to find and implement HQIRs in social studies and science.
- 3) Created an CFA assessment calendar to monitor assessment data in all content areas. During ILTs, the data from CFAs and CAs will be analyzed to determine student mastery and next steps for instruction.

Achievement GAP

- **School Data Strengths**

- 1) School is not in TSI status for 2nd year in a row.
- 2) Math for SWD showed an improvement in proficiency rate from 9% to 17%.
- 3) Reading for SWD showed an improvement in proficiency rate by 10% and a reduction in Novice by 11%.

- **School Data Growth Areas**

- 1) % Novice for SWD in Math (57%), Reading (50%), Social Studies (72%), Combined writing (62%), and Social Studies (64%) are all high percentages.
- 2) % Proficiency for SWD Science (0%), Combined Writing (5%), Social Studies (5%) are all low percentages.

- **Strategies to Address Growth Areas**

- 1) Implement co-teaching, in which general education teachers and special education teachers plan lessons together to intentionally differentiate for our students with disabilities.
- 2) Intentional Classroom walks and PLC/ILT work in Science and Writing to ensure students with disabilities are reaching their maximum potential.
- 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) Based on Access, Scott's percentage of students exiting EL increased from 0% in 2023 to 17% in 2024.

- **School Data Growth Areas**

- 1) Only 50% of students made growth on Access.

- **Strategies to Address Growth Areas**

- 1) Identify EL students. PSPs for each student are reviewed with teachers. Teachers meet with district staff to create individual student plans to implement strategies to ensure the students meet their academic goals.
- 2) Utilize strategies from the district EL toolkit. Provide professional learning on the EL toolkit with staff.

Quality School Climate and Safety

- **School Data Strengths**

- 1) 96% of Scott students believe there is at least one adult from my school who listens to me when I have something to say.
- 2) 94% of Scott students believe when I need help with schoolwork, I can ask a teacher.
- 3) 93% of Scott students believe adults from my school care about my physical safety.

- **School Data Growth Areas**

- 1) Scott performed -2.4% below the state average.
- 2) Scott increased from 46% disagreeing with the statement “Bullying is NOT a problem for this school” to 51% disagreeing.

- **Strategies to Address Growth Areas**

- 1) Implementing the adult advocacy program with fidelity.
- 2) Utilizing PBIS interventions (Eagle Cash, Student recognition for positive behavior, School wide strike sheet data)
- 3) Utilizing Systems of Support (SOS) during FLY time to provide SEL Tier I instruction and promote school clubs/activities to provide more opportunities for students to be involved and connected to school.

Graduation Rate

(High School)

- **School Data Strengths**

- 1) Graduation rate Increased from 92% in 2023 to 94.6% to 2024.
- 2) 226 out of 239 student graduate on time in 2024.

- **School Data Growth Areas**

- 1) Overall Graduation Rate needs to continue to increase.
- 2) 21 students in cohort 2025 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) Celebrate student success when back on track to graduate.
- 3) Implementation of RBTL program to fidelity - attendance monitoring.
- 4) Develop and implement new grading policy.
- 5) Continue with new credit recovery policy.

Transition Ready

- **School Data Strengths**

- 1) Scott's Transition Readiness score increased from 91.07% in 2023 to 91.4% in 2024.
- 2) Scott's State Post-Secondary Ready Overall Indicator Score increased from 87.5% in 2023 to 97.8% in 2024.

- **School Data Growth Areas**

- 1) District goal is 100%. Currently Scott is at 97.8%.
- 2) Scott's career ready is 73%.

- **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) Continue the work of vertically aligning our CTE courses based on student interest to increase access and opportunities for industry certifications.

Formative Data

(Common Assessments)

- **School Data Strengths**

- 1) The KSA % P/D in reading (51) exceeded the common assessment (CA) running performance average of 24.46%.
- 2) The KSA % P/D in reading for SWD (17) exceeded the common assessment running performance average of 5.73%.

- **School Data Growth Areas**

- 1) For reading common assessments, only 24% of Scott students are scoring proficient based on the common assessment running average.
- 2) The KSA % P/D in math for SWD (17) was lower than the common assessment running performance average of 30.34%.
- 3) The CA running average for reading (24.46%) was lower than the CA running average from the previous year in reading (31.08).

- **Strategies to Address Growth Areas**

- 1) Created an CFA assessment calendar to monitor assessment data. During ILTs, the data from CFAs and CAs will be analyzed to determine student mastery and next steps for instruction.
- 2) Continued utilization of the reading and math HQIR by providing feedback to teachers focused on fidelity.
- 3) Utilize the KCS D balance common assessment protocols with all staff to ensure students are provided opportunities before, during, and after assessments to be successful.

Universal Screener/Diagnostic Data

(MAP/CERT/RI)

- **School Data Strengths**

- 1) 52% of all freshman are expected to reach proficiency based on the fall MAP reading test.

- **School Data Growth Areas**

- 1) 40% of all freshman are expected to reach proficiency based on the fall MAP math test.
- 2) 15% of SWD are expected to reach proficiency based on the fall MAP math test.

- **Strategies to Address Growth Areas**

- 1) ILT/PLC's to analyze current MAP data to identify students that need additional support/intervention.
- 2) Utilizing the current MAP data for our 9th graders, students will be placed in appropriate interventions or needs based groups that will target their specific growth areas in both math and reading.
- 3) During Fly Intervention and Enrichment time teachers will be differentiating instruction to meet the needs of all students to better close gaps. Utilizing the use of our Student Operating System (SOS) to provide intervention (IXL for reading and math) for students.

Points of Pride

- Achieved a HIGH rating on the KSA (Green).
- 94.6% graduation rate. Up 7.4% from two years ago.
- Students with Disabilities showed growth in both reading (10% increase) and math (9% to 17%) on the KSA. Scott is not identified as a TSI school.
- 97.8% State Post-Secondary Ready Overall Indicator Score. Up from 87.5% in the previous year.

Student Services

	2021-2022	2022-2023	2023-2024
Dropout Rate	0.90%	1.51%	1.26%
Attendance Rate	94.21%	92.84%	93.15%
% F/R	39.10%	43.48%	43.8%
Achievement Score/Proficiency	Yellow with TSI designation	Yellow - No longer TSI designation	Green
# Transfer (OE/Tuition)	64	65	54
Retention Rate	14.9%	12.83%	9.38%

Secondary Schools

Q & A