



Report to the Board December 2025

CDIP
Implementation
and
Impact

Implementation and Impact

2024-25 Objectives	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State Average (with +/- actual #)
<p><u>Reading and Mathematics Goal:</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 2025, the district will increase math and reading proficiency for all students from:</p> <p>60% in 2024 to 66% for elementary math;</p> <p>57% in 2024 to 63% for elementary reading;</p> <p>47% in 2024 to 54% for middle school math;</p> <p>55% in 2024 to 60% for middle school reading;</p> <p>42% in 2024 to 50% for high school math;</p> <p>53% in 2024 to 58% for high school reading</p>	<p>2025 Elementary Math P/D = D 57% (-3)</p> <p>2025 Elementary Reading P/D = I 59% (+2)</p> <p>2025 Middle Math P/D = I 49% (+2)</p> <p>2025 Middle Reading P/D = 55% (+/-0)</p> <p>2025 High Math P/D = M 51% (+9)</p> <p>2025 High Reading P/D = D 52% (-1)</p>	<p>Elementary 2025 Math P/D state 43%/ KCSD 57% (+14)</p> <p>Elementary 2025 Reading P/D state 49%/ KCSD 59% (+10)</p> <p>Middle School 2025 Math P/D state 41%/ KCSD 49% (+8)</p> <p>Middle School 2025 Reading P/D state 47%/ KCSD 55% (+8)</p> <p>High School 2025 Math P/D state 40%/ KCSD 51% (+11)</p> <p>High School 2025 Reading P/D state 46%/ KCSD 52% (+6)</p>

Implementation and Impact

2024-25 Objectives	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State Average (with +/- actual #)
<p><u>Science, Social Studies and Writing Goal:</u> By 2028, the district will increase science, social studies, and writing proficiency for all students:</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><u>Science, Social Studies and Writing Objective:</u> By 2025, the district will increase science, social studies, and writing proficiency for all students:</p> <p>48% in 2024 to 55% for elementary science;</p> <p>51% in 2024 to 57% for elementary social studies;</p> <p>53% in 2024 to 59% for elementary writing;</p> <p>30% in 2024 to 38% for middle school science;</p> <p>45% in 2024 to 52% for middle school social studies;</p> <p>68% in 2024 to 70% for middle school writing;</p> <p>4% in 2024 to 17% for high school science;</p> <p>37% in 2024 to 46% for high school social studies;</p> <p>50% in 2024 to 56% for high school writing</p>	<p>2025 Elementary Science P/D = I 49% (+1)</p> <p>2025 Elementary Social Studies P/D = D 48% (-3)</p> <p>2025 Elementary Writing P/D = D 48% (-5)</p> <p>2025 Middle School Science P/D = M 40% (+10)</p> <p>2025 Middle School Social Studies P/D = 45% (+/-0)</p> <p>2025 Middle School Writing P/D = D 63% (-5)</p> <p>2025 High School Science P/D = M 22% (+18)</p> <p>2025 High School Social Studies P/D = I 40% (+3)</p> <p>2025 High School Writing P/D = I 52% (+2)</p>	<p>Elementary 2025 Science P/D state 37%/ KCSD 49% (+12)</p> <p>Elementary 2025 Social Studies P/D state 38%/ KCSD 48% (+10)</p> <p>Elementary 2025 Writing P/D state 43%/ KCSD 48% (+5)</p> <p>Middle School 2025 Science P/D state 29%/ KCSD 40% (+11)</p> <p>Middle School 2025 Social Studies P/D state 39%/ KCSD 45% (+6)</p> <p>Middle School 2025 Writing P/D state 48%/ KCSD 63% (+15)</p> <p>High School 2025 Science P/D state 21%/ KCSD 22% (+1)</p> <p>High School 2025 Social Studies state 38%/ KCSD 40% (+2)</p> <p>High School 2025 Writing P/D state 43%/ KCSD 52% (+9)</p>



Implementation and Impact

2024-25 Objectives	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State Average (with +/- actual #)
<u>Achievement Gap Objective:</u> By 2025, the district will increase math and reading proficiency for students with disabilities from: 24% in 2024 to 34% for elementary math; 23% in 2024 to 33% for elementary reading; 14% in 2024 to 25% for middle school math; 15% in 2024 to 22% for middle school reading; 14% in 2024 to 25% for high school math; 15% in 2024 to 26% for high school reading	2025 Elementary Math P/D = D 18% (-6) 2025 Elementary Reading P/D = D 22% (-1) 2025 Middle Math P/D = D 13% (-1) 2025 Middle Reading P/D = D 13% (-2) 2025 High Math P/D = D 13% (-1) 2025 High Reading P/D = D 11% (-4)	Elementary 2025 SWD Math P/D state 24%/ KCSD 18% (-6) Elementary 2025 SWD Reading P/D state 29%/ KCSD 22% (-7) Middle School 2025 SWD Math P/D state 18%/ KCSD 13% (-5) Middle School 2025 SWD Reading P/D state 19%/ KCSD 13% (-6) High School 2025 SWD Math P/D state 13%/ KCSD 13% (+/-0) High School 2025 SWD Reading P/D state 15%/ KCSD 11% (-4)
<u>English Learner Progress Goal:</u> By 2028, the district will increase the English Learners Progress overall indicator rating: <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	2025 Elementary EL = M 73.1 (-20.0) 2025 Middle EL = M 45.1 (+23.0) 2025 High EL = M 59.2 (+9.0)	Elementary 2025 EL state 60.9/KCSD 73.1 (+12.2) Middle School 2025 EL state 36.0/KCSD 45.1 (+9.1) High School 2025 EL state 35.6/KCSD 59.2 (+23.6)
<u>English Learner Progress Objective:</u> By 2025, the district will increase the English Learners Progress overall indicator rating: 52.9 in 2024 to 61.4 for elementary schools; 22.1 in 2024 to 31.8 for middle schools; 50.2 in 2024 to 53.6 for high schools		

Implementation and Impact

2024-25 Objectives	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)	Outcome Comparison to State Average (with +/- actual #)
<p><u>Quality of School Climate and Safety Goal:</u> 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><u>Quality of School Climate and Safety Objective:</u> By 2025, the district will increase the Quality of School Climate and Safety overall indicator rating for all students from:</p> <p>76.8 in 2024 to 80.1 for elementary schools; 66.9 in 2024 to 71.2 for middle schools; 67.0 in 2024 to 71.5 for high schools</p>	<p>2025 Elementary Survey = D 76.4 (-0.4) 2025 Middle Survey = I 69.2 (+2.3) 2025 High Survey = M 73.1 (+6.1)</p>	<p>Elementary 2025 Survey state 77.8 / KCS D 76.4 (-1.4) Middle School 2025 Survey state 69.4/ KCS D 69.2 (-0.2) High School 2025 Survey state 67.3/ KCS D 73.1 (+5.8)</p>
<p><u>Postsecondary Readiness Goal:</u> 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><u>Postsecondary Readiness Objective:</u> By 2025, the district will increase the overall indicator score of students transition ready in grade 12 from 95.6 in 2024 to 96.7, as measured by College/Career Readiness calculations.</p>	<p>2025 Transition Ready = D 93.6 (-2.0)</p>	<p>2025 Transition Ready state 91.6/KCS D 93.6 (+2.0)</p>
<p><u>Graduation Rate Goal:</u> By 2028, the district will increase the 4-year graduation rate from 95.6% in 2023 to 97.9%, as measured by the school report card 4-year adjusted cohort graduation rate.</p> <p><u>Graduation Rate Objective:</u> By 2025, the district will increase the 4-year graduation rate from 97.9% in 2024 to 98.4%, as measured by the school report card 4-year adjusted cohort graduation rate.</p>	<p>2025 Graduation Rate = M 98.4 (+0.5)</p>	<p>2025 Graduation Rate state 93.5%/KCS D 98.4% (+4.9)</p>

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 Schools' combined indicator rating for reading and math is within the top 25% of all state schools (elementary #38).
- 4) Within the Northern Kentucky Region, KCS D is in the top five school districts for Elementary Reading and Math P/D scores.

District Data Growth Areas

- 1) P/D percentage below 50% for middle school math at 49%.
- 2) There is a substantial range between Proficient/Distinguished (P/D) percentages across schools within the content areas of reading and math:
 - o Elementary Math 70% - 42% (28 percentage point discrepancy)
 - o Elementary Reading 69% - 48% (21 percentage point discrepancy)
 - o Middle School Math 54% - 46% (8 percentage point discrepancy)
 - o Middle School Reading 60% - 52% (8 percentage point discrepancy)
 - o High School Math 55% - 48% (7 percentage point discrepancy)
 - o High School Reading 60% - 45% (15 percentage point discrepancy)
- 3) 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 math (Objective 50% P/D for high school math/2025 P/D Score 51%):
 - o Objective - 66% P/D for elementary math 2025 P/D Score - 57%
 - o Objective - 63% P/D for elementary reading 2025 P/D Score - 59%
 - o Objective - 54% P/D for middle school math 2025 P/D Score - 49%
 - o Objective - 60% P/D for middle school reading 2025 P/D Score - 55%
 - o Objective - 58% P/D for high school reading 2025 P/D Score - 52%

Strategies to Address Growth Areas

- 1) Being in year three of implementation of our high-quality instructional resource in ELA K-12 and in Math for grades 6-8 and Algebra I and year one for Elementary Math, 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) Provide coaching, walkthroughs, and leadership support to ensure consistent instructional quality and address performance gaps across schools.
- 4) Intentional and recursive district and school structure around district common assessments and school common formative assessments. Commitment and fidelity of implementation of the KCS D Balanced Assessment System.
- 5) Systematic and differentiated training for principals around establishing a system to compile and analyze data over time to make informed decisions based on trends.

Science, Social Studies, Writing

District Data Strengths

- 1) Elementary, Middle and High Schools' overall combined indicator rating for Science, Social Studies, and Combined Writing earned a High (green) rating.
- 2) KCSD was above the state average at all levels in science, social studies and combined writing for Proficient/Distinguished Scores (P/D).
- 3) Middle and High Schools' combined indicator rating for Science, Social Studies, and Combined Writing is within the top 25% of all state schools (middle #35 and high #39).
- 4) When compared to the top ten largest districts in the state (Jefferson, Fayette, Boone, Warren, Hardin, Kenton, Bullitt, Oldham, Madison, and Daviess) KCSD ranked 1st for P/D middle school science.

District Data Growth Areas

- 1) P/D percentages below 50% in 2024-2025 are:

○ KCSD Elementary Science - 49%	KCSD Middle School Social Studies – 45%
○ KCSD Elementary Social Studies - 48%	KCSD High School Science – 22%
○ KCSD Elementary Writing 48%	KCSD High School Social Studies – 40%
○ KCSD Middle School Science – 40%	
- 2) There is a substantial range between Proficient/Distinguished (P/D) percentages across schools within the content areas of Science, Social Studies and Combined Writing, especially at the elementary level:

○ Elementary Science 74% - 38% (36 percentage point discrepancy)	Middle School Social Studies 49% - 41% (8 percentage point discrepancy)
○ Elementary Writing 72% - 25% (47 percentage point discrepancy)	High School Science 20% – 26% (6 percentage point discrepancy)
○ Elementary Social Studies 63% - 38% (25 percentage point discrepancy)	High School Writing 56% - 47% (9 percentage point discrepancy)
○ Middle School Science 44% - 32% (12 percentage point discrepancy)	High School Social Studies 44% - 37% (7 percentage point discrepancy)
○ Middle School Writing 74% - 54% (20 percentage point discrepancy)	
- 3) KCSD did not meet the Science, Social Studies, and Combined Writing annual objectives set for the CDIP, with the exception of middle school and high school science: (Middle School Science P/D Objective - 38% /2025 P/D Score 40% and High School Science Objective - 17% /2025 P/D score 22%) :

○ Objective - 55% for elementary science	2025 P/D Score - 49%
○ Objective - 57% for elementary social studies	2025 P/D Score - 48%
○ Objective - 59% for elementary writing	2025 PD Score - 48%
○ Objective - 38% for middle school social studies	2025 P/D Score - 45%
○ Objective - 70% for middle school writing	2025 P/D Score - 63%
○ Objective - 46% for high school social studies	2025 P/D Score - 40%
○ Objective - 56% for high school writing	2025 P/D Score - 52%

Strategies to Address Growth Areas

- 1) 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.
- 2) Provide coaching, walkthroughs, and leadership support to ensure consistent instructional quality and address performance gaps across schools.
- 3) Intentional and recursive district and school structure around district common assessments and school common formative assessments. Commitment and fidelity of implementation of the KCSD Balanced Assessment System.
- 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.

District Data Strengths

- 1) KCS D does not have any schools with the federal classification of Targeted Support and Improvement (TSI) rating.
- 2) Within the Northern Kentucky Region, KCS D is in the top ten school districts for Elementary Reading and Math Students with Disabilities (SWD) P/D scores.
- 3) For Proficient/Distinguished (P/D) scores for SWD, students increased from 2024 to 2025 in the following areas:
 - o High School Science (+5)
 - o High School Social Studies (+9)
 - o High School Writing (+5)
- 4) KCS D High School Science/Social Studies/Writing Indicator for SWD was #5 in the state overall.

District Data Growth Areas

- 1) For P/D SWD, students decreased from 2024 to 2025 in the following areas:

o Elementary Math (-6)	Middle School Math (-1)	High School Math (-1)
o Elementary Reading (-1)	Middle School Reading (-2)	High School Reading (-4)
o Elementary Science (5)	Middle School Science (-4)	
o Elementary Writing (-3)	Middle School Writing (-8)	
o Elementary Social Studies (-3)	Middle School Social Studies (-2)	
- 2) KCS D did not meet Gap yearly CDIP objectives set for reading and math for students with disabilities at all levels.

o Objective - 34% for elementary math	2025 P/D Score - 18%
o Objective - 33% for elementary reading	2025 P/D Score - 22%
o Objective - 25% for middle school math	2025 P/D Score - 13%
o Objective - 22% for middle school reading	2025 P/D Score - 13%
o Objective - 25% for high school math	2025 P/D Score - 13%
o Objective - 26% for high school reading	2025 P/D Score - 11%

Strategies to Address Growth Areas

- 1) Systematic review of specially designed instruction and co-teaching instruction through scheduled district instructional observations. Provide coaching, walkthroughs, and leadership support to ensure consistent instructional quality and address performance gaps across schools.
- 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) Elementary, Middle and High Schools' overall combined indicator rating for English Learner Progress earned a Very High (blue) rating.
- 3) KCS D had an increase of 50 students in the 2024-2025 school year with a total of 670 EL students, with 50 languages being represented. 15% of those students were able to exit the program in 2024-2025. On average 86% of students showed growth on the 2025 ACCESS test, with nine schools showing growth on ACCESS scores.
- 4) For Proficient/Distinguished (P/D) scores for English Learners, students increased or remained consistent from 2024 to 2025 in the following areas:
 - o Elementary Writing (+2) High School Science (+4)
 - o Middle School Reading (+1) High School Social Studies (+/-0)
 - o Middle School Social Studies (+6) High School Writing (+2)
 - o High School Math (+/-0)
- 5) KCS D met the yearly CDIP objectives set for English Learner Progress at all levels:
 - o Objective - 61.4 for elementary 2025 Indicator Score - 73.1
 - o Objective - 31.8 for middle school 2025 Indicator Score - 45.1
 - o Objective - 53.6 for high school 2025 Indicator Score - 59.2

District Data Growth Areas

- 1) For Proficient/Distinguished (P/D) scores for English Learners, students decreased from 2024 to 2025 in the following areas:
 - o Elementary Math (-12) Middle School Math (-3) High School Reading (-12)
 - o Elementary Reading (-6) Middle School Science (-10)
 - o Elementary Science (-18) Middle School Writing (-6)
 - o Elementary Social Studies (-14)

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) High Schools earned a Very High rating (blue) and Elementary and Middle Schools earned a High (green) overall indicator rating for the Quality of School Climate and Safety Survey.
- 2) KCS D High School Quality of School Climate and Safety survey overall indicator scores were in the top 15% within the state (#26).
- 3) Questions with the highest percentages for agree and strongly agree were all at 97% were:
 - My school is a caring place.
 - Adults from my school care about me.
 - Adults from my school work hard to make sure students are safe.
 - Adults from my school care about my physical safety.

District Data Growth Areas

- 1) Questions which received the top four highest percentages for disagree and strongly disagree were:
 - Students being mean or hurtful to other students is not a problem for this school (66%).
 - Students being mean or hurtful to other students online (websites, apps, etc.) is not a problem for my school (51%).
 - All students are treated the same if they break school rules (39%).
 - I feel comfortable stating my opinion in class even if others disagree (29%).
- 2) KCS D did not meet the yearly annual objective set in the CDIP for Quality School Climate and Safety for elementary and middle schools:
 - Objective - 80.1 for elementary schools 2025 Indicator Score - 76.4
 - Objective - 71.2 for middle schools 2025 Indicator Score - 69.2

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.
- 4) Provide coaching, walkthroughs, and leadership support to ensure consistent instructional quality and address performance gaps across schools.

District Data Strengths

- 1) The KCSD model of Transitionion Readiness for Cohort 2025 was at 97.8%. The state provided Post Secondary overall indicator score for the district with was at 93.6 , which is a High (green) rating.
- 2) From 2024 to 2025 Post Secondary Readiness percentages increased in career readiness from 61% in 2024 to 67% (+6) in 2025.
- 3) ACT scores are above the state in each content area and for the overall composite score. ACT state composite score is at 18.4 and KCSD 2025 overall composite score is at 18.6 (+0.2). ACT scores increased slightly from the 2024 to the 2025 school year in all areas, with the exception of science (-0.1)
 - o English 17.9 to 18.0 (+0.1)
 - o Math 18.0 to 18.3 (+0.3)
 - o Reading 18.9 to 19.0 (+0.1)
- 4) In the 24/25 school year 627 students took an AP course. There were 23 different AP courses offered in the district. Students earning a 3 or higher (pass rate) on AP exams was at 74.1%, which was an increase of +3.7 over the prior year.
- 5) In the 24/25 school year 981 students participated in dual credit courses, earning 13,863 hours of college credit. This is an increase from the prior year of 845 students taking dual credit courses (+136).

District Data Growth Areas

- 1) KCSD decreased with the Post Secondary Readiness overall indicator score from 2024 to 2025 from 95.6 to 93.6 (-2.0).
- 2) KCSD did not meet the Post Secondary annual objective set in the CDIP, which was set at 96.7 (-3.1).
- 3) In the 24/25 school year 247 students earned industry certifications. With the CTE-EOP testing 292 students took an EOP assessment, with a pass rate of 54.86%. This was a decrease from the prior year of -8.41%. This is also below the state pass rate by -1.14%.
- 4) KCSD continues to grow the Elementary and Middle School Models of Transition Readiness and ended the 2024- 2025 school year with the following percentage of students Transition Ready: Elementary Schools at 62.5% and Middle Schools at 61.8%.

Strategies to Address Growth Areas

- 1) At the high school level, emphasis has been placed on strengthening systemic school plans for Tier I and II instruction in the area of college readiness.
- 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) Calibration and consistency among grading practices.
- 4) Strengthening family engagement through intentionally scheduled student, parent, and teacher conferences- placing emphasis on growing student led conferences.

Graduation Rate *(High School)*

District Data Strengths

- 1) KCS D has an overall Graduation Rate combined indicator rating of Very High (blue).
- 2) KCS D 4-year Graduation Rate increased from 97.9% in 2024 to 98.4% in 2025 (+0.5).
- 3) Two high schools have an overall Graduation Rate Indicator rating of Very High (blue), with one having an overall indicator rating of High (green).
- 4) For the 4-year Graduation Rate, KCS D surpassed the CDIP five year goal (+0.5).
- 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 the 4-year Graduation Rate.

District Data Growth Areas

- 1) KCS D Students with Disabilities have an overall Graduation Rate Indicator rating of Low (yellow) at 91.6, and 4-year Graduation Rate percentage of 86.4%.
- 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

- 1) 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, Middle School Math, and High School Reading and Math for the percentage of students scoring P/D.
 - o Elementary School Reading Common Assessment - 58% Elementary School Reading KSA - 59%
 - o Middle School Math Common Assessment - 53% Middle School Math KSA - 49%
 - o High School Math Common Assessment - 56% High School Math KSA - 51%
 - o High School Math Common Assessment - 47% High School Math KSA - 52%
- 2) Likewise, the May 2025 running common assessment average data shows an alignment with the Spring 2025 MAP Growth Data for Elementary Reading and Middle School Math for the projected proficiency percentage.
 - o Elementary School Reading Common Assessment - 58.78% Elementary School MAP Reading - 61.67%
 - o Middle School Math Common Assessment - 53.48% Middle School MAP Math - 54.93%

District Data Growth Areas

- 1) District common assessment running averages for May 2025 were not in alignment with KSA P/D percentages in the area of Middle School Reading, with a ten percentage point difference and lower overall than the KSA P/D percentage.
 - o Middle School Reading Common Assessment - 45% Middle School Reading KSA - 55%
- 2) SPED and EL percentages from the district running common assessment, have a ten point or higher difference when compared to SPED and EL KSA P.D percentages in the content area of math for all levels.

Strategies to Address Growth Areas

- 1) Clear and consistent structures at the building level to support the importance of internalization and lesson planning.
- 2) Intentional and recursive district and school structure around district common assessments and school 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.
- 5) Provide coaching, walkthroughs, and leadership support to ensure consistent instructional quality and address performance gaps across schools.



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. From Fall of 2024 to Fall of 2025, all schools are demonstrating high achievement for reading and math.
- 2) Fall 2025 MAP Growth Median Student Growth Percentile is in the 40th to 60th percentile range (typical growth) from Fall of 2024 to Fall of 2025 for combined scores in both reading and math.
- 3) Longitudinal diagnostic reading Fall 2025 MAP Reading Fluency data (K-5) and HMH Growth Measure Data (6-8) shows significant growth from one grade level to another when comparing the same grouping of students. Average growth in grades K-3 is 26.7%, average growth in grades 4 and 5 is 15%, and average growth in grades 6, 7, and 8 is 4.9%, which is developmentally appropriate.
- 4) Fall 2025 MAP Reading Fluency data shows all grade levels (K-5) increased from the Fall of 2024 with the percentage of oral readers, with the exception of kindergarten (~.8).
- 5) Fall 2025 HMH Growth Measure data shows all grade levels (6-8) increased from Fall of 2024 with the percentage of students reading at proficiency.

District Data Growth Areas

- 1) According to the Fall 2025 MAP Growth, thirteen schools are demonstrating low growth in the area of math.
- 2) Fall of 2025 MAP Growth data shows, Students with Disabilities and the EL population continued to perform below all students in all content areas and grade levels.
- 3) Fall 2025 MAP Reading Fluency data shows 8.3% of 4th graders and 7.3% of 5th graders are at the foundational level as readers.
- 4) Fall 2025 HMH Growth Measure data show that approximately 38% of middle schoolers are reading below proficiency.
- 5) Fall of 2025 HMH Growth Measure data shows the following percentage of students tested (below the 65th percentile in reading MAP Growth), are not identified in a special population, yet are reading 2 or more years below grade level:
 - o 6th Grade - 25.14%
 - o 7th Grade - 21.89%
 - o 8th Grade - 18.71%

Strategies to Address Growth Areas

- 1) Commitment and fidelity of implementation of the KCS D Balanced Assessment System. 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) Calibration and consistency on assessing primary literacy skills on the report card. Granular level review of primary literacy skills data.
- 3) Use of the data and information from the diagnostic assessment to address skill deficit areas through appropriate intervention instruction with progress monitoring described in the Reading Improvement Plan at the elementary level and through the MTSS plan at the middle school level.
- 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. **For the second year in a row, all three levels are performing at the High (Green) overall rating on the State Accountability System.**
2. **14 of our 18 schools are performing at the Very High (Blue) or High (Green) overall rating on the State Accountability System.**
3. **For the second year in a row, KCS D does not have any schools with a federal classification of Targeted Support and Improvement (TSI), Assisted Targeted Support and Improvement (ATSI), or Comprehensive Support and Improvement (CSI).**
4. **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.**
5. **[KCS D Points of Pride](#)**



Kenton County School District | It's about ALL kids

Student Services

	2022-2023	2023-2024	2024-2025
Dropout Rate	0.46	0.16	0.19
Attendance Rate	94.46	94.74	94.99
% F/R	45.86	43.98	45.57
Achievement Score/Proficiency	% 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%	% PD Reading, Math, Science, SS, Writing E - 59% / 57% / 49% / 48% / 48% M - 55% / 49% / 40% / 45% / 63% H - 52% / 51% / 22% / 40% / 52%
# Transfer (OE/Tuition)	1131	1116	1115
Retention Rate	1.96	1.26	1.19

Elementary Schools



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Report to the Board December 2025

R.C Hinsdale



Implementation and Impact

2024-25 Objectives	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)
<ul style="list-style-type: none"> By 2025 RC Hinsdale will increase % Proficient and Distinguished on KSA in Reading from 66% in 2024 to 69% in 2025. 	Improved (67%; +1%)
<ul style="list-style-type: none"> By 2025 RC Hinsdale will increase % Proficient and Distinguished on KSA in Math from 67% in 2024 to 70% in 2025. 	Declined (63%; -4%)
<ul style="list-style-type: none"> By 2025 RC Hinsdale will increase % Proficient and Distinguished on KSA in Writing from 59% in 2024 to 62% in 2025. 	Met (64%; +5%)
<ul style="list-style-type: none"> By 2025 RC Hinsdale will increase % Proficient and Distinguished on KSA in Math for students with disabilities from 27% in 2024 to 32% in 2025 	Declined (19%; -8%)

Implementation and Impact

2024-25 Objectives	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)
<ul style="list-style-type: none"> By 2025 RC Hinsdale will increase % Proficient and Distinguished on KSA in Reading for students with disabilities from 30% in 2024 to 35% in 2025 	Declined (26%; -4%)
<ul style="list-style-type: none"> By 2025 RC Hinsdale will increase % Proficient and Distinguished on KSA in Reading for EL students from 33% in 2024 to 36% in 2025 	Met (40%; +7%)
<ul style="list-style-type: none"> By 2025 RC Hinsdale will increase % Proficient and Distinguished on KSA in Science for EL students from 33% in 2024 to 36% in 2025. 	Met (40%; +7%)
<ul style="list-style-type: none"> By 2025 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 31% to 26%. 	Declined (41%; +10%)

Reading and Math

School Data Strengths

- 1) 67% of students were proficient or distinguished in Reading on 2024-2025 KSA compared to 66% of students in 2023-24
- 2) 29% of students were distinguished in Math on 2024-2025 KSA compared to 27% of students in 2023-24

School Data Growth Areas

- 1) 48% of students were proficient and distinguished in Science on 2024-2025 KSA compared to 54% of students in 2023-24
- 2) 27% of students were apprentice in Math on 2024-2025 KSA compared to 22% of students in 2023-24

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 Grade Analysis after common assessments to determine strengths of results and areas of growth.
- 2) Triangulate MAP Growth, MAP Reading Fluency Diagnostic data and common assessment data to determine next steps for students in Tier I, II and III.
- 3) Implementation of a new wide HQIR for Math instruction. This implementation includes school wide training for all teachers on the resource as well as sessions throughout the year to boost their knowledge and understanding of the resource. Lastly, utilizing lesson internalization tools to support structures for teachers to collaboratively plan and prepare instruction.

Science, Social Studies, Writing

School Data Strengths

- 1) 61% of students were proficient or distinguished in Social Studies on 2024-2025 KSA
- 2) 64% of students were proficient or distinguished in Writing on 2024-2025 KSA

School Data Growth Areas

- 1) 48% of students scored apprentice in Science on the new format of 2024-2025 KSA
- 2) 22% of students scored apprentice in Social Studies on 2024-2025 KSA

Strategies to Address Growth Areas

- 1) Staff and administrator visits to other schools where Science instruction is seeing elevated success and implementation of results of these visits to help increase the rigor of the standard being reached in tier one instruction.
- 2) Revised Master Schedule to provide longer dedicated blocks to Writing instruction in all grades and departmentalizing social studies, specifically TCM as our HQIR, and science instruction in the intermediate grades.
- 3) Partnering with the 2025-2026 Kentucky Writing Project focusing on Argumentative and On-Demand Writing. Teachers in grades 4 and 5 are participating and bring this information back and share it with our Hinsdale Writing Committee and all grade level teams

Achievement Gap

School Data Strengths

- 1) 7% decrease of students with disabilities scoring novice in Science on the 2024-2025 KSA
- 2) 11% increase of students with disabilities scoring distinguished in Reading on the 2024-2025 KSA

School Data Growth Areas

- 1) 19% of students with disabilities were proficient or distinguished in Math on 2024-2025 KSA
- 2) 26% of students with disabilities were proficient or distinguished in Reading on 2024-2025 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.
- 3) Both general and special education teachers will receive professional development centered around co-teaching models by visiting partner schools and bringing information back to our special education committee.

School Data Strengths

- 1) 40% of EL students were proficient or distinguished in Reading on 2024-2025 KSA
- 2) 86% of all EL students made growth on the 2024-25 ACCESS testing compared to 82% from the 2023-24 school year

School Data Growth Areas

- 1) 0% of EL students were distinguished in Science on 2024-2025 KSA compared to 33% in 2023-24.
- 2) 0% of EL students were proficient in Writing on 2024-2025 KSA compared to 100% in 2022-23.

Strategies to Address Growth Areas

- 1) Utilize school EL teacher for PD opportunities on best practices to improve overall achievement for English Language learners.
- 2) Including EL teacher in MTSS Core meetings, when applicable, and provide resources that can help connect classroom work from the English form to their native language to help assist in understanding.
- 3) 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.

School Data Strengths

- 1) 99% of students feel that if they have a problem, they have an adult to talk to in the building
- 2) 98% of students feel that adults from our school care about them

School Data Growth Areas

- 1) 49% of students agreed that students being mean or hurtful is a problem
- 2) 56% 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.

School Data Strengths

- 1) 100% of Hinsdale students were involved in an Extra-Co-Curricular Activity in the 2024-2025 school year
- 2) 97% of fifth grade students met the attendance expectations in the 2024-2025 school year

School Data Growth Areas

- 1) 24% of exiting 5th grade students were not transition ready in the 2024-25 school year
- 2) 26% of exiting 4th grade students were not transition ready in the 2024-25 school year

Strategies to Address Growth Areas

- 1) Continued support for our 5th grade student as it relates to our transition readiness conferences with adult advocates. In some cases, students are given a second adult advocate or Hanner's Hero for additional support.
- 2) Implementation of 5th grade student-led conferences for Parent Teacher Conferences in the Fall of 2025.
- 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) This year, 78% of students scored at or above proficiency on reading common assessments compared to 74% in 2024-25.
- 2) This year, 92% of students scored at or above proficiency on math common assessments compared to 84% in 2024-25.

School Data Growth Areas

- 1) 78% of Kindergarten students reached P/D in ELA on their common assessment compared to 84% last year on the same assessments.
- 2) 75% of 2nd grade students reached P/D in Math on their common assessment compared to 79% last year on the same assessments.

Strategies to Address Growth Areas

- 1) School wide CFA calendar are implemented and used with our data analysis folders at each grade level 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.

School Data Strengths

- 1) 62% of all students in grades 3-5 scored proficiency in Reading on the 2025 Fall MAP compared to 52% in the district.
- 2) 62% of all students in grade 3-5 scored proficiency in Math on the 2025 Fall MAP compared to 49% in the district.
- 3) According to the 2025 Fall MAP Fluency Assessment, 15% of all students in the Fall of 2025 were in the low category (1st-20th percentile) in phonological awareness compared to 20% in the Fall of 2024.

School Data Growth Areas

- 1) 30% of all kindergarten students are at the low level, demonstrating below grade level literature comprehension, on the 2025 Fall MAP Fluency Assessment

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) Hinsdale finished the 2024-2025 school year rate with an attendance rate of 96.8%, which was the highest in Kenton County and one of the leaders in state attendance data.
- 2) Top 3 in KCS D Elementary Schools in Reading, Math, Social Studies and Combined Writing in the 2024-25 KSA data.
- 3) The current renovation project here at Hinsdale will enable all students to have access to world class facilities thanks to the tremendous support of our Kenton County Board of Education.

Student Services

	2022-2023	2023-2024	2024-2025
Dropout Rate	N/A	N/A	N/A
Attendance Rate	96.23%	96.49%	96.8%
% F/R	24.9%	22.23%	30%
Achievement Score/Proficiency	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	67% P/D Reading 63% P/D Math 48% P/D Science 59% P/D Social Studies 64% P/D Writing
# Transfer (OE/Tuition)	53	25	59
Retention Rate	0.32	0.69	0.74



Report to the Board December 2025

Piner Elementary



Implementation and Impact

2024-25 Objectives	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)
Increase the percentage of students scoring proficient and distinguished in reading from 60% in 2024 to 64% by Oct. 1, 2025 as measured by KSA.	Declined (55%) -5% below previous year - 9% from goal
Increase the percentage of students scoring proficient and distinguished in math from 64% in 2024 to 67% by Oct. 1, 2025 as measured by KSA	Declined (60%) -4% below previous year - 7% from goal
Increase the percentage of students scoring proficient and distinguished in science from 46% in 2024 to 48% by Oct. 1, 2025 as measured by KSA.	Declined (38%) -8% below previous year - 10% from goal
Increase the percentage of students scoring proficient and distinguished in social studies from 37% in 2024 to 41% by Oct. 1, 2025 as measured by KSA.	Improved (48%) +11% above previous year + 8% above goal

Implementation and Impact

2024-25 Objectives	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)
Increase the percentage of students scoring proficient and distinguished in combined writing from 48% in 2024 to 50% by Oct. 1, 2025 as measured by KSA.	<p>Met (50%)</p> <p>+2% above previous year</p> <p>Met goal</p>
Increase the percentage of students with disabilities scoring proficient/distinguished in Reading from 23% in 2024 to 28% in 2025 as measured by KSA.	<p>Declined (22%)</p> <p>-1% below previous year</p> <p>- 6% from goal</p>
Increase the percentage of students with disabilities scoring proficient/ distinguished on Math from 27% in 2024 to 31% in 2025 as measured by KSA.	<p>Declined (19%)</p> <p>-8% below previous year</p> <p>- 12% from goal</p>
Increase the percentage of students making growth in the EL program to 100% in 2027 100% growth on the ACCESS test 2025	<p>Met (100%)</p> <p>Met goal of 100% of students making growth</p>

Implementation and Impact

2024-25 Objectives	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)
Increase the percentage of students who believe all students are treated the same if they break school rules from 57% in 2024 to 70% in 2025.	<p>Met (70%)</p> <p>+13% above previous year</p> <p>Met goal of 70%</p>
Decrease the percentage of students believing that students being mean or hurtful to other students online is a problem at our school from 56% in 2024 to 40% in 2025	<p>Met (40%)</p> <p>Met goal of 40% agreeing with this statement</p>
Increase the percentage of teachers perceiving the adequacy of school resources from 55% in Spring 2024 to 63% in Spring 2026, as measured by the KY Impact Survey.	<p>N/A</p> <p>Do not have the Spring 2026 data yet</p>

Reading and Math

School Data Strengths

- 1) Piner's overall Reading & Math status score of 74.7 remains in the high (green) range (between 70.0 - 80.9).
- 2) Math achievement is a strong point in 5th grade with 76% P+D. Increasing steadily over the past 3 years from 57>60>76.
- 3) ELA proficiency has improved or maintained in grades 4 & 5 over the past three years. From 50>60>60 in 4th grade and from 59>60>64 in 5th grade.

School Data Growth Areas

- 1) 3rd grade reading declined significantly from 61% down to 43% P+D, below the district average of 58%
- 2) 4th grade math declined significantly from 71% P+D down to 52% P+D, below district average of 57%.

Strategies to Address Growth Areas

- 1) Departmentalized teachers in grades 1-5 to provide time to internalize the standards for fewer content areas rather than 5. Teachers who are LETRs trained are teaching the areas of reading to ensure alignment to the Science of Reading.
- 2) Teacher release days for internalization at least 2x a year to use backward design planning to create more rigorous instruction using common formatives that meet the standard and align to common assessments in reading and math.
- 3) Implementation of HQIR Amplify Desmos in math K-5 for more rigorous products and tasks that align to the standards and are aligned vertically.

Science, Social Studies, Writing

School Data Strengths

- 1) Piner's overall Science, Social Studies, & Writing status score of 67.7 maintained the high (green) range (between 67.0 - 75.9).
- 2) Social Studies performance was the highest it has been in 3 years at 48% P+D up from 43% to 48%. - exceeding our CSIP goal by 8% and 9% above the state average (39% P+D).
- 3) Combined Writing improved from 48% to 50% P+D - meeting our 24-25 CSIP goal.

School Data Growth Areas

- 1) 4th grade Science proficiency dropped significantly from 46% to 38% P+D.

Strategies to Address Growth Areas

- 1) Departmentalized Science and Social Studies teachers in grades 3-5 to provide time to internalize the standards.
- 2) Building a culture of writing within the school by administering on-demand writing opportunities (scrimmages) for all students in grades K-5, showcasing student exemplar writing in the halls, and providing daily opportunities for students to write across content areas and keeping focus on the school writing policy, grade-level writing expectations, Teachers also submitting student writing samples throughout the year for additional calibration.
- 3) Teacher release days for internalization 2x a year to use backward design planning to create more rigorous instruction using common formatives that meet the standard and align to common assessments in science, social studies, and writing.
- 4) Teachers in 4th/5th are using HQIRs (TCM for Social Studies; Mystery Science for Science) and the use of AI to provide immediate feedback to students when writing in real-time that aligns with our building wide expectations.

Achievement Gap

School Data Strengths

- 1) The percentage of students on Free & Reduced lunch scoring P+D on the Social Studies assessment increased 9% from 26% to 35% P+D.
- 2) The gap between the performance of all students on KSA reading and SWD decreased by 4% from a 37% gap to a gap of 33%.

School Data Growth Areas

- 1) Proficiency of SWD declined in all areas in 2024-2025.
- 2) Proficiency of students on F&R lunch declined in all areas except Social Studies in 2024-2025.

Strategies to Address Growth Areas

- 1) Special education and general education teachers are collaborating during internalization release days for reading and math to plan effective co-teaching strategies and ensure rigorous instruction for students with disabilities in general education settings.
- 2) All resource and collaborative teachers attended the Amplify Desmos Math launch and are participating in district internalization PLCs focused on HQIRs.
- 3) Our Special Education department remains flexible and student-centered; we adjust schedules and IEPs as needed to ensure appropriate support.
- 4) Special education teachers receive ongoing PD and coaching to strengthen resource-class instruction by aligning IEP goals and objectives to grade-level standards.
- 5) SPED PLCs will be revised to include standing items such as “Student Talks” and a focused review of individual student data aligned with grade-level PLCs.

School Data Strengths

- 1) On the spring ACCESS test, 100% of EL students showed growth.
- 2) During the 2024–25 school year, 54% of EL students reached proficiency on Math Common Assessments — up from 50% the previous year (a 4% increase).

School Data Growth Areas

- 1) 0% of students exited the EL program this year with the required ACCESS score of 4.5, a 33% decline from the previous year.
- 2) During the 2024–25 school year, 11% of EL students reached proficiency on Reading Common Assessments — an improvement from last year's 0%, but still well below the overall student proficiency rate of 64.78%

Strategies to Address Growth Areas

- 1) PSPs have been developed and will be implemented throughout the school year. Teachers meet with district staff to create individual plans using the EL Handbook to ensure students reach their academic goals.
- 2) Progress monitoring is ongoing to measure growth, triangulate with CFA/CA and other data, and identify real-time instructional next steps.
- 3) We will intentionally use EL formative and summative assessment data—especially in Reading—to determine whether students are making progress or need needs-based Tier 2 or Tier 3 supports.
- 4) Professional learning on EL strategies (using the EL Handbook and KCS D ELD Guidelines/Curriculum) will be embedded in PLCs and faculty meetings.
- 5) General education teachers are incorporating KSCD ELD Scaffolding Toolkit strategies into daily lessons based on students' Access scores across content areas.

School Data Strengths

- 1) 100% of students agree adults work hard to keep them safe, 99% feel adults care about their physical safety, and 98% view Piner as a caring place indicating exceptional safety & adult care.
- 2) 97% of students feel teachers expect their best, 96% say teachers encourage persistence, and 94% believe adults ensure all students get what they need to succeed indicating strong academic support systems.
- 3) 98% of students know there's a safe way to report harmful behavior, and 98% trust adults will take action when mistreatment is reported indicating effective reporting & response systems.
- 4) High student safety in learning environments. 98% of students feel school is a caring place. 97% feel adults care about them, and 96% feel all teachers make them welcome in class.

School Data Growth Areas

- 1) Equity & Fairness Perceptions — Only 81% believe school rules are fair and that adults stay calm when dealing with bad behavior. 70% feel all students are treated equally when rules are broken, creating a gap in perceived fairness.
- 2) Bullying Prevention & School Climate — 40% agree that students being mean/hurtful is a problem for our school. 60% agree that students being mean or hurtful to other students online (websites, apps, etc.) is a problem for my school
- 3) Student Voice & Comfort — Just 71% feel comfortable stating opinions in class. 73% feel respected by other students for their differences.

Strategies to Address Growth Areas

- 1) Monthly SEB meetings with staff combined with real-time student feedback via Magic School tools. Teams analyze behavior data while collecting student voice to identify concerns immediately, ensuring both reactive and proactive climate monitoring.
- 2) School team creates T1-T3 strategies with targeted PD on calm, consistent behavior management. Include training on equitable consequences and de-escalation
- 3) Partner with counselor to integrate equity/equality into SEL curriculum, addressing fairness concerns.. Include lessons on student differences and clear rule communication.
- 4) Use Magic School for regular student input opportunities and survey question practice. Improve comprehension of negatively-worded items while addressing the 71% comfort with stating opinions and increasing student agency.

School Data Strengths

- 1) 93% of ALL students had an attendance rate of 90% or above.
- 2) 100% of Piner students participated in an extracurricular or co-curricular activity

School Data Growth Areas

- 1) Only 50% of students met Piner's attendance goal of 96.25% for the 24-25 school year, however this was a 3% from the year prior
- 2) We are still 33.67% percent away from 100% transition ready

Strategies to Address Growth Areas

- 1) Advanced coursework opportunities are available for students in math (grades 1-5) and ELA (grades 4-5) to support accelerated learning and academic growth.
- 2) Grade level dashboards are regularly updated and reviewed by teachers to monitor individual, class, and grade-level progress toward standards mastery and guide instructional adjustments.
- 3) Grade level leads and the SBDM council are working on updating the Grading Policy to improve overall grading practices to ensure accurate and valid assessment and reporting of student progress to stakeholders.

School Data Strengths

- 1) Math CA at 74.17% and Reading CA at 64.78% demonstrate solid student understanding of specific units of study and effective instruction in both subject areas.

School Data Growth Areas

- 1) Common Assessments show weaker predictive validity than the universal screener. Unit-based CAs overestimate overall grade-level KSA results by 14.17 points in Math and 9.78 points in Reading for all students, with even larger gaps for students with disabilities (Math CA 47.8% vs actual KSA performance 19%, Reading CA 36.89% vs actual KSA performance 22%).

Strategies to Address Growth Areas

- 1) Staff has been trained on the KCS D Balanced Assessment Summary and their role in implementation and analyzation. One noticeable improvement has been on the teacher's emphasis on the testing environment; teachers are utilizing table dividers, circulating, and implementing good faith effort systems.
- 2) Implement school-wide data dashboard ensuring all common assessments and formative assessments align to standard rigor. Administrative team meets with content-specific teachers to review assessment data and improve real-time instruction through re-teaching, needs-based instruction, and targeted strategies.
- 3) Utilize weekly PLCs for regular data reviews of common formative and summative assessments. Teachers track standards mastery through Performance Matters/Schoology and their own grade level dashboards to develop instructional adjustment plans, and consistently implement systematic spiral review of previously taught standards with real-time monitoring.
- 4) Students track their progress and set goals using Student Data Binders for weekly and common assessments. Teachers implement common assessment protocols with fidelity while celebrating student goal achievement throughout the year, fostering student ownership of learning outcomes.



Universal Screener/Diagnostic Data

(MAP Growth/MAP Fluency)

School Data Strengths

- 1) MAP Growth Universal Screener demonstrates strong accuracy with only a 2.17% difference from actual KSA results in Math and 7.3% difference in Reading, providing reliable forecasting for instructional planning.
- 2) The Fall 25 5th grade MAP Reading projected proficiency exceeds district average by 5.3%, and the Fall 25 Math MAP Growth surpasses district performance in grades 3-5, indicating effective instruction and student progress.

School Data Growth Areas

- 1) Fall 25 MAP Growth projected proficiency scores fall below district averages in grades 2-4 Reading, indicating foundational literacy challenges requiring immediate intervention.
- 2) Fall 25 MAP Reading Fluency shows alarming progression with only 1% of Kindergarten, 7% of first graders, 42% of second graders, and 70% of third graders advancing to oral reading assessment, revealing significant foundational gaps.

Strategies to Address Growth Areas

- 1) Implement school-wide dashboard analyzing MAP Growth, MAP Reading Fluency, and CA data with historical trend analysis and grade-level dashboards for easy data triangulation.
- 2) Utilize weekly PLCs incorporating Math Boost, ELA Boost, and IXL programs while implementing Envision Math and Amplify Reading with fidelity, including systematic spiral review and differentiated support.
- 3) Use MAP Fluency monitoring and data triangulation to ensure all students receive appropriate Tier 1-3 instruction based on individual needs.
- 4) Students track progress using Data Binders while quarterly Reading Improvement Plan meetings provide families with strategies, fostering ownership and home-school collaboration.

Points of Pride

- 1) Piner is a school where students feel exceptionally safe, cared for, and supported — 100% of students agree adults work hard to keep them safe, 99% feel adults care about their physical safety, 98% view Piner as a caring place, 97% feel teachers expect their best, 96% say teachers encourage persistence, 94% believe adults ensure all students get what they need to succeed, and 98% know there's a safe way to report harmful behavior with 98% trusting adults will take action.
- 2) 76% of 5th grade students were proficient or distinguished on the KSA math assessment.
- 3) Piner status scores were high (green) in all areas (Reading & Math; Science, Social Studies & Writing; and Quality of School Climate and Safety). Piner's Quality of School Climate and Safety status score increased from 75.6 to 78.3.
- 4) Student engagement is high at Piner. 100% of Piner students are engaged in an extracurricular or co-curricular activity.

Student Services

	2022-2023	2023-2024	2024-2025
Dropout Rate	N/A	N/A	N/A
Attendance Rate	94.65%	95.45%	95.69%
% F/R	42.3%	42.6%	41.8%
Achievement Score/Proficiency	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%	P/D for Reading - 55% P/D for Math - 60% P/D for Science - 38% P/D for SS - 48% P/D for Combined Writing - 50%
# Transfer (OE/Tuition)	20	15	20
Retention Rate	0	0	0



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

Report to the Board December 2025

Ryland Heights Elementary



Implementation and Impact

2024-25 Objectives

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

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 66% in 2024 to 70% in 2025 as measured by KSA.

Improved by 1% (67%)

Our second objective for the proficiency goal was to increase the math proficiency score from 64% in 2024 to 68% in 2025 as measured by KSA.

Declined by 3% (61%)

Our separate academic indicator goal was to increase the science proficiency from 58% in 2024 to 70% in 2028 as measured by the KSA and to increase the combined writing proficiency from 56% in 2024 to 68% in 2028 and to increase the social studies proficiency from 62% in 2024 to 74% in 2028 as measured by the KSA. Our first objective for this goal was to increase the science KSA proficiency from 58% in 2024 to 61% in 2025 as measured by the KSA.

Met; Improved by 16% (74%)

Our second objective for this goal was to increase the combined writing KSA proficiency from 56% in 2024 to 59% in 2025 as measured by the KSA.

Met; Improved by 7% (63%)

Our third objective for this goal was to increase the social studies KSA proficiency from 62% in 2024 to 65% in 2025 as measured by the KSA.

Declined by 6% (56%)

Implementation and Impact

2024-25 Objectives	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)
Our first objective under our achievement gap goal was to increase the reading proficiency for students with disabilities from 28% in 2024 to 32% in 2025 as measured by the KSA.	Declined by 7% (21%)
Our second objective under our achievement gap goal was to increase the math proficiency for students with disabilities from 30% in 2024 to 34% in 2025 as measured by the KSA.	Declined by 9% (21%)
Our Quality of School Climate and Safety objective 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 45% in 2024 to 55% in 2025 according to the Quality of School Climate and Safety Survey.	Improved by 5% (50%)
Our Impact Survey objective was to increase the percentage of teachers that respond favorably to what extent does the quality of resources need to improve at Ryland Heights Elementary from 36% in 2024 to 46% in 2026 according to the Impact Kentucky Working Conditions Survey.	No survey data in 2025

Reading and Math

School Data Strengths

- 1) In the content area of Reading, 81% of our 4th grade students were proficient/distinguished. 71% of our 5th grade students were proficient/distinguished in Reading.
- 2) In the content area of Math, 74% of our 4th grade students were proficient/distinguished. 66% of our 5th grade students were proficient/distinguished in Math.

School Data Growth Areas

- 1) In 3rd grade Reading, our students were only 49% proficient/distinguished.
- 2) In 3rd grade Math, our students were only 41% proficient/distinguished.

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) Implementation of a systemic Adult Advocate program at the 3rd grade level. 3rd Grade students will be meeting with their adult advocate three times throughout the school year to review academic progress, goals and progress towards transition-ready benchmarks.
- 3) Continued professional learning and implementation of lesson internalization across all content areas, with an added emphasis on Reading and Math.
- 4) Implementation of new Math HQIR, including ongoing professional learning and monitoring for fidelity of implementation. Continued implementation of Reading HQIR.

Science, Social Studies, Writing

School Data Strengths

- 1) In the content area of Science, 74% of our students were proficient/distinguished, which was a 16% increase from the previous year. We had 0% students scoring novice.
- 2) In the content area of Combined Writing, 63% of our students were proficient/distinguished, which was a 7% increase from the previous year.

School Data Growth Areas

- 1) In the content area of Social Studies, 56% of our students were proficient/distinguished. This was a decrease of 6% from the previous year.

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) Increased focus on incorporating thinking strategies and writing across all content areas, in addition to lesson internalization.

Achievement Gap

School Data Strengths

- 1) Ryland Heights did not receive a state or federal designation, even though our overall 2025 data declined in proficiency for students with disabilities in both reading and math

School Data Growth Areas

- 1) In the content area of Reading, 21% of SWD were proficient/distinguished. This was a 7% decrease from the previous year and 46% lower than the percentage of proficient and distinguished for all students in Reading.
- 2) In the content area of Math, 21% of SWD were proficient/distinguished. This was a 9% decrease from the previous year and 40% lower than the percentage of proficient and distinguished for all students in 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) 97% of students agree/strongly agree that Ryland is a caring place
- 2) 96% of students agree/strongly agree that adults at Ryland respect students' differences (gender, culture, race, religion and ability).

School Data Growth Areas

- 1) 50% of students agree/strongly agree that students being mean or hurtful to other students online (websites, apps, etc) is a problem.

Strategies to Address Growth Areas

- 1) Utilize weekly SEB lessons, classroom guidance and restorative strategies to teach digital citizenship and the impact of negative online behavior.
- 2) Provide additional instruction and guidance for both parents and students to practice and monitor healthy online interactions and security.
- 3) Utilize our Adult Advocate structure to reinforce and continue to educate students on how to communicate online threats and concerns to an adult.

Transition Readiness

School Data Strengths

- 1) 75.48% of our 4th and 5th grade students met transition readiness benchmarks. This was a 5.14% increase from the previous year and the top average in the district.
- 2) 100% of our students (K-5) are engaged in extra/co-curricular activities for the 2025-26 school year.

School Data Growth Areas

- 1) Our 5th graders' attendance was 2.79% below the district average in 2024-25.

Strategies to Address Growth Areas

- 1) Fourth and Fifth Grade teachers, along with administrators are using a grade analysis framework to identify students who are not transition ready due to GPA, meeting this with these students to set goals, and communicating these goals with families so they can support their students at home.
- 2) Weekly RBTL meetings to identify barriers for students and develop planned interventions to reduce barriers and improve student attendance. Implementation of attendance incentive competitions and rewards.
- 3) Continue Implementation of the Adult Advocate program, including 1-1 review with 3rd, 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

School Data Strengths

- 1) In the content area of Reading, 82.9% of all students (K-5) demonstrated proficiency on district common assessments.
- 2) In the content area of Math, 78.8% of all students (K-5) demonstrated proficiency on district common assessments.

School Data Growth Areas

- 1) In the content area of Math, 63.3% of 3rd grade students demonstrated proficiency on district common assessments. This is 15.5% below the school average.
- 2) In the content area of Reading, 73.3% of 3rd grade students demonstrated proficiency on district common assessments. This is 9.6% below the school average.

Strategies to Address Growth Areas

- 1) Continue to ensure that all teachers understand and implement the KCS D Balanced Assessment Expectations.
- 2) Utilize grade level data dashboards to track student mastery towards standards. Identification of any students not demonstrating mastery and formation of instructional strategies that will be utilized to support identified students.
- 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

School Data Strengths

- 1) According to the Fall 2025-26 Projected Proficiency Report 55% of student in grades 2-5 are projected to be proficient in Reading. This is an increase from Fall 2024-25.
- 2) Based on 2025-26 Fall MAP Fluency Data, 1st grade students have shown an improvement of 1% from Fall 2024-25 in listening comprehension and 10% more 2nd grade students have advanced to the Oral Reading test compared to Fall 2024-25. Both of these are current Action Plan goals.

School Data Growth Areas

- 1) According to the Fall 2025-26 Projected Proficiency Report 51.1% of student in grades 2-5 are projected to be proficient in Math. This is a decrease of 8.8% from Fall 2024-25.
- 2) Based on 2025-26 Fall MAP Fluency Data, Kindergarten students have shown a decrease of 10% from Fall 2024-25 in listening comprehension.

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.
- 3) Utilization of Name and Claim Data Dashboards to ensure that all students are receiving appropriate Tier I, needs-based and intervention instruction as needed.

Points of Pride

- 1) Extremely proud of our students, staff and community to achieve the Blue 'Very High' ranking on the KSA assessment and continue to achieve at high levels, regardless of the type of assessment or content area.
- 2) Outstanding collaboration and efforts towards successful implementation of our Ryland Heights CBAS.
- 3) Ryland Heights has an amazing staff & community that ALWAYS maintains a focus on doing what is best for our students to ensure their safety and continued growth & development!



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Student Services

	2022-2023	2023-2024	2024-2025
Dropout Rate	N/A	N/A	N/A
Attendance Rate	95.09%	95.04%	95.62%
% F/R	40.91%	40.61%	42.35%
Achievement Score/Proficiency	Reading - 68% Math - 62% Science - 63% Writing - 73%	Reading - 66% Math - 64% Science - 58% Writing - 56%	Reading - 66% Math - 64% Science - 58% Writing - 56%
# Transfer (OE/Tuition)	46	41	44
Retention Rate	0	0	0



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Report to the Board December 2025

White's Tower Elementary

Implementation and Impact

2024-25 Objectives	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)
Goal 1, Objective 1: By 2025, White's Tower Elementary will increase reading proficiency from 54% in 2024 to 63.2% in 2025 as measured by the school report card proficiency data.	55 % P/D Improved +1 from 24/25 -8.2 from 24/25 Goal
Goal 1, Objective 2: By 2025, White's Tower Elementary will increase math proficiency from 62% in 2024 to 69.6% in 2025 as measured by the school report card proficiency data.	55 % P/D Decline: -7 from 24/25 -14.6 from 24/25 Goal
Goal 2, Objective 1 By 2025, White's Tower Elementary will increase Science proficiency from 39% in 2024 to 51.2% in 2025 as measured by the school report card proficiency data.	39 % P/D Maintained from 24/25 -12.2 from 24/25 Goal
Goal 2, Objective 2: By 2025, White's Tower Elementary will increase Social Studies proficiency from 47% in 2024 to 57.6% in 2025 as measured by the school report card proficiency data.	43% P/D Decline: -4 from 24/24 -14.6 from 24/25 Goal

Implementation and Impact

2024-25 Objectives	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)
Goal 3, Objective 1: By 2025, White's Tower Elementary will collaborate to increase combined writing for students with disabilities from 8% P/D in 24-25 to 26.4% P/D in 24-25.	6% P/D Decline: -2 from 23/24 -20.4 from 24/25 Goal
Goal 3, Objective 2: By 2025, White's Tower Elementary will collaborate to increase reading for students with disabilities from 18% P/D in 23-24 to 34.4% P/D in 23-24.	16% P/D Decline: -2 from 23/24 -18.4 from 24/25 Goal
Goal 4, Objective 1: By 2025, White's Tower Elementary will increase the percentage of students exiting English Learner program from 20% in 23-24 to 36% in 24-25.	0% P/D Decline: -20 from 23/24 -36 from 24/25 Goal
Goal 5, Objective 1: By 2025, White's Tower Elementary will increase the overall indicator score of the quality of school climate and safety from 81.3 in 2024 to 85.04 by 2025.	80.4 Decline: -.9 from 23/24 -4.64 from 24/25 Goal

Reading and Math

School Data Strengths

- 1) 3rd Grade KSA Reading: 66% P/D, 5th Grade Reading: 56% P/D
- 2) 3rd Grade KSA Math: 59% P/D, 5th Grade Math: 62% P/D

School Data Growth Areas

- 1) 24-25: 55% all students P/D in Math KSA and 55% all students P/D in Reading KSA
- 1) 4th Grade was below the district average on KSA in reading and math.

Strategies to Address Growth Areas

- 1) Year 1 of intentional implementation of Amplify Desmos with fidelity for Tier I instruction in Math for all grade levels. Monitoring of student data on Common Formative Assessments (CFAs) and Desmos assessments for adjusting instruction to ensure students needs are being met.
- 2) Continued refinement of Unit and Lesson Internalization for Amplify CKLA units of instruction in ELA to ensure tasks are meeting the depth of the standards and intentional planning is taking place based off of student results on District ELA common assessments and CFAs.
- 3) iXL MAP Paths aligned to student MAP growth scores.
- 4) Admin review of CFA to ensure rigor of questions and alignment to standards.

Science, Social Studies, Writing

School Data Strengths

- 1) +5% proficiency for SWD in social studies from 23-24 (8% P/D) to 24-25 (13% P/D).
- 2) 54% P/D in 24-25 Editing and Mechanics compared to 18% P/D in 23-24.

School Data Growth Areas

- 1) WTE was below the district average in Science, Social Studies and Combined Writing on the 2025 KSA
- 2) 24-25: 41% P/D all students in combined writing 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. Data can be drilled down to the specific teacher in each content area. After data is reviewed, teachers collaboratively design & implement a plan to address the deficiencies. Create spiral review assessments to ensure students are retaining their science, social studies and writing instruction.
- 2) School Wide Writing Professional Learning- Book study on *The Writing Revolution 2.0* along with monthly writing professional learning on topics covered in the book with the expectation that writing is happening in every content area everyday.
- 3) Science and Social Studies Lesson Internalization- Lesson internalization provided to science and social studies content teachers each trimester to ensure instruction is planned to meet the depth of the standards.

School Data Strengths

- 1) 30% of SWD in 3rd grade scored P/D on the KSA Reading in 24/25.
- 2) 45.5% of SWD in 5th grade scored P/D on the KSA Reading in 24/25.

School Data Growth Areas

- 1) 0% of SWD scored P/D in KSA Combined Writing in 24-25.
- 2) 28.6 % of 4th grade SWD scored P/D in KSA Reading in 24-25.

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) The implementation of the High Quality Instructional Resources Amplify CKLA and Amplify Desmos in resource groups for reading and math specifically designed instruction.
- 3) Professional Learning for all special education teachers on the High Quality Instructional Resources Amplify CKLA and Amplify Desmos.

School Data Strengths

- 1) 67% of EL students made growth on ACCESS
- 2) On the ACCESS, 100% of EL students performed at a level 4 or higher on:
Kindergarten: listening, speaking and oral
1st Grade: listening and comprehension
2nd Grade: listening, speaking oral, literacy and comprehension
3rd Grade: listening and speaking

School Data Growth Areas

- 1) From 2023 - 2025; % Exiting has declined (25%-20%-0%)

Strategies to Address Growth Areas

- 1) Professional learning for all staff on explicit instruction in content-specific vocabulary for EL students from the EL Scaffolding Kit.
- 2) Professional learning for all staff on questioning techniques for EL students from the EL Scaffolding Kit.

School Data Strengths

- 1) Quality of School Climate and Safety Indicator: +6.4 points from 23-24 to 24-25.
- 2) Adults from my school care about me. 99% combined agree.

School Data Growth Areas

- 1) All students are treated the same if they break school rules. 67% combined agree.
- 1) Students being mean or hurtful to other students online (websites, apps, etc.) is a problem for my school. 52% combined agree.

Strategies to Address Growth Areas

- 1) Towerbrations to highlight the 3Bs (Be Safe, Be Respectful, Be Responsible), celebrate PBIS success and recognize students.
- 2) Increased focus on cyber safety and cyber bullying through assemblies, Digital Citizenship lessons and Digital Citizenship Week.
- 3) Class Paw Stickers and Individual Stickers to earn rewards for classes and students who are exhibiting 3B behavior.

School Data Strengths

- 1) Total School Transition Readiness Met: 4th grade 52.63%, 5th grade 60%
- 2) 95% of 5th Grade students met the Attendance Goal.

School Data Growth Areas

- 1) 4th Grade: 59.65% Met Literacy/Numeracy
- 2) 4th Grade: 71.93% of students met GPA goal with a 2.8 or higher.
- 3) 53% of 4th grade students and 48% of 5th grade students scored at or above the 61% on Fall 25 MAP Growth.

Strategies to Address Growth Areas

- 1) 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

School Data Strengths

- 1) 71.61% P/D for the May Common Assessment Running Average for Math in grades 3-5 (compared to 55% on KSA)
- 2) 57.78% P/D for the May Common Assessment Running Average for Reading in grades 3-5 (compared to 55% on KSA)

School Data Growth Areas

- 1) All students: 28.39% of 3rd-5th grade students scored below proficient on the May Common Assessment Running Average for Math
- 2) All students: 42.22% of 3rd-5th grade students scored below proficient on the May Common Assessment Running Average for Reading

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) Ensuring that walk data and student performance align and providing teachers with training and strategies to adjust instruction based on what student data and walk data shows.
- 3) Lesson internalization provided to reading and math content teachers each trimester to ensure instruction is planned to meet the depth of the standards.

School Data Strengths

- 1) 75 % of 3rd grade students performed meeting or exceeding expectations on oral reading on the oral reading performance breakdown on MAP Fluency assessment.
- 2) On the Fall 25 Math MAP Growth Assessment, 63% of 5th Grade students scored at or above grade level.

School Data Growth Areas

- 1) Math MAP Growth: On the Fall 25 MAP Growth 42.5% of students are projected to be on track to score proficient on the KSA, compared to 55.8% of students on Fall 24 MAP Growth.
- 2) Reading MAP Growth: On the Fall 25 MAP Growth 46.7% of students are projected to be on track to score proficient on the KSA, compared to 49.4% of students on Fall 24 MAP Growth.

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- 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) 3rd and 5th Grade students performed at high levels in numeracy and literacy on the spring KSA.
- 2) White's Tower Elementary had an indicator score of 80.1 on the Culture and Climate Survey, making WTE green in this area.
- 3) Fall 25 MAP Growth: Schoolwide Math Percentile Median is 63% and Schoolwide Reading Percentile Median is 60%. Math goal was met.

Student Services

	2022-2023	2023-2024	2024-2025
Dropout Rate	NA	NA	NA
Attendance Rate	94.26%	94.96%	95.32%
% F/R	41.98%	39.51%	43.87%
Achievement Score/Proficiency	% 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	% P/D for Reading: 55 % P/D for Math: 55 % P/D for Science: 39 % P/D for S.S.: 43 % P/D for Writing: 41
# Transfer (OE/Tuition)	71	91	86
Retention Rate	0	0	0



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Report to the Board December 2025

Caywood Elementary

Implementation and Impact

2024-25 Objectives

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

Proficiency Goal- Caywood Elementary will increase the percentage of students scoring proficient/distinguished in reading from 52% in 2024 to 76% in 2029 as measured by the school report card. We will increase the percentage of students scoring proficient/distinguished in math from 54% in 2023 to 77% in 2029.

Objective 1 - To increase our percentage of students scoring proficient and distinguished in reading from 52% in 2024 to 56% in 2025 as measured by the school report card.

Objective 2 - To increase our percentage of students scoring proficient and distinguished in math from 54% in 2023 to 58.6% in 2025 as measured by the school report card.

Reading (obj. 1)- *Met* (56%P/D) +4%

Math (Obj 2)- *Declined* (47%P/D) -7%

Separate Academic Indicator Goal- Caywood Elementary will increase the percentage of students scoring proficient/distinguished in Science from 48% in 2024 to 74% in 2029 as measured by the school report card. We will increase the percentage of students scoring proficient/distinguished in Social Studies from 48% in 2023 to 74% in 2029. We will increase the percentage of students scoring proficient/distinguished in Combined Writing from 50% in 2023 to 75% in 2029.

Objective 1 - To increase the percentage of students scoring proficient/distinguished in science from 48% in 2024 to 53.2% in 2025 as measured by the school report card.

Objective 2 - To increase the percentage of students scoring proficient/distinguished in social studies from 48% in 2024 to 53.2% in 2025 as measured by the school report card.

Objective 3 - To increase the percentage of students scoring proficient/distinguished in combined writing from 50% in 2024 to 55% in 2025 as measured by the school report card.

Science(obj. 1) *Declined* (47% P/D) -1%

Social Studies (obj 2) *Met* (55% P/D) +7%

Combined Writing (obj. 3) *Met* (59%P/D) +9%

Implementation and Impact

2024-25 Objectives

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

Achievement Gap

Objective 1 - To increase our percentage of students with disabilities scoring proficient/distinguished in reading from 25% in 2024 to 29% in 2025 as measured by the school report card.

Reading (obj. 1) *Met* (29%P/D) +4%

Objective 2 - To increase our percentage of students with disabilities scoring proficient/distinguished in math from 23% in 2024 to 29% in 2025 as measured by the school report card.

Math (obj. 2) *Met* (29%P/D) +6%

English Learner Progress: Caywood Elementary will increase the overall English Progress Indicator score from 57.4 in 2024 to 78.7 in 2029.

Objective 1:

Increase the Overall English Learner Progress Indicator score from 57.4 in 2024 to 61.7 in 2025.

(obj. 1) *Met* (63.1) + 5.7

Implementation and Impact

2024-25 Objectives

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

Quality of School Climate and Safety: Caywood Elementary will decrease the percentage of students believing that students being mean or hurtful to other students online is a problem from 40% in 2024 to 25% in 2029 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 64% in 2024 to 82% in 2029 as measured by the Quality school Climate Safety Survey.

Objective 1:

Decrease the percentage of students believing that students being mean or hurtful to other students online is a problem at our school from 40% in 2024 to 34% in 2025.

Objective 2:

Increase the percentage of students that believe that all students are treated the same if they break the school rules from 64% in 2024 to 68% in 2025.

(obj. 1) *Improved* (36%) +4%

(obj. 2) *Improved* (65%) +1%

KY Impact Survey Goal -

Caywood Elementary will Increase the percentage of teachers that perceive the overall social and emotional learning climate of the school as favorable according to Impact Survey Data from 63% in 2024 to 99% in 2028.

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 63% in 2024 to 81.5% in 2026.

(obj. 1) Data not available until 2026

Reading and Math

School Data Strengths

- 1) On the Spring 2025 KSA, our overall indicator score for Reading and Math was 71.5, which was in the green, high performing category.
- 2) On the Spring 2025 KSA, 56% of ALL students scored proficient or distinguished in reading, an increase of 4% from 2024.

School Data Growth Areas

- 1) On the Spring 2025 KSA, 47% of ALL students scored proficient/distinguished in math, a decrease of 7% from 2024.

Strategies to Address Growth Areas

- 1) Continue year 3 implementation of Amplify CKLA HQIR and professional learning for all teachers in the CKLA Intervention ToolKit as well as ongoing district lesson internalization sessions 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/Thinking Strategies.
- 2) Launch and early implementation of Amplify Desmos Math HQIR to support the shift from direct instruction to structured problem solving (PBL).
- 3) District and school level Fidelity 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 in both reading and math.
- 4) Utilization of Performance Matters and new 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.
- 5) 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. Conduct Reading Improvement Plan conferences for all students not reaching benchmarks in reading at each grade level. (4x per year at MTSS progress checks.)
- 6) Utilize unit and lesson internalization tools and professional learning days to support structures for teachers to collaboratively plan and prepare instruction, with *both* Math and Reading HQIR (High Quality Instructional resources)
- 7) Implementation of new SBDM student grading policy to ensure consistent and equitable reporting of student progress across grade levels.

Science, Social Studies, Writing

School Data Strengths

- 1) On the Spring 2025 KSA, 55% of ALL students scored proficient/distinguished in Social Studies, an increase of 7% from 2024.
- 2) On the Spring 2024 KSA, 59% of ALL students scored proficient/distinguished in Combined Writing, an increase of 9% from 2024.

School Data Growth Areas

- 1) On the Spring 2025 KSA, 47% of ALL students scored proficient/distinguished in Science, a decrease of 1% from 2024.

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) Continue to 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) Professional Learning around the Writing Revolution with support from KDE assistant director of literacy for the purpose of embedding the latest research practices into foundational writing instruction in ALL content areas to improve critical thinking and promote deeper comprehension.
- 5) District Lesson internalization tools and professional development days in science and social studies to increase teacher collaboration and collective efficacy around alignment of standards based instructional tasks and assessments.

Achievement Gap

School Data Strengths

- 1)Due to growth in all content areas for students with disabilities over a three year period, we are no longer a TSI School!
- 2)On the Spring 2025 KSA, 29% of our students with disabilities scored proficient/distinguished in math, an increase of 6% from 2024.
- 3)On the Spring 2025 KSA, 29% of our students with disabilities scored proficient/distinguished in reading , an increase of 4% from 2024.

School Data Growth Areas

- 1)On the Spring 2025 KSA, 0% of students with disabilities scored proficient/distinguished in social studies, a decrease of 12% from 2024.
- 2)On the Spring 2025 KSA, 0% of students with disabilities scored proficient/distinguished in combined writing, a decrease of 12% from 2024.
- 3)On the Spring 2025 KSA, 15% of students with disabilities scored proficient/distinguished in science, a decrease of 18% from 2024.

Strategies to Address Growth Areas

- 1)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.
- 2) 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.
- 3) Job-embedded PD during weekly PLC meetings to name and claim students with specific deficit areas towards mastery of grade level standards.
- 3) Explicit instruction in P-12 reading strategies (Pre, During and Post Reading) within all content areas in both resource and collaborative settings.
- 6)Professional learning with Amplify CKLA intervention toolkit and Amplify Desmos Math intervention tools to support specially designed instruction aligned with grade level standards.

English Learner Progress

School Data Strengths

- 1) On the 2025 KSA, the overall indicator score for English Learner Progress increased from 57.4 in 2024 to 63.1 in 2025. This exceeded our growth objective of 61.7 and increased our color indicator from yellow to green.
- 2) Access scores from 2024-2025 indicate 20% of our English Learner student population reached attainment (exited), which is a 1% increase from the previous year.

School Data Growth Areas

- 1) On the 2025 KSA, 28% of English Learners scored proficient/distinguished in Math, a 5% decrease from 2024 and 19% difference between ALL students.
- 2) On the 2024 KSA, 31% of English Learners scored proficient/distinguished in Reading, a 7% decrease from 2024 and 25% difference between ALL students.

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) Implementation of Visualize and Verbalize reading intervention program with EL students who are on a reading improvement plan. Professional learning for 12 teachers across grade levels to implement these research based practices through RDIF grant funding.
- 4) Continue implementation of monthly meeting structure with Administrative team, EL teacher and district EL consultant to analyze English Proficiency growth as well as performance on district common assessments to determine actionable steps to improve achievement of students. This team will also conduct intentional learning walks during EL small group pull out sessions as well as push-in sessions during ELA.
- 5) Implementation of P-12 Reading Strategies across content areas, as well as utilizing the EL toolkit with emphasis on vocabulary.

School Data Strengths

- 1)99% of students believe that teachers make them feel welcome in their classrooms.
- 2)98% of students believe adults from their school work hard to make sure students are safe.

School Data Growth Areas

- 1)36% of our students feel that students being mean or hurtful to other students online (websites, apps, etc) is a problem for our school.
- 2)65% of students believe that all students are treated the same if they break the school rules.

Strategies to Address Growth Areas

- 1)Intentional instruction in digital citizenship in Library/Technology Special Area Class utilizing online protocol training.
- 2)Implementation of new school-wide cell phone policy where phones cannot be utilized during the school day.
- 3)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
- 4)Implementation of new PBIS plan called “*Follow the Comet Path*” in order to strengthen Tier I SEB systems and structures. The plan encompasses four schoolwide expectations, an expectation matrix, motivation and reward program as well as explicit steps to follow for response to misbehaviors.
- 5) Continue 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.
- 6)Professional Learning for teachers in Responsibility Centered Discipline and student executive functioning training embedded in PLC’s and Faculty Meetings throughout the school year.

School Data Strengths

- 1) 76.06% of 5th grade students met the Literacy transition goal in 2024-25 school year as compared to 68.69% in the 2023-2024 school year.
- 2) 94.4% of 4th and 5th grade students met the attendance goal for transition readiness in 2024-25 as compared to 90.85% in the 2023-2024 school year.

School Data Growth Areas

- 1) Overall, only 56.52% of 4th and 5th grade students met ALL criteria for transition readiness in the 2024-2025 school year.
- 2) 65% of 4th and 5th grade students met the criteria for GPA of 2.8 or above in the 2024-2025 school year.
- 3) The first trimester of 2025 data indicates that only 58% of 5th graders have met the numeracy goal for transition readiness.

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) Parent Ed-Camps- Held October, January and March to teach parents about criteria for meeting Transition Ready goals.
- 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.
- 5) School level numeracy leaders will provide ongoing support and professional learning around Amplify Desmos Math to support Tier I instruction with newly implemented Math HQIR to address the numeracy deficit.
- 6) 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.
- 7) Implement School Wide "Club Day" structure beginning in November 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.
- 8) Implementation of new student grading policy to ensure consistent and equitable reporting of student progress.

Formative Data

(Common Assessments)

School Data Strengths

- 1) Our overall common assessment running average for 2024-25 was 58.56% for Reading (All students) which was within 2.56% of our KSA proficiency scores.
- 2) Our overall common assessment running average for 2024-25 students with disabilities in the area of Reading was 31%, which was within 2% of our KSA proficiency scores.

School Data Growth Areas

- 1) Our KSA proficiency for math was 26.14% *lower* than our common assessment running average for all students, indicating that our common assessments were not an accurate predictor of proficiency in math.
- 2) Our overall common assessment running average for students with disabilities in the area of math was 39.76% which did not correlate with our KSA Proficiency for students with disabilities at 29%.

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 school and grade level data dashboards along with a CFA calendar for all content areas. 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 common formative assessments.
- 4) Utilize unit and lesson internalization tools and professional days to support the intellectual preparation cycle for teachers to collaboratively plan and rehearse instruction, backwards mapping from assessments, especially with newly adopted Amplify Desmos Math high quality instructional resource. (HQIR)



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Universal Screener/Diagnostic Data

School Data Strengths

- 1) Fall 2025 MAP diagnostic data indicates that 73% of first grade students are exceeding expectations in the area of phonemic awareness and 90% of first graders are meeting or exceeding expectations for phonics.
- 2) On Fall 2025 MAP Growth, 54.7% of 4th graders are projected to be proficient on KSA.
- 3) The MAP median growth percentile from Fall 2024 to Fall 2025 in Reading was 57%, indicating high achievement and high growth.

School Data Growth Areas

- 1) On Fall 2025 MAP, 39.10% of fifth grade students are projected to be proficient/distinguished on Math KSA.
- 2) The MAP median growth percentile from Fall 2024 to Fall 2025 in Math was 42%, indicating high achievement, but *low* growth.
- 3) On Fall 2025 MAP, 0% of fifth grade LEP students are projected to be proficient/distinguished on Math KSA.
- 4) Fall 2025 MAP Fluency diagnostic data indicates that 86% of third grade students made it Oral Reading Fluency, but only 34% have acceptable accuracy rates.

Strategies to Address Growth Areas

- 1) Launch and Early Implementation of high quality instructional resource in the area of math (Amplify Desmos) and ongoing job embedded professional learning with district unit internalization as well as school level learning with numeracy leaders focusing on the shift from direct instruction to problem based learning. (PBL)
- 2) Ongoing 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 with MAP Growth and common formative data (utilizing KCS D entry and exit criteria) 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.
- 4) ESS (Extended School Services) after school two times weekly for students with a reading improvement plan in grades 1-5 from November through March.

Points of Pride

- 1) Overall indicator of 75.3 indicating a green high achievement rating.
- 2) Significant growth in reading, social studies, and combined writing.
- 3) Steady growth in closing the gaps for students with disabilities meeting both reading and math objectives and no federal classification.
- 4) Strong systems and structures are continually being refined resulting in increased academic achievement for all students.

Student Services

	2022-2023	2023-2024	2024-2025
Dropout Rate	N/A	N/A	N/A
Attendance Rate	94.38	94.59	94.80
% F/R	65.43	56.43	58.76
Achievement Score/Proficiency	%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	%P/D Reading- 56.0 %P/D Math- 47 %P/D Science- 47 %P/D Social Studies- 55.0 %P/D Combined Writing- 59.0
# Transfer (OE/Tuition)	72	84	89
Retention Rate	0.19	0.18	0



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Report to the Board December 2025

Kenton Elementary

Implementation and Impact

2024-25 Objectives	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)
Collaborate to increase reading proficiency from 62% in October 2024 to 69% P/D in October 2025.	Improved (+2%) 64%
Collaborate to increase math proficiency from 66% P/D in October 2024 to 73% P/D in October 2025.	Improved (+4%) 70%
Collaborate to increase science proficiency from 44% P/D in October 2024 to 55% P/D in October 2025.	Not Met (=) 44%
Collaborate to increase social studies proficiency from 57% P/D in October 2024 to 65% P/D in October 2025.	Declined (-17%) 40%
Collaborate to increase writing proficiency from 80% P/D in October 2024 to 85% P/D in October 2025.	Declined (-8%)

Implementation and Impact

2024-25 Objectives	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)
Collaborate to increase reading P/D for students with disabilities from 17% in October 2024 to 33% in October 2025.	Declined (-3%)
Collaborate to increase math P/D for students with disabilities from 19% in October 2024 to 35% in October 2025.	Declined (-10%)
Collaborate to increase the percentage of students exiting the EL program from 17% in October 2024 to 32% in October 2025.	Declined (-12%)
Increase percentage of students agree/strongly agree that students from this school respect each other' differences from 78.5% in October 2024 to 83% in 2025.	Met (+6%)
Collaborate to increase valuable professional development sessions from 40% in winter 2025 to 52% in Spring 2026.	Data not available

Reading and Math

School Data Strengths

- 1) The percentage of all students that scored proficient/distinguished increased from the 2023-2024 to the 2024-2025 on reading KSA from 62% to 64% and in math from 66% to 70%.
- 2) The percentage of all students in fourth grade scoring proficient/distinguished on math KSA increased from 59% in 2023-2024 to 70% in 2024-2025.

School Data Growth Areas

- 1) The percentage of all students scoring proficient/distinguished in fifth grade decreased from 68% in 2023-2024 to 57% on reading KSA in 2024-2025.
- 2) The percentage of novice students on fifth grade reading KSA increased from 12% in 2023-2024 to 16% in 2024-2025.

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 are differentiated into different sessions based on instructional walk data. Monthly grade level meeting will be focused 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. Formative assessments will be reviewed to ensure the questions meet the rigor of the standards before implementation.
- 3) Teachers will continue to use the high quality instructional resource CKLA reading and the new high quality instructional resource Desmos Math. Ongoing professional development will be implemented throughout the school year on these resources using learning walk data and student assessment data. This includes planning days throughout the year to internalize lesson plans using these resources.

Science, Social Studies, Writing

School Data Strengths

- 1) 72% of all students scored proficient/distinguished on combined writing KSA.
- 2) The number of novice students decreased on the science assessment from 8 students in 2023-2024 to 2 students in 2024-2025.

School Data Growth Areas

- 1) The percentage of all students reaching proficient/distinguished on the Science assessment remained the same at 44% for the 23-24 and 24-25 school year.
- 2) The percentage of students reaching proficiency on the Social Studies KSA declined from the 2023- 2024 school of 57% to 40% in the 2024-2025 school year.

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. Teachers will continue to use the 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.
- 2) Administration will continue to ask for specific feedback and review student data to develop professional development sessions in this area during PLC, grade level meetings or staff meetings.
- 3) 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. Writing pieces are due monthly for all grade levels. Teachers will discuss strengths and challenges at PLC after each writing piece. Writing scrimmages will take place in fifth grade throughout the year to practice writing on-demand pieces.

Achievement Gap

School Data Strengths

- 1) The number of 4th grade novice students with disabilities decreased on math KSA from 6% in 2023-2024 to 5% in 2024-2025 and reading from 5% to 4%.
- 2) The number of 5th novice students with disabilities decreased on math KSA from 6 in 2023-2024 to 4 in 2024-2025.

School Data Growth Areas

- 1) The percentage of proficient/distinguished students with disabilities on reading KSA decreased from 17% in 2023-2024 to 14% in 2024-2025.
- 2) The percentage of proficient/distinguished students with disabilities on math KSA decreased from 19% in 2023-2024 to 8% in 2024-2025.

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. Job embedded professional development for all staff on effective collaboration strategies, models, and specially designed instruction is provided when needed.
- 2) Special education teachers attend weekly PLC meetings to discuss students progress on core instruction. The special education team also meet 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.
- 3) Professional development will be implemented for special education staff and general education teachers according to student data and targeted Instructional walk data from the resource and collaborative classroom setting.

English Learner Progress

School Data Strengths

- 1) The percentage of students making growth on the Access test increased from 60% in 2023-2024 to 70% in 2024-2025.

School Data Growth Areas

- 1) The percentage of students exiting the EL program decreased from 17% in the 2023-2024 school year to 5% in the 2024-2025 school year.
- 2) In the 2024-2025 school year, the percentage of proficient/distinguished students on math common assessments was 25% and reading 46%.

Strategies to Address Growth Areas

- 1) Professional learning on vocabulary use with students using the EL toolkit and support from EL district staff for Tier I instruction.
- 2) Students work with district staff in the classroom and in pullout groups to work on grade level
- 3) Professional Development sessions on explicit instruction for EL students, including SIOP (Sheltered Instruction Observation Protocol) strategies.

School Data Strengths

- 1) 96% of all students agree/strongly agree that they feel safe in their classes.
- 2) 95% of all students agree/strongly agree that they can ask for help on their school work.

School Data Growth Areas

- 1) 84.4% of all students agree/strongly agree that students are taught ways to stop mean or hurtful behavior when we see it happen.
- 2) 84.1% of all students agree/strongly agree that there is at least one adult from my school who listens to me when I have something to say.

Strategies to Address Growth Areas

- 1) All students have an adult advocate that meets with them throughout the year to help students feel connected to school. Adult advocates meet with students to discuss SEB needs, transition ready criteria, and other needs that arise during the school year.
- 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. Along with Tier I instruction in the classroom, students will participate in guidance lessons on bullying, acceptance and kindness.
- 3) Students in all grade levels will participate in a Kenton Elementary club of their choice. This will help students feel connected to the school and give many students opportunities they may not have outside of school.

Transition Readiness

School Data Strengths

- 1) 100% of all 4th and 5th grade students participated in an extracurricular activity during the 2024-2025 school year.
- 2) 94% of all students in 4th and fifth grade met the attendance criteria for transition ready during the 2024-2025 school year.

School Data Growth Areas

- 1) The percentage of students meeting transition ready criteria decreased from 68.27% in 2023-2024 to 64.04% in 2024-2025.
- 2) During the 2024-2025 school year, 64% of fifth grade students met the transition ready criteria for literacy and numeracy. This is a decrease from the 2023-2024 school year of 77%.

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.
- 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) Teachers analyze individual student data weekly to determine student skill deficits and strengths to plan for remediation of skills or extension of skills for students and strengthen Tier 1 instruction.

Formative Data

School Data Strengths

- 1) The average of math common assessments for third through fifth grade students in 2024-2025 was 73%, compared to 70% on KSA. This is a 3% difference.
- 2) The average of reading common assessments for third through fifth grade students in 2024-2025 was 58%, compared to 63% on KSA. This is a 5% difference.

School Data Growth Areas

- 1) The average of reading common assessments for third through fifth grade students with disabilities in 2024-2025 was 42%.
- 2) The average of math common assessments for third through fifth grade students with disabilities in 2024-2025 was 25%.

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 the 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

School Data Strengths

- 1) Students in first through third grade made expected growth from spring 2025 to fall 2025 on math and reading MAP.
- 2) 65% of all third grade students met expectations for reading fluency on MAP fluency in fall 2025 compared to 57% in spring of 2025.

School Data Growth Areas

- 1) Projected KSA proficiency decreased on Reading fall MAP from 57.7% in 2024-2025 to 50.1% in 2025-2026.
- 2) Projected KSA proficiency decreased on Math fall MAP from 62.2%% in 2024-2025 to 50.1% in 2025-2026.

Strategies to Address Growth Areas

- 1) MAP data and MAP Fluency data is analyzed by staff after each assessment. 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. Along with identifying groups of students, teachers analyze the data of individual students to make sure each student gets the support they need according to the data.
- 2) Teachers set goals with students for MAP before 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 2025 KSA assessment for the third year in a row.
- 2) Kenton Elementary scored above the district average in reading, math, writing and social studies.
- 3)Kenton Elementary ranked number one in the district in combined writing for the third year in a row.

Student Services

	2022-2023	2023-2024	2024-2025
Dropout Rate	N/A	N/A	N/A
Attendance Rate	94.62	94.44	95.18%
% F/R	42.95	36.53	40%
Achievement Score/Proficiency	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%	P/D Reading-64% P/D Math-70% P/D Science-44% P/D SS-40% P/D Writing-72%
# Transfer (OE/Tuition)	38	39	36
Retention Rate	0.16	0.31	.0015



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Report to the Board December 2025 Taylor Mill Elementary



TAYLOR MILL
ELEMENTARY SCHOOL

INSPIRE. LEAD. EXCEED.

Implementation and Impact

2024-25 Objectives	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)
<p>Goal 1: Reading and Math</p> <p>Goal 1a: We will collaborate to increase Reading Proficiency scores from 65% in 2024 to 73% in 2027 as measured by KSA scores.</p> <p>Objective 1: We will collaborate to increase the average Reading Proficiency score from 65% to 68% in 2025 as measured by KSA scores.</p>	<p>Met</p> <p>Reading KSA Proficiency in 2025 was 69% which was an increase from 65% in 2024 This was a 4% increase.</p>
<p>Goal 1: Reading and Math</p> <p>Goal 1b: We will collaborate to increase Math Proficiency scores from 63% in 2024 to 70% in 2027 as measured by KSA scores.</p> <p>Objective 2: We will collaborate to increase the average Math Proficiency score from 63% to 66% in 2025 as measured by KSA scores.</p>	<p>Declined</p> <p>Math KSA Proficiency in 2025 was 62% which was an decrease from 63% in 2024. This was a 1% decrease.</p>
<p>Goal 2: Science, Social Studies, and Writing</p> <p>Goal 2a: We will collaborate to increase the Science Proficiency scores from 47% in 2024 to 55% in 2027 as measured by KSA data.</p> <p>Objective 1: We will collaborate to increase the Science Proficiency scores from 47% to 50% in 2025 as measured by KSA data.</p>	<p>Improved</p> <p>Science KSA Proficiency was 49% which was an increase from 47% in 2024. This was a 2% increase.</p>

Implementation and Impact

2024-25 Objectives

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

Goal 2: Science, Social Studies, and Writing

Goal 2b: We will collaborate to increase the Combined Writing Proficiency scores from 76% in 2023 to 80% in 2027 as measured by KSA data.

Objective 2: We will collaborate to increase the Writing KSA proficiency scores from 76% to 78% in 2025 as measured by KSA data.

Declined

Writing KSA Proficiency was 53% which was an decrease from 76% in 2024. This was an 23% decrease.

Goal 2: Science, Social Studies, and Writing

Goal 2c: We will collaborate to increase the Social Studies Proficiency scores from 60% in 2024 to 67% in 2027 as measured by KSA data.

Objective 3: We will collaborate to increase the Social Studies KSA proficiency scores from 60% to 63% in 2025 as measured by KSA data.

Improved

Social Studies KSA Proficiency was 61% in 2025, which was a 1% increase from 60% in 2024.

Achievement Gap

Objective 1: We will collaborate to increase Reading Proficiency scores for students with disabilities from 30% in 2024 to 33% in 2025 as measured by KSA scores.

Met

Reading KSA Proficiency for SWD was 39% which was a 9% increase from 30% Proficiency in 2024.

Implementation and Impact

2024-25 Objectives	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)
<p>Achievement Gap</p> <p>Objective 2: We will collaborate to increase Math Proficiency scores for students with disabilities from 27% in 2024 to 32% in 2025 as measured by KSA scores.</p>	<p>Improved</p> <p>Math KSA Proficiency for SWD was 30% which was a 3% increase from 27% Proficiency in 2024.</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 2027.</p> <p>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>Met</p> <p>100% of the 12 students taking ACCESS showed growth</p>

Implementation and Impact

2024-25 Objectives

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

Goal 5: We will collaborate to increase our overall indicator score from “high” at 78.7 in 2024 to “very high” in 2027 by increasing the indicator score on the Quality of School Climate to 85 and Safety Survey to 80 by 2027

Objective 1: We will collaborate to increase the overall Quality of School Climate indicator score from 81.3 in 2024 to 82.5 in 2025.

Goal 5: We will collaborate to increase our overall indicator score from “high” at 78.7 in 2024 to “very high” in 2027 by increasing the indicator score on the Quality of School Climate to 85 and Safety Survey to 80 by 2027

Objective 2: We will collaborate to increase the overall Safety Survey indicator score from 76.6 in 2024 to 78.5 in 2025.

Declined

Overall Indicator Score of 71.6 a decline of 7.1 from 2024.

Overall Climate indicator of 77.4 was a decline of 3.9 from 2024.

Declined

Overall Indicator Score of 71.6 a decline of 7.1 from 2024.

Overall Safety Survey indicator of 73.1 was a decline of 2.2 from 2024

Reading and Math

School Data Strengths

- 1) TME saw a 4% increase in Reading for All Students from the 2024 KSA. TME was above the 2025 District Average in Reading for All Students by 10%.
- 2) TME was above the 2025 District Average in Math for All Students by 5%.

School Data Growth Areas

- 1) TME saw a 1% decrease in Math for All Students from the 2024 KSA.
- 2) 4th grade Math was below the district average for 2025 KSA by 1%.

Strategies to Address Growth Areas

- 1) Year 1 of intentional implementation of Amplify Desmos with fidelity for Tier I instruction in Math for all grade levels. Monitoring of student data on Common Formative Assessments (CFAs) and Desmos assessments for adjusting instruction to ensure students needs are being met. Teachers are working on Unit and Lesson Internalization for Amplify Desmos to help support their understanding of the new curriculum in order to best support student mastery.
- 2) Continued refinement of Unit and Lesson Internalization for Amplify CKLA units of instruction in ELA to ensure tasks are meeting the depth of the standards and intentional planning is taking place based off of student results on District ELA common assessments and CFAs.
- 3) Name and Claim process for all students in the areas of Reading and Math to use triangulated data to ensure students are receiving the correct level of support during schoolwide What I Need (WIN) times. Reading Improvement Plan Meetings are conducted with families every quarter for students receiving reading interventions to strengthen understanding of their child's strengths and weaknesses in reading, how to help their child at home, and for them to gain better insight into what is being done at school to support their child.

Science, Social Studies, Writing

School Data Strengths

- 1) 4th grade Science saw a 2% increase in students scoring Proficient/Distinguished from the 2024 KSA.
- 2) 5th grade Social Studies saw a 1% increase in students scoring Proficient/Distinguished from the 2024 KSA.

School Data Growth Areas

- 1) 5th grade writing saw a decrease of 23% after seeing an 11% increase the previous year.

Strategies to Address Growth Areas

- 1) Continued refinement of Unit and Lesson Internalization for Science and Social Studies units of instruction to ensure tasks are meeting the depth of the standards and intentional planning is taking place based off of student results on District common assessments and CFAs.
- 2) Continued teacher professional learning around The Writing Rope and The Writing Revolution strategies for implementation across all content areas to support writing instruction for all students in all grade levels.
- 3) Intentional time set aside for writing instruction every day in all content areas. Writing scrimmages planned for every 8 weeks with student work analysis and school wide trends analyzed in PLCs led by our school Literacy Leads in order to make changes to instructional practices to strengthen writing stamina in students, to incorporate writing more naturally across content areas, and to add lessons to support identified areas of needs.

Achievement Gap

School Data Strengths

- 1) 39% of Students with Disabilities scored Proficient/Distinguished in Reading, this was 17% above the District Average and 30% of Students with Disabilities scored Proficient/Distinguished in Math, this was 12% above the District Average.
- 2) 5th grade Writing for Students with Disabilities scoring Proficient/Distinguished was 19%, which was above the district average.

School Data Growth Areas

- 1) Students with Disabilities scoring Proficient/Distinguished in Science decreased from the 2024 KSA by 5%
- 2) Economically disadvantaged students scored 55% Proficient/Distinguished compared to All Students that scored 69% Proficient/Distinguished in Reading.

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) Professional Development for Special Education staff on both the Amplify CKLA resource and on the Amplify Desmos resource. Special Education staff also are attending ELA and Math Unit and Lesson Internalization planning days to assist in planning with their collaborating teachers.

English Learner Progress

School Data Strengths

- 1) 100% of students taking the ACCESS for EL Students showed growth in their Scaled Scores from the previous year's assessment.
- 2) 17% of students met the criteria to exit the EL program.

School Data Growth Areas

- 1) 13% of students taking the ACCESS for EL Students did not show growth on their Reading portion of the Assessment.

Strategies to Address Growth Areas

- 1) EL students are using the Amplify CKLA resources for Skills and Knowledge for Tier I instruction in Reading and Writing. This resource has intentional strategies to support foundational reading skills.
- 2) Teachers are incorporating strategies shared by the EL teacher and the EL handbook to enhance student understanding on classroom tasks. Strategies are documented in lesson plans (examples: ellii.com for visuals, use of manipulatives for math, labeling common objects, use of computer programs/translators).
- 3) EL students progress is tracked on District Common Assessments in Performance Matters to monitor progress on standards and to provide additional support as needed in Needs Based Groups or Tiered interventions. Students are monitored on their reading fluency and mastery of basic phonics skills and provided interventions utilizing Orton Gillingham used to support student growth.



Quality School Climate and Safety

School Data Strengths

- 1) 98% of students say my school is a caring place.
- 2) 98% agree that if students are mean or hurtful to other students during school, there is a safe way to report it to an adult.

School Data Growth Areas

- 1) Students being mean or hurtful to other students online (such as websites and apps) is NOT a problem for my school. Each area on the scale received 22-26% of the total indicating that the data was spread out across the scale.
- 2) Students being mean or hurtful to other students is NOT a problem for this school. Each area on the scale received 10-37% of the total indicating that the data was spread out across the scale.

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, and Adult Advocacy Awareness Day is held every August.
- 3) Increased focus on cyber safety and cyber bullying through assemblies during Red Ribbon Week, Digital Citizenship lessons and Digital Citizenship Week, as well as teacher follow up during SEL Wednesdays.

Transition Readiness

School Data Strengths

- 1) At the end of the 24-25 school year, 71.61% of 4th and 5th grade students had met the district transition readiness goals. This was above the 62.5% district average.
- 2) Attendance (97.26%) and participation in co-curricular activities (100%) were strengths for our school.

School Data Growth Areas

- 1) 75% of students were meeting the GPA goal of a 2.8. This was slightly below the district average of 75.66%
- 2) 83% of students were meeting the Literacy/Numeracy goal. This was higher than the district average of 71.4% but still an area of growth for us.

Strategies to Address Growth Areas

- 1) 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 October for both 4th and 5th grade students.
- 2) Professional Development led by Assistant Principal on Infinite Campus grading system and deep dive into school data on grading practices (total points per semester by grade level by content area) in 4th and 5th grade to ensure a more fair, equitable grading procedures across content areas and grade levels. Grade report reviews at midterms and report cards to discuss implementation of new procedures and any areas of concerns or challenges seen with the grading procedures.
- 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 through data analysis of MAP data, KSA data, and Projected Proficiency data.



Formative Data

(Common Assessments)

School Data Strengths

- 1) TME Math Common Assessment Running Average for the 24-25 school year was at 78% and 69% for Reading Common Assessments.
- 2) Triangulated alignment of assessment data was fairly accurate for both Reading and Math. Reading Common Assessment Running Average for the 24-25 school year was at 69%, with MAP Projected Proficiency predicting 75.7% of students scoring Proficient/Distinguished, and KSA 25 results in Reading showing 69% of students scoring Proficient/Distinguished. Math Common Assessment Running Average for the 24-25 school year was at 78%, with MAP Projected Proficiency predicting 63.5% of students scoring Proficient/Distinguished, and KSA 25 results in Math showing 62% of students scoring Proficient/Distinguished.

School Data Growth Areas

- 1) Most grade levels were below the district common assessment running average in math. Kindergarten and 5th grade averages were above the district average in math.
- 2) 3rd grade Reading common assessment running average was 10% below the district average.

Strategies to Address Growth Areas

- 1) Teachers use an assessment calendar to plan for the school year when CFAs and CAs will be given for all subject areas. 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. Identified areas of improvement are used in spiral views for students to have multiple exposures to mastering the content.



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

School Data Strengths

- 1) On Fall MAP 2025, in Reading, all grades showed High Achievement, and all but one grade showed High Growth
- 2) On Fall MAP 2025, in Math, all grades were above the district average except 2nd (-1%) and 3rd (-8%).
- 3) On Fall MAP Fluency 2025, TME was scoring below the district average of students not meeting or approaching in all areas of the Reading Fluency assessment.

School Data Growth Areas

- 1) In Math MAP Fall 2024, Projected Proficiency on KSA was 63.3% however, in Fall 2025, only 45.2% were meeting Projected Proficiency.
- 2) On MAP Reading Fluency in Fall 2025, 28% of 2nd graders were below expectations and 29% of 3rd graders were below expectations on Sentence Reading Fluency.

Strategies to Address Growth Areas

- 1) Teacher training and naming/claiming on Fall MAP scores for Reading and Math, how to interpret the 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 0-65%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. 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.
- 3) Use of Reading Improvement Plans meetings to discuss with families how to read and interpret Universal Screener and Diagnostic Data, what strengths and areas of weaknesses their child shows on these reports, and discussions about what the school is doing to support the child in their skill deficit area through their Reading Improvement Plan.

Points of Pride

- 1) Our school received an overall “Green” rating with Math and Reading receiving a “Blue” rating. Reading and Math saw an increase in Change Scores.
- 2) Through the Read to Achieve grant, 24 teachers/instructional assistants have completed 40 hours of Orton Gillingham Foundational Reading training. Two teachers have completed the Orton Gillingham Morphology training. Four teachers plus the school principal and assistant principal have completed LETRS training. Seven teachers are currently working on LETRS training with the state cohorts. Ten 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.
- 3) This year, the school principal and an interventionist are participating in the Numeracy Counts Academy (Principal and Teacher versions) through PIMSER. This training is focused on Math Fluency and improving math practices as a school through the creation of Math Pact. Our school math teachers are participating in a book study on the Math Pact and improving Fact Fluency through games.
- 4) TME was renewed as a Model PLC at Work School through Solution Tree for continuing to achieve the standards set to be considered a model for working in professional learning communities.



Student Services

	2022-2023	2023-2024	2024-2025
Dropout Rate	N/A	N/A	N/A
Attendance Rate	94.91	95.26	95.60
% F/R	47.78	46.78	46.64
Achievement Score/Proficiency	Overall Score 80.6 86.3 Reading/Math 73.4 Science, Social Studies, Writing 79.6 Quality of School Climate and Safety Indicator	Overall Score 85.8 86.6 Reading/Math 85.5 Science, Social Studies, Writing 78.7 Quality of School Climate and Safety Indicator	Overall Score 80.6 86 Reading/Math 74.6 Science, Social Studies, Writing 71.6 Quality of School Climate and Safety Indicator
# Transfer (OE/Tuition)	34	38	44
Retention Rate	0	0.21	0.21



Report to the Board December 2025

Beechgrove Elementary



Implementation and Impact

2024-25 Objectives	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)
<u>Proficiency Goals:</u> <u>Objective 1:</u> To increase reading P/D from 46% in 2024 to 54% in 2025 as measured by the school report card. <u>Objective 2:</u> To increase math P/D from 46% in 2024 to 53% in 2025 as measured by the school report card.	48% of students scored proficient/distinguished in Reading. Improved +2%. 42% of students scored proficient/distinguished in Math. Declined -4%.
<u>Achievement GAP:</u> <u>Objective 1:</u> To increase SWD in reading P/D from 12% in 2024 to 21% in 2025 as measured by the school report card. <u>Objective 2:</u> To increase SWD in math P/D from 16% in 2024 to 24% in 2025 as measured by the school report card.	10% of students scored proficient/distinguished in Reading. Declined -2%. 13% of students scored proficient/distinguished in Math. Declined -3%.
<u>EL:</u> <u>Objective 1:</u> To increase the overall EL progress indicator score from 54.9 in 2024 to 59.6 in 2025 as measured by the school report card.	Overall EL progress indicator score is 82. Met +24.1

Implementation and Impact

2024-25 Objectives

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

Separate Academic Indicator:

Objective 1: To increase science P/D from 41% in 2024 to 46.8% in 2025 as measured by the school report card.

41% of students scored proficient/distinguished in Science. Remained the same.

Objective 2: To increase social studies P/D from 38% in 2024 to 44.2% in 2025 as measured by the school report card.

38% of students scored proficient/distinguished in Social Studies. Remained the same.

Objective 3: To increase writing P/D from 24% in 2024 to 31.6% in 2024 as measured by the school report card.

31% of students scored proficient/distinguished in Writing. Improved by +7%.

Quality of School Climate and Safety:

Objective 1: To increase the overall Quality of School Climate and Safety indicator score from 76.7 in 2024 to 81.4 in 2025 as measured by the school report card.

Overall QSCS indicator score is 70. Declined -6.7.

Reading and Math

School Data Strengths

- 1) Reading proficiency improved by +2% to 48% P/D.
- 2) The Reading & Mathematics *Change Score* was positive (+0.4) for the 3rd year in a row, an overall improvement of +4.6 since 2021-2022.

School Data Growth Areas

- 1) Though, Reading proficiency is steadily increasing it is still -11% less than the district average.
- 2) Our overall Math proficiency scores decreased by -4% to 42%.

Strategies to Address Growth Areas

- 1) All School Action Plan and CSIP goals align to improving instruction across all tiers of instruction and are regularly reviewed in PLCs, Staff Meetings, and weekly Bruin Briefing to ensure a consistent and clear focus for all staff. All staff are attending an internalization session either at the district or school level.
- 2) Improved data collection and analysis systems through grade level dashboards and school level dashboards to monitor individual, class, and grade level student achievement progress that is regularly reviewed at weekly team PLCs.
- 3) Professional learning on the KCS D Cycle of Quality Instruction and KDE Deeper Learning protocols during job-embedded trainings with emphasis on rigor of the task, providing opportunities for student products that align to learning targets and standards, and adjusting instruction based on student responses.
- 4) Using Reading Diagnostic Intervention Fund grant to provide HQIRs in reading interventions and ongoing curriculum-based professional learning for all staff delivering interventions in reading.

Science, Social Studies, Writing

- 1) Student proficiency in writing increased from 24% in 2024 to 31% in 2025.
- 2) Student proficiency gains from 2024 were maintained in Science at 41% (+13% from 2023 to 2024) and Social Studies at 38% (+4% from 2023 to 2024).

School Data Growth Areas

- 1) Writing proficiency continues to be significantly below the district average by -18%.
- 2) While Social Studies scores increased they are still below the district average by -10%.

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 in the halls, 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. Teachers are submitting student writing samples from ODW each month starting in November to admin for additional calibration.
- 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) CKLA continues to support background knowledge development in all grades, with 5th grade social studies leveraging prior CKLA content and Reading/Thinking Strategies to deepen students' understanding of familiar topics.



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School Data Strengths

Achievement Gap

- 1) Despite declines in overall SWD proficiency, we did not receive any state or federal classifications.

School Data Growth Areas

- 1) Achievement Gap between all student and SWD in reading declined by 5% from 33% in 2023-2024 to 38% in 2024-2025.
- 2) Proficiency of SWD declined in both reading and math in 2024-2025.

Strategies to Address Growth Areas

- 1) SPED PLCs were rescheduled to align more closely with SPED LEAD meetings and now include monthly “Student Talks,” during which case managers use trend data to identify individual areas of concern and collaborate to address specific student challenges. These meetings also incorporate reviews of individual student data aligned with grade-level PLC discussions.
- 2) Expectations and guidelines for general education teachers’ contributions to ARC meetings and the documentation of IEP accommodations have been established. General education teachers are expected to provide updates on student progress toward IEP goals and inform the ARC of each student’s use of accommodations. Teachers are also responsible for establishing and documenting accommodations; in grades 4 and 5, this documentation is maintained in Infinite Campus (IC), ensuring accessibility for parents, case managers, and students.
- 3) Job-embedded professional learning on the KCS D Cycle of Quality Instruction and KDE Deeper Learning protocols emphasizes rigorous, standards-aligned tasks and responsive instruction. Collaborative classes will focus on differentiation and scaffolding to support all students’ progress toward mastery.

School Data Strengths

- 1) The 2025 Indicator score improved to 82, an increase of +27.1.
- 2) 33% of EL students were proficient in Combined Writing, +2% higher than all students.

School Data Growth Areas

- 1) Continue to build staff capacity on supporting our growing EL population; in 2020-2021 there were 37 EL students and 53 in 2024-2025.
- 2) Tier 1 student achievement of EL students; there continues to be a significant achievement gap between all students and EL students across all areas except ODW. Reading (-13% PD), math (-27% PD), science (-41% PD), and social studies (-21% PD).

Strategies to Address Growth Areas

- 1) Job-embedded professional learning for all teachers on the EL Scaffolding Toolkit to utilize during core instruction to ensure access and differentiated support to EL students.
- 2) Including ELD teacher in MTSS Core meetings where EL students are concerned to collaborate towards more specific student supports.
- 3) Enhancing communication with EL families by better equipping teachers with available resources such as Translate apps, Lango interpreter service, and Magic Schools. Administration provides communication in English, Spanish, and French.



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School Data Strengths

Quality School Climate and Safety

- 1) On the survey, 95% of students responded favorably to the statement “Adults from my school work hard to make sure students are safe.”
- 2) On the survey, 95% of students responded favorably to the statement “Adults from my school care about my physical safety.”
- 3) Decreased ODRs by -91 from 389 in 2023-2024 to 298 in 2024-2025.

School Data Growth Areas

- 1) The overall indicator score on the survey declined -2.6 from 72.6 in 2024 to 70 in 2025, the lowest of the elementary schools in the district.
- 2) On the survey, 48% of students responded unfavorably to the statement “All students are treated the same if they break school rules,” a -14% decrease from 2024.

Strategies to Address Growth Areas

- 1) To address concerns related to the decline in our overall score, our team is developing a plan using Magic Schools to provide students with opportunities to respond to similar survey questions. The data collected will help us identify and address areas of concern in real time, ensuring that students feel safe and cared for at Beechgrove. This process will also allow staff to clarify any misconceptions about survey questions—particularly those with negative wording which received lower scores and may correlate with our lower reading comprehension results.
- 2) To address the decline related to “All students are treated the same if they break school rules” we will be working with our school counselor to review our SEL curriculum and timeline to ensure that equity and equality are included and that students are being given the opportunity to discuss student differences and how that might impact their behavior and adult responses.

School Data Strengths

- 1) 58.72% of 2025 5th graders were transition ready when leaving Beechgrove, this is +7.72% higher than 2024.
- 2) Final Attendance from 2024-2025 was 95.7%, an increase of +0.63% from 2023-2024.

School Data Growth Areas

- 1) We are still 41.28% away from 100% transition ready.
- 2) According to 2025-2026 Fall MAP Growth Projected Proficiency reports, only 48.10% of 5th graders are projected to be proficient in reading on KSA. Only 32.50% in math.

Strategies to Address Growth Areas

- 1) SBDM council updated the Grading Policy and analyzing grade analysis in August to improve overall grading practices to ensure accurate and valid assessment and reporting of student progress to stakeholders.
- 2) 5th Grade Parent Engagement Night in November will include a session with Principal discussing Transition Readiness and the transition to middle school.
- 3) Grade level dashboards are regularly updated and reviewed by grade level teachers so that they can monitor individual, class, and grade level progress towards mastery of standards and make necessary adjustments to instruction.



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School Data Strengths

- 1) With the *exception of math common assessment data*, nearly all data sets including common assessments were in alignment and “telling the same story” indicating that our focus on collecting valid and reliable data through assessment protocols was effective. 2024-2025 Reading proficiency - KSA 48%, CAs 51%, MAP Growth 56%, 2024-2025 Math proficiency - KSA 42%, CAs 72%, MAP Growth 42%

School Data Growth Areas

- 1) 2024-2025 Math Common Assessment data (running average of 81.04%) was inflated compared to district average (running average of 77.63%) and did not align with other data sets.
- 2) Throughout 2024-2025 and into 2025-2026 our school performance across grade levels and contents is significantly below district averages. Percent of Common Assessments in grades K-5 *Below District Average* in 24-25: ELA (84% or 16 out of 19), Math (88% or 38 out of 43), 25-26: ELA (67% or 4 out of 6), Math (86% or 6 out of 7).

Strategies to Address Growth Areas

- 1) Staff has been trained on the KCS D Balanced Assessment Summary and their role in implementation and analyzation. One noticeable improvement has been on the teacher’s emphasis on the testing environment; teachers are utilizing table dividers, circulating, and implementing good faith effort systems.
- 2) A new approach to assessment analysis has been implemented in the 2025-2026 school year to keep data at the forefront of instruction. Teachers are responsible for maintaining grade level dashboards and recursive processes for reviewed are being established in PLCs.
- 3) Our ongoing focus on improving Tier 1 instruction and implementing our HQIRs with fidelity to improve student achievement while using the results of common formative assessments to adjust instruction to meet the needs of students.

School Data Strengths

1. MAP Fluency results show an increase in the number of students taking the Oral Reading Test from fall 2024 (42.5%) to fall 2025 (52.1%).
2. With the exception of 1st grade, there were fewer flagged students identified in all grades from MAP Fluency in fall 2024 (94 out of 381 or 24%) to fall 2025 (99 out of 463 or 21%).

School Data Growth Areas

- 1) School MAP Growth Median decreased in reading from 2024-2025 (58th) to 2025-2026 (56th).
- 2) School MAP Growth Median decreased in math from 2024-2025 (62nd) to 2025-2026 (57th).

Strategies to Address Growth Areas

- 1) Both Universal Screener and Diagnostic data were reviewed with staff and are included in grade level dashboards so that they are easily accessible when triangulating data.
- 2) Data analysis and reflections were completed in November by all teachers after administration compiled historical MAP data by individual teacher in order to identify trends, areas of celebration, and areas of growth for individual teachers.
- 3) The MAP Fluency progress monitoring through our established interventions is providing comparable and aligned data for teachers to effectively monitor student progress in areas of basic reading, fluency, and comprehension. The frequent use of the platform and tool is increasing teacher understanding and capacity in analyzing data and making informed instructional decisions based on individual student need.

Points of Pride

- 1) Overall academic growth is steadily increasing, with momentum sustained through leadership and structural transitions.
- 2) Family Engagement is trending upward. Attendance at Meet the Teacher Night (approximately 80%), Annual Title I Meeting, grade level literacy nights, Reading Improvement Plan meetings (approximately 90% for 1st quarter), and Parent Teacher Conferences (74%) has been impressive and notably higher than previous years. New data collection to track attendance is implemented.
- 3) SBDM council's commitment to updating and improving priority policies is and will positively impact student achievement. Our newly revised Grading Policy is ensuring that we are consistent, accurate, and calibrated in assigning grades and clearly communicating with students and families on student progress.



Student Services

	2022-2023	2023-2024	2024-2025
Dropout Rate	NA	NA	NA
Attendance Rate	94.56	94.68	95.42
% F/R	61.86	54.91	64.51
Achievement Score/Proficiency	Reading: 46 Math: 44 ODW: 19 Social Studies: 34 Science: 28	Reading: 46 Math: 46 ODW: 24 Social Studies: 38 Science: 41	Reading: 48 Math: 42 ODW: 30 Social Studies: 38 Science: 41
# Transfer (OE/Tuition)	23	21	27
Retention Rate	0.16	0	0



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Report to the Board December 2025

River Ridge Elementary

Implementation and Impact

2024-25 Objectives	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)
To increase our percentage of students scoring proficient and distinguished in reading from 52% in 2024 to 57% in 2025 as measured by the school report card.	In the area of reading, River Ridge had 51% (-1%) of students scoring proficient or distinguished, which was a decline compared to 2024.
To increase our percentage of students scoring proficient and distinguished in math from 61% in 2024 to 65% in 2025 as measured by the school report card.	In the area of math, River Ridge had 52% (-9%) of students scoring proficient or distinguished which was a decline compared to 2024.
To increase the percentage of students scoring proficient/distinguished in science from 53% in 2024 to 58% in 2025 as measured by the school report card.	In the area of science, River Ridge had 50% (-3%) of students scoring proficient or distinguished which was a decline compared to 2024.
To increase the percentage of students scoring proficient/distinguished in Social Studies from 55% in 2024 to 59% in 2025 as measured by the school report card.	In the area of Social Studies, River Ridge had 44% (-11%) of students scoring Proficient or Distinguished, which was a decline compared to 2024.

Implementation and Impact

2024-25 Objectives

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

To increase the percentage of students scoring proficient/distinguished in combined writing from 51% in 2024 to 56% in 2025 as measured by the school report card.

In the area of combined writing, River Ridge saw a huge decline compared to 2024 with 25% (-26%) of students scoring proficient and distinguished.

To increase our percentage of students with disabilities scoring proficient/distinguished in reading from 26% in 2024 to 29% in 2025 as measured by the school report card.

In the area of reading, our students with disabilities had only 19% of students scoring proficient and distinguished, which was a decrease of 7% compared to 2024.

To increase our percentage of students with disabilities scoring proficient/distinguished in math from 24% in 2024 to 27% in 2025 as measured by the school report card.

In the area of math, our students with disabilities declined to 13% (-9%) scoring proficient or distinguished compared to 2024.

Implementation and Impact

2024-25 Objectives

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

Increase the overall English Learners progress indicator status score from 58.4 in 2024 to 62.26 in 2025.

In the area of English Learners Progress indicator, River Ridge drastically increased to 68.1% (+9.7%), meeting our goal for this objective.

Decrease the percentage of students believing that students being mean or hurtful is a problem for the school from 31% in 2024 to 25% in 2025 as measured by the Quality School Climate Safety Survey

On the Quality School Climate Safety Survey, 26% of River Ridge students said that Students being mean or hurtful is a problem for this school, which was a decrease of 5% and we were only 1% off from meeting our goal.

To increase the percentage of teachers reporting favorably to the question “How often does student misconduct disrupt the learning environment at your school” from 11% in 2024 to 33% in 2026.

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.

Reading and Math

School Data Strengths

- 1) According to the 2025 KSA Data, our 3rd Grade Reading proficiency score increased from 46% of students in 2024 to 52% in 2025.
- 2) According to the 2025 KSA Data, Our 3rd Grade Math proficiency score increased from 50% of students in 2024 to 54% in 2025.

School Data Growth Areas

- 1) According to the 2025 KSA Reading Data, our overall proficiency decreased from 52% in 2024 to 51% in 2025.
- 2) According to the 2025 KSA Math Data, our overall proficiency decreased from 61% in 2024 to 52% in 2025.

Strategies to Address Growth Areas

- 1) Departmentalized teachers in grades 1-5 to provide time to internalize the standards for one content rather than 5. Teachers who are LETRs trained are teaching the areas of reading to ensure alignment to the Science of Reading.
- 2) Teacher release days for internalization 4x a year to use backward design planning to create more rigorous instruction using common formatives that meet the standard and align to common assessments in reading and math.
- 3) Implementation of HQIR Amplify Desmos in math K-5 for more rigorous products and tasks that align to the standards and are aligned vertically.

Science, Social Studies, Writing

School Data Strengths

- 1) According to the 2025 KSA Data in Science, only 6% of students scored Novice in 2025 compared to 7% in 2024. We also increased our overall % of students who were distinguished from 12% in 2024 to 19% in 2025.

School Data Growth Areas

- 1) According to the 2025 KSA Science Data our overall proficiency score decreased from 53% in 2024 to 50% in 2025.
- 2) According to the 2025 KSA Social Studies Data, our overall proficiency score decreased from 55% in 2024 to 44% in 2025.
- 3) According to the 2025 Combined Writing KSA Data, our overall proficiency score drastically decreased from 51% in 2024 to 25% in 2025.

Strategies to Address Growth Areas

- 1) Teachers are meeting to vertically align science and social studies standards in Grades K-5 to determine where standards are taught and how to better provide rigorous instruction, and content vocabulary in all grade levels.
- 2) Teacher release days for internalization 4x a year to use backward design planning to create more rigorous instruction using common formatives that meet the standard and align to common assessments in science, social studies, and writing.
- 3) A core team of vertically aligned teachers, including administrators are meeting monthly to align writing in all content areas, create writing scrimmages, and provide expectations across grade levels for on demand and process piece writing.

Achievement Gap

School Data Strengths

- 1) River Ridge did not receive a state or federal designation, even though our overall 2025 data declined in proficiency for students with disabilities in both reading and math.

School Data Growth Areas

- 1) According to the 2025 KSA Data, in the area of math, the proficiency of students with disabilities decreased from 24% in 2024 to 13% in 2025.
- 2) According to the 2025 KSA Data, in the area of reading, the proficiency of students with disabilities decreased from 26% in 2024 to 19% in 2025.

Strategies to Address Growth Areas

- 1) Special education teachers are attending internalization release days with the general education teachers in reading and math to plan for effective co-teaching methods as well as providing rigorous instruction to students with disabilities in the general education classroom.
- 2) Special education teachers are being provided professional development and coaching support to plan for more rigorous instruction in the resource class that combines student IEP goals and objectives to grade level standards.
- 3) Co-teaching partners in reading and math are being paid to plan after school for more effective co-teaching methods.

English Learner Progress

School Data Strengths

- 1) According to the 2025 KSA Data, the English Learner Progress Status was 68.1, exceeding our goal for this objective and gave us a BLUE status.
- 2) According to the 2025 KSA English Learner Progress Change Score increased to +9.7, which was a huge increase from the -7.7 in 2024.
- 3) According to the 2025 KSA Data, the English Learner Progress Indicator Cut score rose from 50.7 in 2024 to 77.8 in 2025.

School Data Growth Areas

- 1) According to the 2025 KSA math proficiency data, English Learners were 29% in 2025, a decrease from 49% in 2024.
- 2) According to the 2025 KSA reading proficiency Data, English Learners in 2025 was 22%, a decrease from 29% in 2024.

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) General education teachers are incorporating the KSCD ELD Scaffolding toolkit strategies into their daily lesson plans and instruction, based on students Access Scores in all content areas.

School Data Strengths

- 1) According to the 2025 Qualify School Climate and Safety Student Survey, students reported a decrease in the percent of 'Students being mean and hurtful to other students is a problem for this school' from 31% in 2024 to 26% in 2025.
- 2) According to the 2025 Qualify School Climate and Safety Student Survey, 93% of students felt like they are part of the school, an increase from 89% in 2024.

School Data Growth Areas

- 1) According to the 2025 Qualify School Climate and Safety Student Survey, students report that adults from school stay calm when dealing with bad behavior 66%, a decrease from 73% in 2024.
- 2) According to the 2025 Qualify School Climate and Safety Student Survey, 43% of students felt that all students are treated the same if they break school rules compared to 52% in 2024.

Strategies to Address Growth Areas

- 1) Monthly SEB meetings with grade level teams, special education teachers, and administrators to discuss student behavior data, strategies to decrease behavior, and addressing our own behavior in response to the negative student behavior.
- 2) The SEB/Restorative Practices Core Team is creating a toolkit to provide T1, T2, and T3 positive strategies for student behavior as well as aligning consequences for all students.

Transition Readiness

School Data Strengths

- 1) According to the 24-25 CBAS Transition Ready data, 100% of 5th graders, and 98.52% of 4th graders met the criteria for Extra/Co-Curricular participation.
- 2) According to the 24-25 CBAS Transition Ready data, 96.85% of 5th graders and 95.59% of 4th graders met the criteria for Attendance.

School Data Growth Areas

- 1) According to the 24-25 CBAS Transition Ready data, 49.61% of 5th graders and 56.62% of 4th graders were Transition Ready.
- 2) According to the 24-25 CBAS Transition Ready data, only 57.48% of 5th graders and 61.76% of 4th graders met the criteria for GPA/Advanced Coursework.

Strategies to Address Growth Areas

- 1) The Transition Ready Core team (consisting of a parent, administrator, and one representative from each grade level team) are using data to determine students that are not on track to be transition ready in each grade, identify root causes and implement strategies to help them meet Transition ready in attendance, reading and math performance, participation in extra/co-curricular activities, and have advanced coursework for each grade level.
- 2) Fourth and Fifth Grade teachers, along with administrators are using a grade analysis framework to identify students who are not transition ready due to GPA, meeting this with these students to set goals, and communicating these goals with families so they can support their students at home.

Formative Data

(Common Assessments)

School Data Strengths

- 1) According to the KCSD Common Assessment Running Average (CARA) for math in May of 2025, our overall school average for all students proficiency was 83.3%.
- 2) According to the KCSD (CARA) for math in May of 2025, showed that our students with disabilities were at 69.87% proficiency.

School Data Growth Areas

- 1) According to the KCSD Common Assessment Running Average (CARA) for reading in May of 2025, our overall school average for all students was 60.56%. This was a higher score than the 2025 KSA score of 51% proficiency in reading.
- 2) After analyzing the P/D scores for the KCSD CARA in May in reading and math compared to the KSA P/D scores for 2025, our KSA data was higher than our Common assessment scores in all grade levels.

Strategies to Address Growth Areas

- 1) A school wide data dashboard has been created to ensure that all common assessments and common formative assessments being provided to students align to the rigor of the standard and are leading to higher percentages of students being proficient in math and reading.
- 2) The administrative team is meeting with content specific teachers to review the common assessment and common formative assessment data and assessments to improve instruction in real time through the use of re-teaching, needs based instruction, flashbacks, and other instructional strategies to enhance learning for all students.



Universal Screener/Diagnostic Data

(MAP Growth/MAP Fluency)

School Data Strengths

- 1) On the 2025 Fall MAP fluency assessment, 77% of 1st grade students were proficient in the area of phonics and word recognition.
- 2) On the 2025 Spring MAP fluency assessment all students who took the assessment (those below the 64th percentile on MAP Growth, which was 44% of students) in grades 4 and 5 were able to test out of the foundational skills assessment and test in the Oral Reading Rate assessment.

School Data Growth Areas

- 1) On the Spring 2025 MAP Growth Assessment, 50.8% of 5th grade students were projected as proficient/distinguished on the KSA. This was below the KSCD Average of 56.4%. Our KSA 2025 data showed that 52% of our students were P/D.
- 2) On the Spring 2025 MAP Growth Assessment, only 43% of students were proficient in math, with 57% not scoring proficient. Our Fall 2025 MAP math data shows that 49% of students are proficient, with 51% of students not showing proficiency.
- 3) On the Spring 2025 MAP Growth Assessment, only 47% of students were proficient in reading, with 53% of students not scoring proficient. Our fall 2025 MAP assessment data shows that only 37% of students are proficient, meaning 63% are not.

Strategies to Address Growth Areas

- 1) Teachers and administrators continue to analyze MAP Growth (reading and math) and MAP Reading Fluency data using the data dashboard to evaluate current and longitudinal data to determine if students are making progress towards proficiency. Adjustments are made in daily instruction as well as long term goals for the school in these content areas.
- 2) This year, the Math Boost and ELA Boost programs in addition to IXL for students to be provided needs based instruction on skills at their level that align to the reading and math standards as well as to the MAP Growth score of each student.
- 3) We are implementing Reading Improvement Plan meetings with parents, an administrator, and the teacher four times this year to be able to discuss individual student strengths and areas of growth with a team approach. We have given parents strategies and materials that will help their child continue their learning at home in addition to the interventions and Tier 1 strategies we are providing them at school.

Points of Pride

- 1) River Ridge increased English Learners Progress on the 2025 Access score to improve the overall status, change, and cut scores to move from Yellow to Blue this year. 85% of the 179 students made growth on this assessment.
- 2) On the Quality of School Climate Survey, students decreased the percentage who felt that students are mean and hurtful to 26% from 31% in 23-24.
- 3) Our staff has reflected on our scores from the 2025 school year and are committed to strengthening the instructional systems and practices in place to ensure ALL students are provided strong, rigorous instruction that supports continuous improvement in our student's achievement.



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Student Services

	2022-2023	2023-2024	2024-2025
Dropout Rate	N/A	N/A	N/A
Attendance Rate	94.73%	94.92%	95.15%
% F/R	60.44%	54.51%	56.26%
Achievement Score/Proficiency	Reading - 59% Math - 60% Science - 54% SS -53% Writing - 61%	Reading - 52% Math - 61% Science - 53% SS -55% Writing - 51%	Reading - 51% Math - 52% Science - 50% SS -44% Writing - 25%
# Transfer (OE/Tuition)	46	47	38
Retention Rate	.23%	.12%	.12%



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Report to the Board December 2025

Ft. Wright Elementary

Implementation and Impact

2024-25 Objectives	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)
By 2025, Fort Wright Elementary School will increase reading proficiency for all students from 67% in 2024 to 70% In 2025 as measured by the school report card proficiency data.	Improved (69%, +2%)
By 2025, Fort Wright Elementary School will increase math proficiency for all students from 67% in 2024 to 70% in 2025 as measured by the school report card proficiency data.	Declined (63%, -4%)
By 2025, Fort Wright Elementary School will increase the science, social studies and writing proficiency for all students from 58% in 2024 to 63% in 2025 as measured by the School Report Card proficiency data.	Improved (62%, +4%)
By 2025, Fort Wright Elementary School will decrease the science, social studies and writing novice for all students from 10% in 2024 to 7% in 2025 as measured by the School Report Card proficiency data.	Declined (11%, -1%)

Implementation and Impact

2024-25 Objectives	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)
By 2025, Fort Wright Elementary School will increase reading proficiency for students with disabilities from 27% in 2024 to 32% in 2025 as measured by the school report card proficiency data.	Met (36%, +9%)
By 2025, Fort Wright Elementary School will increase math proficiency for students with disabilities from 27% in 2024 to 32% in 2025 as measured by the school report card proficiency data.	Declined (24%, -3%)
By 2025, Fort Wright Elementary School will increase reading proficiency for EL students from 33% in 2024 to 37% in 2025 as measured by the school report card proficiency data.	Declined (30%, -3%)
By 2025, 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 57% in 2024 to 47% in 2025 as measured by the School Report card proficiency data.	Improved (42%, -15%)

Reading and Math

School Data Strengths

- 1) 63% of all students scored proficient/distinguished on KSA Math.
- 2) 69.8% of all students scored proficient/distinguishing on KSA Reading.

School Data Growth Areas

- 1) 31% of students scored below proficiency on KSA Reading.
- 2) 37% of students scored below proficiency on KSA Math.

Strategies to Address Growth Areas

- 1) Support the implementation of our new math HQIR, Amplify Desmos, a comprehensive math instructional resource, including professional learning to deepen knowledge, fidelity walks to provide meaningful feedback for teachers to ensure equity in all classrooms for Tier I math instruction. Ongoing support of HQIR, CKLA Amplify, to ensure literacy instruction supports the science of reading through professional development, literacy team leaders, and learning walks to provide meaningful feedback to teachers 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) 62% of all students scored proficient/distinguished on KSA Science.
- 2) 63% of all students scored proficient/distinguished on KSA Social Studies.

School Data Growth Areas

- 1) 18% of all students scored novice on KSA Social Studies.
- 2) 39% of all students scored below proficiency on KSA Combined Writing.

Strategies to Address Growth Areas

- 1) Teacher participation in weekly grade level PLCs using HQIR (TCM, Social Studies; Mystery Science, Science) 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.

Achievement Gap

School Data Strengths

- 1) 36% of Students with Disabilities scored proficient/distinguished on KSA Reading.
- 2) 33% of students with Disabilities scored proficient/distinguished on KSA Science.

School Data Growth Areas

- 1) 64% of Students with Disabilities scored below proficiency on KSA Reading.
- 2) 0% of Students with Disabilities scored proficient or distinguished 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 and Desmos in the special education resource setting as well as additional professional development opportunities on HQIR CKLA Amplify and Desmos.
- 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.

School Data Strengths

- 1) 30% of EL students scored proficient on KSA Reading.
- 2) 94% of students made growth on ACCESS and 11% of students exited the program.

School Data Growth Areas

- 1) 50% of EL students scored novice on KSA Combined Writing.
- 2) 70% of EL students scored below proficiency on KSA Reading.

Strategies to Address Growth Areas

- 1) School Name/Claim data dashboard has been updated to identify EL students which also includes ACCESS data and will be reviewed at MTSS progress checks throughout the year.
- 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 for Newcomers to promote intensive English instruction to accelerate the acquisition of early literacy skills in English and conversational fluency.



Quality School Climate and Safety

School Data Strengths

- 1) 98% of students feel that Ft. Wright is a caring place.
- 2) 98% of students feel that adults work hard to make sure students are safe.

School Data Growth Areas

- 1) 76% of students agree that students from our school respect each others differences (gender, culture, race, ability).
- 2) 74% 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) All students participate in a Tower Time (school clubs) several times throughout the school year which includes students from other grades to build a sense of belonging and connection to peers and school.
- 3) Falcon Friends Club implemented for students in grades 3-5 to ensure that everyone at Ft. Wright knows they belong.

Transition Readiness

School Data Strengths

- 1) 69.2% 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) 30.7% of 4th and 5th grade students were not transition ready by the end of 2024-2025 school year.
- 2) Only 71.2% of 4th grade students met GPA/Coursework requirements by the end of the 2024-2025 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 Common Formative Assessments 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.

School Data Strengths

- 1) The overall average scores on Math Common Assessments was 72% which was higher than the district average of 70% in grades 3-5.
- 2) The overall average scores on Reading Common Assessments was 67% which was above the district average 58% in Reading.

School Data Growth Areas

- 1) The overall average for Students with Disabilities on Math Common Assessments was 48% which was higher than the 21% of students that scored proficient/distinguished on KSA Math.
- 2) The overall average for EL students on Reading Common Assessments was 25% which was lower than the 30% of students that scored proficient/distinguished on KSA Reading.

Strategies to Address Growth Areas

- 1) Teachers will reteach as needed and 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.

School Data Strengths

- 1) Fall MAP Fluency diagnostic data indicates that 77% of first graders meet or exceed benchmark expectations in phonological awareness and 73% of first grades meet or exceed expectations for phonics.
- 2) Fall MAP Growth data indicates that 60% 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 38% of 4th grade students will score proficient/distinguished on Math KSA.
- 2) Fall MAP Growth data shows that 0% of 3rd grade students with disabilities will score proficient/distinguished on KSA Reading and Math.

Strategies to Address Growth Areas

- 1) 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 all 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 which makes us a High Achieving School. Our overall score was an 82.6 which was 2.6 higher than the previous year.
- 2) Ft. Wright was above the district averages in all tested areas for all students and increased our percent of students scoring proficient/distinguished in reading, science, social studies and combined writing.
- 3) School Climate and Safety Survey results confirm that our students experience a strong sense of belonging at Ft. Wright. The data specifically highlights that students feel valued by our educators, recognizing that teachers demonstrate respect and genuine care for all students. Most importantly, the survey confirms that students consistently perceive Ft. Wright as a safe and secure learning environment.



Student Services

	2022-2023	2023-2024	2024-2025
Dropout Rate	N/A	N/A	N/A
Attendance Rate	94.78	95.62	95.64
% F/R	57.3	52.23	55.32
Achievement Score/Proficiency	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	69% P/D for Reading 63% P/D for Math 62% P/D for Science 63% P/D for Social Studies 61% P/D for Combined Writing
# Transfer (OE/Tuition)	89	84	98
Retention Rate	0	0.18	0

Secondary Schools



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Report to the Board December 2025

Turkey Foot Middle School

Implementation and Impact

2024-25 Objectives	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)
By 2025, Turkey Foot Middle School will increase the reading proficiency (Proficient/Distinguished) from 55% in 2024 to 62%	Declined 3% (52% P/D)
By 2025, Turkey Foot Middle School will increase the math proficiency (Proficient and Distinguished) from 46% in 2023 to 55%	Improved 1% (47% P/D)
By 2025, Turkey Foot Middle School will increase the science scores from 29% P/D to 41% P/D	Met (42% P/D)
By 2025, Turkey Foot Middle School will increase the social studies scores from 46% P/D to 53.8% P/D	Declined 6% (40% P/D)

Implementation and Impact

2024-25 Objectives	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)
By 2025, Turkey Foot Middle School will increase the writing scores from 65% P/D to 69% P/D	Declined 12% (53% P/D)
By 2025, Turkey Foot Middle School will increase the percentage of Special Education scoring Proficient or Distinguished in Reading from 14% to 19%	Declined 2% (12% P/D)
By 2025, Turkey Foot Middle School will increase the percentage of Special Education scoring Proficient or Distinguished in Math from 18% to 23%	Declined 6% (12% P/D)
By 2025, Turkey Foot Middle School will increase the overall English Language Indicator Score from 18.8 to 47.2.	Improved 33 (51.8)

Implementation and Impact

2024-25 Objectives	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)
By 2025, Turkey Foot Middle School will increase the percent of students who feel internet bullying is a NOT problem for students in the school from 48% to 55%.	Declined 5% (43%)

Reading and Math

School Data Strengths

- 1) In math, 57% of 7th grade students scored proficient or distinguished on KSA as compared to that same cohort scoring 50% P/D on the math assessment during their 6th grade year.
- 2) In reading and math Turkey Foot observed a reduction in the number of students scoring novice as compared to the 2023-2024 school year. Math went from 27% to 24% and reading went from 24% to 21%. In math this is a 5% reduction since 2022-2023.

School Data Growth Areas

- 1) In reading there was a 3% reduction in the number of students scoring Proficient or Distinguished from 55% to 52%.
- 2) In reading, the 8th grade cohort had a 10% reduction in the number of students scoring proficient or distinguished from 57% on their 7th grade assessment to 47% on their 8th grade assessment.

Strategies to Address Growth Areas

- 1) PLCs will assign specific standards for remediation for all students based upon data from grade analysis, formative/summative assessments, MAP, KSA, and HMH Growth measure data.
- 2) Using our HQIR and P-12 reading/thinking strategies, we will implement targeted reading strategies aligned to standards and driven by needs identified from common formative assessments throughout each unit.
- 3) Professional learning will be provided to staff based upon Professional Learning Walks, data trends, and emerging needs throughout the year. Learning will be specific to individual teacher need utilizing the professional learning landing page and all staff will be trained on close reading strategies and use of classroom data to improve instruction.

Science, Social Studies, Writing

School Data Strengths

- 1) In Science, TFMS observed a 13% increase in P/D for all students.
- 2) In Social Studies, EL students had a 5% increase in the number of students scoring proficient or distinguished.

School Data Growth Areas

- 1) In writing, there was an 11% decrease in the number of students who scored Proficient or Distinguished.
- 2) 36% of all students scored novice in the area of social studies. This was a 4% increase from the previous school year.

Strategies to Address Growth Areas

- 1) Instructional walks to support Tier I instruction and specific coaching/professional learning for teachers on the cycle of quality instruction and connections to meeting standard expectations.
- 2) Social studies classes will continue to implement their HQIR and ensure it maintains alignment with common assessments and course timelines through their lesson/unit internalization process.

Achievement Gap

School Data Strengths

- 1) In reading and math, the number of students with disabilities who scored novice was reduced by 5% in math and 9% in reading. (Math 50% to 45%, Reading 58% to 49%)
- 2) In the separate academic indicator areas of Science, SS, and Writing, there was a reduction in the number of SWD scoring novice in each area. (Science 39% to 38%, Writing 35% to 27%, SS 65% to 56%)

School Data Growth Areas

- 1) 16% reduction in the number of students with disabilities scoring proficient or distinguished in the area of writing.
- 2) 5% reduction in the number of SWD scoring P/D in the area of math.

Strategies to Address Growth Areas

- 1) Targeted instructional learning walks within resource classroom to provide feedback on the supports that are being provided within that setting.
- 2) Professional learning for all staff about co-teaching strategies and enhancing Tier I instruction to meet the needs of students with special needs.

School Data Strengths

- 1) On access testing, there was a 5% increase in the percentage of students making progress from 71% to 76%. Also, the number of students exiting EL increased by 8%.
- 2) On the Social Studies assessment, EL students showed a 24% decrease in the number of students scoring novice.

School Data Growth Areas

- 1) On the KSA assessment in science, no EL students scored proficient or distinguished and 55% of EL students scored novice on this assessment.
- 2) On the KSA assessment in math, 58% of EL students scored novice.

Strategies to Address Growth Areas

- 1) Professional learning for all staff to assist with understanding individual student PSPs and use of appropriate scaffolding tools for allowing for explicit instruction in content specific vocabulary.
- 2) Use of school wide data dashboard to specifically name and claim EL students.
- 3) Professional learning for all staff to utilize Magic School technology to provide differentiated instruction and native language support for EL students across all contents.

School Data Strengths

- 1) 95% of all students stated that adults from my school care about me at TFMS.
- 2) 94% of all students stated that their teachers expect them to do their best at all times.

School Data Growth Areas

- 1) 38% of students believe that school rules are not fair.
- 2) 37% of students believe that bullying is a problem for this school.

Strategies to Address Growth Areas

- 1) Use of the Character Strong curriculum for Tier I SEL instruction during the school wide RTI time. Specific lessons will be taught based on school-wide behavior trend data. As needed, staff training will be provided to ensure appropriate implementation.
- 2) We will implement the Calm Classroom program twice daily to ensure students are ready to learn with an appropriate mindset.
- 3) The school PBIS team will invite student groups to provide input and encourage student advocacy to improve overall school culture.

School Data Strengths

- 1) In 24-25, 87.65% of TFMS 8th grade students were engaged in extra/co-curricular activities.
- 2) For the 24-25 school year, 92.94% of 8th grade students were transition ready in the area of literacy and numeracy.

School Data Growth Areas

- 1) Student GPA led to only 57.94% of 8th grade students were transition ready at the close of the 24-25 school year. Only 69.14% of students met the GPA requirement of transition readiness.
- 2) The school-wide attendance rate of 94.78 was below the district goal of 96.25%.

Strategies to Address Growth Areas

- 1) Eighth grade transition ready mentors presented the Transition Ready criteria to 6th grade RTI classes.
- 2) Eighth grade mentors will be individually meeting with select 6th and 7th grade students who are close to being transition ready.
- 3) Celebration of students meeting the transition readiness indicators at the end of each quarter.
- 4) Utilizing data from grade analysis at the close of each grade period to determine areas where students are failing to meet standards; implement strategies to improve student performance in these areas.

Formative Data

School Data Strengths

- 1) TFMS increased the common assessment running average in math from 23-24 (48.76% P/D) to 24-25 (54.61% P/D) by 5.85%.
- 2) The common assessment running average in reading increased from 23-24(33.83% P/D) to 24-25(48.17% P/D) by 14.34%.

School Data Growth Areas

- 1) For 7th grade, 41.25% of all 7th grade students scored P/D on the common assessment running average in reading. This was 7% below our school average.
- 2) 14.17% of students with disabilities scored P/D on the reading common assessment running average which was below the district average.

Strategies to Address Growth Areas

- 1) All content area teachers will continue to use common formative assessments to determine student understanding throughout each unit. Formative/Common assessment calendars will be updated to reflect changes throughout the year.
- 2) Within weekly PLC meetings, common formative/summative assessment data dashboards will be used to identify content trends, student needs, and lesson planning. This process will allow for spiral review for all students and content areas.
- 3) Use of common formative assessment data to provide students with specific, needs-based instruction during RTI time.

Universal Screener/Diagnostic Data

School Data Strengths

- 1) TFMS 7th and 8th grade students had an increase in projected proficiency (54.2% to 56.2% 7th, 50.6% to 52.7% 8th) in reading from the fall to spring assessment windows.
- 2) 8th grade EL students had an increase in projected proficiency in reading by 7.74% from the fall to spring assessment windows.
- 3) On the HMH growth measure diagnostic, the percent of students who took the diagnostic and were below level or far below level was reduced by 17.9% from the fall(59.5%) to spring(41.6%) diagnostic assessment.

School Data Growth Areas

- 1) On the math MAP assessment, all grade levels saw a reduction in the projected proficiency percentages for students. 6th grade had an 11.9% reduction, 7th grade had a 3.7% reduction, and 8th grade had a 5.8% reduction.
- 2) 7th grade SWD had a 13.6% reduction in their projected proficiency in reading from the Fall to Spring MAP assessments.
- 3) On the HMH growth measure diagnostic in the spring, 17.8% of 6th grade, 19.11% of 7th grade, and 21.2% of 8th grade students who took the assessment were more than 2 grade levels below reading level.

Strategies to Address Growth Areas

- 1) All content PLCs will review school-wide MAP data and individual student data to determine appropriate needs based instruction to address deficiencies and goal set for future assessments.
- 2) The use of HMH growth measure diagnostic data along with other triangulated data set will be used to assign student the level of instructional supports necessary with our MTSS structure.

Points of Pride

- 1) For the 2nd consecutive year, Turkey Foot Middle School has had an overall rating of high (green) based on the Kentucky Summative Assessment results.
- 2) On the Kentucky Summative Assessment, TFMS had an indicator score of 51.8 in the area of English Learners Progress. This was an increase from 18.8 in the previous year.
- 3) On the KSA Climate and Safety Survey, student responses showed that the staff at TFMS cares about them with 91%+ stating staff care, will listen to them, and help them solve problems that may arise.



Student Services

	2022-2023	2023-2024	2024-2025
Dropout Rate	N/A	0.1	0.2
Attendance Rate	94.34	94.97	94.78
% F/R	47.26	45.95	49.6
Achievement Score/Proficiency	Reading 53% Math 42% Science 30% Writing 52% Social Studies 39%	Reading 55% Math 46% Science 29% Writing 65% Social Studies 46%	Reading 52% Math 47% Science % Writing 53% Social Studies 40%
# Transfer (OE/Tuition)	66	75	76
Retention Rate	0	0	.1



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Report to the Board December 2025

Woodland Middle School

Implementation and Impact

2024-25 Objectives	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)
Woodland Middle School will collaborate to increase the reading proficiency for all students from 60% in 2024 to 65% in 2025 as measured by the school report card proficiency data.	Improved (+ 4 to 60%)
Woodland Middle School will collaborate to increase the math proficiency for all students from 50% in 2024 to 55% in 2025 as measured by the school report card proficiency data.	Improved (+ 7 to 50%)
Woodland Middle School will collaborate to increase the science proficiency for all students from 32% in 2024 to 37% in 2025 as measured by the school report card proficiency data.	Met (+ 11 to 44%)

Implementation and Impact

2024-25 Objectives	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)
Woodland Middle School will collaborate to increase the reading proficiency for students with disabilities from 22% in 2024 to 27% in 2025 as measured by the school report card proficiency data.	Declined (- 5 to 17%)
Woodland Middle School will collaborate to increase the math proficiency for students with disabilities from 11% in 2024 to 16% in 2025 as measured by the school report card proficiency data.	Improved (+ 3 to 14%)
Woodland Middle School will collaborate to decrease the 51% of students who agree with the statement “Bullying is a problem for this school.”	Met (- 4 to 47%)

Reading and Math

School Data Strengths

- 1) Based on the 24-25 KSA data, WD showed a 7% increase in Math improving from 43% to 50% P/D.
- 2) Based on the 24-25 KSA data, WD showed a 4% increase in Reading improving from 56% to 60% P/D.

School Data Growth Areas

- 1) Based on 24-25 KSA data, we had 50% of all students performing Novice/Apprentice in Math.
- 2) Based on 24-25 KSA data, we had 40% 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 and weekly feedback on all teacher lesson plans.
- 4) Continued differentiated 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 24-25 KSA data, 74% of all students scored P/D in Writing.
- 2) Based on 24-25 KSA data, students scoring P/D in Science improved 11% from 23-24.
- 3) Based on 24-25 KSA data, students scoring P/D in Social Studies remained the same at 47% but increased 9% in Distinguished from 23-24.

School Data Growth Areas

- 1) Based on 24-25 KSA data, 56% of all students scored novice or apprentice in Science.
- 2) Based on 24-25 KSA data, 25% of all students scored distinguished in Social Studies.

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, using established data systems to analyze trends for data alignment with Common Assessments and Common Formative Assessments, and adjusting instruction using our HQIRs (Open SciEd and TCI).
- 3) Continued refinement and intentional grouping of students needing additional support during our intervention period (PAWS).

Achievement Gap

School Data Strengths

- 1) Based on the 24-25 KSA data, our students with disabilities improved from 11% P/D to 14% P/D in math, a 3% increase overall.
- 2) Based on the 24-25 KSA data, we were able to grow students and reduce the number earning Novice in reading, improving from 50% Novice in 2023-24 to 42% Novice for 2024-25.

School Data Growth Areas

- 1) Based on 24-25 KSA data, we had 86% of students with disabilities performing Novice/Apprentice in Math.
- 2) Based on 24-25 KSA data, we had 83% of students with disabilities performing Novice/Apprentice in Reading.

Strategies to Address Growth Areas

- 1) Continue admin support in Weekly Special Ed. Dept. ILT mtgs. & monthly PLC meetings to review and analyze individual student growth data, as well as IEP Goal progress monitoring data.
- 2) Increasing opportunities for all teachers to receive professional development focused on strengthening co-teaching practices and strategies to enhance Tier I instruction.

English Learner Progress

School Data Strengths

- 1) Based on 24-25 ACCESS data, 75% of our EL students made progress.
- 2) Based on 24-25 ACCESS data, 67% of EL students at Woodland increased their writing scores.

School Data Growth Areas

- 1) Based on 24-25 ACCESS data, we exited one student from the EL program.
- 2) Based on 24-25 ACCESS data, 67% of our EL students still need to grow in speaking, reading, and writing (below 3.0).

Strategies to Address Growth Areas

- 1) Ongoing collaboration between EL consultant and parent(s)/guardian(s) for individualized support of students with EL goals and/or pull out services
- 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, 94% of students agree that “Adults at my school care about me.” (+1%)
- 2) According to survey data, 98% of students agree that “There is at least one adult from my school who listens to me when I have something to say.” (+2%)
- 3) According to survey data, 93% of students agree that “If a student is bullied during school, there is a safe way to report it to an adult.” (+3%)

School Data Growth Areas

- 1) According to survey data, 62% of students disagree with “I feel comfortable stating my opinion in class even if others disagree.”
- 2) According to survey data, 45% 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, & Interventionists to identify trends & adjust current practice (PBIS re-teaching, Tier I SEL instruction, etc.).
- 2) Based on trends discovered from our 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 (Response To Intervention time) lessons, specifically regarding bullying & inclusion.

Transition Readiness

School Data Strengths

- 1) As of 24-25, we have 69.04% of all students who are Transition Ready.

6th Grade: 77.96%

7th Grade: 64.9%

8th Grade: 63.78%

School Data Growth Areas

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

6th Grade - 67.35%

7th Grade - 70.86%

8th Grade - 83.87%

Strategies to Address Growth Areas

- 1) We will dedicate a portion of our Incoming 6th & 8th Grade Parent Nights, Open House, and Schedule Pick Up Nights to explain all components of Transition Readiness and highlight through data that the GPA/advanced coursework section is our area needing the most focus for improvement with all students. We will offer helpful tips and strategies parents can use with their students to achieve and maintain good grades in all grade levels, as well as information about how to calculate and monitor their student's GPA.
- 2) Each trimester, we will continue to evaluate TR and practice structured reflection opportunities with all students in homerooms so that they are aware of where they are in the TR process, and set goals for what they have to accomplish to achieve this distinction.

Formative Data

School Data Strengths

- 1) Common assessment scores from Sept. 2024 to May 2025 show a 10% increase for math (32.67% to 42.67%).
- 2) Common assessment scores from Sept. 2024 to May 2025 show a 9.87% increase for reading (32.67% to 42.54%).

School Data Growth Areas

- 1) Math common assessment running average for 8th Grade students shows only 36% meeting proficiency.
- 2) Math common assessment running average for 7th Grade students with disabilities shows only 12% meeting proficiency.

Strategies to Address Growth Areas

- 1) Continued refinement 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) Teachers will have the opportunity to adjust and update the calendar monthly and attend differentiated professional learning opportunities on backward planning and design to improve lesson and unit plans.
- 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.

School Data Strengths

- 1) Based on Fall MAP 2025 data, 57.4% of 6th grade students are projected to score P/D on KSA in math.
- 2) Based on Fall MAP 2025 data, 57.5% of 6th grade students are projected to score P/D on KSA in reading.

School Data Growth Areas

- 1) Based on Fall MAP 2025 data, only 13.64% of all 7th and 8th grade students with disabilities are projected to score P/D on KSA in math.
- 2) Based on HMH Growth Measure results taken fall 2025, the following percentages of students are scoring below grade level: 8th Grade - 28.3%; 7th Grade - 32.98%; 6th Grade - 32.18%

Strategies to Address Growth Areas

- 1) Regular review of Performance Matters data in math and reading during weekly ILT meetings, by content and grade level, 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.

Points of Pride

- 1) For the first time in school history, Woodland received an Overall Performance Rating of **“Blue” Very High Achieving.**
- 2) Combined Writing Scores continue to be a strength. WD's avg. is 74% P/D on KSA. Woodland's Reading Scores for all students grew +4 to 60% P/D on KSA.
- 3) Our overall KSA indicator score improved from 68.4 in 23-24 to 80.0 in 24-25.

Student Services

	2022-2023	2023-2024	2024-2025
Dropout Rate	0	0	0
Attendance Rate	94.23	95.04	95.27
% F/R	48.4	44.29	48.41
Achievement Score/Proficiency	% 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	% P/D - Reading/Math - 80.3 % P/D - Science, S. Studies, Writing - 80.4
# Transfer (OE/Tuition)	43	39	31
Retention Rate	0.81	0.51	0



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Report to the Board December 2025

Twenhofel Middle School



Implementation and Impact

2024-25 Objectives

Outcome/Accomplishments:

Met, Improved, Declined

(score with +/- actual #)

By 2027, Twenhofel Middle School will increase the math P/D for all students from 52% in 2024 to 62% in 2027 as measured by the proficiency data.

Increased by 2% P/D for all students from 52% in 2024 to 54% in 2025 in the area of math

Objective 1: By 2025, TMS will increase Math P/D for all students from 52% in 2024 to 55%.

By 2027, Twenhofel Middle School will increase the reading P/D for all students from 54% in 2024 to 68% in 2027 as measured by proficiency data.

Met with an increase of 4% P/D for all students from 54% in 2024 to 58% in 2025 in the area of reading

Objective 2: By 2025, TMS will increase Reading P/D for all students from 50% P/D in 2024 to 56%.

Implementation and Impact

2024-25 Objectives

Outcome/Accomplishments:

Met, Improved, Declined

(score with +/- actual #)

By 2027, Twenhofel Middle School will increase the writing P/D for all students from 71% in 2024 to 85% in 2027.

Decreased by 7% P/D for all students from 71% in 2024 to 64% in 2025 in the area of combined writing

Objective 1: By 2025, Twenhofel Middle School will increase the writing P/D for all students from 71% in 2024 to 76% measured by proficiency data.

By 2027, Twenhofel Middle School will increase the science P/D for all students from 32% in 2024 to 66% in 2027.

Improved by 10% P/D for all students from 32% in 2024 to 42% in 2025 in the area of science

Objective 2: Twenhofel Middle School will increase the science P/D for all students from 32% in 2024 to 43% measured by proficiency data.

By 2027, Twenhofel Middle School will increase the social studies P/D for all students from 43% to 73% in 2027.

Improved by 3% P/D for all students from 43% in 2024 to 46% in 2025 in the area of social studies

Objective 3: By 2025 Twenhofel Middle School will increase the social studies P/D for all students from 43% in 2024 to 53% measured by proficiency data.

Implementation and Impact

2024-25 Objectives

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

Objective 1: By 2025 TMS will increase math P/D for students with disabilities from 14% in 2024 to 17%.

Declined by 5% P/D for SWD from 14% in 2024 to 9% in 2025 in the area of math

Objective 2: By 2025 TMS will increase reading P/D for students with disabilities from 12% in 2024 to 15%.

Improved by 2% P/D for SWD from 12% in 2024 to 14% in 2025 in the area of reading

Goal 4: By 2027 TMS will increase reading P/D on KSA for EL students from 0% in 2025 to 100%.

Improved by 10% P/D for EL students from 0% in 2024 to 10% in 2025 in the area of reading

Objective 1: By 2025, TMS will increase reading P/D on KSA for EL students from 0% to 50%.

Implementation and Impact

2024-25 Objectives

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

Goal 1: By 2027, decrease the percent of students who agree with the statement, “Bullying is a problem for our school” from 58% to 29%.

Objective 1: By 2025, decrease the percent of students who agree with the statement, “Bullying is a problem for our school.” from 58% to 49%.

Met - Improved by 17% favorable responses. In 2024, 58% of students agreed with this statement and that was decreased to 41% of all students agreeing with that statement.

Reading and Math

School Data Strengths

- 1) Combined reading/math indicator score increased by 2.8 points placing it in the blue - very high achievement status.
- 2) Increased percentage of P/D students in both math (+2%) and reading (+4%).

School Data Growth Areas

- 1) Reading P/D for students with disabilities was 14%
- 2) There was a 5% decrease in P/D for students with disabilities in the math.

Strategies to Address Growth Areas

- 1) Teachers collaborate to work through the KCS D unit internalization process to plan for tier one instruction that includes analysis of standards, assessments, materials, and current data.
- 2) Intentional use of our BREDS WIN (intervention block) time for every student to work on strengthening skills determined through assessment analysis by core teachers.
- 3) Year 2 of HQIR implementation (Desmos/Into Lit) with administrative team completing monthly instructional walks ensuring that these resources are implemented with fidelity.

Science, Social Studies, Writing

School Data Strengths

- 1) Science saw a 10% increase in the percentage of students scoring P/D.
- 2) Social Studies saw a 3% increase in the percentage of all students scoring P/D and an 11% increase in the percentage of SWD scoring P/D.

School Data Growth Areas

- 1) Science had 0% P/D for students with disabilities.
- 2) Combined writing saw a 7% decrease in the percentage of all students scoring P/D.

Strategies to Address Growth Areas

- 1) Implementation of new, schoolwide pre-write strategy that is being used across all grade levels and all content areas.
- 2) New TW Data Dashboard 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 KCS D unit internalization process to plan for tier one instruction that includes analysis of standards, assessments, materials, and current data.

Achievement Gap

School Data Strengths

- 1) In the area of reading, we increased the percentage of students with disabilities scoring P/D by 2%.
- 2) Students of two or more races status score had an increase of 4.9 points growing to 78.2 in reading/math, very high achievement, outperforming our all students group.

School Data Growth Areas

- 1) Students with disabilities reading/math status score is 30.9, very low.
- 2) Student with disabilities science/social studies/writing is 36.1, low.

Strategies to Address Growth Areas

- 1) Use of ELA and math comprehensive resources to deliver SDI in order to align SDI with core content.
- 2) Monthly Special Education PLC focused on student IEP goals data, common assessment data, standards mastery.
- 3) Build staff capacity through schoolwide training on high-impact teaching strategies and collaborative instruction models. Use structured learning walks to give timely, specific feedback that ensures the transfer of learning into daily classroom practice.

School Data Strengths

- 1) 25% of EL students scored proficient in reading and 50% scored proficient in math on the KSA.
- 2) 75% of EL students had zero novice on KSA.

School Data Growth Areas

- 1) 33% of EL students scored novice in reading.
- 2) 33% of EL students scored novice in math.

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) Collaborate with EL staff to implement strategies throughout all content areas to implement proven strategies that connect with EL students. One strategy implemented from our EL toolkit is the checking for understanding of academic vocabulary across all content areas.

School Data Strengths

- 1) 99% of students agree that adults work hard to make sure students are safe.
- 2) 95% of students agree that adults in the building care for them.

School Data Growth Areas

- 1) 63% of students agree that they feel comfortable stating their opinion in class even if others disagree
- 2) 63% of students disagree that internet bullying is a problem for students at our school.

Strategies to Address Growth Areas

- 1) 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. Added in student incentives for receiving 0 behavior referrals as well as positive referrals.
- 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) We had an increase of about 2% of students being transition ready raising our percentage to 75%.
- 2) 99.85% of all students participate in an extra-curricular activity.

School Data Growth Areas

- 1) 25% of our students are not transition ready and 29% of our 8th graders transitioning to high school are not considered transition ready.
- 2) The biggest barrier to being transition ready for our students is the GPA/Advanced coursework measure. We have on average about 15% more students not meeting transition ready due to GPA than the other measures.

Strategies to Address Growth Areas

- 1) Increase communication to parents about transition readiness i.e., student showcase presentation and moving to a weekly BREDs Broadcast for parent communication as well as student emails home on adult advocate days.
- 2) Implementation of school-wide transition readiness assembly (quarterly) to review Twenhofel's progress toward goals that centered around transition readiness.
- 3) Implementation of quarterly student emails home to parent/guardians where they discuss their progress towards transition readiness, specifically GPA, as well as communication of goals around transition readiness.

School Data Strengths

- 1) From the 23/24 school year to the 24/25 school year, Twenhofel increased the running CA averages in both math, by over 9%, and reading, by over 16% for all students.
- 2) From the 23/24 school year to the 24/25 school year, Twenhofel increased the running CA averages for SWD by over 6% in math and over 7% in reading.

School Data Growth Areas

- 1) The gap between all students and SWD continues to widen. Increases in math for all students by 9% but 6% for SWD and in reading 16% for all students but 7% for SWD.
- 2) All students running average on reading common assessments is still only at 47.5% P/D.

Strategies to Address Growth Areas

- 1) Implementation of MagicSchool tools to use new strategies to individualize needs based instruction for all students as well as specially designed instruction for students with disabilities.
- 2) PLC's utilizing common formative assessment calendar to adjust unit plans in real time prior to summative assessment being administered. Use of TW Data Dashboard to measure and analyze CFA data vs CA data and make instructional changes.
- 3) Creation, implementation and collaboration between teachers and administration around new TW Data Dashboard that streamlines PLC process around data analysis.

School Data Strengths

- 1) Math MAP projected proficiency from 24-25 school year was 58.47 which is congruent with 54% P/D on KSA.
- 2) Reading MAP projected proficiency from 24-25 school year was 57.27 which is congruent with 58% P/D on KSA.

School Data Growth Areas

- 1) For students with disabilities in all grades, MAP projected that 12.46% would score P/D in math and 15.96% would score P/D in reading.
- 2) HMH growth measure identifies 38.8% of all students reading below grade level. This is a 4% reduction from prior year but still an area of growth for us.

Strategies to Address Growth Areas

- 1) Using triangulated data including KSA results, fall MAP and HMH growth measure to review reading intervention rosters to adjust students receiving tier two and three interventions.
- 2) Use of fall 2025 HMH diagnostic reading assessment to analyze students' scoring below the 65th percentile on norm referenced assessment to inform MTSS decision making regarding reading intervention.
- 3) Universal Screener data used to intentionally group students within classrooms as well as used to reteach skills for students.

Points of Pride

- 1) Maintained green school status, high achievement, with overall score of 73.9.
- 2) Increased status score in all 3 assessed areas: Reading/Math, Sci/SS/CW, and QSCS. Academic areas increased to the blue - very high achievement rating. First time that both academic areas were blue.
- 3) QSCS was in top 10% in the state last year for middle schools and our score increased in that area this year. Students feel safe and want to come to school.

Student Services

	2022-2023	2023-2024	2024-2025
Dropout Rate	0	0	0
Attendance Rate	94.93	95.56	95.48
% F/R	39.93	49%	36%
Achievement Score/Proficiency	71.6	71.3	73.9
# Transfer (OE/Tuition)	85	91	89
Retention Rate	0	0	0



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Report to the Board December 2025



Summit View
Academy



Implementation and Impact

2024-25 Objectives	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)
By 2025, Summit View Academy will increase reading proficiency for students in grades 3-5 from 53% (P/D) in 2024 to 58% (P/D) and for students in grades 6-8 from 54% (P/D) to 59% (P/D) as measured by state assessment data.	3-5: Met 53% to 58% (+5%) 6-8: No change 54% to 54% (0%)
By 2025, Summit View Academy will increase math proficiency for students in grades 3-5 from 59% (P/D) in 2024 to 63% (P/D) and for students in grades 6-8 from 49% (P/D) to 54% (P/D) as measured by state assessment data.	3-5: Improved 59% to 60% (+1%) 6-8: Declined 49% to 46% (-3%)
By 2025, Summit View will increase its 5 th grade social studies score from 43% (P/D) to 49% (P/D). By 2025, Summit View will increase its 8 th grade social studies score from 47% (P/D) to 53% (P/D).	5th grade: Declined 43% to 38% (-5%) 8th grade: Improved 47% to 49% (+2%)

Implementation and Impact

2024-25 Objectives	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)
<p>By 2025 Summit View Academy will increase the proficiency for Students with Disabilities in reading for 3rd-5th from 21% (P/D) to 29% (P/D).</p> <p>By 2025 Summit View Academy will increase the proficiency for Students with Disabilities in reading for 6th-8th from 11% (P/D) to 23% (P/D).</p>	<p>3-5: Declined 21% to 17% (-4%)</p> <p>6-8: Improved 11% to 13% (+2%)</p>
<p>By 2025 Summit View Academy will increase the proficiency for Students with Disabilities in math for 3rd-5th from 27% (P/D) to 34% (P/D).</p> <p>By 2025 Summit View Academy will increase the proficiency for Students with Disabilities in math for 6th-8th from 11% (P/D) to 23% (P/D).</p>	<p>3-5: Declined 27% to 15% (-12%)</p> <p>6-8: Improved 11% to 16% (+5%)</p>

Implementation and Impact

2024-25 Objectives	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)
By 2025 Summit View will increase the percentage of students scoring proficient on the ACCESS test from 12% to 21%	Met 12% to 22% (+10%)
By 2025, Summit View will increase its Quality of School Climate and Safety indicator score for grades 3 rd -5 th from 74 to 77	Met 74 to 77 (+3)
By 2025, Summit View will increase the Quality of School Climate and Safety indicator score for grades 6 th -8 th from 65 to 69.	Improved 65 to 67 (+2)



Reading and Math

School Data Strengths

- 1) Elementary academic indicator increased from 77.2 to 80 with a current status level of high performing.
- 2) 54% of students in Grades 6-8 were Proficient or Distinguished in Reading.

School Data Growth Areas

- 1) Our reading novice percentages on KSA by grade level are: 3rd:17%, 4th:15%, 5th: 9%, 6th: 19%, 7th: 28%, 8th: 23%.
- 2) Our math novice percentages on KSA by grade level are: 3rd: 16%, 4th: 17%, 5th: 12%, 6th: 24%, 7th: 21%, 8th: 30%.

Strategies to Address Growth Areas

- 1) Continue the implementation of our high quality instructional resources in tier 1 instruction for ELA and Math for all grades. Monitor the student data on district common assessments, common formative assessments and name and claim students to ensure students' needs are being met.
- 2) Monthly learning walks for teachers to provide intentional professional development around the cycle of quality instruction.
- 3) Creation of the Assessment Tracking Dashboard to track common assessment data and common formative assessment data by grade level and by teacher. Use the common formative assessment data to track student progress and guide instructional decisions.

School Data Strengths

- 1) 56% of 4th graders scored Proficient/Distinguished on the Science KSA.
- 2) 68% of 8th graders scored Proficient/Distinguished on the Writing KSA.

School Data Growth Areas

- 1) Our 5th grade Social Studies and Writing KSA scores declined significantly last year. Social Studies declined from 43% to 38% Proficient/Distinguished and Writing declined from 39% to 30% Proficient/Distinguished.
- 2) Only 33% of 7th grade students scored Proficient/Distinguished on Science KSA.

Strategies to Address Growth Areas

- 1) Creation of the Assessment Tracking Dashboard to track common assessment data and common formative assessment data by grade level and teacher for instructional adjustments.
- 2) We are revising our school-wide writing expectations to implement a systemic approach to On-Demand writing to include the addition of school-wide scrimmages and ongoing instruction at all grades.
- 3) Science and Social Studies teachers will attend Unit/Lesson internalization professional development to collaborate with other teachers from the district.

Achievement Gap

School Data Strengths

- 1) Students with disabilities in grades 6-8 increased the number of students scoring Proficient/Distinguished in Reading to 13%.
- 2) Students with disabilities in grades 6-8 increased the number of students scoring Proficient/Distinguished in Math to 16%.

School Data Growth Areas

- 1) Students with disabilities in grades 3-5 decreased the number of students scoring Proficient/Distinguished in Reading from 21% to 17%.
- 2) Students with disabilities in grades 3-5 decreased the number of students scoring Proficient/Distinguished in Math from 27% to 15%.

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 determine 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.
- 4) SPED teachers will attend unit/lesson internalization professional learning with general education teachers.

English Learner Progress

School Data Strengths

- 1) We exceeded our goal and increased the percentage of students scoring Proficient on ACCESS to 22%.
- 2) 67% of our students showed growth on ACCESS testing.

School Data Growth Areas

- 1) 25% of EL students in Grades 3-5 scored P/D on Reading KSA.
- 2) 15% of EL students in Grades 6-8 scored P/D on Reading and Math KSA.

Strategies to Address Growth Areas

- 1) 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.
- 2) Utilize the EL teacher to provide training on best practices from the EL Scaffolding toolkit to improve overall achievement for EL students in all content areas, specifically focusing on vocabulary.

School Data Strengths

- 1) Met our goal to increase the indicator score from 74 to 77 on the Quality of School Climate and Safety for Grades 3-5.
- 2) Improved our indicator score from 65 to 67 on the Quality of School Climate and Safety for Grades 6-8.

School Data Growth Areas

- 1) 52% of students report students being mean or hurtful to other students online (websites, apps, etc.) is a problem for my school which is an increase of 7% from last year.
- 2) 61% of students feel all students are treated the same if they break school rules which is a decrease of 3% from last year.

Strategies to Address Growth Areas

- 1) Continue the implementation of SEB- Second Step lessons across all grade levels to add uniformity to language throughout the building.
- 2) Intentional focus on the school wide PBIS structures during announcements and in classrooms after long breaks. Use school wide Dojos for individual rewards, Positive Behavior referrals, and Student of the Month to promote positive behaviors.
- 3) Intentional internet safety lessons to explain the impact of internet safety and cyberbullying.
- 4) Review of classroom-level infractions and the Code of Conduct with all staff during PLCs.

School Data Strengths

- 1) 66.98% of our 4th & 5th graders met transition readiness benchmarks.
- 2) 6th, 7th & 8th grade students increased their participation in an extra/co-curricular activity by 8-15% from last year.

School Data Growth Areas

- 1) 5th grade attendance percentage was 5% below the district average.
- 2) 58.41% of 6th-8th graders met transition readiness benchmarks which is 3.41% below the district average. 6th-8th grade GPA was 6% lower than the district average.

Strategies to Address Growth Areas

- 1) Continuing the implementation of Club Days once a quarter to allow all students the opportunity to participate in a co-curricular activity.
- 2) Quarterly meetings with staff and students centered on transition ready data analysis and goal setting.
- 3) All students meet with their Adult Advocate three times a year to review grades, attendance, and goals towards transition readiness.
- 4) Academic Friday School twice a month to focus on students with missing assignments and/or failing grades to get academic support after school.

School Data Strengths

- 1) SVA's K-5 common assessment running average in math for the 24-25 school year was 76.93%.
- 2) SVA's 6-8 common assessment running average in math for the 24-25 school year was 55.34%.

School Data Growth Areas

- 1) SVA's K-5 common assessment running average for the 24-25 school year in reading was 65.78%.
- 2) SVA's 6-8 common assessment average in reading for the 24-25 school year was 38.25%.

Strategies to Address Growth Areas

- 1) Weekly PLCs to analyze common formative and summative data using our school-wide data dashboard and assessment tracking spreadsheets.
- 2) Common formative and summative assessment calendars are developed to ensure learning checks happen throughout the units.
- 3) Common Formative Assessments are being added in Performance Matters so data can be easily analyzed.

Universal Screener/Diagnostic Data

School Data Strengths

- 1) 53% of 5th graders are predicted to be Proficient/Distinguished in Reading on KSA which is the same as last fall.
- 2) According to the MAP Fluency Benchmark Assessment, 83% of first graders meet or exceed expectations for Phonological Awareness and 80% of first graders meet or exceed expectations Phonics/Word Recognition.

School Data Growth Areas

- 1) 50.90% of 5th graders are predicted to be Proficient/Distinguished in Math on KSA which is 17% lower than the 5th grade students last fall.
- 2) HMH Growth Measure data shows there is a significant amount of middle school students reading below proficiency (6th: 48.37%, 7th: 43.13%, 8th: 35.62%)

Strategies to Address Growth Areas

- 1) Reading improvement plans are created for K-5 students in reading intervention to track their progress in Reading throughout the school year.
- 2) Analysis of MAP data and MAP Fluency/HMH Growth Measure data by grade level teams to name and claim students using Data Dashboard and Assessment Tracking Spreadsheet during PLCs.

Points of Pride

- 1) SVA-Elementary received an overall high (green) ranking with an overall score of 73.3.
- 2) SVA- Middle received an overall high (green) ranking with an overall score of 67.4.
- 3) Almost 100% of students K-8 are engaged in an extra/co-curricular activity.

Student Services

	2022-2023	2023-2024	2024-2025
Dropout Rate	P-5: N/A 6-8: 0	P-5: N/A 6-8: 0.31	P-5: N/A 6-8: 0
Attendance Rate	P-5: 94.92 6-8: 94.25	P-5: 94.96 6-8: 94.25	P-5: 95.37 6-8: 94.56
% F/R	47.55	42.44	46.89
Achievement Score/Proficiency	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	Overall Index Elem: 73.3 MS: 67.4 Reading Elem 58% P/D, MS 54% P/D Math: Elem 60% P/D, MS 46% P/D Science Elem 56% P/D, MS 33% P/D S.S Elem 38% P/D, MS 49% P/D Comb Writing Elem 30% P/D, MS 68% P/D
# Transfer (OE/Tuition)	117	91	94
Retention Rate	0	0.15	0.08



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Report to the Board December 2025

SCOTT HIGH SCHOOL



Implementation and Impact

2024-25 Objectives

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

Goal 1 Objective 1: Scott High School will increase its overall proficiency for all students in reading from 51% in 2024 to 59% in 2025, as measured by KSA.

Declined from 51% to 45%
(-6 percentage points)

Goal 1 Objective 2: Scott High School will increase its overall proficiency for all students in mathematics from 42% in 2024 to 53% in 2025, measured by KSA.

Improved from 42% to 48%
(+6 percentage points)

Goal 2 Objective 1: Scott High School will increase its overall proficiency for all students in science from 2% in 2024 to 21% in 2025 as measured by KSA.

Met from 2% to 26%
(+24 percentage points)

Goal 2 Objective 2: Scott High School will increase the proficient and distinguished scores for all students in social studies from 35% in 2024 to 49% in 2025 as measured by the school report card separate academic indicator data.

Improved from 35% to 41%
(+6 percentage points)

Implementation and Impact

2024-25 Objectives

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

Goal 2 Objective 3: Scott High School will increase its overall proficiency for all students in writing from 42% in 2024 to 58% in 2025 as measured by KSA.

Improved from 42% to 54%
(+12 percentage points)

Goal 3 (Achievement Gap)

Objective 1: Scott High School will increase overall proficiency for students with disabilities in reading from 17% in 2024 to 35% in 2025 as measured by the KSA.

Declined from 17% to 11%
(-6 percentage points)

Goal 3 (Achievement Gap)

Objective 2: Scott High School will increase overall proficiency for students with disabilities in mathematics from 17% in 2024 to 36% in 2025 as measured by the KSA.

Declined from 17% to 15%
(-2 percentage points)

Goal 4 (EL) Objective 1: Increase the percentage of EL students reaching attainment on the ACCESS test from 50% in 2024 to 54% in 2025.

Improved from 50% to 86%
(+36 percentage points)

Implementation and Impact

2024-25 Objectives	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)
Goal 5 Objective 1: Decrease the number of students disagreeing with the statement “Bullying is a problem for this school”, from 51% to 17% as reported on KSA.	Declined from 51% to 49% (2% improvement)
Goal 6 Objective 1: Scott High School will increase from 97.8% based on the state transition ready rate model in 2024, to 100% in 2025 based on the state transition ready rate.	Declined from 97.8% to 90.6% (-7.2 percentage points)
Goal 7 Objective 1: Scott High School will increase the overall graduation rate of 94.6% in 2024 to 96% by 2025.	Improved from 94.6% to 96.2% (+1.6 percentage points)

Reading and Math

School Data Strengths

- 1) Math scores increased by 6 percentage points from 42% to 48% from 2023-2024 to 2024-2025
- 2) Scores increased 7 percentage points from 56% to 63% from 2022-2023 to 2024-2025.

School Data Growth Areas

- 1) Reading scores decreased by 6 percentage points from 51% to 45% from 2023/2024 to 2024/2025.
- 2) Though we made growth in math, we are 5 percentage points below our CSIP goal (42% in 2024 to 53% in 2025). We are trending in the right direction.

Strategies to Address Growth Areas

- 1) Weekly grade analysis completed and utilized to determine student groups pulled for needs based instruction.
- 2) Lesson plans are monitored to include components of the lesson plan internalization document. Feedback given regularly to staff.
- 3) 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.
- 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.
- 5) Teachers will continue to analyze data in ILT's and discuss instructional strategies to increase student achievement.
- 6) Utilize established MTSS procedures to name and claim students not benchmarking and provide reading intervention as needed (IXL).

Science, Social Studies, Writing

School Data Strengths

- 1) Science scores increased by 24 percentage points from 2% to 26% from 2023-2024 to 2024-2025.
- 2) Writing scores increased by 12 percentage points from 42% to 54% from 2023-2024 to 2024-2025.

School Data Growth Areas

- 1) Though we made significant growth in writing, we are 4 percentage points below the CSIP goal (58%). We are trending in the right direction.
- 2) Though we made significant growth in social studies, we are 8 percentage points below the CSIP goal (49%). We are trending in the right direction.

Strategies to Address Growth Areas

- 1) Weekly grade analysis completed and utilized to determine student groups pulled for needs based instruction.
- 2) Writing: student writing samples submitted to the content lead for calibrating and analysis. Teachers will lead professional development focused on student progress in the area of Writing. Scott Writing policy will be consistently reviewed and implemented with all stakeholders.
- 3) Continue working to identify a HQIR to use in social studies. Continue to utilize the district common assessments to determine mastery of standards and guide next steps.
- 4) Lesson plans are monitored to include components of the lesson plan internalization document. Feedback given regularly to staff.

Achievement Gap

School Data Strengths

- 1) For the third year in a row, Scott did not receive a federal classification of TSI.
- 2) Science P/D% for students with disabilities improved from 0% in 2023-24 to 8% in 2024-25.
- 3) Social Studies P/D% for students with disabilities improved from 5% in 2023-24 to 27% in 2024-25.

School Data Growth Areas

- 1) Reading P/D% for students with disabilities fell from 17% in 2023-24 to 11% in 2024-25.
- 2) Math P/D% for students with disabilities fell from 17% in 2023-24 to 15% in 2024-25.

Strategies to Address Growth Areas

- 1) Provide co-teaching training and instructional walk feedback on co-teaching in classrooms to ensure we are providing the best educational experience for students with disabilities. Differentiate support and trainings based on walk data.
- 2) Intentional lesson internalization work for teachers teaching and planning for students with disabilities for core content areas (Reading, Math, Science, Social Studies).
- 3) Ensure that our Math and Reading collaboration and resource classrooms are utilizing our HQIRs to fidelity to support students with disabilities.

English Learner Progress

School Data Strengths

- 1) EL students grew from 0% P/D in 2023-24 for Social Studies to 50% P/D for Social studies in 2024-25.
- 2) 50% of students making progress on ACCESS in 2023-24 improved to 86% of students making progress on ACCESS in 2024-25.

School Data Growth Areas

- 1) Our percentage of students exiting fell from 17% in 2023-24 to only 8% in 2024-25.

Strategies to Address Growth Areas

- 1) Name & claim 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) Trainings for teachers on use of Magic School AI to differentiate language materials in the classroom for students needing language support.

School Data Strengths

- 1) Indicator score for School Climate and Safety improved from 62.9 in 2023-24 to 68.8 in 2024-25.
- 2) Meaningful improvement in student responses:
 - a) “Adults from my school make sure that all students get what they need to be successful.” 79% in 2023-24 improved to 86% in 2024-25.
 - b) “I feel like I am part of my school.” 81% in 2023-24 improved to 85% in 2024-25.
 - c) “There is at least one adult from my school who listens to me when I have something to say.” 95% of students for 2024-25 felt this way.

School Data Growth Areas

- 1) “I feel comfortable stating my opinion in class even if others disagree.” This was the only indicator on the survey that went down more than 1% point. Down from 71% in 2023-24 to 65% in 2024-25.

Strategies to Address Growth Areas

- 1) Continue the implementation of PBIS programming and initiatives for students and staff.
- 2) Continue adult advocacy implementation with fidelity.
- 3) Continue promoting clubs, sports programs, and extracurricular activities for students to be active members of the school community.
- 4) Utilizing intervention time (FLY) to teach/review the CORE project lessons (Social & Emotional Learning).

Transition Readiness

School Data Strengths

- 1) We have increased our % of students earning industry certification to 35% in 2024-25 from 29% which leads all district high schools.
- 2) We have increased our CBAS transition readiness rate from 91.4% in 2023-24 to 92.94% in 2024-25.

School Data Growth Areas

- 1) Our State indicator score for transition readiness fell from 97.8 2023-24 to 90.6 in 2024-25.

Strategies to Address Growth Areas

- 1) Implement Scott's college readiness plan with fidelity to ensure students have the opportunity to become transition ready and receive instruction through Tier 1, 2, and/or 3 based on data.
- 2) Weekly grade analysis completed and utilized to determine student groups pulled for needs based instruction.
- 3) Continue with our name and claim process through MTSS and utilize adult advocacy meetings to help support students earning transition ready status (college or career).
- 4) Continue to bolster our CTE pathways and course offerings to help improve our transition readiness indicator scores by making intentional adjustments to the master schedule.

Graduation Rate

School Data Strengths

- 1) Graduation rate improved from 94.6% in 2023-24 to 96.2% in 2024-25.
- 2) Over the last 5 years our graduation rate has improved from 84.3% to 96.2% and has improved each year.

School Data Growth Areas

- 1) Our graduation rate (96.2%) is below the district average of 98.4%.

Strategies to Address Growth Areas

- 1) Continue work to identify and track down every student reported as no-show status.
- 2) Providing a high quality and early intervention credit recovery program for students that are off track.
- 3) Involving students and families in the process when a student becomes off track for graduation.

School Data Strengths

- 1) Reading CA running average (May) increased from 24.46% in 2024 to 42.38% in 2025. Reading CA running average for SWD (May) increased from 5.73% in 2024 to 15% in 2025.
- 2) Math CA running average (May) increased from 37.89% in 2024 to 62.61% in 2025.

School Data Growth Areas

- 1) Reading CA average is 42.38%, 5.43% below the district average (47.81%) for reading CAs (May).
- 2) Reading CA average for SWDs is 15%, 6.81% below the district average (21.81%) for reading CAs (May).

Strategies to Address Growth Areas

- 1) Continue to utilize newly established systems and structures for CFA/CA data analysis during ILTs. 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 HQIRs by providing feedback to teachers focused on fidelity. Specific focus on utilization of HQIRs during study skills/resource classes.
- 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.

School Data Strengths

- 1) Students projected to be P/D on KSA in math based on MAP scores increased by 5.4 percentage points from fall (40.39%) to spring (45.8%)
- 2) Students projected to be P/D on KSA in reading based on MAP scores increased by 4.6 percentage points from fall (52.1%) to spring (56.7%)

School Data Growth Areas

- 1) While we have demonstrated growth in projected P/D in both math and reading, 45.8 (math) and 56.7 (reading), we still have around 50% of our students not meeting benchmark.

Strategies to Address Growth Areas

- 1) Continue to identify students below benchmark and provide needs based instruction and/or interventions.
- 2) Students below benchmark are placed into intervention groups that utilize IXL to close gaps in reading and math.
- 3) Utilize established MTSS procedures to name and claim students not benchmarking and provide interventions.

Points of Pride

- 1) Achieved an overall high rating (green) on the state's accountability system.
- 2) 96.2% graduation rate. Up 9% points from the 2021-2022 school year (87.2%). Showed improvement every year.
- 3) Science overall proficiency for all students increased 24%.
- 4) Math overall proficiency for all students increased 6% (35% P/D in 2022-2023, 42% P/D in 2023-2024, & 48% P/D in 2024-2025). Steady growth over the last 3 school years.
- 5) Indicator score for School Climate and Safety improved from 62.9 in 2023-2024 to 68.8 in 2024-2025 (+5.9 improvement).

Student Services

	2022-2023	2023-2024	2024-2025
Dropout Rate	1.51%	1.26%	.3%
Attendance Rate	92.84%	93.15%	93.4%
% F/R	43.48%	43.8%	44.9%
Achievement Score/Proficiency	Yellow - No longer TSI designation	Green	Green
# Transfer (OE/Tuition)	65	54	54
Retention Rate	12.83%	9.38%	6.64%



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Report to the Board December 2025

Simon Kenton High School



Implementation and Impact

2024-25 Objectives	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)
Simon Kenton will increase the percentage of students who are proficient or distinguished in reading from 48% in 2024 to 56.5% in 2025.	50% P+D Not Met Improved 2%
Simon Kenton will increase the percentage of students who are proficient or distinguished in math from 41% in 2024 to 51% in 2025.	49% P+D Not Met Improved 8%
Simon Kenton will increase the percentage of students who are proficient or distinguished in science from 5% in 2024 to 22% in 2025.	20% P+D Not Met Improved 15%
Simon Kenton will increase the percentage of students who are proficient or distinguished in social studies from 35% in 2024 to 46.5% in 2025.	37% P+D Not Met Improved 2%

Implementation and Impact

2024-25 Objectives	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)
Simon Kenton will increase the percentage of students who are proficient or distinguished in writing from 43% in 2024 to 54.5% in 2025.	47% P+D Not Met Improved 4%
Simon Kenton will increase the percentage of SWD who are proficient or distinguished in reading from 10% in 2024 to 22% in 2025.	7% P+D Not Met Declined 3%
Simon Kenton will increase the percentage of SWD who are proficient or distinguished in math from 15% in 2024 to 34% in 2025.	14% P+D Not Met Declined 1%
Simon Kenton will increase the percentage of SWD who are proficient or distinguished in science from 2% in 2024 to 18.5% in 2025.	2% P+D Not Met No Change

Implementation and Impact

2024-25 Objectives	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)
Simon Kenton will increase the percentage of SWD who are proficient or distinguished in social studies from 9% in 2024 to 29% in 2025.	7% P+D Not Met Declined 2%
Simon Kenton will increase the percentage of SWD who are proficient or distinguished in writing from 12% in 2024 to 34% in 2025.	11% P+D Not Met Declined 1%
Simon Kenton will increase the percentage of EL who show growth on ACCESS scores from 73% in 2024 to 76% in 2025.	82% Showing Growth Met Improved 9%
Simon Kenton will increase the percentage of EL who exit EL based on a qualifying ACCESS scores from 14% in 2024 to 36% in 2025.	26% Exiting Not Met Improved 10%

Implementation and Impact

2024-25 Objectives	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)
Simon Kenton will increase the percentage of students who give positive responses on the QSCS on the question of “students from this school respect each other’s differences (i.e., gender, culture, race, religion, ability).” from 58% in 2024 to 65% in 2025.	65% Met Improved 7%
Simon Kenton will increase the percentage of students who give positive responses on the QSCS on the question of “The consequences for breaking school rules are the same for all students.” from 61% in 2024 to 68% in 2025.	69% Met Improved 8%
Simon Kenton will increase the postsecondary readiness indicator from 90.6 in 2024 to 91.8 in 2025.	87.4 Not Met Declined 3.2
Simon Kenton will increase the percentage of students who qualify as transition ready based on the CBAS accountability model from 96.6% in 2024 to 97.7% in 2025.	99.30% Met Improved 2.7%

Implementation and Impact

2024-25 Objectives	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)
Simon Kenton will increase the graduation rate from 98.4% in 2024 to 98.8% in 2025.	98.9% Met Improved 0.5%
Simon Kenton will increase the rate of positive responses on the impact survey for professional development from 27% in 2024 to 41% in 2025.	No survey data available
Simon Kenton will increase the rate of positive responses on the impact survey for feedback and coaching from 32% in 2024 to 45% in 2025.	No survey data available

Reading and Math

School Data Strengths

- 1) Math and Reading Combined Index Score Increase of 10.5
- 2) Percent of Students who scored Proficient or distinguished in Math Increased 8%

School Data Growth Areas

- 1) Growth area one is to reduce the percentage of students scoring novice in reading which is currently 20%.
- 2) Growth area two is to reduce the percentage of students scoring novice in math which is currently 23%.

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.
- 4) Quarterly grade analysis informs adjustments to student interventions during SKORE, including SEB interventions uncovered as part of this process, and placement in classes as necessary.

Science, Social Studies, Writing

School Data Strengths

- 1) Social Studies, Science, and Writing Combined Index Score Increase of 7.7
- 2) Percent of Students who scored Proficient or Distinguished in Science Increased 15%

School Data Growth Areas

- 1) Growth area one is to reduce the percentage of students scoring novice in science which is currently 45%.
- 2) Growth area two is to reduce the percentage of students scoring novice in social studies which is currently 39%.

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.
- 4) Quarterly grade analysis informs adjustments to student interventions during SKORE, including SEB interventions uncovered as part of this process, and placement in classes as necessary.

Achievement Gap

School Data Strengths

- 1) Students with disabilities had a proficiency percentage that was higher than the district average.

School Data Growth Areas

- 1) SWD Novice in math increased 18%
- 2) SWD Proficient/Distinguished in Reading Declined 3%

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) Professional development with resource teachers to target specific skills needed to reach proficiency in Reading and math.
- 4) 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) The percentage of students making progress on EL Access testing increased 9%
- 2) The percentage of students exiting EL increased 12%

School Data Growth Areas

- 1) 18% of students did not make growth

Strategies to Address Growth Areas

- 1) Re-working schedules for students to have EL coordinator support learning in the English classrooms.
- 2) Intentional focus on support plans to ensure growth towards language acquisition.
- 3) 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.
- 4) 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.

School Data Strengths

- 1) On 26 of the 27 questions, students answered with a higher percentage of agreement compared to the 23-24 school year
- 2) Across all question indicators, students answered with 4.8% higher agreement compared to the 24-24 school year

School Data Growth Areas

- 1) While improvements have been made, 58% of students state that internet bullying is a problem for students in the school
- 2) The one question where students indicated a lower agreement rate was “I feel comfortable stating my opinion in class even if others disagree”, which declined 1%

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.

School Data Strengths

- 1) 99.30% transition ready for CBAS
- 2) Increased the state % of career ready students by 9%

School Data Growth Areas

- 1) 86% of students were transition ready per state guidelines
- 2) State postsecondary readiness indicator declined from 90.6 to 87.4

Strategies to Address Growth Areas

- 1) Promotion of pathways towards career readiness including business pathways, agriculture pathways, and completion of workplace experiences to increase career readiness.
- 2) 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.
- 3) Target all students for certifications in high demand industry certifications during junior and senior year to increase the number of students qualifying as career-ready on the state criteria.
- 4) Development of a plan to address college readiness as measured by the SAT including interventions that may be necessary to assist students in reaching benchmarks. This will include interventions including the college readiness plan developed in conjunction with other district high school administrators.

Graduation Rate

School Data Strengths

- 1) Graduation rate of 98.9
- 2) Graduation rate increased 0.5%

School Data Growth Areas

- 1) 5 students that were accountable to SK did not graduate.

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

School Data Strengths

- 1) Common assessment proficiency data for all students increased in math and reading by 5% and 10%, respectively.
- 2) Common assessment proficiency data for SWD increased in math and reading by 8% in each area.
- 3) Common assessment proficiency data for EL students in reading increased 23%

School Data Growth Areas

- 1) Common assessment proficiency data for EL students in math declined 4%
- 2) The gap between all students on reading common assessments and SWD is 26%

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 through use of a comprehensive assessment dashboard, allowing administrators to target support for teachers or ILT groups that may need additional resources or assistance to meet their students' needs.

School Data Strengths

- 1) 64% of 9th grade students scored at or above the 60th percentile in math
- 2) 66% of 9th grade students scored at or above the 60th percentile in reading

School Data Growth Areas

- 1) 17% of 9th grade students scored below grade level in math (as defined by NWEA criteria)
- 2) 18% of 9th grade students scored below grade level in reading (as defined by NWEA criteria)

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) Simon Kenton achieved a “green rating” for high achievement on KSA and an overall index increase of 7.8. Green or blue rating in 8 of the 9 measured areas of assessment.
- 2) Increased achievement measured by the KSA in the following subjects. These numbers are the percentage of students who scored proficient or distinguished in the subject area listed.
 - a) Math increased 7%
 - b) Reading increased 2%
 - c) Social Studies increased 2%
 - d) Writing increased 3%
 - e) Science increased 15%
- 3) Our CBAS transition rate increased to 99.3%, up from 96.6%, and our graduation rate increased to 98.9%, up from 98.4%.

Student Services

	2022-2023	2023-2024	2024-2025
Dropout Rate	0.38	0.26	0.27
Attendance Rate	93.79	94.10	94.45
% F/R	39.8	38.93	40.87
Achievement Score/Proficiency	Reading - 47% Math - 42% Science - NA SS - 39% Writing - 57%	Reading - 48% Math - 41% Science - 5% SS - 35% Writing - 43%	Reading - 50% Math - 49% Science - 20% SS - 37% Writing - 47%
# Transfer (OE/Tuition)	120	129	113
Retention Rate	2.25	0.58	1.22



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Report to the Board December 2025

Dixie Heights
High School



Implementation and Impact

2024-25 Objectives	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)
Objective 1: Increase the reading achievement scores from 60% in 2024 to 62% in 2025 as measured by the proficiency/benchmark scores.	No Change 60% P/D
Objective 2: Increase the math achievement scores from 45% in 2024 to 59% in 2025 as measured by the proficiency/benchmark scores.	Improved 55% P/D Improved (+10%)
Objective 3: Increase the science achievement scores from 5% in 2024 to 15% in 2025 as measured by the proficiency/benchmark scores.	Met Objective 22% P/D Improved (+17%)
Objective 4: Increase the social studies achievement scores from 39% in 2024 to 45% in 2025 as measured by the proficiency/benchmark scores.	Improved 44% P/D Improved (+5%)

Implementation and Impact

2024-25 Objectives	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)
Objective 5: Increase the writing achievement scores from 63% in 2024 to 65% in 2025 as measured by the proficiency/ benchmark scores.	Declined 56% P/D Declined (-7%)
Objective 6: Ensure all students are performing at high levels in the state accountability system by increasing our math proficiency from 11% P/D in 2024 to 25% for students in special education in 2025.	Declined 10% P/D Declined (-1%)
Objective 7: Ensure all students are performing at high levels in the state accountability system by increasing our reading proficiency index from 21% in 2024 to 25% in 2025 for special education students.	Declined 16% P/D Declined (-5%)
Objective 8: Ensure all students are performing at high levels in the state accountability system by increasing our reading proficiency index from 8% in 2024 for English Learner Including Monitored students to 25% in 2025.	Declined <1% P/D Declined (-8%)

Implementation and Impact

2024-25 Objectives	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)
Objective 9: Ensure all students are performing at high levels in the state accountability system by increasing our math proficiency index from <1% in 2024 to 25% in 2025 for English Learner Including Monitored students in 2024.	No Change <1% P/D
Objective 10: Increase the number of EL students who score proficient or above from 11% in 2024 to 15% in 2025 as measured by the ACCESS for ELLs English Language Proficiency Test.	Met Objective 16% P/D Improved (+5%)
Objective 11: Increase the number of EL students who make one year's worth of growth from 25% in 2024 to 28% in 2025 as measured by the ACCESS for ELLs English Language Proficiency Test.	Improved 26% P/D Improved (+1%)
Objective 12: Increase the school climate & safety status score from 68.3 in 2024 to 70.3 in 2025 as measured by the proficiency/benchmark scores.	Met Objective 75% P/D Improved (+8%)

Implementation and Impact

2024-25 Objectives	Outcome/Accomplishments: Met, Improved, Declined (score with +/- actual #)
Objective 13: Collaborate to increase the percentage of students who are college and/or career ready from 87% in 2024 to 89% by 2025 as measured by the Kentucky School Report Card.	Met Objective 94% Improved (7%)
Objective 14: Collaborate to increase the average freshman graduation rate from 99% in 2024 to 99.7% in 2025 as measured by the 4-year cohort graduation rate as reported on the Kentucky School Report Card.	No Change 99%
Objective 15: Improve upon instructional feedback and coaching given to teachers from the administrative team from 63% favorable responses in 2024 to 67% favorable responses by 2025.	No Data Available

Reading and Math

School Data Strengths

- 1) KSA Math & Reading indicator score was rated “**Blue**”, very high.
- 2) All students P/D increased 10% in Math from 2024.
- 3) Significant reduction in the number of students scoring novice, Math decreased 10% and Reading 6%.

School Data Growth Areas

- 1) <1% of EL students scored P/D on the KSA Math & Reading assessment.
- 2) 10% of SWD scored P/D on the Math and 16% on Reading KSA assessments.

Strategies to Address Growth Areas

- 1) Ensuring the Lesson Internalization process leads to consistent language, multiple representations of information connected to the cycle of quality instruction, and clear measurable learning objectives.
- 2) Ensuring grade and assessment analysis leads to individual learning goals, flexible grouping, and timely progress monitoring. These analysis will facilitate appropriate PRIDE placements for standard and needs based remediation.
- 3) Frequent “flashbacks” and “cold reads” to address and reinforce foundational skills.

Science, Social Studies, Writing

School Data Strengths

- 1) All Students P/D increased 5% on the Social Studies & 17% on the Science KSA assessments.
- 2) % of students scoring novice in KSA Writing reduced to <10%.
- 3) % of FRAM students scoring P/D increased 16% on the Science and 12% on the Social Studies KSA assessments

School Data Growth Areas

- 1) <1% of EL students scored P/D on the KSA Social Studies and Science assessments.
- 2) % of all students scoring P/D on the ODW reduced by 7%.

Strategies to Address Growth Areas

- 1) Ensuring the Lesson Internalization process leads to consistent language, multiple representations of information connected to the cycle of quality instruction, and clear measurable learning objectives.
- 2) Ensuring grade and assessment analysis leads to individual learning goals, flexible grouping, and timely progress monitoring. These analysis will facilitate appropriate PRIDE placements for standard and needs based remediation.
- 3) Clearly outline and vertically align the writing/grammar continuum among all grade levels.

Achievement Gap

School Data Strengths

- 1) Dixie Heights was not TSI in any eligible area.
- 2) Increased the % of SWD scoring P/D on the KSA assessments 18% in Social Studies, 11% in Science, and 3% in Writing.
- 3) % of SWD scoring Novice on the KSA assessments reduced 9% in Math, 21% in Science, and 10% in Writing.

School Data Growth Areas

- 1) % of SWD scoring P/D on the KSA assessments reduced 1% in Math & 5% in Reading.
- 2) <1% of EL students scored P/D on the KSA Math, Reading, Social Studies, & Science assessments.

Strategies to Address Growth Areas

- 1) Prioritize “Co-Teaching” during PPR walks, and utilize model teams for job-embedded training that models effective use of this strategy.
- 2) Ensuring the Lesson Internalization process leads to consistent language, multiple representations of information connected to the cycle of quality instruction, and clear measurable learning objectives.
- 3) Maximize access and of the KCSD sponsored EL Peer Tutor program through creative scheduling and effective use of PRIDE time.

School Data Strengths

- 1) EL Progress indicator score was rated “**Blue**”, very high.
- 2) 87% 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.
- 4) Ensuring the Lesson Internalization process leads to consistent language, multiple representations of information connected to the cycle of quality instruction, and clear measurable learning objectives.
- 5) Maximize access and of the KCS D sponsored EL Peer Tutor program through creative scheduling and effective use of PRIDE time.

School Data Strengths

- 1) School Climate indicator score was rated “**Blue**”, very high.
- 2) 97% believe there is at least one adult that cares about them.
- 3) 96% agree adults in the school work hard to make them feel safe.

School Data Growth Areas

- 1) Only 66% of students feel other students respect their differences.
- 2) Only 63% 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/organizations to be more representative of the diversity of our community.
- 2) We implemented Core Project in 24-25, a SEB curriculum, and we will continue fidelity walks to monitor effectiveness of instruction.

School Data Strengths

- 1) Post-Readiness indicator score was rated “Blue”, very high.
- 2) Increased our state transition readiness rate from 87% to 94%.
- 3) Our KCS D CBAS transition readiness rate was 98.7%.

School Data Growth Areas

- 1) 55% of FRAM and 57% of hispanic students achieved academic readiness, compared to 79% of ALL students.
- 2) College Readiness, only 29% in Math and 39% in Reading of students achieved benchmark on the ACT.

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 the school's demographics. 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.
- 4) Implement the tiered College Readiness plan created by the the three high schools to better prepare students for college admissions exam.

Graduation Rate

School Data Strengths

- 1) Our four year graduation rate was $> 99\%$.
- 2) Post-Readiness indicator score was rated “Blue”, very high.

School Data Growth Areas

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

Strategies to Address Growth Areas

- 1) Utilize adult advocacy meetings at the beginning of every semester 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 readiness dashboard that tracks and reports on all students not on-track to graduate.

Formative Data

(Common Assessments)

School Data Strengths

- 1) Algebra 1 and Geometry SWD proficiency increased 15% on district common assessments.
- 2) Science and Social Studies ILT formative assessment data increased > than 15% and correlated with improved KSA scores.

School Data Growth Areas

- 1) < 50% of ALL English students met proficiency on district common assessments.
- 2) ILT formative data sets for EL and SWD is inflated and does not correspond with district common or KSA assessments.

Strategies to Address Growth Areas

- 1) Ensuring grade and assessment analysis leads to individual learning goals, flexible grouping, and timely progress monitoring. These analysis will facilitate appropriate PRIDE placements for standard and needs based remediation.
- 2) Administrative tracking of common assessments and feedback to guide and improve ILT data analysis meetings.
- 3) Effective use and monitoring of school/ILT specific data dashboard to guide instruction and professional learning.

Universal Screener/Diagnostic Data (MAP Growth)

School Data Strengths

- 1) 52% of all freshman are expected to reach proficiency based on the fall 25 MAP reading test.
- 2) 43% of all freshman are expected to reach proficiency based on the fall 25 MAP math test.
- 3) Class of 2028 MAP testing KSA expected proficiency grew increased from 51% to 78% from fall 2024 to spring 2025.

School Data Growth Areas

- 1) 7% of freshman SWD were projected to reach KSA proficiency based on fall MAP math test.
- 2) 15% of freshman SWD were projected to reach KSA proficiency based on fall MAP reading 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 (SAT Prep, skill deficits, KSA standards, etc).

Points of Pride

- 1) Dixie Heights has been identified as a “Blue” Very High Performing High School based on the KDE State Accountability system.
- 2) Efforts to improve school culture around assessment and accountability have proved to be effective through assessment data and the quality of school climate survey results.
- 3) Our KDE Post-Secondary rate has improved from 77.3 to 96.7 over the last three school years.
- 4) Dixie Heights administered 340 AP exams and maintained an 80% pass rate, eclipsing state and national averages in all content areas.



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Student Services

	2022-2023	2023-2024	2024-2025
Dropout Rate	.49	0	.07
Attendance Rate	94.73	94.78	94.40
% F/R	41.77%	43.69%	41.94%
Achievement Score/Proficiency	% 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	% PD Reading, Math, Science, Writing Reading: 60 Math: 55 Science: 22 Writing: 56 Social Studies: 44
# Transfer (OE/Tuition)	138	124	115
Retention Rate	4.73%	2.82%	3.9%