TES 2022-23 Phase Two: The Needs Assessment for Schools_10102022_11:59

2022-23 Phase Two: The Needs Assessment for Schools

Tyner Elementary School
Melanie Philpot
1340 Hwy 30 W
Tyner, Kentucky, 40486
United States of America

2022-23 Phase Two: The Needs Assessment for Schools - TES 2022-23 Phase Two: The Needs Assessment for Schools_10102022_11:59
- Generated on 12/14/2022

Tyner Elementary School

Table of Contents

2022-23 Phase Two: The Needs Assessment for Schools - TES 2022-23 Phase Two: The Needs Assessment for Schools_10102022_11:59 - Generated on 12/14/2022

Tyner Elementary School

2022-23 Phase Two: The Needs Assessment for Schools
Understanding Continuous Improvement: The Needs Assessment for Schools

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around school goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive school improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities from this year's needs assessment. Include names of school councils, leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Tyner Elementary School's data/planning team (comprised of 2 administrators, 1 counselor, 1 primary teacher, 1 intermediate teacher, 1 interventionist, and 1 special education teacher), as well as, the school's SBDM members reviewed and analyzed academic and non academic performance data to determine the priorities from this year's needs assessment. The team analyzed various sources of data such as the Kentucky State Assessment, iReady data, behavior data, student attendance data, teacher attendance data, and school surveys. The school data team/planning team meets quarterly to review data, plan for improvement, and assess current conditions. Sign in sheets and meeting notes are used to document the meetings.

ATTACHMENTS

2022-23 Phase Two: The Needs Assessment for Schools - TES 2022-23 Phase Two: The Needs Assessment for Schools_10102022_11:59

- Generated on 12/14/2022

Tyner Elementary School

Attachment Name

📄 2022-2023 BOY iReady Data (Math and Reading)

📄 2022-2023 Current Conditions Data

📄 TES Testing Trend Data 2022-2023

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive School Improvement Plan (CSIP). What was successful? How does it inform this year's plan?

When reflecting on the 2021-2022 implementation of the goals, objectives, strategies, and activities from the Comprehensive School Improvement Plan, Tyner Elementary School feels that we were successful in making growth toward our goals of proficiency. We increased reading proficiency by 11.5%, math proficiency by 20.8%, and met our annual measurable objective in proficiency in the area of Science. Additionally, we were successful in narrowing the achievement gap among students with disabilities. We met our annual measurable objectives for students with disabilities and economically disadvantaged students in Reading and Math. Activities that we feel directly impacted our ability to make progress toward our goals and objectives include: Data Review Team Meetings, Response to Interventions, Professional Development, and parent involvement activities. This progress helps us to inform this years plan as we will continue to implement activities that are making a positive impact in our school.

ATTACHMENTS

Attachment Name

📄 2022-2023 BOY iReady Data (Math and Reading)

📄 2022-2023 Current Conditions Data

📄 TES Testing Trend Data 2022-2023

Trends

3. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

Example of Trends

• The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.

2022-23 Phase Two: The Needs Assessment for Schools - TES 2022-23 Phase Two: The Needs Assessment for Schools_10102022_11:59

- Generated on 12/14/2022

Tyner Elementary School

• From 2020 to 2022, the school saw an 11% increase in novice scores in reading among students in the achievement gap.

When analyzing past state testing data, current state testing data, BOY Benchmark data, and non-academic data, it is evident that Tyner Elementary school has made significant gains in several areas. Nonetheless, there are still data trends that demonstrate significant areas for improvement. These areas include math proficiency, novice reduction, and attendance.

Although Tyner Elementary School has made substantial gains in the area of mathematics, this is still an area that demonstrates a need for improvement. In 2018-2019, 38.5% of all students were scoring at proficiency on the state assessment. In 2020-2021, proficiency in mathematics decreased by 14.3% with 24.2% of students scoring at a proficient/distinguished level on the state assessment. On the 2021-2022, state assessment proficiency increased to 45% of all students scoring at a proficient/distinguished level in mathematics. Although this was a 20.8% increase in proficiency, we still feel that this area continues to be an area of focus as 45% proficiency is still low. Furthermore, proficiency was below state average in 5th grade mathematics.

In addition to focusing on proficiency in the area of mathematics, TES feels that it is important to focus on Novice Reduction in core academic areas. Although, the number of students scoring at a novice level has decreased in several areas, we still feel that this is an area for improvement as the number of students scoring novice is still relatively high and we have high expectations for ALL students. For example, in 2018-2019 , 13% of all students were scoring at a novice level in reading. This number increased in 2020-2021 to 30% of all students scoring at novice level in reading. In 2021-2022, this number decreased to 16% which demonstrated novice reduction; however, there is still significant room for growth in this area. The same trend is evident in mathematics. In 2018-2019, 21.5% of all students were scoring at a novice level in math. This increased in 2020-2021 to 34.3%, and, decreased in 2021-2022 to 24.0%. Again this demonstrates growth towards novice reduction but we are still not where we want to be moving forward. Please see the attached trend data.

Another area that demonstrates a need for improvement based on data is student attendance. Since COVID, TES has struggled with maintaining an ADA higher than 90%. We know that attendance increases a child's academic success and is essential to meeting the needs of students. With our current trend data of average daily attendance being below 90% for the last three years, this will be an area of focus during the 2022-2023 school year. Please see the attached Current Conditions document.

In sum, during the 2022-2023 school year, TES will focus our efforts on increasing mathematics proficiency, novice reduction in mathematics and reading, and increasing student attendance.

2022-23 Phase Two: The Needs Assessment for Schools - TES 2022-23 Phase Two: The Needs Assessment for Schools_10102022_11:59 - Generated on 12/14/2022

Tyner Elementary School

ATTACHMENTS

Attachment Name

📄 2022-2023 BOY iReady Data (Math and Reading)

📄 2022-2023 Current Conditions Data

📄 TES Testing Trend Data 2022-2023

Current State

4. Plainly state the current condition of the school using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:
• Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
• Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
• Teacher attendance rate was 84% for the 2021-22 academic year.
• Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

The current academic and non-academic conditions of Tyner Elementary School are at follows:

Reading:

- The percentage of students scoring proficient/distinguished in reading on the state assessment increased from 43.5% in 2020-2021 to 55% in 2021-2022 (11.5% increase).
- 47% of students who were economically disadvantaged scored proficient/ distinguished on the 20-21 state assessment while 74% of non-economically disadvantaged students scored at a proficient/distinguished level (27% Gap).
- 57% of students with IEP's scored at a proficient/distinguished level in reading while 55% of students without an IEP scored at a proficient/distinguished level on the 2021-2022 state assessment (2% Gap).

2022-23 Phase Two: The Needs Assessment for Schools - TES 2022-23 Phase Two: The Needs Assessment for Schools_10102022_11:59 - Generated on 12/14/2022

Tyner Elementary School

- The percentage of students scoring novice in reading decreased from 30% to 16% on the 2020-2021 state assessment (14% decrease)
- Third grade reading proficiency increased from 39.2% on the state assessment in 2020-21 to 54% in 2021-22.
- There was a 2.5% decrease in the percentage of students scoring novice in third grade reading on the state assessment from 2020-21 to 2021-2022.
- Fourth grade reading proficiency increased by 15.5% on the state assessment from 2020-2021 (43.5%) to 2021-2022 (59.0) on the state assessment.
- There was a 11.1 % decrease in the percentage of students scoring novice in fourth grade reading on the state assessment from 2020-2021 to 2021-2022.
- Fifth grade reading proficiency increased by 2.4% on the state assessment from 2020-2021 (46.6) to 2021-2022 (49.0).
- There was a 19.6% decrease in the percentage of students scoring novice on the 2021-22 state assessment in 5th grade reading.

Math:

- The percentage of students scoring proficient/distinguished in math increased from 24.2% in 2020-2021 to 45.0% in 2021-2022 on the state assessment.
- 34.3% of all students scored a novice in mathematics on the 2020-2021 state assessment, whereas, 24.0% of all students scored at a novice level on the 2021-2022 state assessment.
- 75.7 % of all students scored a novice or apprentice in mathematics on the 2020-2021 assessment, whereas 55% of students scored a novice or apprentice on the 2021-22 state assessment (20.7% decrease).
- The percentage of students scoring Distinguished in mathematics on the state assessment increased from 5.3% in 2020-2021 to 12% in 2021-2022.
- In the past, there has been a gap in mathematics among students with an IEP and without an IEP scoring at a proficient and distinguished level in mathematics. Although that gap has been significant in the past, it narrowed significantly during the 2021-22 school year. On the 21-22 state assessment 37% of students with an IEP scored at P/D level and 48% of students without an IEP scored at a P/D level.
- 37% of students who are economically disadvantaged scored at a proficient/distinguished level on the 2021-2022 state assessment, while 64% of students who are non economically disadvantaged scored at a proficient/distinguished level. This is a 27%gap. Between the 2018-2019 school year and the 2020-2021 school year there was only a 1.9% gap.
- During the 2018-2019 and 2020-2021 state assessment, the percentage of students scoring proficient and distinguished was below 30%.Fortunately, during the 2021-2022 school year, TES had 45.0% of students scoring at a P/D level and a 63.7% content index in mathematics.

2022-23 Phase Two: The Needs Assessment for Schools - TES 2022-23 Phase Two: The Needs Assessment for Schools_10102022_11:59

- Generated on 12/14/2022

Tyner Elementary School

Writing

- The percentage of students scoring a novice in On Demand Writing decreased from 21.9% during the 2018-2019 state assessment to 12.3% during the 2020-2021 state assessment, to 11% in 2021-2022.
- The percentage of students scoring at Proficient/Distinguished level on the state assessment decreased from 50.7% in 2020-21 to 47% in 21-22.
- TES has 47% of students scoring at proficient/distinguished level in Writing, whereas, the state only has 33% of students scoring at a proficient/ distinguished level in writing.
- 44% of students with an IEP scored at a P/D level in writing and 44% of students without an IEP scored at a P/D level in writing on the 2021-2022 state assessment.
- 67% of female students scored at a p/d level in On Demand Writing on the state assessment, while only 35% of male students scored at a p/d level on the state assessment in writing.

Science

- The percentage of students scoring proficient/distinguished in Science decreased and the percentage of students scoring novice increased from 2018-2019 to 2020-21(precise percentages can not be displayed publicly). During the 2021-22 state assessment the percentage of students scoring at proficient/distinguished level in science was 48%. This is a 10.1% increase from the 2018-2019 state assessment and an even higher increase from the 2020-21 state assessment (precise numbers can not be disclosed).

Social Studies

- 49% of all students scored at a proficient/distinguished level on the 2021-2022 state assessment in social studies. This is higher than the state average of 37%.
- 16% of all students scored at a novice level in Social Studies on the 2021-2022 state assessment. 16% of all students in the district scored at a novice level and 34% of all students in the state scored at novice level in Social Studies.
- 64% of non economically disadvantaged students scored at a proficient/ distinguished level in Social Studies on the 2021-2022 state assessment, while only 39% on non economically disadvantaged students scored at a p/d level.

Editing and Mechanics

- 44% of all 5th grade TES students scored at a proficient/distinguished level in Editing and Mechanics on the 2021-2022 state assessment. 47% of all 5th grade students in the state scored at a proficient/distinguished level in Editing and Mechanics.

2022-23 Phase Two: The Needs Assessment for Schools - TES 2022-23 Phase Two: The Needs Assessment for Schools_10102022_11:59 - Generated on 12/14/2022

Tyner Elementary School

- 22% of 5th grade TES students scored at a novice level, while 23% of 5th grade students in the state scored at a p/d level on the 2021-2022 state assessment in Editing and Mechanics.
- 62% of 5th grade female students scored at a proficient/distinguished level on the 2021-2022 state assessment, while only 32% of male students scored at a p/d level.

iReady Data:

Reading:

- 17% of Kindergarten students are scoring at a proficient/distinguished level on the BOY reading iReady diagnostic.
- 8% of First Grade students are scoring at a proficient/distinguished level on the BOY reading iReady diagnostic.
- 10% of Second Grade students are scoring at a proficient/distinguished level on the BOY reading iReady diagnostic.
- 34% of Third grade students are scoring at a proficient/distinguished level on the BOY reading iReady diagnostic.
- 23% of Fourth grade students are scoring at a proficient/distinguished level on the BOY reading iReady assessment.
- 21% of 5th grade students are scoring at a proficient/distinguished level on the BOY reading iReady diagnostic.

Math:

- 11% of Kindergarten students are scoring at a proficient/distinguished level on the BOY math iReady diagnostic.
- 7% of First Grade students are scoring at a proficient/distinguished level on the BOY math iReady diagnostic.
- 5% of Second grade students are scoring at a proficient/distinguished level on the BOY math iReady diagnostic.
- 4% of third grade students are scoring at a proficient/distinguished level on the BOY math iReady diagnostic.
- 15% of fourth grade students are scoring at a proficient/distinguished level on the BOY math iReady assessment.
- 21% of 5th grade students are scoring at a proficient/distinguished level on the BOY math iReady diagnostic.

Observation Data

During 2021-22, administrations observed the following during walk-throughs.

- Small Group observation data-5%
- Teaching Whole group-63.2%
- Worksheets-45.1

2022-23 Phase Two: The Needs Assessment for Schools - TES 2022-23 Phase Two: The Needs Assessment for Schools_10102022_11:59 - Generated on 12/14/2022

Tyner Elementary School

- Partners -1.5%
- Discussion -6.%
- Teachers using Technology 52.6%
- Students using Technology-22.6%
- Differentiation 25.6%
- Questioning
- I CAN-11.3%
- Remember-29.3%
- Understanding-45.9
- Intentional-45.1%
- Analyze-3%
- Create-16.5%
- Apply-34.6%
- Evaluate-6.8%

*Data demonstrates a continued need for more small group instruction, higher order questioning, more discourse between students, higher expectations, and more critical thinking/constructive modeling opportunities.

Non-Academic Data:

Enrollment has continued to decrease during the last few years. In 2018 the average enrollment was 446; in 2019, the average enrollment was 421 In 2020; the average enrollment was 413; in 2020-21 school year the enrollment was 370; and in 2021-2022 the average enrollment was 379.

- Suspension incidents have remained 0 for the last 3 years.
- The Average Daily Attendance for the last 3 school years has been below 90% each year.

ATTACHMENTS

Attachment Name

📄 2022-2023 BOY iReady Data (Math and Reading)

📄 2022-2023 Current Conditions Data

2022-23 Phase Two: The Needs Assessment for Schools - TES 2022-23 Phase Two: The Needs Assessment for Schools_10102022_11:59 - Generated on 12/14/2022

Tyner Elementary School

📄 TES Testing Trend Data 2022-2023

Priorities/Concerns

5. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight percent (68%) of students in the achievement gap scored below proficiency on the Kentucky Summative Assessment (KSA) in reading as opposed to just 12% of non-gap learners.

After analysis of academic and non academic data, the greatest areas of weakness based on precise numbers and percentages include: achievement gap among economically disadvantaged students, math proficiency, and low student attendance. Evidence to support these claims are listed below using precise numbers and percentages.

Economically Disadvantaged Student Gaps

- 47% of students who were economically disadvantaged scored at a proficient/ distinguished level on the 2021-22 state assessment in reading while 74% of non-economically disadvantaged students scored at a proficient/distinguished level (27% Gap).
- 37% of students who are economically disadvantaged scored at a proficient/ distinguished level on the 2021-2022 state assessment in mathematics, while 64% of students who are non economically disadvantaged scored at a proficient/distinguished level. This is a 27% gap. Between the 2018-2019 school year and the 2020-2021 school year there was only a 1.9% gap.
- 64% of non economically disadvantaged students scored at a proficient/ distinguished level in Social Studies on the 2021-2022 state assessment, while only 39% of economically disadvantaged students scored at a p/d level.
- 55% of non economically disadvantaged students scored at a proficient/ distinguished level in On Demand Writing on the 2021-2022 state assessment, while only 42% of economically disadvantaged students scored at a p/d level.
- 50% of non economically disadvantaged students scored at a proficient/ distinguished level in on Editing and Mechanics on the 2021-2022 state assessment, while only 39% of economically disadvantaged students scored at a p/d level.

Math Proficiency:

- 45.0% of all students scored at a proficient/distinguished level in mathematics on the 2021-2022 state assessment.
- In 2018-2019, 38.5% of all students were scoring at proficiency on the state assessment. In 2020-2021, proficiency in mathematics decreased by 14.3% to 24.2% of students scoring at a proficient/distinguished level on the state

2022-23 Phase Two: The Needs Assessment for Schools - TES 2022-23 Phase Two: The Needs Assessment for Schools_10102022_11:59 - Generated on 12/14/2022

Tyner Elementary School

assessment. On the 2021-2022, state assessment proficiency increased to 45% of all students scoring at a proficient/distinguished level in mathematics. Although this was a 20.8% increase in proficiency, we still feel that this area continues to be an area of focus as 45% proficiency is still low.

- 11% of Kindergarten students are scoring at a proficient/distinguished level on the BOY math iReady diagnostic.
- 7% of First Grade students are scoring at a proficient/distinguished level on the BOY math iReady diagnostic.
- 5% of Second grade students are scoring at a proficient/distinguished level on the BOY math iReady diagnostic.
- 4% of third grade students are scoring at a proficient/distinguished level on the BOY math iReady diagnostic.
- 15% of fourth grade students are scoring at a proficient/distinguished level on the BOY math iReady assessment.
- 21% of 5th grade students are scoring at a proficient/distinguished level on the BOY math iReady diagnostic.

Low Attendance:

- 2019-2020, 2020-2021, and 2021-2022 Average Daily Attendance data is below 90% for all three years.

ATTACHMENTS

Attachment Name

📄 2022-2023 BOY iReady Data (Math and Reading)

📄 2022-2023 Current Conditions Data

📄 TES Testing Trend Data 2022-2023

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

2022-23 Phase Two: The Needs Assessment for Schools - TES 2022-23 Phase Two: The Needs Assessment for Schools_10102022_11:59 - Generated on 12/14/2022

Tyner Elementary School

Based upon current data, Tyner Elementary School has made significant gains in Reading thus making Reading an area of strength. Evidence to support this claim is listed below:

- The percentage of students scoring proficient/distinguished in reading on the state assessment increased from 43.5% in 2020-2021 to 55% in 2021-2022 (11.5% increase).
- The percentage of students scoring novice in reading decreased from 30% to 16% on the 2020-2021 state assessment (14% decrease).
- Third grade reading proficiency increased from 39.2% on the state assessment in 2020-21 to 54% in 2021-22.
- There was a 2.5% decrease in the percentage of students scoring novice in third grade reading on the state assessment from 2020-21 to 2021-2022.
- Fourth grade reading proficiency increased by 15.5% on the state assessment from 2020-2021 (43.5%) to 2021-2022 (59.0) on the state assessment.
- There was a 11.1 % decrease in the percentage of students scoring novice in fourth grade reading on the state assessment from 2020-2021 to 2021-2022.
- Fifth grade reading proficiency increased by 2.4% on the state assessment from 2020-2021 (46.6) to 2021-2022 (49.0).
- There was a 19.6% decrease in the percentage of students scoring novice on the 2021-22 state assessment in 5th grade reading.

Tyner Elementary School has been involved in several grant initiatives over the last few years which have focused on best practices in reading and have directly impacted reading proficiency such as Read to Achieve, Kentucky Reading and Writing Project, and Recipe for Reading. We feel that providing mathematics teachers with more professional development focused on best practices will directly impact academic achievement in math.

ATTACHMENTS

Attachment Name

2022-2023 BOY iReady Data (Math and Reading)

2022-2023 Current Conditions Data

TES Testing Trend Data 2022-2023

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards

2022-23 Phase Two: The Needs Assessment for Schools - TES 2022-23 Phase Two: The Needs Assessment for Schools_10102022_11:59 - Generated on 12/14/2022

Tyner Elementary School

KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

Utilizing implementation data, perception data, and current policies and practices:
a. Complete the Key Elements Template.
b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

NOTE: These elements will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Tyner Elementary will focus our resources on KCWP4: Review, Analyze, and Apply Data, KCWP: 6 Establishing a learning Culture and Environment, and KCWP 5: Design, Align, and Deliver Support. TES feels that focusing on these areas will help us promote the desired change in math proficiency, novice reduction, and low attendance.

ATTACHMENTS

Attachment Name

📄 2022-2023 BOY iReady Data (Math and Reading)

📄 2022-2023 Current Conditions Data

📄 School Key Elements Template 2022-2023

📄 TES Testing Trend Data 2022-2023

2022-23 Phase Two: The Needs Assessment for Schools - TES 2022-23 Phase Two: The Needs Assessment for Schools_10102022_11:59 - Generated on 12/14/2022

Tyner Elementary School

Attachment Summary

Attachment Name	Description	Associated Item(s)
2022-2023 BOY iReady Data (Math and Reading)	This file contains the beginning of the year 2022-2023 iReady data.	• 1 • 2 • 3 • 4 • 5 • 6 • 7
2022-2023 Current Conditions Data	This file contains the 2022-2023 Current Conditions Data utilized by the planning team.	• 1 • 2 • 3 • 4 • 5 • 6 • 7
School Key Elements Template 2022-2023		• 7
TES Testing Trend Data 2022-2023		• 1 • 2 • 3 • 4 • 5 • 6 • 7

Diagnostic Results

i-Ready

School	TYNER ELEMENTARY SCHOOL
Subject	Reading
Academic Year	2022 - 2023
Diagnostic	Most Recent
Prior Diagnostic	None

Overall Placement

Students Assessed/Total: 376/380

8%	11%	52%	15%	13%

● Mid or Above Grade Level	● Early On Grade Level	● One Grade Level Below	● Two Grade Levels Below	◐ Three or More Grade Levels Below
30 Students	42 Students	197 Students	58 Students	49 Students

Placement by Domain

- Phonological Awareness *(PA)*
- Phonics *(PH)*
- High-Frequency Words *(HFW)*
- Vocabulary *(VOC)*
- Comprehension: Overall *(COMP)*
- Literature *(LIT)*
- Informational Text *(INFO)*

Switch Table View

Placement Summary

Show Results By

Grade

Showing 6 of 6

Grade	Overall Grade-Level Placement	●	●	●	●	◐	Students Assessed/Total
Grade K		3%	14%	83%	0%	0%	78/79
Grade 1		5%	3%	84%	7%	0%	58/59
Grade 2		3%	7%	57%	33%	0%	61/63
Grade 3		17%	17%	17%	21%	27%	70/70
Grade 4		12%	11%	35%	12%	29%	65/6[1]

Diagnostic Results

i-Ready

School	TYNER ELEMENTARY SCHOOL
Subject	Reading
Academic Year	2022 - 2023
Diagnostic	Most Recent
Prior Diagnostic	None

Grade	Overall Grade-Level Placement	🟢	🟢	🟡	🔴	⬤	Students Assessed/Total
Grade 5		7%	14%	30%	25%	25%	44/44

Diagnostic Results

i-Ready

School	TYNER ELEMENTARY SCHOOL
Subject	Math
Academic Year	2022 - 2023
Diagnostic	Window 1
Prior Diagnostic	None

Overall Placement

Students Assessed/Total: **364/381**

4% 7% 62% 17% 11%

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
14 Students	24 Students	224 Students	63 Students	39 Students

Placement by Domain

Number and Operations (NO)
Algebra and Algebraic Thinking (ALG)
Measurement and Data (MS)
Geometry (GEO)
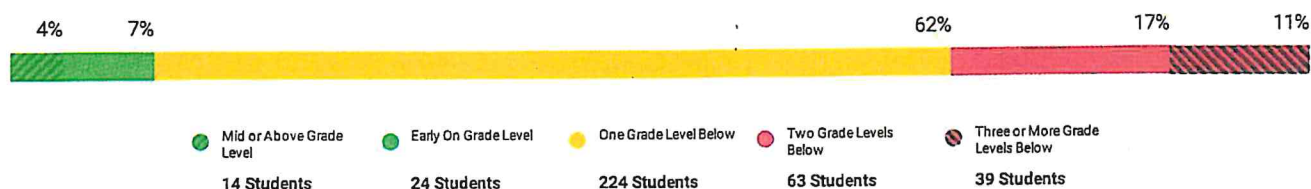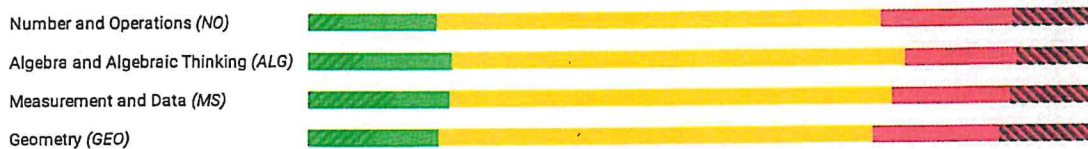
Switch Table View   Show Results By

Placement Summary   Grade

Showing 6 of 6

Grade	Overall Grade-Level Placement	🟢	🟢	🟡	🔴	🚫	Students Assessed/Total
Grade K		7%	5%	88%	0%	0%	75/79
Grade 1		2%	5%	86%	7%	0%	56/59
Grade 2		2%	3%	57%	38%	0%	61/64
Grade 3		1%	3%	43%	26%	26%	68/69
Grade 4		6%	10%	51%	14%	19%	63/64
Grade 5		5%	17%	34%	22%	22%	41/46

Assessment: READING iReady   School: Subject- Reading   Year-

Grade	Testing Session	# Tested	# Bnchmrk	% Benchmark	Average %tile	#	%	# Apprentice	% Apprentice	# Proficient	% Proficient	# Distinguished	% Distinguished	Term	Total with growth score (score for both terms)	# Number making reading growth	% Number making reading growth	# Number Maintaining/Making Growth	% Number Maintaining/Making Growth
Kinder	Fall	69	30	43.48%	44.01	20	28.99%	19	27.54%	23	33.33%	7	10.14%	Fall to Winter	68	28	41.18%	40	58.82%
	Winter	71	33	46.48%	47.70	17	23.94%	21	29.58%	21	29.58%	12	16.90%	Fall to Spring	66	21	31.82%	45	68.18%
	Spring	72	37	51.39%	54.57	12	16.67%	23	31.94%	18	25.00%	19	26.39%						
1st	Fall	54	24	44.44%	42.57	14	25.93%	16	29.63%	18	33.33%	6	11.11%	Fall to Winter	53	32	60.38%	21	39.62%
	Winter	55	22	40.00%	42.00	17	30.91%	16	29.09%	18	32.73%	4	7.27%	Fall to Spring	47	27	57.45%	20	42.55%
	Spring	54	21	38.89%	49.20	15	27.78%	18	33.33%	19	35.19%	2	3.70%	Spring to Spring	41	25	60.98%	16	39.02%
2nd	Fall	68	22	32.35%	36.54	31	45.59%	15	22.06%	14	20.59%	8	11.76%	Fall to Winter	66	27	40.91%	39	59.09%
	Winter	68	26	38.24%	38.60	29	42.65%	13	19.12%	18	26.47%	8	11.76%	Fall to Spring	64	24	37.50%	40	62.50%
	Spring	64	27	42.19%	40.38	29	45.31%	8	12.50%	18	28.13%	9	14.06%	Spring to Spring	46	0	0.00%	46	100.00%
3rd	Fall	71	25	35.21%	38.68	30	42.25%	16	22.54%	20	28.17%	5	7.04%	Fall to Winter	70	26	37.14%	44	62.86%
	Winter	70	30	42.86%	44.07	24	34.29%	16	22.86%	20	28.57%	10	14.29%	Fall to Spring	66	19	28.79%	47	71.21%
	Spring	69	27	39.13%	44.99	24	34.78%	18	26.09%	13	18.84%	14	20.29%	Spring to Spring	60	21	35.00%	39	65.00%
4th	Fall	49	20	40.82%	38.12	21	42.86%	9	18.37%	14	28.57%	5	10.20%	Fall to Winter	46	19	41.30%	27	58.70%
	Winter	46	20	43.48%	44.63	16	34.78%	10	21.74%	14	30.43%	6	13.04%	Fall to Spring	44	8	18.18%	36	81.82%
	Spring	44	23	52.27%	47.84	14	31.82%	7	15.91%	18	40.91%	5	11.36%	Spring to Spring	0	0	#DIV/0!	0	#DIV/0!
5th	Fall	53	19	35.85%	44.08	13	24.53%	21	39.62%	10	18.87%	9	16.98%	Fall to Winter	53	27	50.94%	26	49.06%
	Winter	53	19	35.85%	44.83	14	26.42%	16	30.19%	15	28.30%	8	15.09%	Fall to Spring	53	22	41.51%	31	58.49%
	Spring	53	22	41.51%	46.68	11	20.75%	17	32.08%	18	33.96%	7	13.21%	Spring to Spring	37	9	24.32%	28	75.68%
Total	Fall	364	140	38.46%		129	35.44%	96	26.37%	99	27.20%	40	10.99%	Fall to Winter	356	159	44.66%	197	55.34%
	Winter	363	150	41.32%		117	32.23%	92	25.34%	106	29.20%	48	13.22%	Fall to Spring	340	121	35.59%	219	64.41%
	Spring	356	157	44.10%		105	29.49%	91	25.56%	104	29.21%	56	15.73%	Spring to Spring	184	55	29.89%	129	70.11%

Benchmark (50th %tile or>)   Projected Level of Performance/Proficiency   Level of Growth

Assessment: Math iReady **School:** _____ **Subject:** Reading **Year:** _____

Benchmark (50th %tile or >) | **Projected Level of Performance/Proficiency** | **Level of Growth**

Grade	Testing Session	# Tested	# Bnchmrk	% Bnchmk	Average %tile	# Not Proficient	% Not Proficient	# Apprentice	% Apprentice	# Proficient	% Proficient	# Distinguished	% Distinguished	Term	Total with growth score (score for both terms)	# Number Not Making Reading Growth	# Number Maintaining Reading Growth	% Number Maintaining Reading Growth
Kinder	Fall	69	24	34.78%	42.26	13	18.84%	32	46.38%	17	24.64%	7	10.14%	Fall to Winter	68	31	37	54.41%
	Winter	72	28	38.89%	45.04	12	16.67%	30	41.67%	22	30.56%	6	8.33%	Fall to Spring	65	17	48	73.85%
	Spring	70	49	70.00%	60.41	7	10.00%	14	20.00%	33	47.14%	16	22.86%					
1st	Fall	55	22	40.00%	41.87	13	23.64%	20	36.36%	20	36.36%	2	3.64%	Fall to Winter	55	27	28	50.91%
	Winter	58	18	31.03%	40.00	14	24.14%	26	44.83%	17	29.31%	1	1.72%	Fall to Spring	49	25	24	48.98%
	Spring	56	21	37.50%	44.46	10	17.86%	26	46.43%	20	35.71%	0	0.00%	Spring to Spring	41	22	19	46.34%
2nd	Fall	69	28	40.58%	39.59	25	36.23%	17	24.64%	22	31.88%	5	7.25%	Fall to Winter	68	28	40	58.82%
	Winter	68	30	44.12%	40.29	26	38.24%	12	17.65%	24	35.29%	6	8.82%	Fall to Spring	63	26	37	58.73%
	Spring	63	27	42.86%	43.59	17	26.98%	19	30.16%	25	39.68%	2	3.17%	Spring to Spring	-0	0	0	#DIV/0!
3rd	Fall	71	23	32.39%	35.03	29	40.85%	20	28.17%	18	25.35%	5	7.04%	Fall to Winter~	70	17	53	75.71%
	Winter	70	32	45.71%	45.09	16	22.86%	25	35.71%	24	34.29%	5	7.14%	Fall to Spring	66	17	49	74.24%
	Spring	69	32	46.38%	46.09	16	23.19%	23	33.33%	24	34.78%	7	10.14%	Spring to Spring	58	18	40	68.97%
4th	Fall	47	8	17.02%	26.17	22	46.81%	19	40.43%	6	12.77%	0	0.00%	Fall to Winter	42	9	33	78.57%
	Winter	44	13	29.55%	32.98	20	45.45%	11	25.00%	12	27.27%	1	2.27%	Fall to Spring	43	7	36	83.72%
	Spring	45	14	31.11%	35.04	14	31.11%	18	40.00%	10	22.22%	3	6.67%	Spring to Spring	0	0	0	#DIV/0!
5th	Fall	53	14	26.42%	32.81	16	30.19%	21	39.62%	13	24.53%	3	5.66%	Fall to Winter	53	23	30	56.60%
	Winter	55	14	25.45%	34.60	15	27.27%	25	45.45%	12	21.82%	3	5.45%	Fall to Spring	52	20	32	61.54%
	Spring	54	17	31.48%	36.69	14	25.93%	21	38.89%	14	25.93%	5	9.26%	Spring to Spring	36	9	27	75.00%
Total	Fall	364	119	32.69%		118	32.42%	129	35.44%	96	26.37%	22	6.04%	Fall to Winter	356	135	221	62.08%
	Winter	367	135	36.78%		103	28.07%	129	35.15%	111	30.25%	22	5.99%	Fall to Spring	338	112	226	66.86%
	Spring	357	160	44.82%		78	21.85%	121	33.89%	126	35.29%	33	9.24%	Spring to Spring	135	49	86	63.70%

2022-2023 Needs Assessment Data Analysis

The current academic conditions of TES:

Reading:
- The percentage of students scoring proficient/distinguished in reading on the state assessment increased from 43.5% in 2020-2021 to 55% in 2021-2022 (11.5% increase).
- 47% of students who were economically disadvantaged scored proficient/distinguished on the 21-22 state assessment while 74% of non-economically disadvantaged students scored at a proficient/distinguished level (27% Gap).
- 57% of students with IEP's scored at a proficient/distinguished level in reading while 55% of students without an IEP scored at a proficient/distinguished level on the 2021-2022 state assessment (2% Gap).
- The percentage of students scoring novice in reading decreased from 30% to 16% on the 2020-2021 state assessment (14% decrease)
- Third grade reading proficiency increased from 39.2% on the state assessment in 2020-21 to 54% in 2021-22.
- There was a 2.5% decrease in the percentage of students scoring novice in third grade reading on the state assessment from 2020-21 to 2021-2022.
- Fourth grade reading proficiency increased by 15.5% on the state assessment from 2020-2021 (43.5%) to 2021-2022 (59.0) on the state assessment.
- There was a 11.1 % decrease in the percentage of students scoring novice in fourth grade reading on the state assessment from 2020-2021 to 2021-2022.
- Fifth grade reading proficiency increased by 2.4% on the state assessment from 2020-2021 (46.6) to 2021-2022 (49.0).
- There was a 19.6% decrease in the percentage of students scoring novice on the 2021-22 state assessment in 5th grade reading.

Math:
- The percentage of students scoring proficient/distinguished in math increased from 24.2% in 2020-2021 to 45.0% in 2021-2022 on the state assessment.
- 34.3% of all students scored a novice in mathematics on the 2020-2021 state assessment, whereas, 24.0% of all students scored at a novice level on the 2021-2022 state assessment.
- 75.7 % of all students scored a novice or apprentice in mathematics on the 2020-2021 assessment, whereas 55% of students scored a novice or apprentice on the 2021-22 state assessment (20.7% decrease).

- The percentage of students scoring Distinguished in mathematics on the state assessment increased from 5.3% in 2020-2021 to 12% in 2021-2022.
- In the past, there has beena gap in mathematics among students with an IEP and without an IEP scoring at a proficient and distinguished level in mathematics. Although that gap has been significant in the past, it narrowed significantly during the 2021-22 school year. On the 21-22 state assessment 37% of students with an IEP scored at P/D level and 48% of students without an IEP scored at a P/D level.
- 37% of students who are economically disadvantaged scored at a proficient/distinguished level on the 2021-2022 state assessment, while 64% of students who are non economically disadvantaged scored at a proficient/distinguished level. This is a 27%gap. Between the 2018-2019 school year and the 2020-2021 school year there was only a 1.9% gap.
- During the 2018-2019 and 2020-2021 state assessment, the percentage of students scoring proficient and distinguished was below 30%.Fortunately, during the 2021-2022 school year, TES had 45.0% of students scoring at a P/D level and a 63.7% content index in mathematics.

Writing

- The percentage of students scoring a novice in On Demand Writing decreased from 21.9% during the 2018-2019 state assessment to 12.3% during the 2020-2021 state assessment, to 11% in 2021-2022.
- The percentage of students scoring at Proficient/Distinguished level on the state assessment decreased from 50.7% in 2020-21 to 47% in 21-22.
- TES has 47% of students scoring at proficient/distinguished level in Writing, whereas, the state only has 33% of students scoring at a proficient/distinguished level in writing.
- 44% of students with an IEP scored at a P/D level in writing and 44% of students without an IEP scored at a P/D level in writing on the 2021-2022 state assessment
- 67% of female students scored at a p/d level in On Demand Writing on the state assessment, while only 35% of male students scored at a p/d level on the state assessment in writing

Science

- The percentage of students scoring proficient/distinguished in Science decreased and the percentage of students scoring novice increased from 2018-2019 to 2020-21(precise percentages can not be displayed publicly). During the 2021-22 state assessment the percentage of students scoring at proficient/distinguished level in science was 48%. This is a 10.1% increase from the 2018-2019 state assessment and an even higher increase from the 2020-21 state assessment (precise numbers can not be disclosed).

Social Studies

- 49% of all students scored at a proficient/distinguished level on the 2021-2022 state assessment in social studies. This is higher than the state average of 37%.
- 16% of all students scored at a novice level in Social Studies on the 2021-2022 state assessment. 16% of all students in the district scored at a novice level and 34% of all students in the state scored at novice level in Social Studies.
- 64% of non economically disadvantaged students scored at a proficient/distinguished level in Social Studies on the 2021-2022 state assessment, while only 39% of economically disadvantaged students scored at a p/d level.

Editing and Mechanics
- 44% of all 5th grade TES students scored at a proficient/distinguished level in Editing and Mechanics on the 2021-2022 state assessment. 47% of all 5th grade students in the state scored at a proficient/distinguished level inEditing and Mechanics.
- 22% of 5th grade TES students scored at a novice level, while 23% of 5th grade students in the state scored at a p/d level on the 2021-2022 state assessment in Editing and Mechanics.
- 62% of 5th grade female students scored at a proficient/distinguished level on the 2021-2022 state assessment, while only 32% of male students scored at a p/d level.

iReady Data:

Reading

- 17% of Kindergarten students are scoring at a proficient/distinguished level on the BOY reading iReady diagnostic.
- 8% of First Grade students are scoring at a proficient/distinguished level on the BOY reading iReady diagnostic.
- 10% of Second Grade students are scoring at a proficient/distinguished level on the BOY reading iReady diagnostic.
- 34% of Third grade students are scoring at a proficient/distinguished level on the BOY reading iReady diagnostic.
- 23% of Fourth grade students are scoring at a proficient/distinguished level on the BOY reading iReady assessment.
- 21% of 5th grade students are scoring at a proficient/distinguished level on the BOY reading iReady diagnostic.

Math
- 11% of Kindergarten students are scoring at a proficient/distinguished level on the BOY math iReady diagnostic.
- 7% of First Grade students are scoring at a proficient/distinguished level on the BOY math iReady diagnostic.
- 5% of Second grade students are scoring at a proficient/distinguished level on the BOY math iReady diagnostic.
- 4% of third grade students are scoring at a proficient/distinguished level on the BOY math iReady diagnostic.
- 15% of fourth grade students are scoring at a proficient/distinguished level on the BOY math iReady assessment.
- 21% of 5th grade students are scoring at a proficient/distinguished level on the BOY math iReady diagnostic.

Observation Data
During 2021-22, administrations observed the following during walk-throughs.

- Small Group observation data-5%
- Teaching Whole group-63.2%
- Worksheets-45.1
- Partners -1.5%
- Discussion -6.%
- Teachers using Technology 52.6%

Math

- 11% of Kindergarten students are scoring at a proficient/distinguished level on the BOY math iReady diagnostic.
- 7% of First Grade students are scoring at a proficient/distinguished level on the BOY math iReady diagnostic.
- 5% of Second grade students are scoring at a proficient/distinguished level on the BOY math iReady diagnostic.
- 4% of third grade students are scoring at a proficient/distinguished level on the BOY math iReady diagnostic.
- 15% of fourth grade students are scoring at a proficient/distinguished level on the BOY math iReady assessment.
- 21% of 5th grade students are scoring at a proficient/distinguished level on the BOY math iReady diagnostic.

Observation Data

During 2021-22, administrations observed the following during walk-throughs.

- Small Group observation data-5%
- Teaching Whole group-63.2%
- Worksheets-45.1
- Partners -1.5%
- Discussion -6.%
- Teachers using Technology 52.6%

- Students using Technology-22.6%
- Differentiation 25.6%
- Questioning
- I CAN-11.3%
  - Remember-29.3%
  - Understanding-45.9
  - Intentional-45.1%
  - Analyze-3%
  - Create-16.5%
  - Apply-34.6%
  - Evaluate-6.8%

*Data demonstrates a continued need for more small group instruction, higher order questioning, more discourse between students, higher expectations, and more critical thinking/constructive modeling opportunities.

Non-Academic Data:

Enrollment has continued to decrease during the last few years. In 2018 the average enrollment was 446; in 2019, the average enrollment was 421 In 2020; the average enrollment was 413; in 2020-21 school year the enrollment was 370; and in 2021-2022 the average enrollment was 379.

Suspension incidents have remained 0 for the last 3 years.

The average daily attendance for the 2020-21 school year was 89.6%

Average daily attendance over the last 3 years has been less than 90%.

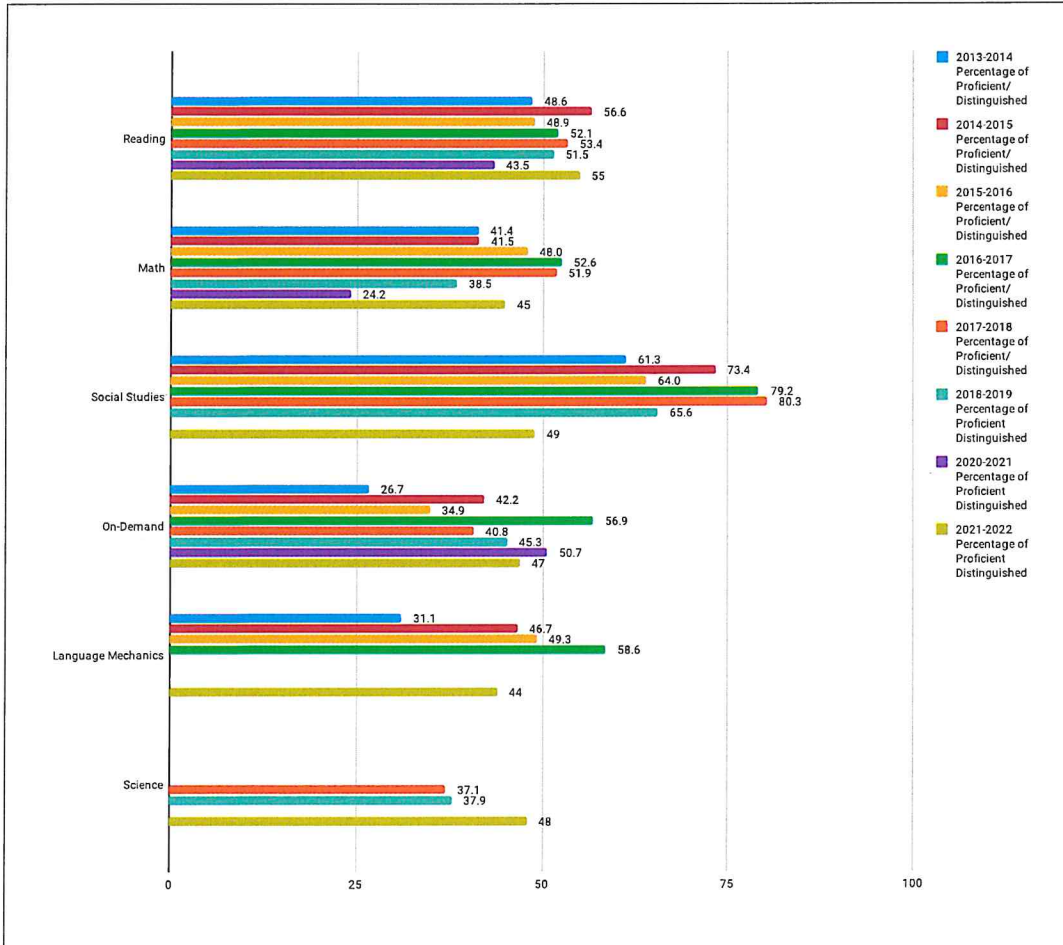Key Elements of the Teaching and Learning Environment - School

Key Elements	Evidence
KCWP 1: Design and Deploy Standards What evidence is there that your school continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	• PLC's • Professional Development • DRT Meetings
KCWP 2: Design and Deliver Instruction What evidence is there that your instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the classroom?	• Walk-through Data • Observation Data • Lesson Plans • Assessment Data • Master Schedule including RTI Blocks
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	• Assessment Data • Lesson Plans • Simple Solution Quizzes • Progress Monitoring • Quick Checks • Walkthrough Data
KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	• Data Review Team Meetings • Benchmark Data Meetings • School Improvement Plan Team
KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?	• Lesson Plans • PLC's • DRT's • Growth Checks
KCWP 6: Establishing Learning Culture and Environment What evidence is there that your school creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?	• Literacy Night • Math Night • Parent Teacher Conferences

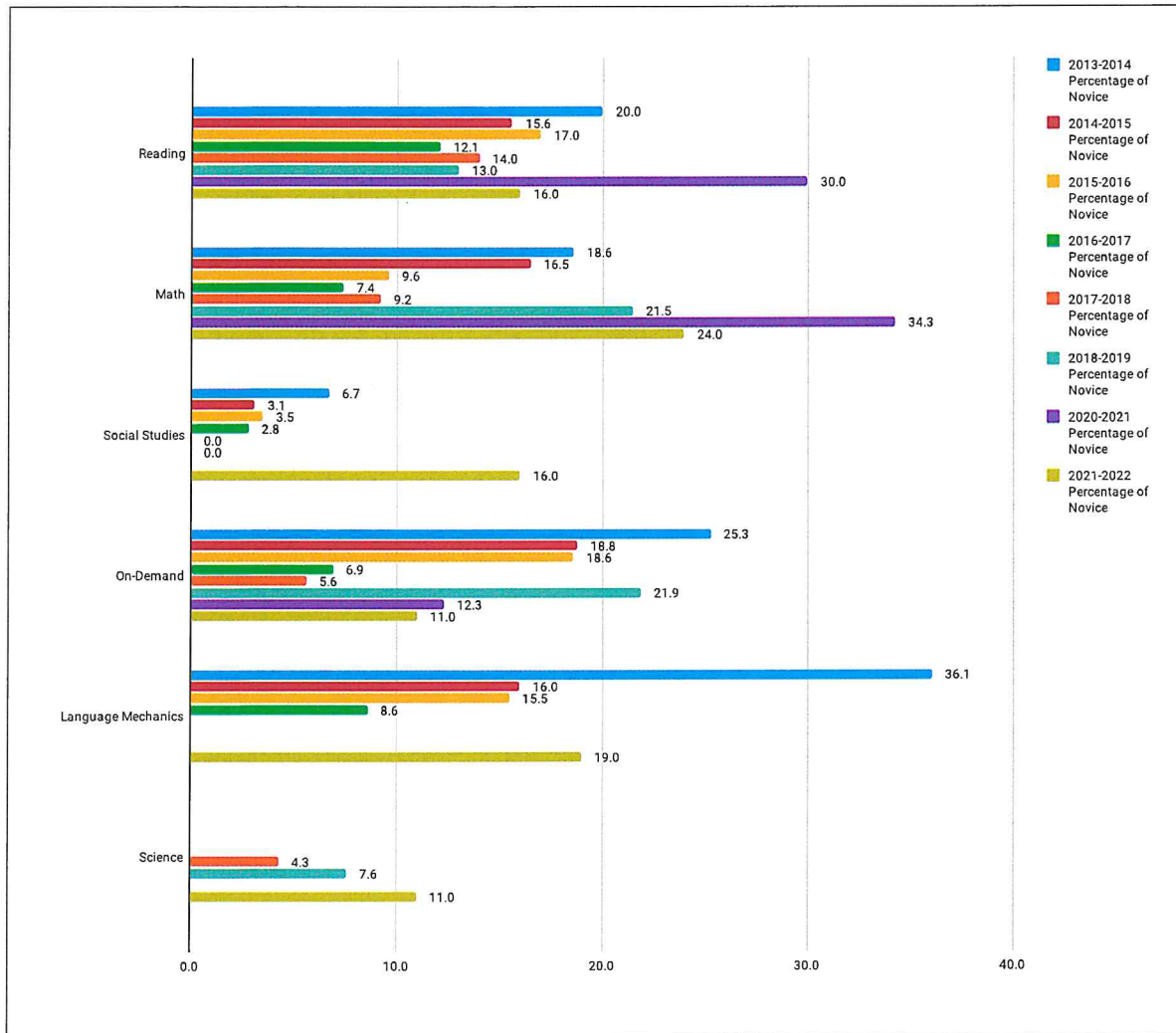Key Elements of the Teaching and Learning Environment - School

- School Climate Survey

School-Wide Proficient/Distinguished Trend Data

Content Area	2013-2014 Percentage of Proficient/ Distinguished	2014-2015 Percentage of Proficient/ Distinguished	2015-2016 Percentage of Proficient/ Distinguished	2016-2017 Percentage of Proficient/ Distinguished	2017-2018 Percentage of Proficient/ Distinguished	2018-2019 Percentage of Proficient Distinguished	2020-2021 Percentage of Proficient Distinguished	2021-2022 Percentage of Proficient Distinguished
Reading	48.6	56.6	48.9	52.1	53.4	51.5	43.5	55
Math	41.4	41.5	48.0	52.6	51.9	38.5	24.2	45
Social Studies	61.3	73.4	64.0	79.2	80.3	65.6	NA	49
On-Demand	26.7	42.2	34.9	56.9	40.8	45.3	50.7	47
Language Mechanics	31.1	46.7	49.3	58.6			NA	44
Science					37.1	37.9	SRC did not release	48

School-Wide Novice Trend Data

Content Area	2013-2014 Percentage of Novice	2014-2015 Percentage of Novice	2015-2016 Percentage of Novice	2016-2017 Percentage of Novice	2017-2018 Percentage of Novice	2018-2019 Percentage of Novice	2020-2021 Percentage of Novice	2021-2022 Percentage of Novice
Reading	20.0	15.6	17.0	12.1	14.0	13.0	30.0	16.0
Math	18.6	16.5	9.6	7.4	9.2	21.5	34.3	24.0
Social Studies	6.7	3.1	3.5	2.8	0.0	0.0	NA	16.0
On-Demand	25.3	18.8	18.6	6.9	5.6	21.9	12.3	11.0
Language Mechanics	36.1	16.0	15.5	8.6				19.0
Science					4.3	7.6	SRC did not release	11.0

Subject/Group Data

Reading								
Group	Overall P/D		Percent Novice		Percent Apprentice		Percent P/D	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
	43.5	55	20-21	21-22	20-21	21-22	20-21	21-22
Economically Dis.			30.2	20	24.8	32	41.4	47
Students with IEP			20.4	13	38.8	30	40.8	57
Male			30.3	19	29.2	30	40.4	51
Female			29.6	14	23.5	26	46.9	60
Without IEP			33.9	18	21.5	27	44.6	55
Non-economicaly dis.			29.6	8	22.2	18	48.1	74

Math								
Group	Overall P/D		Percent Novice		Percent Apprentice		Percent P/D	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22
	24.30%	45	20-21	21-22	20-21	21-22	20-21	21-22
Economically Dis.			36.5	31	41.7	32	21.7	37
Students with IEP			not released	28	not released	35	not released	37
Male			30.7	31	44.3	23	25	46
Female			38.3	16	38.3	40	23.5	44
Without IEP			30	22	42.5	30	27.5	48
Non-economically dis			29.6	8	40.7	28	29.6	64

Content Index

Reading	**75.6**
Math	**63.7**

Reading Grade 3			
% by level	**School**	**District**	**State**
N	23	19	28
A	23	21	27
P	28	32	27
D	26	28	18
P/D	54	60	45

Math Grade 3			
% by level	**School**	**District**	**State**
N	19	15	32
A	30	28	30
P	33	38	28
D	17	19	11
P/D	51	57	38

Reading Grade 4			
% by level	**School**	**District**	**State**
N	15	17	29
A	26	24	25
P	30	36	29
D	28	23	17
P/D	59	59	46

Math Grade 4			
% by level	**School**	**District**	**State**
N	26	26	32
A	30	28	28
P	35	33	29
D	9	13	10
P/D	43	45	39

Reading Grade 5			
% by level	**School**	**District**	**State**
N	16	19	28
A	35	21	27
P	33	32	27
D	16	28	18
P/D	49	60	45

Math Grade 5			
% by level	**School**	**District**	**State**
N	31	22	31
A	33	31	31
P	29	38	28
D	7	9	10
P/D	36	47	38

Reading Trend Data (P/D)

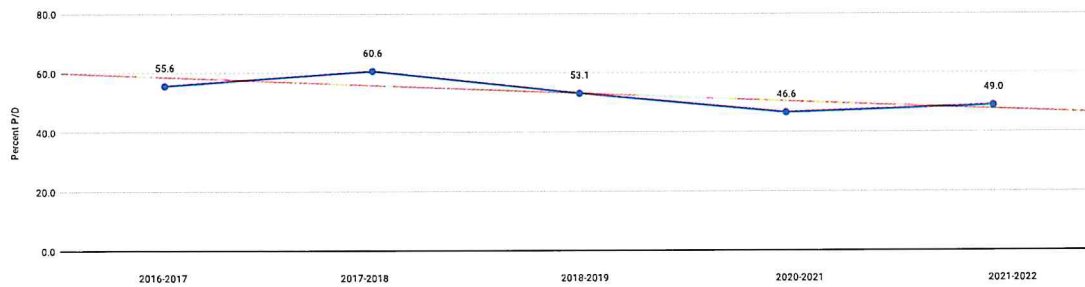| Grade Level	2016-2017 Percentage of P/D				2017-2018 Percentage of P/D				2018-2019 Percentage of P/D					2020-2021 Percentage of P/D					2021-2022 Percentage of P/D				
	All	F/R	IEP	Non-Dup	All	F/R	IEP	Non-Dup	All	ED	NED	IEP	No IEP	All	ED	NED	IEP	No IEP	All	ED	NED	IEP	No IEP
3rd	47.9	37.3	35.0	41.1	46.1	43.1	40.0	43.2	41.4	31.1	60.0	10.0	54.0	39.2	40.0	37.5	44.4	35.7	54.0	42.0	81.0	53.0	54.0
4th	52.9	50.9	50.0	52.7	52.9	46.9	55.0	63.2	60.6	52.4	75.0	72.2	56.3	43.5	40.0	50.0	36.3	45.7	59.0	55.0	SRC did not release	43.0	66.0
5th	55.6	50.9	56.3	50.9	60.6	55.8	50.0	68.8	53.1	47.7	65.0	43.8	56.3	46.6	42.6	52.0	52.2	44.0	49.0	39.0	64.0	63.0	44.0

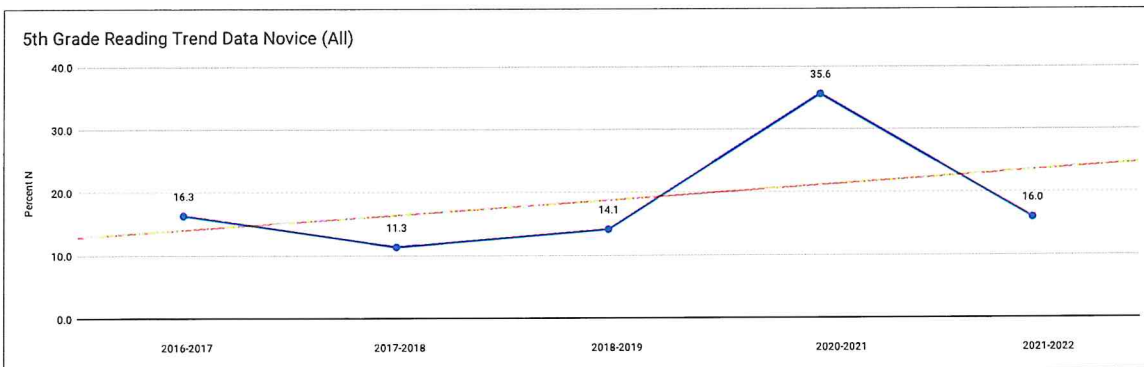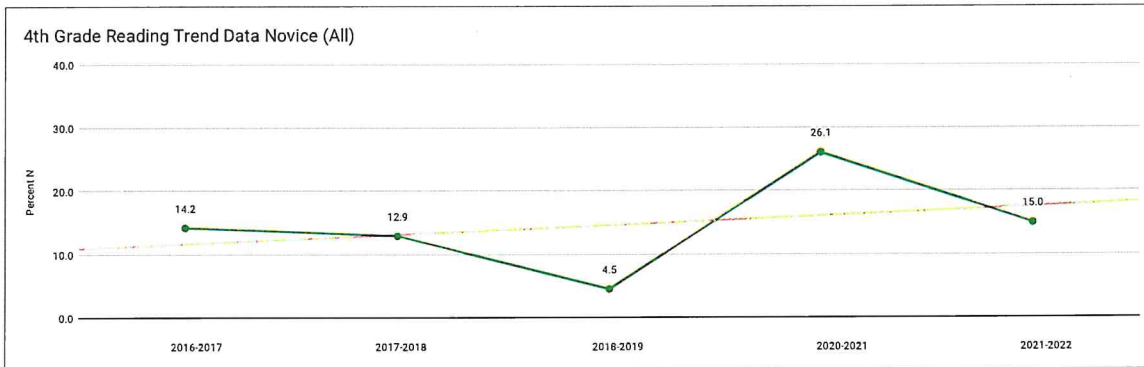3rd Grade Reading Trend Data P/D (All)
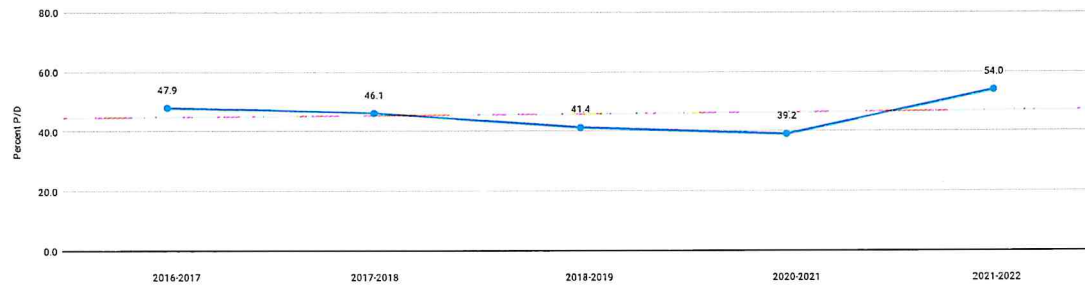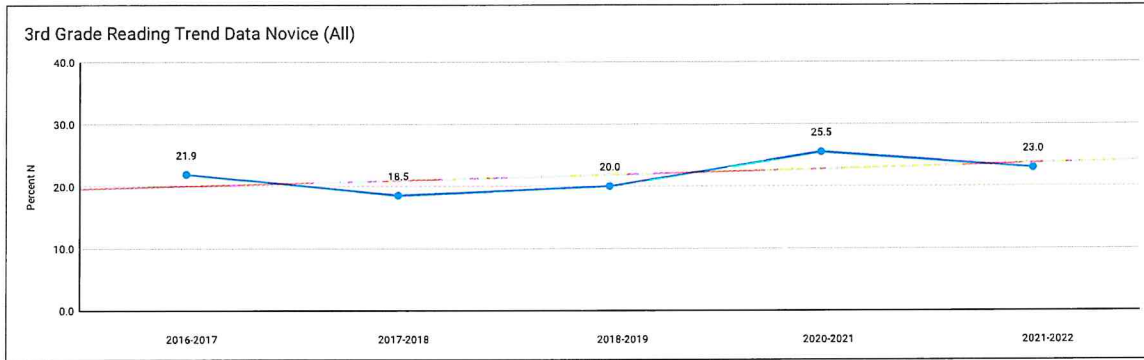

4th Grade Reading Trend Data P/D (All)
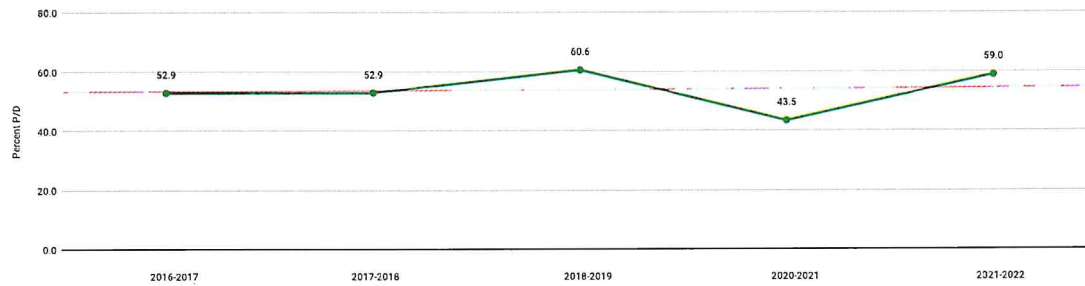
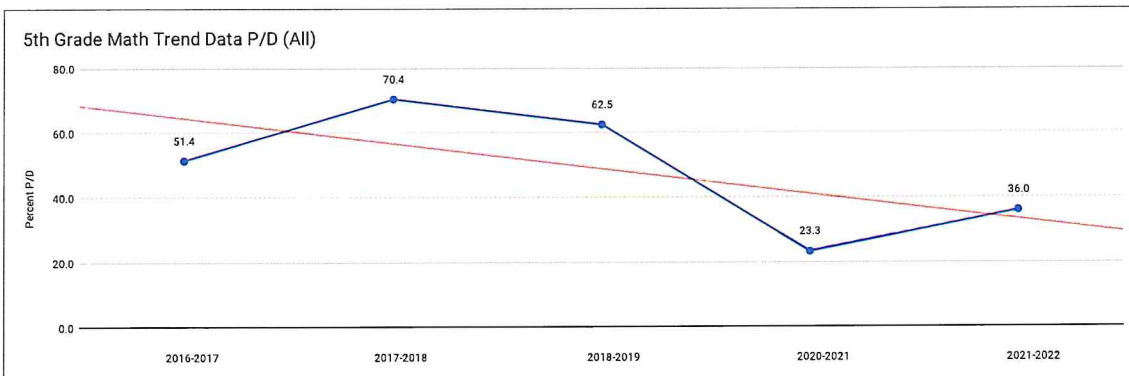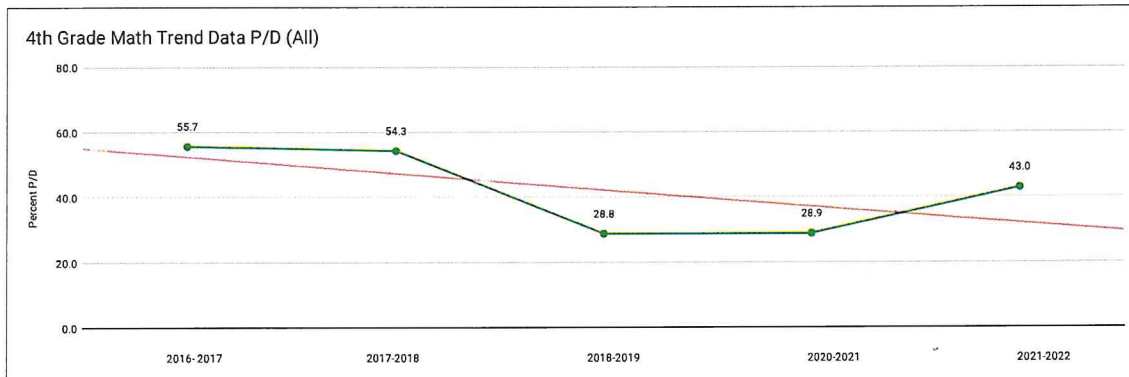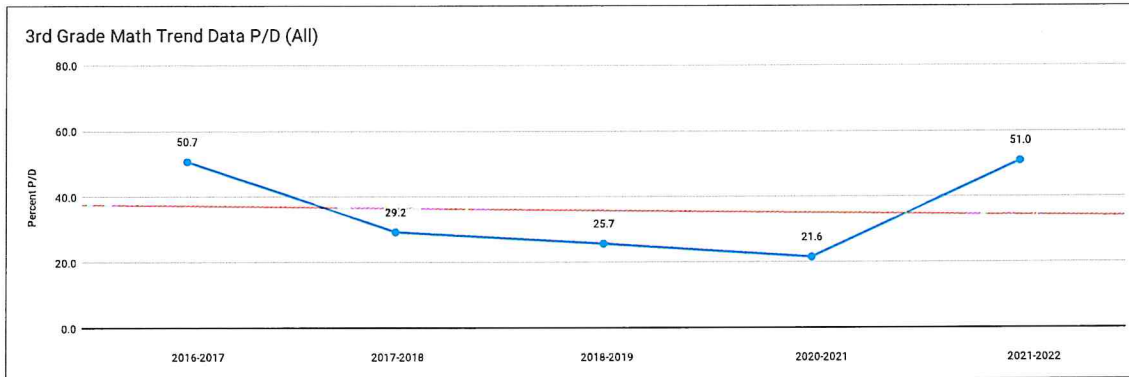5th Grade Reading Trend Data P/D (All)

Reading Trend Data (N)

Grade Level	2016-2017 Percentage of Novice				2017-2018 Percentage of Novice				2018-2019 Percentage of Novice					2020-2021 Percentage of Novice					2021-2022 Percentage of Novice				
	All	F/R	IEP	Non-Dup	All	F/R	IEP	Non-Dup	All	ED	NED	IEP	No IEP	All	ED	NED	IEP	No IEP	All	ED	NED	IEP	No IEP
3rd	21.9	27.5	25.0	25.0	18.5	19.6	25.0	8.3	20.0	22.2	16.0	30.0	16.0	25.5	25.7	25.0	21.4		23.0	29.0	10.0	26.0	22.0
4th	14.2	5.7	0.0	5.5	12.9	18.4	25.0	0.0	4.5	2.4	8.3	11.1	2.1	26.1	32.2	16.6	27.2	25.7	15.0	16.0	SRC did not indicate	7.0	19.0
5th	16.3	11.3	6.3	11.3	11.3	15.4	21.4	0.0	14.1	15.9	10.0	31.3	8.3	35.6	34.0	17.4	17.4	44.0	16.0	21.0	9.0	13.0	18.0

3rd Grade Reading Trend Data Novice (All)

4th Grade Reading Trend Data Novice (All)

5th Grade Reading Trend Data Novice (All)

Math Trend Data (P/D)

Grade Level	2016-2017 Percentage of P/D				2017-2018 Percentage of P/D				2018-2019 Percentage of P/D					2020-2021 Percentage of P/D					2021-2022 Percentage of P/D				
	All	F/R	IEP	Non-Dup	All	F/R	IEP	Non-Dup	All	ED	NED	IEP	No IEP	All	ED	NED	IEP	No IEP	All	ED	NED	IEP	No IEP
3rd	50.7	37.3	40.0	41.1	29.2	21.6	5.0	66.7	25.7	24.4	28.0	5.0	34.0	21.6	20.0	26.6	7.1	27.7	51.0	40.0	SRC did not release	42.0	54.0
4th	55.7	52.8	33.3	50.9	54.3	42.9	25.0	78.9	28.8	21.4	41.7	22.2	31.3	28.9	27.2	33.3	27.3	29.4	43.0	39.0	SRC did not release	14.0	56.0
5th	51.4	47.2	50.0	47.2	70.4	67.3	35.7	81.3	62.5	54.5	80.0	37.5	70.8	23.3	19.1	30.7	17.3	26.0	36.0	27.0	50.0	SRC did not release	33.0

3rd Grade Math Trend Data P/D (All)

4th Grade Math Trend Data P/D (All)

5th Grade Math Trend Data P/D (All)

Math Trend Data (N)

| Grade Level	2016-2017 Percentage of Novice				2017-2018 Percentage of Novice				2018-2019 Percentage of Novice					2020-2021 Percentage of Novice					2021-2022 Percentage of Novice				
	All	F/R	IEP	Non-Dup	All	F/R	IEP	Non-Dup	All	ED	NED	IEP	No IEP	All	ED	NED	IEP	No IEP	All	ED	NED	IEP	No IEP
3rd	12.3	17.6	15.0	16.1	16.9	13.7	40.0	16.7	30.0	37.8	16.0	60.0	18.0	NR by SRC	20.0	26.6	35.7	19.4	19.0	27.0	NR by SRC	26.0	16.0
4th	9.9	7.5	0.0	7.3	10.0	12.2	20.0	5.2	30.3	33.3	25.0	33.3	29.2	NR by SRC	42.4	50.0	63.6	38.2	26.0	29.0	NR by SRC	43.0	19.0
5th	4.2	5.7	12.5	5.7	1.4	1.9	0.0	0.0	3.1	4.5	0.0	0.0	4.2	34.2	42.5	19.2	39.1	32.0	31.0	42.0	14.0	NR by SRC	33.0

3rd Grade Math Trend Data Novice (All)
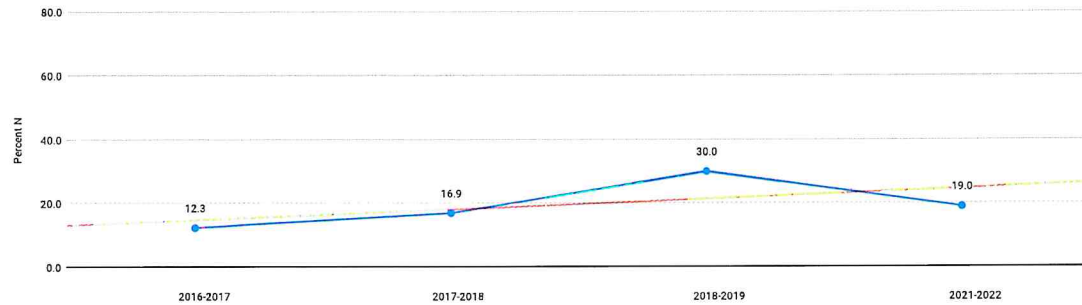
4th Grade Math Trend Data Novice (All)
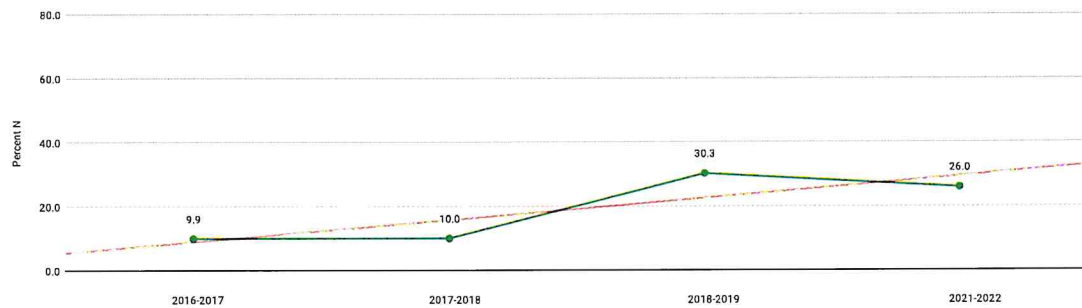
5th Grade Math Trend Data Novice (All)
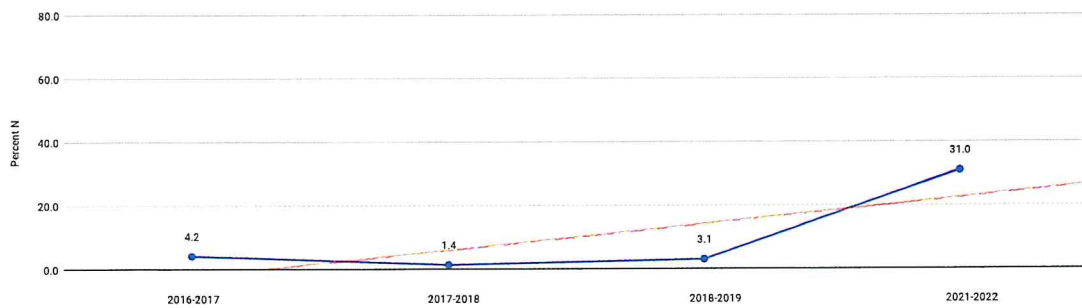
Science			
% by level	School	District	State
N	11	6	16
A	41	45	55
P	41	39	23
D	7	9	6
P/D	48	48	29

On Demand			
% by level	School	District	State
N	11	14	22
A	42	40	45
P	35	27	25
D	13	18	8
P/D	47	45	33

Social Studies			
% by level	School	District	State
N	16	16	34
A	35	33	29
P	29	30	24
D	20	21	13
P/D	49	51	37

Editing and Mechanics			
% by level	School	District	State
N	22	14	23
A	35	34	30
P	33	35	27
D	11	17	20
P/D	44	52	47