KCS ELEMENTARY

25-26 Data Review

READING

Fall

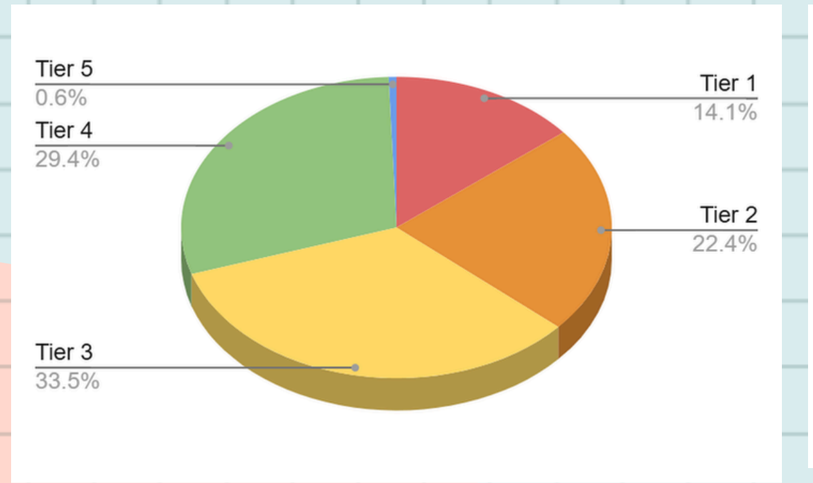
Tier 1... 24
Tier 2... 38
Tier 3... 57
Tier 4... 50
Tier 5... 1

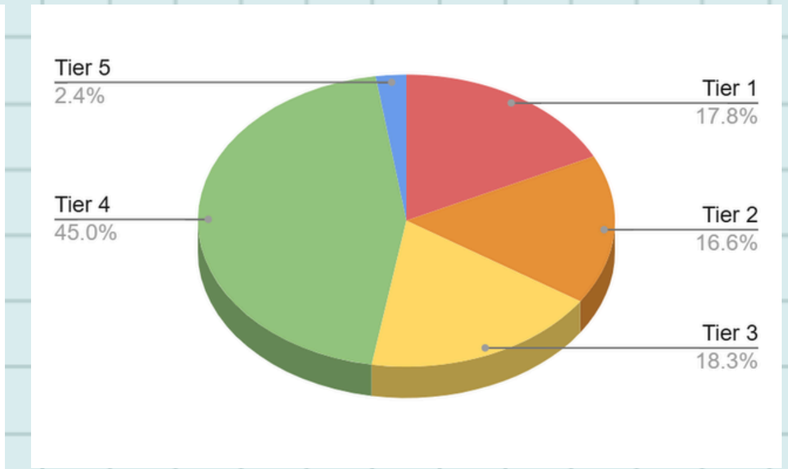
Winter

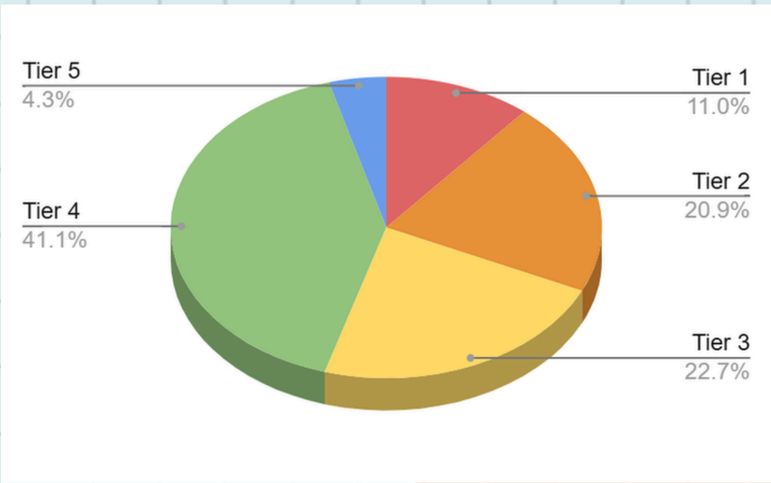
Tier 1... 30
Tier 2... 28
Tier 3... 31
Tier 4... 76
Tier 5... 4

Spring

Tier 1... 18
Tier 2... 34
Tier 3... 37
Tier 4... 67
Tier 5... 7







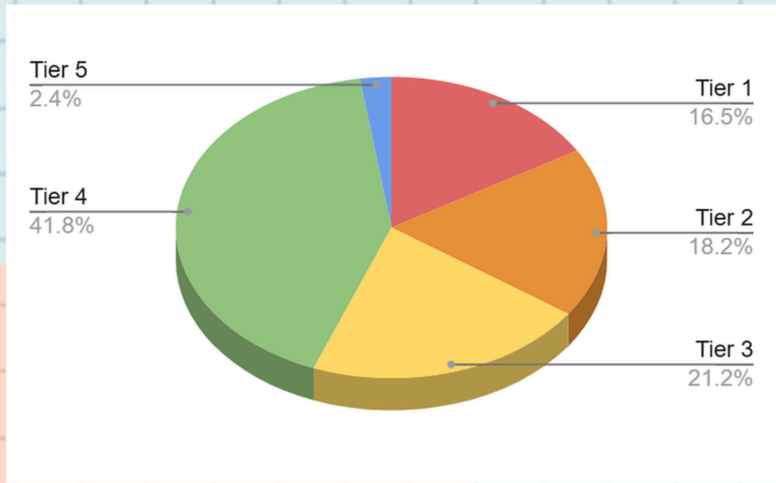
READING

From fall to winter to spring, the data shows an overall positive movement toward the higher-performing tiers. Tier 1, the lowest-performing tier, increased slightly from 24 students in the fall to 30 in the winter before improving significantly to 18 students by spring. Tier 2 also showed improvement overall, decreasing from 38 students in the fall to 28 in the winter, with a small increase to 34 in the spring. One of the most notable shifts occurred in Tier 3, where the number of students dropped considerably from 57 in the fall to 31 in the winter and remained lower than the fall count at 37 in the spring. At the same time, Tier 4, a stronger performance level, grew substantially from 50 students in the fall to 76 in the winter and remained elevated at 67 students in the spring. Tier 5, the highest-performing tier, steadily increased throughout the year from 1 student in the fall to 4 in the winter and 7 in the spring. Overall, the trend suggests that many students moved from the lower and middle tiers into the higher-performing tiers over the course of the school year.

MATH

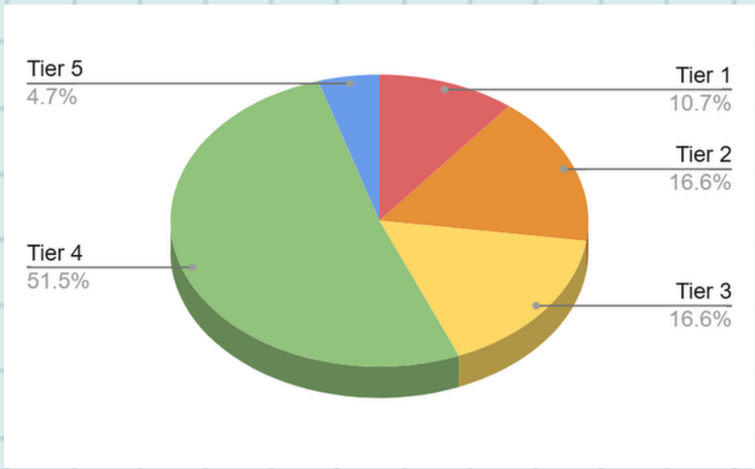
Fall

Tier 1... 28
Tier 2... 31
Tier 3... 36
Tier 4... 71
Tier 5... 4



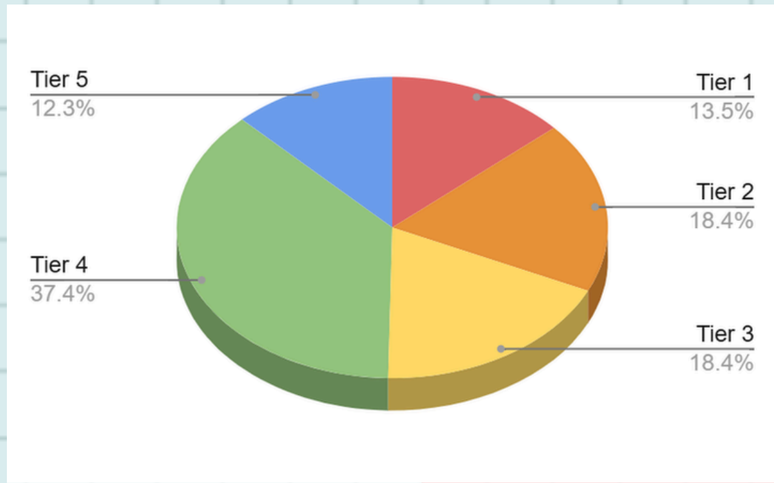
Winter

Tier 1... 18
Tier 2... 28
Tier 3... 28
Tier 4... 87
Tier 5... 8



Spring

Tier 1... 22
Tier 2... 30
Tier 3... 30
Tier 4... 61
Tier 5... 20



MATH

From fall to winter to spring, the math data shows an overall shift toward the higher-performing tiers. Tier 1, the lowest-performing tier, decreased from 28 students in the fall to 18 in the winter, indicating strong improvement, before rising slightly to 22 students in the spring while still remaining below the fall level. Tier 2 also showed a small overall improvement, moving from 31 students in the fall to 28 in the winter and ending at 30 in the spring. Tier 3 followed a similar trend, decreasing from 36 students in the fall to 28 in the winter before increasing slightly to 30 in the spring, still lower than the original fall count. Tier 4, a higher-performing level, increased substantially from 71 students in the fall to 87 in the winter, though it decreased to 61 students by spring. At the same time, Tier 5, the highest-performing tier, demonstrated the greatest growth, steadily increasing from 4 students in the fall to 8 in the winter and reaching 20 students in the spring. Overall, the trend suggests that many students made academic growth throughout the year, with an increasing number of students performing in the highest tier by spring.

BEHAVIOR

Fall

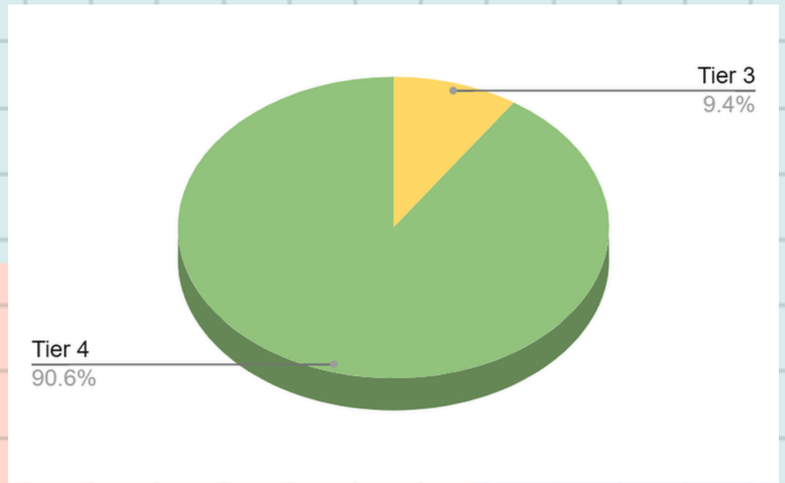
Tier 1... 0
Tier 2... 0
Tier 3... 16
Tier 4... 154
Tier 5... 0

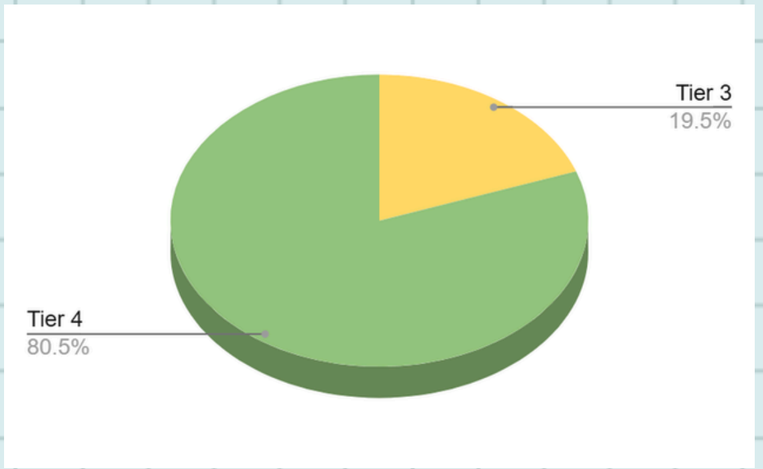
Winter

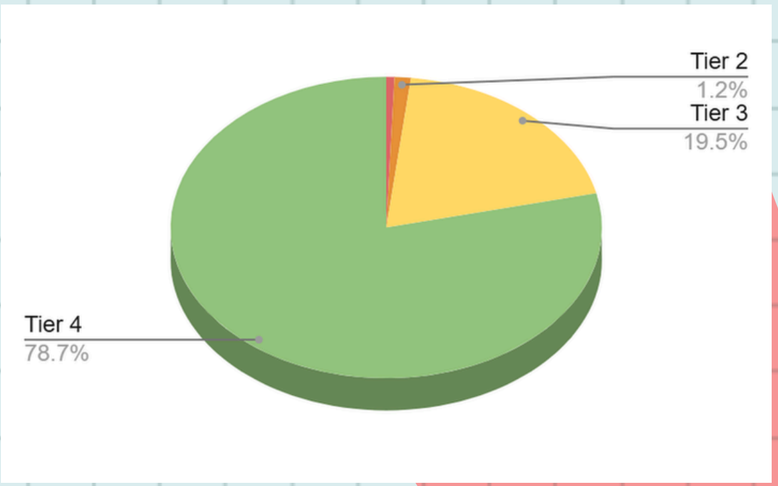
Tier 1... 0
Tier 2... 0
Tier 3... 33
Tier 4... 136
Tier 5... 0

Spring

Tier 1... 1
Tier 2... 2
Tier 3... 32
Tier 4... 129
Tier 5... 0







BEHAVIOR

From fall to winter to spring, the behavior data remained relatively stable overall, with the majority of students consistently performing in Tier 4. In the fall, there were no students in Tier 1 or Tier 2, 16 students in Tier 3, and 154 students in Tier 4. During the winter, Tier 3 increased to 33 students while Tier 4 decreased slightly to 136 students, suggesting that some students experienced increased behavioral support needs during that period. By spring, there were small increases in Tier 1 and Tier 2, with 1 student in Tier 1 and 2 students in Tier 2, while Tier 3 remained fairly steady at 32 students. Tier 4 continued to include the majority of students, though it declined to 124 students by spring. There were no students identified in Tier 5 throughout the year. Overall, the data indicates that most students consistently demonstrated positive behavioral performance, although there was a gradual increase in the number of students needing additional behavioral support as the year progressed.

NEXT STEPS

- SOR Training and Amira as a replacement for Lexia
- Provide training for new staff in Pathways and look at options for upper grade pathways interventions.
- I-Ready for all students in grades 4 and 5 and V-Math for grades K-3 as intervention.
- Clarify behavior expectations in the 3 R's and refine behavior interventions.




SEE YOU IN THE FALL!
Thanks for listening!