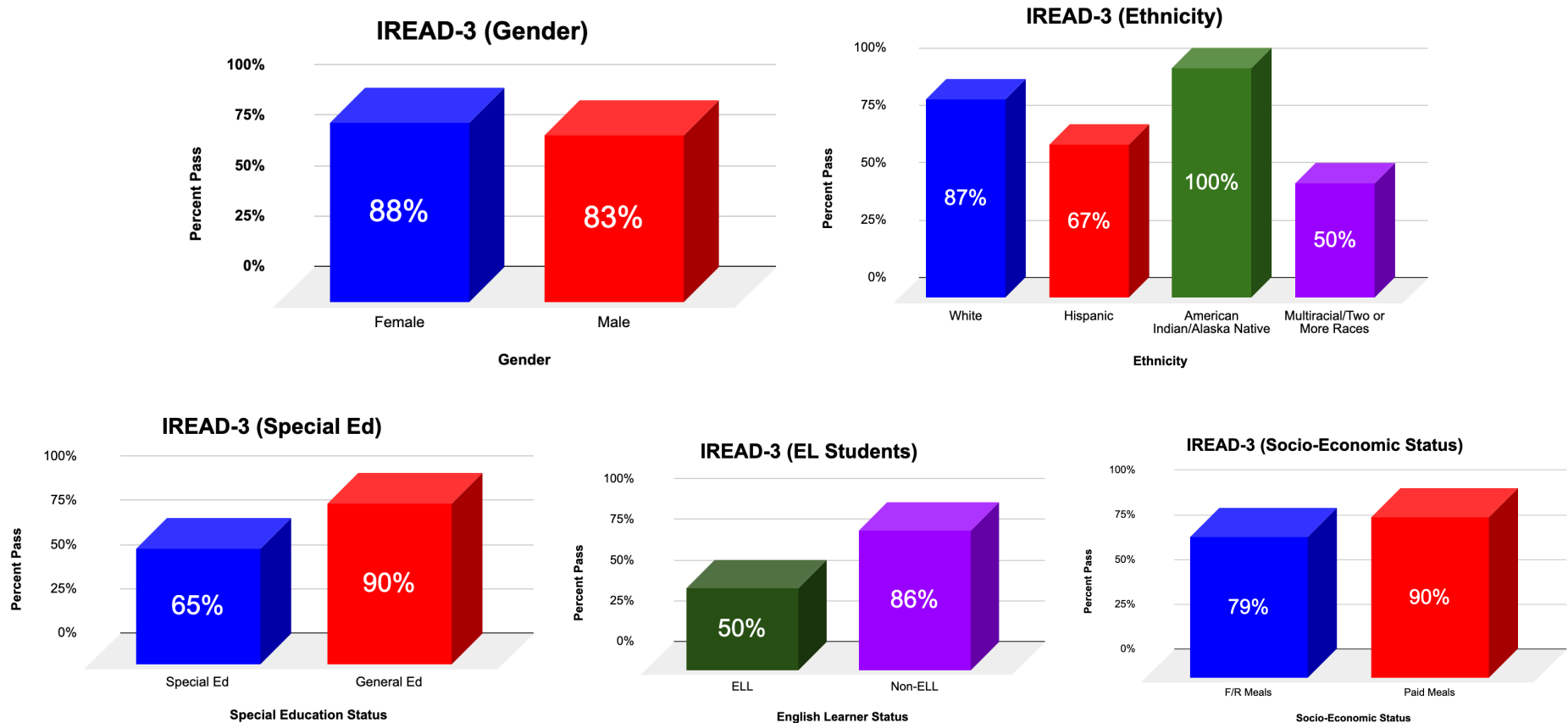


Student Achievement and Learning Report

IREAD-3

We received our initial IREAD-3 results this month for the 2021-2022 school year. Of the 106 students who took IREAD-3 this spring, 90 passed (85%). This is a drop from the 91% of students who passed the spring IREAD-3 test last year (97 out of 107 students).

Below is a visual breakdown of subsets of our students.



We have identified the 16 students who did not pass the spring IREAD-3 test and they will be invited back to summer school in preparation to retake the IREAD-3 test again this summer. While this data is not surprising (this cohort of students were in 1st grade at the start of the COVID-19 pandemic and learning disruptions), we are certainly unsatisfied with the results. We know all of our students are capable of passing this test and we will use this data to inform our decision making regarding distribution of instructional resources and supports.

Math Resource Adoption Committees

TCSC is undertaking a math resource adoption at all three buildings. A committee from each school was formed to develop a rubric based on the academic needs of students, teachers, and families. This rubric was used to evaluate a variety of math resources at the math caravans hosted by the Education Service Centers across the state. As of this week, we are conducting our final review of each resource and will make a recommendation at the upcoming board meeting.

Digital Learning Grant

The 2022 Digital Learning Grant supports school corporations as they take the next steps in their digital learning initiatives. The Digital Learning Team encourages any corporation that would like to lead and support work focused on improving blended and online learning through Universal Design for Learning and assistive technologies to apply for this grant.

This is a competitive grant that can provide up to \$50,000 that would pay for providing our staff support in both Universal Design for Learning implementation as well as offer staff professional learning opportunities to enhance our students' virtual and blended learning experiences. The grant will be awarded by April 13th.

Our plan with this grant money is to provide year-long, on-going professional development for our staff to build teacher capacity and learning focused on high-quality blended learning instructional practices. Through the money obtained by the Digital Learning Grant, we will partner with Solution Tree to bring in blended learning experts to meet with our staff three times over the course of the school year. Each professional learning experience will focus on a different aspect of teaching through blended learning opportunities including: engagement, assessment, and intervention. Between each session, instructional leaders will work with teams of teachers in PLCs and staff meetings to promote, collaborate, and develop strategies that have been implemented and strategies to try. Staff will be incentivized to engage in the work through stipends (\$50 per session) for participating in the professional development and implementing the shared strategies. These stipends will be made possible through the Digital Learning Grant.

1003 Waiver

House Enrolled Act 1003 provides schools with the flexibility to “bank” instructional time throughout the year to meet the necessary seat time for students. The State Board of Education is authorized to approve a school’s waiver application only if (1) the waiver request is related to a specific goal or outcome of the school; and (2) the Board determines that approving the application is likely to:

1. Improve student performance and outcomes;
2. Offer the applicant flexibility in the administration of education programs or improve the efficiency of school operations;
3. Promote innovative educational approaches to student learning;
4. Advance the mission or purpose of the school or group of schools. [IC 20-310-4.1-5. Approval By State Board]

Below is an excerpt from our waiver application that describes what we are hoping to achieve, how we will achieve it, and how we will measure success:

What specific goal or outcome does the school or group of schools intend to achieve by waiving this provision?

Tipton Community School Corporation intends to provide our staff 3 full-day in-service professional learning opportunities to enhance student learning opportunities and promote innovation amongst our staff without simultaneously leading virtual classes (as was past practice through e-learning days). These past e-learning/professional development days often split the attention of our staff and we could not get the most out of our time together.

The specific goal of this 1003 Flexibility Waiver is to increase student achievement and improve teachers’ ability to respond to student learning needs as measured by formative and benchmark assessments, staff attendance at professional learning sessions, and/or staff surveys comparing each year of the waiver to our 2021-2022 data.

How will the specific goal or outcome likely to be achieved by waiving compliance with this provision?

By waiving compliance to the 180-day School Year statute, we can provide 3 full-day in-service professional learning opportunities for our staff to develop a coherent, guaranteed, viable curriculum, create high quality formative and summative assessments, and promote innovative intervention practices for students who, based on formative data, need enrichment or remediation.

How will data and benchmarks be used to measure and monitor student performance outcomes?

Increasing student achievement is the primary purpose of our professional development plan at TCSC. Currently, this is measured through formative, summative, and benchmark assessments such as NWEA, ILEARN, and IREAD. At the end of each year of the 1003 Flexibility Waiver, we will compare either achievement or growth (or both) with our performance in 2021-2022. This will provide us a baseline to compare the work of our professional development to year after year. We would expect scores and/or growth to improve each year. If that does not happen, that will inform our decisions and we will adjust our plans to address areas of need as determined by the data.