

# **Student Achievement and Learning Report**

## **2022 Tipton Summer Academy Feedback**

The annual Summer Academy for TCSC staff took place August 4th and 5th. We are pleased to share that we had over 80 staff in attendance this year, which is a 14% increase over last year's record of 73 participants. Attendees were able to participate in a variety of learning opportunities, including: classroom management, effective lesson design and delivery, student engagement and feedback, stations instruction, CPI training, the SAMR model, student data analysis, CPRI training and several more.

Feedback from the Summer Academy was overwhelmingly positive. Nearly every session had all scores at a 3 or higher on a 5 point scale (with the vast majority of scores at 4 or 5). The individualized feedback has been shared with our facilitators to support their development and, hopefully, improve our support for next year's academy.

Adult learning through professional learning opportunities like these is a critical piece to increasing student achievement and we are thrilled to continue this work through the support of our community partners. Through generous donations, the Summer Academy was able to award over \$6,000 in gifts, prizes, and food for our staff. We can't thank our community partners enough for their support. You can review the list of partners and their donations [here](#).

## **High Ability Broad-based Planning Committee**

The High Ability Broad-based planning committee meets monthly each school year. The committee is made up of school and teacher leaders, as well as a contingency of parent representatives from each building. The purpose of this committee is to support the district's High Ability Coordinator develop and grow the high ability program at TCSC. This will include reviewing the current High Ability Program Plan, align the budget to program goals, revise our high ability identification process as needed, evaluate the program's plan for differentiated instruction, and guide the professional development plan for high ability staff.

In our most recent meeting, the committee reviewed the [2022-2023 High Ability Program Plan](#). This plan includes all required elements of a district's high ability program, including: a multifaceted identification plan, differentiated curriculum and instruction, differentiated guidance and counseling plan, professional development plan, and the program evaluation process. We also discussed our 2022-2023 goals for the program and how the budget is being maximized (including roughly 20% devoted to professional development).

At our next meeting, the committee will take a closer look at our multifaceted identification plan and determine if the process we are currently operating under is effectively and appropriately identifying students for the high ability program.

## **i-Ready Fall Testing**

TCSC has successfully completed our Fall formative assessment testing of mathematics and reading through the newly adopted i-Ready diagnostic assessment. This assessment replaced the previous system, NWEA, as our district's official formative assessment. Similar to NWEA, i-Ready offers an adaptive testing experience that adjusts to each individual student's abilities based on their responses. It serves as a means to measure specific student levels and allow us to not only monitor student progress over the course of the year, but also target specific interventions for each student.

The advantage of using i-Ready over NWEA is already being felt across grades K-8. Firstly, the data is much more user friendly for teachers, students, and families. Stakeholders can identify not just overall

readiness levels of students by grade, but also specific domain indicators as well. These feed directly into i-Ready's differentiated intervention system, called MyPath. This is an individualized intervention plan that provides both instruction and practice for students at all levels and accelerates students who are currently below, at, or above grade level. Teachers have already begun data talks and responding to the data from i-Ready. Also, the types of questions and responses expected of students are aligned more closely to what students will experience on the ILEARN summative assessment next spring. We expect this to better prepare our students for the state assessment so that it accurately measures what our students know and not how well they can interpret the test questions or response mechanisms.

This program has been made possible thanks in large part to our partnership with the Boys & Girls Club of Tipton. Through a generous donation through a grant they received, we were able to purchase the intervention system for our students to use in school, at the Boys & Girls Club, or at home. TCSC and Boys & Girls Club leadership have met multiple times to establish a clear expectation of usage and continued collaboration and communication to accelerate student learning. This is just another example of TCSC and our community living our mission statement, "Working together for student success!"

Student results will be shared with families later this month. We are currently analyzing the results of the assessment and will provide a more detailed report when that is completed.

### **Science Resource Adoption**

This year's resource adoption is focused on science. I will be forming a committee for each building made up of teachers, administrators, support staff, and parents. The adoption process will follow the same format as last year:

- October: Committees will be formed and expectations shared
- November: Stakeholder priorities and resource criteria will be established
- December: Resource evaluation rubric will be developed and voted on
- January: Committee members will attend textbook caravan
- February: Committee will narrow list to two or three vendors for further information
- March: Committee will vote on a single vendor to recommend to the board for approval
- April: Resources will be submitted to the school board for approval