

TCSC School Board Report

October 2026 District-Wide Academic Data Review

Overview: The 2026 assessment results highlight strong elementary achievement, continued improvement in high school Biology, and clear priorities for middle school growth. Across Tipton Community School Corporation, the data help us identify effective instructional practices and areas where students need additional support.

Our next step is to understand what is producing these results, extend successful practices across grade levels, and sustain the resources that support student learning.

Tipton Elementary School: Elementary achievement remains a district strength. Across grades 3-5, Tipton Elementary leads the regional comparison group in English language arts (ELA), mathematics, and science. We attribute these results in part to improved attendance, consistent use of common primary instructional resources, and professional learning communities (PLCs) focused on essential standards and student learning.

Fourth- and fifth-grade results were particularly strong. Fourth-grade proficiency reached 54.1% in ELA and 70.6% in mathematics, continuing a multiyear improvement trend in mathematics. Fifth-grade proficiency reached 59.1% in ELA and 62.3% in mathematics. The fifth-grade cohort gained 13 percentage points in ELA and six points in mathematics, and overall proficiency led the regional comparison group.

Third-grade proficiency also exceeded state averages in ELA and mathematics. Together, these results reflect a strong foundation that we must continue to build upon as students advance through the district.

Tipton Middle School

Middle school results identify the district's greatest need for academic improvement. Sixth-grade proficiency was below state averages in ELA and mathematics by approximately 12 and six percentage points, respectively. The decline in cohort mathematics performance is a particular concern.

Seventh-grade proficiency was also below state averages in both subjects, with mathematics approximately 11 percentage points below the state. The cohort gained four percentage points in ELA but declined nine points in mathematics.

Eighth-grade results were more encouraging. ELA proficiency exceeded the state average, and cohort performance improved approximately seven percentage points in ELA and four points in mathematics.

TMS is examining shared-skill assessments, targeted interventions, and professional development to identify practices that can be expanded across the building. The Response to Intervention (RtI) process will continue to guide support for identified learning gaps.

Tipton High School - Biology: Biology proficiency has improved substantially over the past several years, rising from 14% in 2022 and 13% in 2023 to 44% in 2024, 51.9% in 2025, and 54.4% in 2026.

The 2026 result exceeded the state average and increased 2.5 percentage points from 2025. THS ranked near the middle of the regional comparison group. Biology performance also remains an important consideration in the district's review of school accountability.

Science and Social Studies: Fourth- and sixth-grade science proficiency exceeded state averages by approximately 11 and two percentage points, respectively. Fourth-grade science also led the regional comparison group. Social studies proficiency was approximately 12 percentage points above the state average.

District Priorities Moving Forward: The October data review identifies the following instructional priorities:

- Sustain the elementary instructional model, including PLC collaboration, common instructional resources, attendance efforts, and a focus on essential standards.
- Prioritize grades 6 and 7, particularly mathematics, through targeted interventions and the building RtI process.
- Strengthen alignment between grades 5 and 6 to address the decline in proficiency during the transition to middle school.
- Examine successful eighth-grade practices, including shared-skill assessments and targeted interventions, for broader use across TMS.
- Use cohort trends alongside annual proficiency results to evaluate changes in performance over time and guide instructional decisions.

Summary: Elementary achievement remains a significant strength, Biology continues to improve, and science and social studies results show additional areas of success. Grades 6 and 7 require sustained attention, particularly in mathematics. Eighth-grade gains offer a useful starting point for identifying practices that may help address learning gaps throughout middle school.

We have made a significant financial commitment to elementary students by maintaining small class sizes, employing a full-time reading instructional coach, and providing a dedicated reading interventionist with targeted, research-based resources. These supports have helped improve academic outcomes and educational opportunities for many students.

I remain deeply concerned about our ability to sustain this commitment, particularly if the upcoming operating referendum is unsuccessful. Without adequate, reliable funding, TCSC will face difficult decisions about staffing, programs, and services that contribute directly to student success. Reducing these investments could put the progress made since 2020 at risk.

Our priority must be to protect effective instructional supports while strengthening the elementary-to-middle-school transition. PLC and RtI processes will remain central to directing limited resources toward the students and instructional needs that require them most.

A-F Accountability:

I am using an A-F accountability tool developed by Indiana associations representing school principals, public school superintendents, and school boards to estimate our schools' ratings. The tool provides an internal reference for reviewing the official ratings when they are released by the Indiana Department of Education (IDOE).

My preliminary projections are an A for Tipton Elementary School and a B for Tipton Middle School. The high school calculation is still in progress because its rating includes several additional components. These are local estimates, not official IDOE ratings, and the final results may differ.

I plan to provide a more detailed explanation of the accountability model and its components in November, along with the official ratings if they are available.

ILEARN Checkpoint Assessments:

ILEARN Checkpoints are short assessments administered throughout the school year to monitor students' progress toward Indiana Academic Standards. They provide timely information that teachers can use to adjust instruction before the end-of-year ILEARN assessment.

Checkpoint results help teachers and PLC teams:

- Identify standards students have mastered and those requiring additional instruction.
- Provide targeted intervention or enrichment based on individual student needs.
- Adjust instruction before the end-of-year assessment.
- Monitor student progress throughout the school year.
- Inform RtI and the Multi-Tiered System of Supports (MTSS) by identifying students who may need additional support.

For TCSC, these results help PLC teams determine what students understand and what instruction they need next. The emphasis is on using timely evidence to strengthen teaching, respond to student needs, and improve learning throughout the year.

TES began its checkpoint assessments on Monday, September 28. TMS is scheduled to begin on Monday, October 12.

ML Students:

JR Dover and I met for our monthly review of multilingual learner (ML) progress. TCSC currently serves 41 ML students, a slight decrease from previous years. Mr. Dover and his teaching assistant provide support across the district, with the assistant working primarily with elementary students.

We reviewed results from the annual WIDA English language proficiency assessment. TES and TMS students demonstrated encouraging progress, while high school results indicate a need for closer review and continued support. The proficiency levels represented in the table below are described as follows:

- **Level 1 - Entering:** Uses single words, familiar phrases, or memorized statements with visual support.
- **Level 2 - Emerging:** Uses general language, phrases, or short sentences with visual or graphic support.
- **Level 3 - Developing:** Uses expanded sentences and familiar social or instructional language.
- **Level 4 - Expanding:** Uses more complex sentences, specific academic vocabulary, and grade-related ideas with some support.
- **Level 5 - Bridging:** Uses grade-level academic language with minimal support.

Current TCSC ML Student Performance Levels

	THS Students	TMS Students	TES Students	Overall
<i>Level 5</i>			1	1
<i>Level 4</i>	5	7	4	16
<i>Level 3</i>	5	3	4	12
<i>Level 2</i>	4		4	8
<i>Level 1</i>		1	3	4
Total	14	11	16	41

Note: The table represents 41 students; current ML enrollment is 45. These counts should be reconciled before final reporting.

In summary: The state is revising how individual WIDA growth goals are calculated. Under the previous growth matrix, more than 60% of TCSC's ML students met their growth goals. Mr. Dover's work and the additional teaching assistant support are contributing to student progress, particularly at the elementary level. High school language development remains an area for continued attention.