November 2026 School Board Report
Dr. Ryan J. Glaze, Assistant Superintendent

During October, my work focused on reviewing student achievement, communicating transportation changes. I also continued supporting Superintendent Jaworski and preparing for the transition of my responsibilities in November. This report also includes first-quarter data chat findings and the November 3 professional development priorities across our three schools.

Academic Data Review and ILEARN Checkpoint #1

I reviewed the 2026 assessment results and analyzed the first ILEARN checkpoint results in English language arts (ELA) and mathematics. This work included comparisons with fall 2025 results, state performance, and grade groups as they advanced through school. The checkpoint review shows stronger overall mathematics performance and continued concerns in ELA.

Subject	Fall 2025	Fall 2026	Change
ELA	31.1%	30.6%	Down 0.5 points
Mathematics	42.0%	49.3%	Up 7.3 points

Percent proficient across grades 3–8. Changes are percentage points. Source: TCSC ILEARN Checkpoint 1 data for fall 2025 and fall 2026.

English Language Arts

Grades 3, 4, and 6 performed above their respective state averages. Grades 5, 7, and 8 require closer attention. Although overall proficiency changed little, the percentage of students in the lowest performance category decreased from 41% to 27%. With 42% of students approaching proficiency, focused instruction and intervention remain important. Comparisons as students advanced a grade also identified ELA declines for the current fifth- and seventh-grade groups.

Mathematics

Grades 3 through 7 exceeded their respective state averages. Sixth-grade proficiency reached 62.1%, compared with the state rate of 31.0%. Eighth-grade mathematics remains a concern at 21.2% proficient, compared with 32.0% statewide. Cohort comparisons showed gains of 12.2 and 11.2 percentage points for the current fourth- and seventh-grade groups, respectively, and a decline for the current eighth-grade group.

First Quarter Data Chats

The quarterly data chats identified encouraging attendance and academic progress, along with a need for more consistent interventions and focused support for students with repeated academic or behavioral concerns.

Tipton Elementary School

Of the school's 577 students, 81.5% met the 94% attendance benchmark, placing TES near its building goal of 82.5%. A total of 160 students had perfect attendance. Kindergarten attendance warrants additional attention, with 72.6% meeting the benchmark.

TES reported 13 failing grades in mathematics and ELA, with eight occurring in fifth grade. Academic goals remain focused on early literacy, including a 95% third-grade IREAD pass rate, and ILEARN proficiency targets of 70% in mathematics and 60% in ELA. Nine students accounted for 12 out-of-school suspension assignments totaling 21 days. These results point to targeted fifth-grade academic support, continued family outreach around attendance, and individualized behavioral supports.

Tipton Middle School

Attendance remains a strength, with 82.1% of students meeting the 94% attendance benchmark, exceeding the district's 80% goal. Chronic absenteeism was 6.2%, and 119 students had perfect attendance. Failing grades decreased from 125 to 81 compared with the previous year, although science failures increased. Sixth-grade mathematics and ELA checkpoint results were encouraging, while other areas continue to require focused intervention.

The discussion emphasized consistent use of shared assessments, stronger PLC follow-through, teacher support with differentiation, and clearer measures of intervention effectiveness. Behavioral consequences increased from 74 to 93, but the number of students involved decreased from 53 to 49. Students receiving suspensions declined from 20 to 15. Five students accounted for 59% of suspension assignments, reinforcing the need for coordinated intervention plans, measurable goals, and structured re-entry supports.

Tipton High School

Average daily attendance ranged from 93.1% among seniors to 96.2% among freshmen. Senior attendance remains an area for attention, with 77.7% meeting the 94% attendance benchmark.

The academic report lists 108 failing grades, with freshmen accounting for 54—half of the reported total. Mathematics and English had the largest reported failure counts among core subjects. These findings suggest prioritizing ninth-grade academic support, monitoring missing work and course performance, and intervening early with students experiencing multiple difficulties. The first-quarter discipline report recorded no in-school suspensions or expulsions and 28.5 days of out-of-school suspension.

November 3 Professional Development

The November 3 professional development schedules emphasized collaboration, curriculum alignment, and planning to address student needs.

Tipton Elementary School

The day included first-quarter data analysis and collaboration around Open Court and writing instruction. Teams examined essential writing skills, reviewed strengths and challenges in

opinion and informational writing, and worked toward consistent narrative writing organizers across grades. Special education staff considered additional writing supports, while special area teachers reviewed Open Court implementation. Afternoon planning included developing questions about differentiation and small-group instruction during Tier 1.

Tipton Middle School

The schedule included grade-level team meetings, professional learning community (PLC) meetings, and Response to Intervention (RtI) planning. Social studies teachers also had dedicated time to work with the high school social studies department on assessment alignment, supporting greater consistency between the two buildings.

Tipton High School

The day included a staff meeting, PLC collaboration, and an extended block for curriculum scope and sequence work. This provided time to review the organization and progression of instruction. The afternoon also included a review of bullying data to inform the school's work on student safety and school climate.

Preschool

Mrs. Wiggington has worked diligently to recertify our preschool's Level 3 status through Paths to QUALITY, Indiana's quality rating and improvement system for early childhood programs. This designation reflects a commitment to a planned curriculum that supports child development and prepares students for kindergarten. In addition, Mrs. Wiggington and I have worked together on our two-year license renewal with the Indiana Family and Social Services Administration (FSSA). Our preschool currently serves four students who qualify for On My Way Pre-K vouchers. This program requires considerable paperwork and reporting to the state, including weekly attendance reports, which Sara is completing. I appreciate the time and attention these responsibilities require and her commitment to supporting our preschool families. Following my departure, Mrs. Wiggington will assume oversight of the preschool. I have every confidence that she will do an outstanding job supporting our students, staff, and families.

Referendum

A special shout-out to Scott Jaworski, Allison Ripberger, Ashley Sampson, Brian Johnson, Britni Johnson, John Ayars, Stacey Hartley, Jessica Nichols, Brook Cleaver, Holly Brandon, Natasha Surface, Kim Fague, and Rob Cochrane, along with Angela Meister and her husband, for their tireless work in support of the referendum. Many others contributed to this effort, and their support is sincerely appreciated. These individuals deserve special recognition for the extraordinary amount of time they devoted to walking neighborhoods, distributing signs, social media updates and attending and presenting at community forums to help secure much-needed funding for

our schools. While the outcome was very disappointing, it does not diminish their dedication or the tremendous effort they put forth on behalf of our students and staff. I am grateful for their willingness to step forward, speak positively about our schools, and give so generously of their time. Thank you for your commitment to TCSC and for standing behind our students, staff, and community.