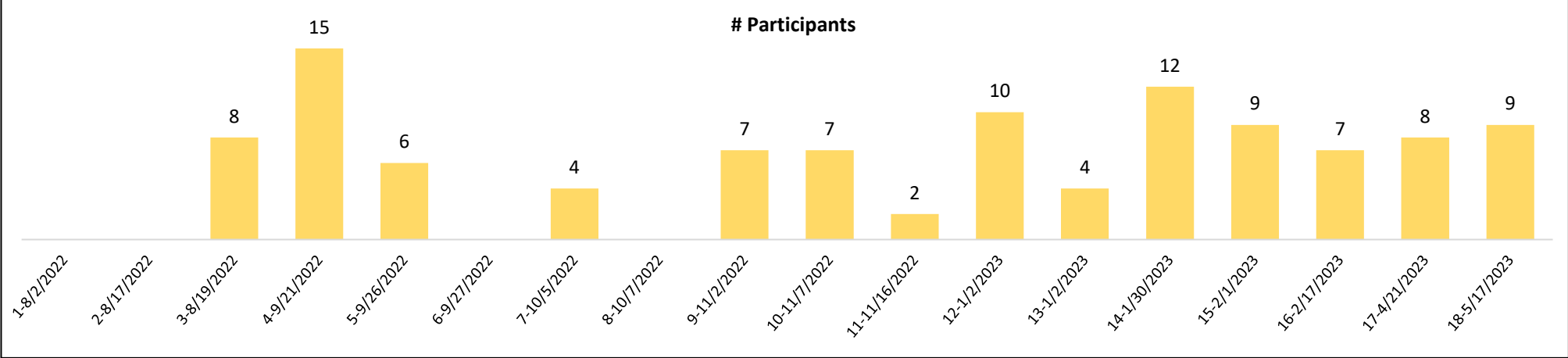


South Dakota MTSS
Evaluation Dashboard Report 2022-23
Overall Results – Final Report

Background: The South Dakota Multi-Tiered System of Supports (MTSS) initiative provides districts with the training, tools, and support to implement a multi-tiered approach for meeting students’ needs in a proactive and positive way. Districts are offered the opportunity to work with a state MTSS coordinator to assist in scaling up current implementation by systematically adding grade levels and focusing on both RtI and PBIS district wide.

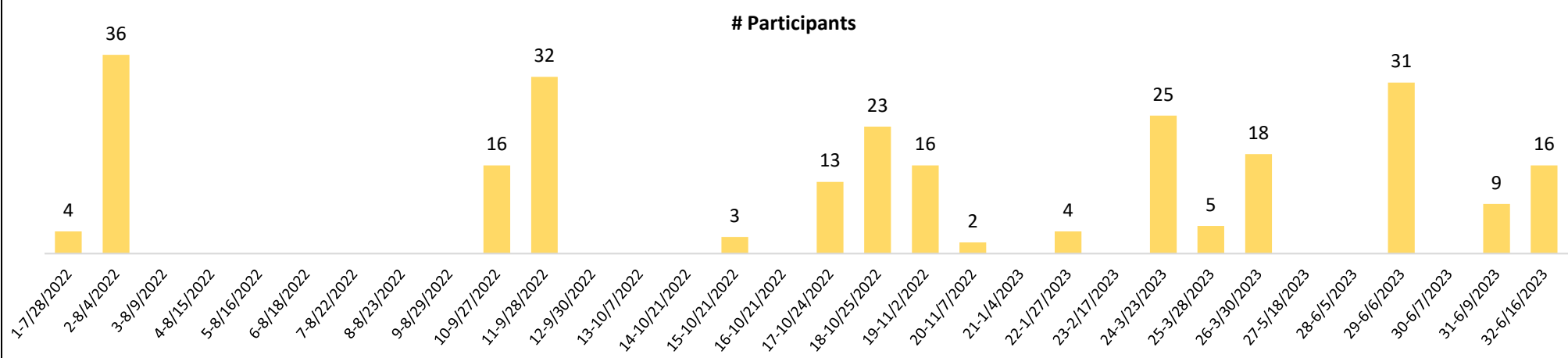
1. Professional Development

A1. Attendance at Reading Trainings (Based on Sign-In Sheets)



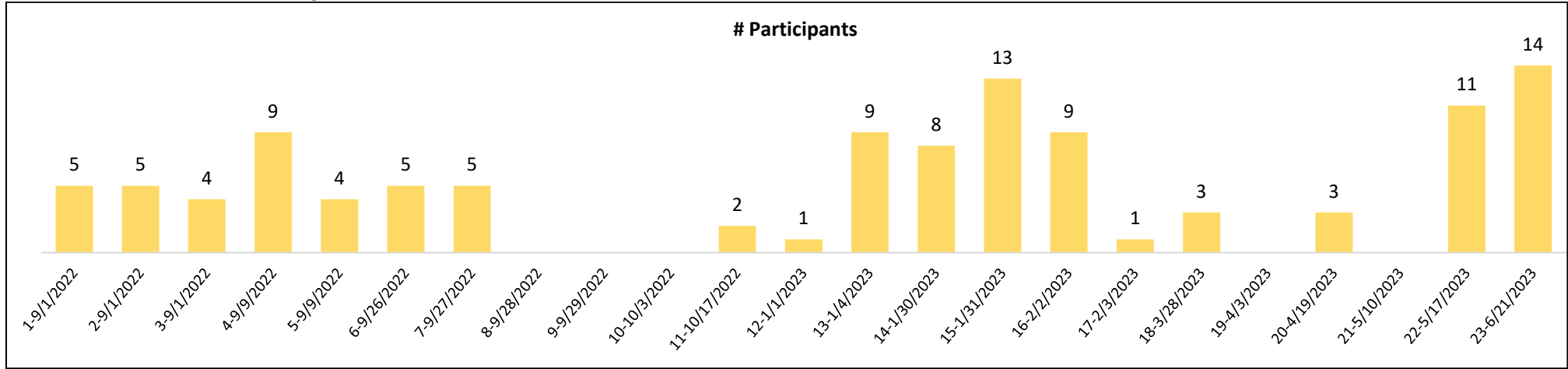
Note: Attendee information was not uploaded to the SDPD site for the trainings with missing values.

A2. Attendance at Behavior Trainings (Based on Sign-In Sheets)



Note: Attendee information was not uploaded to the SDPD site for the trainings with missing values.

A3. Attendance at Other Trainings (Based on Sign-In Sheets)



Note: Attendee information was not uploaded to the SDPD site for the trainings with missing values.

B1. Reading Trainings:

#	SDPD #	Date	Title	#	SDPD #	Date	Title
1	2976	8/2/2022	Explicit Instruction 1	10	3003	11/7/2022	CORE Foundational Reading
2	2977	8/17/2022	Intro to RtI and Big 5	11	3004	11/16/2022	Explicit Instruction: Lesson Design
3	3007	8/19/2022	Foundational Literacy: Early Literacy and Decoding (Chapters 1-8)	12	3040	1/2/2023	Foundational Literacy: Decoding, Vocabulary & Fluency (Chapters 6-13)
4	2969	9/21/2022	Core Training: Phonics	13	3041	1/2/2023	Foundational Literacy: Decoding, Vocabulary & Fluency (Chapters 6-13)
5	3006	9/26/2022	Foundational Literacy: Early Literacy and Phonics (Chapters 1-6)	14	3023	1/30/2023	Yankton Explicit Instruction
6	2978	9/27/2022	Foundational Reading Overview	15	3014	2/1/2023	Foundational Reading: Phonics
7	2984	10/5/2022	CORE reading: fluency	16	3024	2/17/2023	Foundational Reading Fluency and Vocab
8	2983	10/7/2022	Foundational Literacy	17	3038	4/21/2023	CORE Foundational Reading
9	3002	11/2/2022	Phonological Awareness	18	3046	5/17/2023	Foundational Reading 3-5

B2. Behavior Trainings:

#	SDPD #	Date	Title	#	SDPD #	Date	Title
1	2955	7/28/2022	West River Booster Training	17	2991	10/24/2022	Aberdeen Fall 2022 Coaches Training
2	2956	8/4/2022	East River Booster Training	18	2992	10/25/2022	Sioux Falls Fall 2022 Coaches Training
3	2957	8/9/2022	Henry District In-Service	19	2993	11/2/2022	Rapid City Fall 2022 Coaches Training
4	2958	8/15/2022	Miller MS/HS In-Service	20	3001	11/7/2022	Preventing Behavior Escalation
5	2959	8/16/2022	Waverly-South Shore District In-Service	21	3013	1/4/2023	Miller MS/HS In-Service
6	2960	8/18/2022	De Smet MS/HS In-Service	22	3012	1/27/2023	New Team Training Day 4
7	2961	8/22/2022	Stanley County Elementary In-Service	23	3027	2/17/2023	Waverly-South Shore District In-Service
8	2962	8/23/2022	Wakpala District In-Service	24	3028	3/23/2023	Sioux Falls Spring 2023 Coaches Training
9	2972	8/29/2022	Waubay MS/HS SWIS training	25	3025	3/28/2023	Aberdeen Spring 2023 Coaches Training
10	2973	9/27/2022	De-escalation Training	26	3026	3/30/2023	Rapid City Spring 2023 Coaches Training
11	2974	9/28/2022	De-escalation Training	27	3044	5/18/2023	Sanborn Central District PBIS Introduction
12	2975	9/30/2022	De-escalation Training	28	3033	6/5/2023	East River New Team Training
13	2985	10/7/2022	PBIS refresher	29	3052	6/6/2023	Summer Tier 2/3 Training 2023
14	2987	10/21/2022	Supporting Positive Student Mental Health	30	3034	6/7/2023	East River Tier 2 Training
15	2988	10/21/2022	Be Proactive More, Reactive Less	31	3035	6/9/2023	East River PBIS Reboot
16	2989	10/21/2022	Henry District In-Service	32	3036	6/16/2023	West River PBIS Reboot

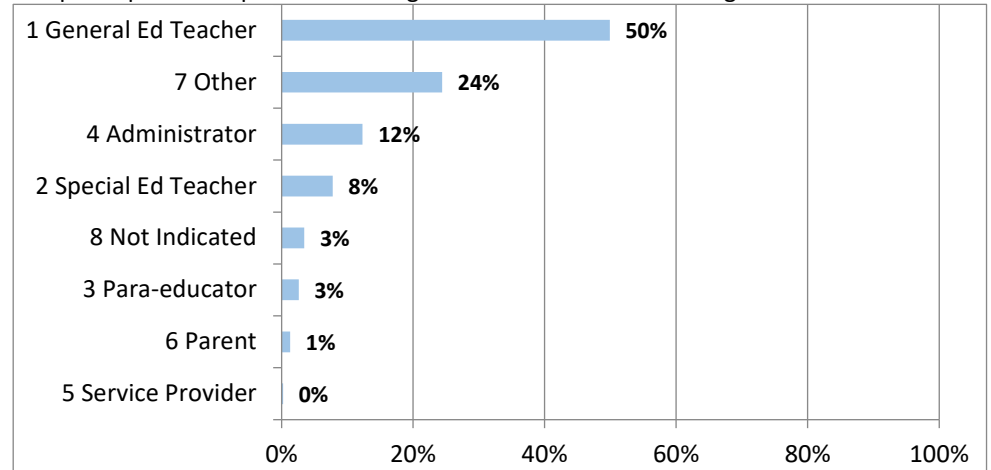
B3. Other MTSS Trainings:

#	SDPD #	Date	Title	#	SDPD #	Date	Title
1	3030	9/1/2022	Jumpstart - Baltic	13	3011	1/4/2023	Winter Data Dig
2	3042	9/1/2022	Jumpstart RTI Book Study	14	3015	1/30/2023	Winter Data Dig--Lincoln
3	3043	9/1/2022	Jumpstart RTI Book Study	15	3017	1/31/2023	Winter Data Dig--Stewart
4	3008	9/9/2022	MTSS Data Workbook Steps 1-3	16	3016	2/2/2023	Winter Data Dig Beadle
5	3009	9/9/2022	MTSS Data Workbook Steps 1-3	17	3018	2/3/2023	Winter Data Dig Webster
6	2981	9/26/2022	Lincoln Elementary Data Dig Workshop (Yankton)	18	3031	3/28/2023	District Data Dig
7	2982	9/27/2022	Stewart Elementary Data Dig Workshop (Yankton)	19	3048	4/3/2023	Terry Scott Book Study
8	2970	9/28/2022	Grade Level Data Digs -- Yankton	20	3037	4/19/2023	Using data to find Tier I Gaps
9	2971	9/29/2022	Data Dig Yankton Webster	21	3045	5/10/2023	Spring Data Dig
10	2990	10/3/2022	Data Dig	22	3039	5/17/2023	Yankton Spring Data Dig
11	3005	10/17/2022	Writing Revolution Book Study	23	3054	6/21/2023	MTSS RTI Return Team Training
12	3029	1/1/2023	Explicit Instruction				

By the Numbers	
# trainings	73
# MTSS Reading trainings	18
# MTSS Behavior trainings	32
# MTSS Other trainings	23
# unique participants - all trainings	499
# unique participants - MTSS Reading trainings	116
# unique participants - MTSS Behavior trainings	282
# unique participants - MTSS Other trainings	186
# training-participant instances – MTSS Reading	213
# training-participant instances – MTSS Behavior	322
# training-participant instances – MTSS Other	286
Average number of participants per training	23
# of evaluations	
# training sessions with completed evaluations	47
# evaluations completed across trainings	463

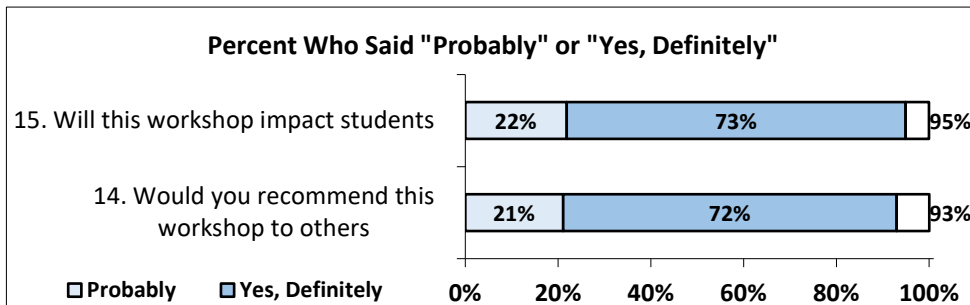
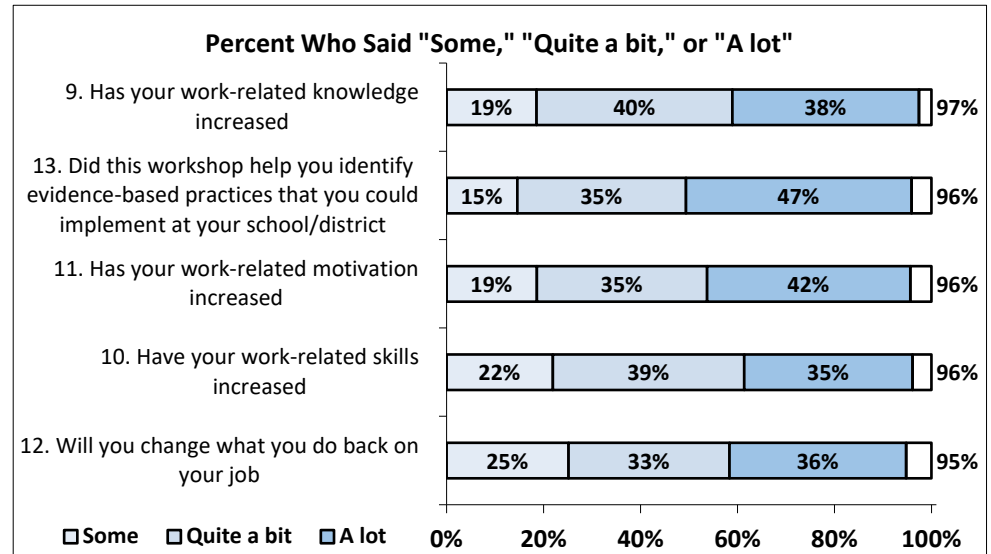
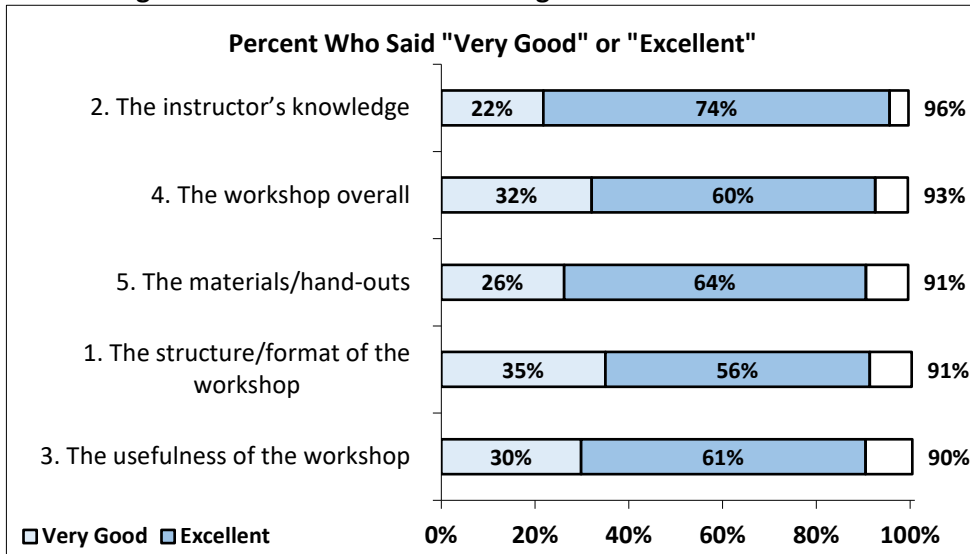
C1. Training Participant Roles – Across All Trainings

463 participants completed a training evaluation across 47 trainings.



Note: Of the 47 trainings, 13 were Reading, 16 were Behavior, 18 were Other.

C2. Training Evaluations – Across All Trainings



Sample of Participant Comments

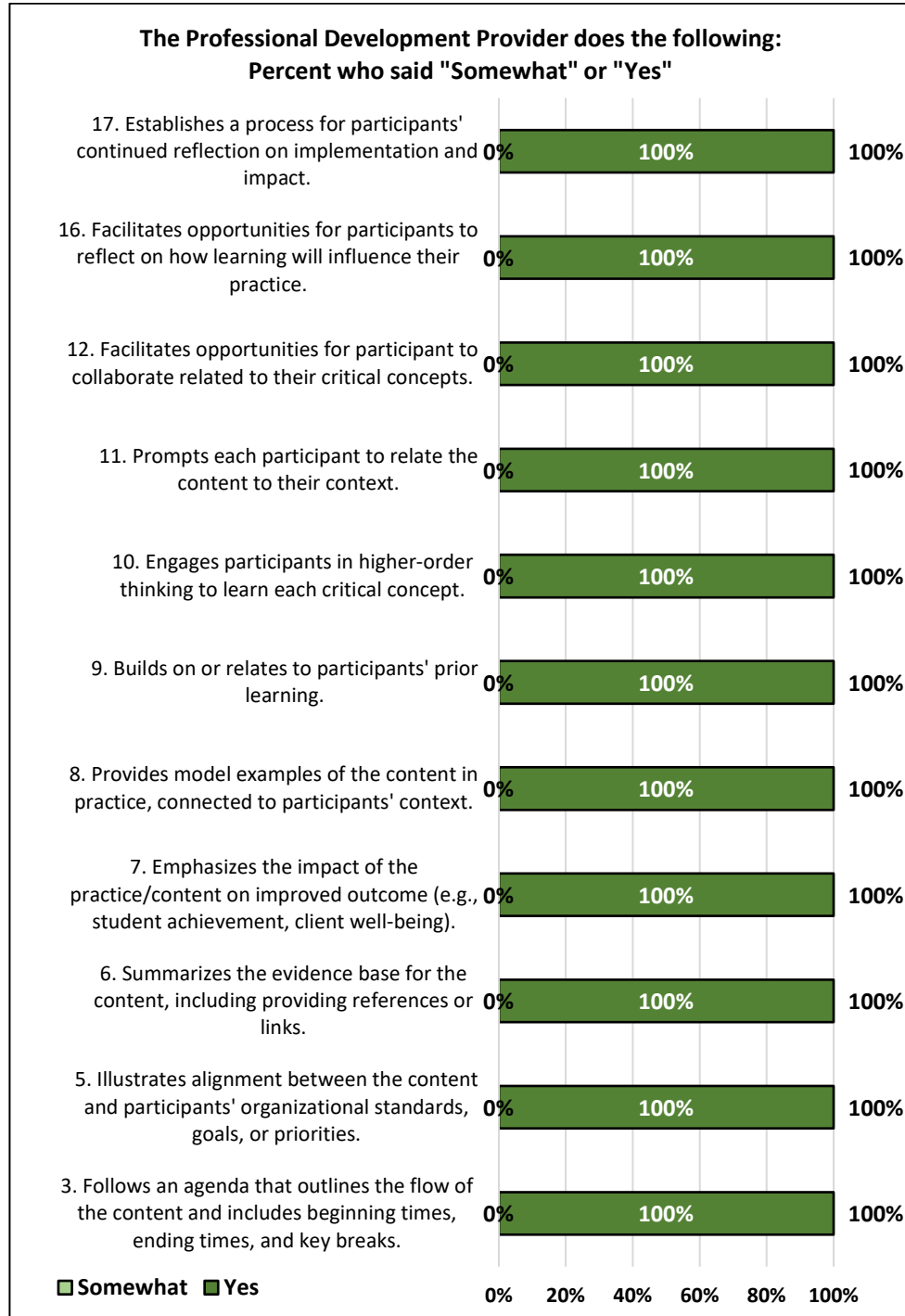
- "I learned a lot when it came back to the basics of teaching reading. When teaching the upper grades you tend to lose a lot of the basic knowledge of teaching. This workshop brought a lot of knowledge back."

- "I appreciated that we had time to actually work on a lesson plan that we can implement in our classroom. Our instructor was available and willing to help with specific questions."

- "Working with Kim was an absolute blast. She made Fridays with her interesting and informational. Our time together was never wasted. I think my favorite unit was the vocabulary teaching unit. I learned the most during this session about best practices to teach new words."

D. Observation Checklist for High-Quality Professional Development (HQPD) Training

The HQPD was completed on 6 South Dakota MTSS-RtI trainings.



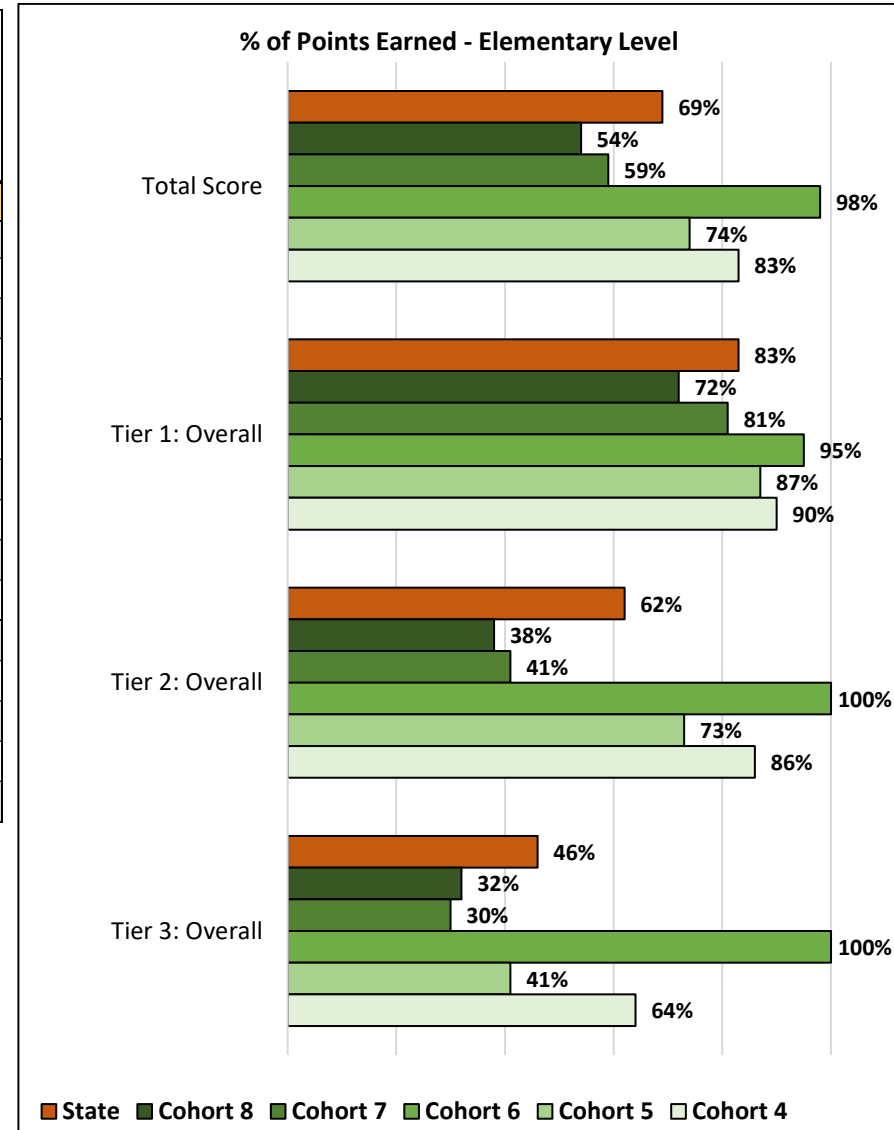
2. Literacy/Instruction

A1. Elementary Level R-TFI – 2022-23 Results

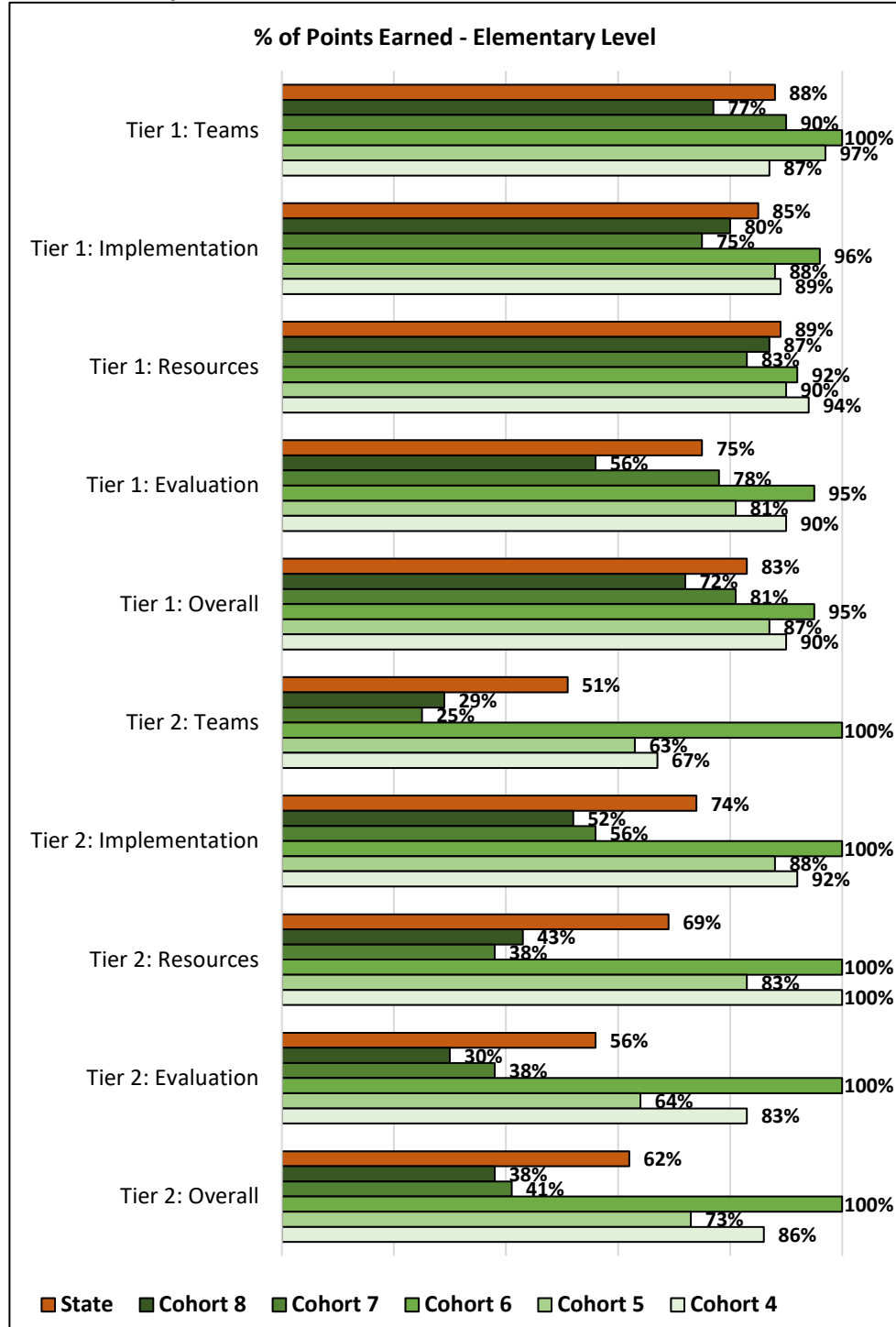
In spring 2023, 3 schools representing 3 districts (Armour 21-1, Leola 44-2, and Parker 60-4) from Cohort 4 (2017-18 Start Year), 7 schools representing 4 districts (Chamberlain 07-1, Douglas 51-1, Sioux Valley 05-5, and Tripp-Delmont 33-5) from Cohort 5 (2019-20 Start Year), 2 schools from 2 districts (Avon 04-1 and Scotland 04-3) from Cohort 6 (2020-21 Start Year), 2 schools from 2 districts (Baltic 49-1 and Miller 29-4) from Cohort 7 (2021-22 Start Year), and 7 schools from 4 districts (Henry 14-2, Plankinton 01-1, Waverly 14-5, and Yankton 63-3) from Cohort 8 (2022-23 Start Year) completed the Elementary Level R-TFI.

	% of Points Earned					
	Cohort 4 (2017-18 Start Year)	Cohort 5 (2019-20 Start Year)	Cohort 6 (2020-21 Start Year)	Cohort 7 (2021-22 Start Year)	Cohort 8 (2022-23 Start Year)	State (Across All Cohorts)
Total Score	83%	74%	98%	59%	54%	69%
Tier 1: Teams	87%	97%	100%	90%	77%	88%
Tier 1: Implementation	89%	88%	96%	75%	80%	85%
Tier 1: Resources	94%	90%	92%	83%	87%	89%
Tier 1: Evaluation	90%	81%	95%	78%	56%	75%
Tier 1: Overall	90%	87%	95%	81%	72%	83%
Tier 2: Teams	67%	63%	100%	25%	29%	51%
Tier 2: Implementation	92%	88%	100%	56%	52%	74%
Tier 2: Resources	100%	83%	100%	38%	43%	69%
Tier 2: Evaluation	83%	64%	100%	38%	30%	56%
Tier 2: Overall	86%	73%	100%	41%	38%	62%
Tier 3: Teams	67%	33%	100%	31%	36%	46%
Tier 3: Implementation	61%	42%	100%	42%	33%	48%
Tier 3: Resources	50%	58%	100%	25%	36%	50%
Tier 3: Evaluation	67%	44%	100%	17%	26%	44%
Tier 3: Overall	64%	41%	100%	30%	32%	46%

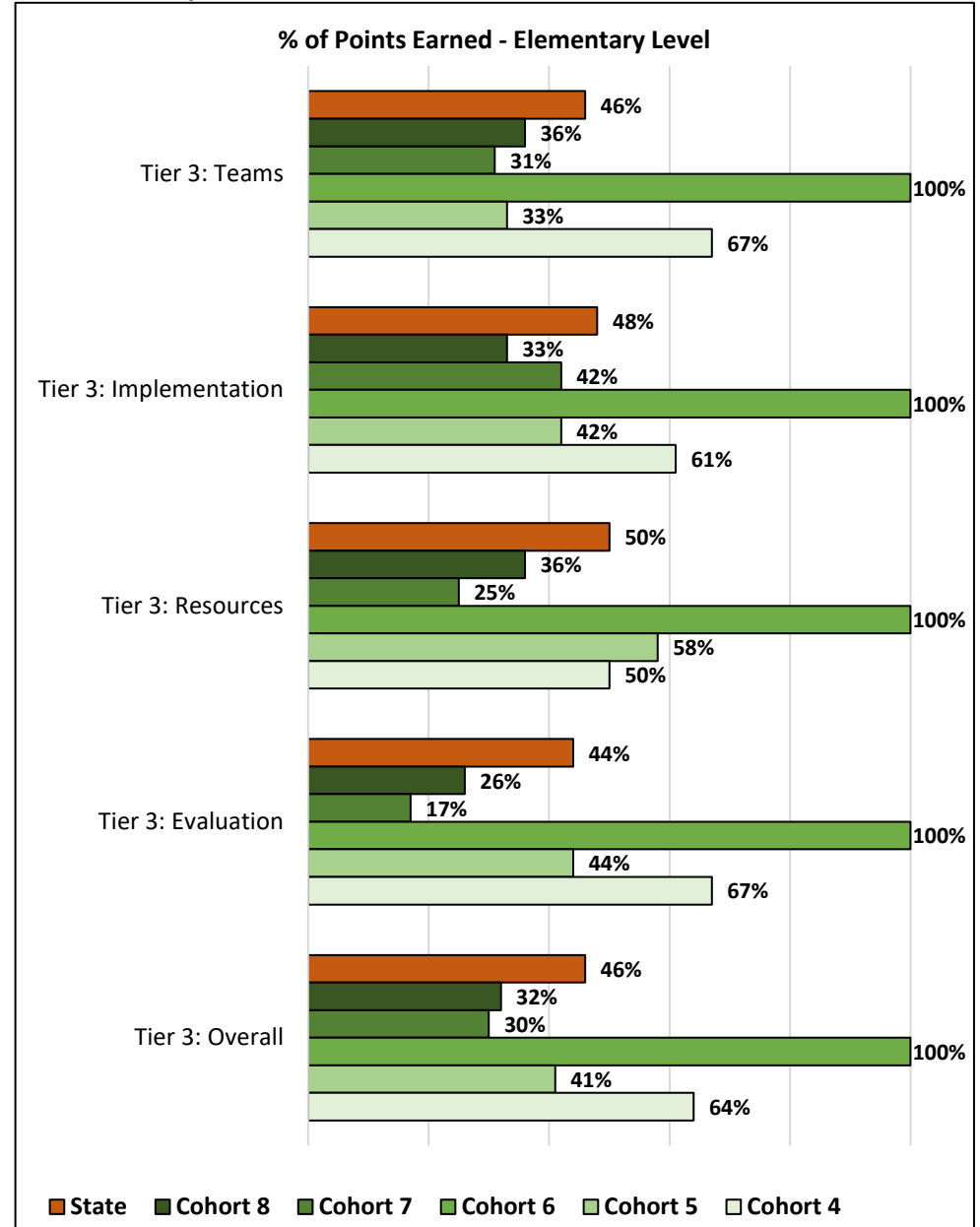
Note: The R-TFI results are presented separately by cohort as earlier cohorts have had extra years to implement MTSS related practices and therefore should have higher implementation scores than later cohorts. These results are based on the R-TFI that was completed by a given school during the 2022-23 school-year.



A2. Elementary Level R-TFI – 2022-23 Results – Tier 1 and Tier 2

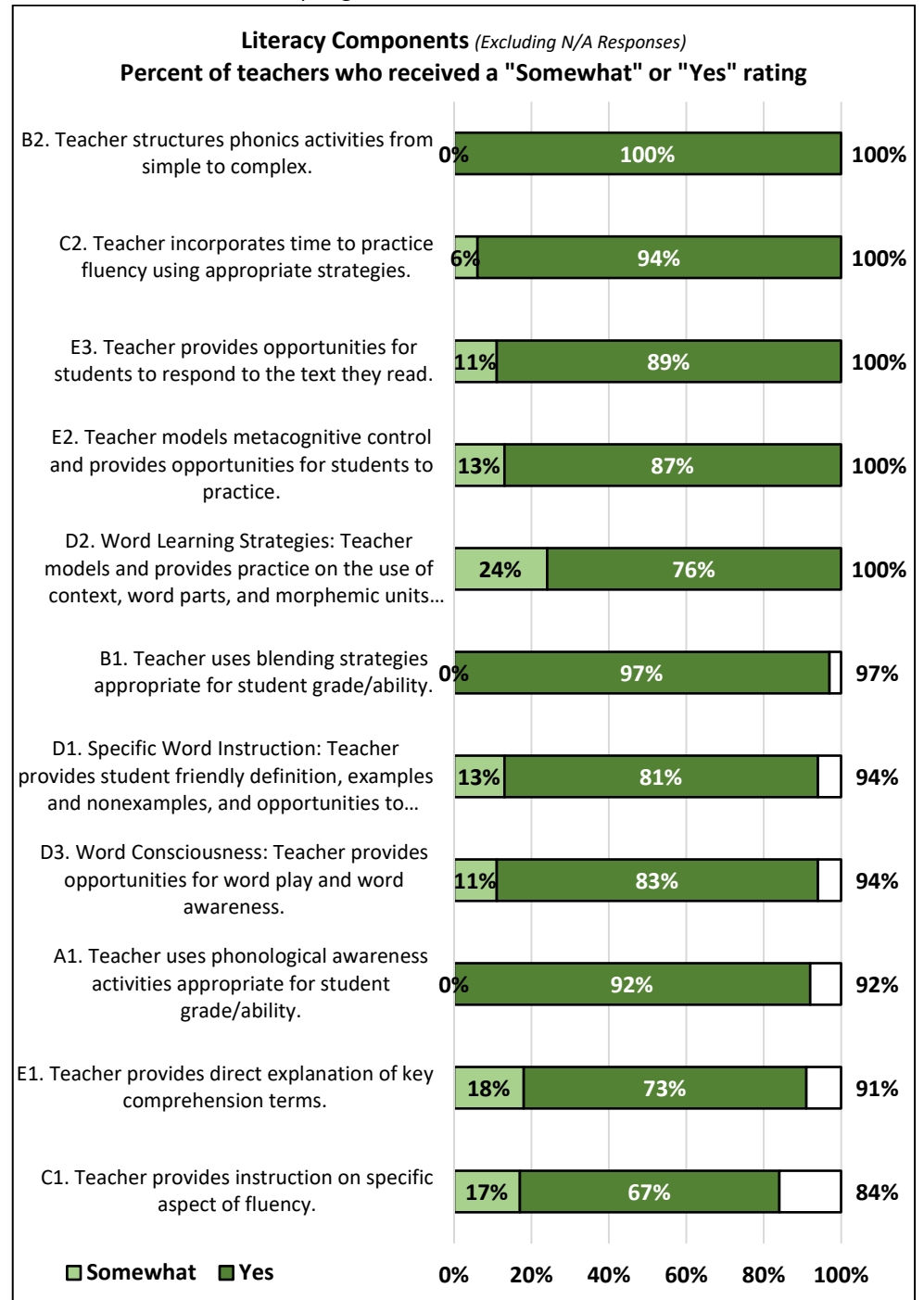
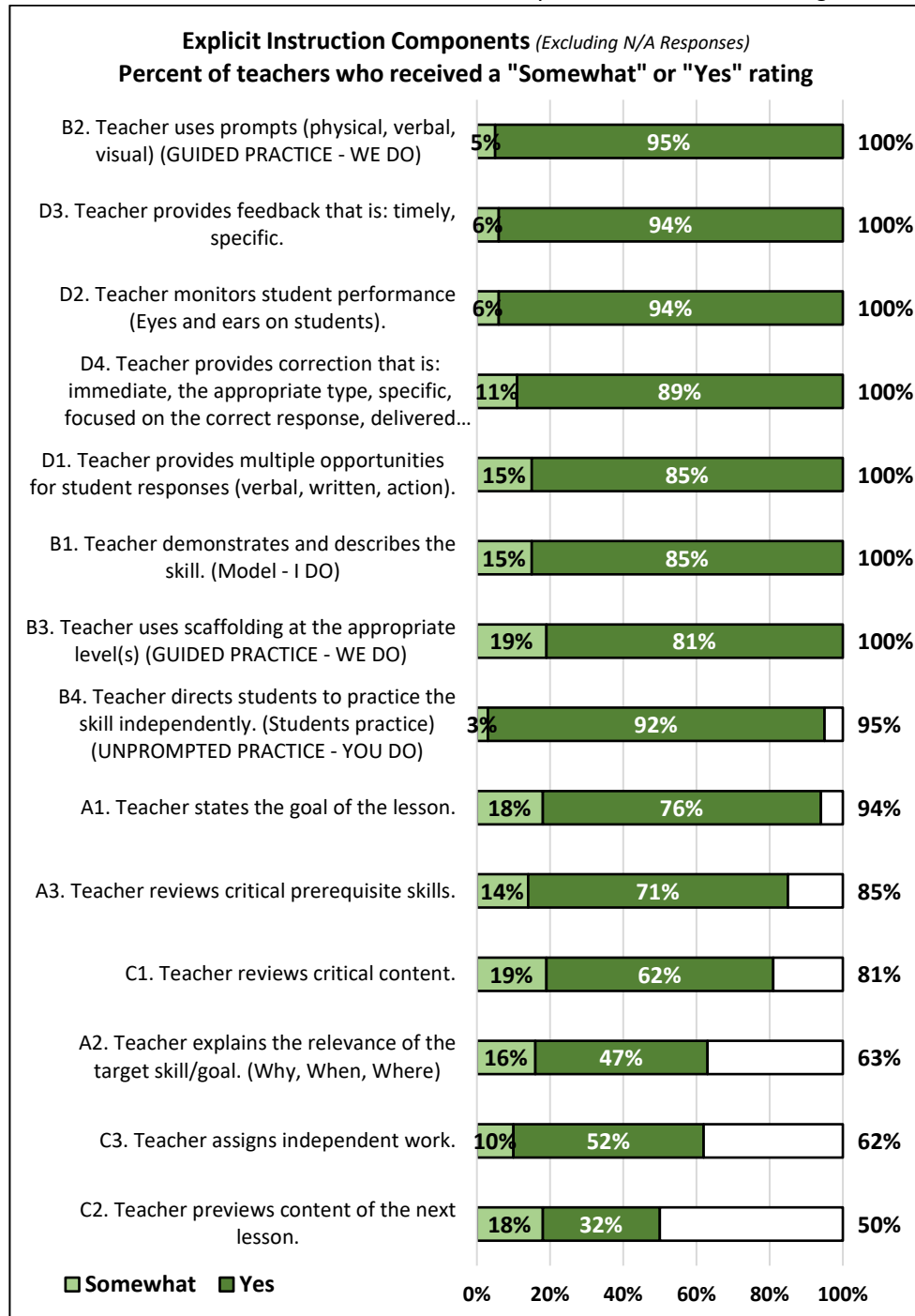


A3. Elementary Level R-TFI – 2022-23 Results – Tier 3



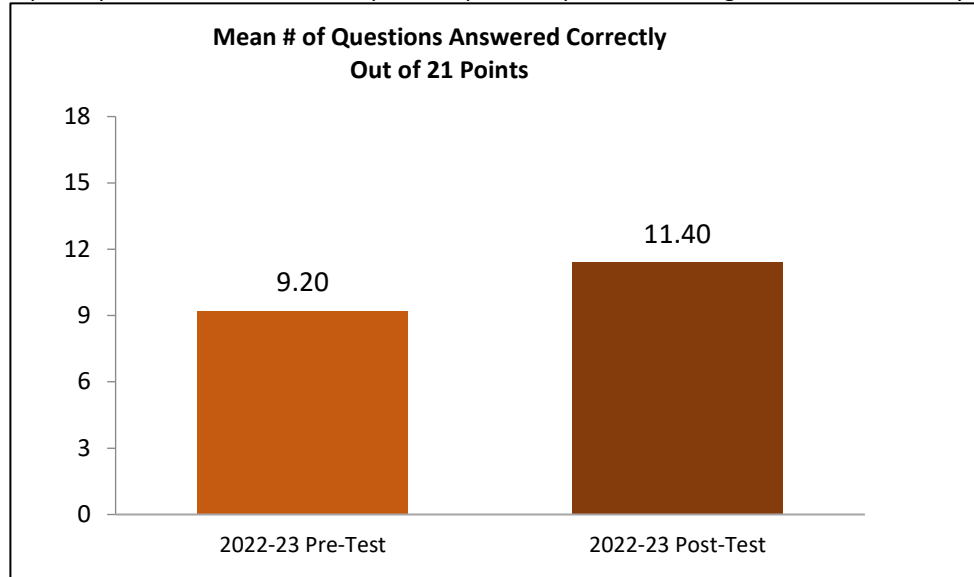
B. Classroom Observation Checklist

66 teachers from 12 MTSS districts were observed by an MTSS Coordinator using the Classroom Observation Checklist in spring 2023.



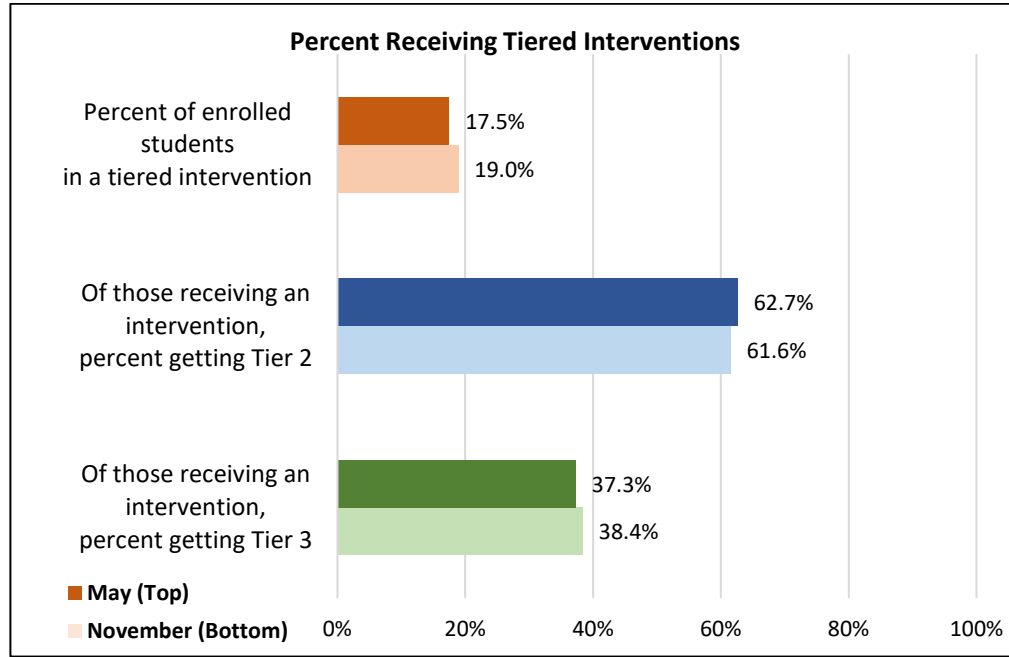
C. Foundational Reading Training Pre/Post-Test

5 participants from 1 district completed a pre- and post-test during the 2022-23 school year.



D1. Reading Intervention Tracking Form

Participating teachers were asked to indicate students who were receiving a Tier 2 and/or 3 reading interventions as of November 1, 2022 and/or May 1, 2023.

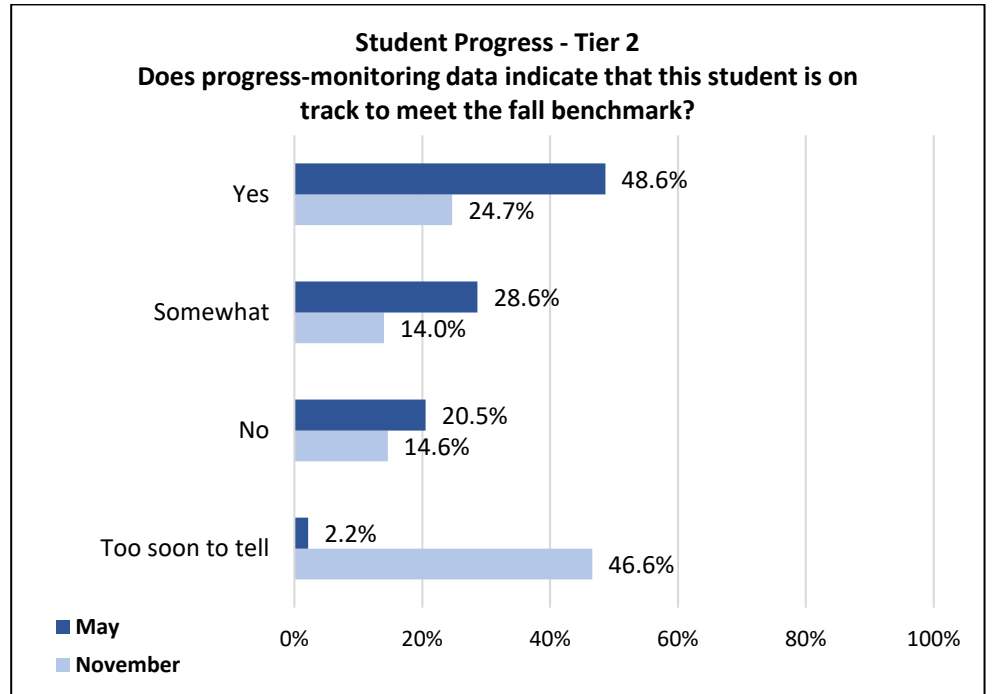
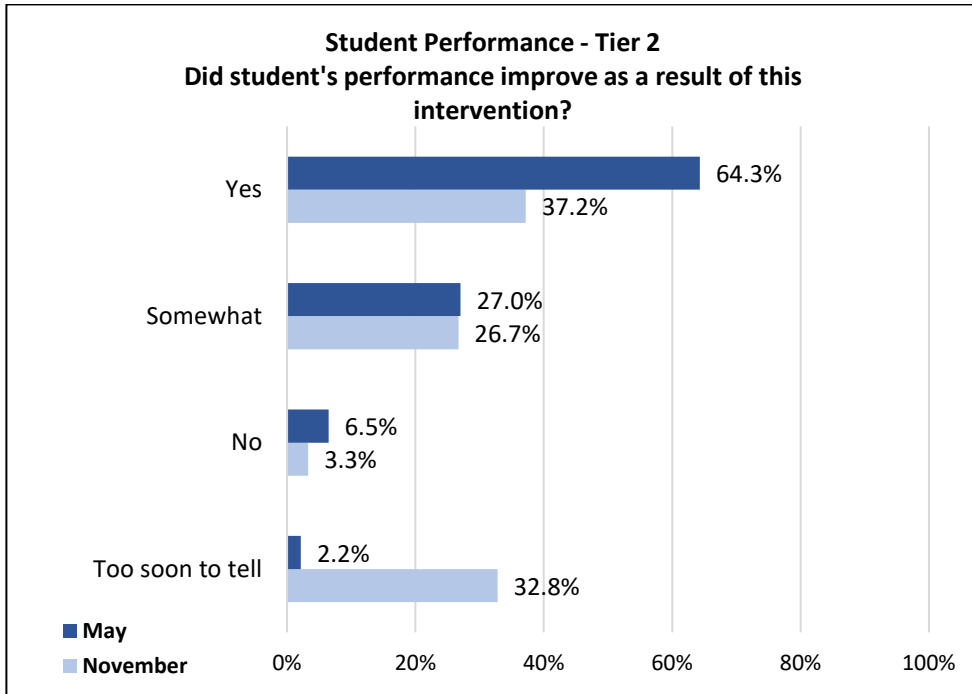
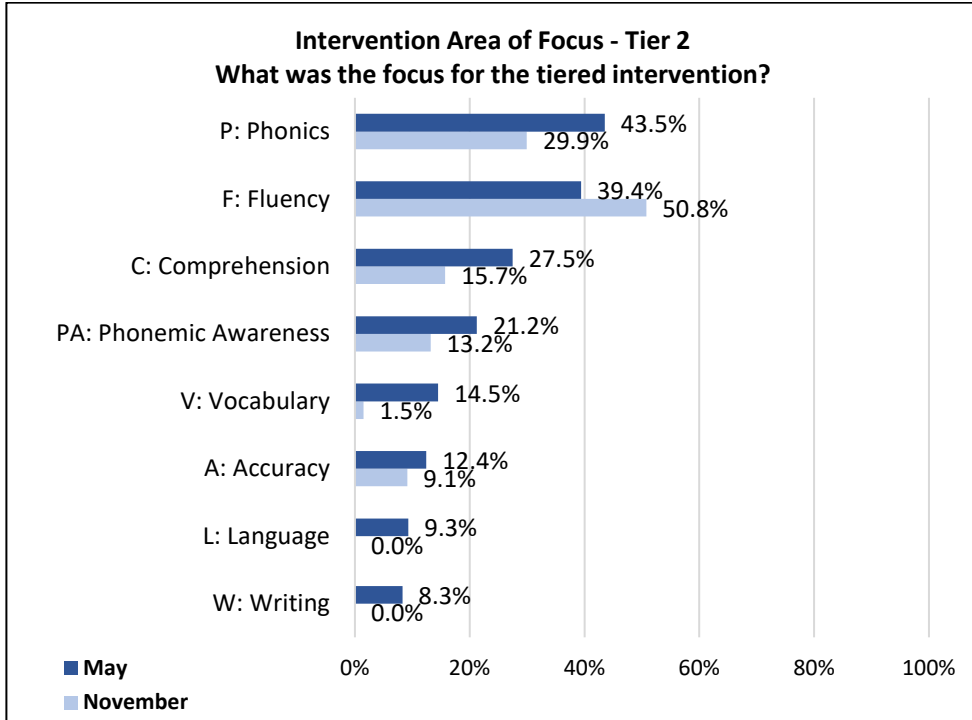


By the Numbers:	November	May
# of students in grades K-8 for whom a tracking form was completed	320	308
# of students receiving a Tier 2 Intervention	197	193
# of students receiving a Tier 3 Intervention	123	115
# of teachers who completed an intervention tracking form	27	34
# of schools with tracking forms	10	11
# districts with tracking forms	8	10
Average # of minutes per week spent in a Tier 2 Intervention	113	113
Average # of minutes per week spent in a Tier 3 Intervention	126	131

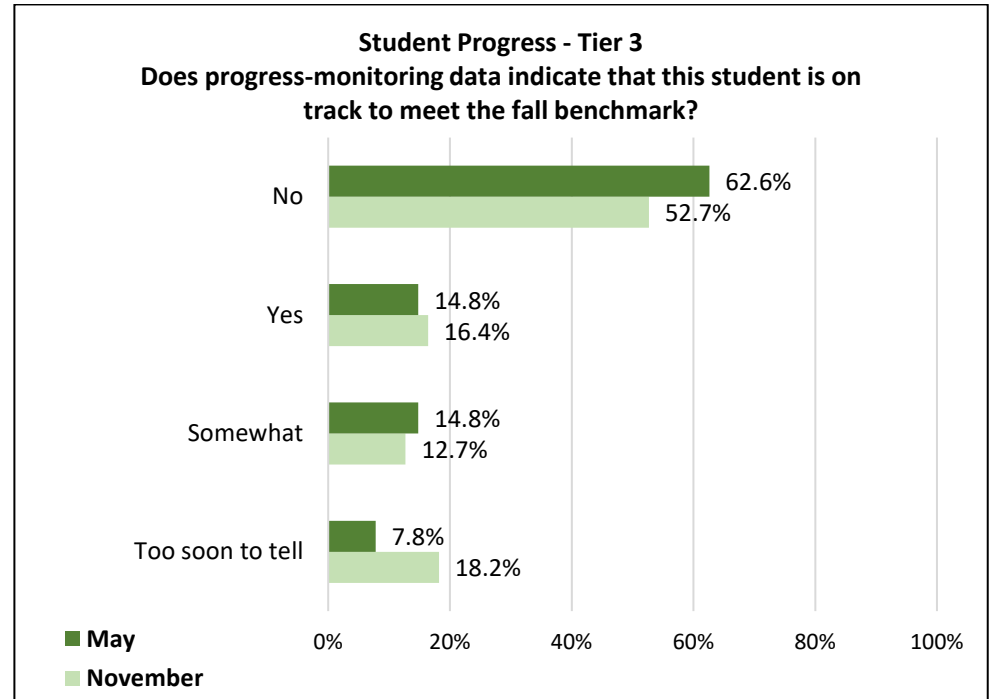
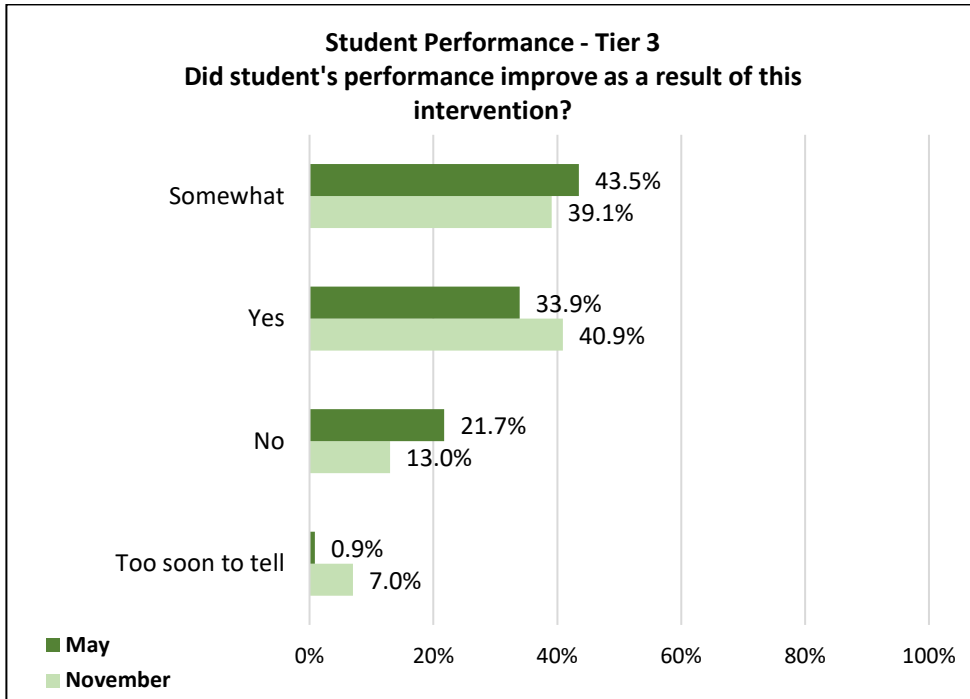
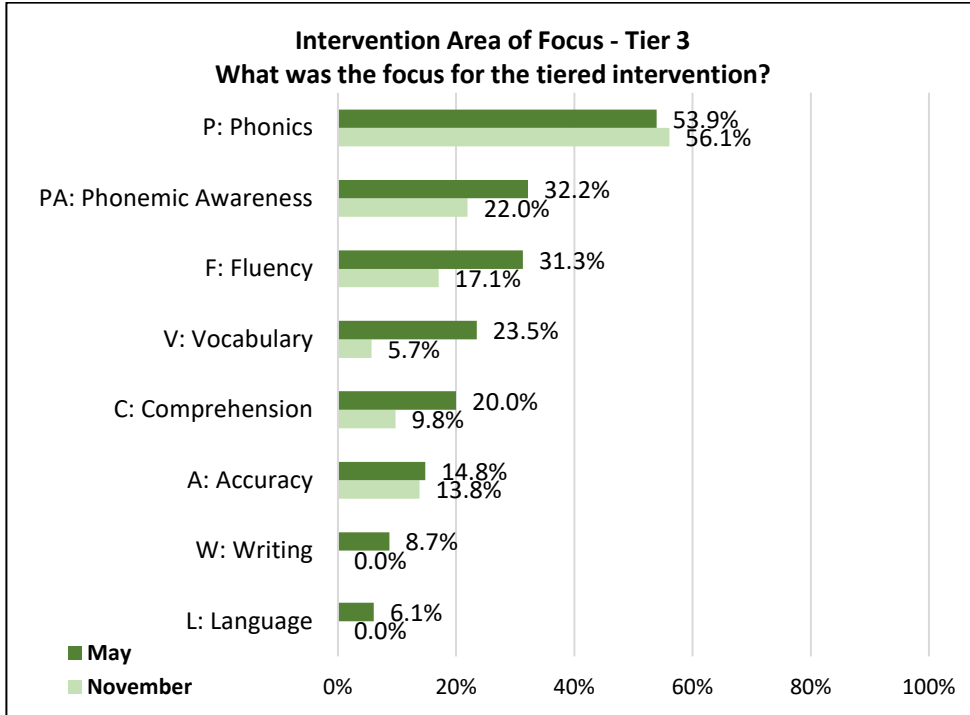
Movement in and out of Tiers from November 2022 to May 2023

	Statewide	
	Count	Percent
Of the Tier 2 Students in November, % Who:		
Stayed in Tier 2 from November to May	35	17.8%
Moved from Tier 2 (November) to Tier 3 (May)	20	10.2%
Moved from Tier 2 (November) to Tier 1 (May)	53	26.9%
Were not in May file	89	45.2%
Of the Tier 3 Students in November, % Who:		
Stayed in Tier 3 from November to May	38	30.9%
Moved from Tier 3 (November) to Tier 2 (May)	23	18.7%
Moved from Tier 3 (November) to Tier 1 (May)	15	12.2%
Were not in May file	47	38.2%
Of the Tier 2 Students in May, % Who:		
Were not in November file	83	43.0%
Were in November file	110	57.0%
Of the Tier 3 Students in May, % Who:		
Were not in November file	16	13.9%
Were in November file	99	86.1%

D2. Reading Intervention Tracking Form – Tier 2



D3. Reading Intervention Tracking Form – Tier 3



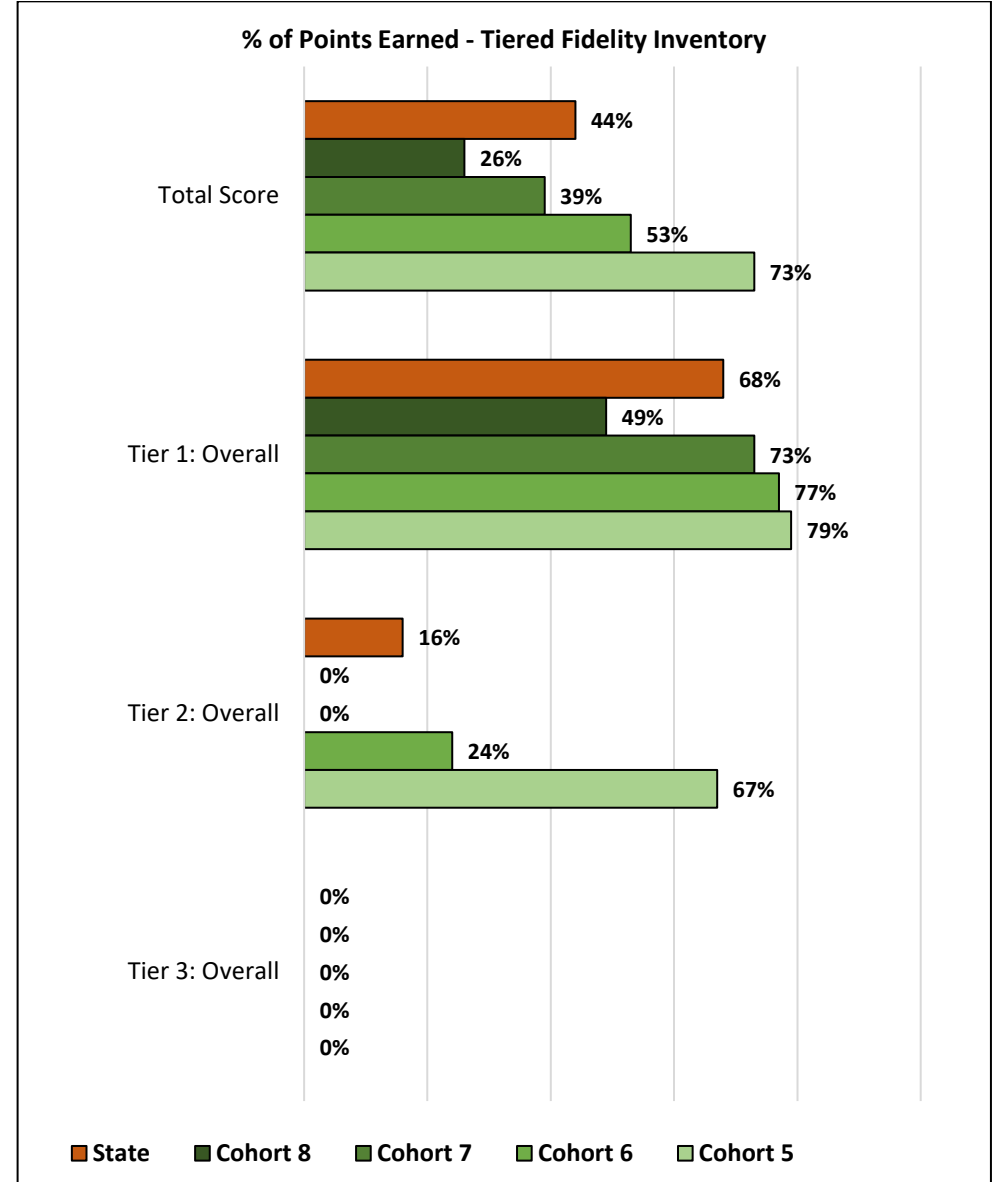
3. Behavior

A1. Tiered Fidelity Inventory (TFI) – Behavior – Comparison of Cohort Results

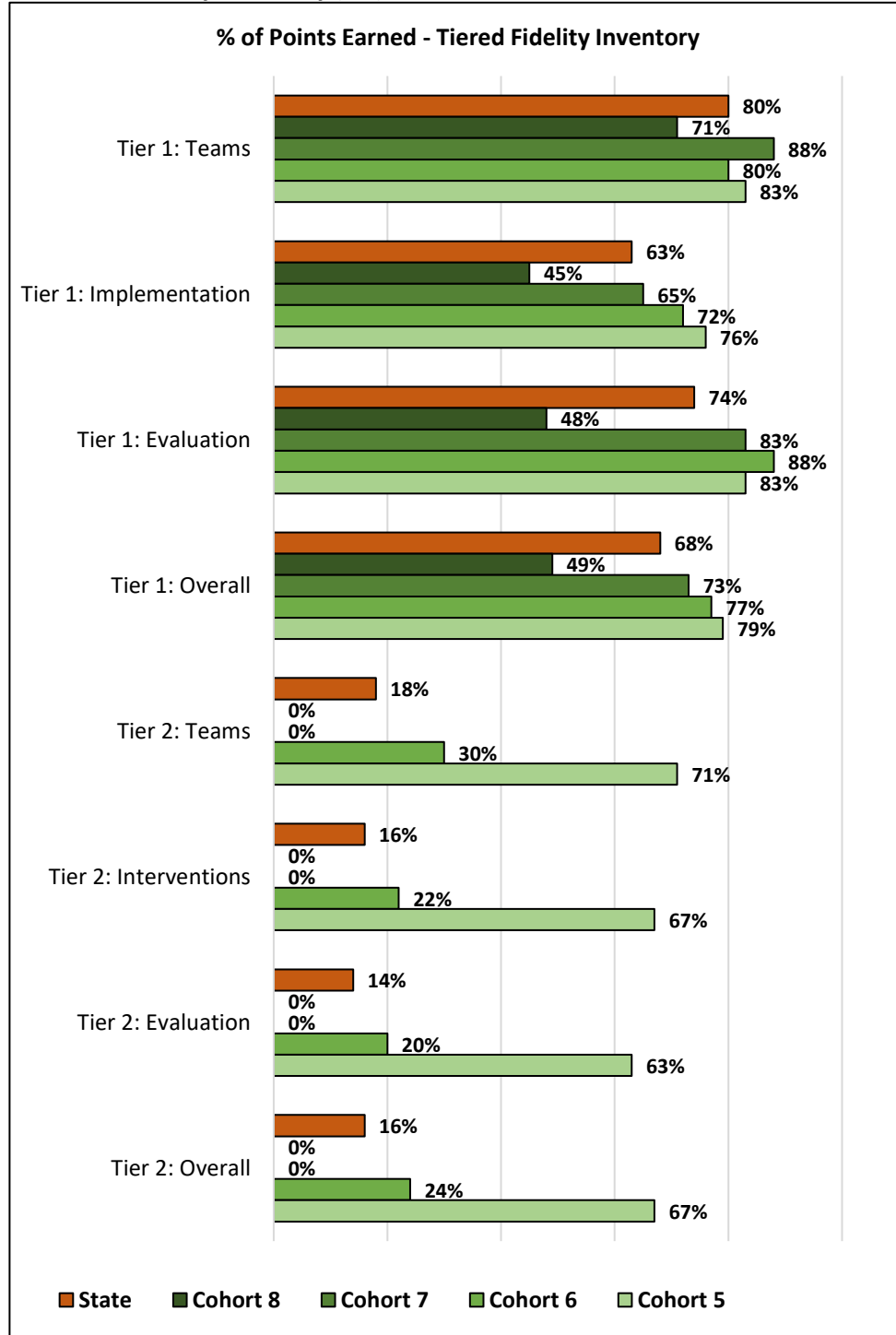
In spring 2023, 3 schools representing 2 districts (Chamberlain 07-1 and Douglas 51-1) from Cohort 5 (2019-20 Start Year), 5 schools representing 2 districts (Lead-Deadwood 40-1 and Sioux Falls 49-5) from Cohort 6 (2020-21 Start Year), 6 schools representing 4 districts (Brookings 05-1, De Smet 38-2, McCook 43-7, Miller 29-4) from Cohort 7 (2021-22 Start Year), and 6 schools from 3 districts (Lyman 42-1, Plankinton 01-1, and Waverly 14-) from Cohort 8 (2022-23 Start Year) completed the TFI.

	% of Points Earned				
	Cohort 5 (2019-20 Start Year)	Cohort 6 (2020-21 Start Year)	Cohort 7 (2021-22 Start Year)	Cohort 8 (2022-23 Start Year)	State (Across All Cohorts)
Total Score	73%	53%	39%	26%	44%
Tier 1: Teams	83%	80%	88%	71%	80%
Tier 1: Implementation	76%	72%	65%	45%	63%
Tier 1: Evaluation	83%	88%	83%	48%	74%
Tier 1: Overall	79%	77%	73%	49%	68%
Tier 2: Teams	71%	30%	0%	0%	18%
Tier 2: Interventions	67%	22%	0%	0%	16%
Tier 2: Evaluation	63%	20%	0%	0%	14%
Tier 2: Overall	67%	24%	0%	0%	16%
Tier 3: Teams	0%	0%	0%	0%	0%
Tier 3: Resources	0%	0%	0%	0%	0%
Tier 3: Support Plans	0%	0%	0%	0%	0%
Tier 3: Evaluation	0%	0%	0%	0%	0%
Tier 3: Overall	0%	0%	0%	0%	0%

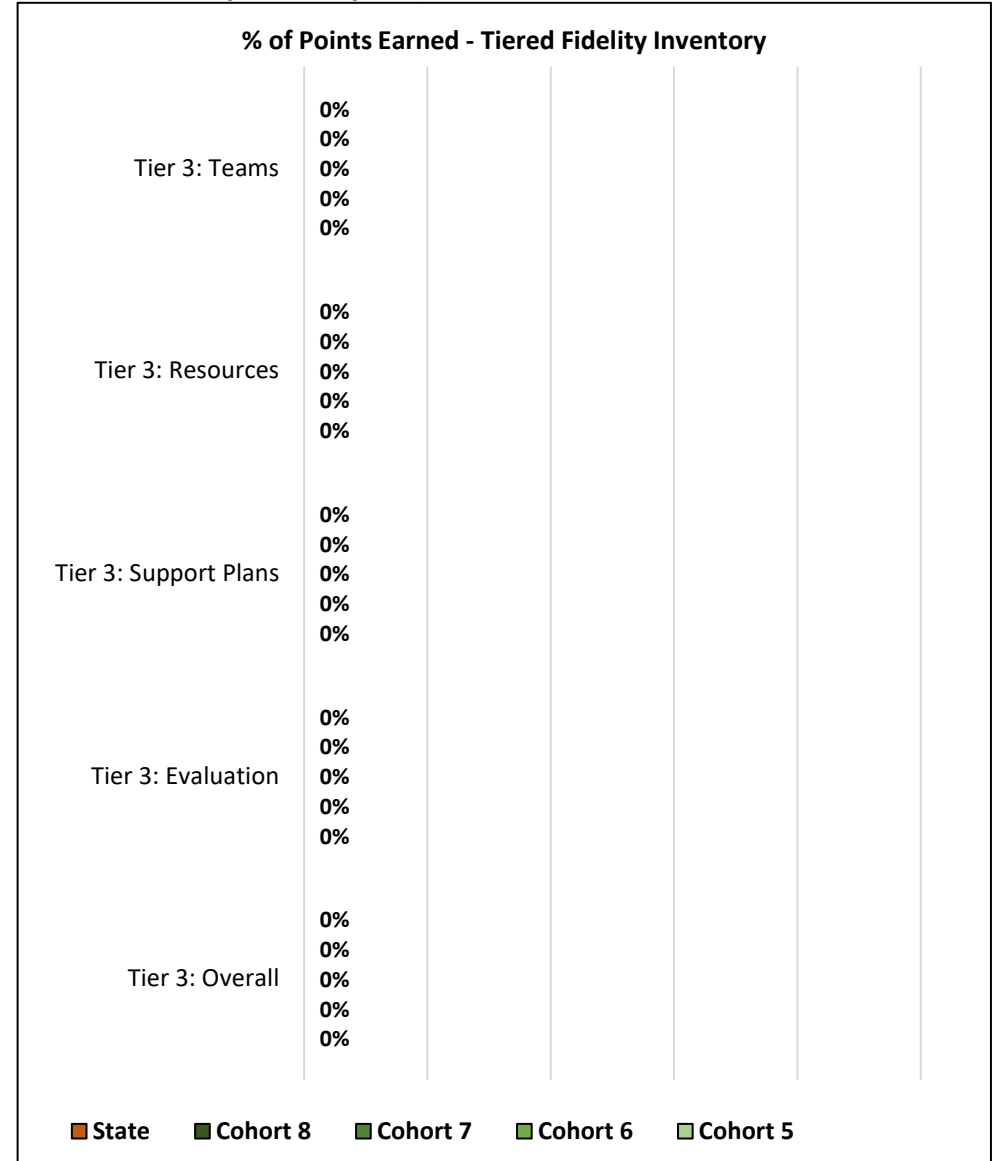
Note: The TFI results are presented separately by cohort as earlier cohorts have had extra years to implement MTSS related practices and therefore should have higher implementation scores than later cohorts. These results are based on the TFI that was completed by a given school during the 2022-23 school-year.



A2. Tiered Fidelity Inventory (TFI) – Behavior – Tier 1 and Tier 2



A3. Tiered Fidelity Inventory (TFI) – Behavior – Tier 3



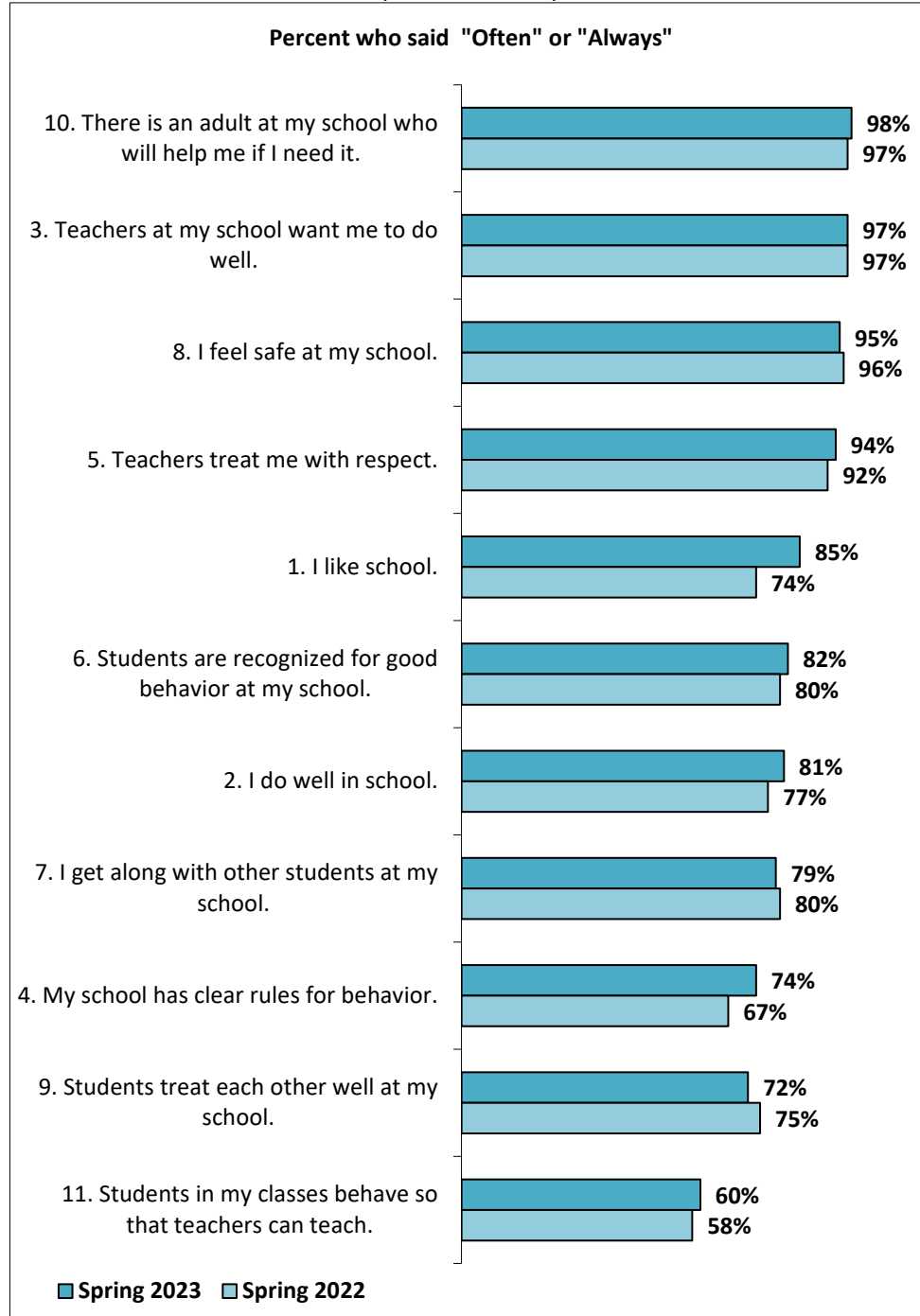
B. Office Discipline Referrals (ODRs)

	Fall 2018		Spring 2019		Fall 2019		Spring 2022		Spring 2023	
	ODRs per day per 100 students	ODRs per 100 students	ODRs per day per 100 students	ODRs per 100 students	ODRs per day per 100 students	ODRs per 100 students	ODRs per day per 100 students	ODRs per 100 students	ODRs per day per 100 students	ODRs per 100 students
2015-16 Cohort	0.63	31.90	0.51	27.11	-	-	-	-	0.96	36.41
2016-17 Cohort	0.60	28.41	0.55	28.78	-	-	0.34	13.37	0.24	10.04
2017-18 Cohort	0.25	9.75	0.20	10.26	0.03	1.18	0.01	0.40	0.21	7.07
2019-20 Cohort	-	-	-	-	0.80	31.98	1.34	51.07	1.53	56.77
2020-21 Cohort	-	-	-	-	-	-	4.80	196.90	1.02	40.71
2021-22 Cohort	-	-	-	-	-	-	0.04	1.64	1.05	38.26
2022-23 Cohort	-	-	-	-	-	-	-	-	0.46	14.70

Note: No data was submitted for spring 2020 or fall 2021.

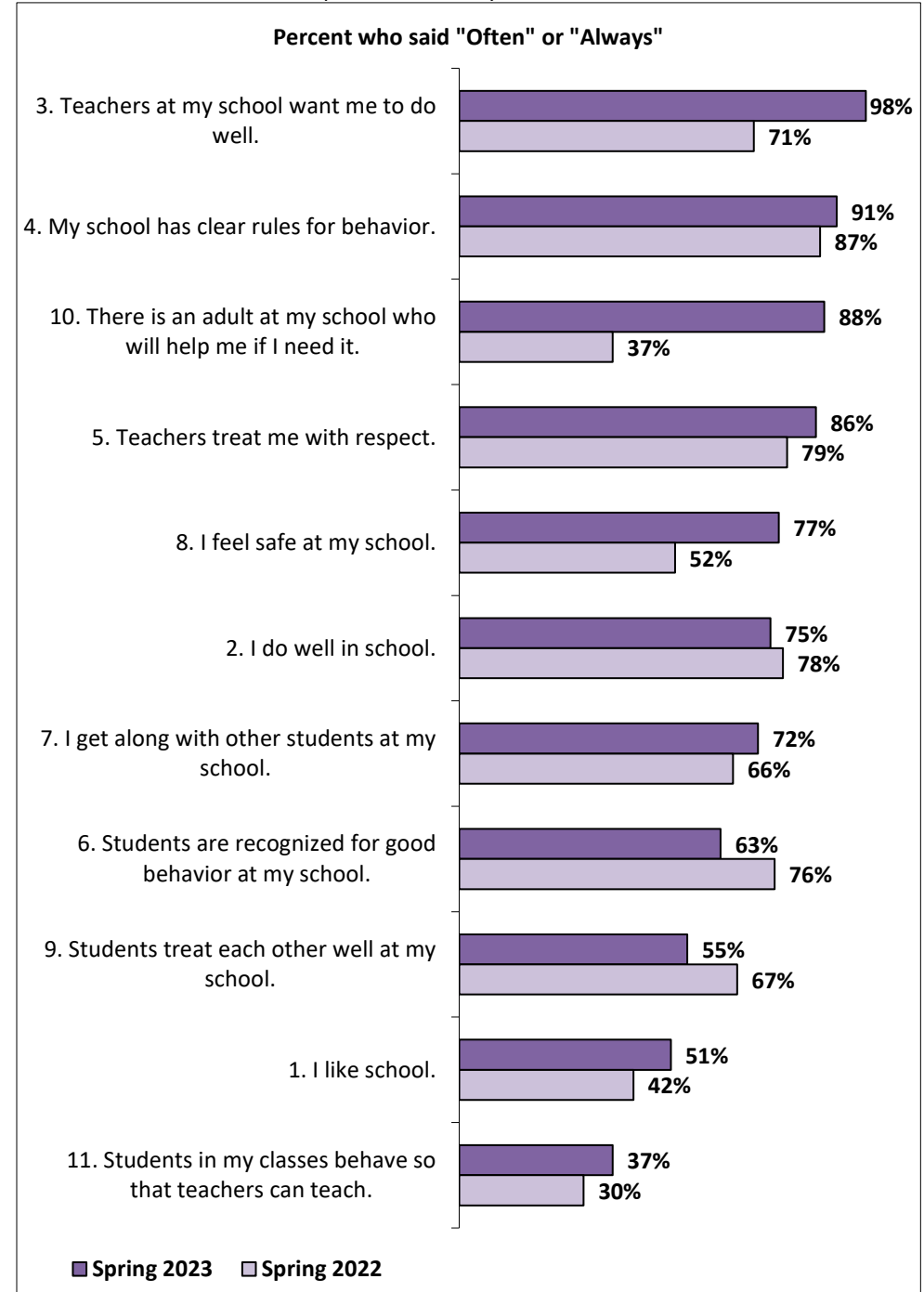
C1. School Climate Survey – Staff Version

In spring 2023, 131 school staff from 11 districts completed the survey. In spring 2022, 183 school staff from 8 districts completed the survey.



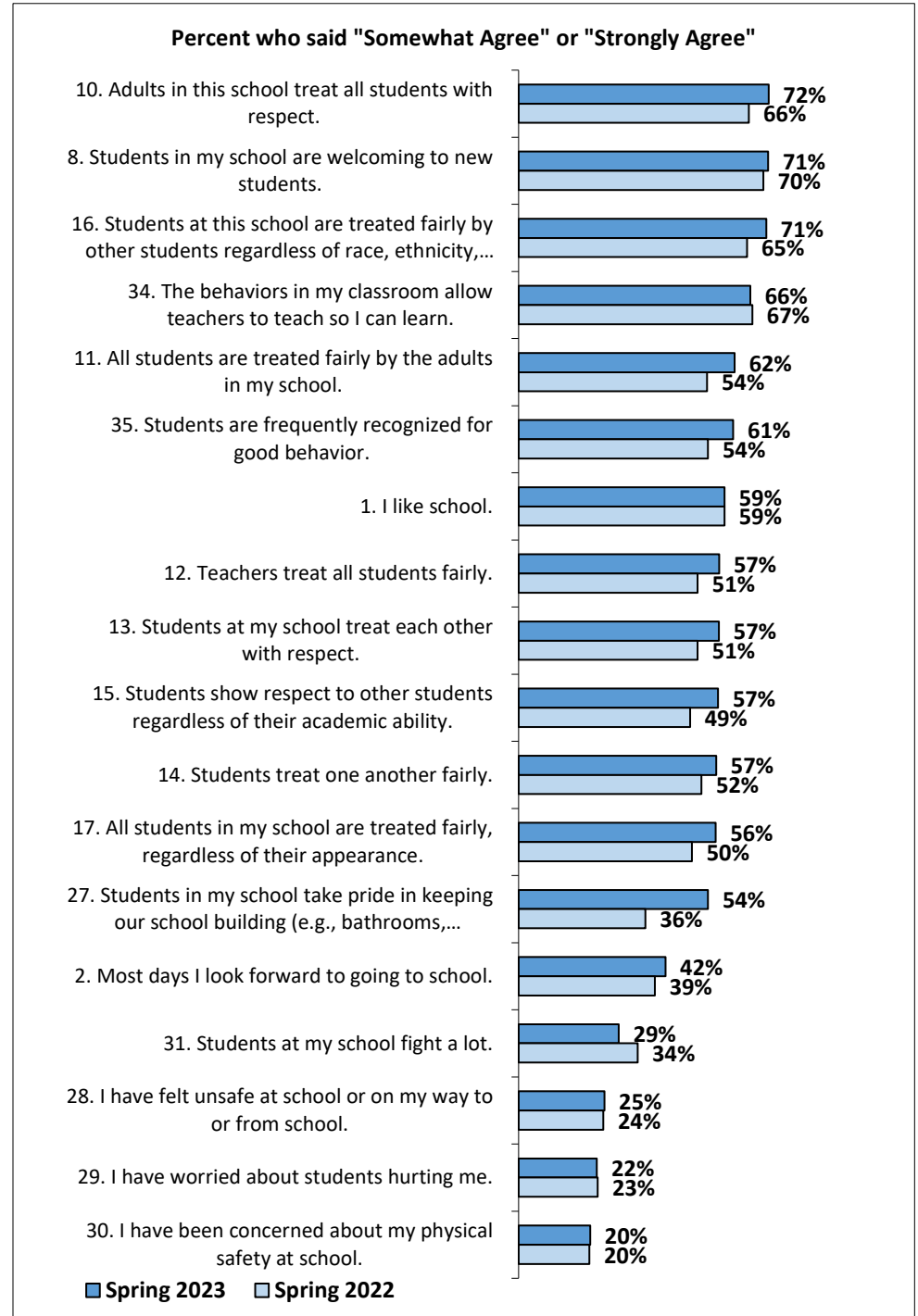
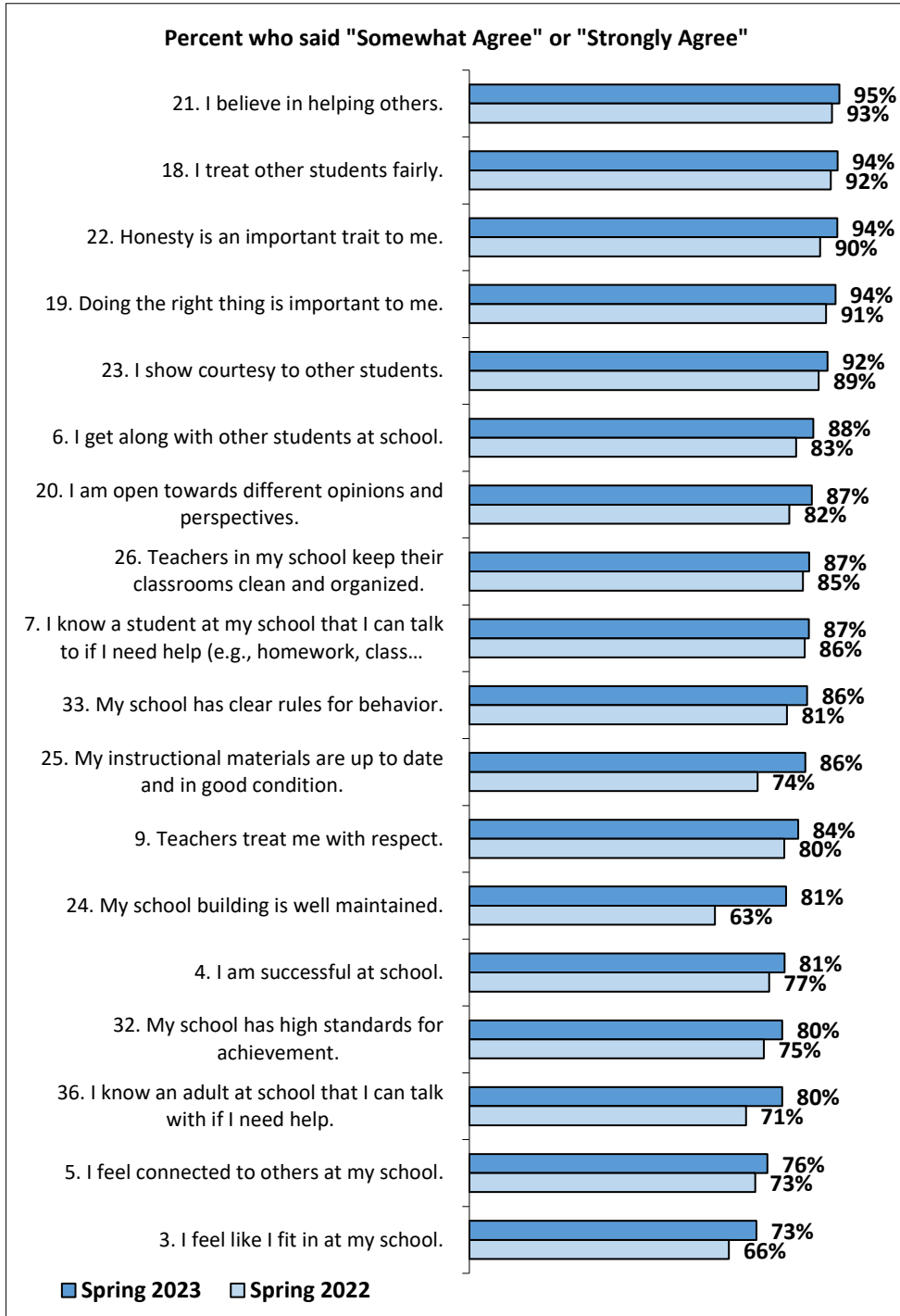
C2. School Climate Survey – Grades 3-5 Student Version

In spring 2023, 392 students from 8 districts completed the survey. In spring 2022, 994 students from 10 districts completed the survey.



C3. School Climate Survey – Grades 6-12 Student Version

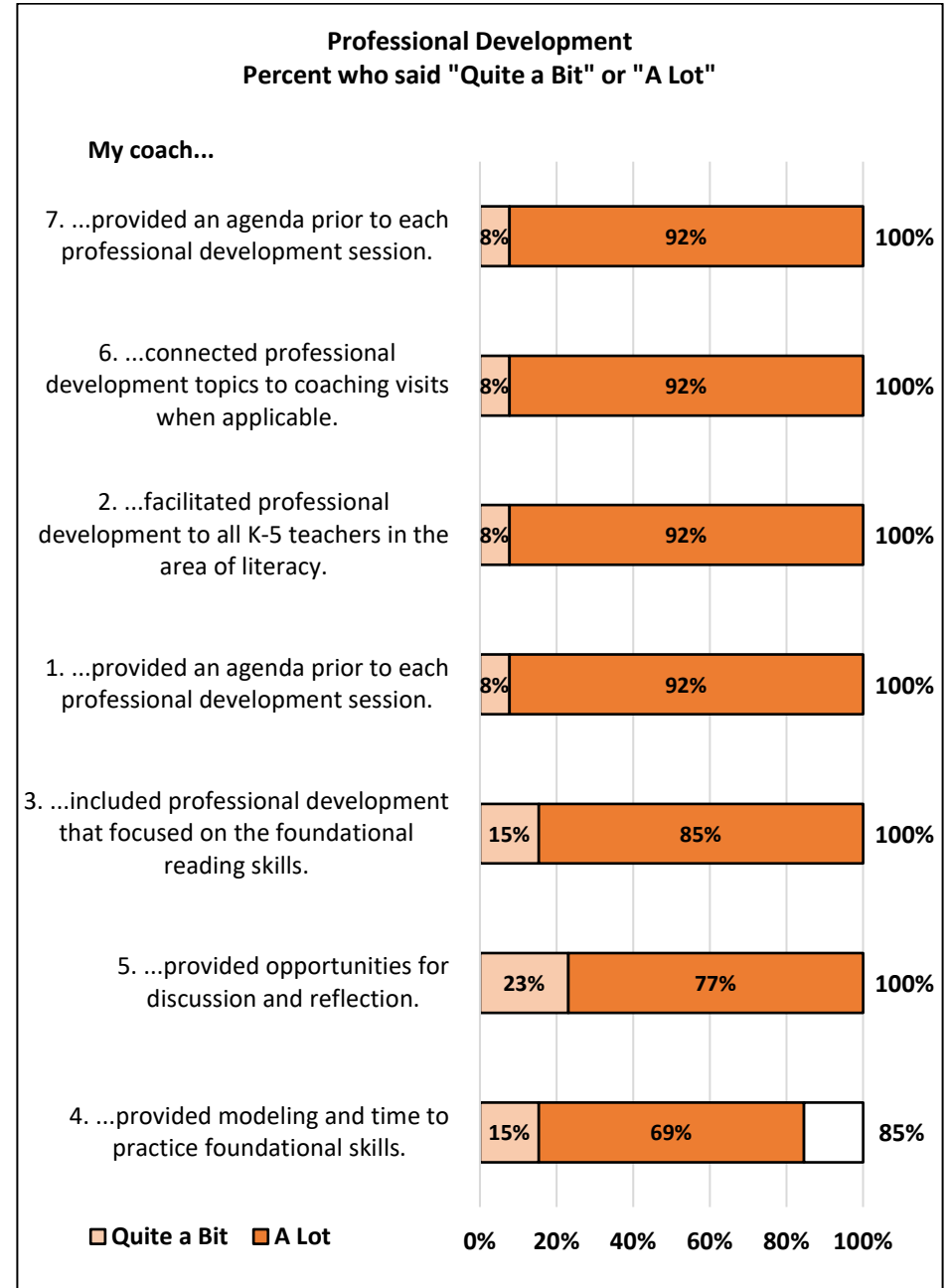
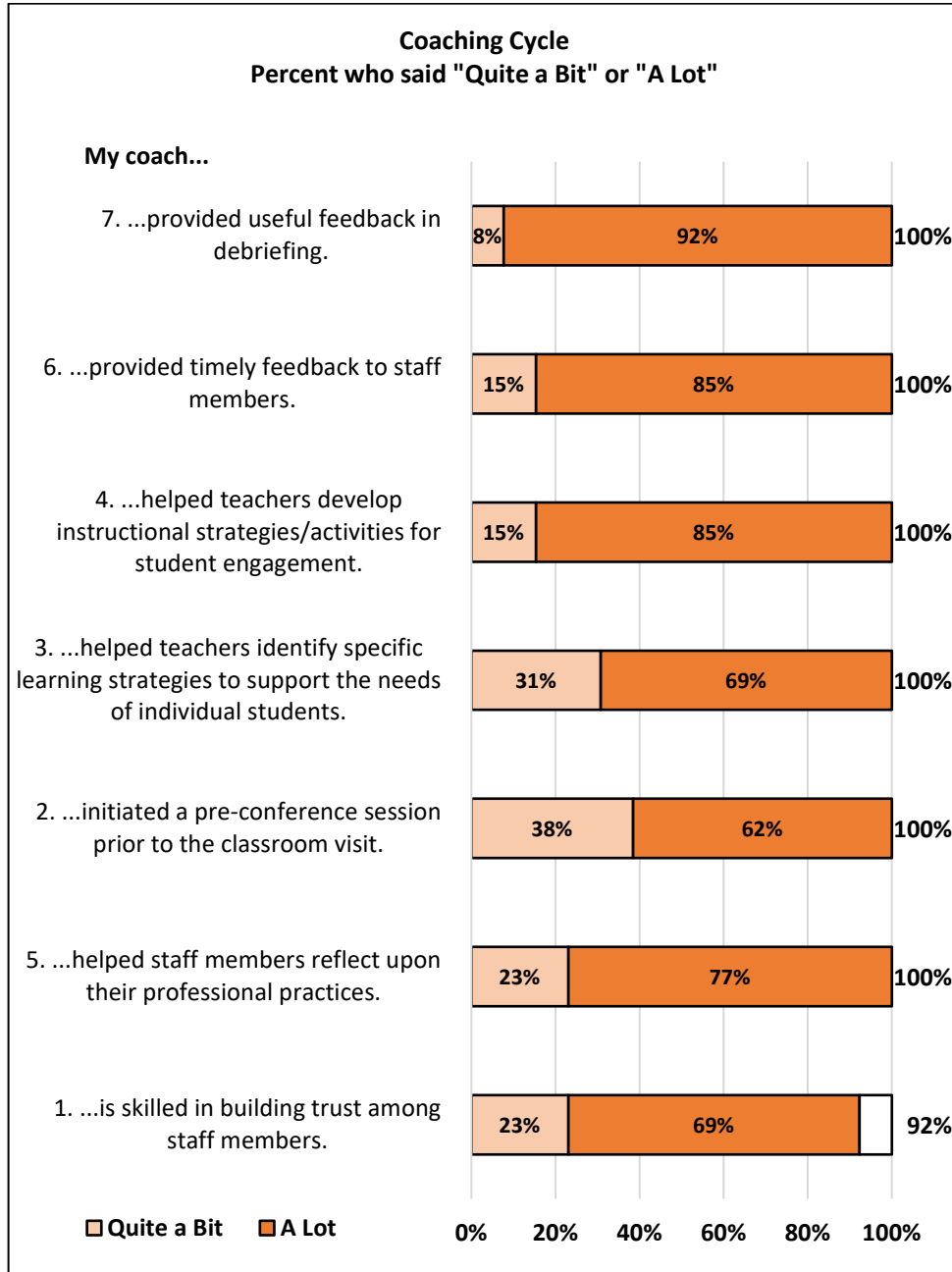
In spring 2023, 659 students from 7 districts completed the survey. In spring 2022, 372 students from 6 districts completed the survey.



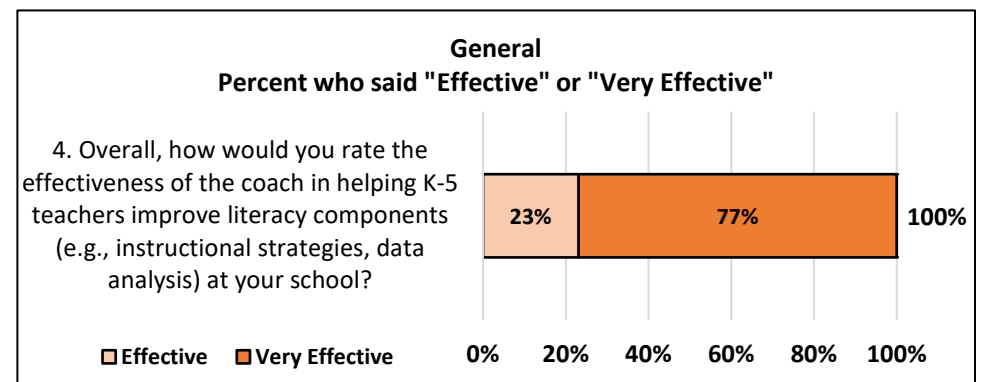
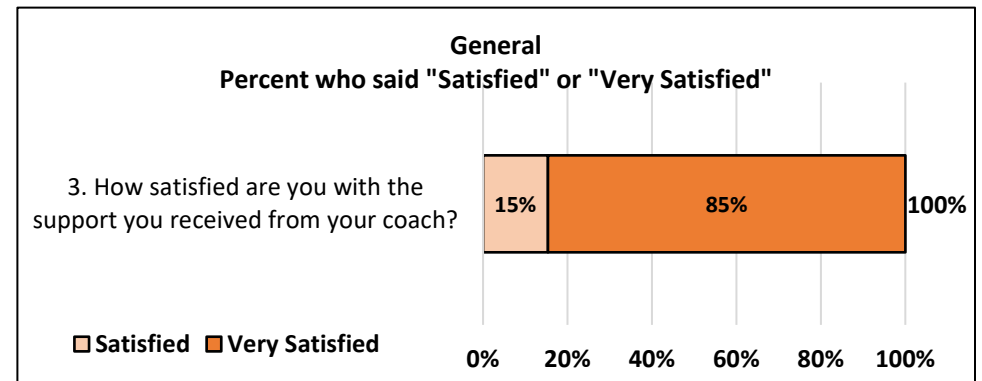
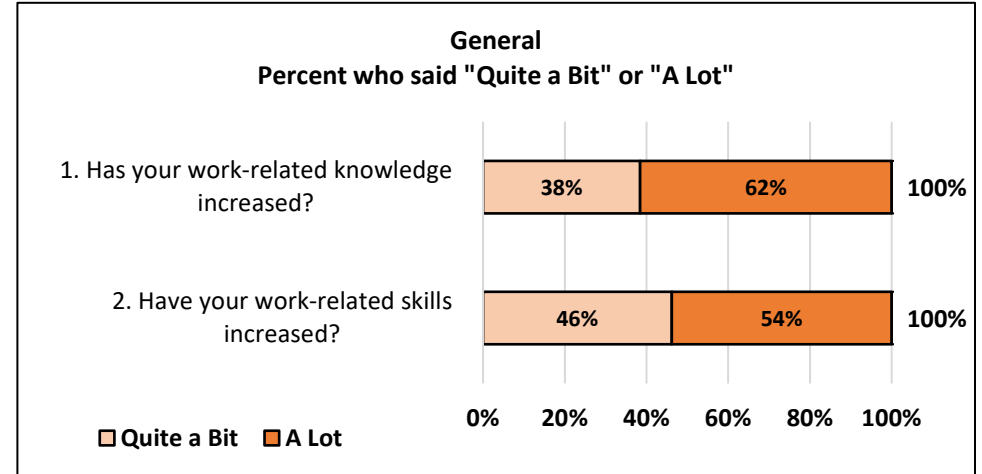
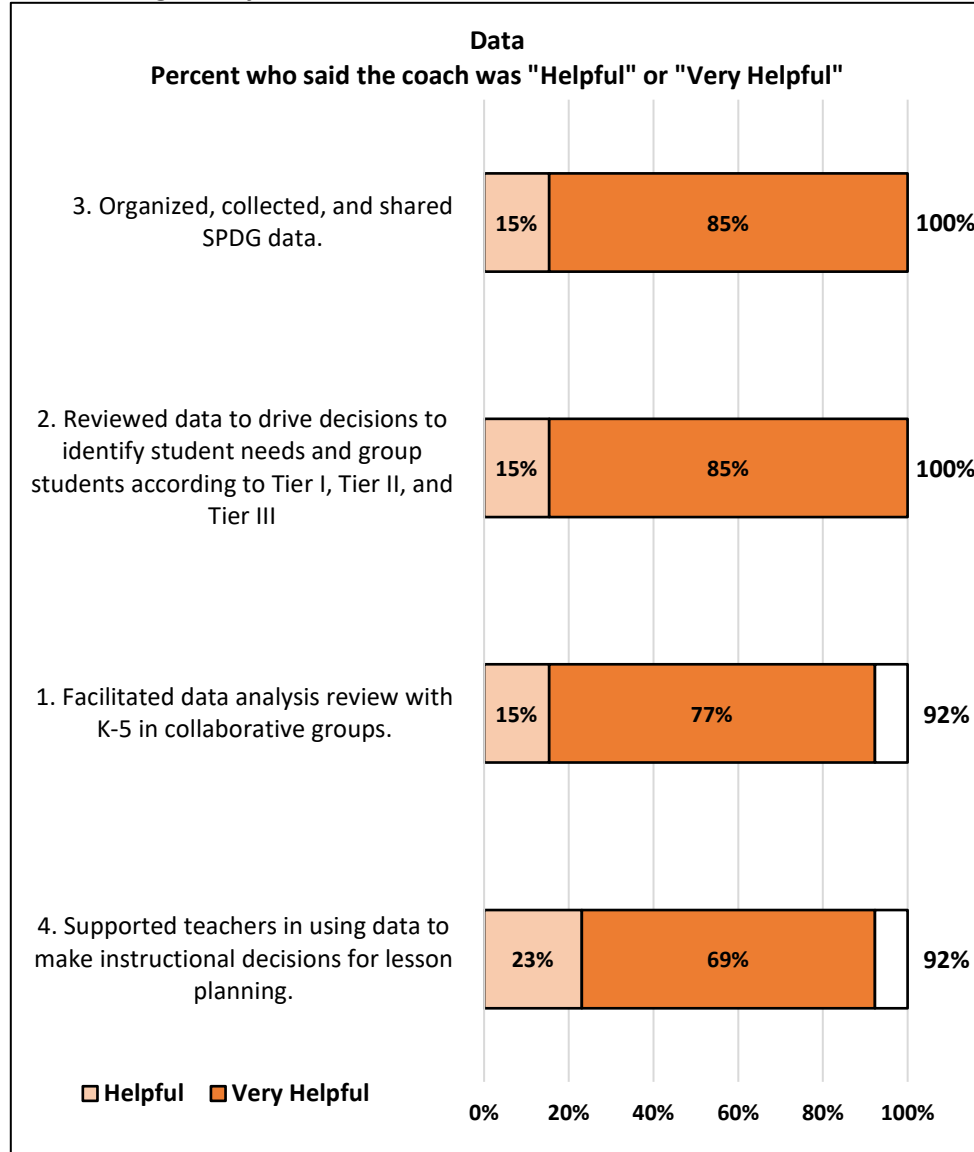
4. Coaches/Coordinators

A1. Coaching Survey

13 staff members from three districts completed the Coaching Survey in May 2023.

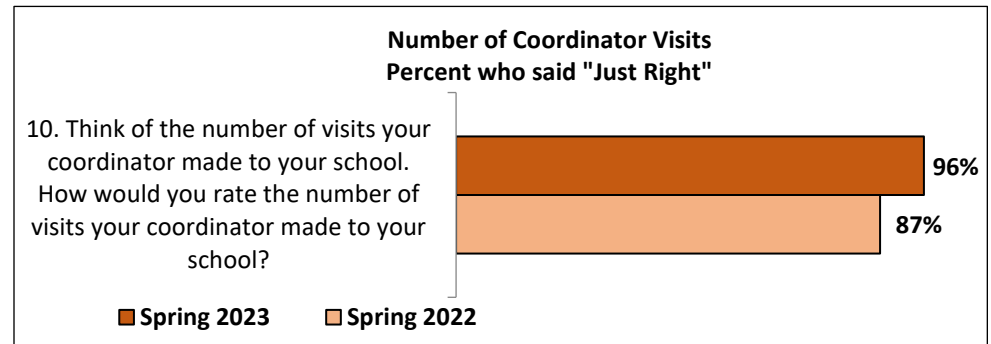
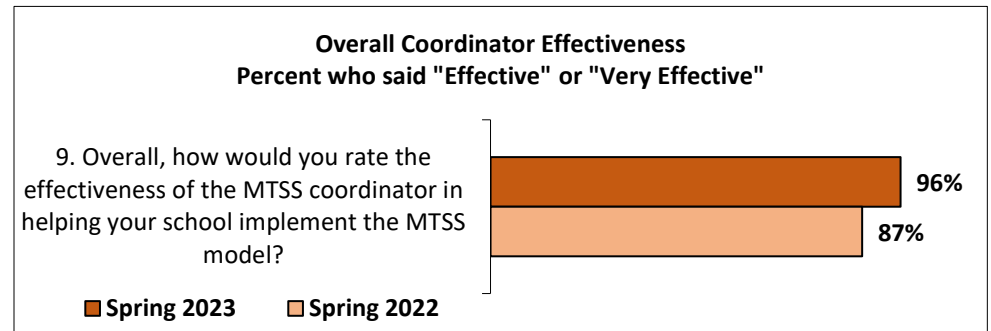
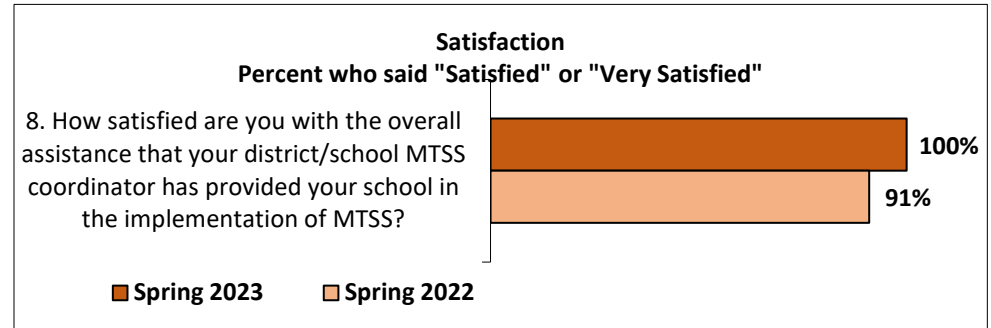
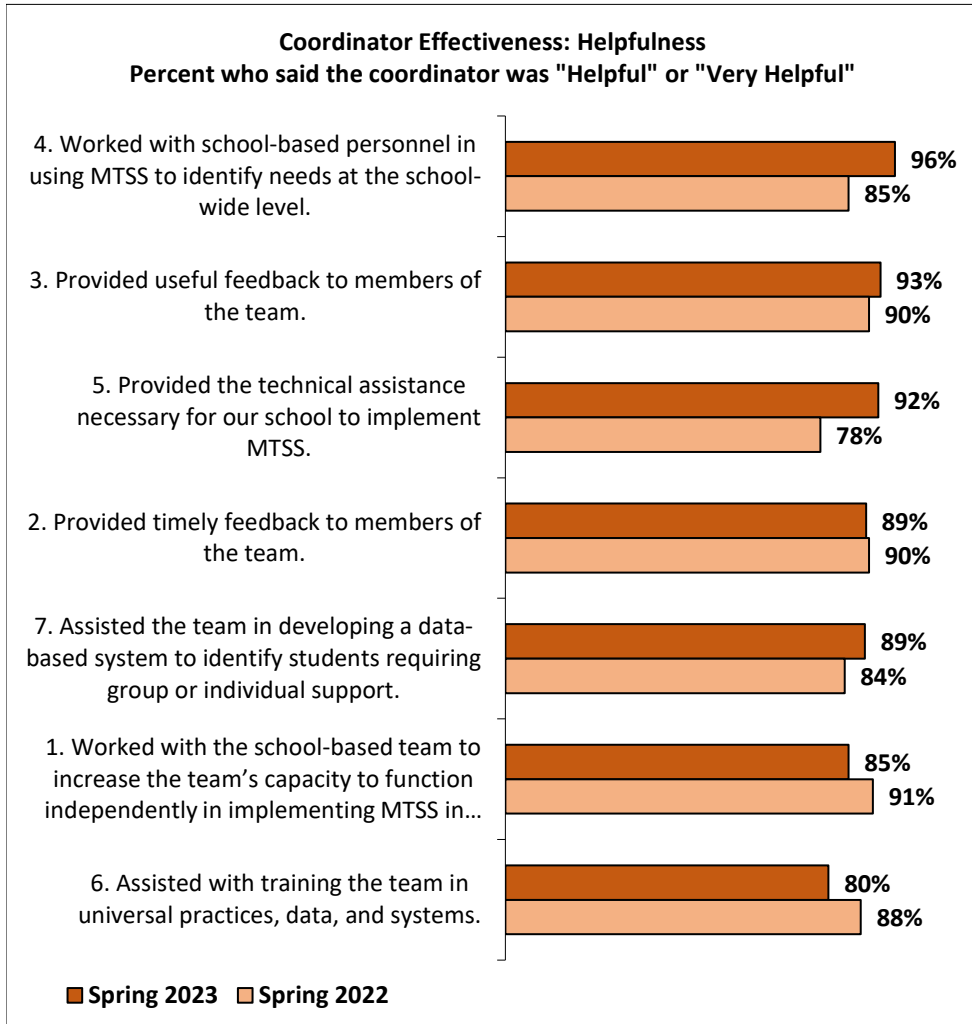
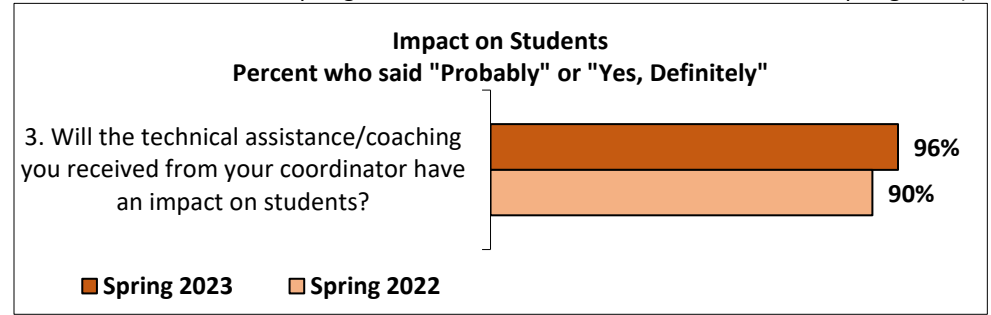
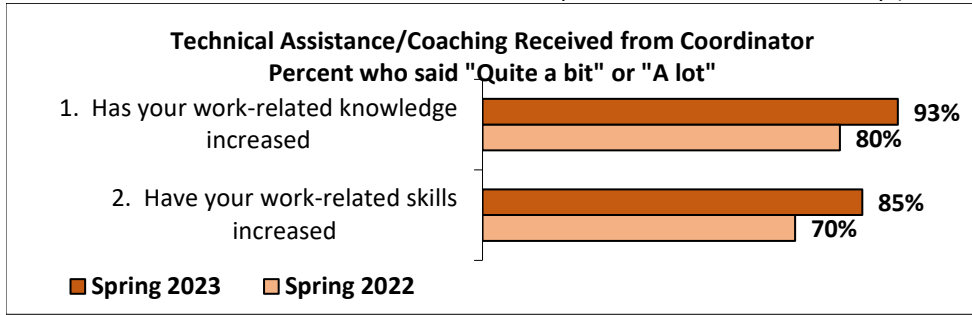


A2. Coaching Survey



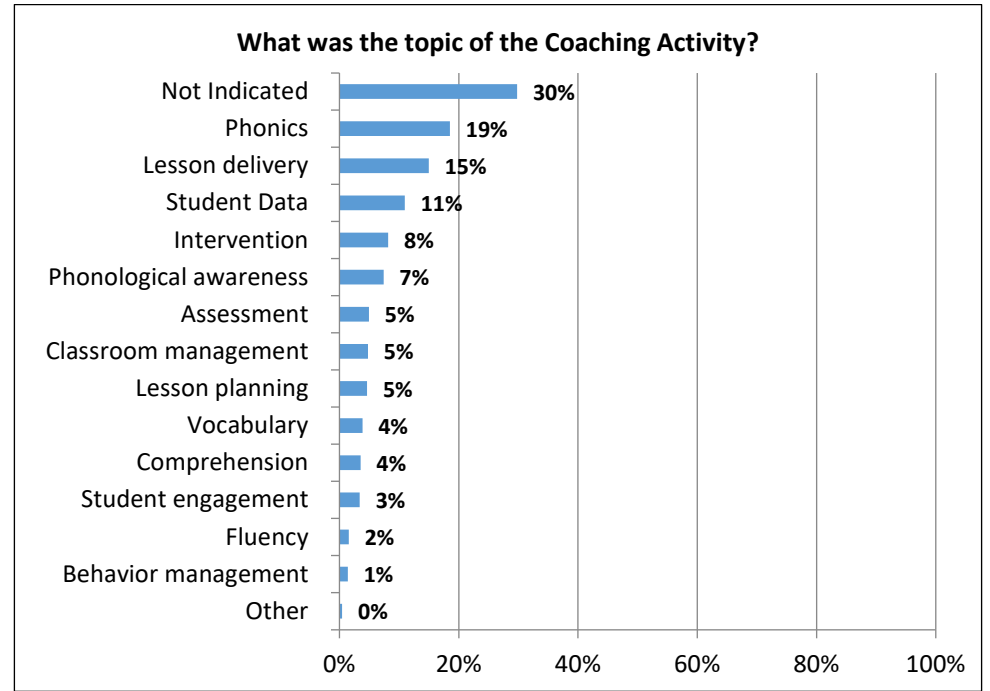
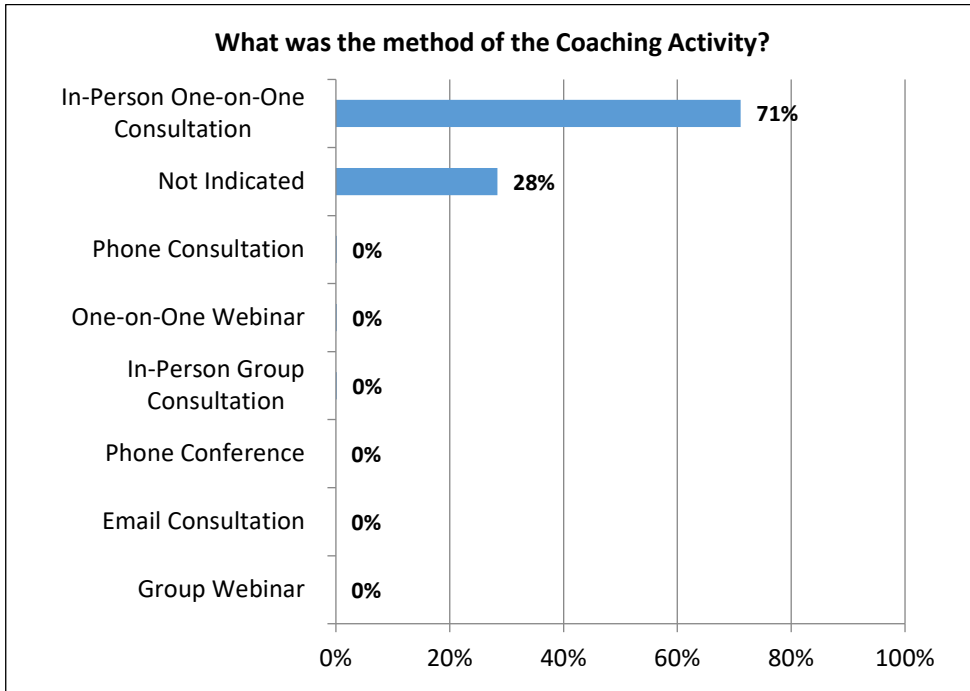
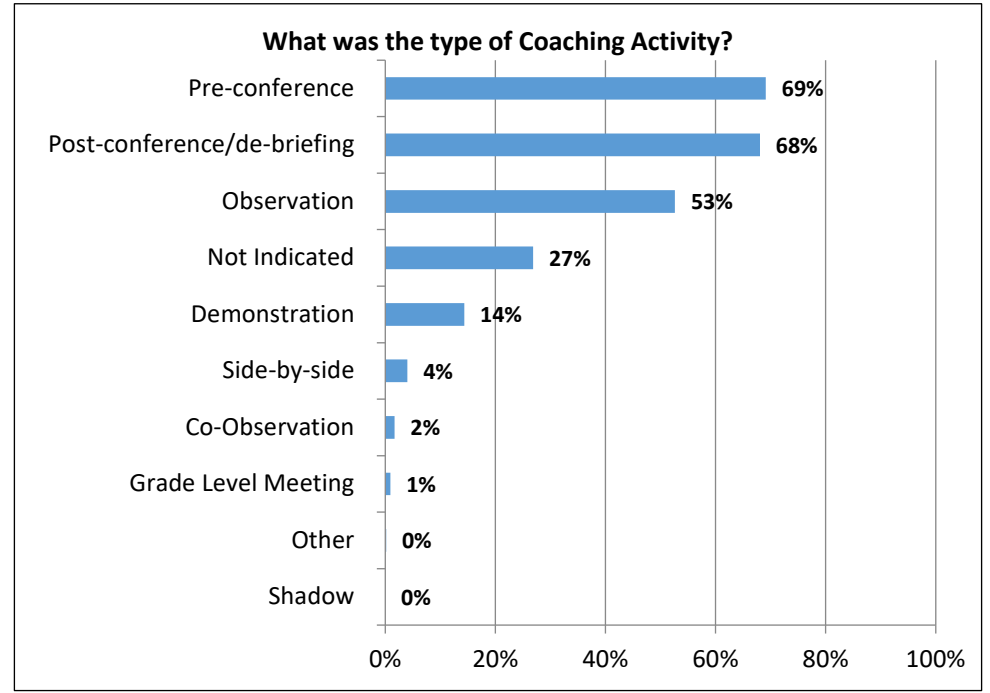
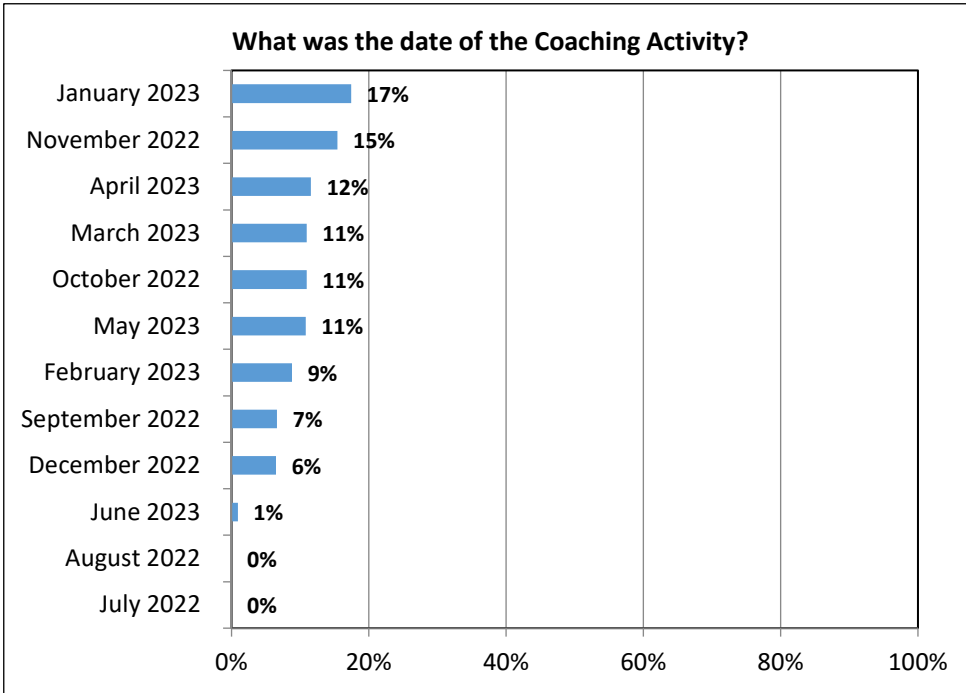
B. Coordinator Survey

School team members from the MTSS districts completed the Coordinator Survey (27 staff members from 11 districts in spring 2023; 69 staff members from 13 districts in spring 2022).



C. Coaching Activities Tracking

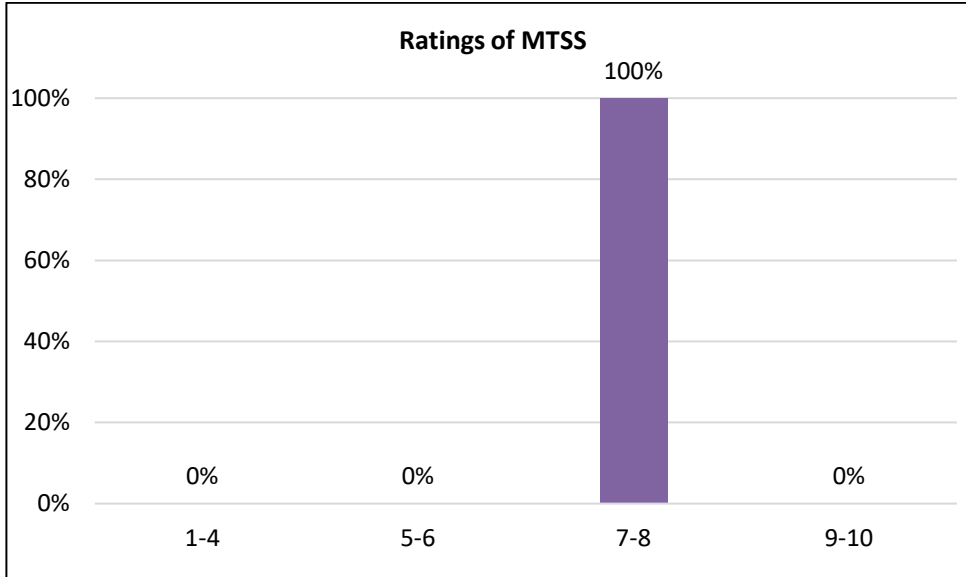
648 Coaching Activities were entered on the SDPD site from July 1, 2022 – June 30, 2023.



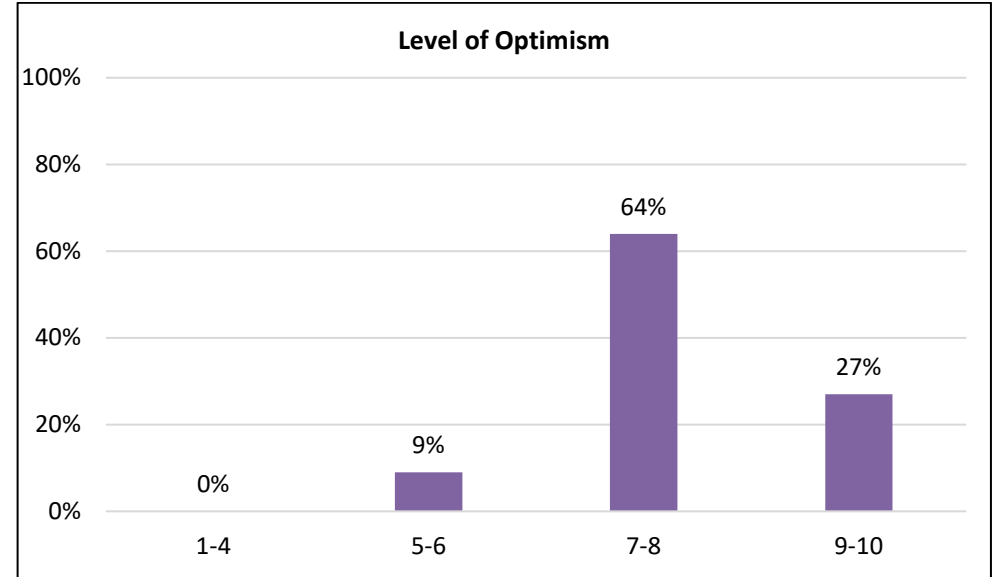
5. Leadership/Sustainability

A. Coordinator Focus Groups

In April 2023, 11 MTSS coordinators who helped staff implement MTSS at schools participated in a focus group. Coordinators are generally positive about MTSS at their schools and are optimistic about MTSS at their schools for the 2023-24 school year.



Note: On a scale of 1 to 10 where 1=Absolutely Terrible and 10 = Absolutely Fantastic.



Successes:

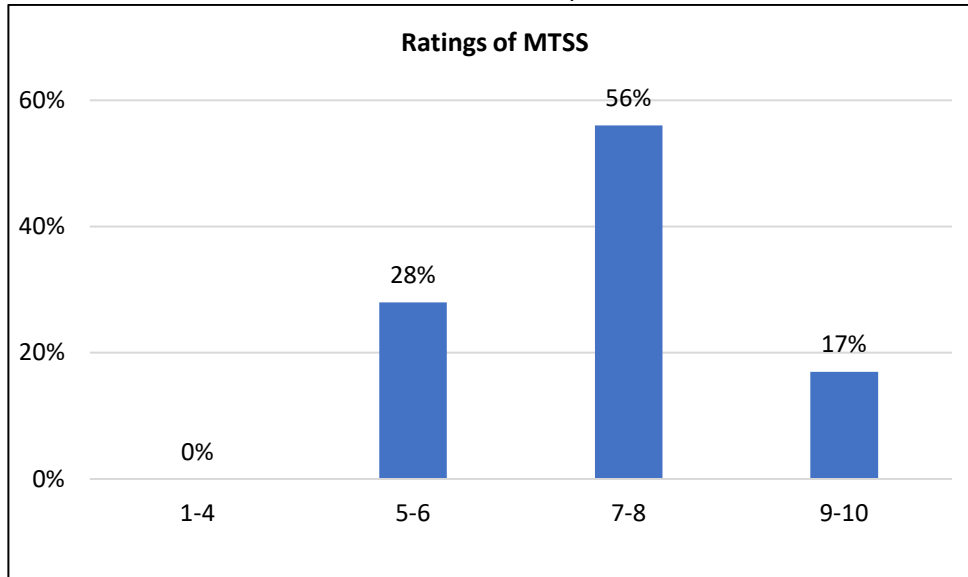
- Tier 1 instruction
- Data-driven decisions to guide instruction
- Strong resources

Areas of Improvement:

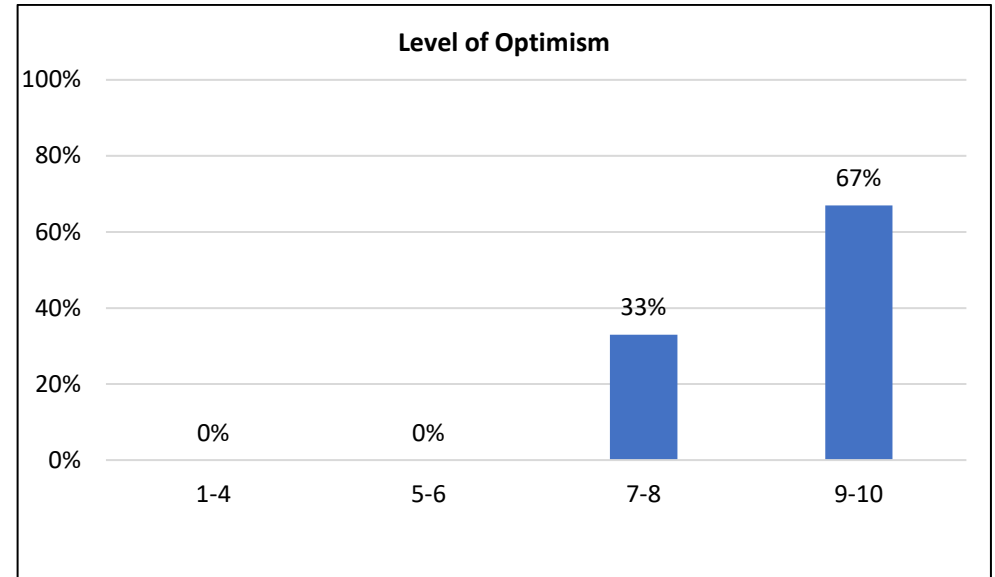
- Navigating Tier 2 and Tier 3
- Getting families involved
- Having more staff buy-in

B. Staff Focus Groups

In April 2023, 18 staff members from four schools in four districts participated in a focus group. Staff members are generally positive about MTSS at their schools and are optimistic about MTSS at their school for the 2023-24 school year.



Note: On a scale of 1 to 10 where 1=Absolutely Terrible and 10 = Absolutely Fantastic.



Successes:

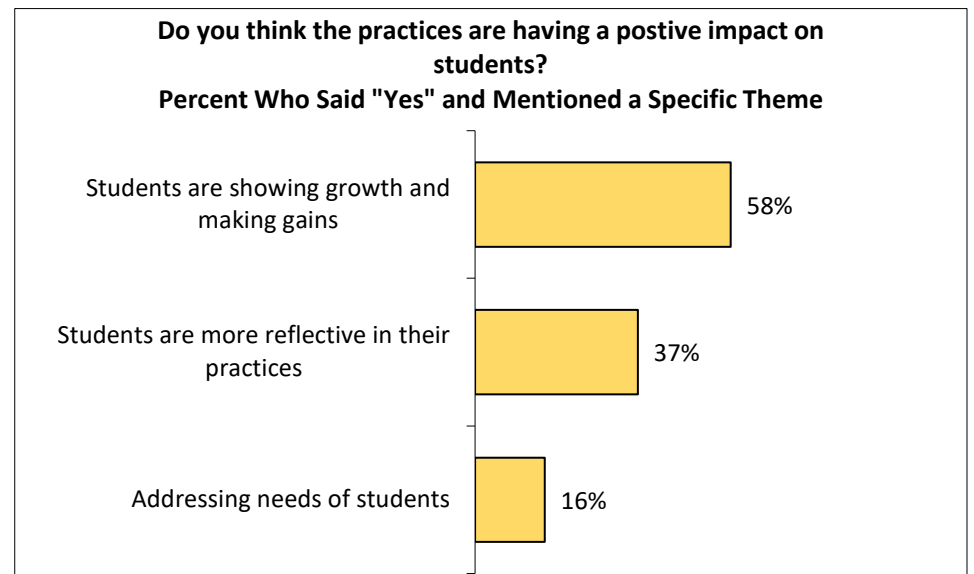
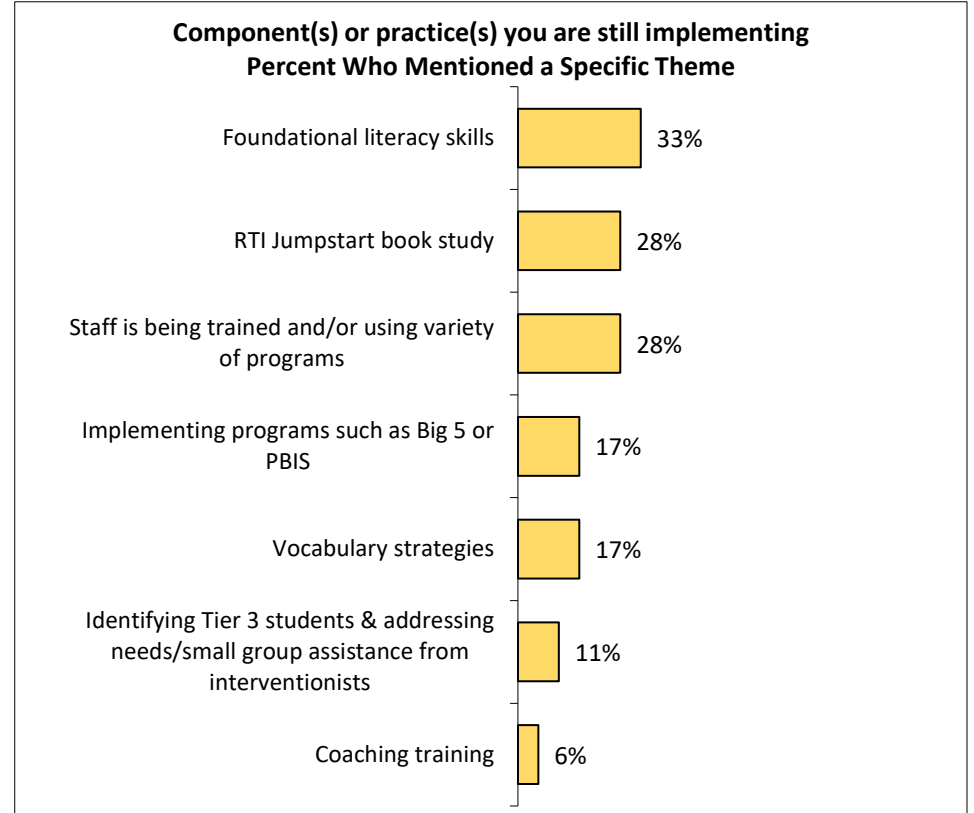
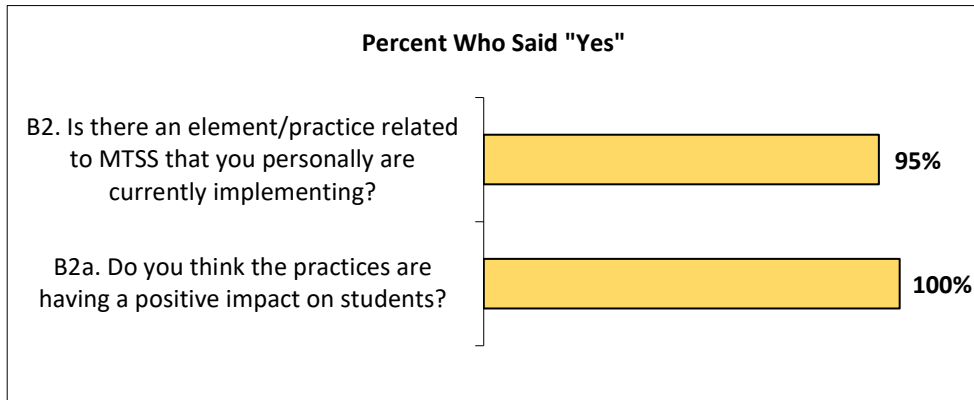
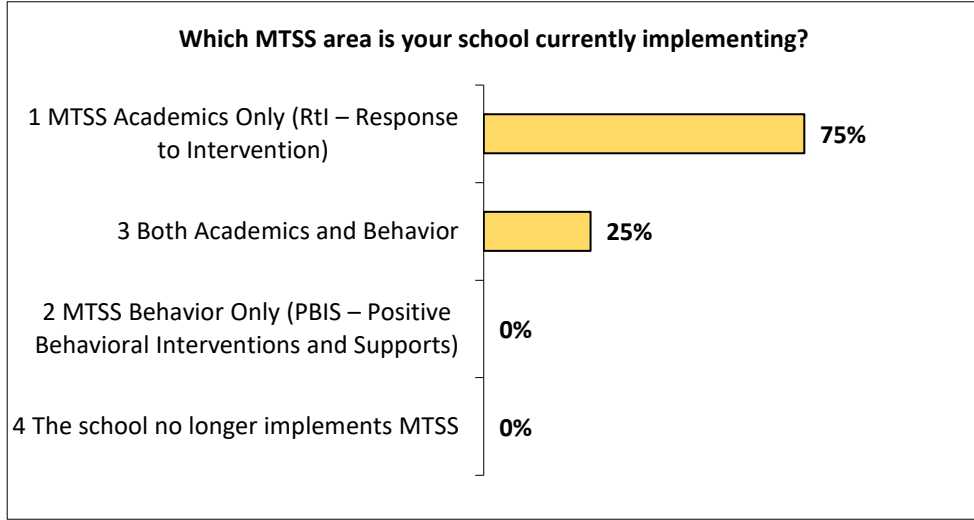
- Schools have improved over the course of implementing MTSS
- Staff collaborate well together
- Data shows MTSS is making a difference in student literacy
- Tier 1, universal screening, and progress monitoring have been successfully implemented
- MTSS Coordinators are supportive and effective

Areas of Improvement:

- Getting more staff buy-in (e.g., while most staff are positive about MTSS, a small number of staff who don't buy-in can slow the effort).
- Implementing math interventions
- Giving staff more information before MTSS implementation
- Getting families involved
- Using Tier 1 with a new curriculum

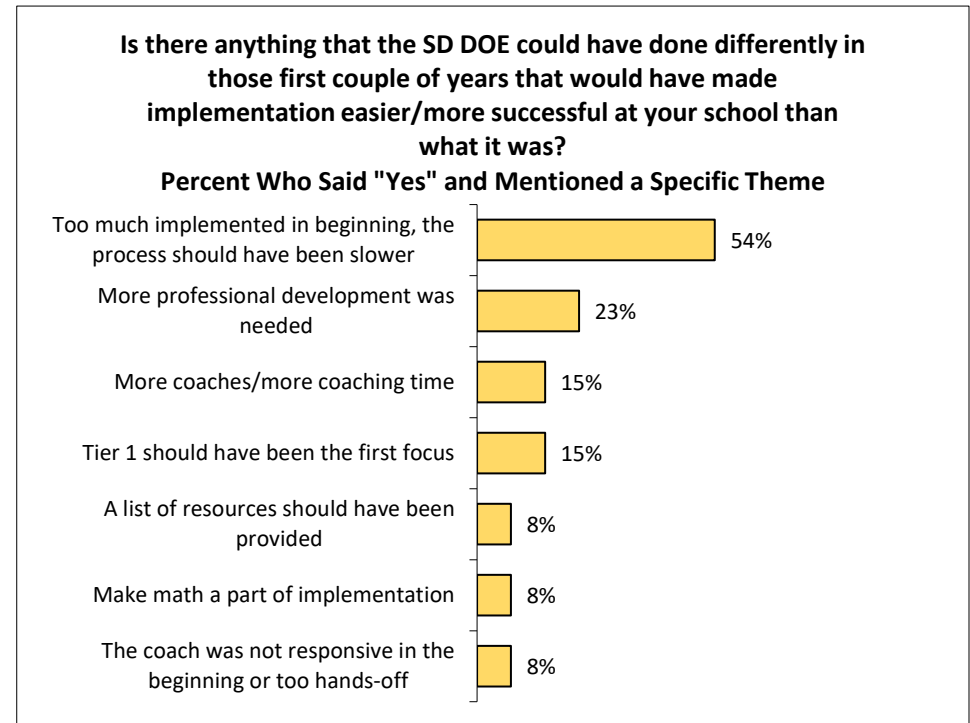
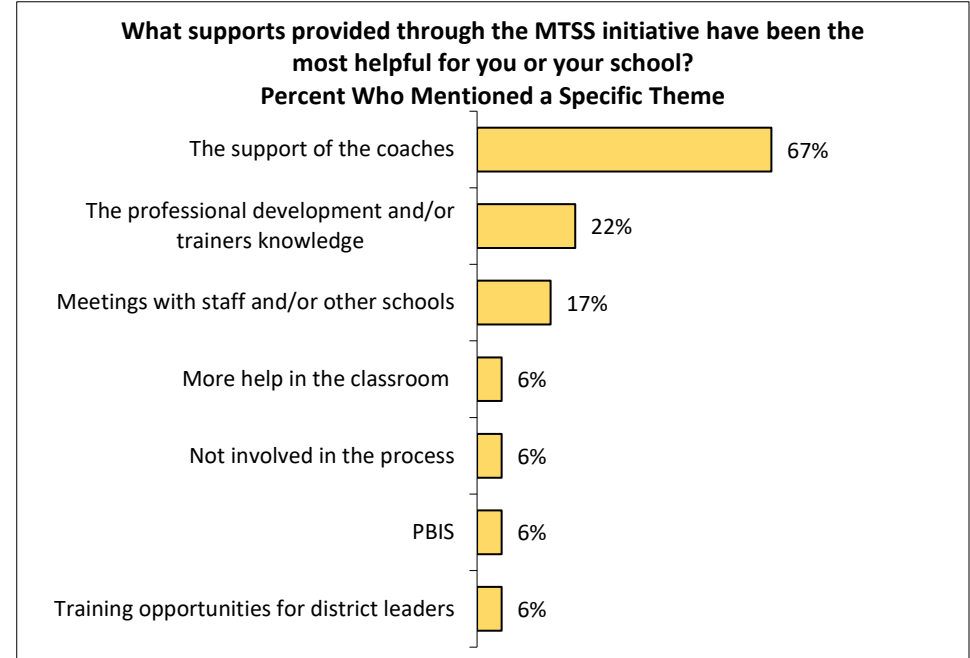
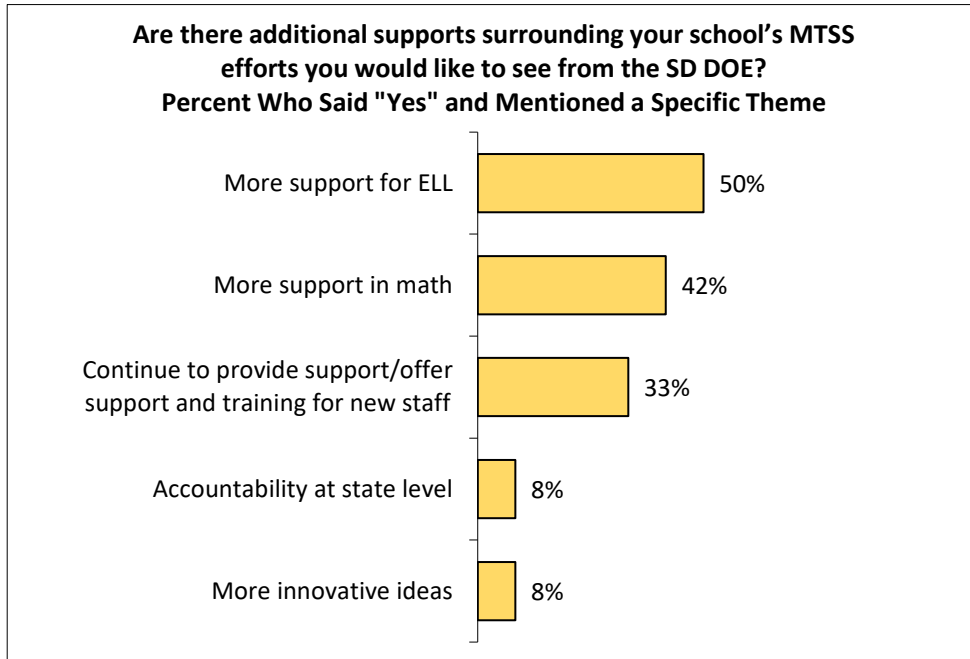
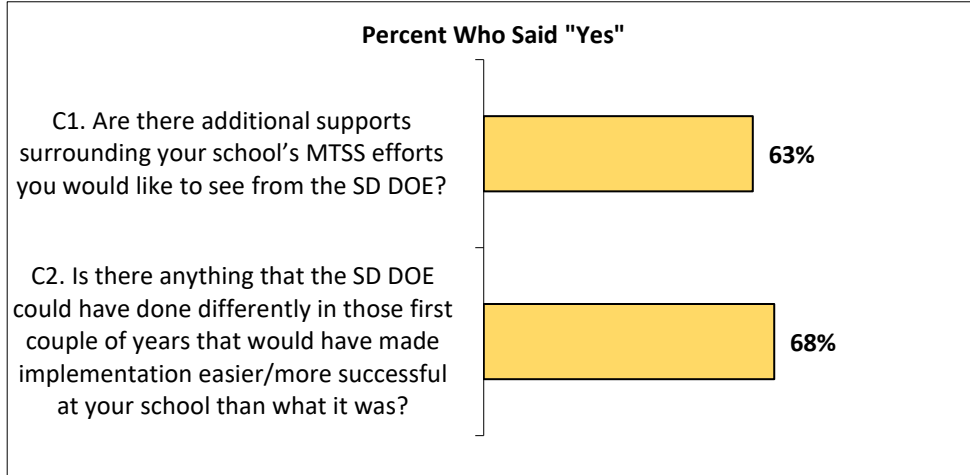
C1. Sustainability Survey – Implementation/Impact

20 staff members from 10 districts completed the Sustainability Survey in February 2023.



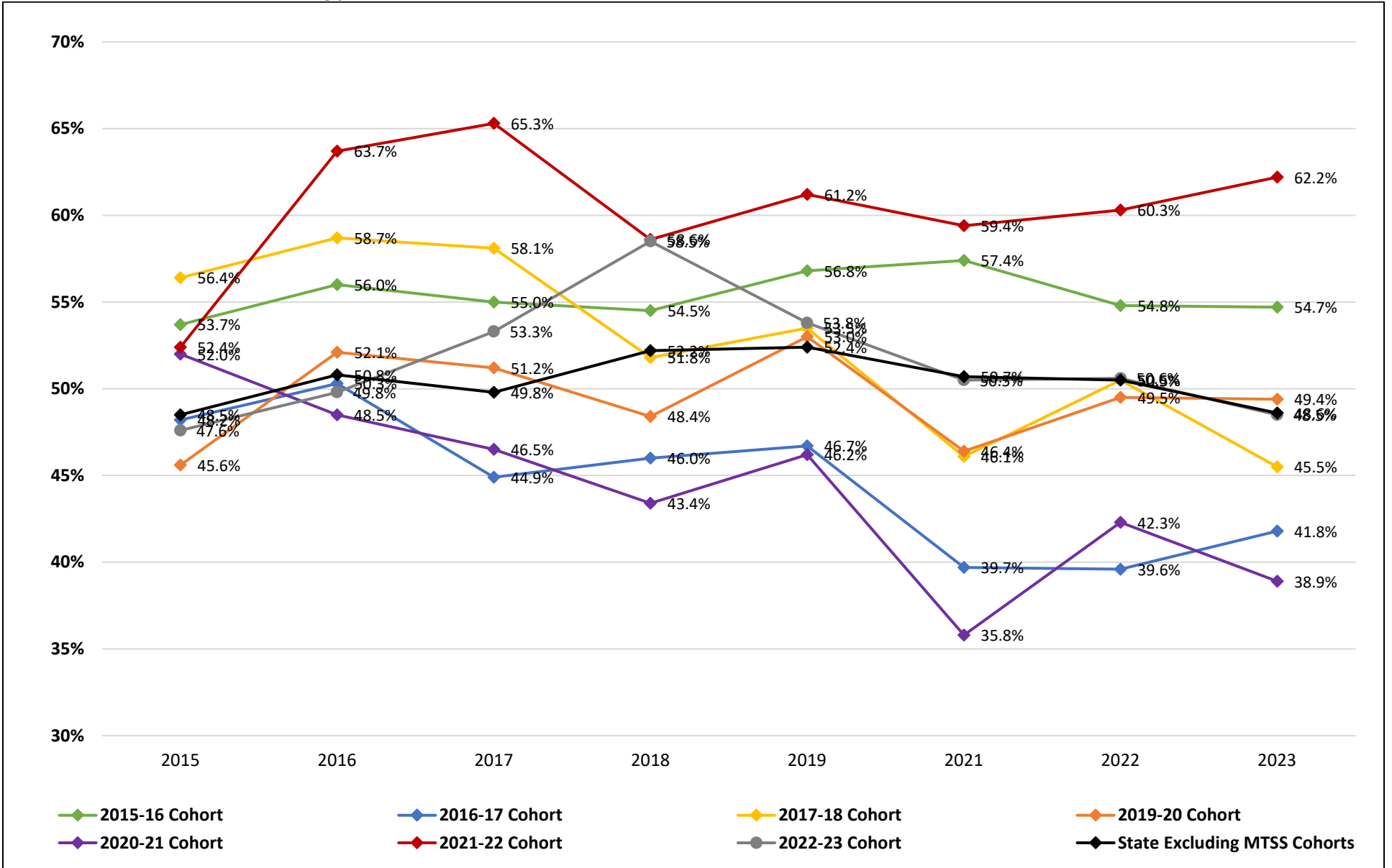
C2. Sustainability Survey – Supports/Suggestions

20 staff members from 10 districts completed the Sustainability Survey in February 2023.



6. Student Data

A1. State Reading Test Data: All Students – Spring 2023 Grade 3-5 Students - Percent scoring proficient



Note: No state test data in 2020 due to schools being closed.

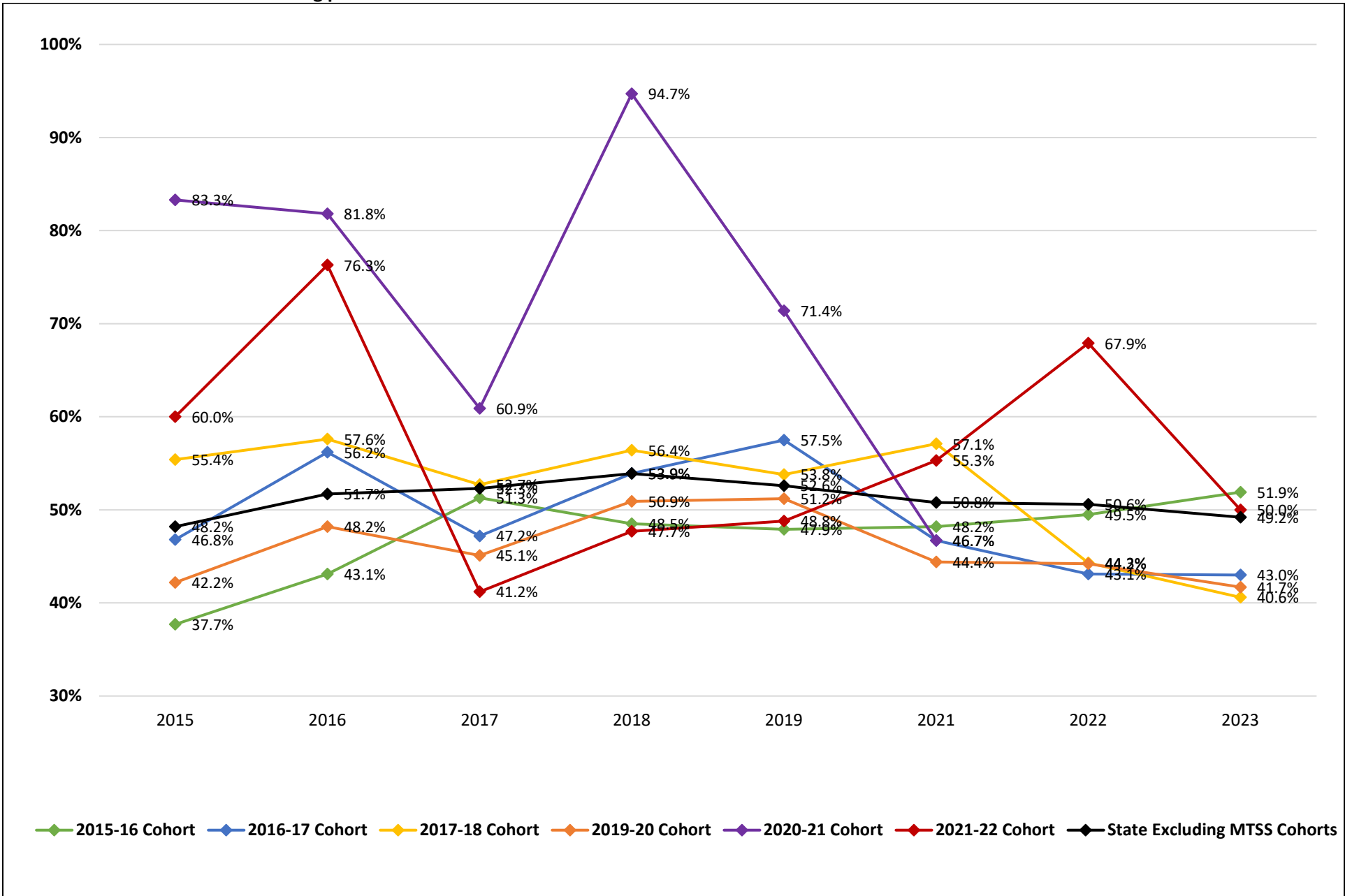
A1. State Reading Test Data: All Students – Spring 2023

Grade 3-5 Students - Percent scoring proficient

		Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2021	Spring 2022	Spring 2023	Change: Spring 2023-Spring 2022
2015-16 Cohort	# students	887	901	952	982	955	876	865	853	-0.1
	Rate	53.7%	56.0%	55.0%	54.5%	56.8%	57.4%	54.8%	54.7%	
2016-17 Cohort	# students	597	612	659	691	707	620	576	612	2.2
	Rate	48.2%	50.3%	44.9%	46.0%	46.7%	39.7%	39.6%	41.8%	
2017-18 Cohort	# students	188	172	179	193	200	206	208	189	-5.0
	Rate	56.4%	58.7%	58.1%	51.8%	53.5%	46.1%	50.5%	45.5%	
2019-20 Cohort	# students	1,314	1,428	1,447	1,446	1,400	1,316	1,370	1,361	-0.1
	Rate	45.6%	52.1%	51.2%	48.4%	53.0%	46.4%	49.5%	49.4%	
2020-21 Cohort	# students	123	132	127	106	93	109	97	72	-3.4
	Rate	52.0%	48.5%	46.5%	43.4%	46.2%	35.8%	42.3%	38.9%	
2021-22 Cohort	# students	212	223	239	244	224	219	232	238	1.9
	Rate	52.4%	63.7%	65.3%	58.6%	61.2%	59.4%	60.3%	62.2%	
2022-23 Cohort	# students	674	685	664	660	663	650	662	687	-2.1
	Rate	47.6%	49.8%	53.3%	58.5%	53.8%	50.5%	50.6%	48.5%	
State excluding MTSS Cohorts	# students	16,128	16,580	16,981	17,106	17,059	16,830	16,763	16,829	-1.9
	Rate	48.5%	50.8%	49.8%	52.2%	52.4%	50.7%	50.5%	48.6%	

A2. State Reading Test Data: All Students – Spring 2023

Grade 6-8 Students - Percent scoring proficient



Note: No state test data in 2020 due to schools being closed.

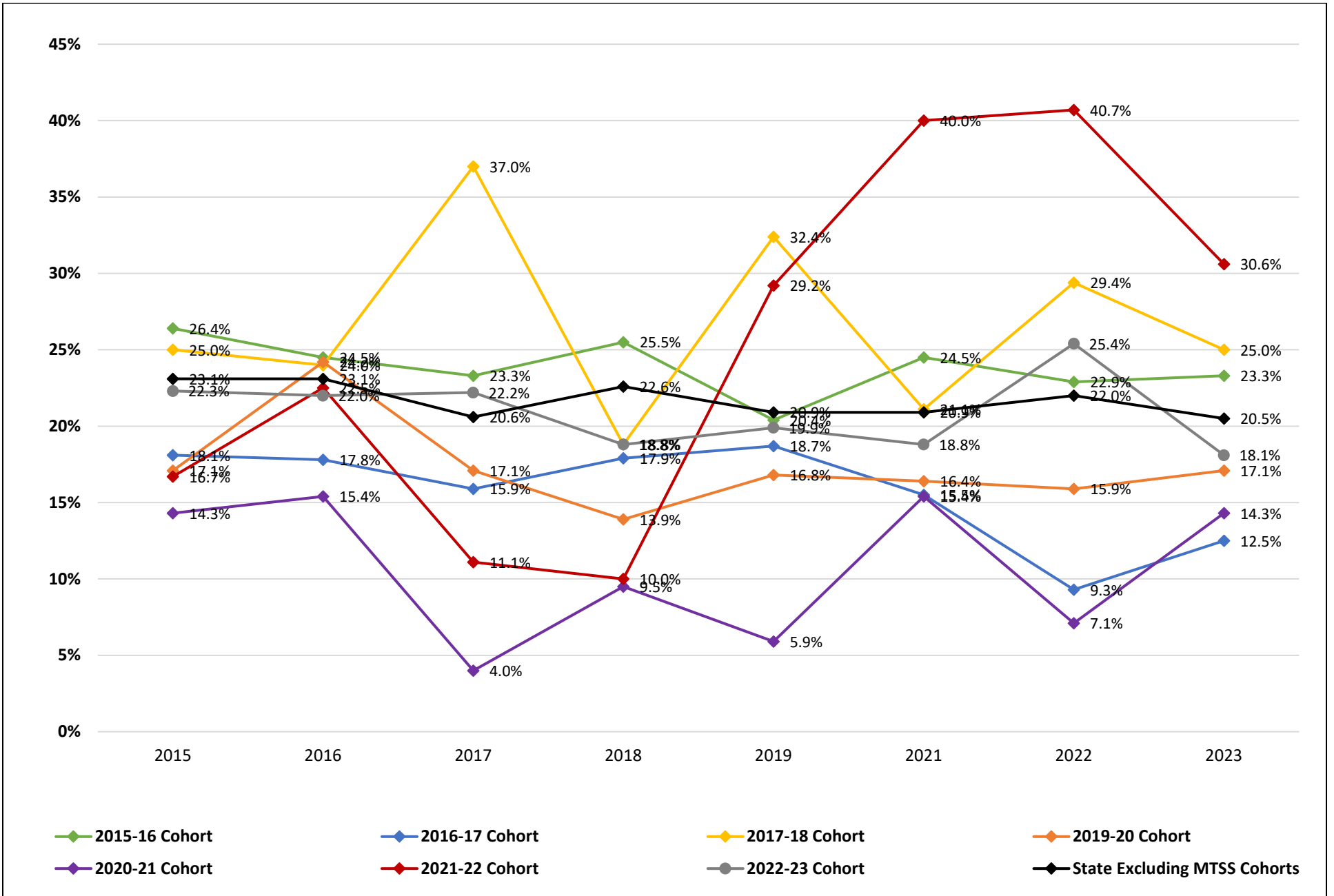
A2. State Reading Test Data: All Students – Spring 2023

Grade 6-8 Students - Percent scoring proficient

		Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2021	Spring 2022	Spring 2023	Change: Spring 2023-Spring 2022
2015-16 Cohort	# students	308	311	343	338	330	328	319	310	2.4
	Rate	37.7%	43.1%	51.3%	48.5%	47.9%	48.2%	49.5%	51.9%	
2016-17 Cohort	# students	570	578	602	620	597	628	626	628	-0.1
	Rate	46.8%	56.2%	47.2%	53.9%	57.5%	46.7%	43.1%	43.0%	
2017-18 Cohort	# students	166	170	184	181	171	163	174	175	-3.7
	Rate	55.4%	57.6%	52.7%	56.4%	53.8%	57.1%	44.3%	40.6%	
2019-20 Cohort	# students	1,087	1,114	1,182	1,224	1,247	1,134	1,168	1,155	-2.5
	Rate	42.2%	48.2%	45.1%	50.9%	51.2%	44.4%	44.2%	41.7%	
2020-21 Cohort	# students	12	22	23	19	21	15	-	-	-
	Rate	83.3%	81.8%	60.9%	94.7%	71.4%	46.7%	-	-	
2021-22 Cohort	# students	25	38	34	44	43	38	28	38	-17.9
	Rate	60.0%	76.3%	41.2%	47.7%	48.8%	55.3%	67.9%	50.0%	
2022-23 Cohort	# students									-
	Rate	-	-	-	-	-	-	-	-	
State excluding MTSS Cohorts	# students	18,843	19,163	19,705	20,270	20,970	20,830	21,162	20,991	-1.4
	Rate	48.2%	51.7%	52.3%	53.9%	52.6%	50.8%	50.6%	49.2%	

B1. State Reading Test Data: Students with Disabilities – Spring 2023

Grade 3-5 Students - Percent scoring proficient



Note: No state test data in 2020 due to schools being closed.

B1. State Reading Test Data: Students with Disabilities – Spring 2023

Grade 3-5 Students - Percent scoring proficient

		Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2021	Spring 2022	Spring 2023	Change: Spring 2023-Spring 2022
2015-16 Cohort	# students	159	147	120	137	147	110	118	120	0.4
	Rate	26.4%	24.5%	23.3%	25.5%	20.4%	24.5%	22.9%	23.3%	
2016-17 Cohort	# students	83	90	82	78	107	103	97	88	3.2
	Rate	18.1%	17.8%	15.9%	17.9%	18.7%	15.5%	9.3%	12.5%	
2017-18 Cohort	# students	24	25	27	32	37	19	34	28	-4.4
	Rate	25.0%	24.0%	37.0%	18.8%	32.4%	21.1%	29.4%	25.0%	
2019-20 Cohort	# students	251	244	217	209	202	219	226	246	1.2
	Rate	17.1%	24.2%	17.1%	13.9%	16.8%	16.4%	15.9%	17.1%	
2020-21 Cohort	# students	21	26	25	21	17	13	14	21	7.2
	Rate	14.3%	15.4%	4.0%	9.5%	5.9%	15.4%	7.1%	14.3%	
2021-22 Cohort	# students	30	40	27	30	24	25	27	36	-10.1
	Rate	16.7%	22.5%	11.1%	10.0%	29.2%	40.0%	40.7%	30.6%	
2022-23 Cohort	# students	179	177	135	133	156	160	169	155	-7.3
	Rate	22.3%	22.0%	22.2%	18.8%	19.9%	18.8%	25.4%	18.1%	
State excluding MTSS Cohorts	# students	2,770	2,770	2,584	2,628	2,884	2,762	2,872	3,054	-1.5
	Rate	23.1%	23.1%	20.6%	22.6%	20.9%	20.9%	22.0%	20.5%	

B2. State Reading Test Data: Students with Disabilities – Spring 2023

Grade 6-8 Students - Percent scoring proficient

Note: No chart is shown given the small number of students in the 2020-21, 2021-22, and 2022-23 cohorts.

B2. State Reading Test Data: Students with Disabilities – Spring 2023

Grade 6-8 Students - Percent scoring proficient

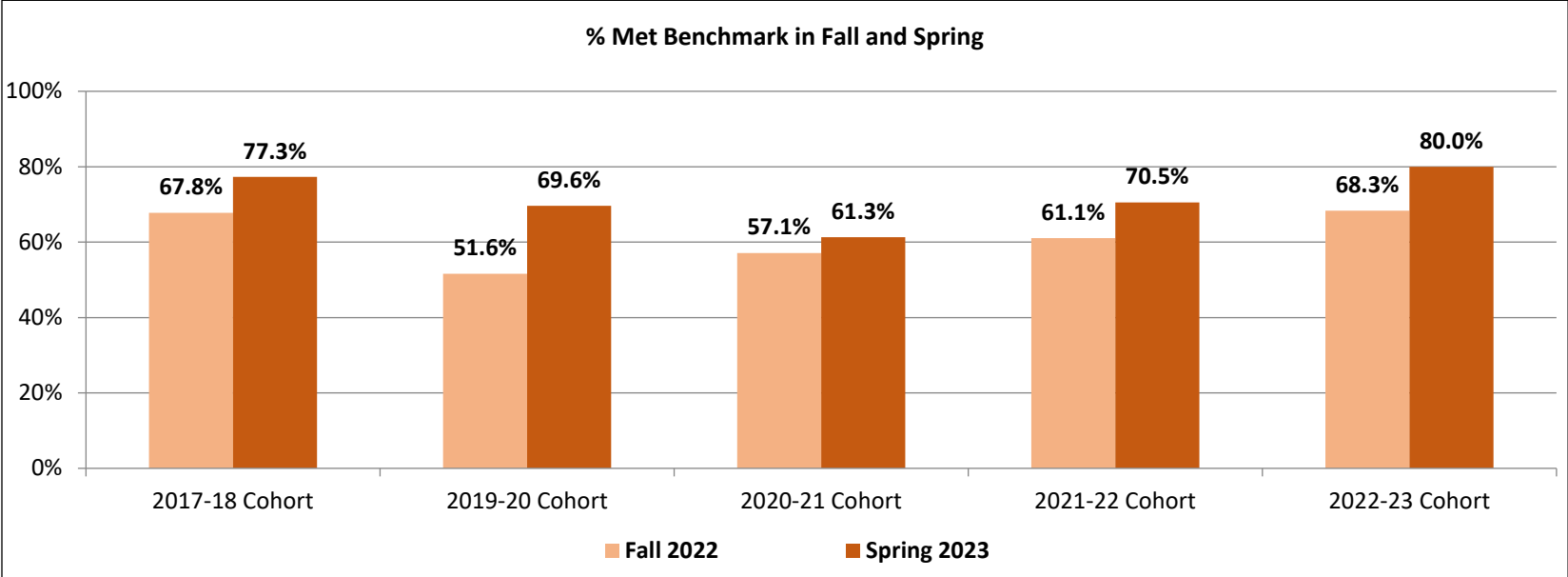
		Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2021	Spring 2022	Spring 2023	Change: Spring 2023-Spring 2022
2015-16 Cohort	# students	24	23	33	35	34	44	51	49	-5.5
	Rate	0.0%	17.4%	9.1%	5.7%	11.8%	13.6%	15.7%	10.2%	
2016-17 Cohort	# students	60	62	61	66	56	74	96	90	-1.6
	Rate	8.3%	12.9%	6.6%	15.2%	7.1%	12.2%	9.4%	7.8%	
2017-18 Cohort	# students	16	15	20	20	20	22	19	26	-1.5
	Rate	18.8%	20.0%	5.0%	0.0%	5.0%	13.6%	5.3%	3.8%	
2019-20 Cohort	# students	118	131	133	151	135	119	128	145	3.9
	Rate	8.5%	9.2%	6.8%	9.3%	7.4%	5.0%	7.8%	11.7%	
2020-21 Cohort	# students	1	3	5	1	2	1	-	-	-
	Rate							-	-	
2021-22 Cohort	# students	2	1	8	8	4	5	4	5	
	Rate									
2022-23 Cohort	# students	2	4	2	1	3	3	6	1	
	Rate									
State excluding MTSS Cohorts	# students	2,487	2,487	2,463	2,561	2,719	2,662	2,802	2,819	-1.0
	Rate	13.5%	13.5%	11.3%	11.5%	10.8%	12.3%	12.7%	11.7%	

C. Student Reading Benchmark Data

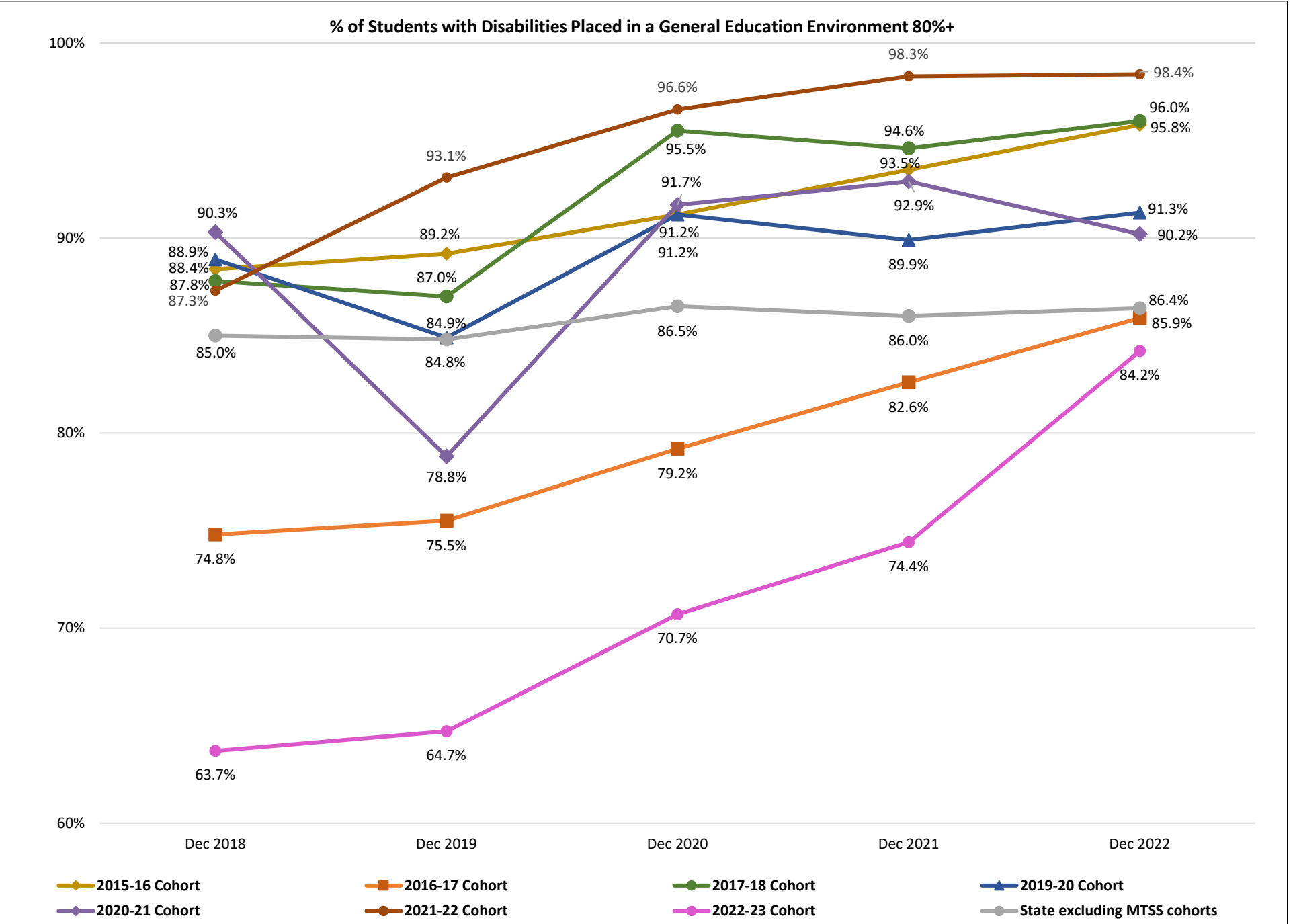
All Students

Grades K-6: Percent Met Benchmark

Grade	# test-takers	Fall 2022	Spring 2023
2017-18 Cohort	431	67.8%	77.3%
2019-20 Cohort	1,289	51.6%	69.6%
2020-21 Cohort	287	57.1%	61.3%
2021-22 Cohort	542	61.1%	70.5%
2022-23 Cohort	1,468	68.3%	80.0%



D1. Least Restrictive Environment (LRE)
Students with a Specific Learning Disability, Speech/Language Impairment, Other Health Impairment, Emotional Disability
Percent placed in general education environment 80%+



D2. Least Restrictive Environment (LRE)

Students with a Specific Learning Disability, Speech/Language Impairment, Other Health Impairment, Emotional Disability

Percent placed in general education environment 80%+

		Dec. 2018	Dec. 2019	Dec. 2020	Dec. 2021	Dec. 2022	Change: Dec 2022 - Dec 2021
2015-16 Cohort	# students	275	259	251	232	238	2.3
	Gen Ed Env. Rate	88.4%	89.2%	91.2%	93.5%	95.8%	
2016-17 Cohort	# students	519	548	554	546	553	3.3
	Gen Ed Env. Rate	74.8%	75.5%	79.2%	82.6%	85.9%	
2017-18 Cohort	# students	90	92	88	93	99	1.4
	Gen Ed Env. Rate	87.8%	87.0%	95.5%	94.6%	96.0%	
2019-20 Cohort	# students	316	324	317	368	400	1.4
	Gen Ed Env. Rate	88.9%	84.9%	91.2%	89.9%	91.3%	
2020-21 Cohort	# students	31	33	36	42	41	-2.7
	Gen Ed Env. Rate	90.3%	78.8%	91.7%	92.9%	90.2%	
2021-22 Cohort	# students	55	58	58	59	61	0.1
	Gen Ed Env. Rate	87.3%	93.1%	96.6%	98.3%	98.4%	
2022-23 Cohort	# students	317	320	324	336	311	9.8
	Gen Ed Env. Rate	63.7%	64.7%	70.7%	74.4%	84.2%	
State excluding MTSS Cohorts	# students	4,207	4,296	4,227	4,378	4,564	0.4
	Gen Ed Env. Rate	85.0%	84.8%	86.5%	86.0%	86.4%	