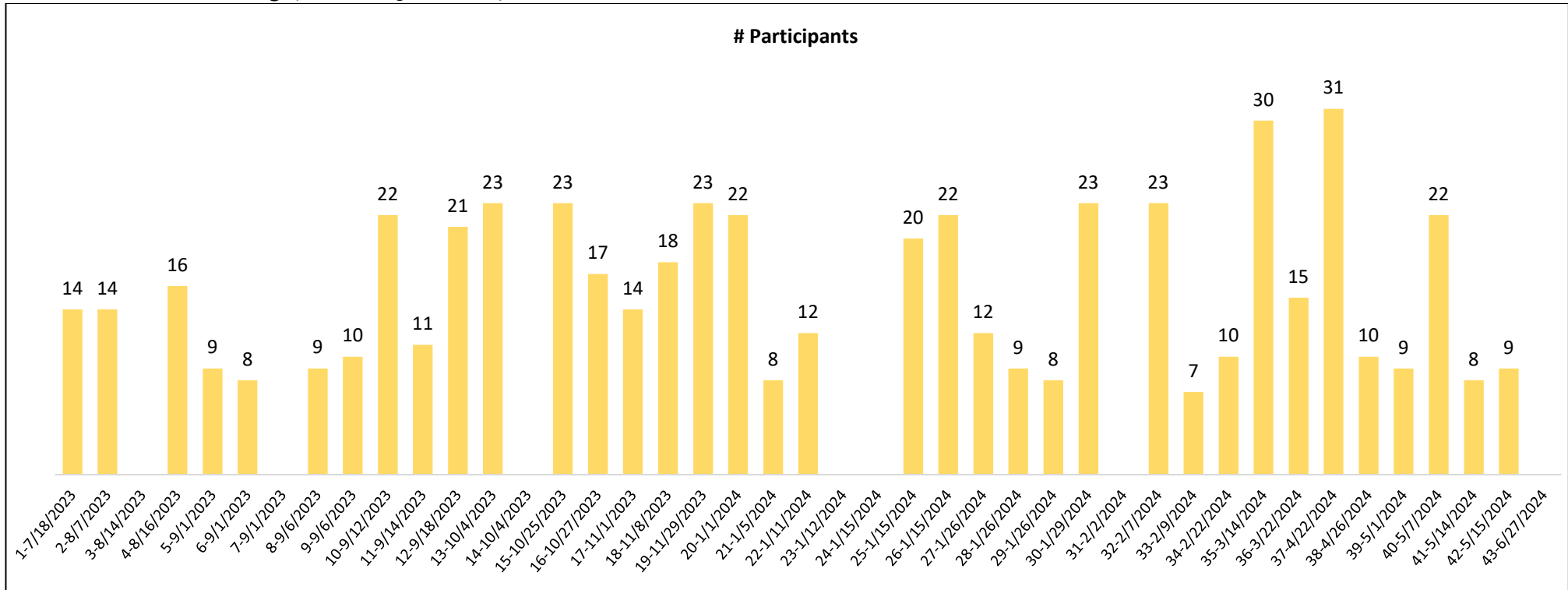


South Dakota MTSS
Evaluation Dashboard Report 2023-24
Overall Results – Final Report

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. This report shows the evaluation results for RtI.

1. Professional Development

A. Attendance at RtI Trainings (Based on Sign-In Sheets)



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

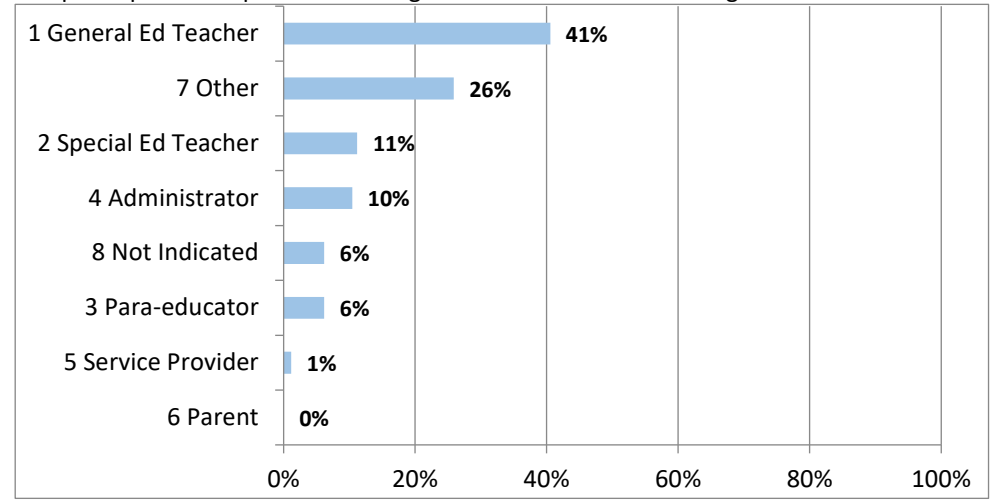
B. RtI Trainings:

| # | SDPD # | Date | Title | # | SDPD # | Date | Title |
|----|--------|------------|---|----|--------|-----------|--|
| 1 | 3055 | 7/18/2023 | SD MTSS New Team Training | 23 | 3114 | 1/12/2024 | Winter Data Dig |
| 2 | 3086 | 8/7/2023 | Year 2 RtI / Explicit Instruction | 24 | 3115 | 1/15/2024 | Foundational Reading Training - Phonological Awareness |
| 3 | 3087 | 8/14/2023 | Foundational Reading and Interventions | 25 | 3134 | 1/15/2024 | Explicit Instruction |
| 4 | 3098 | 8/16/2023 | Intro to MTSS | 26 | 3141 | 1/15/2024 | Data Dig Baltic Elementary |
| 5 | 3111 | 9/1/2023 | Data Dig Tripp/Delmont Elementary | 27 | 3117 | 1/26/2024 | Foundational Reading Training- Phoneme Awareness and Phonics |
| 6 | 3112 | 9/1/2023 | Explicit Instruction | 28 | 3142 | 1/26/2024 | Data Dig for Tripp/Delmont Elementary |
| 7 | 3152 | 9/1/2023 | Explicit Instruction Training | 29 | 3143 | 1/26/2024 | Data Dig T/D MS/HS |
| 8 | 3109 | 9/6/2023 | Total Participation Techniques | 30 | 3116 | 1/29/2024 | Comprehension: A Deeper Dive |
| 9 | 3140 | 9/6/2023 | Community of Practice | 31 | 3137 | 2/2/2024 | Explicit Instruction |
| 10 | 3110 | 9/12/2023 | Data Dig Baltic Elementary | 32 | 3138 | 2/7/2024 | Comprehension |
| 11 | 3085 | 9/14/2023 | Data Driven Literacy Instruction | 33 | 3127 | 2/9/2024 | Foundational Literacy |
| 12 | 3089 | 9/18/2023 | RTI at Work Workshop | 34 | 3128 | 2/22/2024 | Foundational Skills Training- Advanced Phonics and Fluency |
| 13 | 3095 | 10/4/2023 | RTI at Work: Building a PLC | 35 | 3131 | 3/14/2024 | Foundational Skills Training- Comprehension |
| 14 | 3105 | 10/4/2023 | Explicit Instruction Book Study | 36 | 3133 | 3/22/2024 | Foundational Reading Training |
| 15 | 3106 | 10/25/2023 | What's Essential at MES? | 37 | 3136 | 4/22/2024 | Explicit Instruction Overview, Design, and Delivery |
| 16 | 3104 | 10/27/2023 | Foundational Reading Training- The Big Picture and Phonological Awareness | 38 | 3139 | 4/26/2024 | Foundational Skills Training-Vocabulary |
| 17 | 3108 | 11/1/2023 | Explicit Instruction: OTRS | 39 | 3144 | 5/1/2024 | Spring Data Dig |
| 18 | 3088 | 11/8/2023 | Data Based Individualization | 40 | 3146 | 5/7/2024 | Baltic Elementary Data Dig |
| 19 | 3107 | 11/29/2023 | What's Essential? Part 2 | 41 | 3147 | 5/14/2024 | Tripp/Delmont MS/HS Data Dig |
| 20 | 3145 | 1/1/2024 | Teaching with the Instructional Cha Chas | 42 | 3148 | 5/15/2024 | Tripp/Delmont Elem Data Dig |
| 21 | 3135 | 1/5/2024 | Effective Instruction | 43 | 3156 | 6/27/2024 | Return Team Training |
| 22 | 3113 | 1/11/2024 | Foundational Reading Training-Vocabulary | | | | |

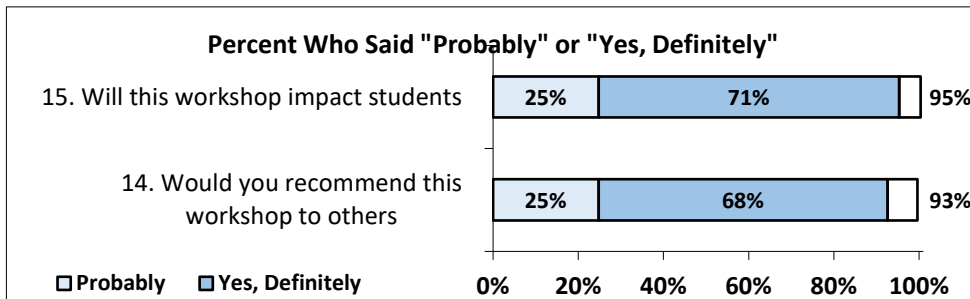
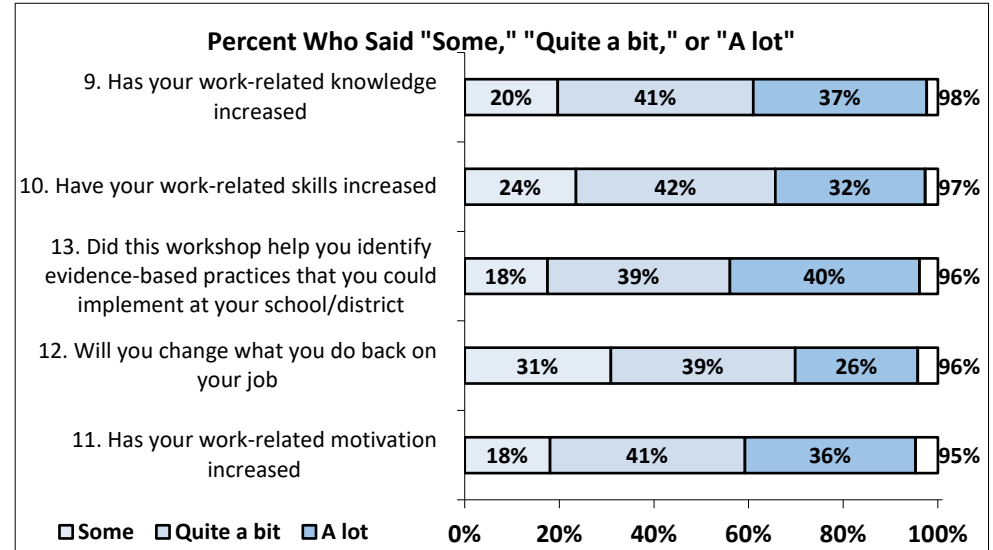
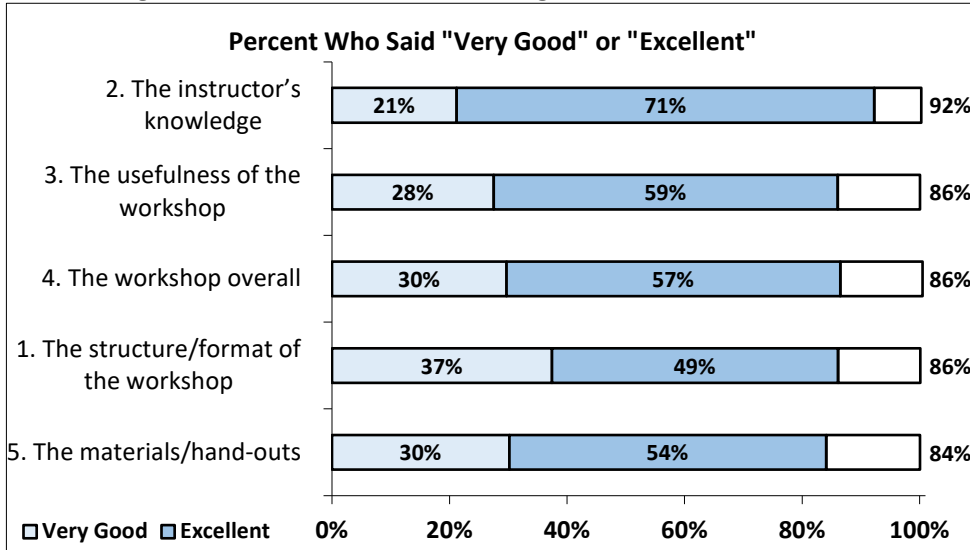
| By the Numbers | |
|--|-----|
| # Rtl trainings | 43 |
| # MTSS Framework trainings | 15 |
| # Data-Driven Decision Making trainings | 11 |
| # Instructional Strategies trainings | 7 |
| # Content-Area trainings | 4 |
| # Instructional Coaching trainings | 0 |
| # Family Engagement trainings | 0 |
| # Other trainings | 6 |
| # unique participants – across all trainings | 219 |
| # of evaluations | |
| # training sessions with completed evaluations | 30 |
| # evaluations completed across trainings | 259 |

C1. Training Participant Roles – Across All Trainings

259 participants completed a training evaluation across 30 trainings.



C2. Training Evaluations – Across All Trainings

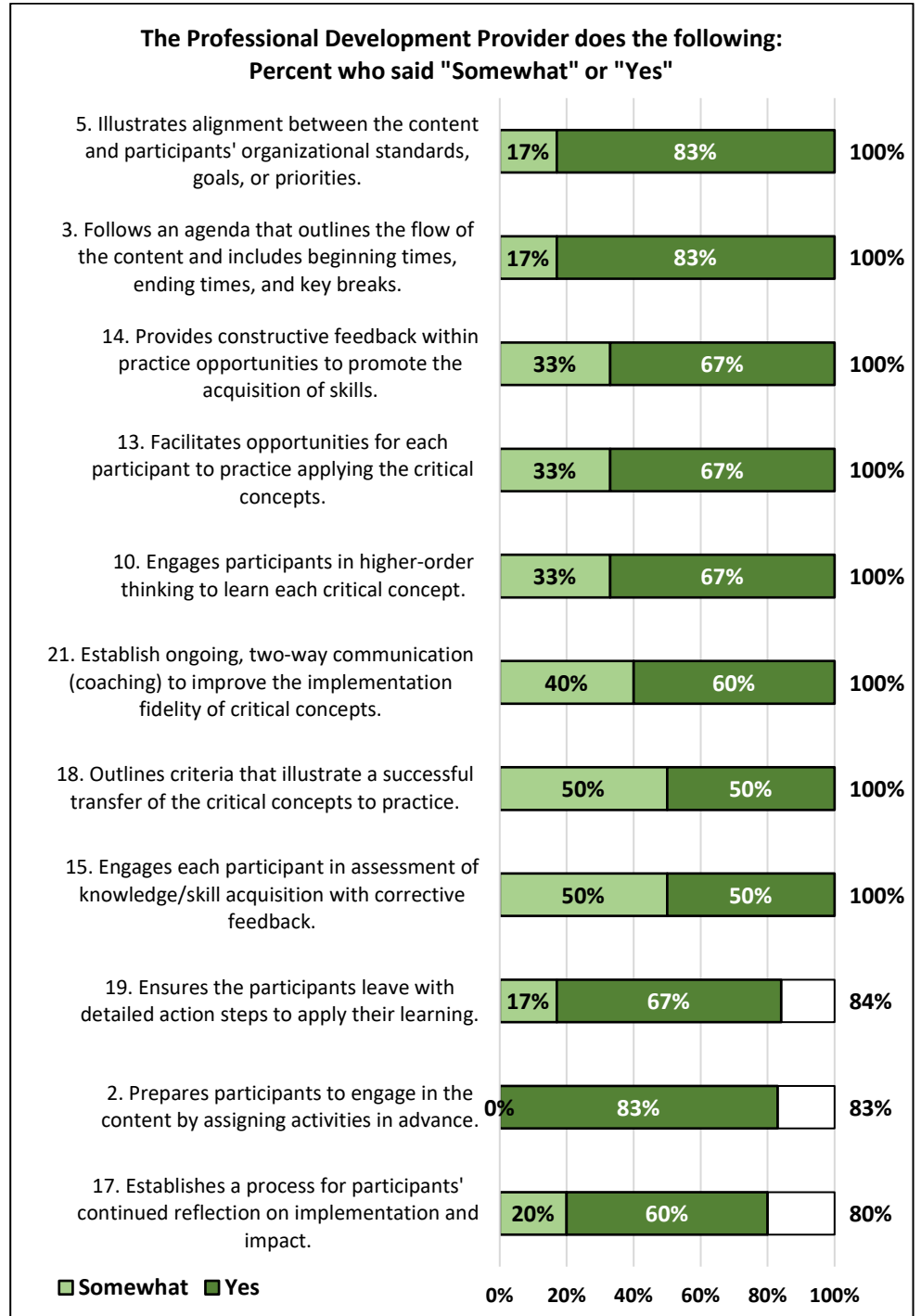
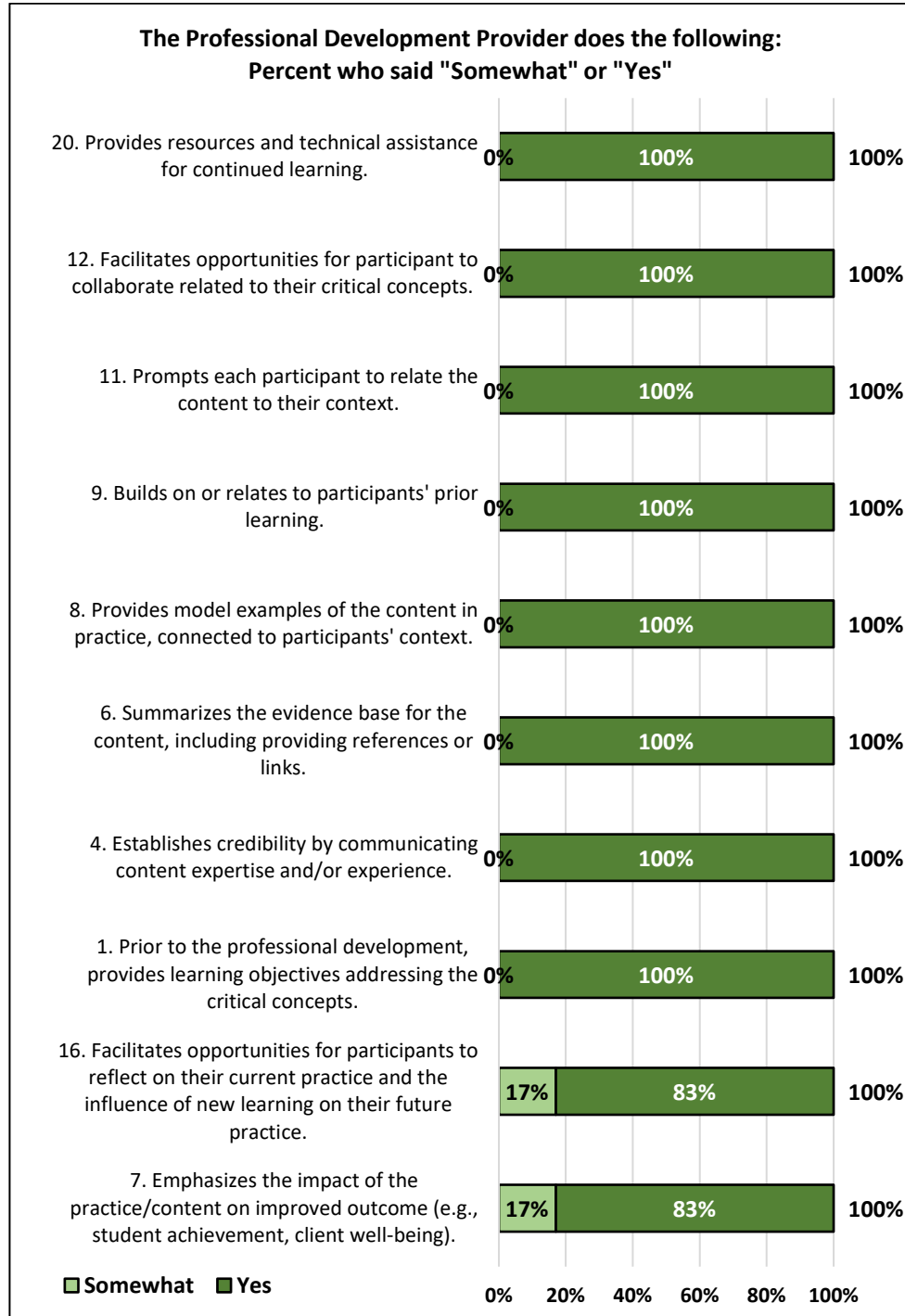


Sample of Participant Comments

- "I really liked the spotlight and being able to get to see what other schools are doing."
- "The best thing was getting to work with my team about the upcoming school year."
- "I liked that you had us switch groups with each session. For me, that gave me the opportunity to talk to other staff that I normally do not get the opportunity to do outside of IEP meetings. It was interesting to hear from the different perspectives on how they are incorporating different elements into their teaching."
- "I learned that there are different ways to become more engaging to students and how the information relates to them."

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

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



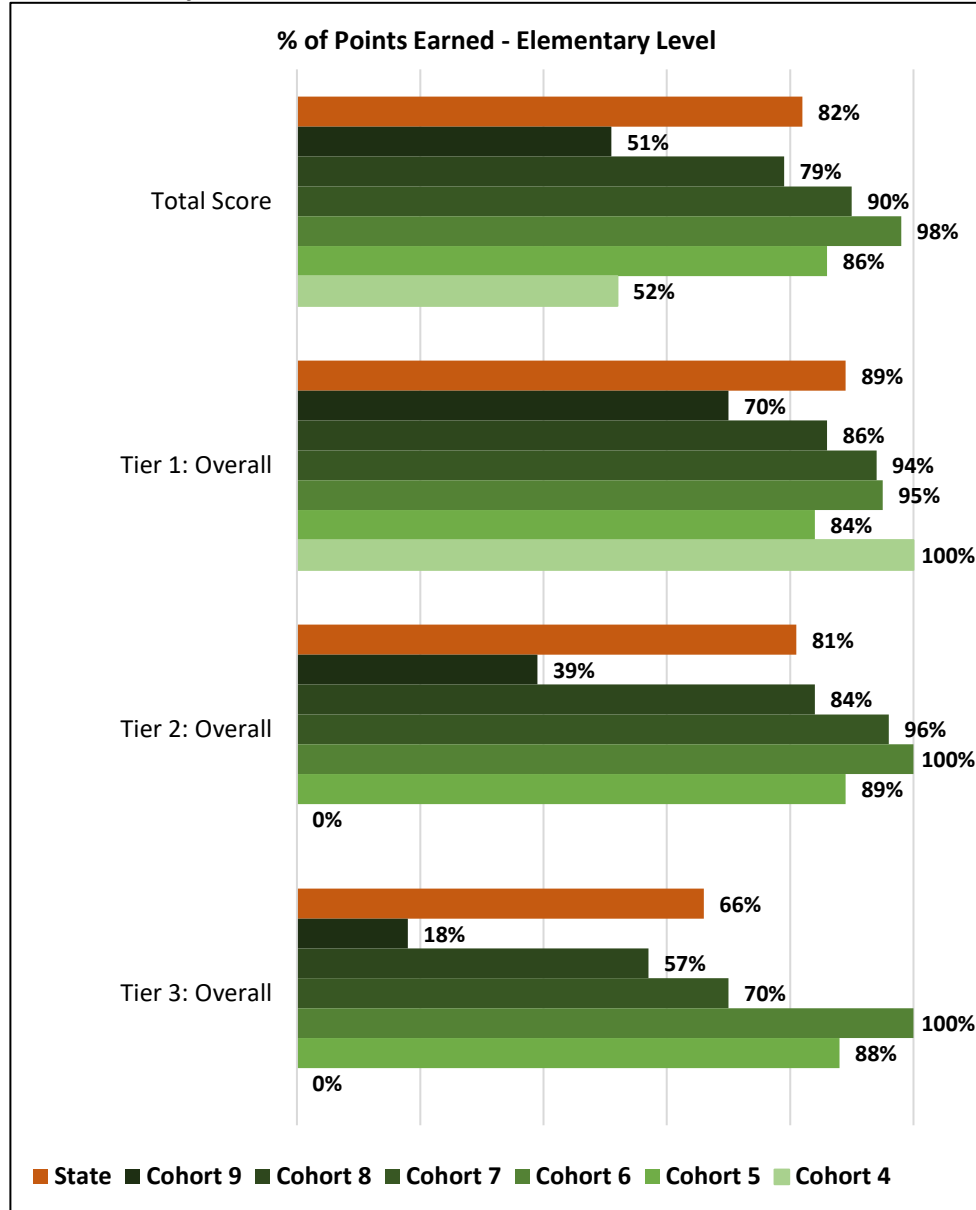
2. Literacy/Instruction

A1. Elementary Level R-TFI – 2023-24 Results

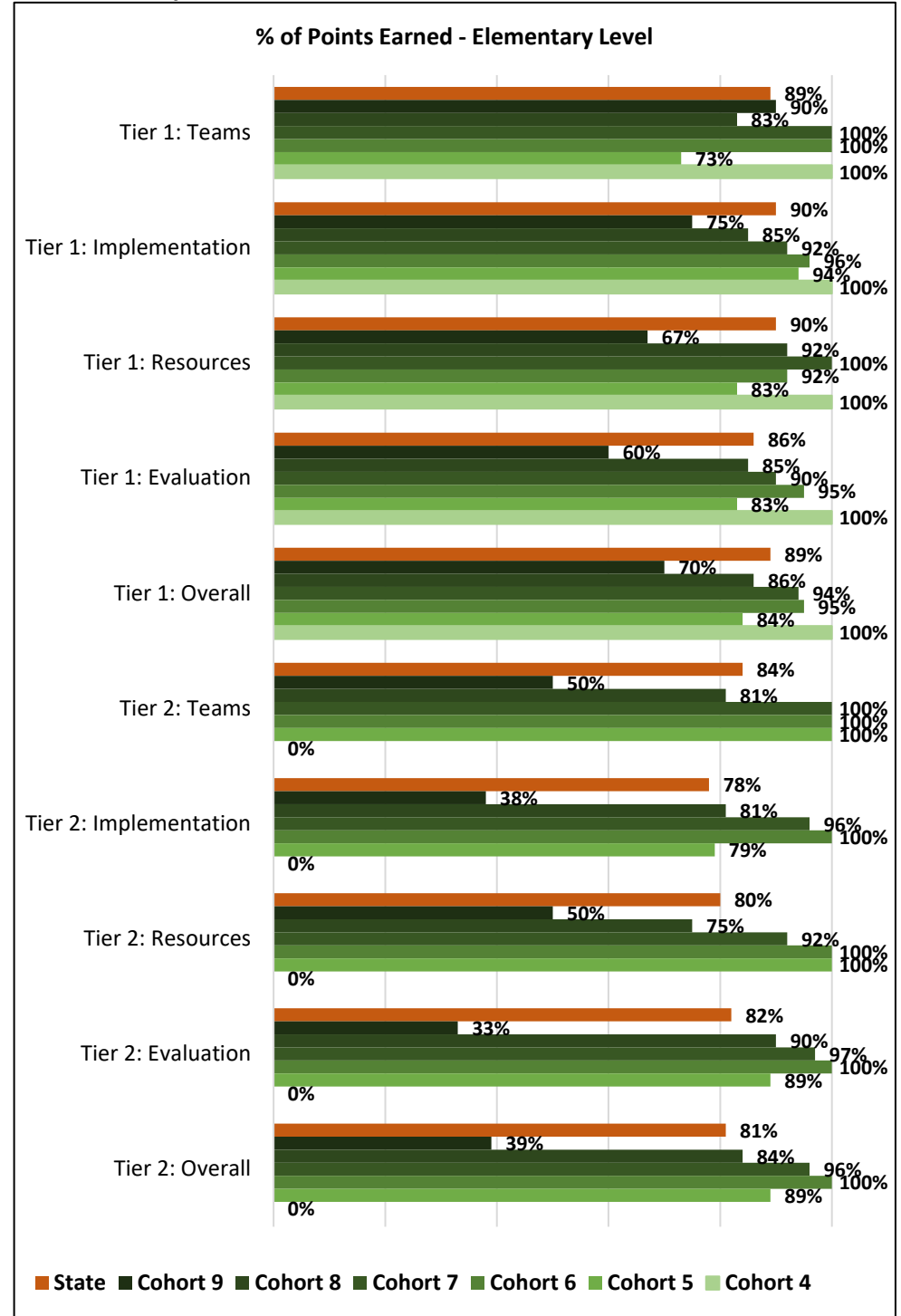
| | Cohort 4 (2017-18 Start Year) | Cohort 5 (2019-20 Start Year) | Cohort 6 (2020-21 Start Year) | Cohort 7 (2021-22 Start Year) | Cohort 8 (2022-23 Start Year) | Cohort 9 (2023-24 Start Year) |
|-----------------------|----------------------------------|--|----------------------------------|--|---|----------------------------------|
| # of Districts | 1 | 3 | 2 | 3 | 4 | 1 |
| # of Schools | 1 | 3 | 2 | 3 | 4 | 1 |
| Districts | Armour 21-1 | Parker 60-4 Sioux Valley 05-5 Tripp-Delmont 33-5 | Avon 04-1 Scotland 04-3 | Baltic 49-1 Chamberlain 07-1 Miller 29-4 | Henry 14-2 Leola 44-2 Plankinton 01-1 Waverly 14-5 | Kimball 07-2 |

| | % of Points Earned | | | | | | State (Across All Cohorts) |
|--------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|-------------------------------|
| | 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) | Cohort 9 (2023-24 Start Year) | |
| Number of Schools | 1 | 3 | 2 | 3 | 4 | 1 | 14 |
| Total Score | 52% | 86% | 98% | 90% | 79% | 51% | 82% |
| Tier 1: Teams | 100% | 73% | 100% | 100% | 83% | 90% | 89% |
| Tier 1: Implementation | 100% | 94% | 96% | 92% | 85% | 75% | 90% |
| Tier 1: Resources | 100% | 83% | 92% | 100% | 92% | 67% | 90% |
| Tier 1: Evaluation | 100% | 83% | 95% | 90% | 85% | 60% | 86% |
| Tier 1: Overall | 100% | 84% | 95% | 94% | 86% | 70% | 89% |
| Tier 2: Teams | 0% | 100% | 100% | 100% | 81% | 50% | 84% |
| Tier 2: Implementation | 0% | 79% | 100% | 96% | 81% | 38% | 78% |
| Tier 2: Resources | 0% | 100% | 100% | 92% | 75% | 50% | 80% |
| Tier 2: Evaluation | 0% | 89% | 100% | 97% | 90% | 33% | 82% |
| Tier 2: Overall | 0% | 89% | 100% | 96% | 84% | 39% | 81% |
| Tier 3: Teams | 0% | 75% | 100% | 67% | 41% | 13% | 57% |
| Tier 3: Implementation | 0% | 94% | 100% | 72% | 58% | 33% | 69% |
| Tier 3: Resources | 0% | 83% | 100% | 100% | 88% | 0% | 79% |
| Tier 3: Evaluation | 0% | 100% | 100% | 61% | 67% | 17% | 69% |
| Tier 3: Overall | 0% | 88% | 100% | 70% | 57% | 18% | 66% |

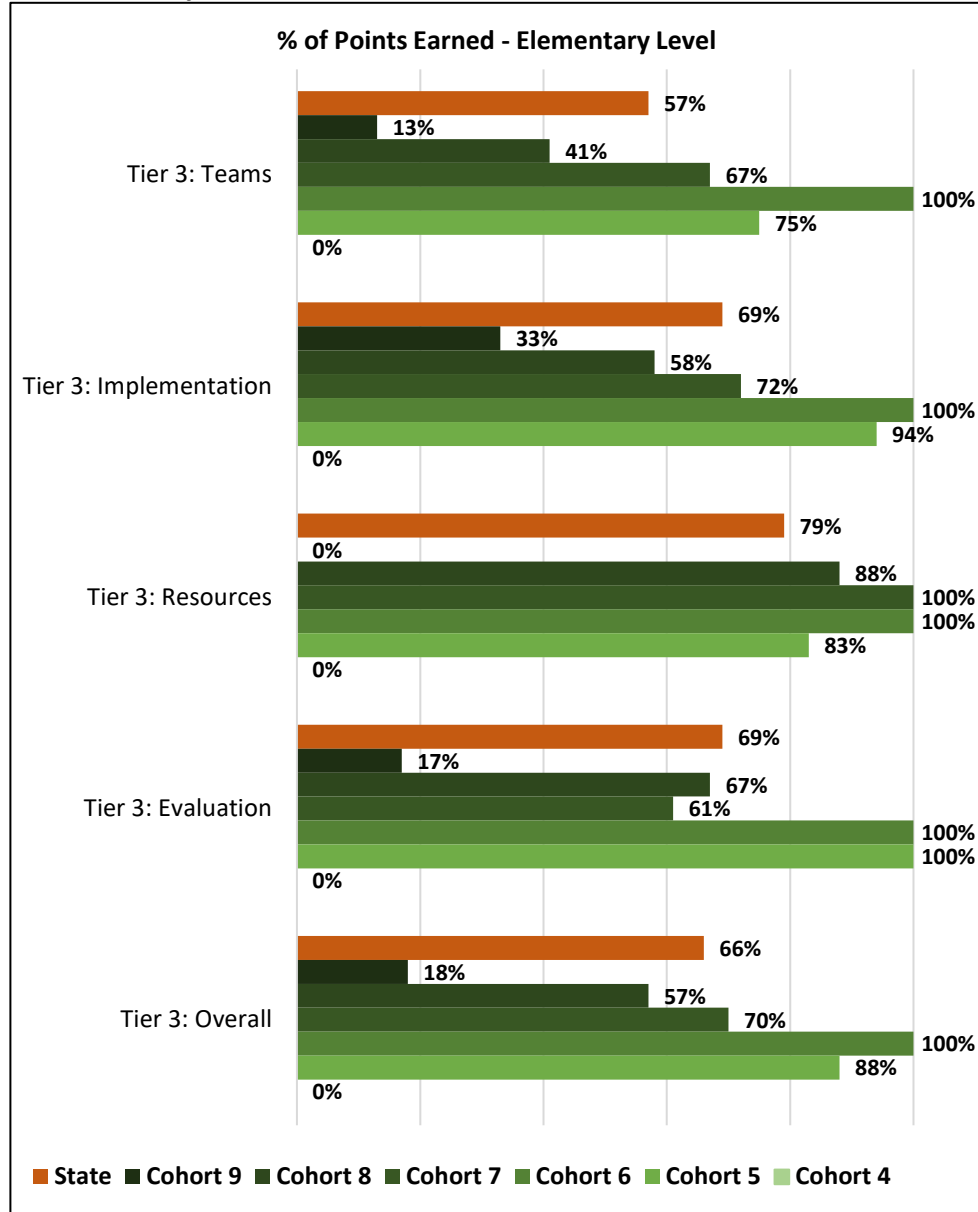
A2. Elementary Level R-TFI – 2023-24 Results – Overall Scores



A3. Elementary Level R-TFI – 2023-24 Results – Tier 1 and Tier 2



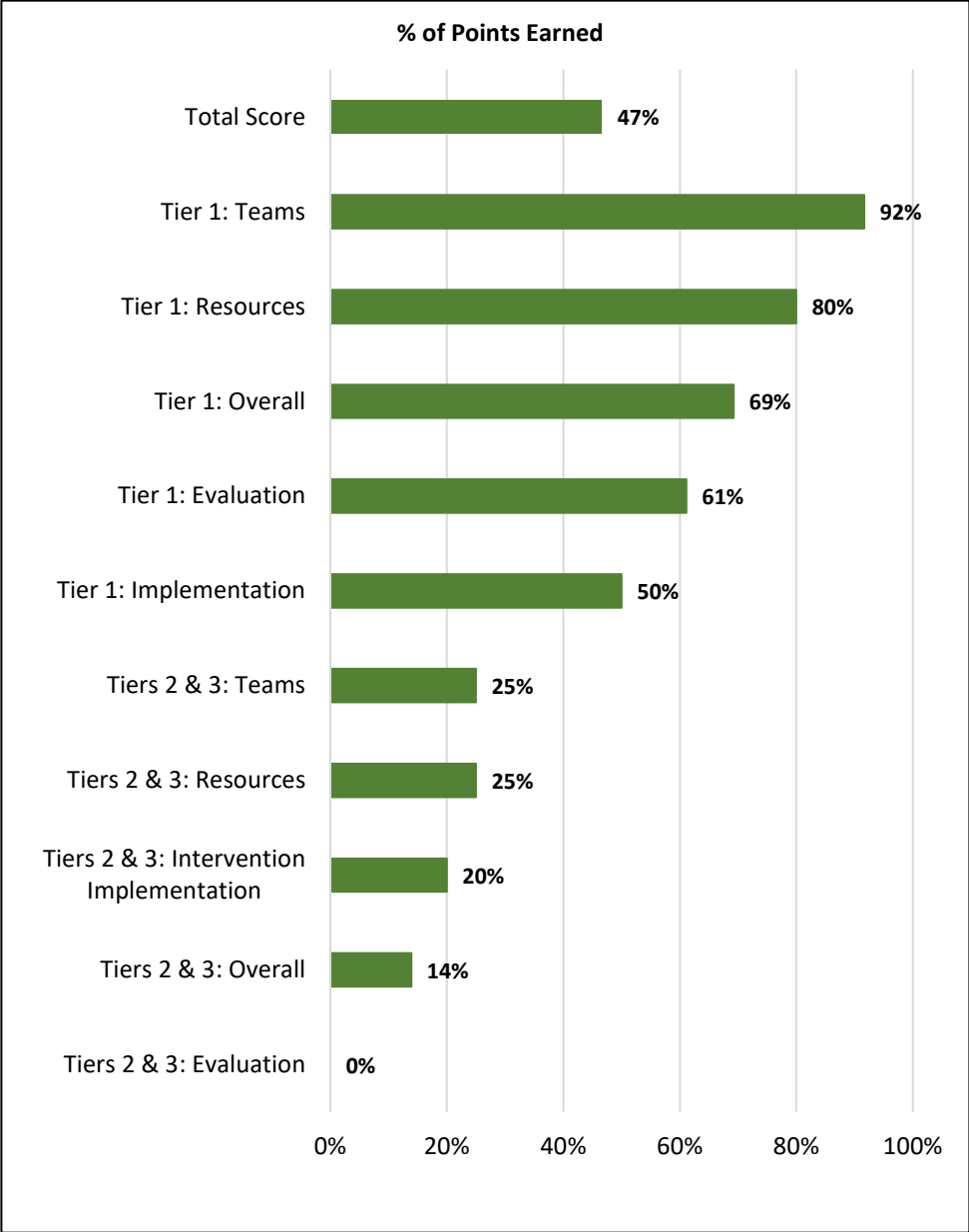
A4. Elementary Level R-TFI – 2023-24 Results – Tier 3



A5. Secondary Level R-TFI – 2023-24 Results

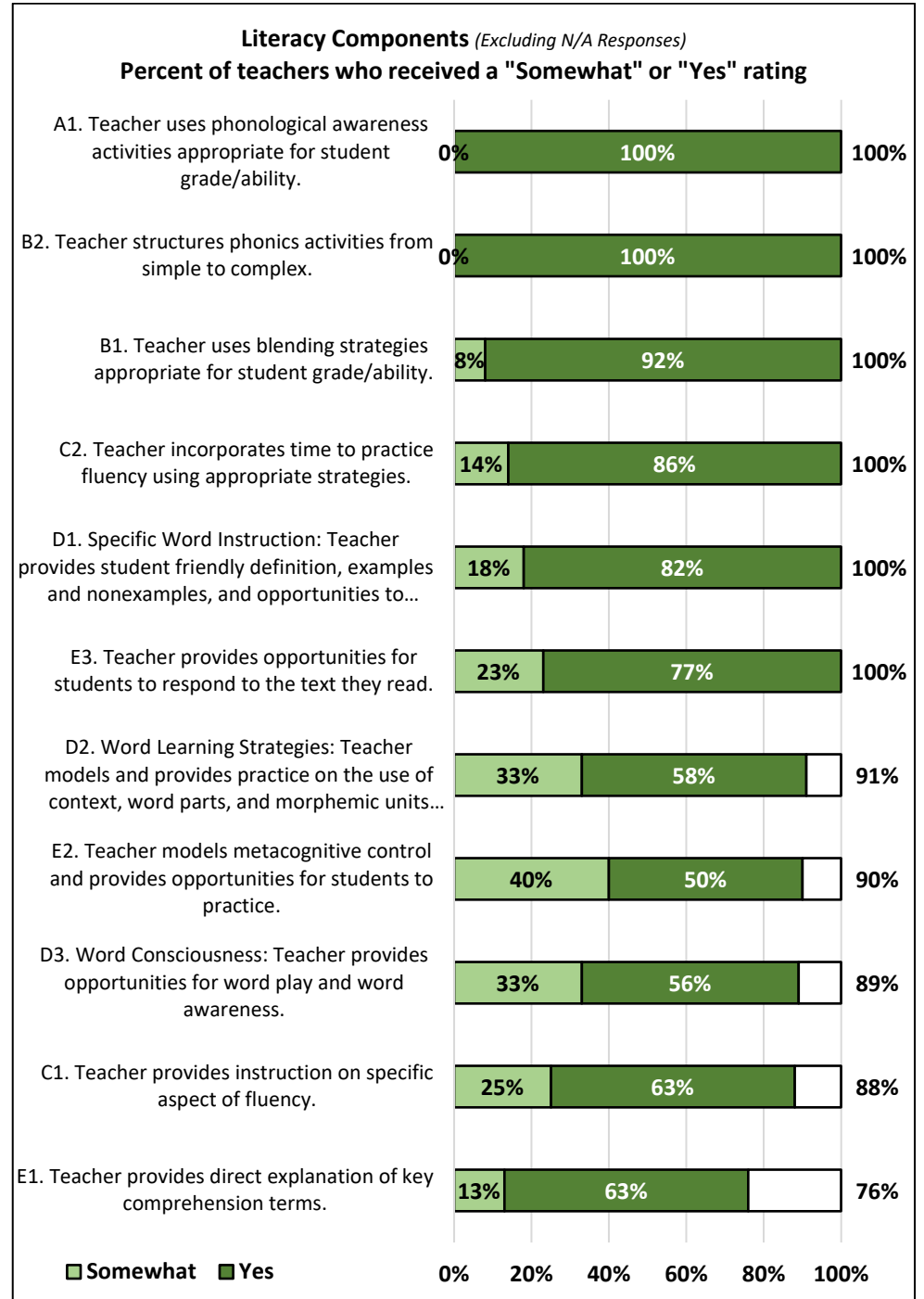
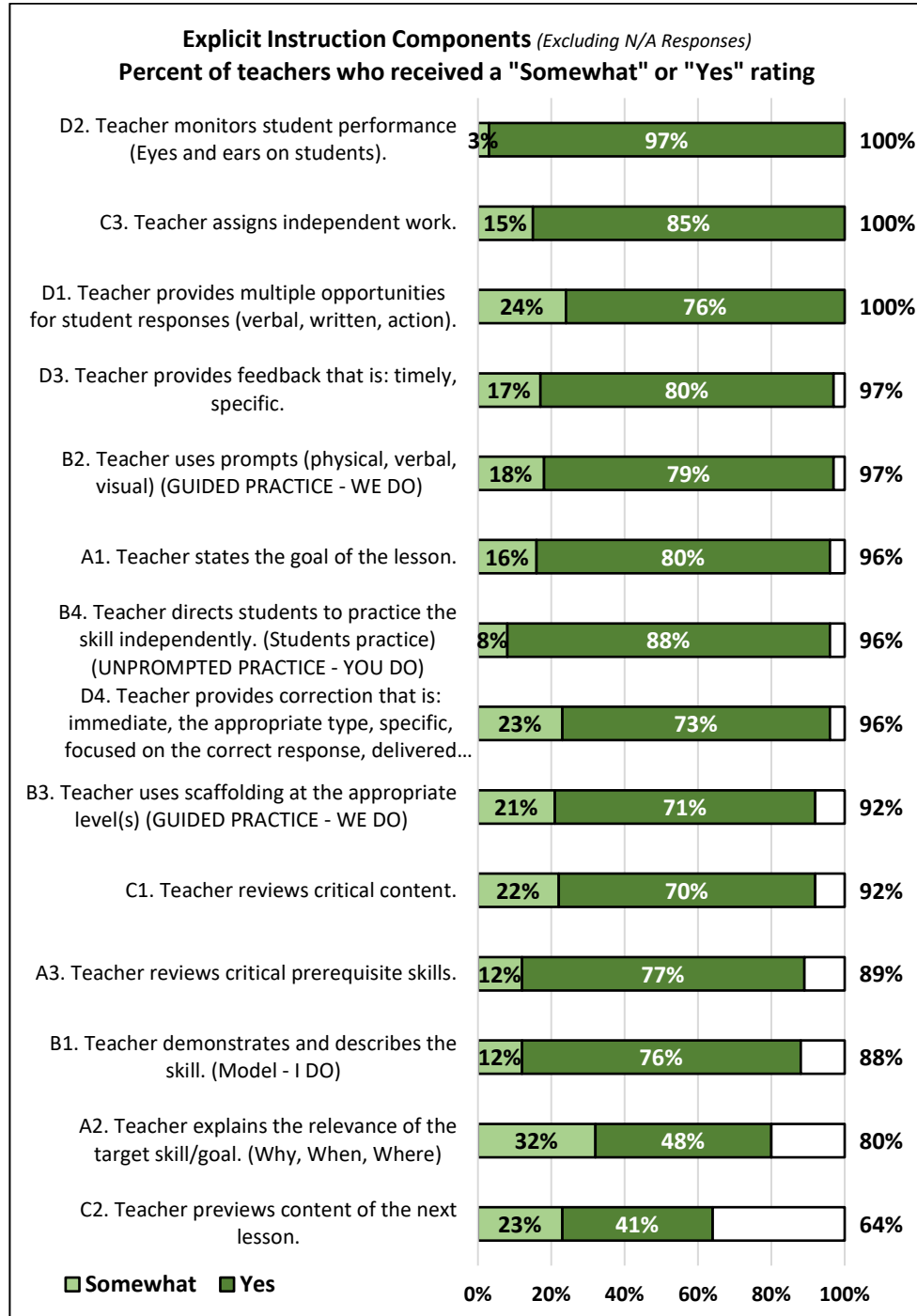
| Cohort 9 (2023-24 Start Year) | |
|--|--------------------|
| # of Districts | 1 |
| # of Schools | 1 |
| Districts | Tripp-Delmont 33-5 |

| | % of Points Earned Cohort 9 (2023-24 Start Year) |
|---------------------------|---|
| Number of Schools | 1 |
| Total Score | 47% |
| Tier 1: Teams | 92% |
| Tier 1: Implementation | 50% |
| Tier 1: Resources | 80% |
| Tier 1: Evaluation | 61% |
| Tier 1: Overall | 69% |
| Tiers 2 & 3: Teams | 25% |
| Tiers 2 & 3: Intervention | 20% |
| Tiers 2 & 3: Resources | 25% |
| Tiers 2 & 3: Evaluation | 0% |
| Tiers 2 & 3: Overall | 14% |



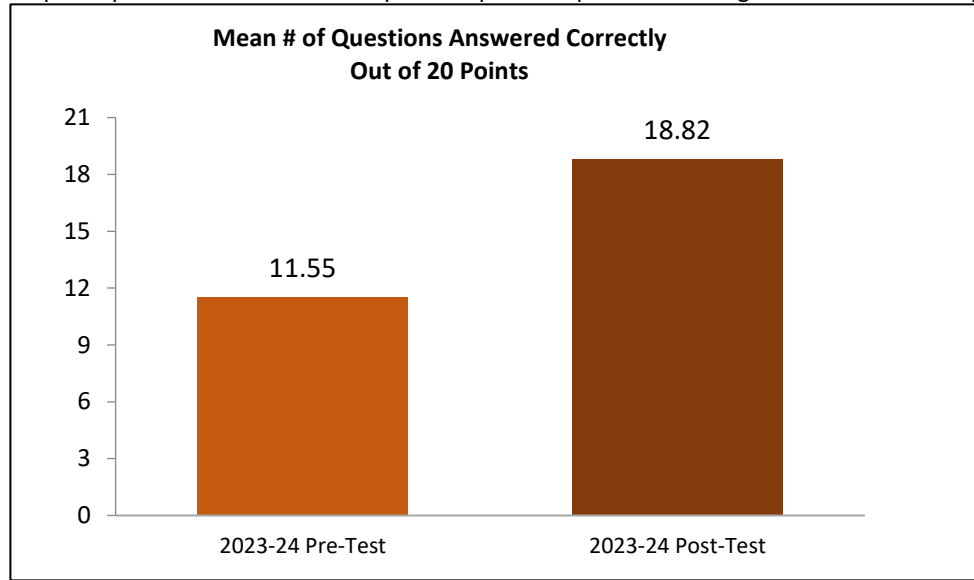
B. Classroom Observation Checklist

30 teachers from 9 districts were observed by an MTSS Coordinator using the Classroom Observation Checklist in spring 2024.



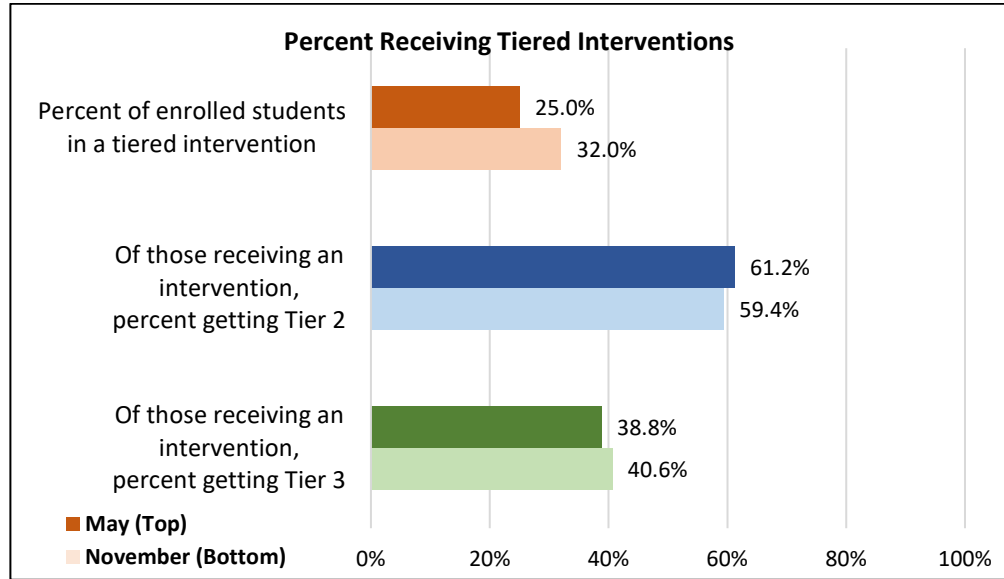
C. Foundational Reading Training Pre/Post-Test

11 participants from 1 district completed a pre- and post-test during the 2023-24 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, 2023 and/or May 1, 2024.



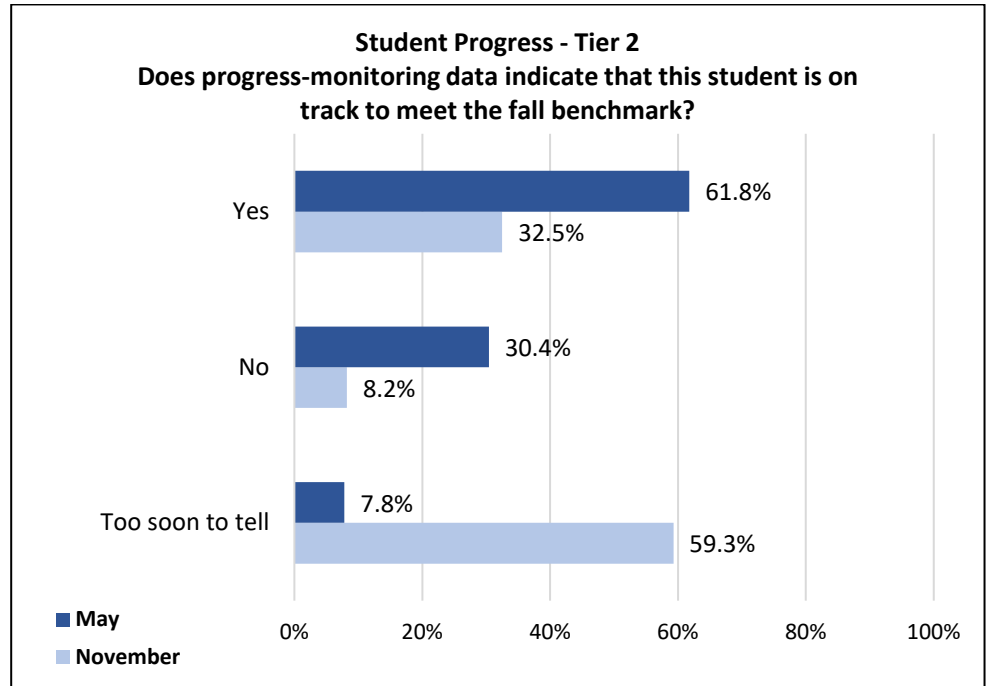
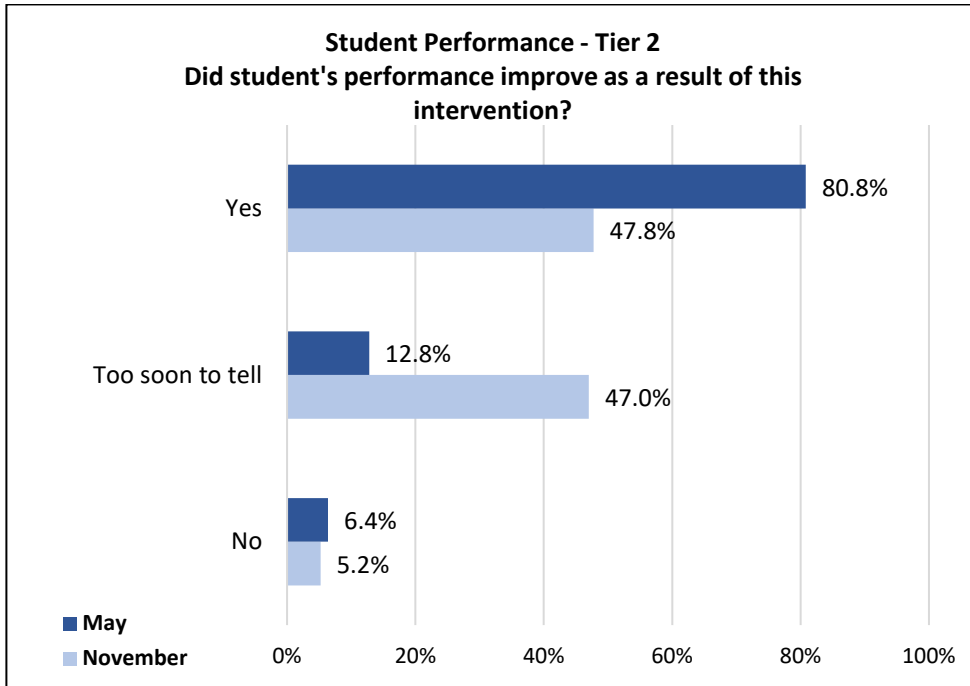
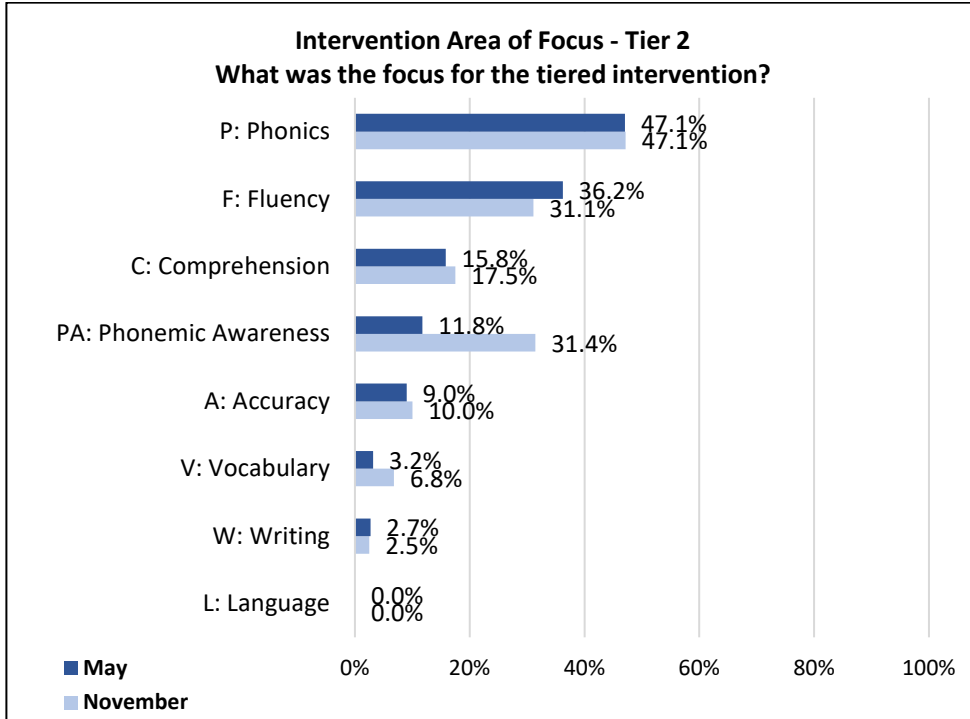
| By the Numbers: | November | May |
|--|-----------------|------------|
| # of students in grades K-8 for whom a tracking form was completed | 471 | 361 |
| # of students receiving a Tier 2 Intervention | 280 | 221 |
| # of students receiving a Tier 3 Intervention | 191 | 140 |
| # of teachers who completed an intervention tracking form | 37 | 35 |
| # of schools with tracking forms | 11 | 11 |
| # districts with tracking forms | 10 | 10 |
| Average # of minutes per week spent in a Tier 2 Intervention | 126 | 115 |
| Average # of minutes per week spent in a Tier 3 Intervention | 128 | 130 |

Movement in and out of Tiers from November 2023 to May 2024

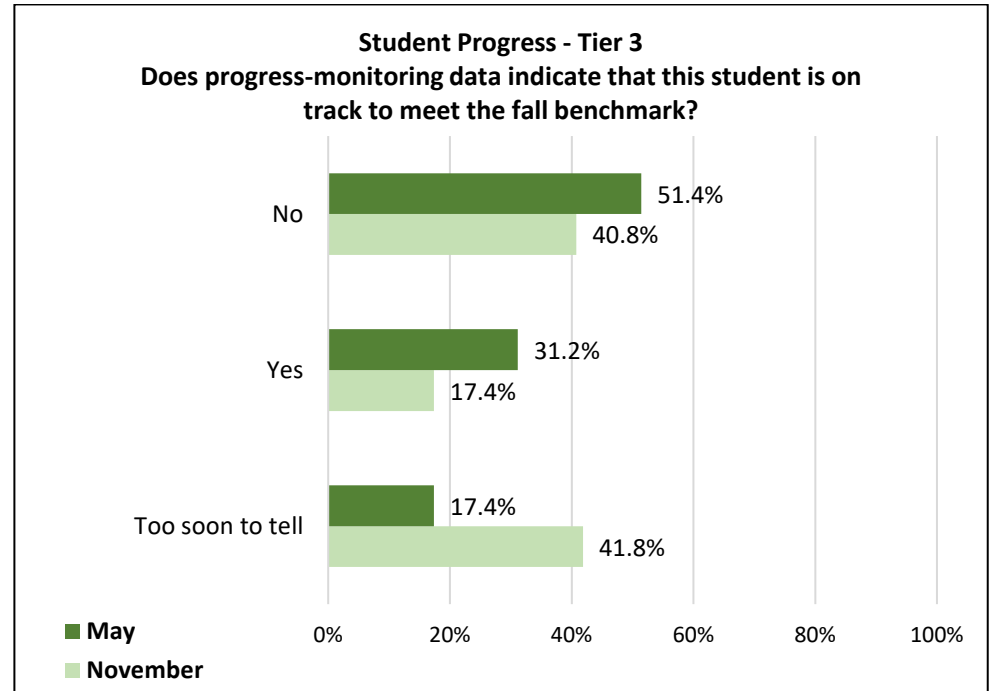
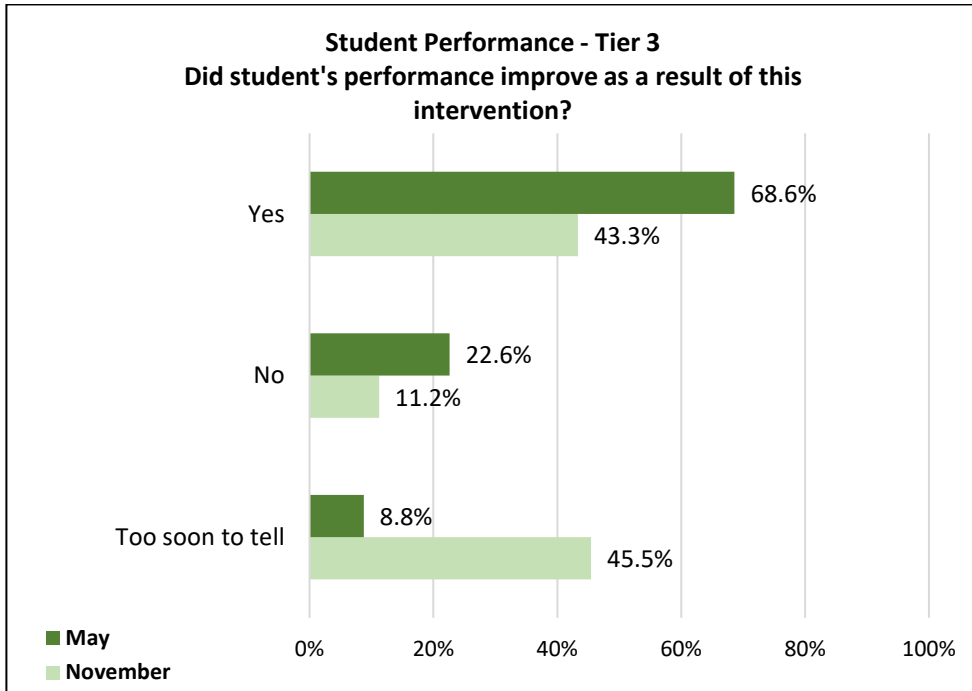
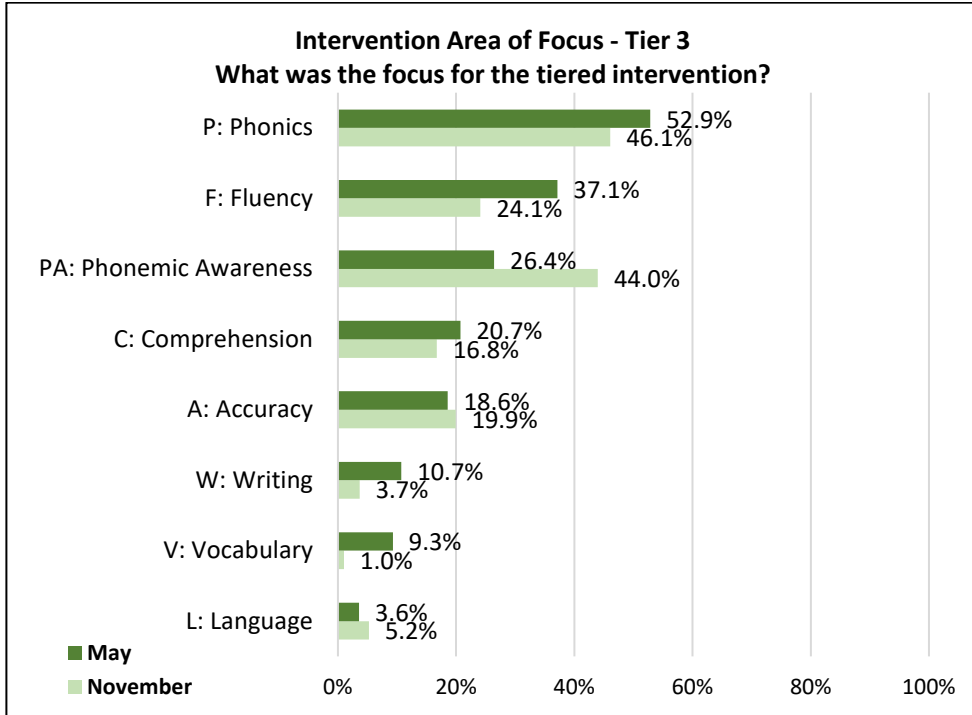
| | Statewide | |
|---|-----------|---------|
| | Count | Percent |
| Of the Tier 2 Students in November, % Who: | | |
| Stayed in Tier 2 from November to May | 107 | 38.2% |
| Moved from Tier 2 (November) to Tier 3 (May) | 20 | 7.1% |
| Moved from Tier 2 (November) to Tier 1 (May) | 84 | 30.0% |
| Were not in May file | 69 | 24.6% |
| Of the Tier 3 Students in November, % Who: | | |
| Stayed in Tier 3 from November to May | 82 | 42.9% |
| Moved from Tier 3 (November) to Tier 2 (May) | 49 | 25.7% |
| Moved from Tier 3 (November) to Tier 1 (May) | 43 | 22.5% |
| Were not in May file | 17 | 8.9% |
| Of the Tier 2 Students in May, % Who: | | |
| Were not in November file | 30 | 13.6% |
| Were in November file | 191 | 86.4% |
| Of the Tier 3 Students in May, % Who: | | |
| Were not in November file | 34 | 24.3% |
| Were in November file | 106 | 75.7% |

Note: Some schools do not provide State IDs for their students. The absence of State IDs may cause discrepancies in the data in the table above.

D2. Reading Intervention Tracking Form – Tier 2



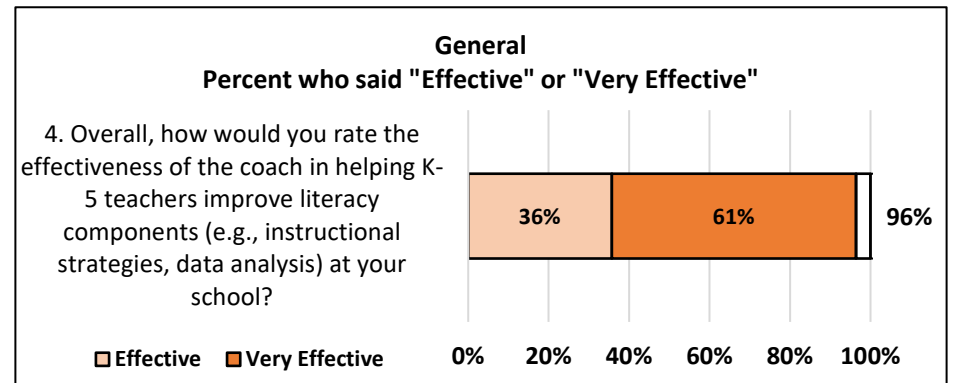
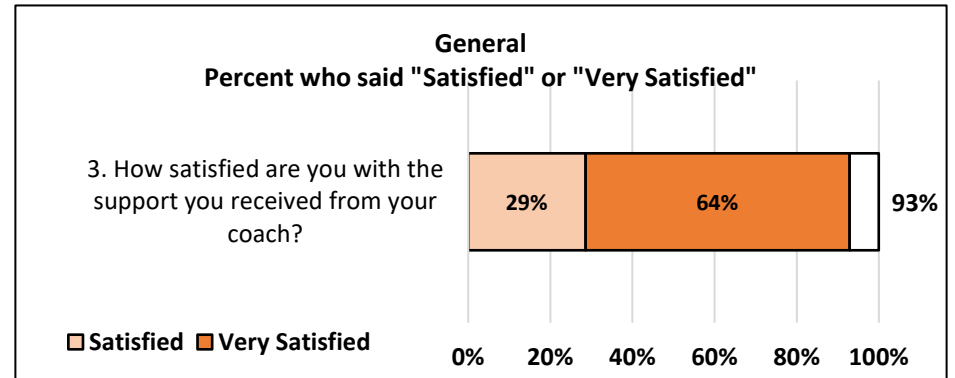
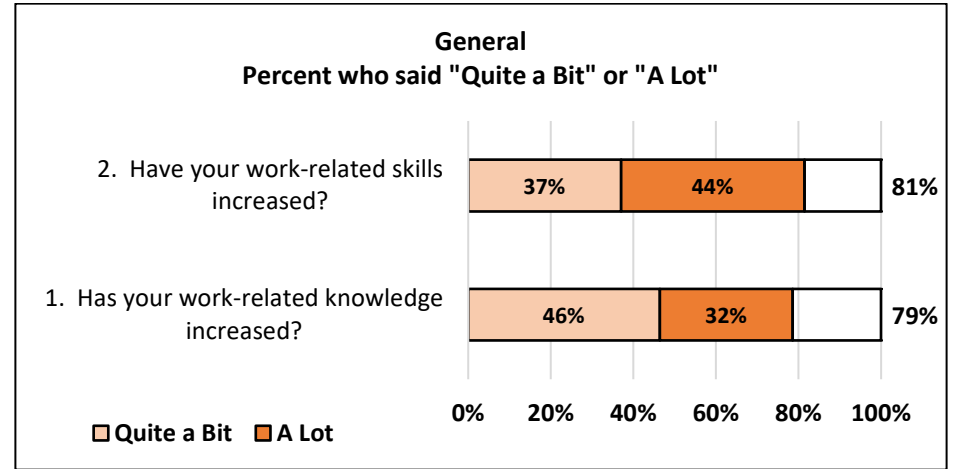
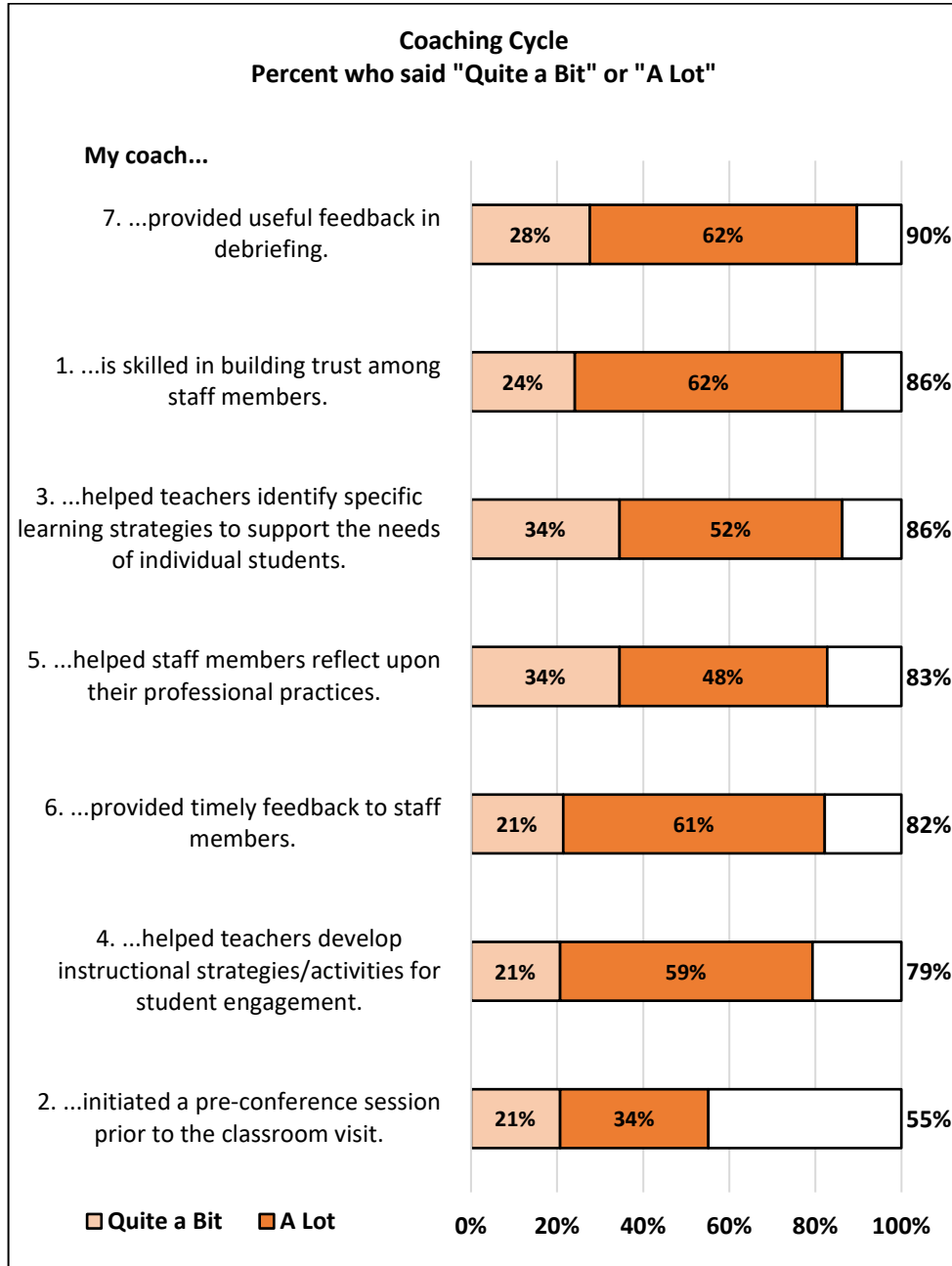
D3. Reading Intervention Tracking Form – Tier 3



3. Coaches/Coordinators

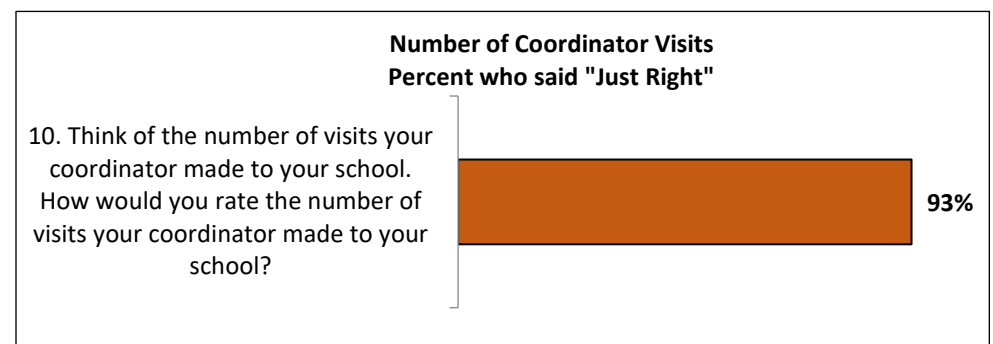
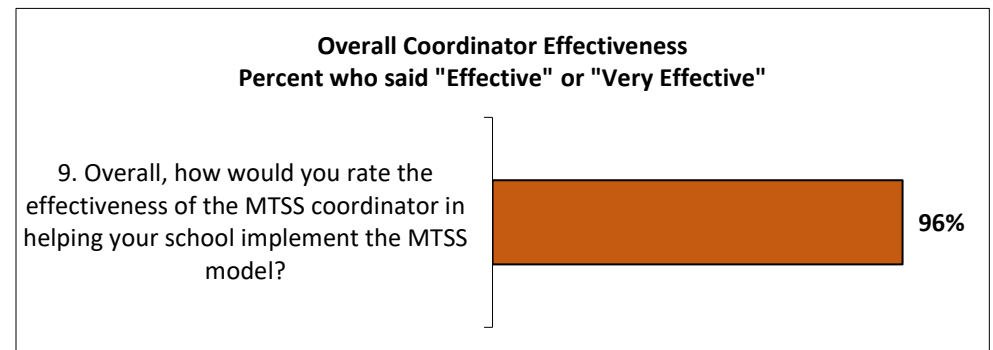
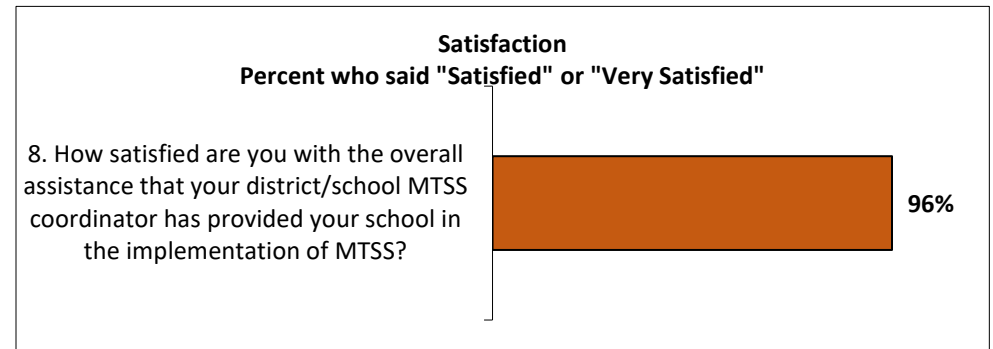
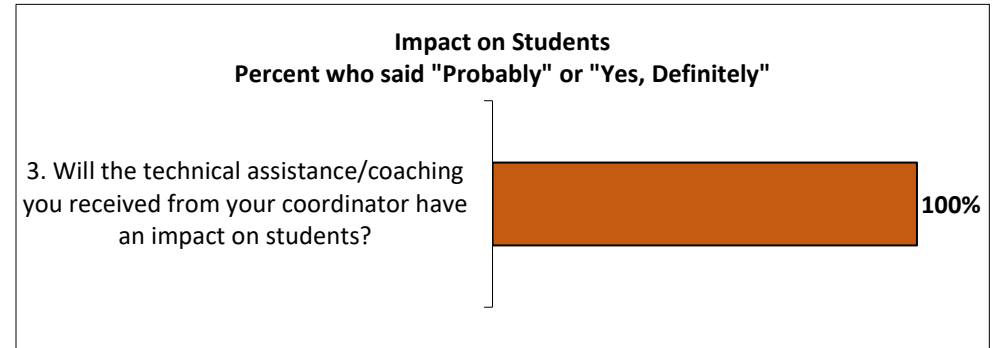
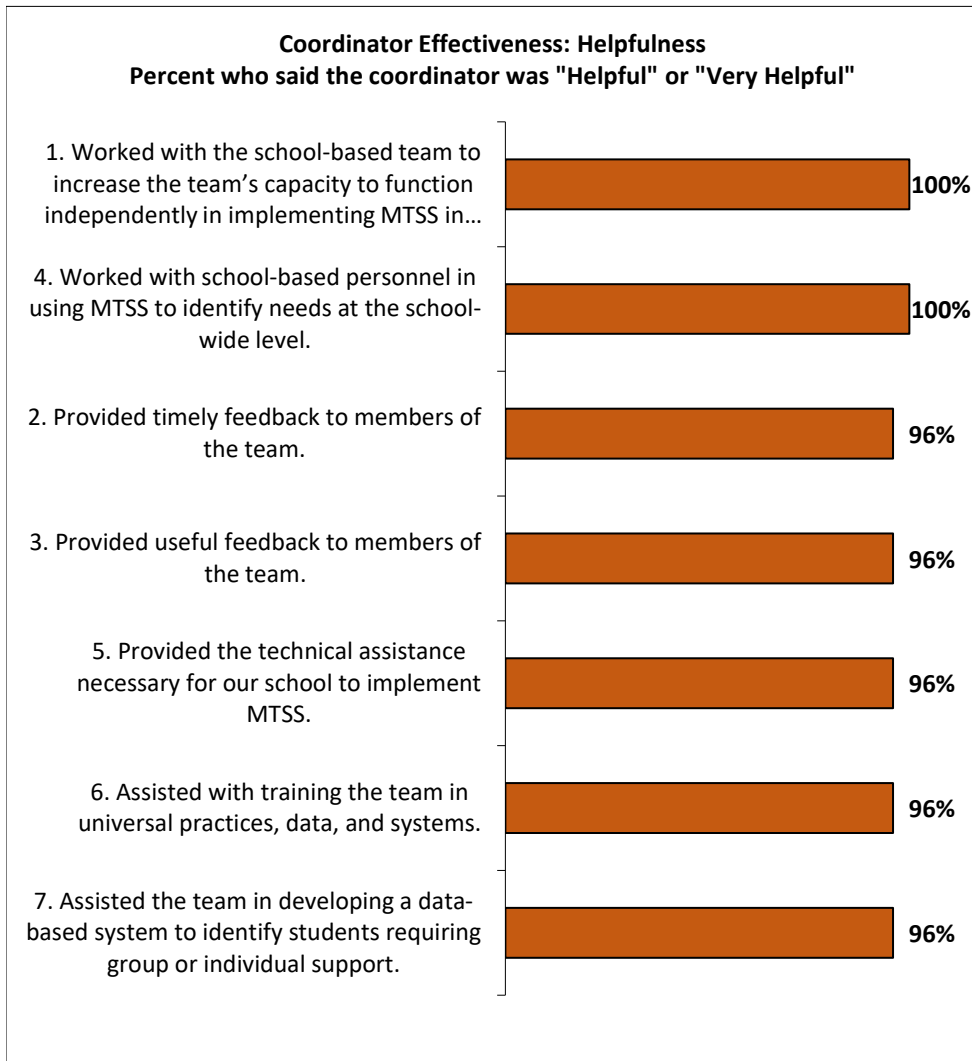
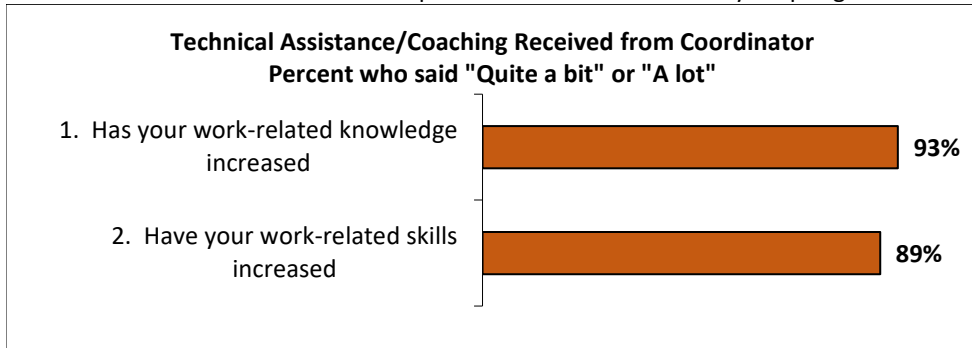
A. Coaching Survey

29 staff members from 8 districts completed the Coaching Survey in May 2024.



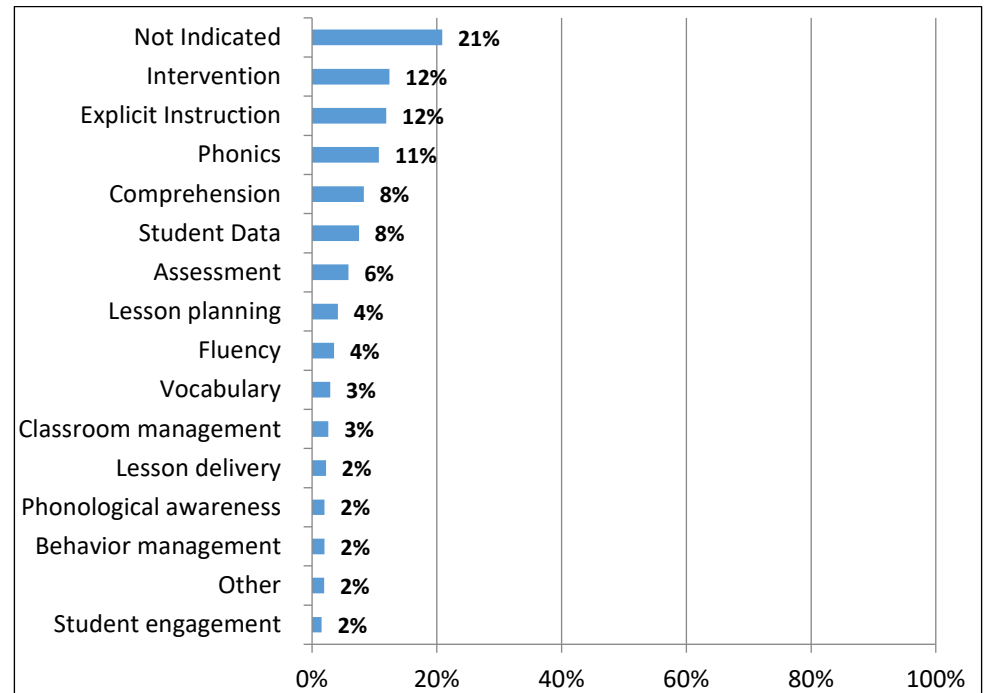
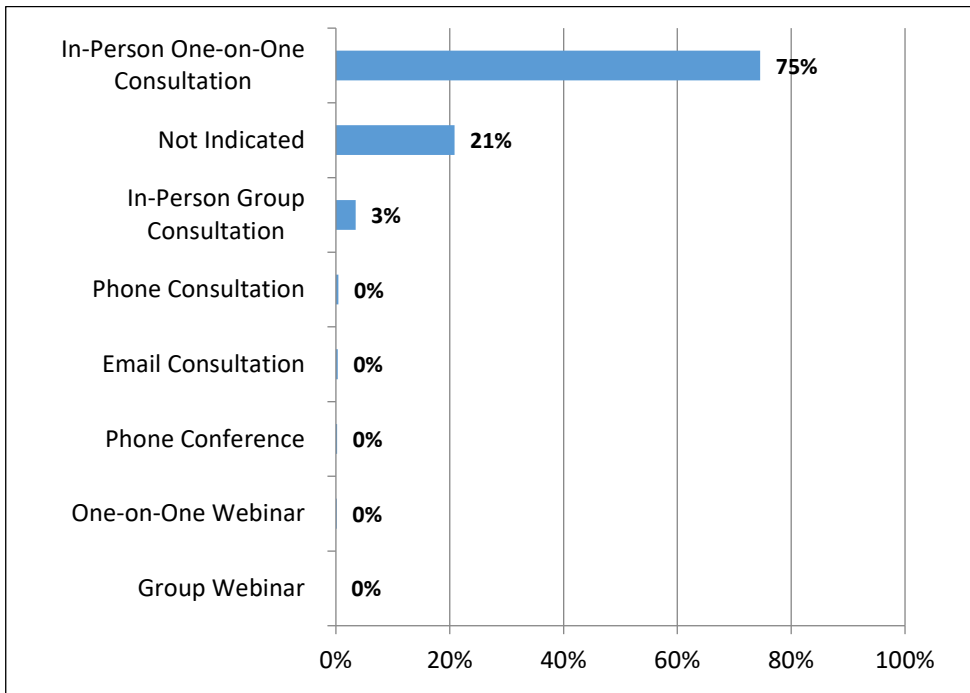
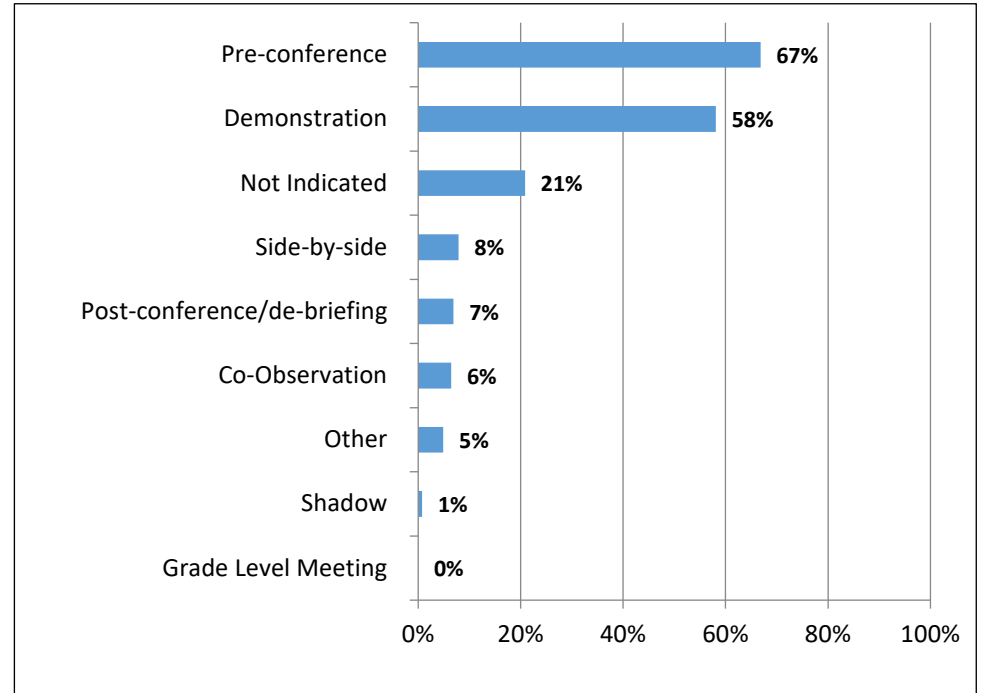
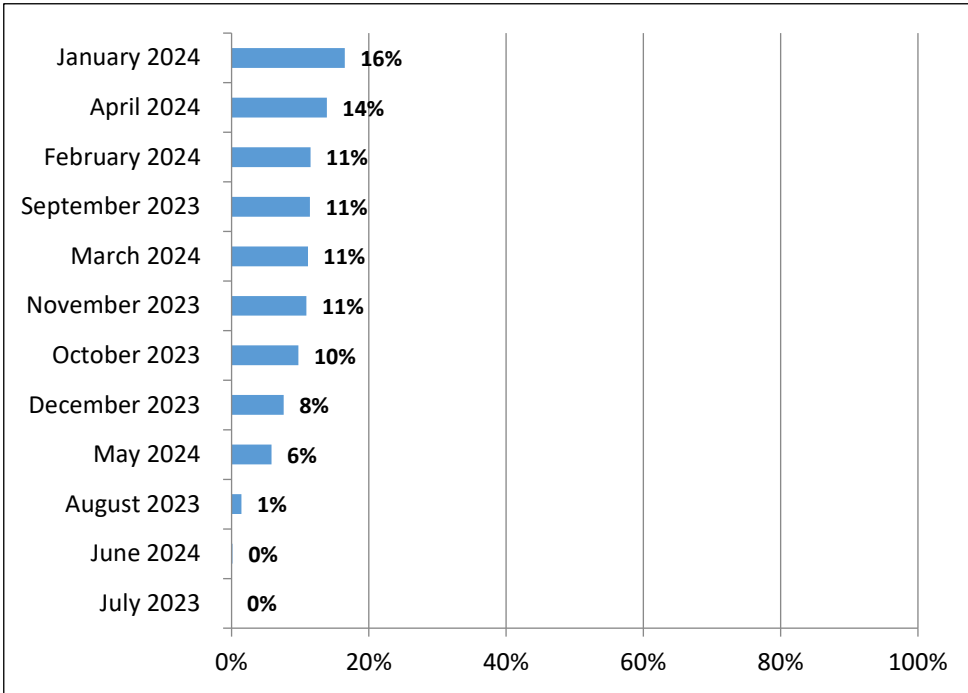
B. Coordinator Survey

28 staff members from 8 districts completed the Coordinator Survey in spring 2024.



C. Coaching Activities Tracking

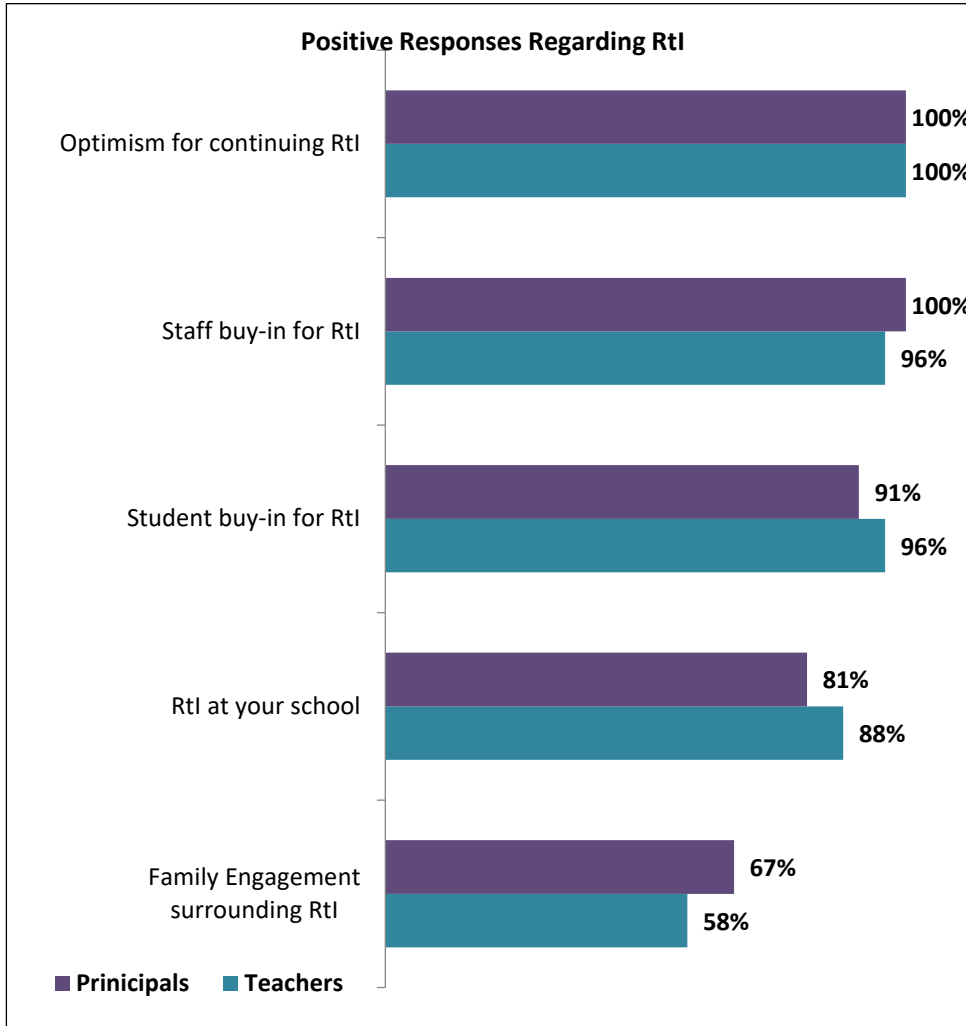
1,305 Coaching Activities were entered on the SDPD site from July 1, 2023 – June 30, 2024.



5. Leadership/Sustainability

A. RtI Interviews

In spring 2024, 11 principals and 24 teachers from RtI schools in South Dakota were interviewed via Zoom.



Based on open-ended questions:

Principals stated:

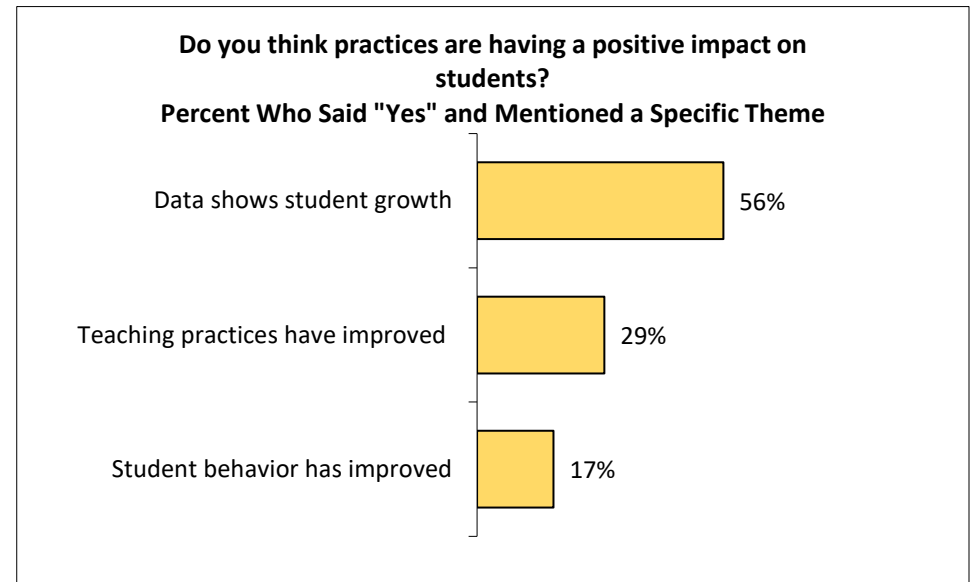
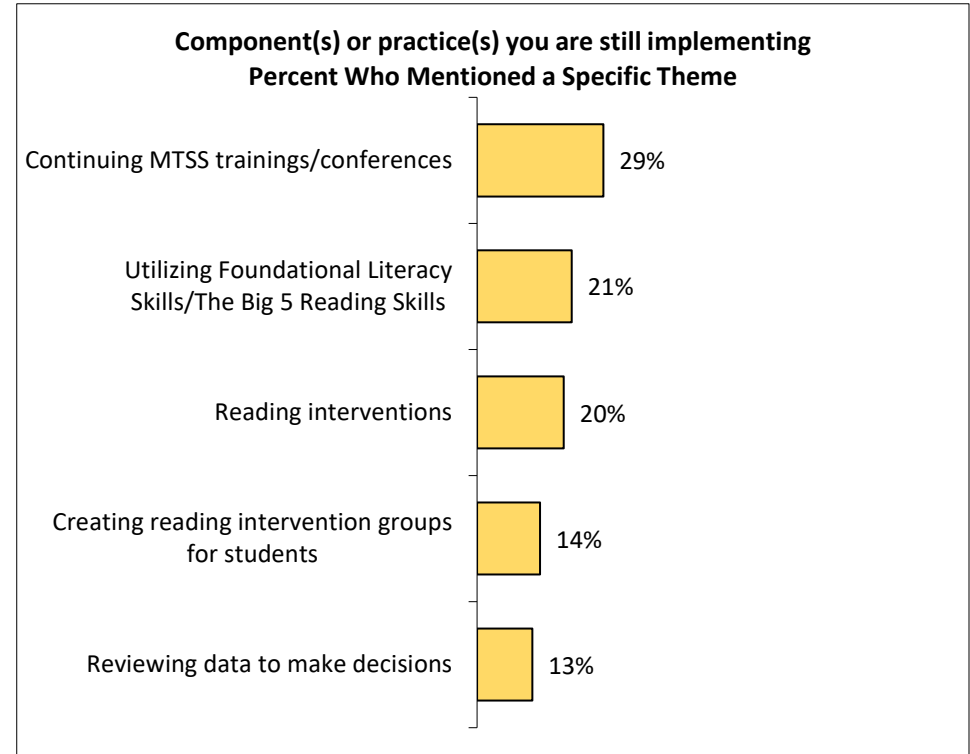
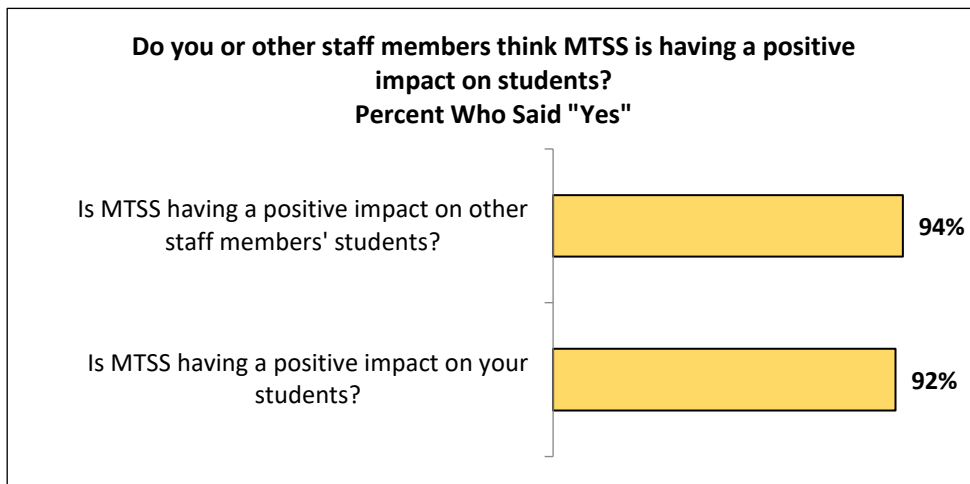
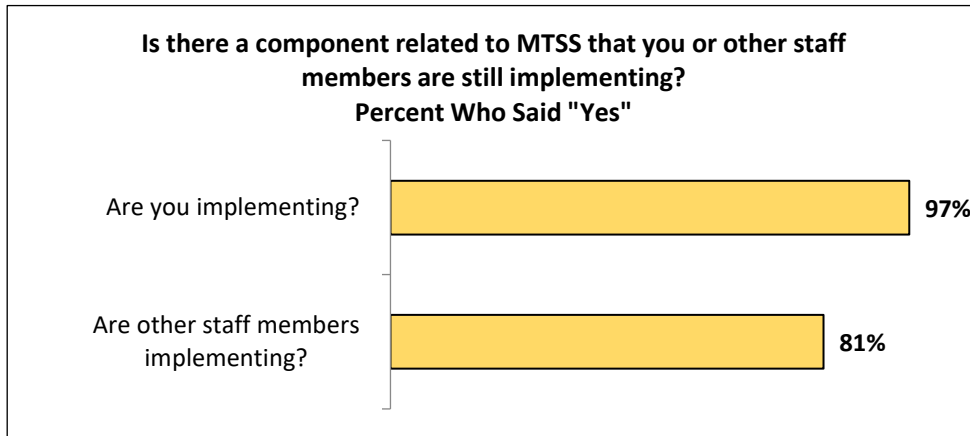
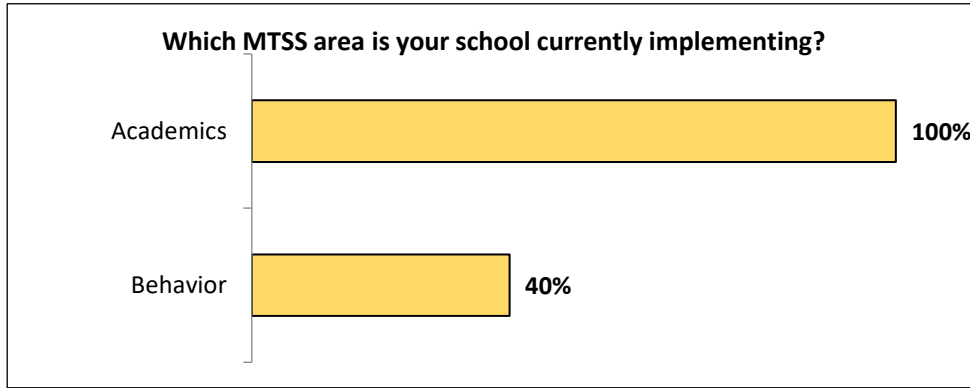
- RtI is making a positive difference in student literacy, with data showing increased proficiency and fewer students requiring Tier 2 and Tier 3 interventions.

Teachers stated:

- RtI has positively impacted student literacy, with teachers observing increased reading confidence, fluency, and comprehension among students.
- MTSS Coordinators have been highly effective in helping teachers improve instructional practices through observations, feedback, resources, and coaching.
- Key challenges include finding adequate time for interventions, securing funding for resources, and ensuring consistent implementation across grade levels.

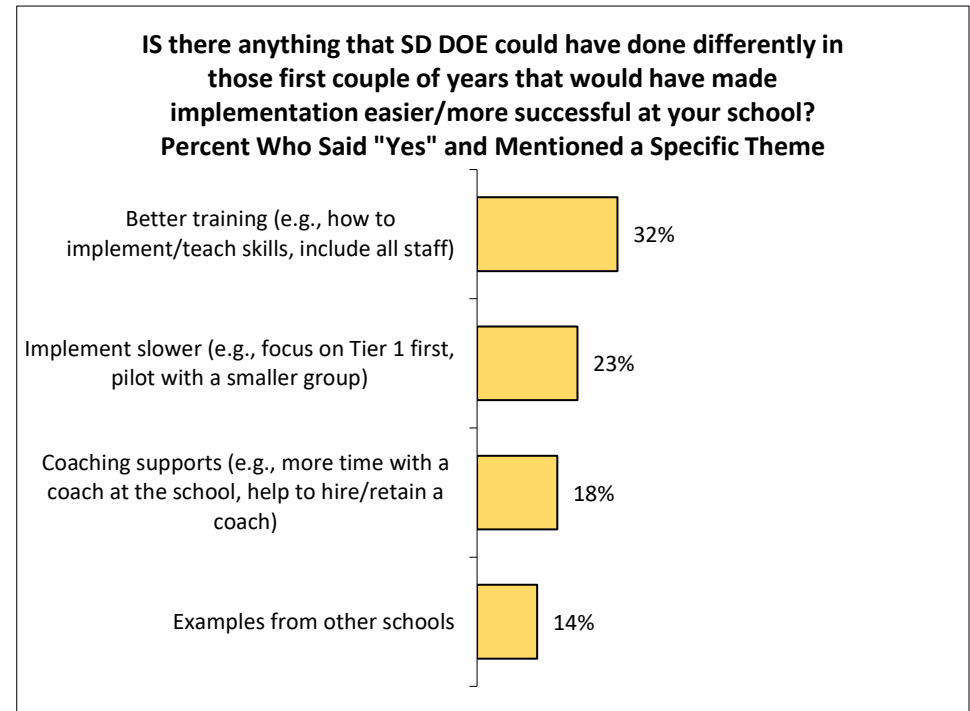
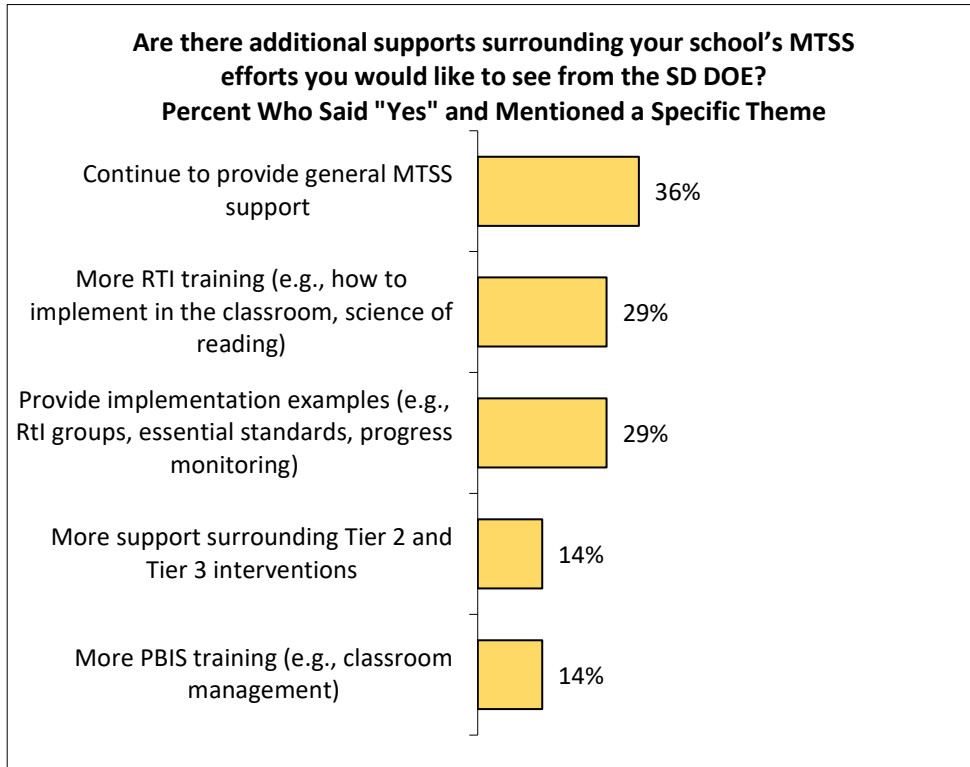
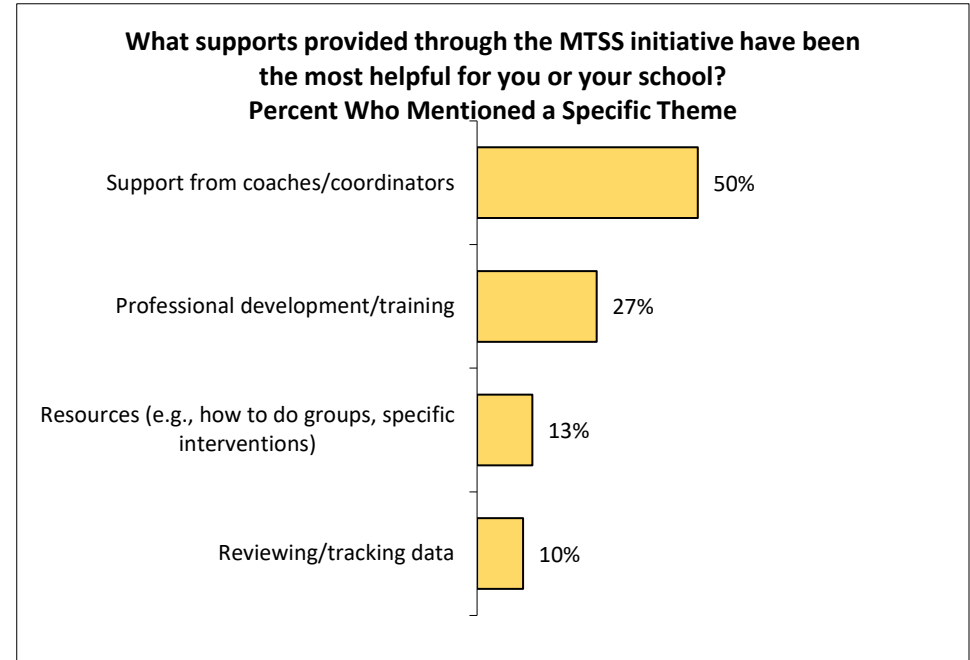
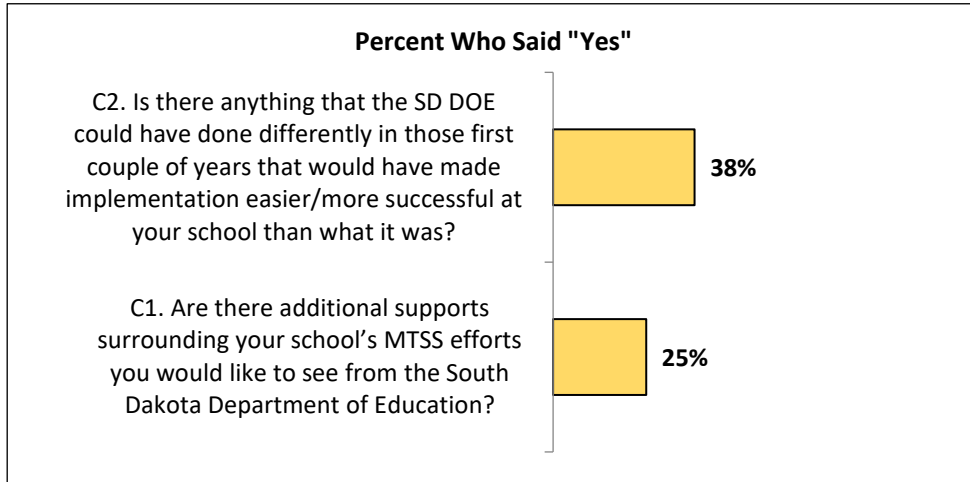
B1. Sustainability Survey – Implementation/Impact

62 staff members from 10 schools completed the Sustainability Survey in February/March 2024. This section shows the results for implementation and student impact.



B2. Sustainability Survey – Supports/Suggestions

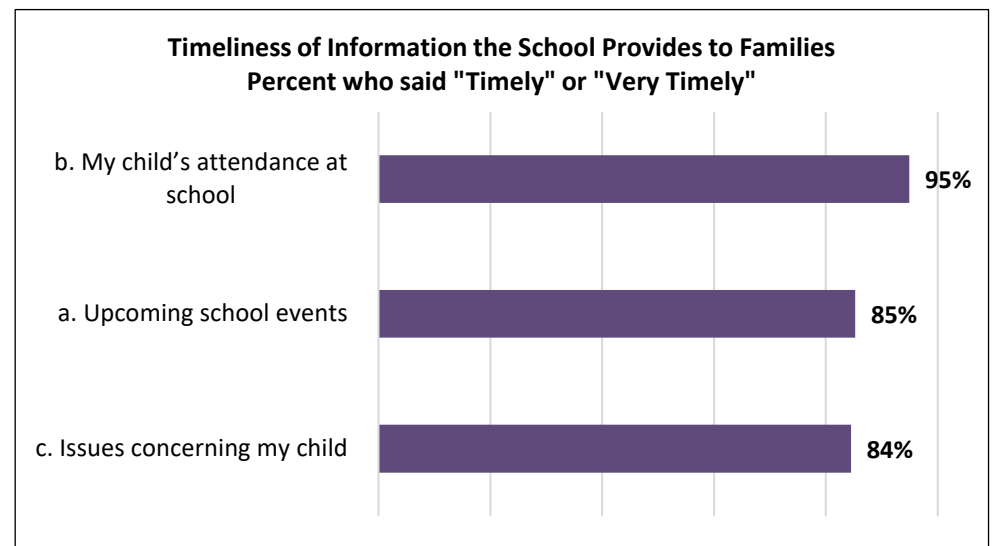
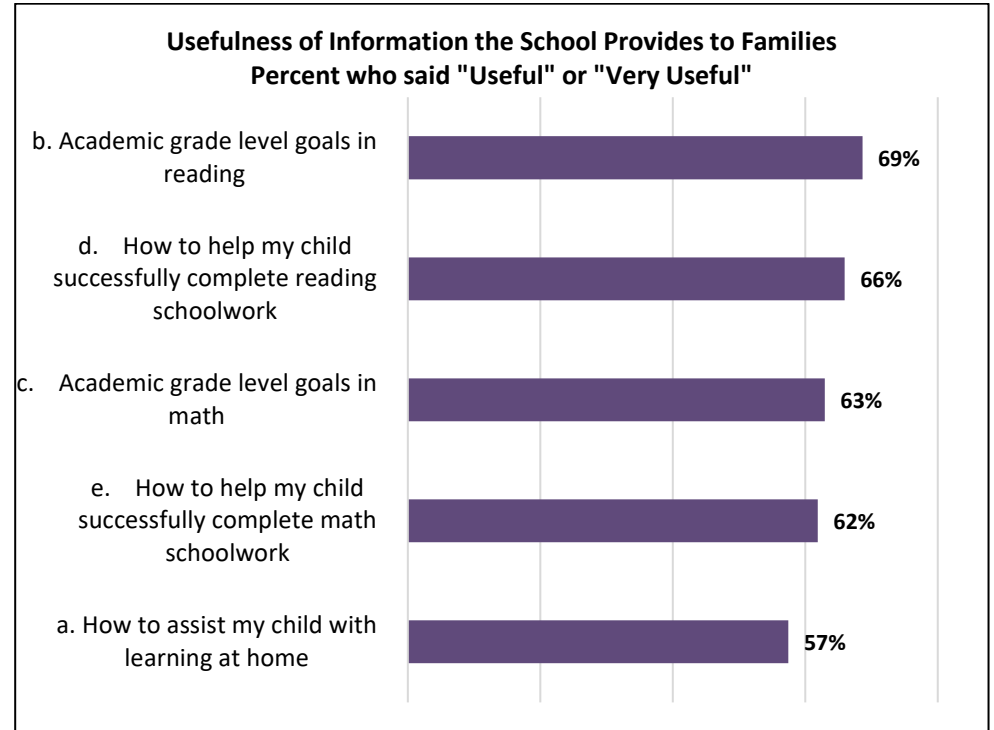
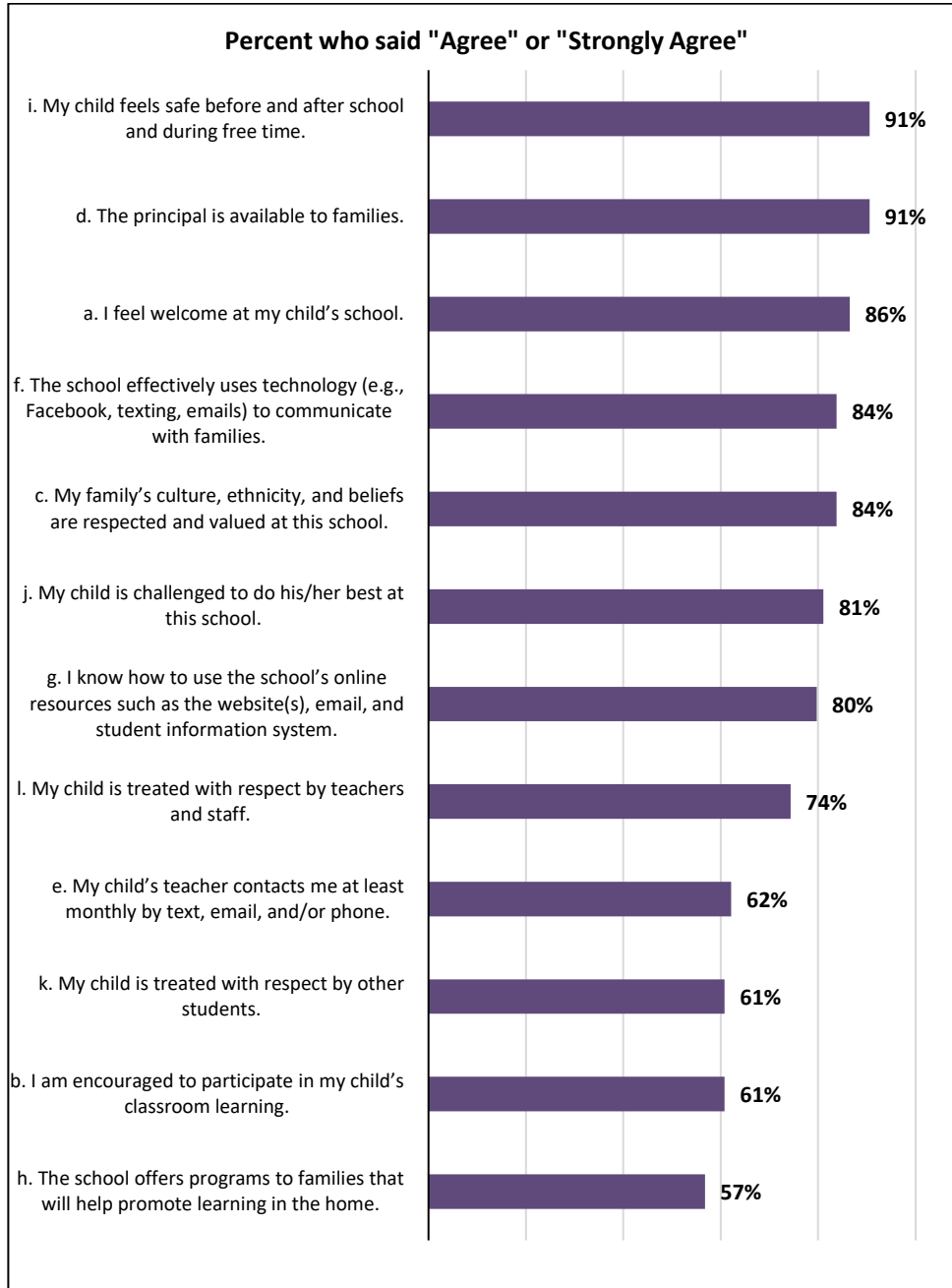
62 staff members from 10 schools completed the Sustainability Survey in February/March 2024. This section shows the results for supports and suggestions.



5. Family Engagement

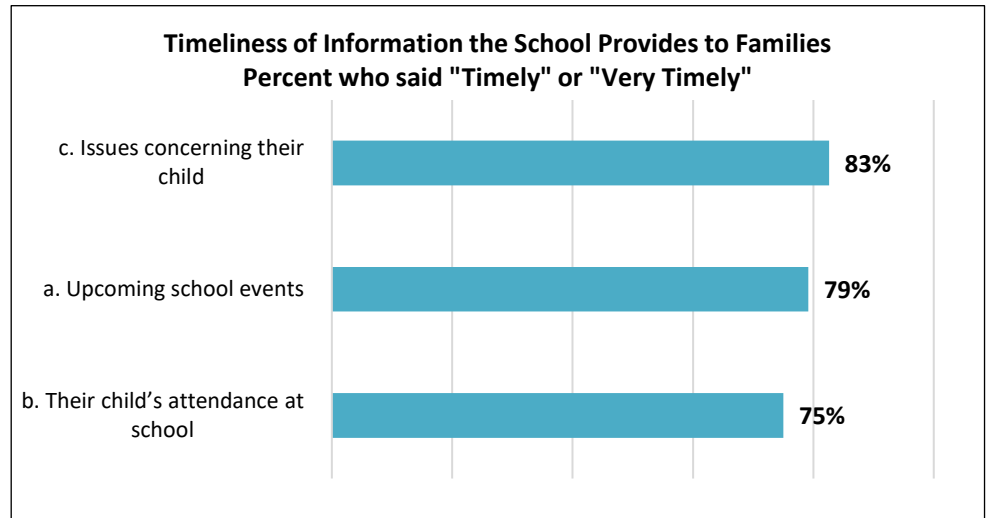
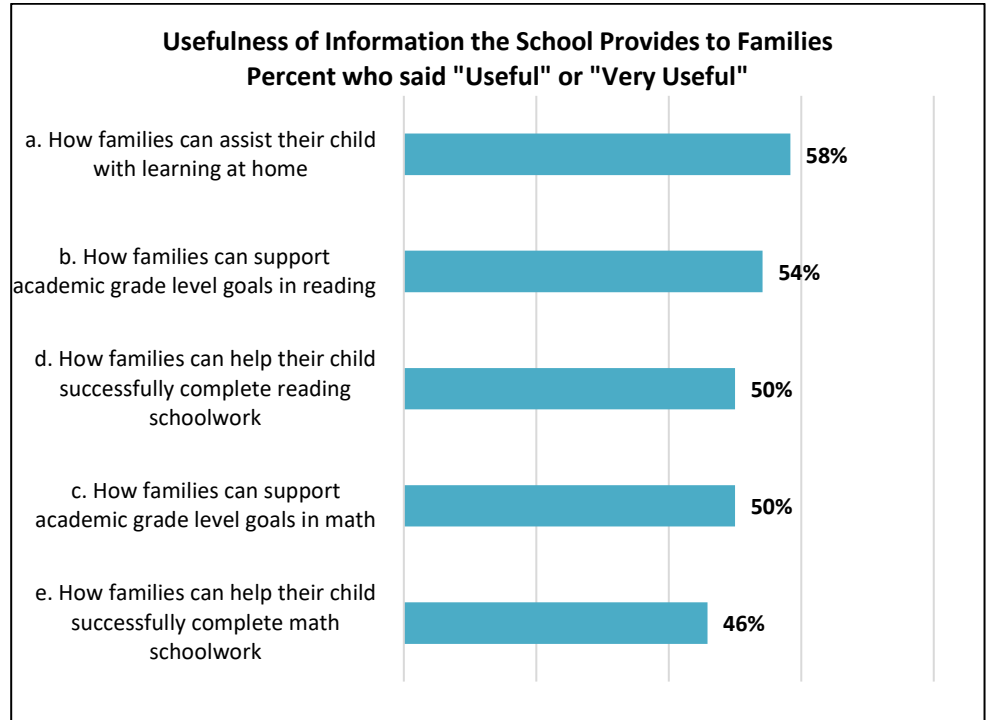
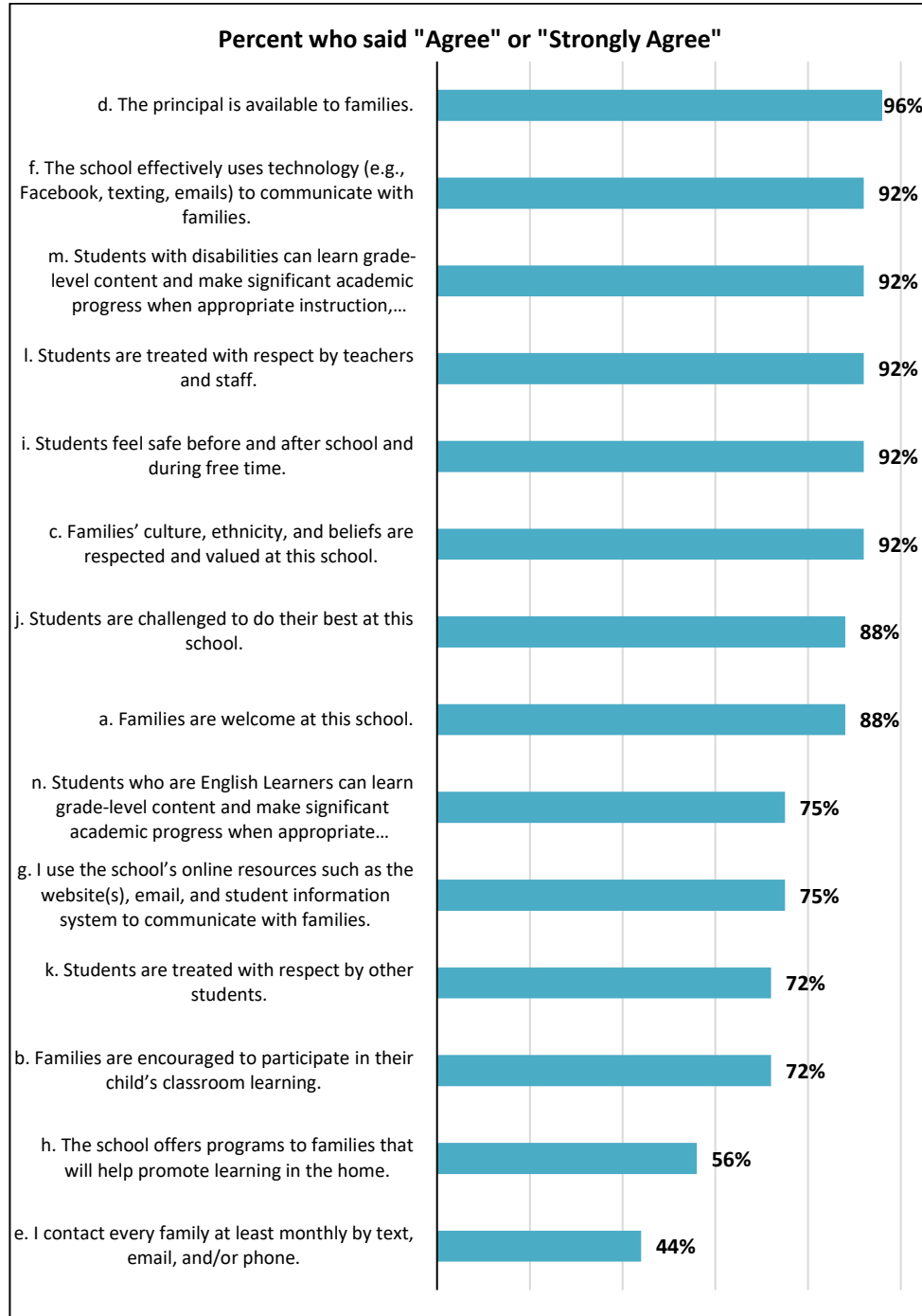
A1. Family Engagement Survey for Families

In May 2024, 74 families from 5 districts completed the Family Engagement Survey for families.



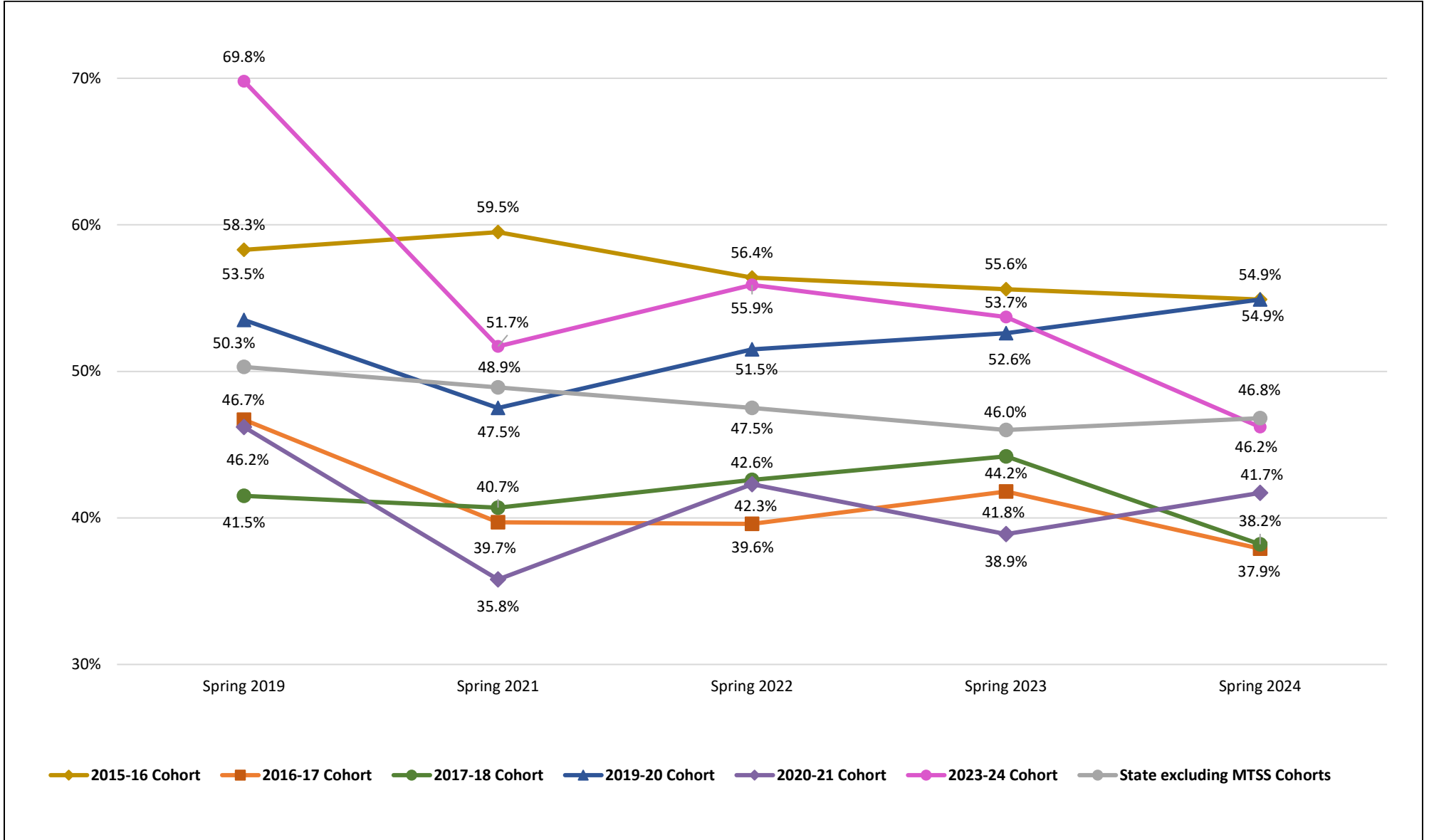
A2. Family Engagement Survey for Educators

In May 2024, 25 educators from 6 districts completed the Family Engagement Survey for Educators.



6. Student Data

A1. State Reading Test Data: All Students – Spring 2024 Grade 3-5 Students - Percent scoring proficient



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

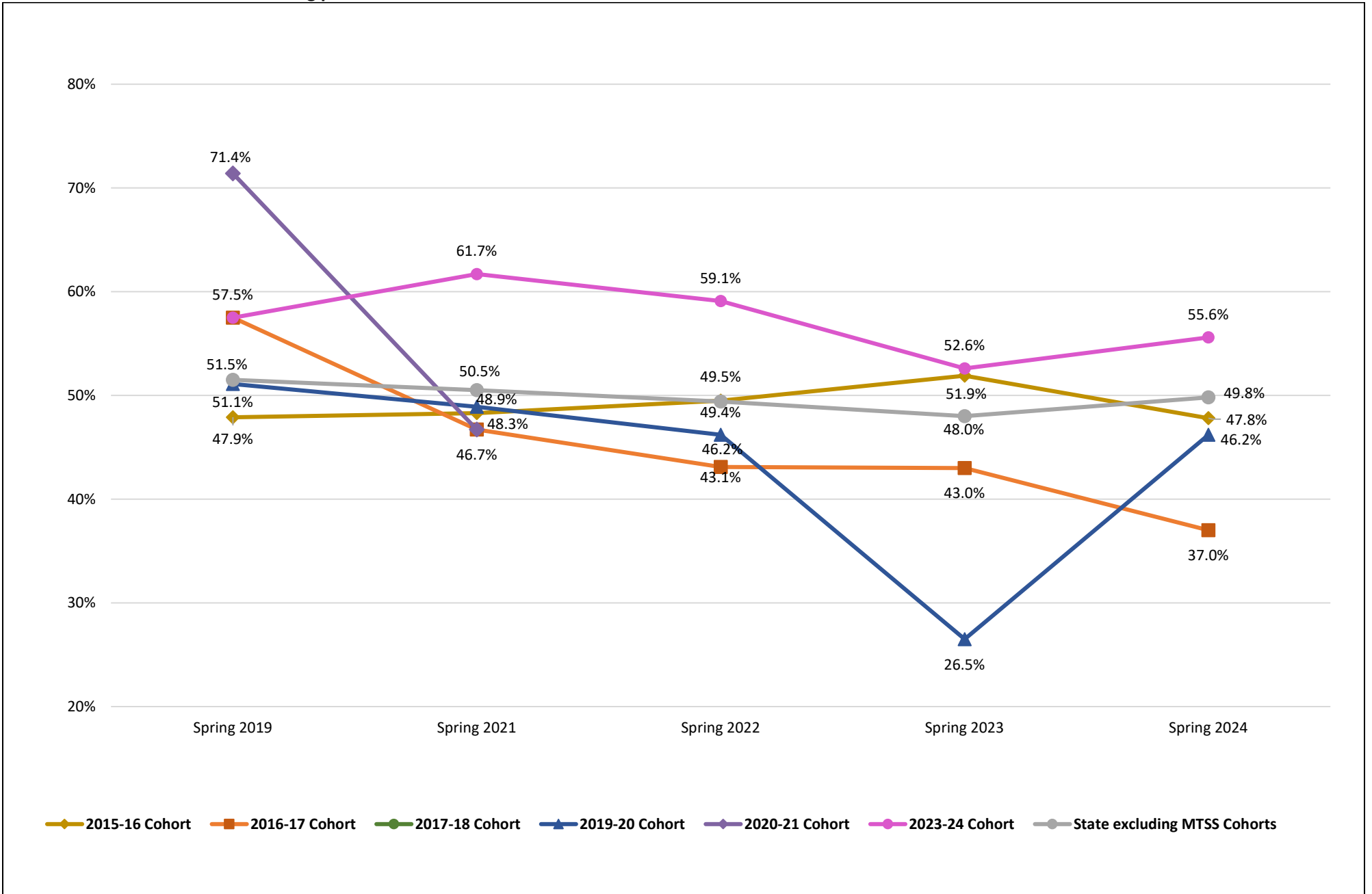
A1. State Reading Test Data: All Students – Spring 2024

Grade 3-5 Students - Percent scoring proficient

| | | Spring 2019 | Spring 2021 | Spring 2022 | Spring 2023 | Spring 2024 | Change: Spring 2024-Spring 2023 | Change: Spring 2024-Spring 2019 |
|------------------------------|------------|-------------|-------------|-------------|-------------|-------------|---------------------------------|---------------------------------|
| 2015-16 Cohort | # students | 642 | 595 | 571 | 549 | 570 | -0.7 | -3.4 |
| | Rate | 58.3% | 59.5% | 56.4% | 55.6% | 54.9% | | |
| 2016-17 Cohort | # students | 707 | 620 | 576 | 612 | 610 | -3.9 | -8.8 |
| | Rate | 46.7% | 39.7% | 39.6% | 41.8% | 37.9% | | |
| 2017-18 Cohort | # students | 41 | 54 | 47 | 43 | 34 | -6.0 | -3.3 |
| | Rate | 41.5% | 40.7% | 42.6% | 44.2% | 38.2% | | |
| 2019-20 Cohort | # students | 960 | 904 | 94 | 928 | 974 | 2.3 | 1.4 |
| | Rate | 53.5% | 47.5% | 51.5% | 52.6% | 54.9% | | |
| 2020-21 Cohort | # students | 93 | 109 | 97 | 72 | 60 | 2.8 | -4.5 |
| | Rate | 46.2% | 35.8% | 42.3% | 38.9% | 41.7% | | |
| 2021-22 Cohort | # students | 416 | 404 | 430 | 439 | 412 | 1.5 | -4.0 |
| | Rate | 57.2% | 52.7% | 54.7% | 51.7% | 53.2% | | |
| 2022-23 Cohort | # students | 216 | 197 | 195 | 204 | 190 | -7.5 | -3.9 |
| | Rate | 44.4% | 43.7% | 54.9% | 48.0% | 40.5% | | |
| 2023-24 Cohort | # students | 53 | 58 | 59 | 54 | 65 | -7.5 | -23.6 |
| | Rate | 69.8% | 51.7% | 55.9% | 53.7% | 46.2% | | |
| State excluding MTSS Cohorts | # students | 22,536 | 21,351 | 21,449 | 21,622 | 21,388 | 0.8 | -3.5 |
| | Rate | 50.3% | 48.9% | 47.5% | 46.0% | 46.8% | | |

A2. State Reading Test Data: All Students – Spring 2024

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 2024

Grade 6-8 Students - Percent scoring proficient

| | | Spring 2019 | Spring 2021 | Spring 2022 | Spring 2023 | Spring 2024 | Change: Spring 2024-Spring 2023 | Change: Spring 2024-Spring 2019 |
|------------------------------|------------|-------------|-------------|-------------|-------------|-------------|---------------------------------|---------------------------------|
| 2015-16 Cohort | # students | 330 | 327 | 319 | 310 | 297 | -4.1 | -0.1 |
| | Rate | 47.9% | 48.3% | 49.5% | 51.9% | 47.8% | | |
| 2016-17 Cohort | # students | 597 | 628 | 626 | 628 | 595 | -6.0 | -20.5 |
| | Rate | 57.5% | 46.7% | 43.1% | 43.0% | 37.0% | | |
| 2017-18 Cohort | # students | 0 | 0 | 0 | 0 | 0 | | |
| | Rate | | | | | | | |
| 2019-20 Cohort | # students | 47 | 47 | 52 | 49 | 52 | 19.7 | -4.9 |
| | Rate | 51.1% | 48.9% | 46.2% | 26.5% | 46.2% | | |
| 2020-21 Cohort | # students | 21 | 15 | 0 | 0 | 0 | | |
| | Rate | 71.4% | 46.7% | | | | | |
| 2021-22 Cohort | # students | 234 | 233 | 210 | 218 | 229 | 11.1 | -0.5 |
| | Rate | 53.8% | 50.6% | 42.4% | 42.2% | 53.3% | | |
| 2022-23 Cohort | # students | 52 | 49 | 42 | 37 | 42 | 18.7 | 0.4 |
| | Rate | 61.5% | 59.2% | 40.5% | 43.2% | 61.9% | | |
| 2023-24 Cohort | # students | 146 | 149 | 149 | 154 | 151 | 3.0 | -1.9 |
| | Rate | 57.5% | 61.7% | 59.1% | 52.6% | 55.6% | | |
| State excluding MTSS Cohorts | # students | 22,413 | 21,817 | 22,522 | 22,438 | 22,492 | 1.8 | -1.7 |
| | Rate | 51.5% | 50.5% | 49.4% | 48.0% | 49.8% | | |

B1. State Reading Test Data: Students with Disabilities – Spring 2024

Grade 3-5 Students - Percent scoring proficient

Note: No chart is shown given the small number of students in the 2017-18 and 2023-24 cohorts.

| | | Spring 2019 | Spring 2021 | Spring 2022 | Spring 2023 | Spring 2024 | Change: Spring 2024- Spring 2023 | Change: Spring 2024- Spring 2019 |
|---------------------------------|------------|----------------|----------------|----------------|----------------|----------------|--|--|
| 2015-16 Cohort | # students | 90 | 62 | 68 | 77 | 84 | 2.0 | 3.5 |
| | Rate | 16.7% | 25.8% | 23.5% | 18.2% | 20.2% | | |
| 2016-17 Cohort | # students | 107 | 103 | 97 | 88 | 105 | 0.8 | -5.4 |
| | Rate | 18.7% | 15.5% | 9.3% | 12.5% | 13.3% | | |
| 2017-18 Cohort | # students | 5 | 2 | 5 | 6 | 10 | | |
| | Rate | | | | | | | |
| 2019-20 Cohort | # students | 153 | 141 | 161 | 157 | 175 | -0.4 | -2.9 |
| | Rate | 23.5% | 19.9% | 20.5% | 21.0% | 20.6% | | |
| 2020-21 Cohort | # students | 17 | 13 | 14 | 21 | 16 | 4.5 | 12.9 |
| | Rate | 5.9% | 15.4% | 7.1% | 14.3% | 18.8% | | |
| 2021-22 Cohort | # students | 45 | 62 | 55 | 86 | 83 | -1.7 | -1.9 |
| | Rate | 20.0% | 21.0% | 25.5% | 19.8% | 18.1% | | |
| 2022-23 Cohort | # students | 48 | 59 | 53 | 44 | 36 | -12.2 | -10.5 |
| | Rate | 18.8% | 16.9% | 26.4% | 20.5% | 8.3% | | |
| 2023-24 Cohort | # students | 5 | 8 | 9 | 8 | 10 | | |
| | Rate | | | | | 30.0% | | |
| State excluding MTSS Cohorts | # students | 3,851 | 3,543 | 3,745 | 3,967 | 4,160 | 0.7 | -0.4 |
| | Rate | 19.7% | 19.3% | 19.9% | 18.6% | 19.3% | | |

B2. State Reading Test Data: Students with Disabilities – Spring 2024

Grade 6-8 Students - Percent scoring proficient

Note: No chart is shown given the small number of students in the 2017-18, 2019-20, 2020-21, and 2023-24 cohorts.

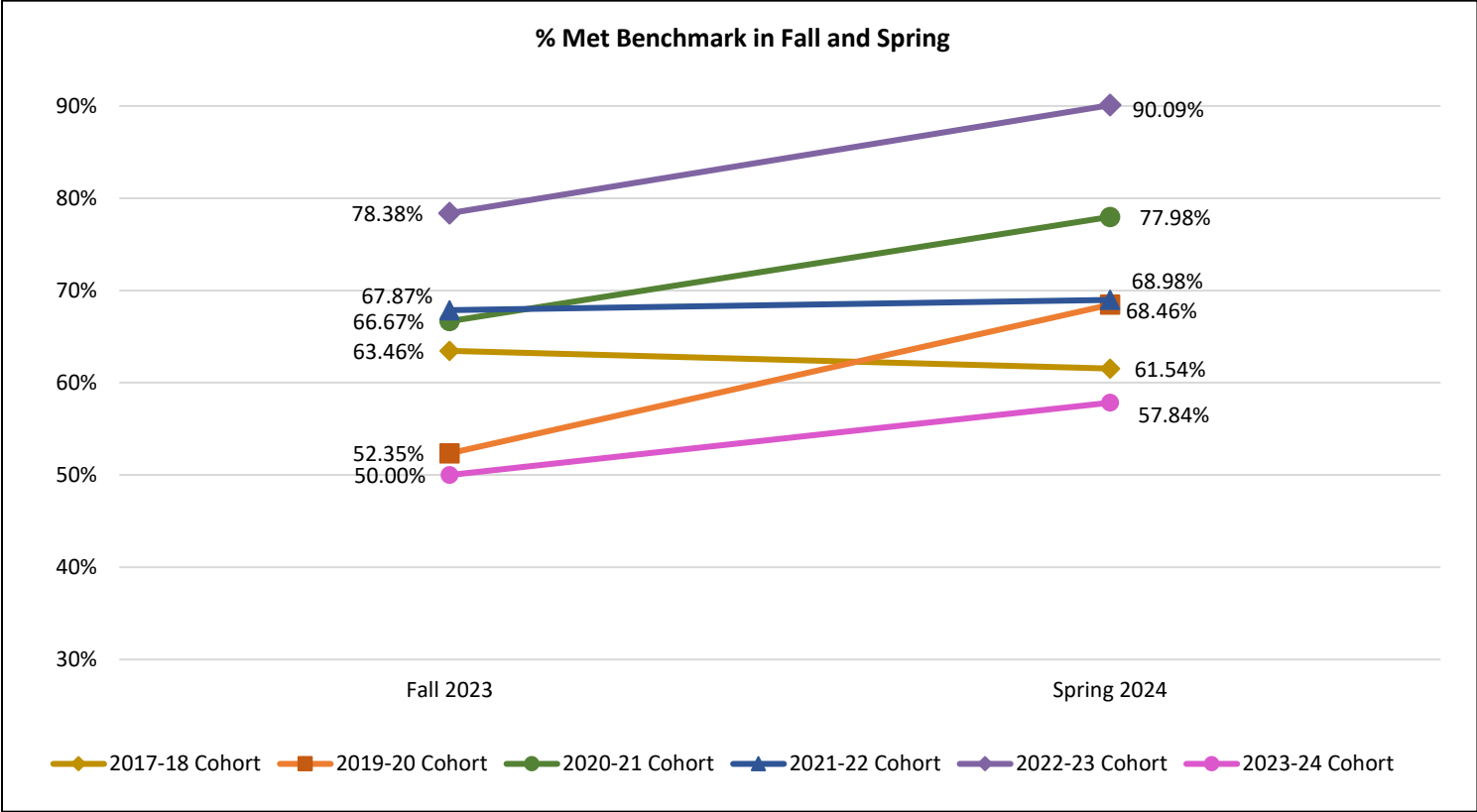
| | | Spring 2019 | Spring 2021 | Spring 2022 | Spring 2023 | Spring 2024 | Change: Spring 2024- Spring 2023 | Change: Spring 2024- Spring 2019 |
|---------------------------------|------------|----------------|----------------|----------------|----------------|----------------|--|--|
| 2015-16 Cohort | # students | 34 | 43 | 51 | 49 | 37 | -4.8 | -6.4 |
| | Rate | 11.8% | 14.0% | 15.7% | 10.2% | 5.4% | | |
| 2016-17 Cohort | # students | 56 | 74 | 96 | 90 | 75 | 1.5 | 2.2 |
| | Rate | 7.1% | 12.2% | 9.4% | 7.8% | 9.3% | | |
| 2017-18 Cohort | # students | 0 | 0 | 0 | 0 | 0 | | |
| | Rate | | | | | | | |
| 2019-20 Cohort | # students | 8 | 7 | 4 | 9 | 7 | | |
| | Rate | | | | | | | |
| 2020-21 Cohort | # students | 2 | 1 | 0 | 0 | 0 | | |
| | Rate | | | | | | | |
| 2021-22 Cohort | # students | 19 | 20 | 24 | 23 | 28 | 14.3 | 14.3 |
| | Rate | 0.0% | 10.0% | 20.8% | 0.0% | 14.3% | | |
| 2022-23 Cohort | # students | 8 | 8 | 11 | 10 | 9 | | |
| | Rate | | | 0.0% | 0.0% | | | |
| 2023-24 Cohort | # students | 20 | 9 | 6 | 9 | 11 | | |
| | Rate | 10.0% | | | | 9.1% | | |
| State excluding MTSS Cohorts | # students | 2962 | 2845 | 3024 | 3092 | 3086 | 0.4 | 0.8 |
| | Rate | 10.8% | 12.2% | 12.6% | 11.2% | 11.6% | | |

C. Student Reading Benchmark Data

All Students

Grades K-8: Percent Met Benchmark

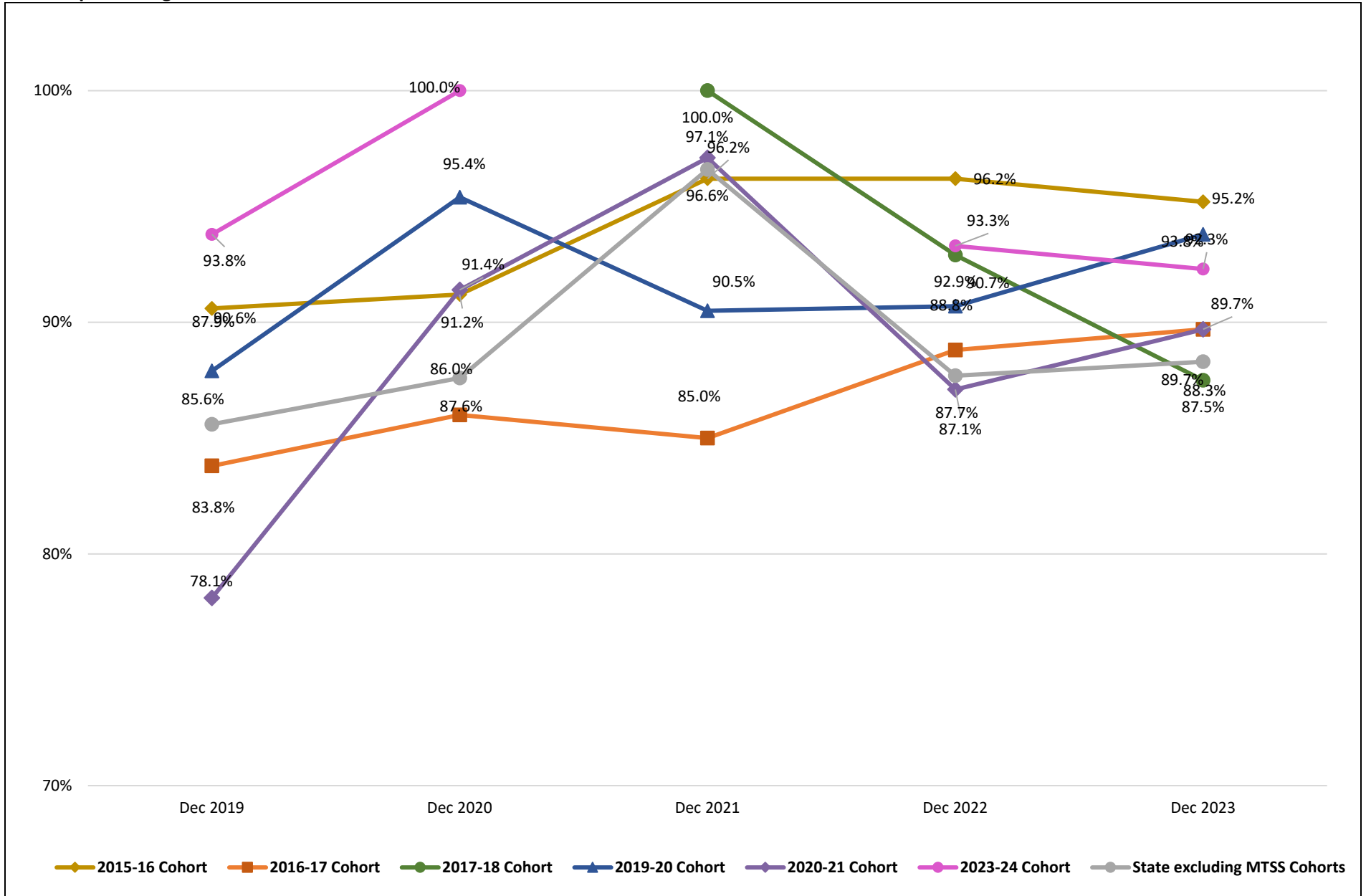
| Cohort | # test-takers | Fall 2023 | Spring 2024 | Change: Spring 2024 - Fall 2023 |
|----------------|---------------|-----------|-------------|---------------------------------|
| 2017-18 Cohort | 104 | 63.46% | 61.54% | -1.92 |
| 2019-20 Cohort | 596 | 52.35% | 68.46% | 16.11 |
| 2020-21 Cohort | 168 | 66.67% | 77.98% | 11.31 |
| 2021-22 Cohort | 361 | 67.87% | 68.98% | 1.11 |
| 2022-23 Cohort | 222 | 78.38% | 90.09% | 11.71 |
| 2023-24 Cohort | 102 | 50.00% | 57.84% | 7.84 |



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. 2019 | Dec. 2020 | Dec. 2021 | Dec. 2022 | Dec. 2023 | Change: Dec 2023 - Dec 2022 | Change: Dec 2023 - Dec 2019 |
|---------------------------------|------------------|--------------|--------------|--------------|--------------|--------------|-----------------------------------|-----------------------------------|
| 2015-16 Cohort | # students | 149 | 137 | 131 | 130 | 126 | -1.0 | 4.6 |
| | Gen Ed Env. Rate | 90.6% | 91.2% | 96.2% | 96.2% | 95.2% | | |
| 2016-17 Cohort | # students | 198 | 200 | 200 | 170 | 174 | 0.9 | 5.9 |
| | Gen Ed Env. Rate | 83.8% | 86.0% | 85.0% | 88.8% | 89.7% | | |
| 2017-18 Cohort | # students | 10 | 5 | 11 | 14 | 16 | -5.4 | 87.5 |
| | Gen Ed Env. Rate | | | 100.0% | 92.9% | 87.5% | | |
| 2019-20 Cohort | # students | 223 | 216 | 232 | 257 | 275 | 3.1 | 5.9 |
| | Gen Ed Env. Rate | 87.9% | 95.4% | 90.5% | 90.7% | 93.8% | | |
| 2020-21 Cohort | # students | 32 | 35 | 35 | 31 | 29 | 2.6 | 11.6 |
| | Gen Ed Env. Rate | 78.1% | 91.4% | 97.1% | 87.1% | 89.7% | | |
| 2021-22 Cohort | # students | 98 | 102 | 127 | 132 | 129 | -4.7 | 5.8 |
| | Gen Ed Env. Rate | 85.7% | 90.2% | 92.9% | 96.2% | 91.5% | | |
| 2022-23 Cohort | # students | 86 | 94 | 90 | 71 | 71 | 0.0 | 3.6 |
| | Gen Ed Env. Rate | 83.7% | 85.1% | 80.0% | 87.3% | 87.3% | | |
| 2023-24 Cohort | # students | 16 | 17 | 9 | 15 | 13 | -1.0 | -1.5 |
| | Gen Ed Env. Rate | 93.8% | 100.0% | | 93.3% | 92.3% | | |
| State excluding MTSS Cohorts | # students | 7,135 | 9,703 | 7,088 | 7,389 | 7,511 | 0.6 | 2.7 |
| | Gen Ed Env. Rate | 85.6% | 87.6% | 96.6% | 87.7% | 88.3% | | |