

# Transylvania County Schools

## K-12 Academic Data & Attendance Updates

*February 6th, 2023*



**Current  
Elementary  
(K-5)  
Strategies/  
Resources  
to address  
academic  
progress**

- Reading Specialists positions - ESSER III Funds
- Additional Teacher Assistant positions
- Purchased ELA (3 yr adoption) and Math Curriculum (5 yr adoption)
- Tier III (Well below average) Reading Program
- I & E blocks (Intervention and Enrichment)
- Ongoing LETRS (Language Essentials for Teachers of Reading and Spelling) Professional Development

**Future**  
**Elementary (K-5)**  
**Strategies/  
Resources to  
address  
academic  
progress**

- Classroom Spotlights (2022-2023)
- Collaborative Math PD Sessions with WRESA (22-23)
- NCDPI Early Literacy Specialist position (Spring 23)
- Continued PD with our newly purchased curriculum (Spring 23)
- Continued LETRS training for elementary teachers (Spring 23)

# **A look at Elementary Data:**

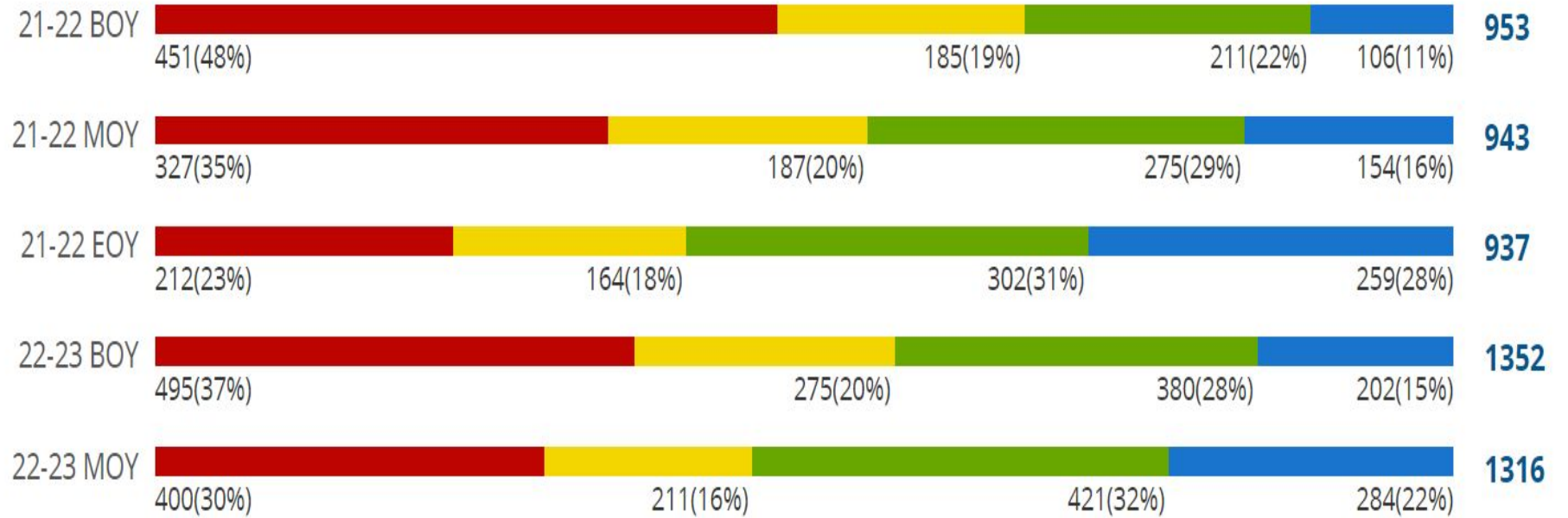
**BOY: Beginning of Year (September)**

**MOY: Middle of Year (January)**

**Diagnostics: Reading (mCLASS) &  
math (enVision)**

## K-5 Reading Benchmarks

# mCLASS data (Reading)



**To Note: MOY (21-22) = 55% Below Expectations MOY (22-23) = 46% Below Expectations**

## K-2 MATH Benchmarks

### \* MATH enVision - Diagnostic Scores (overall) enVision Diagnostic - Composite Scores (overall)

Kindergarten	Does Not Meet	Approaching	Meets	Exceeds	MOY Does Not Meet	MOY Approaching	MOY Meet	MOY Exceeds
BES	53%	36%	11%	0%	13%	32%	55%	0%
PFES	52%	23%	14%	0%	23%	52%	25%	0%
RES	53%	43%	4%	0%	29%	41%	30%	0%
TCH	65%	22%	13%	0%	32%	9%	23%	4%
					12/13			

### enVision Diagnostic - Composite Scores (overall)

First Grade	Does Not Meet	Approaching	Meets	Exceeds	MOY Does Not Meet	MOY Approaching	MOY Meet	MOY Exceeds
BES	18%	53%	29%	0%	13%	41%	44%	2%
PFES	44%	40%	16%	0%	8%	40%	52%	0%
RES	38%	29%	33%	0%	3%	26%	68%	3%
TCH	33%	46%	21%	0%	13%	33%	54%	0%

### enVision Diagnostic - Composite Scores (overall)

Second Grade	Does Not Meet	Approaching	Meets	Exceeds	MOY Does Not Meet	MOY Approaching	MOY Meet	MOY Exceeds
BES	38%	37%	25%	0%	19%	31%	44%	6%
PFES	65%	18%	17%	0%	27%	35%	39%	0%
RES	51%	24%	25%	0%	13%	28%	59%	0%
TCH	64%	29%	7%	0%	21%	36%	43%	0%

**To Note: BOY (22-23) = 40.5% Below Expectations; MOY (22-23) = 25%**

enVision  
Data  
(Math)

**\* MATH enVision - Diagnostic Scores (overall)**  
**enVision Diagnostic - Composite Scores (overall)**

Third Grade	Does Not Meet	Approaching	Meets	Exceeds	MOY Does Not Meet	MOY Approaching	MOY Meet	MOY Exceeds
BES	50%	25%	25%	0%	17%	10%	50%	23%
PFES	71%	14%	15%	0%	13%	29%	50%	9%
RES	55%	30%	15%	0%	24%	31%	38%	7%
TCH	55%	27%	14%	4%	14%	41%	36%	9%

**enVision Diagnostic - Composite Scores (overall)**

Fourth Grade	Does Not Meet	Approaching	Meets	Exceeds	MOY Does Not Meet	MOY Approaching	MOY Meet	MOY Exceeds
BES	40%	25%	31%	4%	14%	29%	50%	7%
PFES	56%	36%	8%	0%	39%	31%	30%	0%
RES	68%	23%	9%	0%	41%	37%	22%	0%
TCH	69%	23%	8%	0%	38%	54%	8%	0%

**enVision Diagnostic - Composite Scores (overall)**

Fifth Grade	Does Not Meet	Approaching	Meets	Exceeds	MOY Does Not Meet	MOY Approaching	MOY Meet	MOY Exceeds
BES	42%	24%	34%	0%	41%	26%	30%	3%
PFES	63%	28%	9%	0%	34%	29%	32%	4%
RES	45%	45%	11%	0%	39%	35%	26%	0%
TCH	64%	18%	9%	0%	46%	27%	18%	9%

To Note: BOY (22-23) = 42% Below Expectations; MOY (22-23) = 30%

## **Current Middle School (6-8) Strategies/ Resources to address academic progress**

- Structured use of Exact Path during Flex Block
- Use of NC Check Ins as a formative assessment
- Data Dives with teachers to look at trends, groups, etc.



**Future**  
**Middle School**  
**(6-8)**  
**Strategies/Re**  
**sources to**  
**address**  
**academic**  
**progress**

- Pacing Guide meetings in early June to enhance resources for teachers.
- Analyzing various math curriculums to support teachers
- Utilization of School Net to build common formative assessments across both schools.
- TCS District Grade Level Meetings
- Looking closer at schedules to optimize learning

# **A look at Middle School data:**

**BOY: Beginning of Year (September)**

**MOY: Middle of Year (January)**

**Diagnostics: Reading (Exact path) &  
Math (Exact Path)**

**Exact Path Data  
(Reading)**

**\*approximately  
5,800 students**

BMS and RMS	6th Grade		7th Grade		8th Grade	
<b>0 - 24%</b>	BOY 24%	MOY 17%	16%	13%	19%	11%
<b>25 - 49%</b>	38%	32%	26%	24%	27%	30%
<b>50 - 74% Average</b>	20%	24%	32%	28%	23%	25%
<b>75 - 99%</b>	19%	27%	25%	35%	31%	34%

**To Note: BOY 25% under the 50th percentile. MOY 21% under the 50th percentile.**

**Exact Path Data  
(Math)**

**\*approximately  
7,500 students**

BMS and RMS	6th Grade		7th Grade		8th Grade	
<b>0 - 24%</b>	BOY 34%	MOY 25%	28%	21%	26%	21%
<b>25 - 49%</b>	35%	29%	36%	33%	33%	28%
<b>50 - 74%</b>	19%	28%	22%	26%	17%	22%
<b>75 - 99%</b>	12%	18%	14%	20%	24%	29%

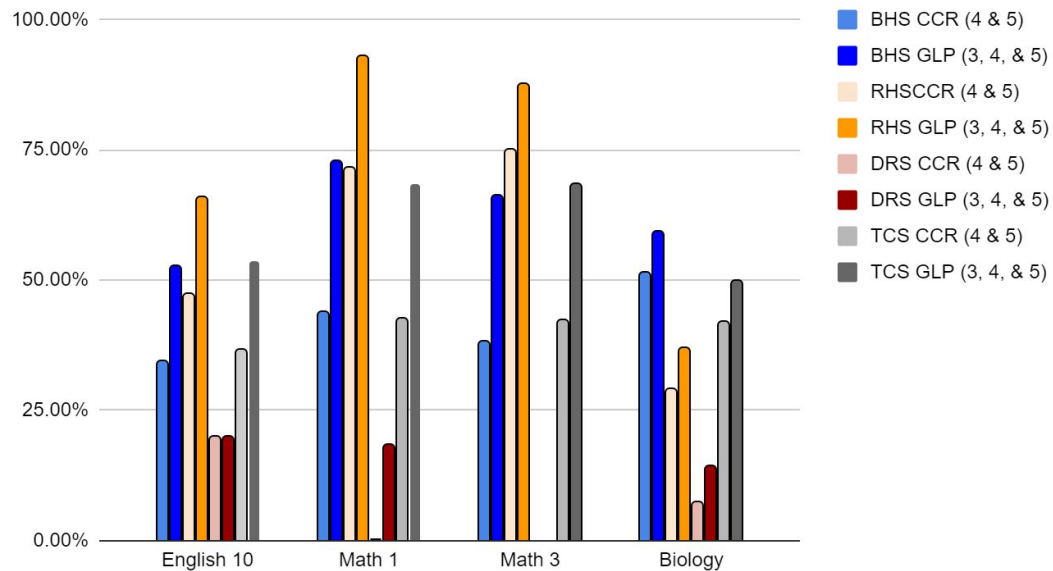
**To Note: BOY 32% under the 50th percentile; MOY 26% under the 50th percentile**

# High School Data Fall 2023

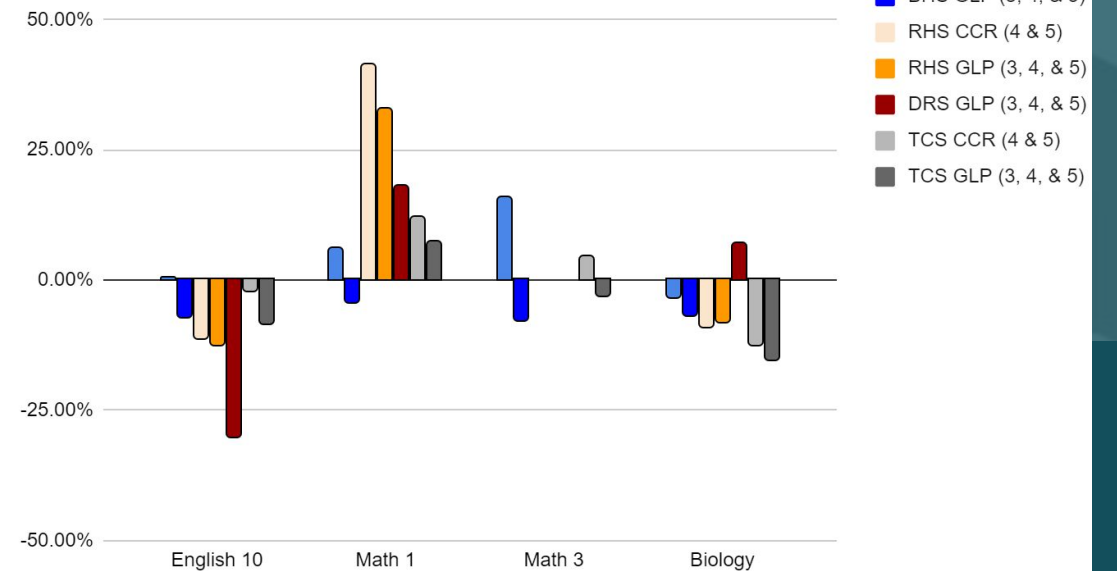
# EOC Proficiency Data

EOC	TCS Fall 2022		TCS Fall 21 to Fall 22	
	CCR (4 & 5)	GLP (3, 4, & 5)	CCR (4 & 5)	GLP (3, 4, & 5)
English 10	36.73%	53.74%	-1.99%	-8.29%
Math 1	42.47%	68.49%	11.96%	7.46%
Math 3	42.11%	68.42%	4.48%	-3.09%
Biology	41.94%	49.68%	-12.54%	-15.19%

School Proficiency (Fall 2022-23)



Proficiency Comparison Fall 2021-22 to 2022-23



# Growth Indicators

## EOC & ACT

### 2019-2022

Subject	← Year	← Grade	Growth Indicator
EOC Biology	2019	N/A	⚠ Does Not Meet Expected Growth
	2021	N/A	👍 Exceeds Expected Growth
	2022	N/A	✅ Meets Expected Growth
EOC English II	2019	N/A	⚠ Does Not Meet Expected Growth
	2021	N/A	✅ Meets Expected Growth
	2022	N/A	⚠ Does Not Meet Expected Growth
EOC Math 1	2019	N/A	👍 Exceeds Expected Growth
	2021	N/A	👍 Exceeds Expected Growth
	2022	N/A	👍 Exceeds Expected Growth
EOC Math 3	2019	N/A	👍 Exceeds Expected Growth
	2021	N/A	✅ Meets Expected Growth
	2022	N/A	✅ Meets Expected Growth

Subject	← Year	← Grade	Growth Indicator
ACT Composite	2019	N/A	⚠ Does Not Meet Expected Growth
	2021	N/A	✅ Meets Expected Growth
	2022	N/A	⚠ Does Not Meet Expected Growth
ACT English	2019	N/A	⚠ Does Not Meet Expected Growth
	2021	N/A	⚠ Does Not Meet Expected Growth
	2022	N/A	✅ Meets Expected Growth
ACT Math	2019	N/A	⚠ Does Not Meet Expected Growth
	2021	N/A	✅ Meets Expected Growth
	2022	N/A	✅ Meets Expected Growth
ACT Reading	2019	N/A	✅ Meets Expected Growth
	2021	N/A	✅ Meets Expected Growth
	2022	N/A	⚠ Does Not Meet Expected Growth
ACT Science	2019	N/A	✅ Meets Expected Growth
	2021	N/A	✅ Meets Expected Growth
	2022	N/A	✅ Meets Expected Growth

# **High School Strategies/Resources to Address Academic Progress**



## **Current Strategies: High School (9-12)**

- NC Check Ins
  - ◆ data analyzed by admin and teachers to develop strategies to support student needs
- Data walls
  - ◆ identify trends & utilize during MTSS
- Intervention and Enrichment

## **Future Strategies** **High School (9-12)**

- Create/ update district pacing guides for all EOC courses that are aligned to the NCSCoS
- Data digs by department
  - ◆ NC Check Ins, Quarterly grades vs EOC scores, MTSS
- Academic Vocabulary
  - ◆ Identify from standards and released EOCs
- Strengthen MTSS
- District PLC meetings by subject

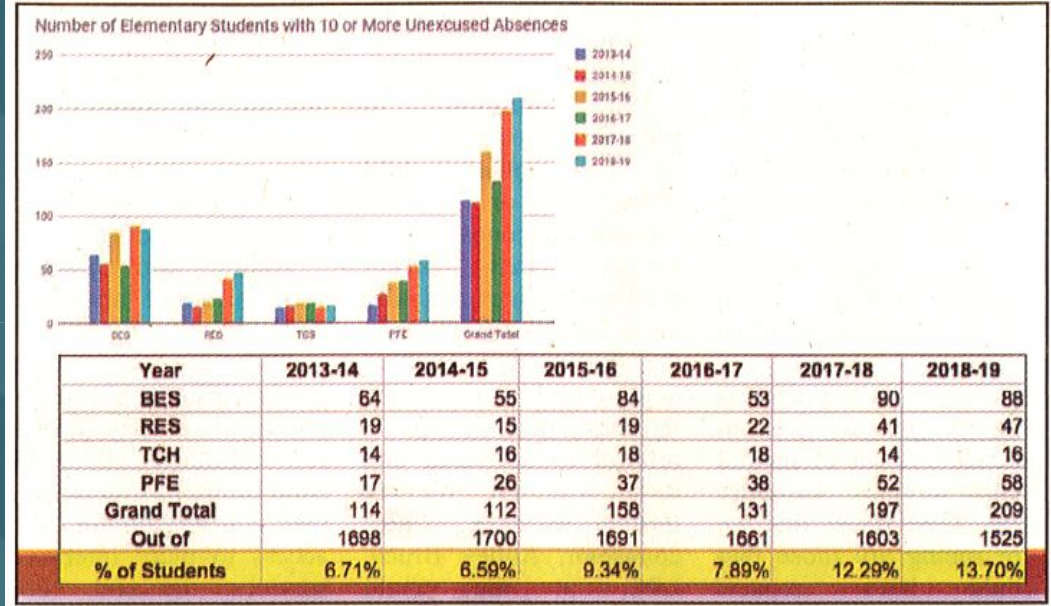
# **#BeHereTCS**

## **Elementary, MS, HS**

### **Attendance Data**

2017 Data Analysis  
 2018 School Report Card  
 2019 Attd. Review Comm.  
 2020 TCS School Board  
 21-22 Admin Input and  
 District Policy Evaluation

mes, Brevard, N.C., Monday, March 9, 2020



Chronic absenteeism is widely defined as missing 10 percent or more of school days in a school year for any reason, including excused and unexcused absences. This can translate into missing

**18 or more**

days per year or 2 days per month.

Students who are chronically absent in preschool, kindergarten, and first grade are much less likely to read at grade level by third grade—which would make them

**4 times**

more likely to drop out of high school than proficient readers.

It starts early.  
More than

**10 percent**

of kindergartners and first graders are chronically absent.

A student who is chronically absent any year between grades 8 and 12 is more than

**7 times**

more likely to drop out.

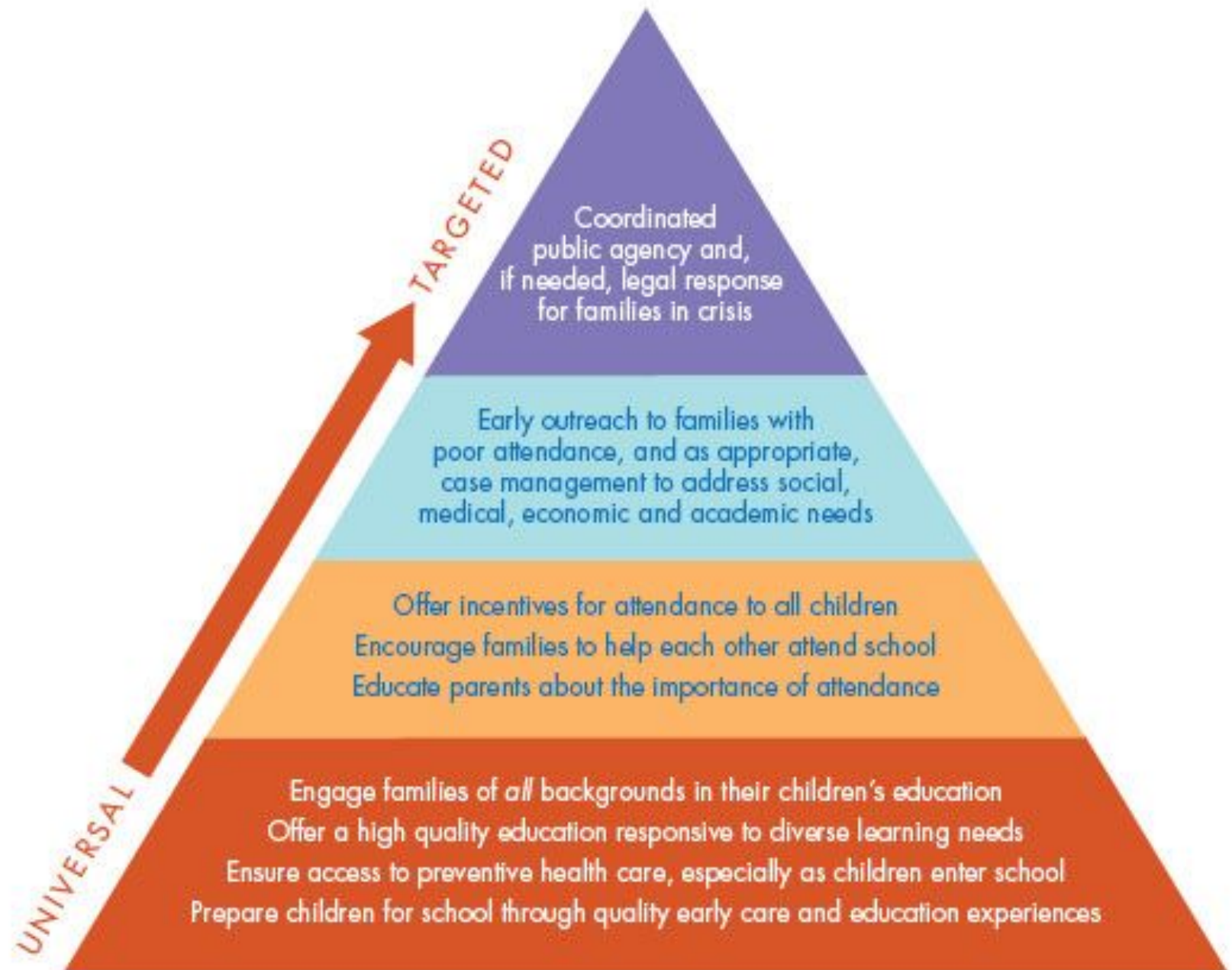
On average, a college graduate is likely to live about

**9 years**

longer than someone who has not completed high school.



**Chronic absenteeism can be turned around if schools and community partners work together with families to monitor who is at risk for poor attendance, nurture a habit of regular attendance, and identify and address the challenges that prevent students from getting to school.**

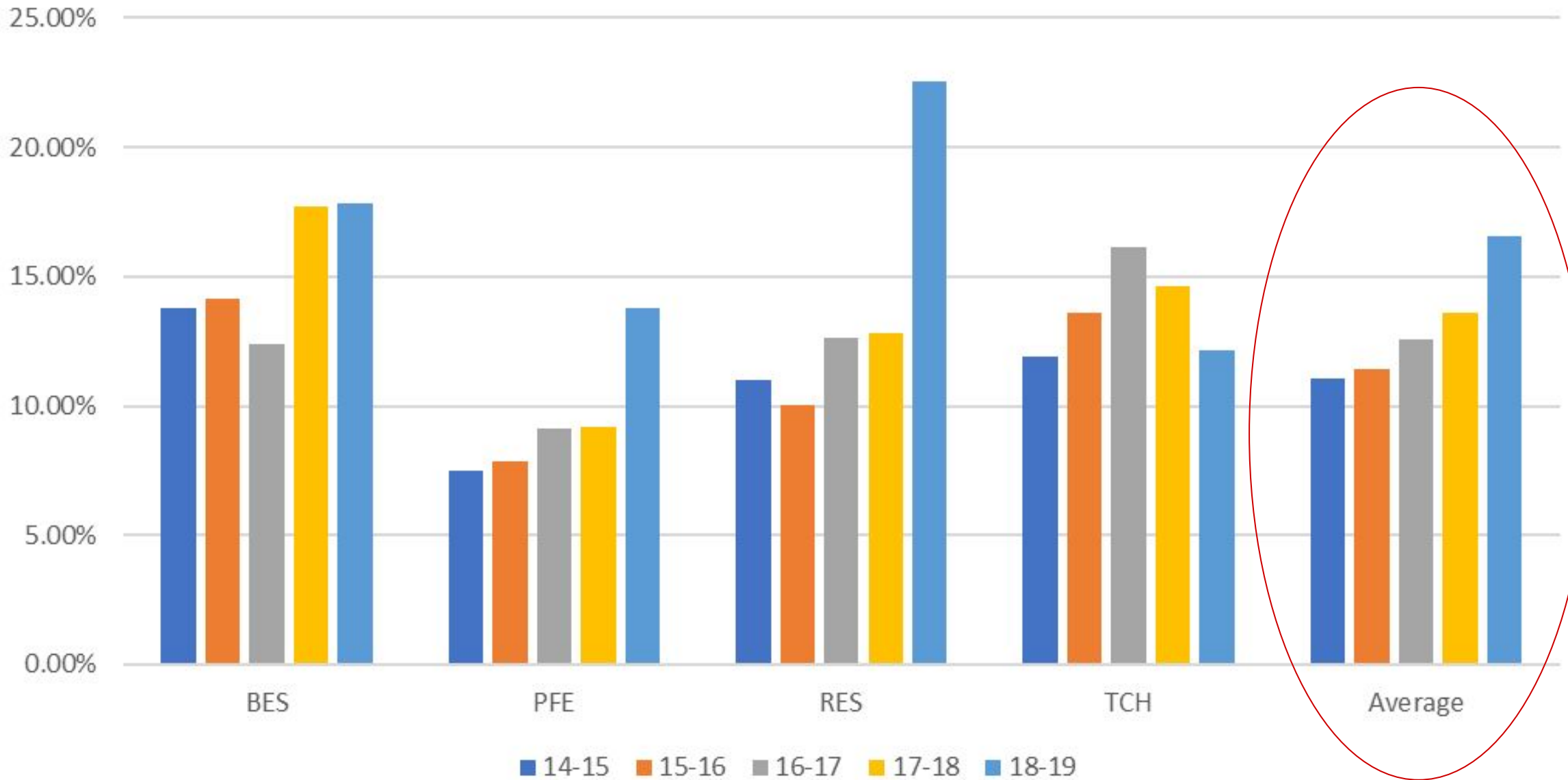


# Elementary Attendance

<b>Percent of Students Chronically Absent at Each Elementary School</b>							
	<b>14-15</b>	<b>15-16</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>21-22</b>	<b>*22-23</b>
<b>BES</b>	13.78%	14.13%	12.42%	17.71%	17.81%	33.21%	29.09%
<b>PFE</b>	7.52%	7.85%	9.15%	9.17%	13.80%	26.83%	23.41%
<b>RES</b>	11.02%	10.03%	12.61%	12.82%	22.55%	39.64%	30.15%
<b>TCH</b>	11.92%	13.61%	16.11%	14.61%	12.14%	49.07%	30.19%
<b>Average</b>	<b>11.06%</b>	<b>11.41%</b>	<b>12.57%</b>	<b>13.58%</b>	<b>16.58%</b>	<b>37.19%</b>	<b>28.21%</b>
*Estimate for 2022-2023 based on number of students with 9 or more absences at midterm.							

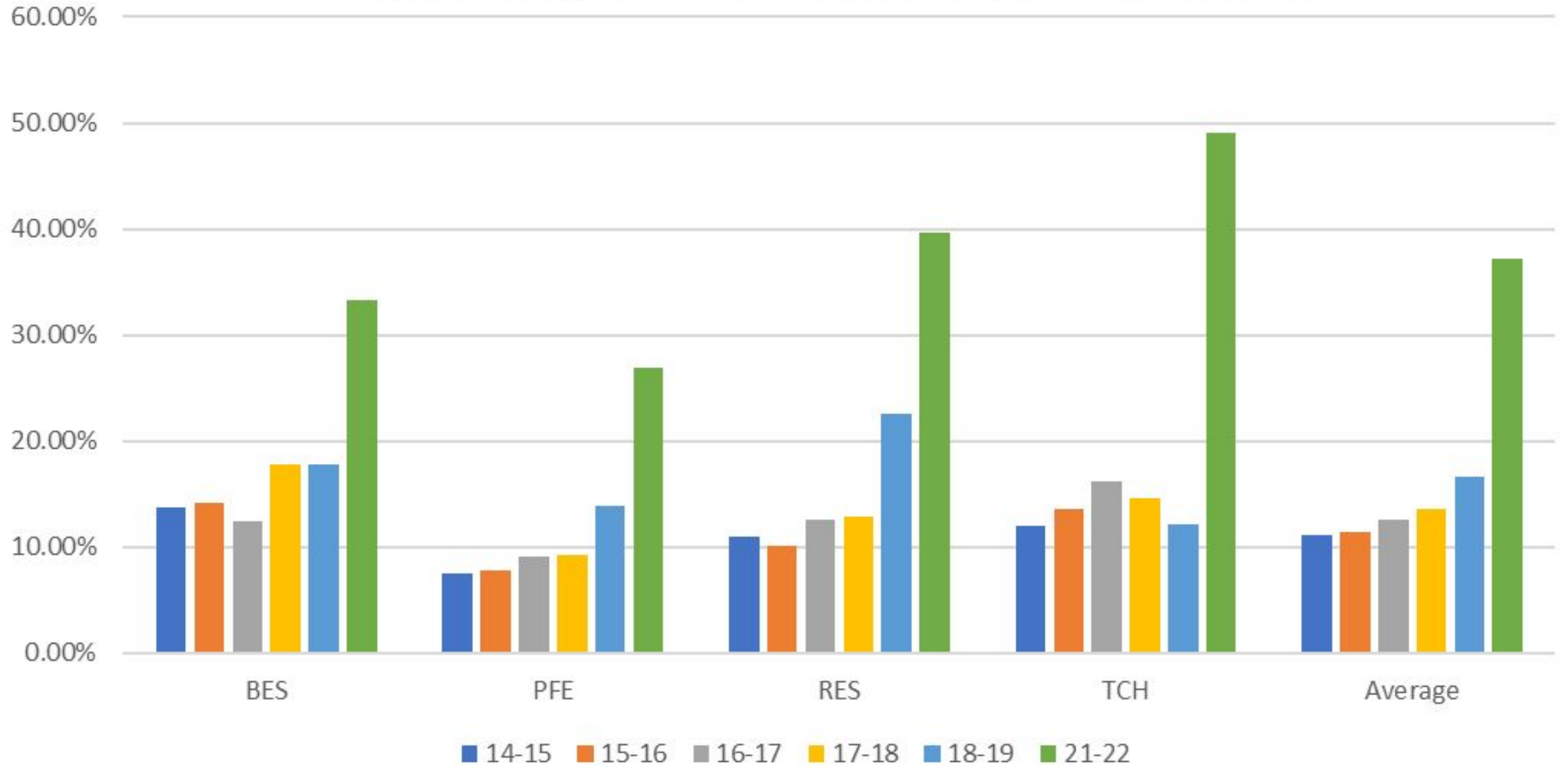


# Percent of TCS Elementary Students Chronically Absent 2014-2019

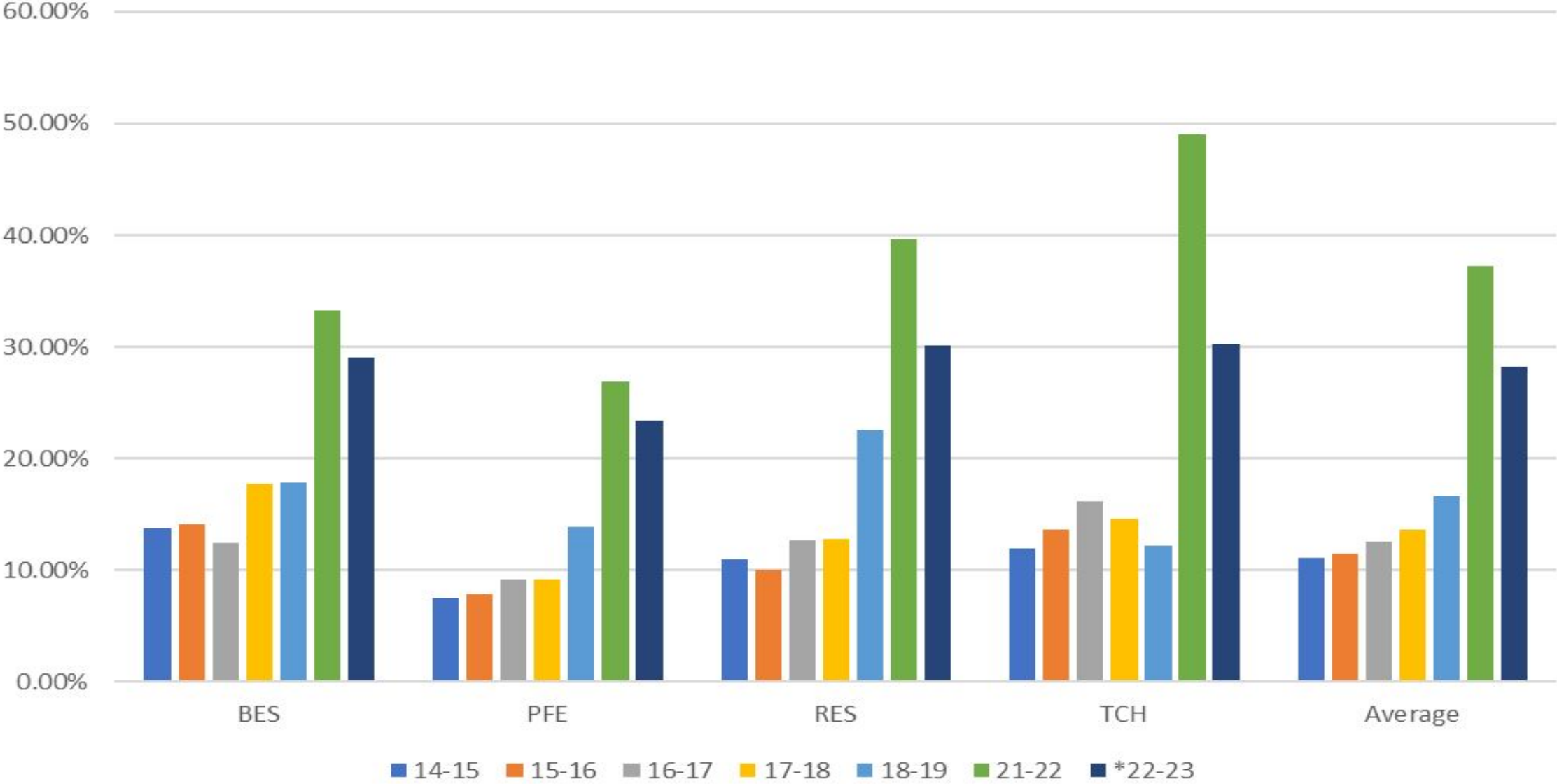


# Percent of TCS Elementary Students Chronically Absent 2014-2022

The U.S. Department of Education waived certain reporting requirements for 2019-2020 and 2020-2021.



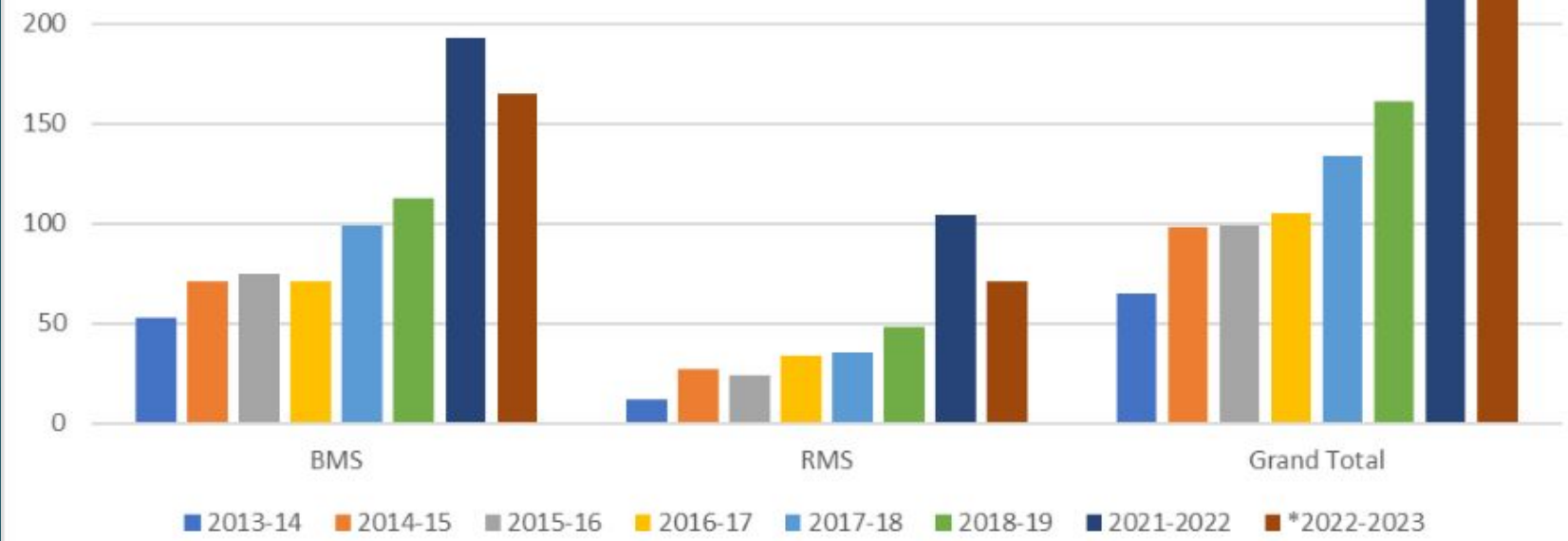
# Estimated Percent of TCS Elementary Students Chronically Absent 2022-23 Compared to Previous Years



## Number of Middle School Students with 10 or More Unexcused Absences (Truant - G.S. 115C-378)

Year	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2021-22	*2022-23
BMS	53	71	75	71	99	113	193	165
RMS	12	27	24	34	35	48	104	71
<b>TOTAL</b>	65	98	99	105	134	161	297	236

\*Estimate for 2022-2023 based on number of student with 5 or more unexcused absences at midterm.



More Unexcused  
(78)

### Number of Students With 9 or More... In One or More Classes

		Fall 2021	Fall 2022
<b>BHS</b>	All Absent Codes	<b>442</b>	<b>245</b>
<b>BHS</b>	Unexcused	<b>232</b>	<b>139</b>
<b>RHS</b>	All Absent Codes	<b>226</b>	<b>160</b>
<b>RHS</b>	Unexcused	<b>160</b>	<b>89</b>
<b>DRS</b>	All Absent Codes	<b>80</b>	<b>70</b>
<b>DRS</b>	Unexcused	<b>77</b>	<b>67</b>

