

2021-2022 State Report Card Data



District Schools

Superintendent

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[Back to Overview](#)

Address

23201 Coshocton Rd
Howard, OH 43028-9362

County

Knox

Your District's Schools

Schools	Achievement	Progress	Gap Closing	Graduation Rate	Improving At-Risk K-3 reader
East Knox Elementary School	★3	★3	★3	★	★2
East Knox Junior/Senior High School	★2	★1	★2	★4	★

East Knox Elementary School

The Ohio School Report Cards include performance information provided by schools and districts including academic, financial, and opportunity to learn data. Some of this data is then combined into six components that receive star ratings to indicate the level of performance for the school and district.

Achievement

This component represents whether student performance on state tests met established thresholds and how well students performed on tests overall.



Meets state standards in academic achievement.

Performance Index79.3%

Graduation

The Graduation Component is a measure of the four-year adjusted cohort graduation rate and the five-year adjusted cohort graduation rate.



Graduation Rates

This school is not evaluated for graduation rate because there are not enough students in the graduating class.

Progress

This component looks closely at the growth all students are making based on their past performances.



Evidence that the school met student growth expectations.

Overall

Gap Closing

The Gap Closing Component is a measure of the reduction in educational gaps for student subgroups.



Meets state standards in closing educational gaps.

Annual Performance Goals33.3%

Early Literacy

This component looks at how successful schools are at improving reading for at-risk students in grades K-3.



Needs support to meet state standards in early literacy (K-3).

Improving K-3 Literacy31.8%
Third Grade Reading Proficiency60.3%
Promotion to Fourth Grade100.0%

College, Career, Workforce and Military Readiness

This component looks at how well-prepared Ohio's students are for future opportunities, whether training in a technical field or preparing for work or college.

Students who are ReadyNC

score proficient or higher. Schools and districts receive points on the index for every student who takes a test. The higher the performance level on the state tests, the more points awarded toward the index score. The index score is divided by the maximum possible score. Each year the maximum possible score is determined by the average of the highest 2% performance index scores in the state.

79.3%

86.5 of a possible 109.1

Calculation

Pie Chart

Trend

Achievement Level	Pct of Students		Points for this Level		Points Received
Advanced Plus	0	X	1.3	=	0
Advanced	18.1	X	1.2	=	21.8
Accomplished	20.7	X	1.1	=	22.8
Proficient	25.6	X	1.0	=	25.6
Basic	19.5	X	0.6	=	11.7
Limited	15.7	X	0.3	=	4.7
Untested	0.3	X	0.0	=	0.0

proficient or higher on state tests. This measure does not factor into the Achievement Component rating - the data is reported for informational purposes only.

Indicators

Comparison

Achievement Levels

Trend

Third Grade

English Language Arts	60.0%
Mathematics	50.0%

Fourth Grade

English Language Arts	64.6%
Mathematics	71.9%

Fifth Grade

English Language Arts	58.3%
Mathematics	61.1%
Science	75.0%

Sixth Grade

English Language Arts	67.9%
Mathematics	73.2%

In your school...

Details of Measure

27 Students Moved to On
Track



85 Students Started Off
Track

31.8%



● Moved to On Track ● Remained Off Track

Measure	Percentage
Proficiency in Third Grade Reading	60.3%
Promotion to Fourth Grade	100.0%
Improving K-3 Literacy	31.8%
Component Percent	67.1%

3rd Grade Proficiency and Promotion

On Track by Grade Level

How many third graders met the Third
Grade Reading Guarantee requirements for
promotion to 4th grade?

100.0%

How many third graders scored proficient
on the reading segment of the state English
language arts test?

60.3%

Ohio's Third Grade Reading Guarantee provides a proactive approach to reading supports beginning in kindergarten. If a child needs additional support to be reading at grade level in any grade from kindergarten through third, the school collaborates with the child's family to develop and provide a Reading Improvement and Monitoring Plan. The goal of this state-wide policy is to ensure every child gets the support he or she needs to learn and achieve.

Students have multiple opportunities to meet promotion requirements, including meeting the promotion score on the state's third grade English language arts test or meeting an alternative promotion score on the reading portion of the state's third grade English language arts test given twice during the school year. Students will also have opportunities to meet promotion requirements throughout the school year by meeting the promotion score on a district administered alternative reading assessment. In addition, students may have an additional opportunity to take the state's third grade English language arts test or an alternative reading assessment in the summer.

Actions taken at the elementary school

With 68.2% of students remaining off track, this is why all grade levels are implementing Heggerty instruction with their students. Heggerty focuses on phonemic awareness and is the Tier 1 Dyslexia Screener for the state of Ohio.

We hired three additional reading specialists last year. This year we hired a math specialist, a learning loss coordinator, and learning loss teacher to offer extra intervention and support for struggling students.

We have adopted the Big Idea math series. This math series is consistent for all grade levels within the district kindergarten through twelfth grade and aligns with the state standards.

student who takes a test. The higher the performance level on the state tests, the more points awarded toward the index score. The index score is divided by the maximum possible score. Each year the maximum possible score is determined by the average of the highest 2% performance index scores in the state.

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Pie Chart

Trend



Advanced Plus
Limited
Advanced
Basic
Accomplished
Untested
Proficient

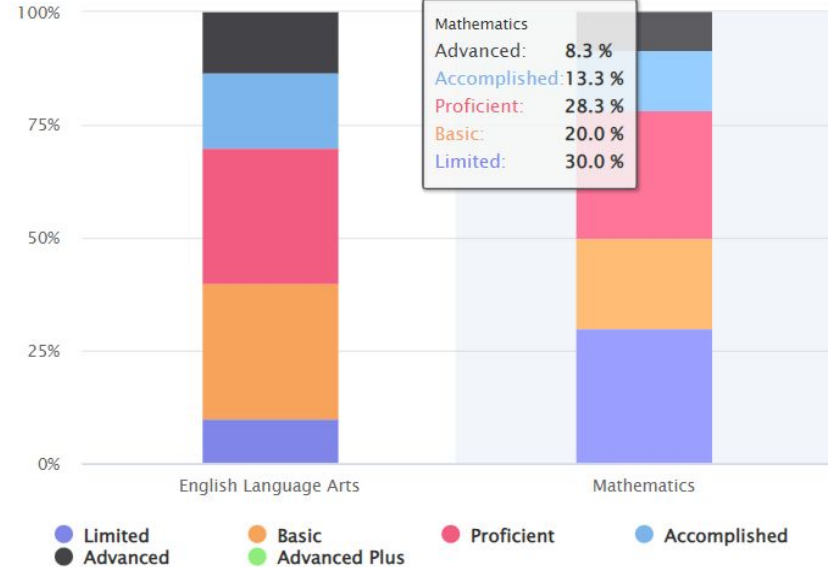
Indicators

Comparison

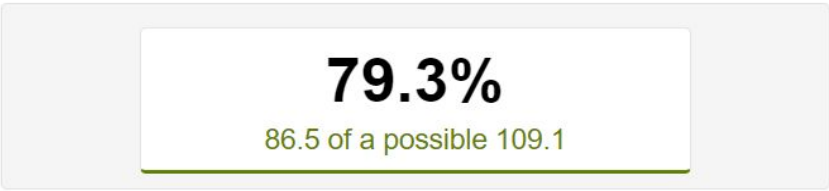
Achievement Levels

Trend

Third Grade



points awarded toward the index score. The index score is divided by the maximum possible score. Each year the maximum possible score is determined by the average of the highest 2% performance index scores in the state.



Calculation

Pie Chart

Trend



Advanced Plus

Limited

Advanced

Basic

Accomplished

Untested

Proficient

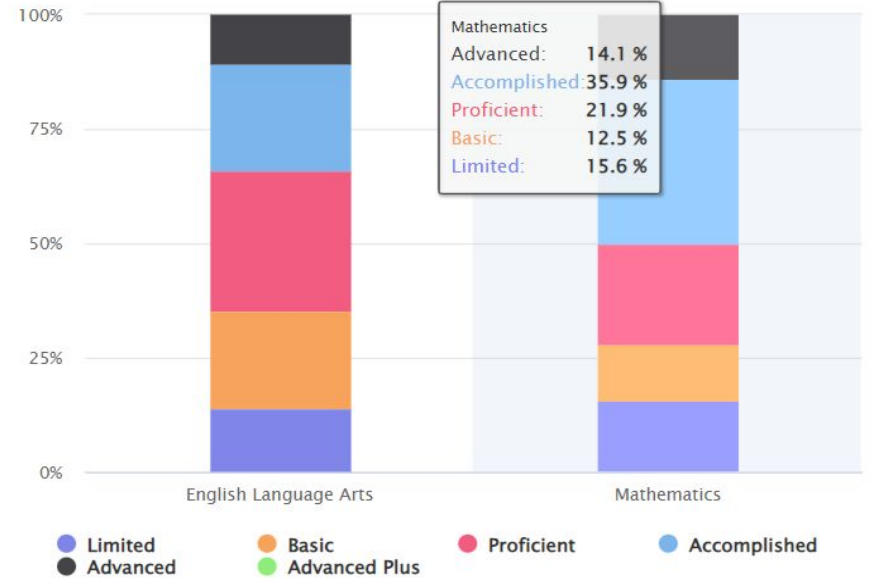
Indicators

Comparison

Achievement Levels

Trend

Fourth Grade



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Trend



Advanced Plus
Limited

Advanced
Basic

Accomplished
Untested

Proficient

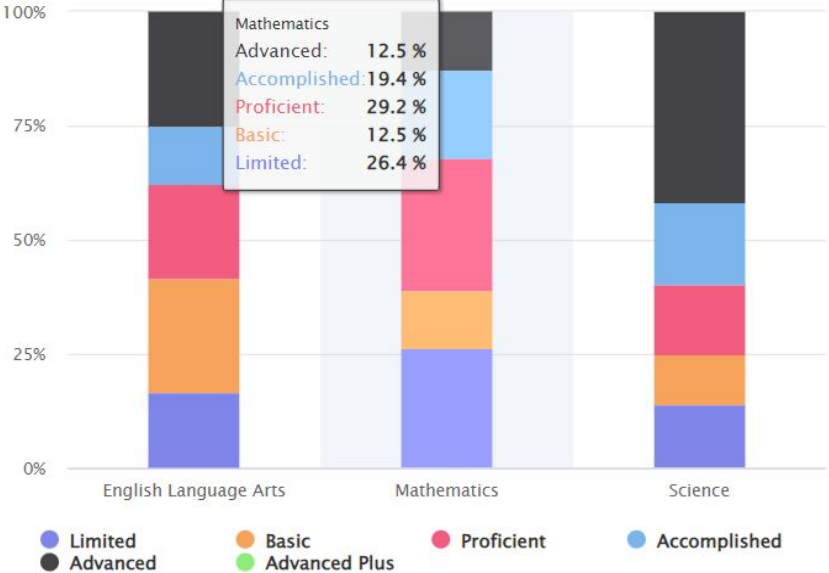
Indicators

Comparison

Achievement Levels

Trend

Fifth Grade



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Pie Chart

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Advanced Plus Advanced Accomplished Proficient
Limited Basic Untested

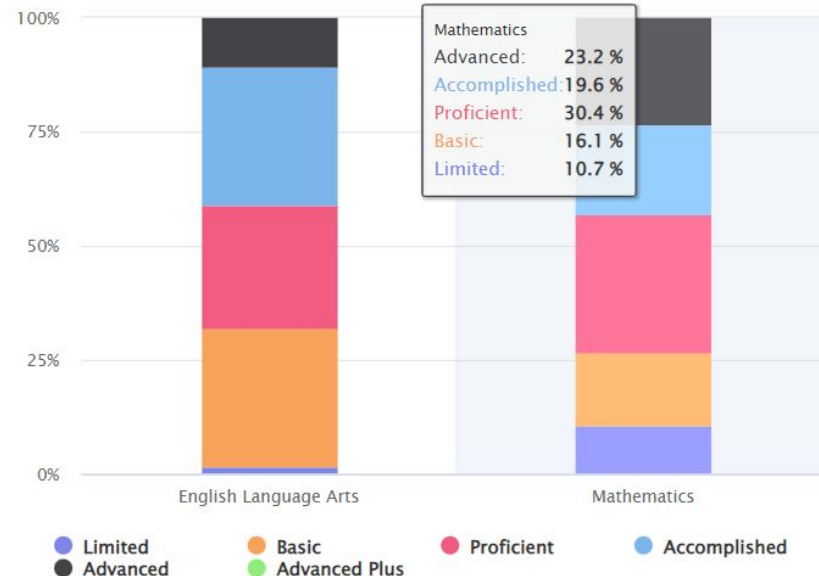
Indicators

Comparison

Achievement Levels

Trend

Sixth Grade



Student who earned the highest performance index score on the state test, the most points awarded toward the index score. The index score is divided by the maximum possible score. Each year the maximum possible score is determined by the average of the highest 2% performance index scores in the state.

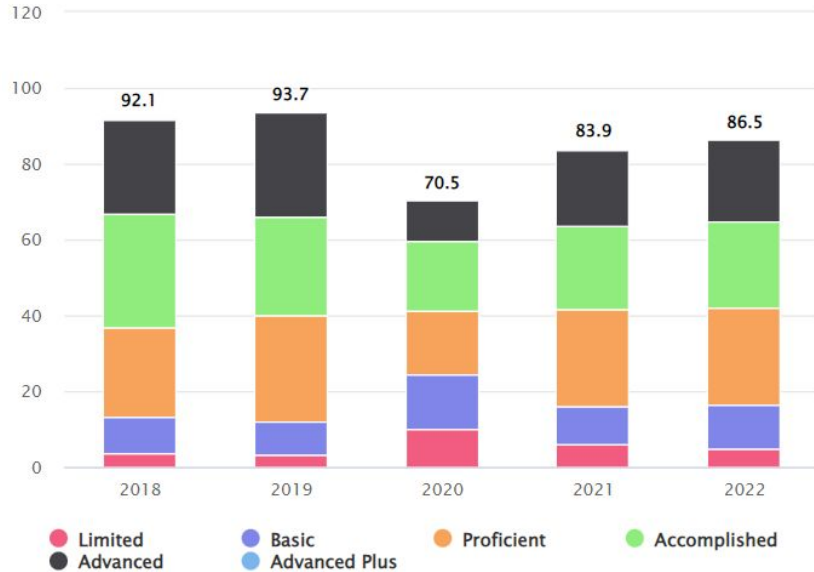
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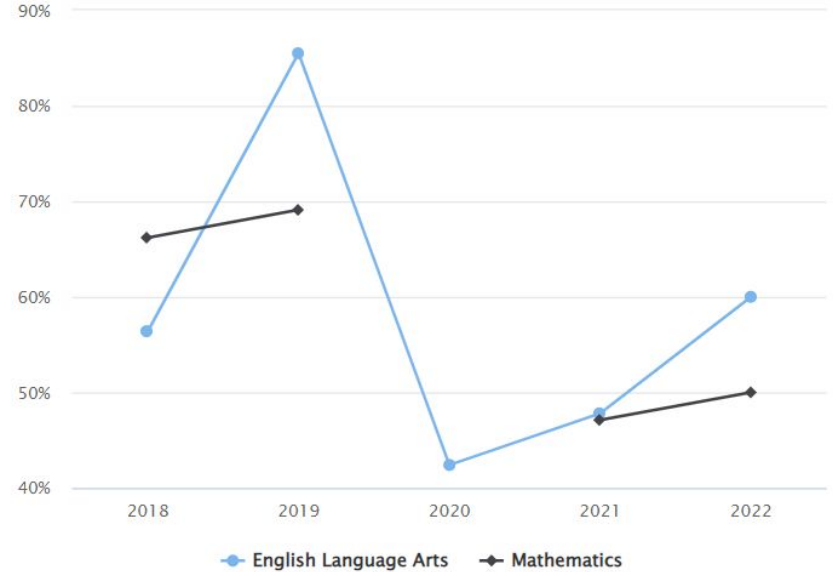
Indicators

Comparison

Achievement Levels

Trend

Third Grade



Due to the COVID-19 pandemic, testing data from the 2019-2020 school year was very limited and should not be used for comparison.

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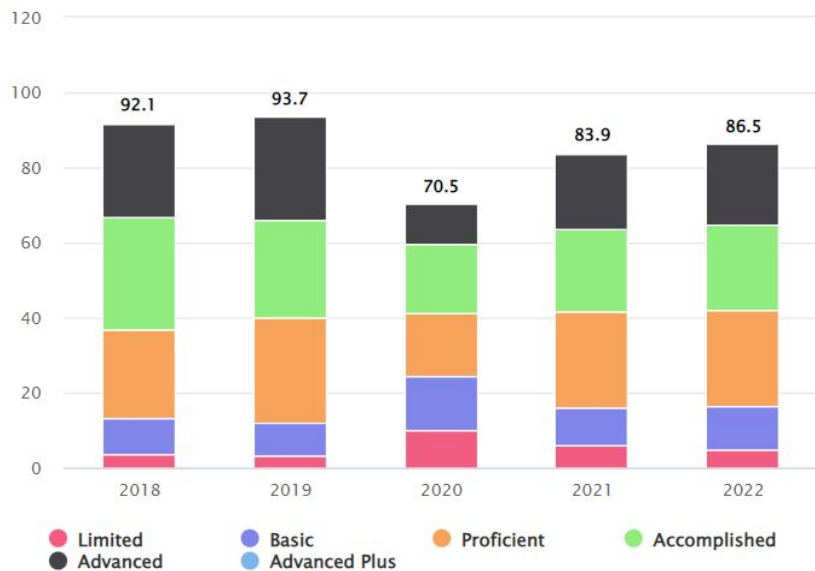
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Pie Chart

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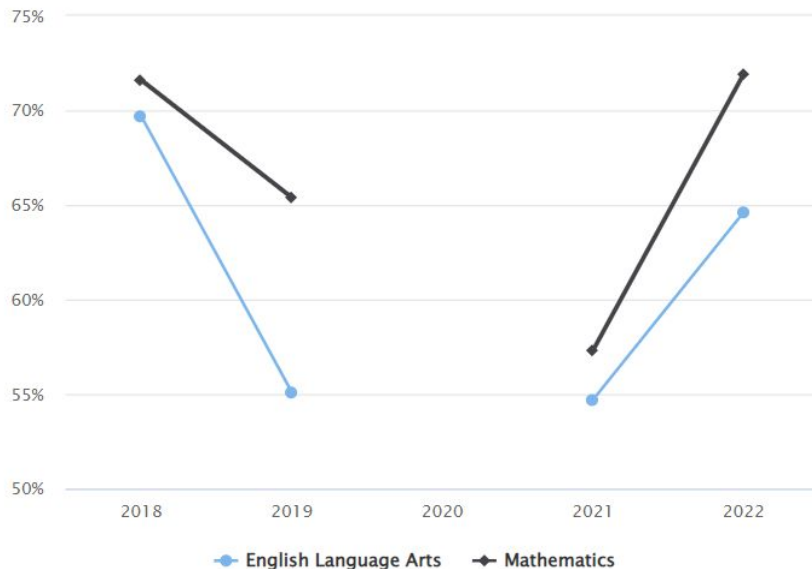
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Achievement Levels

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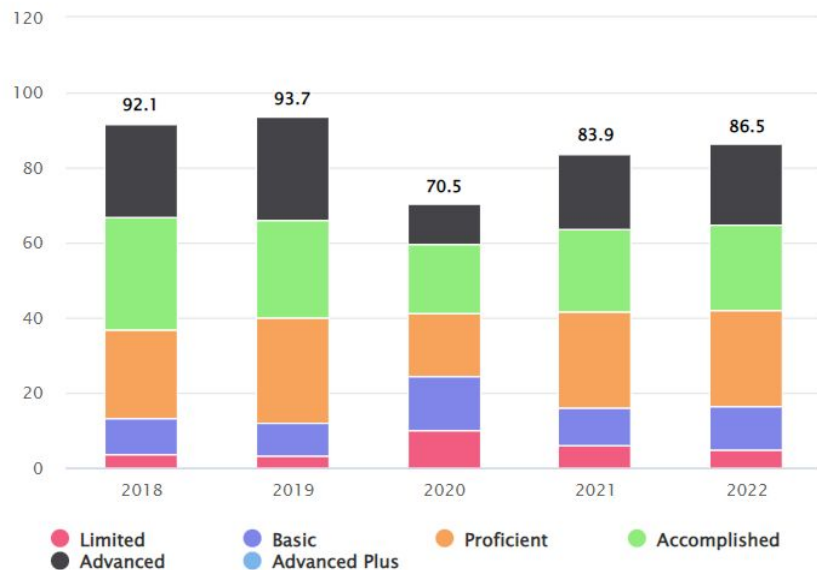
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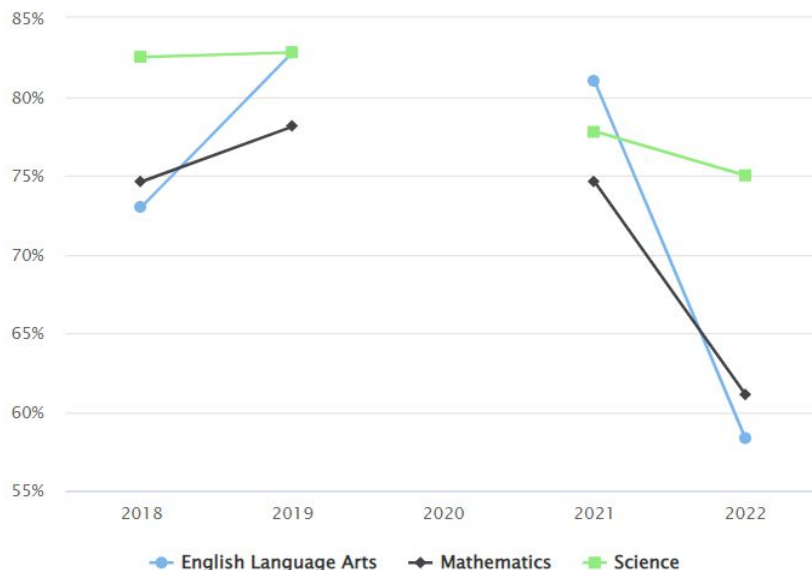
Indicators

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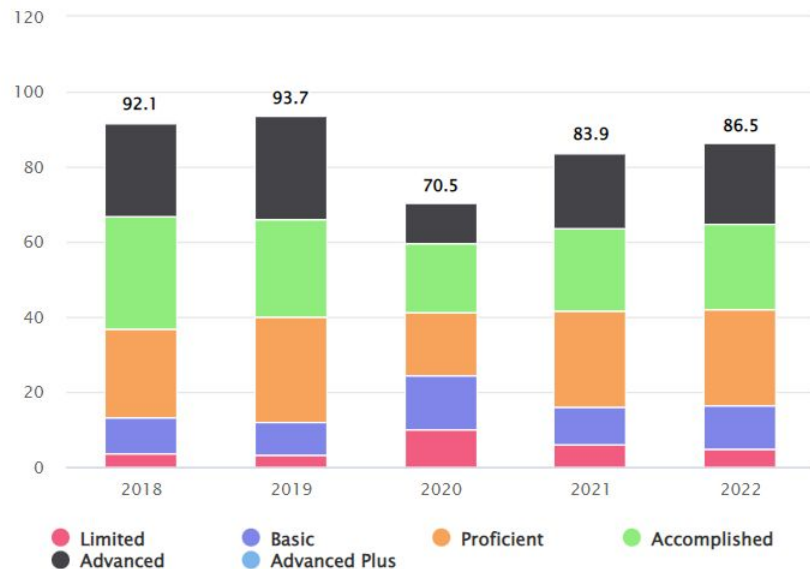
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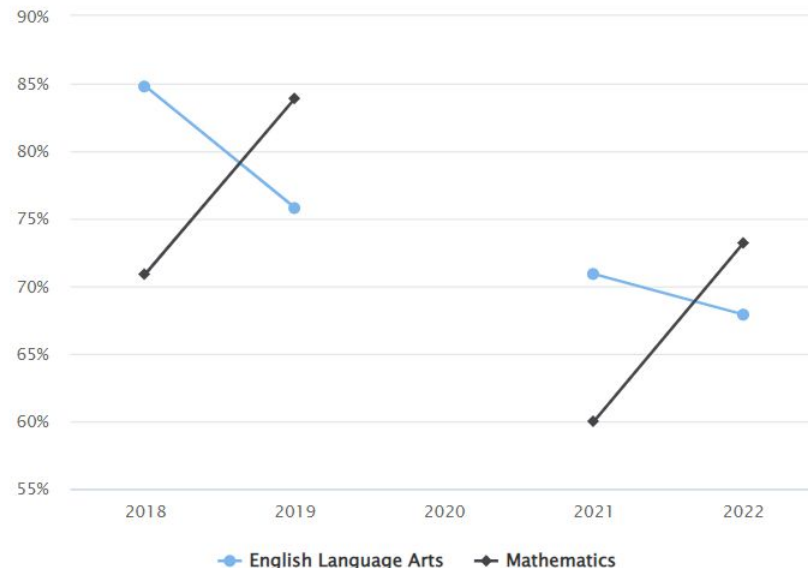
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Achievement Levels

Trend

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86.5

Component rating - the data is reported for informational purposes only.

Indicators

Comparison

Achievement Levels

Trend

Third Grade

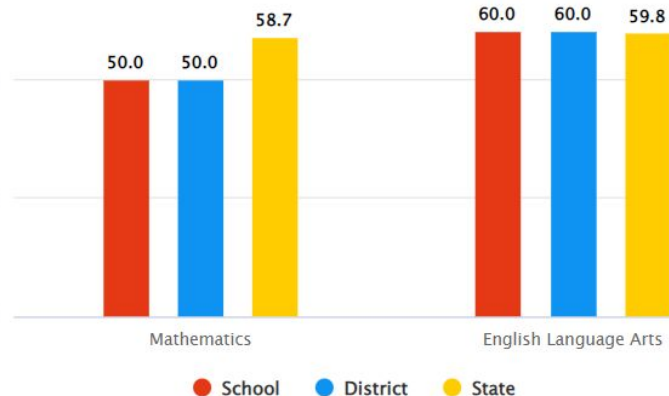
100%

75%

50%

25%

0%



This chart compares the school to its district and to the state as a whole for each test.

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86.5

Indicators

Comparison

Achievement Levels

Trend

Fourth Grade

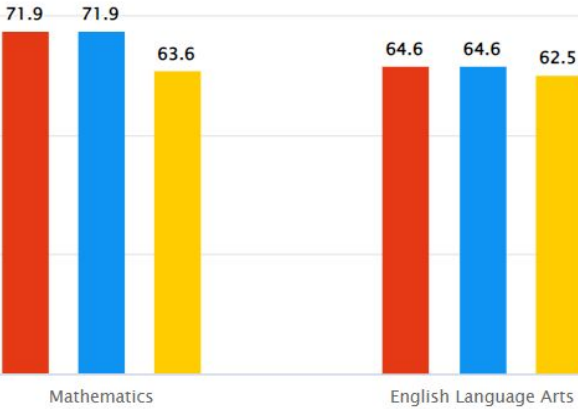
100%

75%

50%

25%

0%



School District State

This chart compares the school to its district and to the state as a whole for each test.

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86.5

Component rating - the data is reported for informational purposes only.

Indicators

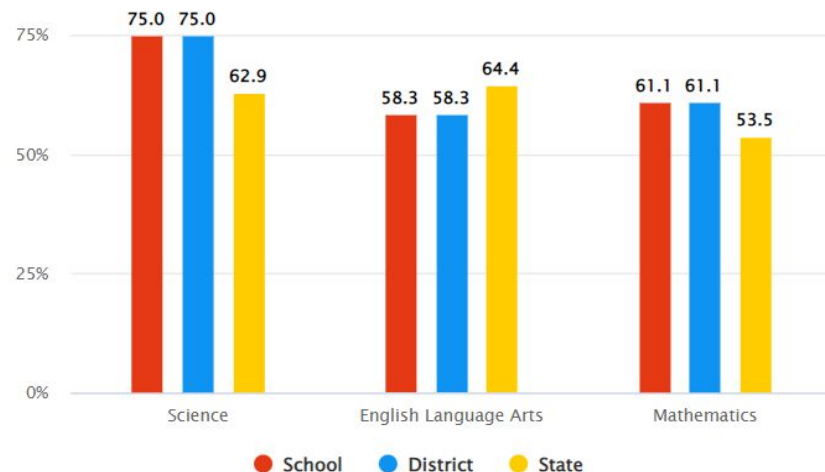
Comparison

Achievement Levels

Trend

Fifth Grade

100%



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Calculation

Pie Chart

Trend

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86.5

Indicators

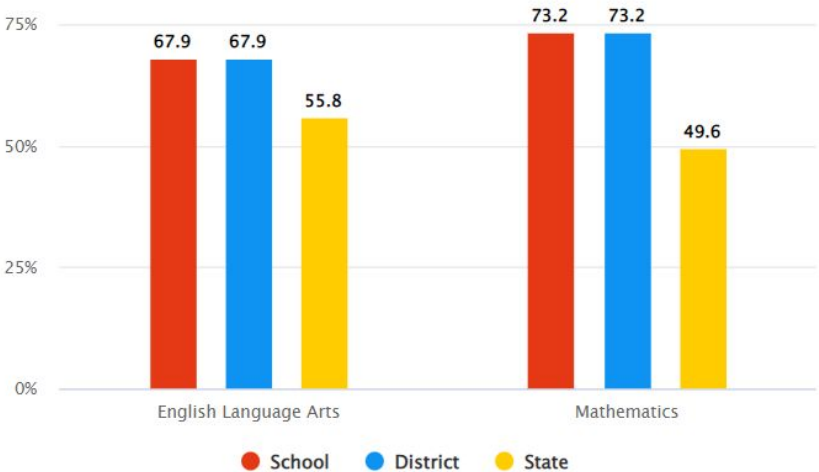
Comparison

Achievement Levels

Trend

Sixth Grade

100%



This chart compares the school to its district and to the state as a whole for each test.

Test Grade	English Language Arts	Mathematics	Science	All Tests
All Grades				
4th Grade				
5th Grade				
6th Grade				
7th Grade				
8th Grade				

	Progress							
Test Grade	English II	Algebra	Geometry	Mathematics I	Mathematics II	Biology	American History	American Government
High School								

What do the colors mean?

The Progress Component measures how groups of students made progress as compared to the statewide expectation of growth. The expectation of growth is based on how students in the group performed, on average, compared to other students like them across the state

- Students made more progress than expected - significant evidence
- Students made more progress than expected - moderate evidence
- Students made progress similar to the statewide expectation - evidence
- Students made less progress than expected - moderate evidence
- Students made less progress than expected - significant evidence
- Value Added data is not available

ELementary School Progress

Students made more progress than expected - significant evidence:

5th Grade Science 4th Grade Math

Students made progress similar to the statewide expectation - evidence:

4th Grade ELA 6th Grade ELA 5th Grade Math

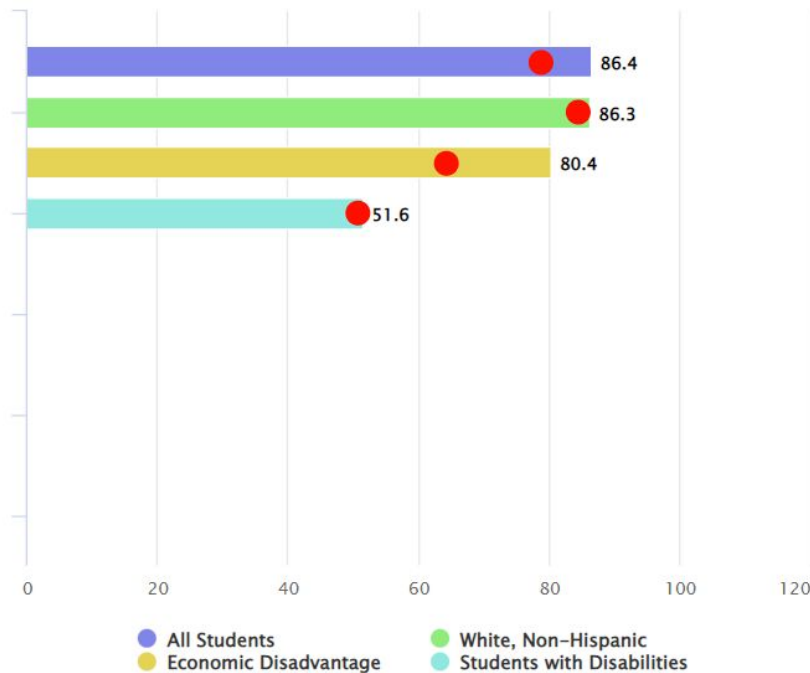
Students made less progress than expected - significant evidence:

5th Grade ELA 6th Grade Math

Each student subgroup has its own interim and long-term goals in English language arts, math and graduation. Subgroups with fewer than 15 students are not rated and do not appear on the graphs.

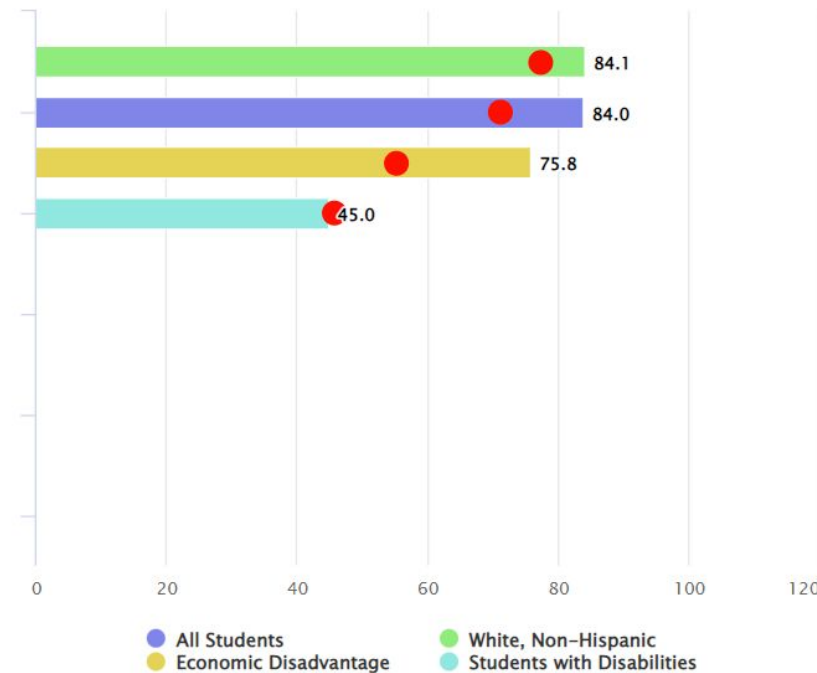
English Language Arts Achievement

Performance Index by Subgroup

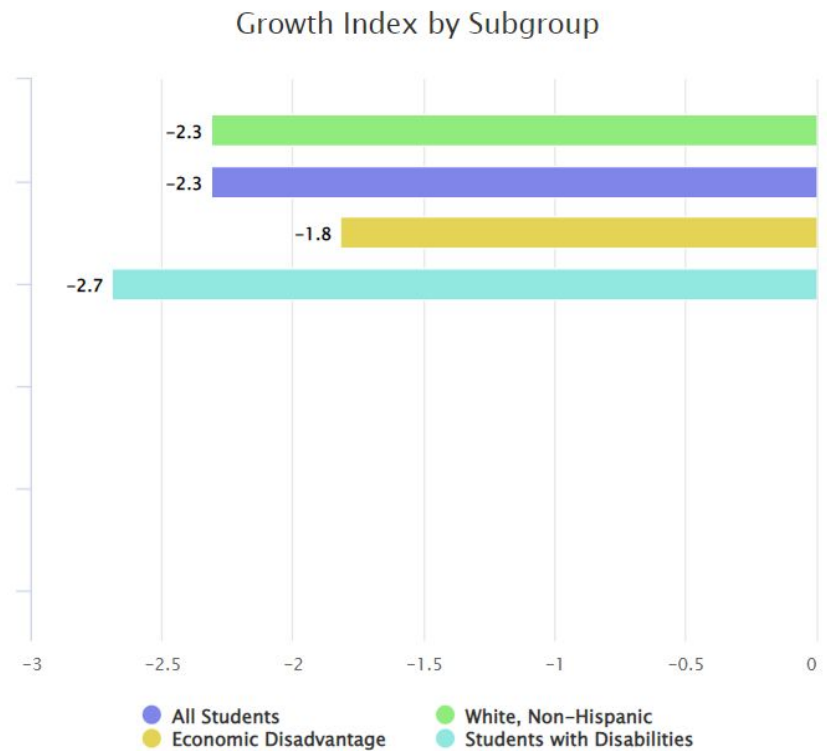


Math Achievement

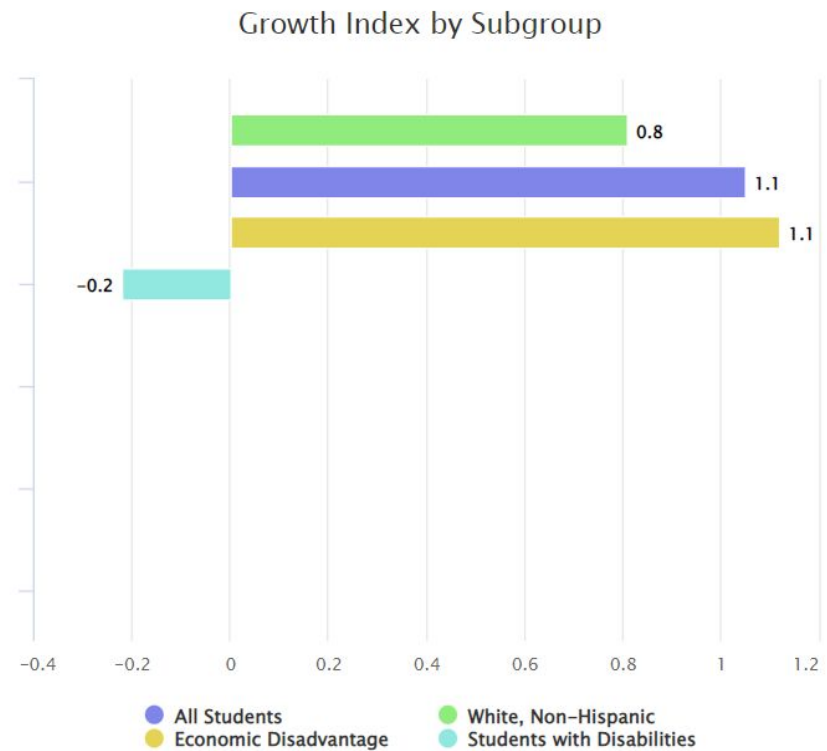
Performance Index by Subgroup



English Language Arts Growth



Math Growth



Graduation

This school/district is not evaluated for this measure of Gap Closing because there were not enough students to

English Learners

This school/district is not evaluated for this measure of Gap Closing because there were not enough students to

Glows at the elementary school

- 1) We were 0.7% away from earning 4 stars in the area of Achievement. We had 79.3%.
- 2) There is a steady increase in all grades and all subject areas.
- 3) The majority grades and subjects were above state comparison data.
- 4) 100% of students passed the third grade reading guarantee.
- 5) Implemented Big Idea math curriculum and implemented Heggerty

Grows needed at the elementary school

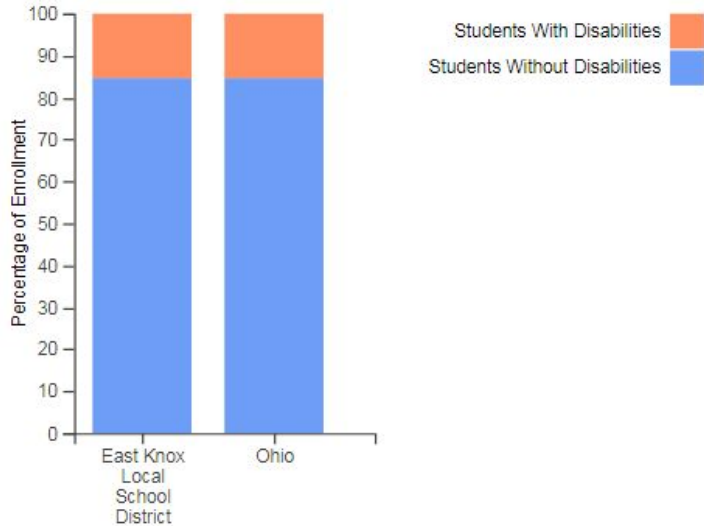
- 1) We need to move more students into the next higher level of proficiency.
- 2) We need to improve in the subgroup “Students with disabilities” in the Gap Closing category.

Additional Action Steps

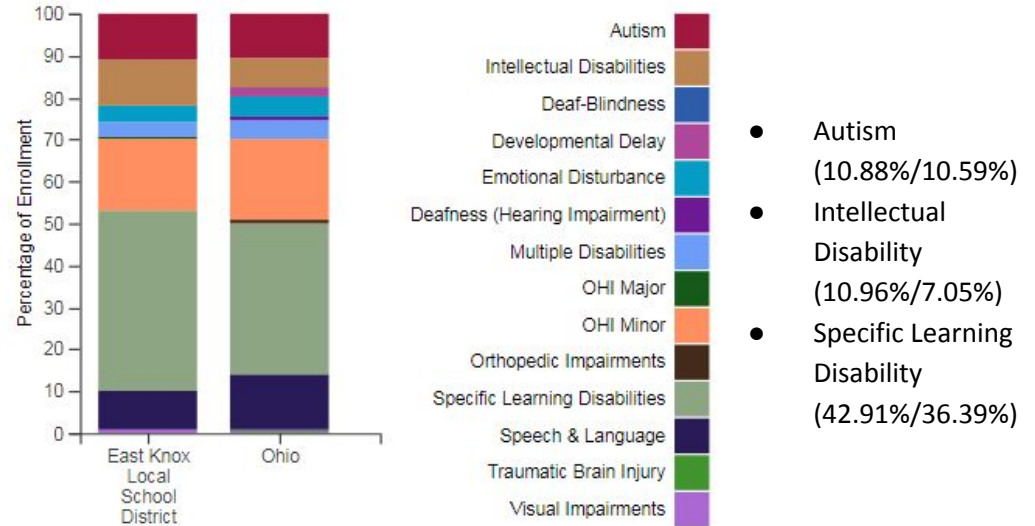
- Hired a curriculum director for the district
- Utilizing a NWOCA support coach in the district twice a week (One day at the elementary and one day at the junior/senior high school.)
- Expanded our math curriculum to align with all grade levels.
- Attending workshops to do deep dives into the state report card analyzing our data and how to effectively provide supports and coaching in the focused areas.
- Utilizing ESSER money to hire additional support staff to provide interventions for our at risk students.
- Collaborating with our ESC gifted coordinator to enhance our gifted services.

Student Services

Percentage of Students With Disabilities



Disability Distribution



Student Services

- 84 students identified in the elementary (as of 9/30/2022)
- 74 students identified in the Jr/Sr high school (as of 9/30/2022)
- This equates to approximately 18% of our enrolled students

Student Services

- 45% of our identified population has a related service (OT/PT/SLP)
 - 75% have more than one related service
- 4 students are already affecting our 2023 graduation rate
 - 2 students have dropped out (summer/no-show)
 - 2 students have or will be deferring their diploma
 - We take a hit on our graduation rate every year a student defers their diploma
 - This is about 5% of our current graduation rate

Student Services

- Special Education and State Testing
 - When high school students receive exemptions from the consequences of the End of Course Exams, our grade card is affected
 - With the change in the guidelines for the alternative assessment many students were shifted to the traditional state tests
 - We have a number of students in non-traditional settings where we do not have control of their education, but their scores are linked back to East Knox
 - Children Services/court placed residential treatment centers
 - Juvenile Detention Centers

Student Services

The changes were making:

- Working to hire an Intervention Specialist for each grade level
 - This allows us to increase the amount of service minutes we offer to students
- Changing our service delivery model
 - Pushing into classrooms for service versus pulling small groups out of the classroom
- Offering intervention for non-special education at-risk students
 - Pushing into the classroom allows IS's to work with additional students

East Knox JH/HS Glow and Grows - 2021-2022 State Report Card

Glows

Graduation Rate: 4 Stars - 94.4% of students in 4 years; 94.8% of students in 5 years.

Attendance Rate: 93.3%

Biology & American History: Students made more progress than expected - significant evidence.

Grows

Progress - $\frac{1}{5}$ stars

Gap Closing - $\frac{2}{5}$ stars

Achievement - $\frac{2}{5}$ stars







Solutions

- One intervention specialist per grade level, embedding themselves into the classrooms with the students.
- Educational Aids have also been embedded into the classrooms with the students they work with.
- SWISS Data will give us data to highlight areas of structural need for our student body.
- New math curriculum in the JH/HS, online components.
- Use Reset Readiness data to identify the critical standards that we need to focus on.

Solutions

- Using evidence based practices (explicit vocabulary)
- Use Teacher Based Teams (TBT's) to focus on teaching and learning.
 - This will get the teacher in the process of making data driven decisions based on the High
- Quality Student Data (HQSD) that they are collecting and using to guide their instruction.
- Dr. Heidi Orvosh will be utilized to provide support for the teachers.
 - Will help with technology and evidence based practices.

7th Grade ELA - Restart Readiness

State		558	675 	  <table> <tr> <td>Percent</td> <td>42%</td> <td>28%</td> <td>18%</td> <td>8%</td> <td>4%</td> </tr> <tr> <td>Count</td> <td>237</td> <td>157</td> <td>101</td> <td>42</td> <td>21</td> </tr> </table>	Percent	42%	28%	18%	8%	4%	Count	237	157	101	42	21	29%
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