

# LHMS 2019 Data Story

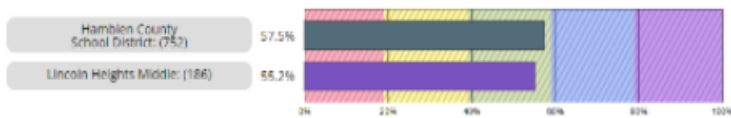
2019-2020 was a remarkable year for all schools across the globe. After hearing of the impending spread of the COVID-19 pandemic, we knew that the standardized testing landscape would look very different. We had no idea that by March, the “plug would be pulled” on school altogether in the state of Tennessee. This suspension of school and, therefore, testing caused an interruption in our yearly data reporting and comparison, leaving us with no state measurement or comparison for that school year.

However, data collection as an important part of our regular practice occurred regularly during the time that we were in school for 2019-2020. Data collection occurred at several levels. As collaborative teams, teachers continued to develop and give weekly common formative assessments in order to track progress toward mastery of standards. At the district level, Hamblen County Schools utilized Powerschool’s Performance Matters platform to administer fall and winter benchmark assessments. On a larger scale, AimsWeb was used to monitor progress toward goals in reading and math relative to national norms in order to inform RTI needs and placement. Lincoln Middle showed strong progress from fall to winter at both the district and national normed levels prior to the closing of schools.

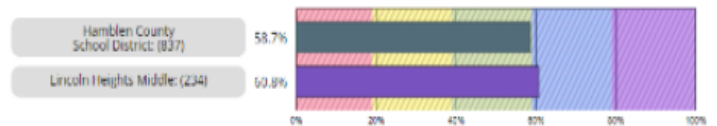
## Benchmark Data in Comparison to the District

The district administers a standards-based benchmark test in the fall, winter, and spring of each year in order to measure progress toward mastery of standards prior to the end-of-year state assessment. Data from these benchmarks show a comparison between the school and the district.

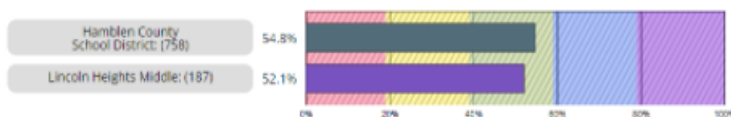
2019-20 District Benchmark #1- 6th Grade ELA



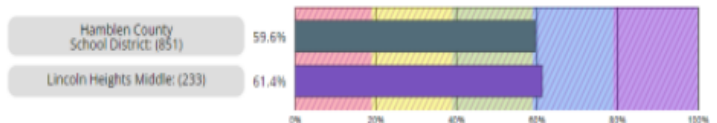
2019-20 District Benchmark #1- 7th Grade ELA



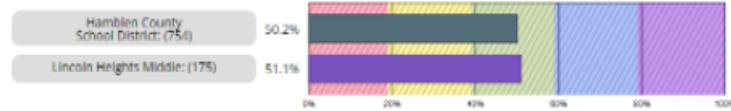
2019-20 District Benchmark #2- 6th Grade ELA



2019-20 District Benchmark #2- 7th Grade ELA



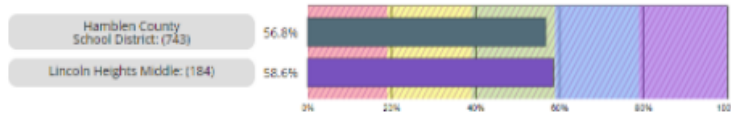
2019-20 District Benchmark #3- 6th Grade ELA



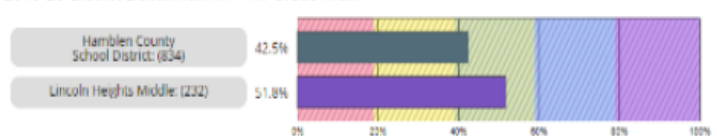
2019-20 District Benchmark #3- 7th Grade ELA



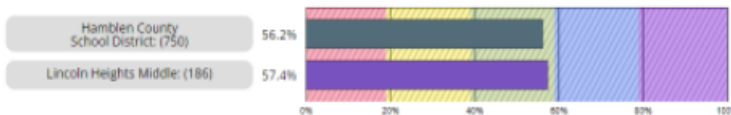
2019-20 District Benchmark #1- 6th Grade Math



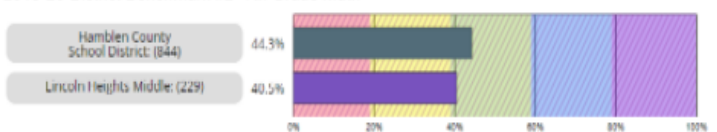
2019-20 District Benchmark #1- 7th Grade Math



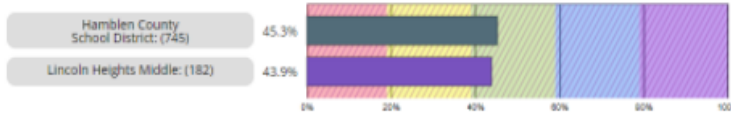
2019-20 District Benchmark #2- 6th Grade Math



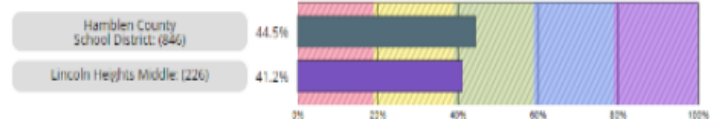
2019-20 District Benchmark #2- 7th Grade Math



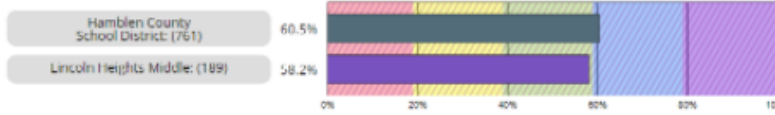
2019-20 District Benchmark #3- 6th Grade Math



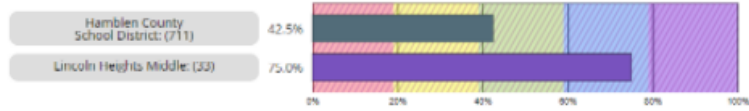
2019-20 District Benchmark #1- 7th Grade Math



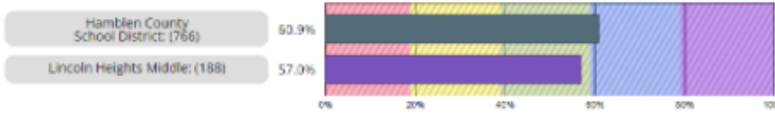
2019-20 District Benchmark #1- 8th Grade ELA



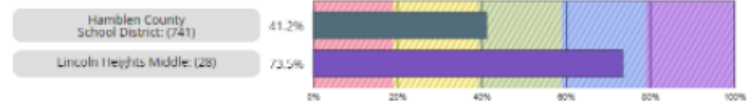
2019-20 District Benchmark #1- 8th Grade Algebra



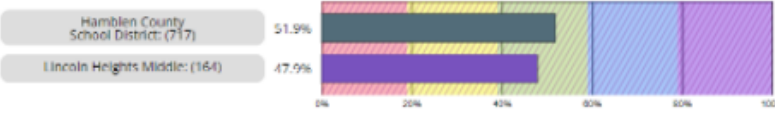
2019-20 District Benchmark #2- 8th Grade ELA



2019-20 District Benchmark #2- 8th Grade Algebra



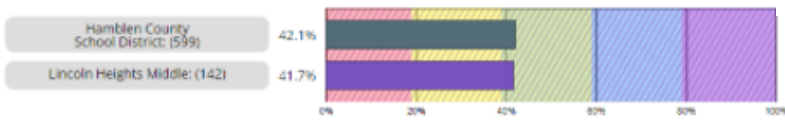
2019-20 District Benchmark #3- 8th Grade ELA



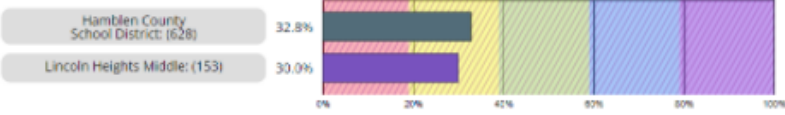
2019-20 District Benchmark #3- 8th Grade Algebra



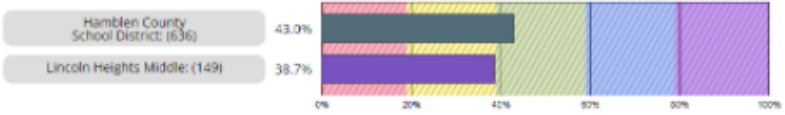
2019-20 District Benchmark #1- 8th Grade Math



2019-20 District Benchmark #2- 8th Grade Math



2019-20 District Benchmark #3- 8th Grade Math



When compared to their peers, LHMS students outperformed the district in 21% of benchmark tests given, and outscored the district in 50% of the areas tested by benchmark 3, indicating progress and growth. Of particular note, 7th grade outperformed the district by 8 percentage points in ELA on benchmark 3, and Algebra students outperformed the district by 28 percentage points. Even when the district edged out the performance of LHMS students, our students were within an average of 2 points of the district, despite having much higher populations of poverty and EL.

Because the benchmark tests were cumulative, the bar for proficiency grew from one administration of the test to the next. Despite this raising of stakes, several subgroups actually raised their percent proficient. Further disaggregation of the Performance Matters data shows that students with disabilities grew in percentage mastery from benchmark 1 to benchmark 2 in both 6th grade math and 8th grade ELA. While English Language Learners grew in 6th, 7th, and 8th grade ELA in 6th and 7th grade math. Students of color (Black, Hispanic, and Native American) not only grew in proficiency from fall to winter, but eventually outperformed their peers.

2019-2020 Performance Matters Benchmark Tests  
Students With Disabilities

Grade	ELA #1	ELA #2	Math #1	Math #2
6th	43	43	41	45
7th	49	48	42	33
8th	42	44	32	22

English Language Learners

Grade	ELA #1	ELA #2	Math #1	Math #2
6th	28	31	34	36
7th	34	34	37	30
8th	31	35	35	25

8th Grade Algebra

Subgroup	Average Benchmark #1	Average Benchmark #2	Average Benchmark #3
BHN (Black,Hispanic,Native)	75	73	78
Non BHN	75	73	73

On a nationally-normed AimsWeb testing platform, students were assessed on their reading and math skills using a Universal Screener. Though stopped short from taking the spring screener due to the shutdown of schools, students showed great improvement from the fall to the winter screener. These results were used to determine the intervention needs of students, and collaborative teams used this information to inform Tier 1 instruction.

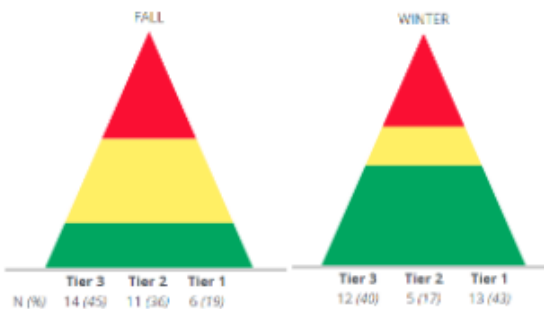
6th Grade Math



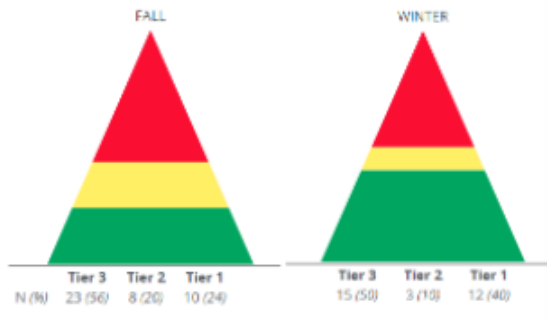
6th Grade Reading



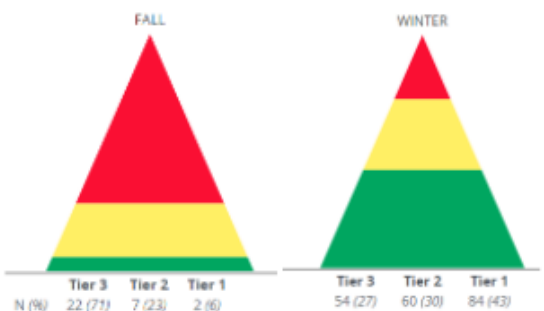
7th Grade Math



7th Grade Reading



8th Grade Math



8th Grade Reading

