Lyon County School District
Board Memo

Date: November 17, 2026

To: Board of School Trustees

From: Executive Directors of Educational Services Heather Moyle and James Gianotti, and Professional Development and Data Manager Damon Etter

Re: 2026 Spring Assessment Data

Recommendation

That the board approves a report on the assessment results for the 2025-2026 school year.

Background Information

As a district, we continue to review and analyze the data that we obtain from our annual assessments, along with the variety of formative assessments administered throughout the year. As a result, we know the work that lay ahead, and we continue to recognize the steps that the Board has allowed us to take to improve student achievement throughout the district.

The assessment data shared shows the percentage of students deemed proficient in the Smarter Balanced Assessments in mathematics, English language arts (ELA), and science.

Achievement on the MAP (Measure of Academic Progress) test in grades K-8, showing proficiency in the spring of 2026. Teachers and site personnel can take this data and determine needs based on individual student performance. As we enter the fall of 2026, staff have utilized this data to determine placements and instructional needs prior to the completion of Fall MAP testing. We have now added the i-Ready Math Diagnostic to our battery of assessment to determine student needs and establish an independent learning path for each student in grades K-8 so we are able to close gaps and equip students with the skills to receive grade level instruction. Additionally, the high schools have resumed the use of MAP assessments in ELA and Math, and the district sees promising results with this data. The ALEKS program is a new addition and gathering steam as teachers implement this as part of their instruction, showing that students are actively taking advantage of these learning opportunities.

The ACT assessment was administered to all 11th graders in February of 2026. Students take this exam regardless of their intentions following graduation, and while the ACT is a college entrance exam, the state has chosen it as the College and Career Readiness exam. Typically, students intending to go on to college will take the ACT multiple times in order to receive higher scores. Those additional scores are not reflected in the state reporting.

The WIDA ACCESS for ELLs (ACCESS) is the summative English language proficiency assessment taken annually by English language learners in Kindergarten through Grade 12. The WIDA ACCESS assesses the

four language domains of Listening, Speaking, Reading and Writing, providing proficiency levels (1-6) for each domain. A student is proficient and exits the EL Program when an Overall (Composite) EL Level of 4.5 has been achieved.

Career and Technical Education (CTE) completer results are presented here and show the number of students eligible to receive a certificate and the percentage of those who did. The data also shows the percentage of students that passed the Workplace Readiness (WPR) exam as it is incorporated in the certificate earner data. Typically, our students pass the workplace readiness at a much higher rate than the end of program assessment.

Ultimately the educators of LCSD work hard to overcome the obstacles faced by our students. We continue to analyze the data provided by these assessments but know that they ultimately do not adequately measure all the great things going on in LCSD. We continue to work on our Portrait of a Learner and focus on those things that our stakeholders expressed were important. Lifelong Learning, Connected Learning, Student Ownership of Learning, and Discovery Learning. Additionally, information for understanding and interpreting the various assessments administered in LCSD is attached.

Budget Considerations
NA

Discussed at Previous Meeting
NA

Attachment(s):
2026-27 Assessment Report