

ISAT PERFORMANCE & INSTRUCTIONAL RESPONSE

FY 26-27



WHERE WE ENDED: 2025-26

ISAT

Percentage of students at or above proficient

ELA

	KSD	State
3rd	35%	49%
4th	48%	50%
5th	62%	55%
6th	51%	52%
7th	62%	57%
8th	48%	55%
11th	46%	61%

Math

	KSD	State
3rd	51%	51%
4th	52%	48%
5th	51%	42%
6th	46%	43%
7th	46%	44%
8th	26%	41%
11th	22%	33%

Science

	KSD	State
5th	40%	44%
8th	27%	43%
11th	36%	41%

What the Grade Level Data Tells Us for Last Year

ELA — bright spots

- 4th: 48% vs 50% (-2)
- 5th: 62% vs 55% (+7)
- 6th: 51% vs 52% (-1)
- 7th: 62% vs 57% (+5)

Math — strongest area

- 3rd: 51% vs 51% (even)
- 4th: 52% vs 48% (+4)
- 5th: 51% vs 42% (+9)
- 6th: 46% vs 43% (+3)
- 7th: 46% vs 44% (+2)

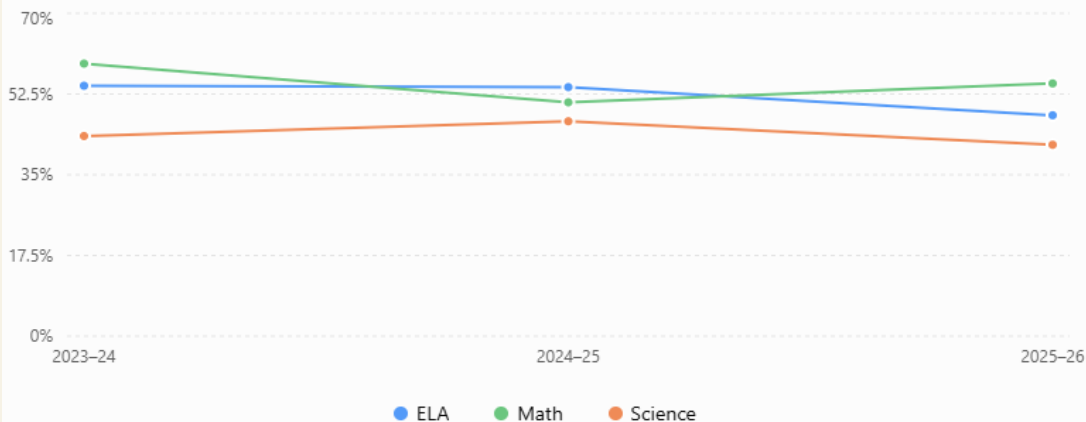
Science — focus area

- 5th: 40% vs 44% (-4)
- 8th: 27% vs 43% (-16)
- 11th: 36% vs 41% (-5)

3 YEAR TREND

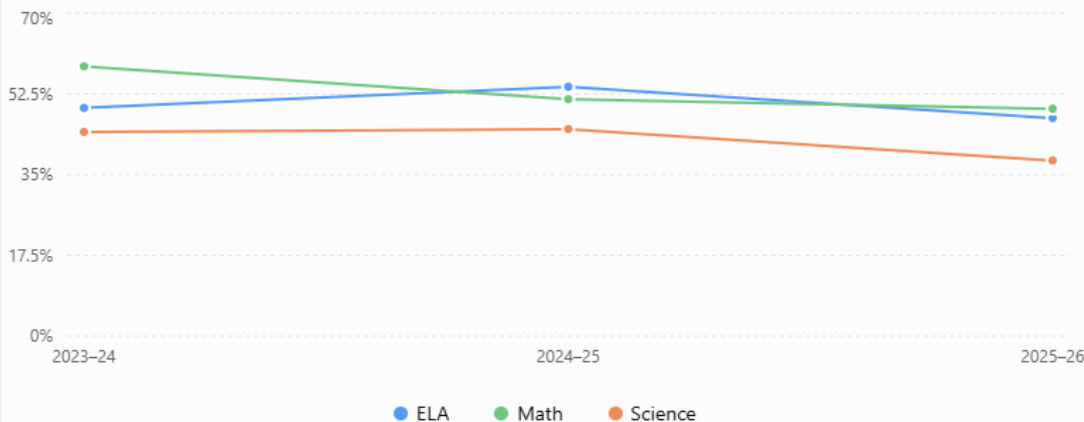
KES — ISAT Proficiency Results

Three-year proficiency trend by subject.



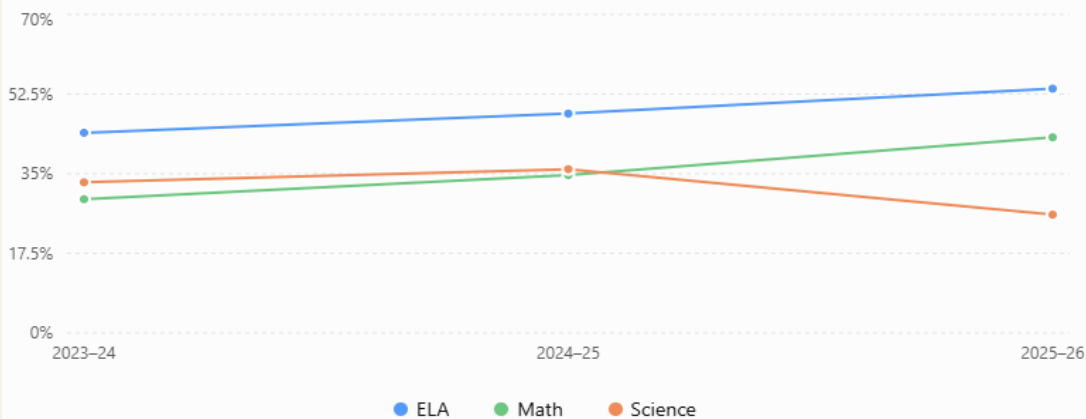
SES — ISAT Proficiency Results

Three-year proficiency trend by subject.



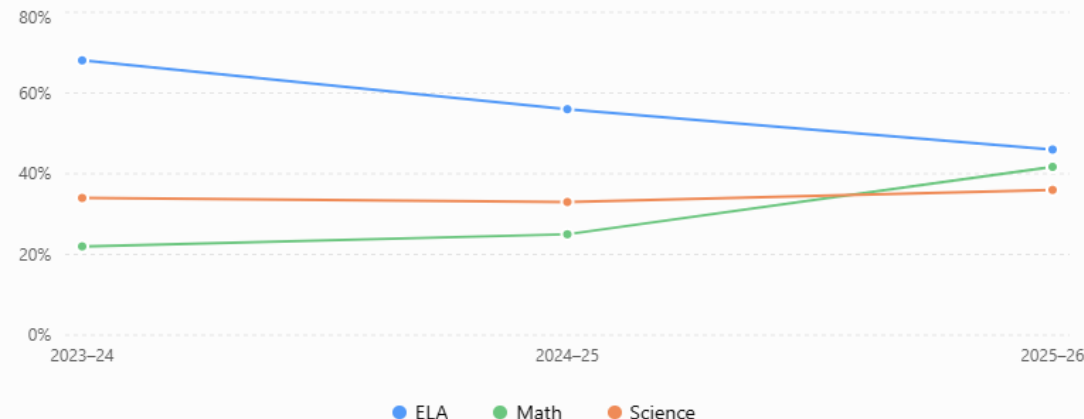
KMS — ISAT Proficiency Results

Three-year proficiency trend by subject.



KHS — ISAT Proficiency Results

Three-year proficiency trend by subject. KHS 2024-25 ELA corrected to 56%.

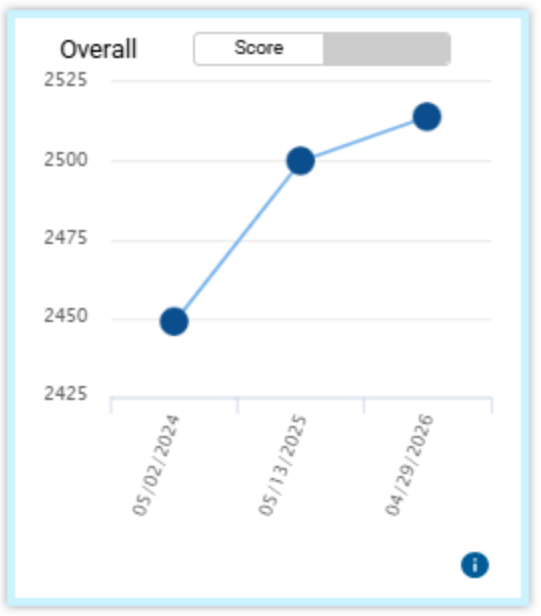


5TH GRADE LONGITUDINAL PERFORMANCE

Longitudinal report of Score and Performance on Grade 5 Math ISAT Summative: KIMBERLY DISTRICT, 2023-2025

Filtered By **Test Reasons:** All Test Reasons **School Year:** All School Years **Reporting Date:** 09/17/2026

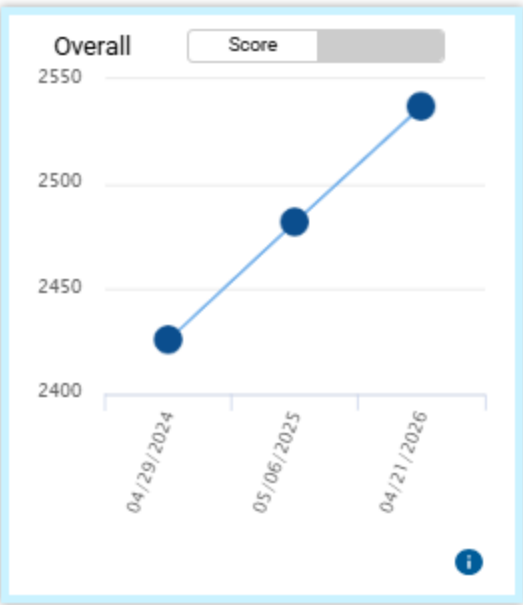
Date Taken	Test Label	Test Reason	Overall	Overall				
				Average Score	%Level 1	%Level 2	%Level 3	%Level 4
05/02/2024	Grade 3 Math ISAT Summative	Spring 2024 (ISAT Summative)		2449 ± 7 ⓘ	20	14	40	27
05/13/2025	Grade 4 Math ISAT Summative	Spring 2025 (ISAT Summative)		2500 ± 7 ⓘ	12	31	30	27
04/29/2026	Grade 5 Math ISAT Summative	Spring 2026 (ISAT Summative)		2514 ± 8 ⓘ	22	24	28	25



Longitudinal report of Score and Performance on Grade 5 ELA ISAT Summative: KIMBERLY DISTRICT, 2023-2025

Filtered By **Test Reasons:** All Test Reasons **School Year:** All School Years **Reporting Date:** 09/17/2026

Date Taken	Test Label	Test Reason	Overall	Overall				
				Average Score	%Level 1	%Level 2	%Level 3	%Level 4
04/29/2024	Grade 3 ELA ISAT Summative	Spring 2024 (ISAT Summative)		2426 ± 8 ⓘ	23	28	27	22
05/06/2025	Grade 4 ELA ISAT Summative	Spring 2025 (ISAT Summative)		2482 ± 8 ⓘ	20	22	30	28
04/21/2026	Grade 5 ELA ISAT Summative	Spring 2026 (ISAT Summative)		2537 ± 9 ⓘ	14	22	29	35

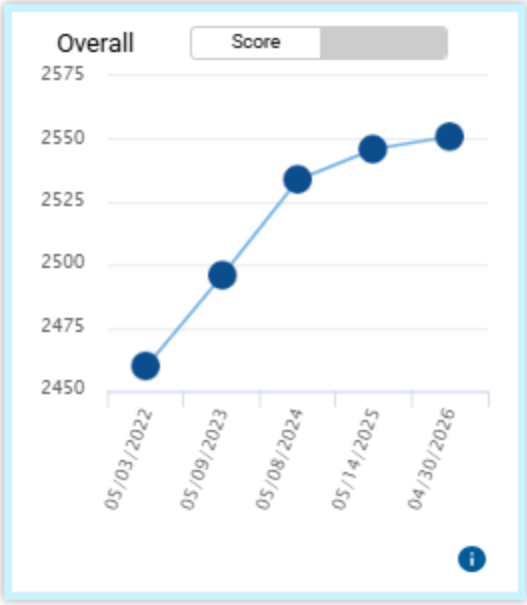


7TH GRADE LONGITUDINAL PERFORMANCE

Longitudinal report of Score and Performance on Grade 7 Math ISAT Summative: KIMBERLY DISTRICT, 2021-2025

Filtered By **Test Reasons:**All Test Reasons **School Year:**All School Years **Reporting Date:** 09/17/2026

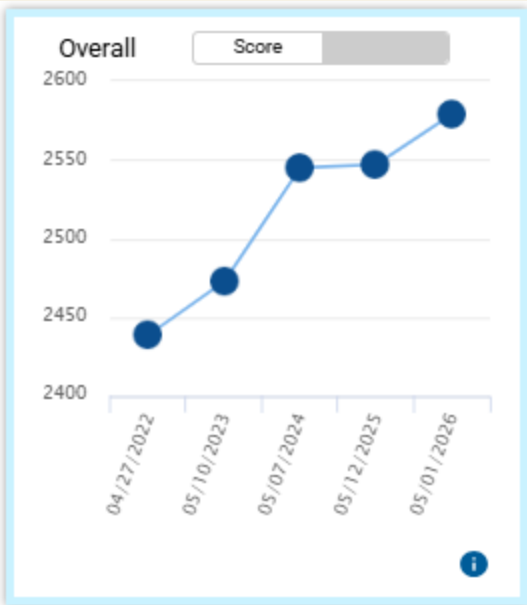
Date Taken	Test Label	Test Reason	Overall	Overall				
				Average Score	%Level 1	%Level 2	%Level 3	%Level 4
05/03/2022	Grade 3 Math ISAT Summative	Spring 2022 (ISAT Summative)		2460 ± 6 ⓘ	12	25	33	30
05/09/2023	Grade 4 Math ISAT Summative	Spring 2023 (ISAT Summative)		2496 ± 7 ⓘ	13	31	32	24
05/08/2024	Grade 5 Math ISAT Summative	Spring 2024 (ISAT Summative)		2534 ± 7 ⓘ	18	30	18	35
05/14/2025	Grade 6 Math ISAT Summative	Spring 2025 (ISAT Summative)		2546 ± 7 ⓘ	20	31	26	23
04/30/2026	Grade 7 Math ISAT Summative	Spring 2026 (ISAT Summative)		2551 ± 8 ⓘ	24	27	25	24



Longitudinal report of Score and Performance on Grade 7 ELA ISAT Summative: KIMBERLY DISTRICT, 2021-2025

Filtered By **Test Reasons:**All Test Reasons **School Year:**All School Years **Reporting Date:** 09/17/2026

Date Taken	Test Label	Test Reason	Overall	Overall				
				Average Score	%Level 1	%Level 2	%Level 3	%Level 4
04/27/2022	Grade 3 ELA ISAT Summative	Spring 2022 (ISAT Summative)		2439 ± 7 ⓘ	18	24	31	27
05/10/2023	Grade 4 ELA ISAT Summative	Spring 2023 (ISAT Summative)		2473 ± 8 ⓘ	25	24	27	24
05/07/2024	Grade 5 ELA ISAT Summative	Spring 2024 (ISAT Summative)		2545 ± 9 ⓘ	14	24	22	40
05/12/2025	Grade 6 ELA ISAT Summative	Spring 2025 (ISAT Summative)		2547 ± 8 ⓘ	16	29	30	25
05/01/2026	Grade 7 ELA ISAT Summative	Spring 2026 (ISAT Summative)		2579 ± 7 ⓘ	12	24	43	21

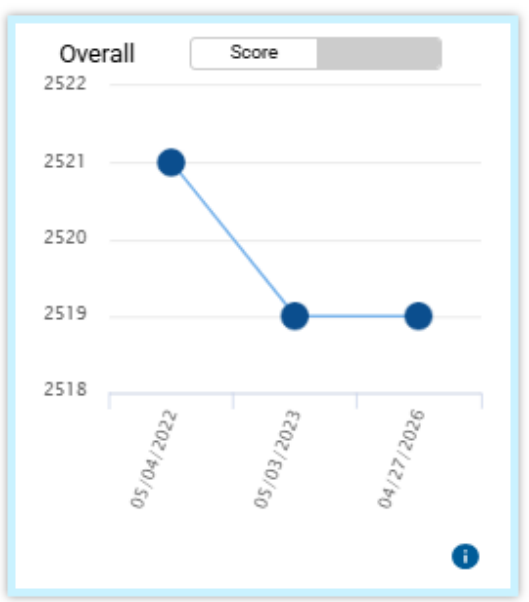


11TH GRADE LONGITUDINAL PERFORMANCE

Longitudinal report of Score and Performance on Grade 11 Math ISAT Summative: KIMBERLY DISTRICT, 2021-2025

Filtered By **Test Reasons:** All Test Reasons **School Year:** All School Years **Reporting Date:** 09/17/2026

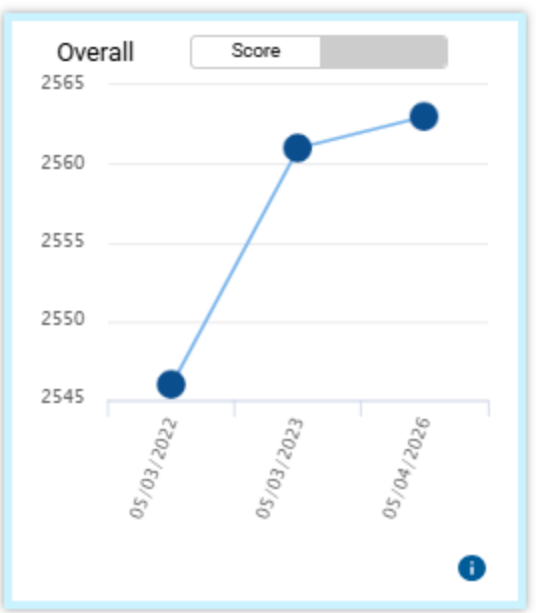
Date Taken	Test Label	Test Reason	Overall	Overall				
				Average Score	%Level 1	%Level 2	%Level 3	%Level 4
05/04/2022	Grade 7 Math ISAT Summative	Spring 2022 (ISAT Summative)		2521 ± 10 <i>i</i>	34	32	24	11
05/03/2023	Grade 8 Math ISAT Summative	Spring 2023 (ISAT Summative)		2519 ± 10 <i>i</i>	48	24	15	13
04/27/2026	Grade 11 Math ISAT Summative	Spring 2026 (ISAT Summative)		2519 ± 13 <i>i</i>	56	21	15	8



Longitudinal report of Score and Performance on Grade 11 ELA ISAT Summative: KIMBERLY DISTRICT, 2021-2025

Filtered By **Test Reasons:** All Test Reasons **School Year:** All School Years **Reporting Date:** 09/17/2026

Date Taken	Test Label	Test Reason	Overall	Overall				
				Average Score	%Level 1	%Level 2	%Level 3	%Level 4
05/03/2022	Grade 7 ELA ISAT Summative	Spring 2022 (ISAT Summative)		2546 ± 10 <i>i</i>	25	18	42	15
05/03/2023	Grade 8 ELA ISAT Summative	Spring 2023 (ISAT Summative)		2561 ± 9 <i>i</i>	23	26	37	14
05/04/2026	Grade 11 ELA ISAT Summative	Spring 2026 (ISAT Summative)		2563 ± 13 <i>i</i>	33	18	26	23



District	ELA	Math	Science
Kimberly	49.0%	41.9%	34.4%
Twin Falls	47.6%	37.4%	40.2%
Filer	52.9%	41.0%	38.9%
Buhl	39.3%	31.2%	30.5%
Gooding	50.8%	39.9%	40.7%
Wendell	34.4%	20.5%	13.3%
Jerome	32.2%	24.1%	27.5%
Camas County	48.9%	42.0%	27.8%
Hansen	46.9%	32.7%	31.1%
Castleford	43.1%	40.4%	36.4%
Bliss	36.8%	24.6%	<27%
Shoshone	44.7%	32.7%	22.8%
Richfield	34.5%	32.7%	38.0%
Valley	49.2%	32.4%	37.0%
Minidoka County	38.9%	28.1%	24.8%
Cassia County	44.6%	37.1%	28.3%
Blaine County	48.7%	39.0%	42.4%

2025–26 Magic Valley Comparison



2026-27 SCHOOL ACTIONS

Stricker Elementary

- Monthly RtI data analysis to identify trends, monitor student progress, and determine areas of focus for intervention at each grade level
- Administration will use Jim Knight's evaluation strategies and SDE professional learning to facilitate more meaningful feedback conversations with teachers, evaluations focused on teacher growth and informed by prior year performance data and current student achievement data.
 - Attend PD
- Several times this year, SES will have peer observations instead of team meetings

Kimberly Elementary School (KES)

- Align common assessments across grade levels to improve consistency and identify instructional needs earlier.
- Strengthen year to year data tracking to better understand individual student growth and progress.
- Monthly RtI data analysis to identify trends, monitor student progress, and determine areas of focus for intervention at each grade level
- Megan Wuori is taking on a support/coaching role to improve progress in writing.
- Melissa Trappen (Title teacher) has a leadership role to offer support in the Science of Reading

2026-27 SCHOOL ACTIONS

Kimberly Middle School

- **English**
 - Dive into the state standards and focus on mastery
 - Increase rigor with reading and writing
 - Vertical Teaming
- **Math**
 - Delta Math
 - Supplemental math practice mapped to standards
 - Instructional videos for every problem type
 - Data collection and analysis
 - Vertical Teaming and increase collaboration
 - Where are the gaps between grade levels?
- **Science**
 - Science Pathways (1st year) – State Professional Development (PD focused on standard-aligned instructions, on site coaching, independent book study)
 - McKenzie Sonderegger – Magic Valley coach
 - Cross content teaching – how can the other subject areas help (team collaboration)
 - Vertical Teaming between 6-8 grade
- Several teachers will participate in a three-part webinar, put on by the state. This series helps implement and interpret the data from the ISAT and improves usage of interim blocks.

2026-27 SCHOOL ACTIONS

Kimberly High School

- **English**
 - Vertical Alignment between 9th & 10 grade ELA classes
 - Evaluate state standards and where students fall short on meeting those standards
 - Prepare students for more of the wording of questions - Interim blocks will help with this
 - Increase rigor with reading, writing , and critical thinking
- **Math**
 - Math class alignment - coordinate to ensure content and language is consistent
 - Participate in a three-part webinar, put on by the state, that helps implement and interpret the data from the ISAT and improves usage of interim blocks
 - Testing environment - arena style vs classroom
- **Science**
 - Science Pathways (2nd year) - State Professional Development (PD focused on standard-aligned instructions, on site coaching, independent book study)
 - Be more intentional about how Science and ISAT related skills build across our course sequence.
 - Build foundational scientific reasoning skills - emphasis on interpreting graphs and data, working with scientific models, experimental design, variables, and drawing conclusions from evidence.
 - Focus on stronger scientific literacy - We are beginning to incorporate more opportunities for students to read and interpret scientific studies, analyze data and results, evaluate conclusions, compare evidence, and make sense of unfamiliar scientific information

2026-27 SCHOOL ACTIONS

SPED

- Unique Learning System - a standards-based, online curriculum designed primarily for students with significant cognitive disabilities and other complex learning needs. It provides differentiated lessons, instructional materials, assessments, and progress-monitoring.
 - ELA/Reading, Math, Science, Social Studies, Life Skills, Transitions
- easyCBM - designed for screening, intervention decision-making, and progress monitoring (reading & math)
- Unique is providing specialized instruction and easyCBM is providing data to determine where students are and whether that instruction/intervention is producing academic growth.

FINAL THOUGHTS / NEXT STEPS.....

- **Testing Environment** – Space, time, group size, proctors
- **GPA & ISAT** – What is that relationship?
- **Student Buy In** – How do we increase ownership? (Intrinsic vs Extrinsic motivation)
 - How do we increase the importance students place on ISAT?
- **Parent Partnership** – How can we better engage parents at home?
- **School Collaboration** – Share effective practices across KES/SES and KMS/KHS