2020-21 Phase One: Continuous Improvement Diagnostic for Schools

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

Whitley County High School
Julie Osborne
350 Boulevard Of Champions
Williamsburg, Kentucky, 40769
United States of America

2020-21 Phase One: Continuous Improvement Diagnostic for Schools - 2020-21 Phase One: Continuous Improvement Diagnostic for Schools - Generated on 01/07/2021

Whitley County High School

Table of Contents

2020-21 Phase One: Continuous Improvement Diagnostic for Schools

. The **Comprehensive School Improvement Plan or CSIP** is defined as a *plan developed by the school council, or successor, and charter schools with the input of parents, faculty, and staff, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth, and to eliminate gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the school's 2020-21 diagnostics is as follows:

Phase One: August 1 - October 1
• Continuous Improvement Diagnostic for Schools

Phase Two: October 1 - November 1
• The Needs Assessment for Schools
• School Assurances
• School Safety Report

Phase Three: November 1 - January 1
• Comprehensive School Improvement Plan
• Executive Summary for Schools
• Closing the Achievement Gap Diagnostic for Schools
• Professional Development Plan for Schools

Phase Four: January 1 - December 31
• Progress Monitoring

As principal of the school, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students.

Please enter your name and date below to certify.

2020-21 Phase One: Continuous Improvement Diagnostic for Schools - 2020-21 Phase One: Continuous Improvement Diagnostic for
Schools - Generated on 01/07/2021

Whitley County High School

Julie Osborne, Principal September 2, 2020

2020-21 Phase Two: The Needs Assessment for Schools

2020-21 Phase Two: The Needs Assessment for Schools

Whitley County High School
Julie Osborne
350 Boulevard Of Champions
Williamsburg, Kentucky, 40769
United States of America

Table of Contents

2020-21 Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (e.g. 2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for schools, each school complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions. Further, as required by Section 1114 of the Every Student Succeeds Act (ESSA), Title I schools implementing a schoolwide program must base their Title I program on a comprehensive needs assessment.

Protocol

. Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

see attachment

ATTACHMENTS

Attachment Name

Current State

. Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:
-Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
-From 2018 to 2020, the school saw an 11% increase in novice scores in reading among students in the achievement gap.
-Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:
-Teacher Attendance: Teacher attendance rate was 84% for the 2019-20 school year – a decrease from 92% in 2017-18.
-The number of behavior referrals increased from 204 in 2018-19 to 288 in 2019-20.
-Survey results and perception data indicated 62% of the school's teachers received adequate professional development.

see attachment

ATTACHMENTS

Attachment Name

Priorities/Concerns

. Clearly and concisely identify areas of weakness using precise numbers and percentages.

NOTE: These priorities will be thoroughly addressed in the Comprehensive School Improvement Plan (CSIP) diagnostic and template.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

see attachment

ATTACHMENTS

Attachment Name

Trends

. Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

see attachment

<u>ATTACHMENTS</u>

Attachment Name

Potential Source of Problem

. Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

see attachment

ATTACHMENTS

Attachment Name

Strengths/Leverages

. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the school.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

see attachment

Attachment Summary

Attachment Name	Description	Associated Item(s)
20-21 CSIP Data Needs Assessment	Answer for all of the questions in this section.	• • • • •
Whitley County High Forecast		•

2020-2021 Needs Assessment

Protocol

Our PLC Team Leaders meet with administrators weekly to review, analyze, and disseminate data. These meetings are documented via agendas and sign-in sheets. Our PLC Teams meet weekly to further analyze the content specific data and make instructional decisions/recommendations accordingly. PLC Teams meet as an entire team regularly, but also in subgroups (i.e., course specific) when needed. These meetings are also documented via agendas/minutes and sign-in sheets. Every PLC Team shares a team drive which houses their curriculum documents and provides a common area to share resources. All faculty PGPs are directly linked to various data: state assessment data, common assessments, self-reflection domains, etc.

Current State

Our forecast data for 2019-2020 All Students indicated the following:
- **Reading = 35.5**
- **Math = 42.9**
- **Writing = 71.9**

Our forecast data for 2019-2020 provided the following disaggregated data:
Reading:
- Economically Disadvantaged Students = 27.7
- Students with Disability/IEP = 19.2

Math:
- Economically Disadvantaged Students = 36.3
- Students with Disability/IEP = 36.4

In the three state accountability areas for 18-19, we scored the following:
Overall Score = 62.9 (Star Rating = 3)
- **Proficiency = 26.8**
- **Separate Academic = 10.5**
- **Transition Readiness = 19.6**
- **Graduation = 6**

Proficiency Indicator = ACT Reading and Math 57.1 (Indicator Scale = Medium)
18-19 Scores for **Reading** showed the following performance percentages:
- For All Students: D = 14.9, P = 24.8, A = 31, and N = 29.3
- For Economically Disadvantage Students: D = 10.6, P = 22.7, A = 30.8, and N = 35.9
- For Students w/ Disability/IEP: D = 10.7, P = 7.1, A = 28.6, and N = 53.6

18-19 Scores for **Math** showed the following performance percentages:
- For All Students: D = 4.5, P = 34, A = 31.2, and N = 30.4
- For Economically Disadvantage Students: D = 2.5, P = 30.9, A = 31.9, and N = 34.8
- For Students w/ Disability/IEP: D = 3, P = 24.2, A = 15.2, and N = 57.6

Transition Readiness Indicator = 62.7 (Indicator Scale = Low)
Demographics w/in this category:
- Male Students = 73
- Female Students = 52.4

- Economically Disadvantage Students = 53.9
- Students w Disability/IEP = 40.5

Graduation Indicator = 96.1 (Indicator Scale = High)
Demographics w/in this category:
- White Students = 96
- Male Students = 93.9
- Female Students = 98.4
- Economically Disadvantage Students = 95.2
- Students w/ Disability/IEP = 81.1

Separate Academic Indicator = 67.1 (Indicator Scale = Medium)
18-19 Scores for **Writing** showed the following performance percentages:
- For All Students: D = 5.8, P = 58.9, A = 26.6, and N = 8.7
- For Economically Disadvantage Students: D = 5.6, P = 53, A = 30.8, and N = 10.6
- For Students w/ Disability/IEP: D = 3.4, P = 24.1, A = 34.5, and N = 36.9

18-19 Scores for **Science** showed the following performance percentages:
- For All Students: D = 0.8, P = 27.8, A = 51.5, and N = 19.9
- For Economically Disadvantage Students: D = 0, P = 24.7, A = 51.5, and N = 23.7
- For Students w/ Disability/IEP: D = 0, P = 13.8, A = 48.3, and N = 37.9

Priorities/Concerns

Our Students w/Disability gap group are of our greatest priority/concern.

Comparing Students with Disability to All Students for the 18-19 and 19-20 data/forecast
Reading Scores
- Proficiency = -4.2

Based on the KASC Forecast, we are projected to have a drop in math for all students and students with disability/IEP. The same forecast is projecting we will have a drop in reading for all students and students with disability/IEP.

Trends

- See KASC file

Potential Source of Problem
Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six school improvement strategies outlined below:
1- Deployment of Standards
2- Delivery of Instruction
3- Assessment Literacy
4- Review, Analyze and Apply Data Results
5- Design, Align and Deliver Support Processes with Sub-group Focus
6- Establish a Learning Culture and Environment

1. Deployment of Standards:

- State Standards have been implemented in all content areas and common assessments drilled down to question by question are identified/matched with/to the standards. We want to ensure that standards are covered and students reach proficiency in them.
- Various curriculum documents exist in our Google Team Drives developed to ensure each standard is addressed adequately.

2. Delivery of Instruction:

- Collaboration Teachers and SPED Teachers have received targeted professional development in the Co-Teaching model in our opening mandatory PD days for the 18-19 and 19-20 school years.
- RTI = Response to Intervention: We have study skills math and reading classes along with ACT study skills English and reading classes. Students are flagged and enrolled in these classes based upon their CERT data.
- Horizontal and vertical alignment within all content areas is a major focus. Conversations are held to discuss standards being covered, length of time for class instruction, modifications of assessments and novice reduction strategies, as well as re-teaching of concepts not mastered by students.
- Core content teams worked collectively to create pacing guides and common assessments utilizing backward design.
- Concerns remain for students with using Chromebooks: discovered that when students are presented the unit outline in a Cornell note-taking format and provided time in class to complete it, many students will simply research, then cut and paste what they find. There appears to be very little cognitive connection between what is being asked and what the response is. Students were completing a mechanical action instead of actually engaging with the material.

3. Assessment Literacy:

- Common Assessment data in all core content areas is shared monthly at PLC Team meetings.
- In assessing our SPED students, we are looking more closely at how these students are individually tested. For example, students with IEPs are testing individually according to their accommodations and the entire testing window will be utilized.
- Curriculum documents such as unit plans, curriculum maps and common assessments are shared within our PLC teams and among the specific content/course teachers.
- Item analysis and other data analysis of assessments for standards are key components to our PLC discussions.

4. Review, Analyze and Apply Data Results:

- Incorporation of new resources with existing technologies (i.e. Google Classroom, Google Drive) to perform assessments, score assessments, and share common assessment data, including the generation of reports allowing for easier access to prepare and share item analysis documents, as well as allowing for more immediate feedback to students and parents/guardians.
- We analyze data from ACT, EOP, On-Demand Writing, and CERT for trends and use this data to drive instruction and develop curriculum based on student needs with a focus on meeting standards and covering required material/content.

5. Design, Align and Deliver Support Processes with Sub-group Focus:

- The Google Calendar is being utilized for scheduling all ARC meetings in order to streamline the process.
- All content areas are continuing the "go digital process" with all department documents "living" on a Google Drive and are constantly updated/modified.

- All departments are continuing to align our assessments to reflect the possibility of all state testing being completed online.

6. Establish a Learning Culture and Environment:
- Our PLC Teams have worked to establish an "environment of trust" and have gained noticeable positive momentum in terms of curriculum development, data analysis, construction of common assessments, and utilization of new technologies.
- Co-teaching has been implemented between special needs teachers and core content teachers.
- PLC Team agendas are shared with all team members, school administrators, and district administrators.
- As a faculty, we stay abreast of the latest and greatest changes that come our way per our District Support Staff and informational releases from KDE. We want to stay current with the changes/revisions to the state assessments, standards, career pathways, etc.
- Teachers are participating in KLIP and LDC and MDC trainings.
- We have implemented the use of Striving Readers Comprehensive Literacy Grant resources such as No Red Ink, Reading Plus, Scholastic Magazines, Wordly Wise, class novel sets, science assessment materials, etc.

Strengths/Leverages
- The variety and scope of our course offerings have expanded a great deal with the implementation of trimester scheduling.
- Over the last couple of years, we have increased our number of CTE programs to include two health science pathways and engineering offering this year.
- Student exposure to technology and learning is a central focus with every student having access to an internet connected device.
- In comparison to other high schools with similar demographics within our state, we continue to close the gap on the ACT and surpass some of those districts.
- GEAR UP funds Mastery Prep for skills practice in an ACT-like environment.

2020-21 Phase Two: School Assurances

2020-21 Phase Two: School Assurances

Whitley County High School
Julie Osborne
350 Boulevard Of Champions
Williamsburg, Kentucky, 40769
United States of America

Table of Contents

2020-21 Phase Two: School Assurances

Introduction

Assurances are a required component of the improvement planning process (703 KAR 5:225). Please read each assurance carefully and indicate whether your school complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

Teacher Performance

1. The KDE focuses on promoting equitable access to effective educators for all students, including minority students, those experiencing poverty, English learners and students with disabilities. Therefore, all districts and schools are charged with ensuring equitable access to experienced and effective educators. The Every Student Succeeds Act (ESSA) requires each school to report data regarding ineffective teachers. An ineffective teacher receives a summative effectiveness rating of "ineffective" as determined through the local performance evaluation system that meets the requirement established by KRS 156.557. An ineffective teacher consistently fails to meet expectations as determined by a trained evaluator, in competencies identified as the performance criteria in the Kentucky Framework for Teaching.

Due to the passage of Senate Bill 1 (2017), the measure and method for collecting teacher and leader effectiveness data was adjusted to fulfill the state law regarding district reporting and data collection. Number of students taught by ineffective teachers is self-reported by each school, in aggregate, by subpopulation. Names of ineffective teachers are not provided/collected.

Responses to this assurance will be collected in the Kentucky Equitable Access to Effective Educators Survey. Responses to each survey question should be based on data from the 2019-20 school year. This survey collects data on ineffective teachers only. Data on inexperienced and out-of-field teachers is collected using the EPSB identification number provided in Infinite Campus. Please be sure all teachers have an EPSB number on file.

Once you have completed the survey, return to the 2020-21 Phase Two: School Assurances diagnostic to certify that your school has completed the survey and to complete the remaining assurances on the diagnostic.

I certify this school has accurately completed the Kentucky Equitable Access to Effective Educators Survey by opening the survey link, entering all requested information, and submitting the completed survey as directed. I also certify that all certified staff members have an EPSB number entered in Infinite Campus.

- **Yes**
- o No
- o N/A
  COMMENTS

Title I Schoolwide Programs

2. If the school is implementing a schoolwide program, the school developed a comprehensive plan during a 1-year period or qualifies for an exception under Section 1114(b)(1) of the Every Student Succeeds Act (ESSA).

● **Yes**
o No
o N/A
COMMENTS

3. If the school is implementing a schoolwide program, the school developed a comprehensive plan with the involvement of parents and other members of the community to be served as well as individuals who will carry out such plan (e.g. teachers, administrators, classified staff, etc.) as required by Section 1114(b)(2) of ESSA.

● **Yes**
o No
o N/A
COMMENTS

4. If the school is implementing a schoolwide program, the school developed a comprehensive plan that will remain in effect for the duration of the school's participation under Title I, Part A of ESSA as required by Section 1114(b)(3) of ESSA.

● **Yes**
o No
o N/A
COMMENTS

5. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is available to district leadership, parents, and the public and in an understandable and uniform format as required by Section 1114(b)(4) of ESSA.

● **Yes**
o No

o N/A

COMMENTS

6. If the school is implementing a schoolwide program, the school developed a comprehensive plan that, to the extent appropriate and applicable, coordinates with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1114(b)(5) of ESSA.

● **Yes**
o No
o N/A

COMMENTS

7. If the school is implementing a schoolwide program, the school developed a comprehensive plan that is based on a comprehensive needs assessment, which included a review of academic achievement data, and includes, among other items, a description of the strategies the school will implement to address school needs as required by Section 1114(b)(6) of ESSA. The comprehensive needs assessment was developed with the participation of individuals who will carry out the schoolwide program plan, and the school documents how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results, as required by 34 Code of Federal Regulations (CFR) 200.26.

● **Yes**
o No
o N/A

COMMENTS

8. If the school is implementing a schoolwide program, the school developed, pursuant to Section 1114(b)(7), a comprehensive plan that includes a description of the strategies to be implemented to address school needs, including how such strategies: (1) provide opportunities for all children; (2) use methods and instructional strategies that strengthen the academic program in the school, increase learning time, and provide an enriched and accelerated curriculum; and, (3) address the needs of all children through, for example, the following activities: school-based mental health programs; a tiered model to prevent and address behavioral problems; professional development to

improve instruction and use of data from academic assessments, and to recruit and retain effective teachers; and/or, strategies for assisting preschool children transition to local elementary school programs.

- **Yes**
- o No
- o N/A

COMMENTS

9. The school regularly monitors the implementation and results achieved by the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement. The school determines whether the schoolwide program has been effective in increasing the achievement of students in meeting the challenging State academic standards, particularly for those students who had been furthest from achieving the standards. The school revises the plan as necessary based on student needs and on the results of the regular monitoring, to ensure continuous improvement of students in the schoolwide program and to ensure that all students are provided opportunities to meet the challenging State academic standards, as required by Section 1114 (b)(3) of ESSA and 34 CFR 200.26.

- **Yes**
- o No
- o N/A

COMMENTS

Title I Targeted Assistance School Programs

10. If the school is implementing a targeted assistance school program, participating students are identified in accordance with Section 1115(c) and on the basis of multiple, educationally related, objective criteria.

o Yes

o No

● **N/A**

COMMENTS

11. If the school is implementing a targeted assistance school program, the school serves participating students using resources under Title I, Part of ESSA to meet challenging state academic standards as required by Section 1115(b)(2)(A) of ESSA.

o Yes

o No

● **N/A**

COMMENTS

12. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(B) of ESSA, participating students using methods and instructional strategies to strengthen the academic program of the school, which may include, for example, expanded learning time, summer programs, and/or a tiered model to prevent and address behavioral problems.

o Yes

o No

● **N/A**

COMMENTS

13. If the school is implementing a targeted assistance school program, the school serves participating students by coordinating with and supporting the regular educational program as required by Section 1115(b)(2)(C) of ESSA.

o Yes

o No
● **N/A**
COMMENTS

14. If the school is implementing a targeted assistance school program, the school serves participating students by providing professional development to, for example, teachers, administrators, classified staff, and/or other school personnel who work with participating students as required by Section 1115(b)(2)(D) of ESSA.

o Yes
o No
● **N/A**
COMMENTS

15. If the school is implementing a targeted assistance school program, the school serves, pursuant to Section 1115(b)(2)(E) of ESSA, participating students by implementing strategies to increase the involvement of parents of participating students in accordance with Section 1116 of ESSA.

o Yes
o No
● **N/A**
COMMENTS

16. If the school is implementing a targeted assistance school program, the school serves participating students, to the extent appropriate and applicable, by coordinating with other federal, state, and local programs, including but not limited to the implementation of improvement activities in schools identified for comprehensive or targeted support and improvement, as required by Section 1115(b)(2)(F) of ESSA.

o Yes
o No
● **N/A**
COMMENTS

17. If the school is implementing a targeted assistance school program, the school serves

participating students by reviewing the progress of participating students on an ongoing basis and revising the targeted assistance program, if necessary, to provide additional assistance to meet challenging state academic standards as required by Section 1115(b)(2)(G) of ESSA.

o Yes

o No

● **N/A**

COMMENTS

Schools Identified for Targeted Support and Improvement

18. If identified for targeted support and improvement, including additional targeted support and improvement, pursuant to Section 1111(d)(2) of ESSA, the school developed and implemented a plan to improve student outcomes that, among other items, was informed by all indicators, including student performance against long-term goals; included evidence-based interventions; and, approved by local leadership. For reference, "evidence-based" is defined in ESSA Section 8101(21).

o Yes

o No

● **N/A**

COMMENTS

19. If identified for additional targeted support and improvement pursuant to Section 1111(d)(2)(C), the school developed and implemented a plan to improve student outcomes that also identified resource inequities to be addressed through implementation of such plan.

o Yes

o No

● **N/A**

COMMENTS

All School Programs

20. The school provides professional development for staff that is in accordance with the purpose of Title II of ESSA; addresses the needs of all students; and, strives to ensure all students are college, career and transition ready as intended by Section 2103 of ESSA, which governs the local use of Title II funding.

- **Yes**
- o No
- o N/A
COMMENTS

21. The school ensures that the use of federal funding, including expenditures for certified or classified positions (e.g. counselors, nurses, media specialists, etc.), is reasonable and necessary in compliance with 2 CFR 200.403 and 200.405.

- **Yes**
- o No
- o N/A
COMMENTS

22. The school ensures that all teachers and paraprofessionals working in a program supported with Title I, Part A funding meet applicable state requirements as required by Section 1111(g)(2)(J) of ESSA.

- **Yes**
- o No
- o N/A
COMMENTS

23. The school distributes to parents and family members of participating children, or all children in a schoolwide program, a written parent and family engagement policy, which is agreed on by such parents, that describes the means for carrying out the requirements of ESSA Section 1116 (c) through (f). The school makes the policy available to the local community and updates it periodically to meet the changing needs of parents and the school. For reference, Section 1116(b) of ESSA allows existing parent and family

engagement policies the school may have in place to be amended to meet the requirements under Title I, Part A.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

24. The school convenes an annual meeting, at a convenient time, to which all parents of participating children, or all children in a schoolwide program, are invited and encouraged to attend, to inform parents of their school's participation in Title I, Part A and to explain the requirements of Title I, Part A, and the right of the parents to be involved, as required under Section 1116(c)(1).

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

25. The school offers a flexible number of meetings to parents, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116(c)(2).

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

26. The school involves parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan undersection 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children (ESSA Section 1116 (c)(3)).

● **Yes**
o No
o N/A
COMMENTS

27. The school provides parents of participating children, or all children in a schoolwide program—

A. timely information about programs under Title I;
B. a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
C. if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible (ESSA Section 1116 (c)(4)).

● **Yes**
o No
o N/A
COMMENTS

28. If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

● **Yes**
o No
o N/A
COMMENTS

29. The school jointly develops with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact meets the requirements outlined in ESSA 1116(d)(1-2).

● **Yes**
o No
o N/A
COMMENTS

30. The school provides assistance to parents of children served by the school in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children, as required by ESSA Section 1116(e)(1).

● **Yes**
o No
o N/A
COMMENTS

31. The school provides materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, as required in ESSA Section 1116(e)(2).

● **Yes**
o No
o N/A
COMMENTS

32. The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school, as required in ESSA Section 1116(e)(3).

● **Yes**
o No
o N/A
COMMENTS

33. To the extent feasible and appropriate, the school coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children (ESSA Section 1116(e)(4)).

- **Yes**
- o No
- o N/A
COMMENTS

34. The school ensures that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children, or all children in a schoolwide program, in a format and, to the extent practicable, in a language the parents can understand, as required in ESSA Section 1116(e)(5).

- **Yes**
- o No
- o N/A
COMMENTS

35. To the extent practicable, the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language parents understand (ESSA Section 1116(f)).

- **Yes**
- o No
- o N/A
COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Phase Two: School Safety Report

2020-21 Phase Two: School Safety Report

Whitley County High School
Julie Osborne
350 Boulevard Of Champions
Williamsburg, Kentucky, 40769
United States of America

Table of Contents

2020-21 Phase Two: School Safety Report

School Safety Diagnostic for Schools

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

If the answer is "no", please explain in the comment box. Please note that Senate Bill 1 (2019) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

Yes

2. Has the school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If the answer is "no", please explain in the comment box.

Yes

3. Has the school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If the answer is "no", please explain in the comment box.

Yes

4. Has the school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If the answer is "no", please explain in the comment box.

Yes

5. Was the school's emergency plan reviewed following the end of the <u>prior</u> school year by the school council, principal, and first responders and revised as needed as

required by KRS 158.162(2)(c)?

Please provide the most recent date of review/revision of the school's emergency plan in the district in the comment box. If the answer is "no", please explain in the comment box.

Yes. 8-6-2020

6. Did the principal discuss the emergency plan with **all** school staff prior to the first instructional day of the <u>current</u> school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date the school completed this discussion in the comment box. If the answer is "no", please explain in the comment box.

Yes, 8-11-2020

7. During the first 30 instructional days of the <u>current</u> school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If the answer is "no", please explain in the comment box.

Yes, when we return from NTI/Virtual Learning from COVID.

8. During the month of January during the <u>prior</u> school year, did the principal conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If the answer is "no", please explain in the comment box.

Yes

9. Over the immediately preceding twelve months, did each school within the district conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

Yes

Attachment Summary

Attachment Name	Description	Associated Item(s)

2020-21 Phase Three: Professional Development Plan for Schools

2020-21 Phase Three: Professional Development Plan for Schools

Whitley County High School
Julie Osborne
350 Boulevard Of Champions
Williamsburg, Kentucky, 40769
United States of America

Table of Contents

2020-21 Phase Three: Professional Development Plan for Schools · 2020-21 Phase Three: Professional Development Plan for Schools

Generated on 01/07/2021

Whitley County High School

2020-21 Phase Three: Professional Development Plan for Schools

The purpose of this diagnostic is to support the school in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to 704 KAR 3:035, which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

1. What is the school's mission?

see attachment

ATTACHMENTS

Attachment Name

2. The needs assessment provides the framework for **all** schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per 703 KAR 5:225 (3), what are the school's **top two priorities** for professional development that support continuous improvement?

see attachment

ATTACHMENTS

Attachment Name

3. How do the identified **top two priorities** of professional development relate to school goals?

see attachment

ATTACHMENTS

Attachment Name

4a. For the first priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

see attachment

ATTACHMENTS

Attachment Name

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

see attachment

ATTACHMENTS

Attachment Name

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

see attachment

ATTACHMENTS

Attachment Name

4d. Who is the targeted audience for the professional development?

see attachment

ATTACHMENTS

Attachment Name

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

see attachment

ATTACHMENTS

Attachment Name

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

see attachment

ATTACHMENTS

Attachment Name

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

see attachment

ATTACHMENTS

Attachment Name

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

see attachment

ATTACHMENTS

Attachment Name

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

see attachment

ATTACHMENTS

Attachment Name

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

see attachment

ATTACHMENTS

Attachment Name

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

see attachment

ATTACHMENTS

Attachment Name

5d. Who is the targeted audience for the professional development?

see attachment

ATTACHMENTS

Attachment Name

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

see attachment

ATTACHMENTS

Attachment Name

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

see attachment

ATTACHMENTS

Attachment Name

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

see attachment

ATTACHMENTS

Attachment Name

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

see attachment

ATTACHMENTS

Attachment Name

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

see attachment

2020-21 Phase Three: Professional Development Plan for Schools - 2020-21 Phase Three: Professional Development Plan for Schools

Generated on 01/07/2021

Whitley County High School

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 20-21 Professional Development Plan	20-21 Professional Development Plan	• 1 • 2 • 3 • 4a • 4b • 4c • 4d • 4e • 4f • 4g • 4h • 5a • 5b • 5c • 5d • 5e • 5f • 5g • 5h

1. What is the school's mission?

    The mission of Whitley County High School is to provide instructional programs in which every student can learn at his/her highest possible level. Each student will become a life-long and independent learner and will make a successful transition to post-high school experience.

2. The needs assessment provides the framework for all schools to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies, and activities. Based on the most critical areas for improvement identified in the completed needs assessment per 703 KAR 5:225(3), what are the school's top two priorities for professional development that support continuous improvement?

    According to the completed 2020-2021 Needs Assessment, the top two priorities for professional development must support continuous improvement in Proficiency and Achievement Gap which both entail reading and math.

3. How do the identified top two priorities of professional development relate to school goals?

    Both of the top two priorities of professional development directly relate to school goals #1 Proficiency and #3 Achievement Gap.

4. For the first priority for professional development, complete the following:

    4a. For the first priority needs, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet this goal.

    Short Term: To increase the percentage of students scoring proficient/distinguished in reading from 39.7 to 45.2 and math from 38.5 to 44.1 by June 30, 2021.

    Long Term: By June 30, 2023, to increase the percentage of all students scoring proficient/distinguished in reading from 39.7 to 50.7 and the percentage of all students scoring proficient/distinguished in math from 38.5 to 49.7.

    4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

    Teachers will regularly utilize instructional best practices and will collaborate via instructional shares during each PLC Team meeting. Teachers will include curriculum standards review through daily bell ringers, formative assessments, and student performance-based project and events. To ensure a more rigorous curriculum, teachers will utilize curriculum maps to document content taught each twelve weeks; all exams are given in the same manner and

within the same timeframe. Teachers will modify pacing guides and make other modifications to existing curriculum documents, assessments, etc. via weekly PLC Team meeting.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Indicators of success will be measured by student proficiency (increased scores on state assessment and accountability) and teacher evaluations (via formal and informal observations, curriculum documents, PLC team collaborations).

4d. Who is the targeted audience for the professional development?

Math and English Teachers

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Students and Teachers

4f. What resources are needed to support the professional development (staff, funding, technology, materials, time, etc.)

Staff needed to provide professional development learning sessions. Funding to support professional learning, technology, resources and materials. Time is allotted within the school calendar for mandated professional development sessions.

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

Weekly Professional Learning Communities will meet to further implement strategies and activities.

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible, and frequency of data analysis?

Within Team PLC Meetings, student work samples and common grade-level assessments will be discussed and analyzed for implementation and effectiveness of professional learning. Also, shared curriculum documents and other resources will be evaluated upon use for effectiveness. Supervising Principals will be responsible for the monitoring of these items. The frequency of data analysis will be on-going.

5. For the second priority for professional development, complete the following:

5a. For the second priority need, what are the specific objectives for the professional development aligned to the school goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

Short Term: To increase the percentage of gap group (disability with IEP students) scoring proficient/distinguished in reading from 17.9 to 25.4 and math from 27.3 to 33.9 by June 30, 2021.

Long Term: By June 30, 2023, to increase the percentage of gap group (disability with IEP students) scoring proficient/distinguished in reading from 17.9 to 32.8 and the percentage of all students scoring proficient/distinguished in math from 27.3 to 40.5.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Teachers will regularly utilize instructional best practices and will collaborate via instructional shares during each PLC Team meeting. Teachers will include curriculum standards review through daily bell ringers, formative assessments, and student performance-based project and events. To ensure a more rigorous curriculum, teachers will utilize curriculum maps to document content taught each twelve weeks; all exams are given in the same manner and within the same timeframe. Teachers will modify pacing guides and make other modifications to existing curriculum documents, assessments, etc. via weekly PLC Team meeting.

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Indicators of success will be measured by student proficiency (increased scores on state assessment and accountability) and teacher evaluations (via formal and informal observations, curriculum documents, PLC team collaborations).

5d. Who is the targeted audience for the professional development?

Math & English Teachers

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

Students and Teachers

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

Staff needed to provide professional development learning sessions. Funding to support professional learning, technology, resources and materials. Time is allotted within the school calendar for mandated professional development sessions.

5g. What ongoing supports will be provided for professional development implementation (coaching, professional learning communities, follow up, etc.)

Weekly Professional Learning Communities will meet to further implement strategies and activities.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible, and frequency of data analysis.

Within Team PLC Meetings, student work samples and common grade-level assessments will be discussed and analyzed for implementation and effectiveness of professional learning. Also, shared curriculum documents and other resources will be evaluated upon use for effectiveness. Supervising Principals will be responsible for the monitoring of these items. The frequency of data analysis will be on-going.

6. Optional Extension: If your school has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

   N/A

2020-2021 Phase Three: Comprehensive School Improvement Plan

2020-2021 Phase Three: Comprehensive School Improvement Plan

Whitley County High School
Julie Osborne
350 Boulevard Of Champions
Williamsburg, Kentucky, 40769
United States of America

2020-2021 Phase Three: Comprehensive School Improvement Plan - 2020-2021 Phase Three: Comprehensive School Improvement
Plan - Generated on 01/07/2021

Whitley County High School

Table of Contents

2020-21 Phase Three: Comprehensive School Improvement Plan

School improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive School Improvement Plan (CSIP) cultivates an environment that promotes student growth and achievement.

Goal: Long-term three to five-year targets based on the five (5) required school level goals. Elementary/middle schools must have goals for proficiency, separate academic indicator, achievement gap, growth, and transition readiness. High schools must have goals for proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness. Long-term targets should be informed by The Needs Assessment for Schools.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the school will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldridge, etc.*).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

KCWP 1: Design and Deploy Standards
KCWP 2: Design and Deliver Instruction
KCWP 3: Design and Deliver Assessment Literacy
KCWP 4: Review, Analyze and Apply Data
KCWP 5: Design, Align and Deliver Support
KCWP 6: Establishing Learning Culture and Environment

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

2020-2021 Phase Three: Comprehensive School Improvement Plan - 2020-2021 Phase Three: Comprehensive School Improvement Plan - Generated on 01/07/2021

Whitley County High School

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

There are six (6) required district goals:
• Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

The required school goals include the following:
• For elementary/middle school, these include proficiency, separate academic indicator, achievement gap, and, growth.
• For high school, these include proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

   . a. Develop your Strategic Goals using the <u>Comprehensive School Improvement Plan Template.</u>
b. **Upload** your completed Comprehensive School Improvement Plan in the attachment area below.

You may enter an optional narrative about your Comprehensive School Improvement Plan below. If you do not have an optional narrative, enter N/A.
   see attachment for entire plan

ATTACHMENTS

Attachment Name

2020-2021 Phase Three: Comprehensive School Improvement Plan - 2020-2021 Phase Three: Comprehensive School Improvement
Plan - Generated on 01/07/2021

Whitley County High School

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 20-21 Comprehensive Improvement Plan	20-21 Comprehensive Improvement Plan	•
📄 20-21 CSIP Data Needs Assessment	20-21 CSIP Data Needs Assessment	•
📄 KASC Data	KASC Data	•

1: Proficiency

Goal 1:
By 2023, WCHS will increase the percentage of all students scoring proficient/distinguished in reading from 39.7 to 50.7 and the percentage of all students scoring proficient/distinguished in math from 38.5 to 49.7.

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
• KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	• KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	

Goal 1:

By 2023, WCHS will increase the percentage of all students scoring proficient/distinguished in reading from 39.7 to 50.7 and the percentage of all students scoring proficient/distinguished in math from 38.5 to 49.7.

Objective/ Strategy/ Activity	Timeline	Person Responsible	Funding Source
1-1-A	Ongoing	Principals	No Funding
1-2-A	Ongoing	VPA – TL	No Funding
1-2-B	Ongoing	ELA – TL	No Funding
1-3-A	Ongoing	VPA – TL	No Funding
1-3-B	Ongoing	VPA – TL	No Funding
1-3-C	Ongoing	VPA – TL	No Funding
1-3-D	Ongoing	VPA – TL	No Funding
1-3-E	Ongoing	VPA – TL	No Funding
1-3-F	Ongoing	SS – TL	No Funding
1-3-G	Ongoing	ELA, Math, Science – TL; Gear-Up Coordinator	21st Century; Instructional Funds; Gear-Up
1-3-H	Bi-Weekly	PLC – TL	No Funding
1-3-I	Ongoing	PLC – TL; Principals	No Funding
1-3-J	Ongoing	ELA, Math, Science PLC – TL; Gear-Up Coordinator	Already Listed
1-3-K	Ongoing	VPA – TL	No Funding
1-4-A	Ongoing	Teachers; 21st Century Site Coordinator	No Funding
1-4-B	Ongoing	Counselors	No Funding
1-5-A	Ongoing	FA Principal; Counselors	No Funding
2-1-A	Ongoing	Math – TL	No Funding
2-1-B	Ongoing	Math – TL; Principals	No Funding
2-1-C	Ongoing	Math – TL; FA – Principal	No Funding
2-1-D	Ongoing	Math – TL; Principals	No Funding
2-2-A	Ongoing	VPA – TL	No Funding

Goal 1:
By 2023, WCHS will increase the percentage of all students scoring proficient/distinguished in reading from 39.7 to 50.7 and the percentage of all students scoring proficient/distinguished in math from 38.5 to 49.7.

			2-2-B	Ongoing	Math – TL; Principals	No Funding
			2-2-C	Ongoing	Math – TL; Principals	No Funding
			2-2-D	Bi-Weekly	Math – TL; Principals	No Funding
			2-2-E	Ongoing	Math – TL; Gear-Up Coordinator	No Funding
			2-2-F	First Trimester	Math – TL	No Funding
			2-2-G	Ongoing	Math – TL; Principals	No Funding
			2-3-A	Ongoing	Teachers; 21st Century Site Coordinator	No Funding
			2-4-A	Ongoing	FA – Principal; Counselors	No Funding
			2-4-B	Ongoing	Counselors	No Funding
			2-5-A	Ongoing	Math – TL; FA – Principals; District Math Coach	No Funding
			2-5-B	Ongoing	Math – TL; Gear-Up Coordinator	No Funding

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: To increase the percentage of students scoring proficient/distinguished in reading from 39.7 to 45.2 by June 30, 2021.	1. Design and Deliver Assessment Literacy	A: Teachers of required courses will utilize curriculum maps to document content taught each twelve weeks.	Curriculum Maps		$0
	2. Design and Deploy Standards	A: Visual art teacher will have their students utilize Chromebooks to do research and study historical art movements, artists, and works of art to improve reading skills.	Class Assessments and Quizzes		$0
		B: All English III classes will begin instruction with an ACT review question, D.O.L., or bell ringer according to the review schedule.	Lesson Plans		$0
	3. Design and Deliver Instruction	A: Music teachers will implement online rhythmic reading.	Rubric		$0
		B: Music teachers will conduct class discussions of the meaning of musical texts.	Teacher Observation & Student Participation Documentation		$0

Goal 1:					
By 2023, WCHS will increase the percentage of all students scoring proficient/distinguished in reading from 39.7 to 50.7 and the percentage of all students scoring proficient/distinguished in math from 38.5 to 49.7.					
		C: Drama teachers will practice literary interpretation and reading comprehension through classroom assignments of song interpretation.	Rubric		$0
		D: Drama teachers will create opportunities in which students will read and perform monologues, duets, and scenes of plays, read for fluency, tone, expression and meaning.	Rubric		$0
		E: Drama teachers will expand history of theatre unit to increase reading comprehension.	Rubric		$0
		F: US History teachers will use periodic ACT-style passage readings under fixed conditions to familiarize students with testing conditions.	Lesson Plans		$0
		G: Teachers of freshman, sophomore, and junior level English, math and science classes will continue to implement online ACT preparation (CERT***, Mastery Prep**, Edgenuity*) in their classes.	Lesson Plans		*$21000 **$19500 ***$6000
		H: Teachers will utilize instructional best practices and will collaborate via instructional shares during each PLC Team meeting.	Walk-Through Documentation PLC Team Minutes		$0
		I: Teachers will include curriculum standards review through daily bell ringers, formative assessments, and student performance-based project and events.	Lesson Plans Walk-Through		$0
		J: Mastery Prep program will be used to reinforce basic math and science skills and English/reading skills.	Lesson Plans		$0
		K: Music teachers will utilize Chromebooks to research and study music history including composers and works of those composers.	Lesson Plans		$0
	4. Design, Align and Deliver Support	A: Teachers will refer students in need of academic intervention to before and after school programs offered by 21st Century Colonels (e.g. independent practice, homework help, credit recovery) and other enrichment options.	Student Referrals & Sign-In Sheets		$0
		B: Counselors will schedule students who fail to meet benchmark on the universal screener in an RTI Reading course.	Student Schedules & Benchmark Met		$0
	5. Establishing Learning Culture and Environment	A: All incoming freshman students will be placed in the Freshman Academy where they can make a smooth transition from middle school to the life of a high school student and successfully complete rigorous high school academic requirements.	Student Schedules, Pre-registration Forms		$0
Objective 2:		A: Math teachers from MDC Cohort #2 will continue to share and utilize strategies within the department and across content areas, as they apply.	PLC Minutes, Lesson Plans		$0

Goal 1: By 2023, WCHS will increase the percentage of all students scoring proficient/distinguished in reading from 39.7 to 50.7 and the percentage of all students scoring proficient/distinguished in math from 38.5 to 49.7.					
To increase the percentage of students scoring proficient/distinguished in math from 38.5 to 44.1 by June 30, 2021.	1. Design and Deliver Assessment Literacy	B: To ensure a more rigorous curriculum, teachers will utilize curriculum maps to document content taught each twelve weeks; all exams are given in the same manner and within the same timeframe.	Curriculum Maps		$0
		C: Algebra I will continue to use Mastery Prep to review ACT skills. Each student collects a reference binder and works to cover one skill per week. End of each trimester, students take a summative assessment over skills and content covered during that trimester.	Lesson Plans		$0
		D: Algebra II courses will utilize CERT quizzes as formative assessments.	Lesson Plans		$0
	2. Design and Deliver Instruction	A: Music teachers will utilize math-based activities in conjunction with rhythmic exercises.	Online Scoring		$0
		B: Math teachers will modify pacing guides and make other modifications to existing curriculum documents, assessments, etc. via weekly PLC Team meeting.	PLC Minutes		$0
		C: Teachers of freshman*, sophomore, and junior level math classes will continue to implement online ACT preparation (CERT videos, Mastery Prep) in their classes. *Algebra I conducts CERT review video days and students complete worksheets aligned with those videos.	Lesson Plans		$31000
		D: Teachers will utilize instructional best practices and will collaborate via instructional shares during each PLC Team meeting.	Walk-Through Documentation PLC Team Minutes		$0
		E: Mastery Prep program will be used to reinforce basic math skills and to review concepts taught in previous years and supplement current concepts.	Lesson Plans		$0
		F: Teachers will provide instruction on the proper use of TI-Nspire calculators.	Lesson Plans		$0
		G: All math courses grades 9-11 will utilize CERT materials as well as Mastery Prep items to further math skills.	Lesson Plans		$0
	3. Design, Align and Deliver Support	A: Teachers will refer students in need of academic intervention to before and after school programs offered by 21st Century Colonels (e.g. independent practice, rescue and recovery, credit recovery) and other enrichment options.	Student Referrals & Sign-In Sheets		$0
	4. Establishing Learning Culture and Environment	A: All incoming freshman students will be placed in the Freshman Academy where they can make a smooth transition from middle school to the life of a high school student and successfully complete rigorous high school academic requirements.	Student Schedules, Pre-registration Forms		$0

Goal 1:					
By 2023, WCHS will increase the percentage of all students scoring proficient/distinguished in reading from 39.7 to 50.7 and the percentage of all students scoring proficient/distinguished in math from 38.5 to 49.7.					
		B: Counselors will schedule students who fail to meet benchmark on the universal screener in an RTI Reading course.	Student Schedules & Benchmark Met		$0
	5. Review, Analyze and Apply Data	A: Algebra I and Grade 9 math teachers will utilize the Cognitive Tutor student reports to identify individual growth areas and this information will guide instructional decisions. Students will review their identified improvement areas using Cognitive Tutor in order to reach mastery of concepts.	Cognitive Tutor Data, Lesson Plans		$0
		B: Algebra I, Geometry, Algebra II, Honors Geometry, Pre-Cal, and Math 9, 10, 11, will utilize CERT reports to identify student's improvement areas in math concepts and will make instructional decisions accordingly.	CERT Reports, Lesson Plans		$0

2: Separate Academic Indicator

Goal 2: By 2023, WCHS will increase the percentage of all students scoring proficient/distinguished in science from 28.6 to 41.6 and the percentage of all students scoring proficient/distinguished in on-demand writing from 64.7 to 71.1.

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Strategy column:
- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Activities column:
- KCWP1: Design and Deploy Standards - Continuous Improvement Activities
- KCWP2: Design and Deliver Instruction - Continuous Improvement Activities
- KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities
- KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities
- KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities
- KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities

Objective/ Strategy/ Activity	Timeline	Person Responsible	Funding Source
1-1-A	Spring	ELA – TL	No Funding
1-2-A	Ongoing	ELA – TL; District Writing Coach	No Funding
2-1-A	Ongoing	Science – TL; Principals	No Funding
2-1-B	Ongoing	Science – TL	No Funding
2-2-A	Ongoing	Science – TL	No Funding
2-2-B	Ongoing	ELA, Math, Science – TL; Gear-Up Coordinator	No Funding
2-2-C	Ongoing	Science – TL	No Funding
2-2-D	Ongoing	Science & ELA – TL; Gear-Up Coordinator	No Funding
2-2-E	Beginning of Each Trimester	Science – TL	No Funding
2-3-A	Ongoing	Teachers; 21st Century Site Coordinator	No Funding
2-4-A	Ongoing	FA – Principals; Counselors	No Funding
2-5-A	After CERT Assessments	Science – TL; Gear-Up Coordinator	No Funding

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: To increase the percentage of students scoring	1. Design and Deliver Assessment Literacy	A: Sophomore and Junior English teachers will administer On-Demand practice tests to all students prior to the testing window and provide detailed feedback to each student.	Lesson Plans		$0

Goal 2: By 2023, WCHS will increase the percentage of all students scoring proficient/distinguished in science from 28.6 to 41.6 and the percentage of all students scoring proficient/distinguished in on-demand writing from 64.7 to 71.1.					
proficient/distinguished in on-demand writing from 64.7 to 67.9 by June 30, 2021.	2. Design and Deploy Standards	A: All English classes will follow the revised school writing plan to implement various forms of writing (letters, speeches, editorials, articles, literary, personal, web-based, etc.).	Lesson Plans		$0
Objective 2: To increase the percentage of students scoring proficient/distinguished in science from 28.6 to 35.1 by June 30, 2021.	1. Design and Deliver Assessment Literacy	A. Teachers of required courses will utilize curriculum maps to document content taught each twelve weeks.	Curriculum Maps		$0
		B. All Chemistry teachers will utilize ACT style questions and prompts in both formative and summative assessments, per unit of instruction.	Lesson Plans		$0
	2. Design and Deliver Instruction	A. Science teachers will align pacing guides and make other modifications to existing curriculum documents, assessments, etc. via weekly PLC Team meeting.	PLC Meetings		$0
		B. Teachers of freshman, sophomore, and junior level English, math and science classes will continue to implement online ACT preparation (CERT, Mastery Prep, Edgenuity) in their classes.	Lesson Plans		$0
		C. Teachers will utilize instructional best practices and will collaborate via instructional shares during each PLC Team meeting.	Walk-through Observations and PLC Meetings		$0
		D. Mastery Prep program will be used to reinforce basic math and science skills and English skills.	Lesson Plans		$0
		E. Physics Teacher will provide instruction on the proper use of TI-Nspire calculators, focusing on coding and rover implementation.	Lesson Plans		$0
	3. Design, Align and Deliver Support	A. Teachers will refer students in need of academic intervention to before and after school programs offered by 21st Century Colonels (e.g. independent practice, homework help, credit recovery) and other enrichment options.	Student Referrals & Sign-In Sheets		$0
	4. Establishing Learning Culture and Environment	A. All incoming freshman students will be placed in the Freshman Academy where they can make a smooth transition from middle school to the life of a high school student and successfully complete rigorous high school academic requirements.	Student Schedules, Pre-registration Forms		$0
	5. Review, Analyze and Apply Data	A. Physical Science, Honors Physical Science, Biology, Honors Biology, Chemistry, and Honors Chemistry teachers will utilize CERT reports to identify student's improvement areas in science concepts and will make instructional decisions accordingly.	CERT Reports Lesson Plans		$0

3: Achievement Gap

Goal 3:
By 2023, WCHS will increase the percentage of Gap Group (Disability with IEP) students scoring proficient/distinguished on reading from 17.9 to 32.8 and Gap Group (Disability with IEP) students scoring proficient/distinguished on math from 27.3 to 40.5.

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
• KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	• KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	

Goal 3:

By 2023, WCHS will increase the percentage of Gap Group (Disability with IEP) students scoring proficient/distinguished on reading from 17.9 to 32.8 and Gap Group (Disability with IEP) students scoring proficient/distinguished on math from 27.3 to 40.5.

Objective/ Strategy/ Activity	Timeline	Person Responsible	Funding Source
1-1-A	Ongoing	PLC – TLs; Sped Teachers	No Funding
1-1-B	Ongoing	Principals; Counselors; DPP; YSC Director	No Funding
1-1-C	Ongoing	YSC Director; McKinney Veto Liaison; DPP; Counselors; Principals	No Funding
1-1-D	Ongoing	Principals; PLC – TLs; Sped Teachers; Counselors; Gear-Up Coordinator	No Funding
1-2-A	Ongoing	Principals; District PD Coordinator; PLC- TLs; Literacy Grant Coordinator	No Funding
1-2-B	Ongoing	Sped Teachers; Counselors	No Funding
1-2-C	Ongoing	21st Century Site Coordinator	21st Century
1-2-D	Ongoing	Sped Teachers; Counselors; Principals	No Funding
1-2-E	Ongoing	21st Century Site Coordinator	No Funding
2-1-A	Ongoing	Math – TL; Sped Teachers; Principals, Counselors	No Funding
2-1-B	Ongoing	Principals; Counselors; DPP; YSC Director	No Funding
2-1-C	Ongoing	YSC Director; McKinney Veto	No Funding

Goal 3:
By 2023, WCHS will increase the percentage of Gap Group (Disability with IEP) students scoring proficient/distinguished on reading from 17.9 to 32.8 and Gap Group (Disability with IEP) students scoring proficient/distinguished on math from 27.3 to 40.5.

				Liaison; DPP; Counselors; Principals	
		2-1-D	Ongoing	Principals; PLC – TLs; Sped Teachers; Counselors; Gear-Up Coordinator	No Funding
		2-2-A	Ongoing	Principals; District PD Coordinator; PLC- TLs	No Funding
		2-2-B	Ongoing	Sped Teachers; Counselors	No Funding
		2-2-C	Ongoing	21st Century Site Coordinator	21st Century
		2-2-D	Ongoing	Sped Teachers; Counselors; Principals	No Funding
		2-2-E	Ongoing	21st Century Site Coordinator	No Funding

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: To increase the percentage of Gap Group (Disability with IEP) students scoring proficient/distinguished on reading from 17.9 to 25.4 by June 30, 2021.	1. Review, Analyze, and Apply Data	A: Analyze ACT, CERT, No Red Ink, common assessments, Mastery Prep and other student achievement data by gap groups to modify instructional practices.	District Report Card, CERT Reports, Pearson reports, Mastery Prep data, District Reports		$ 0
		B: Identify non-cognitive data such as attendance, behavior, and retention to develop strategies to address barriers to student achievement.	School Report Card, Pearson reports, CERT reports, ACT reports		$ 0
		C: Address barriers that homeless children and other youth face in enrolling, attending, and succeeding in school and provide services which enable them to meet the challenging academic expectations.	YSC, IC Reports, Attendance Intervention Records, 15 Days Report		$0
		D: Verify the list of students who did not meet benchmarks on the ACT and other student-level evaluation data to identify and target students in need of intervention programs. Utilize CERT data to identify student's current level in order to provide differentiated instruction and RTI.	ACT Reports, CERT Reports, Assessment Data		$0

Goal 3:				
By 2023, WCHS will increase the percentage of Gap Group (Disability with IEP) students scoring proficient/distinguished on reading from 17.9 to 32.8 and Gap Group (Disability with IEP) students scoring proficient/distinguished on math from 27.3 to 40.5.				
	2. Design, Align, and Deliver Support	A: Collaborate, co-teach, and provide support with reading instructional strategies, intervention strategies, formative assessment strategies, etc. based on the professional learning needs of the teachers.	PD Requests, PD Certificates/Sign-In Sheets		$ 0
		B: Provide reading intervention services in small groups, individual, or in collaboration with students in the 40th – 70th percentile. These services include Tier 2 intervention and Tier 3 services. (Study Skills Courses)	Instructional Coach Intervention Reports, PLC Minutes, ACT Reports, Student Progress Reports		$ 0
		C: Provide tutoring and clubs to students that focus on academics, physical fitness, character education, and leadership through our 21st Century Colonels (before & after school); provide parent engagement activities through 21st CCLC to engage parents/guardians in their child's learning and achievement goals.	21st Century Schedules, Reports, Sign-In Sheets		$95,000
		D: Coordinate and provide resources to address academic and behavioral needs; maintain a system of progress monitoring as evidenced by tools.	SPED Documentation, Gear-Up Reports		$ 0
		E: Provide ACT study sessions on scheduled Saturdays and afterschool throughout the academic year (specifically before each national test date).	Sign-Up & Sign-In Sheets		$0
Objective 2: To increase the percentage of Gap Group (Disability with IEP) students scoring proficient/distinguished math from 27.3 to 33.9 by June 30, 2021.	1. Review, Analyze, and Apply Data	A: Analyze ACT, CERT, common assessments, and other student achievement data by gap groups to modify instructional practices.	District Report Card, ACT Reports, CERT Reports, District Reports		$ 0
		B: Identify non-cognitive data such as attendance, behavior, and retention to develop strategies to address barriers to student achievement.	School Report Card, Pearson reports, CERT reports, ACT reports		$ 0
		C: Address barriers that homeless children and other youth face in enrolling, attending, and succeeding in school and provide services which enable them to meet the challenging academic expectations.	FRYSC, IC Reports, Attendance Intervention Records, 15 Days Report		$0
		D: Verify the list of students who did not meet benchmarks on the ACT and other student-level evaluation data to identify and target students in need of intervention programs. Utilize CERT data to identify student's current level in order to provide differentiated instruction and RTI.	ACT Reports, CERT Reports, Assessment Data		$0

Goal 3: By 2023, WCHS will increase the percentage of Gap Group (Disability with IEP) students scoring proficient/distinguished on reading from 17.9 to 32.8 and Gap Group (Disability with IEP) students scoring proficient/distinguished on math from 27.3 to 40.5.				
	2. Design, Align, and Deliver Support	A: Collaborate, co-teach, and provide support with math instructional strategies, intervention strategies, formative assessment strategies, etc. based on the professional learning needs of the teachers.	PD Requests, PD Certificates/Sign-In Sheets	$ 0
		B: Provide math intervention services in small groups, individual, or in collaboration with students in the 40th – 70th percentile. These services include Tier 2 intervention and Tier 3 services. (Study Skills Courses)	Instructional Coach Intervention Reports, PLC Minutes, ACT Reports, Student Progress Reports	$ 0
		C: Provide tutoring and clubs to students that focus on academics, physical fitness, character education, and leadership through our 21st Century Colonels (before & after school); provide parent engagement activities through 21st CCLC to engage parents/guardians in their child's learning and achievement goals.	21st Century Schedules, Reports, Sign-In Sheets	$ 0
		D: Coordinate and provide resources to address academic and behavioral needs; maintain a system of progress monitoring as evidenced by tools.	SPED Documentation, Gear-Up Reports	$ 0
		E: Provide ACT study sessions on scheduled Saturdays and afterschool throughout the academic year (specifically before each national test date).	Sign-Up & Sign-In Sheets	$0

4: Graduation rate

Goal 4: By 2023, WCHS will increase the average graduation rate (4-year cohort and 5-year cohort) for all students from 96.7 to 97.

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.)* • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective/ Strategy/ Activity	Timeline	Person Responsible	Funding Source
1-1-A	Ongoing	Principals; Counselors; Dropout Prevention; DPP	No Funding
1-1-B	Ongoing	YSC Coordinator	No Funding
1-2-A	Ongoing	Counselors	No Funding
1-2-B	Ongoing	Counselors; Principals; DPP	No Funding
1-3-A	Spring & Summer	Counselors; Principals	No Funding
1-4-A	Ongoing	Counselors; Dropout Prevention	No Funding

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: To increase the graduation rate for all students from 96.7 to 96.9 by June 30, 2021.	1. Design, Align and Deliver Support	A: Determine options for providing targeted transitional interventions to students (e.g. intervention period, intervention classes, afterschool intervention time).	Enrollment Data, Sign-in Sheets		$0
		B: YSC Coordinator will make home visits to any at-risk student by referral.	Record of Referral, Record of Home Visits		$0
	2. Design and Deliver Instruction	A: WCHS will provide incoming freshman students with career pathway information related to their ILPs in order to make elective choices.	Enrollment Data, ILP Reports		$0
		B: Counselors will provide students who have insufficient credits and meet criteria established by SBDM Council the opportunity to participate in Credit Recovery, Virtual High School, Early Graduation, or Hardship Graduation options.	Graduation Checklist, Transcripts, A & A Folders		$0

Goal 4: By 2023, WCHS will increase the average graduation rate (4-year cohort and 5-year cohort) for all students from 96.7 to 97.					
	3. Establishing Learning Culture and Environment	A: WCHS will increase the activities with middle school for incoming freshman including tours, presentations on careers, discussions on CTE opportunities at the high school and ILP planning.	Enrollment Data, Tour Schedule		$0
	4. Review, Analyze and Apply Data	A: Data from the Transition Readiness Calculator will be used for the following: root cause analysis to determine appropriate supports and interventions for those students who may be off track for graduation, to provide targeted interventions for at-risk students, to utilize available resources at community, district, state and national levels.	Persistence to Graduation Reports		$0

5: Growth

Goal 5: NOT REQUIRED

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)* • KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.* • KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1:					
Objective 2:					

6: Transition readiness

Goal 6: By 2023, WCHS will increase the rate of students who are transition ready (non-duplicated academic and career – including high demand) from 62.7 to 81.4.

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
• KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	• KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	

Goal 6: By 2023, WCHS will increase the rate of students who are transition ready (non-duplicated academic and career – including high demand) from 62.7 to 81.4.

Objective/ Strategy/ Activity	Timeline	Person Responsible	Funding Source
1-1-A	Ongoing	Gear-Up Coordinator	No Funding
1-1-B	March	Counselors	No Funding
1-1-C	Fall	Gear-Up Coordinator; English Teachers AmeriCorp Coach	No Funding
1-1-D	Ongoing	Counselors	No Funding
1-2-A	Ongoing	ELA & PL/CS – TLs	No Funding
1-3-A	Ongoing	Counselors	No Funding
1-3-B	Ongoing	AmeriCorp Coach; Counselors	No Funding
1-3-C	Ongoing	Gear – Up Coordinator; FA – Principal; Link Crew Advisor	No Funding
1-4-A	Ongoing	Math –TL	No Funding
1-5-A	Ongoing	ELA – TL	No Funding
2-1-A	Ongoing	CTE Pathway Teachers	No Funding
2-1-B	Ongoing	CTE Coordinator	No Funding
2-2-A	Ongoing	CTE Coordinator	Perkins Grant

Goal 6: By 2023, WCHS will increase the rate of students who are transition ready (non-duplicated academic and career – including high demand) from 62.7 to 81.4.

2-2-B	Ongoing	Counselors	No Funding
2-3-A	Ongoing	CTE Coordinator	Perkins Grant
2-4-A	Ongoing	CTE Pathway Teachers	No Funding
2-4-B	Ongoing	CTE Pathway Teachers	No Funding
2-5-A	Ongoing	CTE Pathway Teachers	No Funding
2-5-B	Ongoing	CTE Coordinator	No Funding
2-6-A	Ongoing	CTE Co-op Teachers	No Funding

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: To increase the percentage of students who are academic ready from 31.9 to 48.4 by June 30, 2021.	1. Design, Align, and Deliver Support	A: Teachers will utilize the WINCR Systems in their classrooms to reinforce soft skills.	CTE-EOP Reports		???
		B: In lieu of "March Madness," counselors will post staff member's educational history at each classroom door to promote awareness of post-secondary school options.	Documentation at Classroom Door		$0
		C: During "College Application Week," all English classes participate in various college awareness activities and senior English classes will also complete and submit at least one college application.	Lesson Plans, Participation/Rubric, AmeriCorps Coach Reports		$0
		D: Transition Readiness Math classes will be offered to all senior students not meeting benchmark on the math portion of the ACT.	ACT Reports, Enrollment Data		$0
	2. Design and Deliver Instruction	A: English and CTE teachers will assign a PowerPoint or report project in which students will research a career choice as related to their ILP and present their findings.	Rubric, Lesson Plans		$0
		A: Teachers will be assigned an A&A group each year and keep that group of students until graduation (exception – Freshman teachers will always	Graduation Rate		$0

Goal 6: By 2023, WCHS will increase the rate of students who are transition ready (non-duplicated academic and career – including high demand) from 62.7 to 81.4.					
	3. Establishing Learning Culture and Environment	have the incoming freshman students for their first year. Then when they become a sophomore/second year students, they will transition out into the regular building and be assigned to a teacher who has just graduated a group of seniors.) A&A will meet as needed for specific purposes (i.e. graduation requirements, transcripts, and general "advising") and daily for routine information sharing/communication.			
		B: The AmeriCorp Coach will provide first generation college-going, low-income and minority students with information, knowledge, and coaching they need to make educated decisions and plans about their future.	AmeriCorp Reports		???
		C: Gear-Up Program will provide our junior and senior students with opportunities to explore various careers and colleges while LinkCrew will provide mentoring of freshman and sophomore students with junior and senior mentors.	Field Trip Requests, Field Trip Student Lists, Gear-Up Reports, LinkCrew Reports		???
	4. Design and Deliver Assessment Literacy	A: Junior level math teachers will provide students access to ACT prep programs.	Lesson Plans		$0
	5. Design and Deploy Standards	A: All English III classes will complete ACT online preparation according to English PLC-agreed upon schedule.	Lesson Plans, Curriculum Maps		$0
Objective 2: To increase the percentage of students who are career ready from 49.2 to 59.9 by June 30, 2021.	1. Design, Align, and Deliver Support	A: CTE teachers will utilize the advisory committees to review career pathways for each CTE program that leads to articulated credit via CTE End-of-Program Assessment and completion of pathway.	Advisory Committee Minutes		$0
		B: CTE teachers will publicize articulated credits for pathways and CTE End-of Program assessments.	TEDS Reports, CTE End-of-Program Assessment Reports		$0
	2. Design and Deliver Instruction	A: CTE pathways and CTSOs will provide field trip opportunities to enhance student skill attainment. (Perkins funds may cover the cost of the CTE teacher/advisor only.)	Field Trip Requests and Field Trip Student Lists		$2500
		B: Counselors will guide all 9th grade students to a career pathway based on their ILP.	Registration Documents		$0
	3. Establishing Learning Culture and Environment	A: CTE program equipment/software will be purchased to upgrade and/or expand as new technology/updates become available (i.e. tractor with safety features previously not available, software to enhance pathway skills attainment).	Finance Reports		$32000

Goal 6: By 2023, WCHS will increase the rate of students who are transition ready (non-duplicated academic and career – including high demand) from 62.7 to 81.4.					
	4. Design and Deliver Assessment Literacy	A: CTE teachers will utilize KDE provided CTE End-of-Program Assessment practice tests to familiarize students with the testing system and conditions.	CTE End-of-Program Assessment Reports		$0
		B: CTE teachers will utilize questioning techniques similar to those used on the CTE End-of-Program assessment to familiarize students with real-world, on-the-job/career questions.	Classroom Assessments, CTE End-of-Program Assessment Reports		$0
	5. Design and Deploy Standards	A: CTE teachers will utilize curriculum maps aligned with CTE End-of-Program assessment and Kentucky Academic Standards, as well as, career and technical standards when planning lessons and activities and make revisions as necessary as new/improved standards are released.	Lesson Plans		$0
		B: When opportunities arise, teachers will be encouraged to participate in state-level development and programs of study revision, course alignment, pathway development/revision, and standards development/revision.	Travel Authorization Requests		$0
	6. Review, Analyze, and Apply Data	A: CTE Co-op Teachers will visit employers at job site to provide guidance to ensure skills and knowledge being obtained by students during the co-op experience are related to pathway standards. Teachers will also observe students at work and meet with supervisors to discuss student work performance.	Co-op Visit Reports		$0

7: Other (optional)

Which **Strategy** will the school/district use to address this goal? *(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)*	Which **Activities** will the school/district deploy based on the strategy or strategies chosen? *(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.*	Identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
• KCWP 1: Design and Deploy Standards • KCWP 2: Design and Deliver Instruction • KCWP 3: Design and Deliver Assessment Literacy • KCWP 4: Review, Analyze and Apply Data • KCWP 5: Design, Align and Deliver Support • KCWP 6: Establishing Learning Culture and Environment	• KCWP1: Design and Deploy Standards - Continuous Improvement Activities • KCWP2: Design and Deliver Instruction - Continuous Improvement Activities • KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities • KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities • KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities • KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities	

Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
	1.				

2020-21 Phase Three: Executive Summary for Schools

2020-21 Phase Three: Executive Summary for Schools

Whitley County High School
Julie Osborne
350 Boulevard Of Champions
Williamsburg, Kentucky, 40769
United States of America

2020-21 Phase Three: Executive Summary for Schools - 2020-21 Phase Three: Executive Summary for Schools - Generated on
01/07/2021

Whitley County High School

Table of Contents

2020-21 Phase Three: Executive Summary for Schools

. Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

see attachment

ATTACHMENTS

Attachment Name

⊞ Student Survey Results

. Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

see attachment

ATTACHMENTS

Attachment Name

⊞ Student Survey Results

. Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

see attachment

ATTACHMENTS

Attachment Name

⊞ Student Survey Results

. **CSI/TSI Schools (including ATSI) Only:** Describe the procedures used to create the school's improvement plan and briefly state the specific efforts to address the causes of low student performance and resource inequities.

2020-21 Phase Three: Executive Summary for Schools - 2020-21 Phase Three: Executive Summary for Schools - Generated on
01/07/2021

Whitley County High School

n/a

ATTACHMENTS

Attachment Name

⊞ Student Survey Results

. Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

see attachment

2020-21 Phase Three: Executive Summary for Schools - 2020-21 Phase Three: Executive Summary for Schools - Generated on 01/07/2021

Whitley County High School

Attachment Summary

Attachment Name	Description	Associated Item(s)
📄 20-21 description of the school	20-21 description of the school	•
📄 20-21 exec summ additional info	20-21 exec summ additional info	•
📄 20-21 notable achievements and areas of improvement	20-21 notable achievements and areas of improvement	•
📄 20-21 school purpose	20-21 school purpose	•
⊞ Student Survey Results	Student Survey Results	•

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Whitley County High School, located in Williamsburg, Kentucky, serves 929 students (student membership as reported on the school report card), grades 9-12. Our school shares a beautiful campus with Whitley County Middle School, Whitley Central Primary, and Whitley Central Intermediate. The facilities not only serve the students, but are extensively used by the community. The campus boasts a walking track, outdoor classroom/nature fitness trail, obstacle course, amphitheater, football, softball and baseball fields, along with six tennis courts and two soccer fields with a field house adjacent to campus.

Whitley County High School is located off Highway 25W in Williamsburg near exit 15 on I-75. Williamsburg is located 15 miles from the Tennessee state line and is the county seat of Whitley County. According to the latest census data, the county has a population of approximately 35,766 people. The demographic make-up of our area has not changed noticeably over the past 3-5 years. It is 97.1% white, 0.8% black, 0.3% Indian, 0.4% Asian, 1% Hispanic/Latino, and 1.3% are identified as two races or more. The per capita income in the past 12 months is $15,960 - well below the state average of $23,462. Of the county's population, 26.0% is below the poverty level. This is much higher than the 18.8% state average. When reviewing the income levels of our county, a notable discrepancy cannot be overlooked; the median household income for Whitley County is $29,769 while the median household income for all Kentuckians is $43,036. Our families and the students we serve are held to the same standards and expectation as those across the state; however, they are earning $13,267 less than other households across the state. Furthermore, Whitley's median value of owner-occupied housing units is $71,500, while Kentucky's median value of owner-occupied housing is $120,400. 78.4% of our students qualify for free or reduced lunch. Another important fact is that our county has 24.1% of its population under 18 years of age. Since this is almost a quarter of our population, we understand that our school and our school district play an extremely important role in the lives of our students and the community at large.

Even though we are a school system located in a high-poverty area, we maintain a culture of high expectations and growth mindset. Some of the challenges our students face in comparison with their peers across the state include: 73.4% of their adult-age relatives earned a high school diploma or higher (9.6% lower than state average); 13.4% of their adult-age relatives earned a bachelor's degree or higher (8.1% below the state average). The concept of Transition Readiness is a shift in cultural idea as well as the overall climate; therefore, we must prepare students to be 21st Century Learners. We support a high quality and challenging education for all learners and offer programs and services for diverse learners.

Whitley County High School observes a traditional six-period day and takes pride in offering a challenging curriculum in a trimester arrangement. Students have the opportunity to excel in a curriculum which includes Honors Courses, Advanced Placement Courses, and Dual Credit through University of the Cumberlands or Eastern Kentucky University. Students may also choose to attend the Corbin Area Technology Center to seek Industry Certification in several CTE areas or complete in-house coursework in 10 career pathways. The Freshman Academy, The F.O.R.T. (Freshman on the Right Track), is for incoming 9th grade students and offers many programs specifically designed to help ease the transition from middle school to high school, including our participation in the GEAR-UP program and Link Crew initiatives. 51.78% of our students are male and 48.22% are female. Our student body consists of 273 freshmen, 267 sophomores, 274 juniors, 224 seniors, and 8 non-diploma/grade 14 students. 17.44% of our learners are identified as students with disabilities. 75.24% of our students are economically disadvantaged.

Our faculty/staff consists of: 1 principal, 3 assistant principals, 2 school guidance counselors, 2 media specialists, 63 teachers, 2 JROTC instructors, 1 FRYSC coordinator, 7 FMD aides, 1 AmeriCorp College Coach, 11 cooks, 9 custodians, 5 office staff members, and 2 crisis counselors and 1 SRO. Safety is a priority in our school. We have a security entrance for the main campus in which all visitors must sign in with an off-duty sheriff's deputy. All parents have online access to the school and district disciplinary code/student handbook. All guests are required to sign-in at the main entrance to the building and all of our classrooms have telephone access to outside lines.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

- Our JROTC unit has been recognized as "Honor with Distinction" since 1993.
- Over the last 11 years, we have had 54 students selected as Governor's Scholars.
- Our National Honor Society has over 350 historical members.
- We hold an annual Senior Honors Night in May which recognizes senior students for academic excellence and outstanding performance.
- During the 2020 Senior Honors Night, our seniors were awarded thousands of dollars in scholarships:

  **** One year scholarships totaled $385,172 awarded to WCHS students.

  **** Four year scholarships totaled $1,112,842 awarded to WCHS students.

- AmeriCorp has placed a College and Career Readiness Coach at WCHS six consecutive school years.
- Several of our extra-curricular clubs and organizations participate, place, and win district, regional, state and national competitions.
- We earned Elite Top 50 FACS Program for six years in a row.
- Several of our student organizations raise money for various charities and have numerous service learning projects.
- We have a very active Visual and Performing Arts program with theatre, visual arts, dance, chorus, and band. We have an annual art show, choral and instrumental concerts, and several drama performances throughout the school year.
- Class officers are elected by popular vote after campaigning.
- Our GEAR UP program is working to build a sustainable college-going culture in our school which has a high percentage of students in low-income households.
- Our Link Crew is a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first year of their high school experience. Select junior and senior students serve as leaders/mentors for the program.
- Several of our athletic programs competed in the district and regional levels and some of our coaches and student-athletes received special honors. Also, our student athletes competed at the state level. In addition, we have more student-athletes signing to play sports at the collegiate level.
- We host an Annual Community Thanksgiving in which students and other volunteers prepare and serve a Thanksgiving meal to all who attend.
- We host an Annual Veteran's Day Breakfast and Celebration Ceremony for all area Veterans.
- We host a Memorial Day Ceremony in our Courtyard of Patriots which is located at the front of our school.

- On their Annual Organization Day, our JROTC conducts a Change of Command Ceremony.
- Our F.O.R.T. honors a Student of the Month.
- Each year, our senior class participates in a Senior Walk through the high school, middle school and at their respective elementary school. During the Senior Walk, the seniors present "Life- Changer Awards" to those who have had the most impact on their educational career.
- Athletic Hall of Fame Banquet to annually induct members.
- Our Food Service Program provides free meals (breakfast and lunch) to all students.
- Several WCHS female students participated in the Young Women LEAD Conference in March 2019.
- Two students attended the Gatton Academy in 2019-2020 and one student is attending in 2020-2021.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Notable Achievements

2019-2020

WCHS % Meeting Reading ACT Benchmark
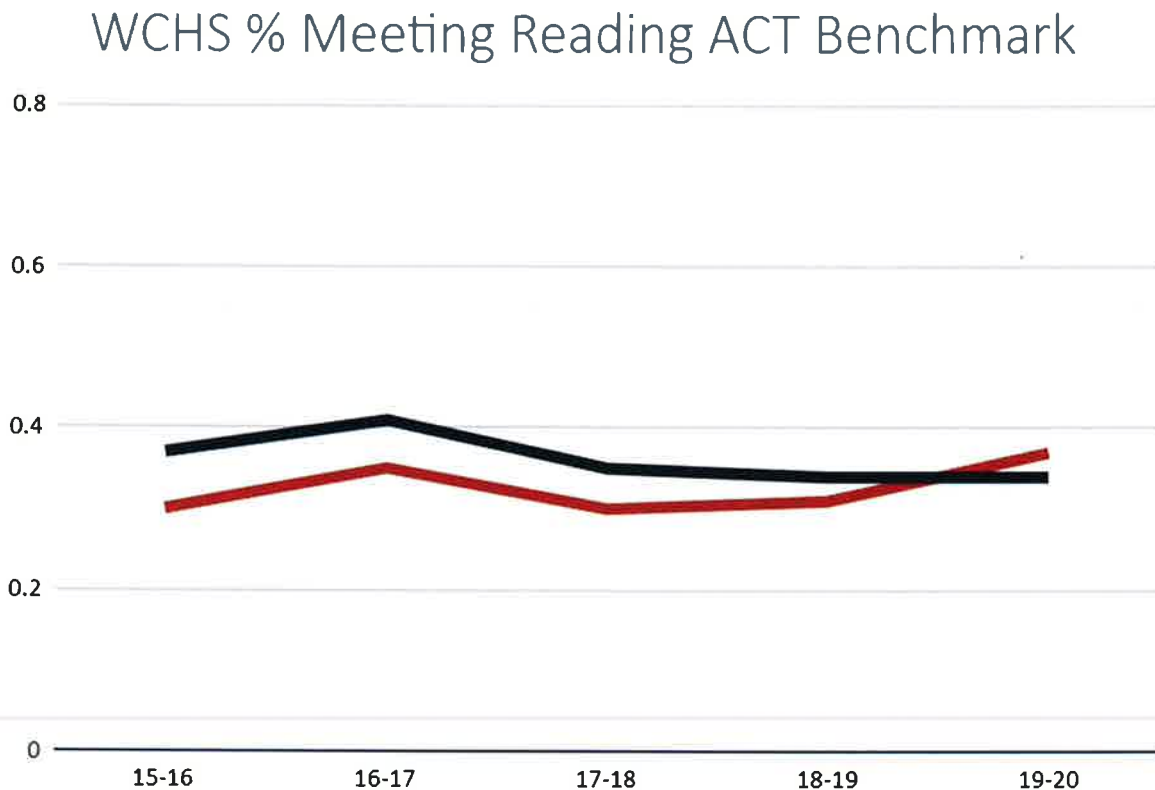
- ACT Reading – Percent of students meeting benchmark in the five year trend data has moved from 30 to 37.
- ACT Reading – WCHS surpassed the state average by 3 percentage points.

WCHS % Meeting English ACT Benchmark

	15-16	16-17	17-18	18-19	19-20
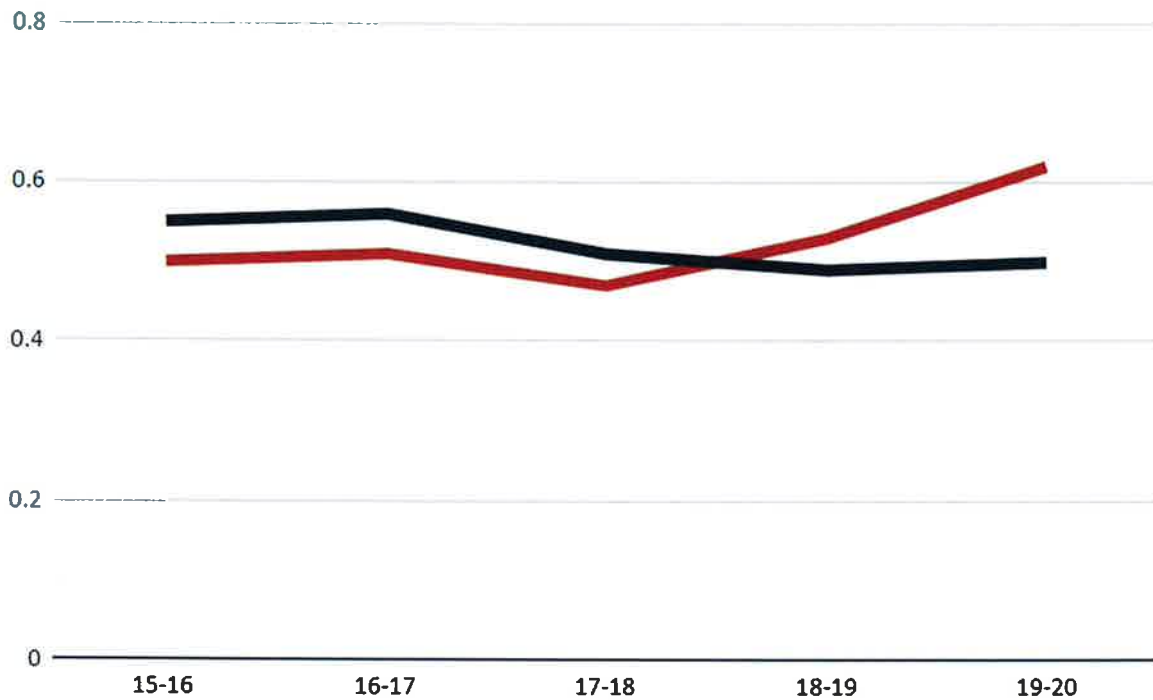
- ACT English – Percent of students meeting benchmark in the five year trend data has moved from 50 to 62.
- ACT English – WCHS surpassed the state average by 12 percentage points.

WCHS % Meeting Math ACT Benchmark
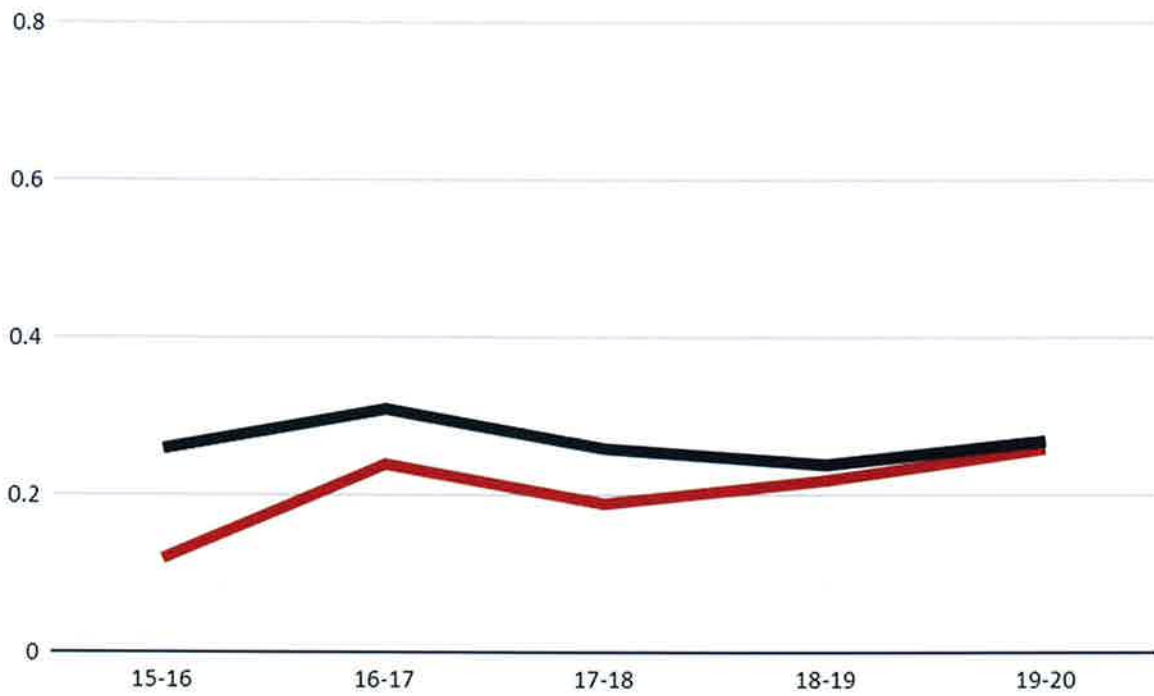
- ACT Math – Percent of students meeting benchmark in the five year trend data has moved from 12 to 26.

WCHS % Meeting Science ACT Benchmark
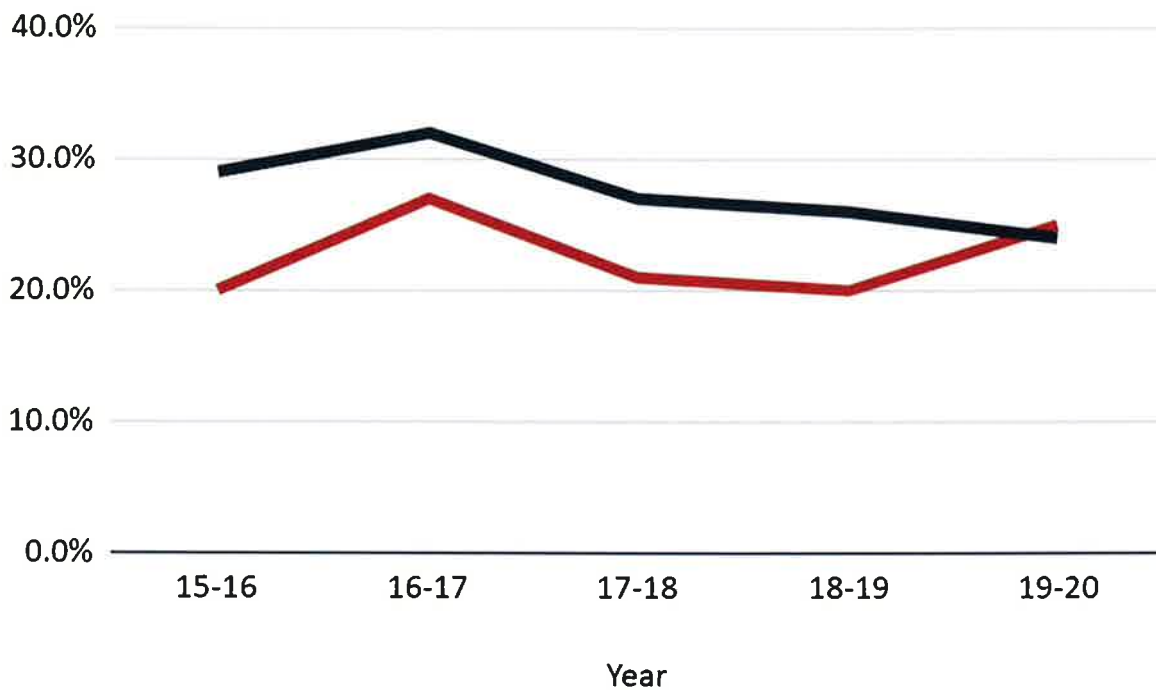
- ACT Science – Percent of students meeting benchmark in the five year trend data has moved from 20 to 25.
- ACT Science – WCHS surpassed the state average by 1 percentage point.
- The chart below shows ACT Benchmark data for the last five years.

Junior ACT Reading				Junior ACT Math		
Year	WCHS %	State %		Year	WCHS %	State %
15-16	30.0%	37.0%		15-16	12.0%	26.0%
16-17	35.0%	41.0%		16-17	24.0%	31.0%
17-18	30.0%	35.0%		17-18	19.0%	26.0%
18-19	31.0%	34.0%		18-19	22.0%	24.0%
19-20	37.0%	34.0%		19-20	26.0%	27.0%
Junior ACT English				Junior ACT Science		
Year	WCHS %	State %		Year	WCHS %	State %
15-16	50.0%	55.0%		15-16	20.0%	29.0%
16-17	51.0%	56.0%		16-17	27.0%	32.0%
17-18	47.0%	51.0%		17-18	21.0%	27.0%
18-19	53.0%	49.0%		18-19	20.0%	26.0%
19-20	62.0%	50.0%		19-20	25.0%	24.0%

2018-2019

- ACT Reading Distinguished Performance Level increased by 3.7.
- ACT Reading Distinguished Performance Level for disability increased by 5.8.
- ACT Reading Distinguished Performance Level for females increased by 5.8.
- ACT Reading Distinguished Performance Level for males increased by 1.7.
- ACT Reading Distinguished Performance Level for economically disadvantaged increased by 4.5
- ACT Math Proficient Performance Level increased by 5.3.
- ACT Math Novice Performance Level for disability decreased by 2.9.
- ACT Science Proficient Performance Level increased by 6.3.
- ACT Science Novice Performance Level decreased by 1.6.
- On-Demand Writing has maintained a Novice Level under 10 for the last 5 years.
- On-Demand Writing continues to have the highest percentage of students scoring proficient and distinguished.
- The variety and scope of our course offerings have expanded a great deal with the implementation of trimester scheduling.
- Over the last couple of years, we have increased our number of CTE programs to include two health science pathways and are starting a collaborative engineering offering this year.
- Student exposure to technology and learning is a central focus with every student having access to an internet connected device.
- In comparison to other high schools with similar demographics within our state, we continue to close the gap on the ACT and surpass some of those districts.

Graduation rate was marked as High on the Indicator Scale.

2017-2018

In the three state accountability areas for 17-18, we scored the following:
Proficiency Indicator = ACT Reading and Math 58.4
Demographics w/in this category:
- White Students = 58.1
- Free/Reduced Students = 52.8
- Students w Disability/IEP = 35.1
- Cut Score = 40
- In 16-17, *Achievement was 63.9. So comparatively speaking, although the current state assessment is NOT the same state assessment as 16-17, we have essentially fallen -5.5 below the previous assessments for previous *Achievement/current Proficiency indicator.
*Achievement for 16-17 was based upon English II EOC, Algebra II EOC, Biology EOC, US History EOC, On-Demand Writing for 10th and 11th grade, and Language Mechanics.
- 17-18 Next-Generation Learners Scores for **Reading** showed the following performance percentages:
  - For All Students: D = 11.2, P = 31.6, A = 32.3, and N = 24.9

- o For Free/Reduced Lunch Students: D = 6.1, P = 29.4, A = 37.1, and N = 27.4
- o For Students w/ Disability/IEP: D = 5.0, P = 17.5, A = 22.5, and N = 55.0
  - More than half (57.2%) of all students scored at the apprentice/novice level with a quarter (24.9%) scoring novice and almost a third (32.3%) scoring apprentice.
  - Close to two-thirds (64.5%) of the free/reduced lunch population scored at the apprentice/novice level with more than a quarter (27.4%) scoring novice.
  - More than three-fourths (77.5%) of the sped population scored at the apprentice/novice level with more than half (55%) scoring novice.
  - Although there is a gap between the free/reduced population and all students, the gap is manageable (less than 10 percentage points).
  - There is more than a twenty percentage point difference between the percent of sped students scoring apprentice/novice than all students scoring at the same level.
  - The percentage of sped students scoring novice is 22.7 percentage points more than the percent of all students scoring novice and 27.6 points more than the percent of free/reduced lunch students scoring novice.
- 17-18 Next-Generation Learners Scores for **Math** showed the following performance percentages:
  - o For All Students: D = 4.9, P = 28.7, A = 40.4, and N = 26.0
  - o For Free/Reduced Lunch Students: D = 2.1, P = 26.4, A = 42.0, and N = 29.5
  - o For Students w/ Disability/IEP: D = 5.4, P = 24.3, A = 8.1, and N = 62.2
    - More than two-thirds (66.4%) of all students scored at the apprentice/novice level with more than a quarter (26%) scoring novice.
    - Almost three-fourths of the free/reduced population (71.5%) scored at the apprentice/novice level with more than a quarter (29.5%) scoring novice.
    - More than half or nearly two-thirds (62.2%) of the sped population scored at the novice level.
    - Math is a concern for every group, especially for sped with the majority of students scoring novice.

Transition Readiness Indicator = 65.8
Demographics w/in this category:
- White Students = 65.6
- Free/Reduced Students = 61
- Students w Disability/IEP = 38.6
- Cut Score = 41
- In 16-17, CCR was 66.5. So comparatively speaking, although the current state assessment is NOT the same state assessment as 16-17, we have essentially fallen -.7 below the previous assessments for previous CCR/current Transition Readiness indicator.

Graduation Indicator = 96.6
Demographics w/in this category:
- White Students = 96.5.1

- Free/Reduced Students = 96
- Students w/ Disability/IEP = 79
- Cut Score = 85
- In 17-18, our Graduation Rate was 96.6, a decrease of -1.0 below the previous year's Graduation Rate of 97.6.
- 17-18 Next Generation Learners Scores reveal that 246 out of 255 students met the 4-year Cohort for Graduation for a rate of 96.5. 178 out of 186 Free/Reduced Lunch Students met the 4-year Cohort for Graduation for a rate of 95.7. 30 out of 37 Students w/ Disability/IEP met the 4-year Cohort for Graduation for a rate of 81.1.
- 17-18 Next Generation Learners Scores reveal that 200 out of 207 met the 5-year Cohort for Graduation for a rate of 96.6. 152 out of 158 Free/Reduced Lunch Students met the 5-year Cohort for Graduation for a rate of 96.2. 20 out of 26 Students w/ Disability/IEP met the 5-year Cohort for Graduation for a rate of 76.9.

4 Year Graduation Rate = 96.5

We are identified as a TSI (Targeted Support & Improvement) high school.
In the area of the gap group of students w/Disability/IEP, we are identified as TSI as we did not meet the cut scores in the three accountability indicators for this group of students:
Proficiency Indicator = ACT Reading and Math 58.4
- Students w Disability/IEP = 35.1
- Cut Score = 40
- -4.9 below cut score for Students w Disability/IEP
- +18.4 above the cut score for Regular Ed. Students

Transition Readiness Indicator = 65.8
- Students w Disability/IEP = 38.6
- Cut Score = 41
- -2.4 below the cut score for Students w Disability/IEP
- +24.8 above the cut score for Regular Ed. Students

Graduation Indicator = 96.6
- Students w/ Disability/IEP = 79
- Cut Score = 85
- -6 below the cut score for Students w Disability/IEP
- +11.6 above the cut score for Regular Ed. Students

Opportunities for Continued Improvement

Our Students w/Disability gap group continue to be our greatest priority/concern. Our last accountability data (18-19 school year) showed in the four areas of accountability, this group of students scored significantly below their peer groups of All Students.

Comparing Students with Disability to All Students

Proficiency Indicator = ACT Reading and Math 57.1
Reading Scores
- Distinguished = -4.2
- Proficient = -17.7
- Apprentice = -2.4
- Novice = +24.3

Math Scores
- Distinguished = -1.5
- Proficient = -9.8
- Apprentice = -16
- Novice = +27.2

Transition Readiness Indicator = 62.7
- Students w/Disability = -22.2

Graduation Indicator = 96.1
- Students w/Disability = -15

Separate Academic Indicator = 67.1
Writing Scores
- Distinguished = -2.4
- Proficient = -34.8
- Apprentice = +7.9
- Novice = +29.2

Science Scores
- Distinguished = -0.8
- Proficient = -14
- Apprentice = -3.2
- Novice = +18

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission at Whitley County High School is to provide instructional programs in which every student can learn at his/her highest possible level. Each student will become a life-long and independent learner and will make a successful transition to post-high school experience. In addition, it is our vision that all students have access and opportunity to participate in a variety of programs which provide high quality instruction in the arts, humanities, practical living, and career studies. A listing of the various clubs, athletics, extra-curricular and enrichment opportunities follows. In addition, we believe that offering students opportunities beyond the regular bell schedule will provide them the assistance they need to be Transition Ready. As a result, students are well-rounded and better equipped to be positive contributors to the 21st century academic and competitive workforce. As part of the Whitley County School District, we are committed to "Making Great Things Happen." Our school has a culture of continuous improvement, believes firmly in Colonel P.R.I.D.E. (Purpose, Respect, Integrity, Determination, and Excellence), and models our principles of Pillars for Success: Lead by Example, Kids First, T.E.A.M., and moving our community forward.

CLUBS & ORGANIZATIONS: Academic Team and Future Problem Solvers Team, Art Club, Band, BETA Club, DECA Club, Future Career and Community Leaders of America (FCCLA), Pep Club, First Priority, 4-H Club, Spanish Club, Future Business Leaders of America (FBLA), Educators Rising, Future Farmers of America (FFA), HOSSA, JROTC (Raider Club, Color Guard, Honor Guard, Drill Team), National Honor Society, SKILLS USA, Student Government Association & Class Officers, International Thespian Society, PALS Club, Kentucky Junior Historical Society, GEAR-UP, Link Crew, and UNITE.

ATHLETICS: Baseball, Basketball (Boys & Girls), Cheerleading, Cross Country (Boys & Girls), Football, Golf (Boys & Girls), Soccer (Boys & Girls), Tennis (Boys & Girls), Track & Field (Boys and Girls), Volleyball, and Wrestling (Boys & Girls).

21st CENTURY COLONELS: Academic Opportunities (Credit Recovery, After School & Before School Tutoring, Summer School) and Enrichment Opportunities (ACT Prep, Academic Club, Book Club, Colonel Players, Dance Club, Colonel Crafts, Foreign Language Club, ARK Club - Acts of Random Kindness, Science Club, Piano Lessons, Band, Weightlifting/Fitness Club, Leadership Experience (FCCLA), Skills & Drills (JROTC), Cricut Club and Parental Involvement Opportunities (FAFSA Workshops, Parent Nights, Art, Dance, and more).

NAPD Percentages for Assessed Location.

Testing School Code	District Name	School Name	Type	Level	Demographic Group
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female

NAPD Percentages for Assessed Location.

Testing School Code	District Name	School Name	Type	Level	Demographic Group
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male

NAPD Percentages for Assessed Location.

Testing School Code	District Name	School Name	Type	Level	Demographic Group
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White

Testing School Code	District Name	School Name	Type	Level	Demographic Group
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic

NAPD Percentages for Assessed Location.

Testing School Code	District Name	School Name	Type	Level	Demographic Group
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian

NAPD Percentages for Assessed Location.

Testing School Code	District Name	School Name	Type	Level	Demographic Group
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	American Indian
591430	Whitley County	Whitley County High School	A1	HS	American Indian
591430	Whitley County	Whitley County High School	A1	HS	American Indian
591430	Whitley County	Whitley County High School	A1	HS	American Indian
591430	Whitley County	Whitley County High School	A1	HS	American Indian
591430	Whitley County	Whitley County High School	A1	HS	American Indian
591430	Whitley County	Whitley County High School	A1	HS	American Indian
591430	Whitley County	Whitley County High School	A1	HS	American Indian
591430	Whitley County	Whitley County High School	A1	HS	American Indian
591430	Whitley County	Whitley County High School	A1	HS	American Indian
591430	Whitley County	Whitley County High School	A1	HS	American Indian
591430	Whitley County	Whitley County High School	A1	HS	American Indian
591430	Whitley County	Whitley County High School	A1	HS	American Indian
591430	Whitley County	Whitley County High School	A1	HS	American Indian
591430	Whitley County	Whitley County High School	A1	HS	American Indian
591430	Whitley County	Whitley County High School	A1	HS	American Indian
591430	Whitley County	Whitley County High School	A1	HS	American Indian
591430	Whitley County	Whitley County High School	A1	HS	American Indian
591430	Whitley County	Whitley County High School	A1	HS	American Indian
591430	Whitley County	Whitley County High School	A1	HS	American Indian
591430	Whitley County	Whitley County High School	A1	HS	American Indian
591430	Whitley County	Whitley County High School	A1	HS	American Indian
591430	Whitley County	Whitley County High School	A1	HS	American Indian
591430	Whitley County	Whitley County High School	A1	HS	American Indian
591430	Whitley County	Whitley County High School	A1	HS	American Indian

Testing School Code	District Name	School Name	Type	Level	Demographic Group
591430	Whitley County	Whitley County High School	A1	HS	American India
591430	Whitley County	Whitley County High School	A1	HS	American India
591430	Whitley County	Whitley County High School	A1	HS	American India
591430	Whitley County	Whitley County High School	A1	HS	American India
591430	Whitley County	Whitley County High School	A1	HS	American India
591430	Whitley County	Whitley County High School	A1	HS	American India
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiiai
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiiai
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiiai
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiiai
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiiai
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiiai
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiiai
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiiai
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiiai
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiiai
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiiai
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiiai
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiiai
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiiai
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiiai
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiiai
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiiai
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiiai
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiiai
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiiai
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiiai
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiiai
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiiai
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiiai
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiiai
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiiai
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiiai
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiiai
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiiai
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiiai
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiiai
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiiai
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiiai
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra

NAPD Percentages for Assessed Location.

Testing School Code	District Name	School Name	Type	Level	Demographic Group
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner

NAPD Percentages for Assessed Location.

Testing School Code	District Name	School Name	Type	Level	Demographic Group
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D

Testing School Code	District Name	School Name	Type	Level	Demographic Group
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Disability-With I
591430	Whitley County	Whitley County High School	A1	HS	Disability-With I
591430	Whitley County	Whitley County High School	A1	HS	Disability-With I
591430	Whitley County	Whitley County High School	A1	HS	Disability-With I
591430	Whitley County	Whitley County High School	A1	HS	Disability-With I
591430	Whitley County	Whitley County High School	A1	HS	Disability-With I
591430	Whitley County	Whitley County High School	A1	HS	Disability-With I
591430	Whitley County	Whitley County High School	A1	HS	Disability-With I
591430	Whitley County	Whitley County High School	A1	HS	Disability-With I
591430	Whitley County	Whitley County High School	A1	HS	Disability-With I
591430	Whitley County	Whitley County High School	A1	HS	Disability-With I
591430	Whitley County	Whitley County High School	A1	HS	Disability-With I
591430	Whitley County	Whitley County High School	A1	HS	Disability-With I
591430	Whitley County	Whitley County High School	A1	HS	Disability-With I
591430	Whitley County	Whitley County High School	A1	HS	Disability-With I
591430	Whitley County	Whitley County High School	A1	HS	Disability-With I
591430	Whitley County	Whitley County High School	A1	HS	Disability-With I
591430	Whitley County	Whitley County High School	A1	HS	Disability-With I
591430	Whitley County	Whitley County High School	A1	HS	Disability-With I
591430	Whitley County	Whitley County High School	A1	HS	Disability-With I
591430	Whitley County	Whitley County High School	A1	HS	Disability-With I
591430	Whitley County	Whitley County High School	A1	HS	Disability-With I
591430	Whitley County	Whitley County High School	A1	HS	Disability-With I
591430	Whitley County	Whitley County High School	A1	HS	Disability-With I
591430	Whitley County	Whitley County High School	A1	HS	Disability-With I
591430	Whitley County	Whitley County High School	A1	HS	Disability-With I
591430	Whitley County	Whitley County High School	A1	HS	Disability-With I
591430	Whitley County	Whitley County High School	A1	HS	Disability-With I
591430	Whitley County	Whitley County High School	A1	HS	Disability-With I
591430	Whitley County	Whitley County High School	A1	HS	Disability-With I
591430	Whitley County	Whitley County High School	A1	HS	Disability-With I
591430	Whitley County	Whitley County High School	A1	HS	Disability-With I
591430	Whitley County	Whitley County High School	A1	HS	Disability-With I
591430	Whitley County	Whitley County High School	A1	HS	Disability-With I

NAPD Percentages for Assessed Location.

Question	Suppression	Enrollment	Tested	Participation Rate	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %
01 - My school is a caring place.	N	469	458	97.7	1.7	8.1	65.3	24.9
02 - I feel like I belong at my school.	N	469	458	97.7	2.8	13.3	61.8	22.1
03 - My teachers make me feel welcome in their classroom.	N	469	458	97.7	0.9	6.6	62.9	29.7
04 - A teacher or some other adult at my school will care if I miss a day of school.	N	469	457	97.4	2.6	16.8	54.7	25.8
05 - Adults in my school care about me.	N	469	457	97.4	1.5	7.0	68.3	23.2
06 - The school rules are fair.	N	469	458	97.7	6.8	26.9	55.7	10.7
07 - The consequences for breaking school rules are the same for all students.	N	469	458	97.7	15.3	31.0	41.5	12.2
08 - There is at least one adult at my school who listens to me when I have something to say.	N	469	458	97.7	0.9	4.4	56.3	38.4
09 - When I need help with schoolwork, I can ask a teacher.	N	469	458	97.7	0.7	3.1	61.1	35.2
10 - Adults at my school greet and talk to students in the hallways.	N	469	458	97.7	0.2	5.2	57.6	36.9
11 - If I have a problem, there is an adult at school that I can talk to.	N	469	458	97.7	2.4	6.3	57.6	33.6
12 - My teachers expect me to do my best all the time.	N	469	458	97.7	0.4	4.1	57.2	38.2
13 - When I want to give up, my teacher says I should keep trying.	N	469	458	97.7	0.9	9.0	65.7	24.5
14 - Adults in my school make sure all students get what they need to be successful.	N	469	457	97.4	2.4	14.9	62.1	20.6
15 - My school is an encouraging place.	N	469	458	97.7	2.6	14.8	64.2	18.3
16 - Adults in my school work hard to make sure students are safe.	N	469	457	97.4	0.9	3.3	58.2	37.6
17 - Adults in my school handle safety concerns quickly.	N	469	457	97.4	0.9	7.4	62.1	29.5
18 - Adults stay calm when dealing with bad behavior in my school.	N	469	458	97.7	6.6	20.1	58.5	14.8
19 - I feel safe at my school.	N	469	458	97.7	1.1	9.4	63.5	26.0
20 - Broken things at this school get fixed quickly.	N	469	458	97.7	6.3	29.0	52.8	11.8
21 - My school is clean.	N	469	458	97.7	3.9	16.2	59.8	20.1
22 - I know what to do if there is an emergency (lockdown, tornado, earthquake, etc.) at my s	N	469	458	97.7	1.1	0.9	38.4	59.6
23 - I feel comfortable stating my opinion in class even if others disagree.	N	469	458	97.7	8.5	24.5	45.2	21.8
24 - Students at this school respect each other's differences (gender, culture, race, religion, ;	N	469	458	97.7	17.7	31.9	40.8	9.6
25 - Adults at this school respect students' differences (gender, culture, race, religion, ability)	N	469	458	97.7	4.8	11.8	60.3	23.1
26 - Bullying is a problem at this school.	N	469	457	97.4	10.7	48.1	30.2	10.9
27 - At school, we are taught ways to stop bullying when we see it happen.	N	469	457	97.4	3.7	19.9	60.8	15.5
28 - Internet bullying is a problem for students in my school.	N	469	458	97.7	9.8	42.6	31.9	15.7
29 - If a student is bullied at my school, there is a safe way to report it to an adult.	N	469	458	97.7	2.2	11.1	61.6	25.1
30 - If a student reports bullying at my school, the adults will do something to help.	N	469	456	97.2	4.2	18.0	56.8	21.1
01 - My school is a caring place.	N	238	231	97.1	1.3	7.8	68.4	22.5
02 - I feel like I belong at my school.	N	238	231	97.1	3.0	13.4	67.5	16.0
03 - My teachers make me feel welcome in their classroom.	N	238	231	97.1	0.0	6.5	65.4	28.1
04 - A teacher or some other adult at my school will care if I miss a day of school.	N	238	231	97.1	3.0	21.6	52.4	22.9
05 - Adults in my school care about me.	N	238	231	97.1	2.2	8.2	68.0	21.6
06 - The school rules are fair.	N	238	231	97.1	7.4	30.7	53.2	8.7
07 - The consequences for breaking school rules are the same for all students.	N	238	231	97.1	16.5	33.3	42.0	8.2
08 - There is at least one adult at my school who listens to me when I have something to say.	N	238	231	97.1	0.9	3.9	53.7	41.6
09 - When I need help with schoolwork, I can ask a teacher.	N	238	231	97.1	0.9	3.5	64.1	31.6

KDE:OAA:DADA:Student Survey Results_94890_11172020125208 (1)

NAPD Percentages for Assessed Location.

Question	Suppression	Enrollment	Tested	Participation Rate	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %
10 - Adults at my school greet and talk to students in the hallways.	N	238	231	97.1	0.4	4.8	55.8	39.0
11 - If I have a problem, there is an adult at school that I can talk to.	N	238	231	97.1	3.0	8.2	55.4	33.3
12 - My teachers expect me to do my best all the time.	N	238	231	97.1	0.0	5.2	56.7	38.1
13 - When I want to give up, my teacher says I should keep trying.	N	238	231	97.1	1.3	8.2	64.9	25.5
14 - Adults in my school make sure all students get what they need to be successful.	N	238	230	96.6	3.0	17.8	57.8	21.3
15 - My school is an encouraging place.	N	238	231	97.1	1.3	14.3	67.1	17.3
16 - Adults in my school work hard to make sure students are safe.	N	238	231	97.1	0.9	5.2	57.1	36.8
17 - Adults in my school handle safety concerns quickly.	N	238	231	97.1	1.7	7.8	61.9	28.6
18 - Adults stay calm when dealing with bad behavior in my school.	N	238	231	97.1	7.8	19.0	56.3	16.9
19 - I feel safe at my school.	N	238	231	97.1	1.7	7.8	68.8	21.6
20 - Broken things at this school get fixed quickly.	N	238	231	97.1	4.8	31.6	51.9	11.7
21 - My school is clean.	N	238	231	97.1	2.2	16.0	62.8	19.0
22 - I know what to do if there is an emergency (lockdown, tornado, earthquake, etc.) at my s	N	238	231	97.1	0.9	0.9	37.2	61.0
23 - I feel comfortable stating my opinion in class even if others disagree.	N	238	231	97.1	9.1	31.6	42.9	16.5
24 - Students at this school respect each other's differences (gender, culture, race, religion, i	N	238	231	97.1	21.6	34.6	36.4	7.4
25 - Adults at this school respect students' differences (gender, culture, race, religion, ability)	N	238	231	97.1	6.9	14.3	58.9	19.9
26 - Bullying is a problem at this school.	N	238	230	96.6	3.9	43.9	37.0	15.2
27 - At school, we are taught ways to stop bullying when we see it happen.	N	238	230	96.6	3.9	19.1	62.2	14.8
28 - Internet bullying is a problem for students in my school.	N	238	231	97.1	5.6	39.0	34.6	20.8
29 - If a student is bullied at my school, there is a safe way to report it to an adult.	N	238	231	97.1	3.0	13.0	59.3	24.7
30 - If a student reports bullying at my school, the adults will do something to help.	N	238	230	96.6	6.5	20.4	57.4	15.7
01 - My school is a caring place.	N	229	227	99.1	2.2	8.4	62.1	27.3
02 - I feel like I belong at my school.	N	229	227	99.1	2.6	13.2	55.9	28.2
03 - My teachers make me feel welcome in their classroom.	N	229	227	99.1	1.8	6.6	60.4	31.3
04 - A teacher or some other adult at my school will care if I miss a day of school.	N	229	226	98.7	2.2	11.9	57.1	28.8
05 - Adults in my school care about me.	N	229	226	98.7	0.9	5.8	68.6	24.8
06 - The school rules are fair.	N	229	227	99.1	6.2	22.9	58.1	12.8
07 - The consequences for breaking school rules are the same for all students.	N	229	227	99.1	14.1	28.6	41.0	16.3
08 - There is at least one adult at my school who listens to me when I have something to say	N	229	227	99.1	0.9	4.8	59.0	35.2
09 - When I need help with schoolwork, I can ask a teacher.	N	229	227	99.1	0.4	2.6	58.1	38.8
10 - Adults at my school greet and talk to students in the hallways.	N	229	227	99.1	0.0	5.7	59.5	34.8
11 - If I have a problem, there is an adult at school that I can talk to.	N	229	227	99.1	1.8	4.4	59.9	33.9
12 - My teachers expect me to do my best all the time.	N	229	227	99.1	0.9	3.1	57.7	38.3
13 - When I want to give up, my teacher says I should keep trying.	N	229	227	99.1	0.4	9.7	66.5	23.3
14 - Adults in my school make sure all students get what they need to be successful.	N	229	227	99.1	1.8	11.9	66.5	19.8
15 - My school is an encouraging place.	N	229	227	99.1	4.0	15.4	61.2	19.4
16 - Adults in my school work hard to make sure students are safe.	N	229	226	98.7	0.9	1.3	59.3	38.5
17 - Adults in my school handle safety concerns quickly.	N	229	226	98.7	0.0	7.1	62.4	30.5
18 - Adults stay calm when dealing with bad behavior in my school.	N	229	227	99.1	5.3	21.1	60.8	12.8

KDE:OAA:DADA:Student Survey Results_94890_111720201125208 (1)

NAPD Percentages for Assessed Location.

Question	Suppression	Enrollment	Tested	Participation Rate	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %
19 - I feel safe at my school.	N	229	227	99.1	0.4	11.0	58.1	30.4
20 - Broken things at this school get fixed quickly.	N	229	227	99.1	7.9	26.4	53.7	11.9
21 - My school is clean.	N	229	227	99.1	5.7	16.3	56.8	21.1
22 - I know what to do if there is an emergency (lockdown, tornado, earthquake, etc.) at my s	N	229	227	99.1	1.3	0.9	39.6	58.1
23 - I feel comfortable stating my opinion in class even if others disagree.	N	229	227	99.1	7.9	17.2	47.6	27.3
24 - Students at this school respect each other's differences (gender, culture, race, religion,	N	229	227	99.1	13.7	29.1	45.4	11.9
25 - Adults at this school respect students' differences (gender, culture, race, religion, ability)	N	229	227	99.1	2.6	9.3	61.7	26.4
26 - Bullying is a problem at this school.	N	229	227	99.1	17.6	52.4	23.3	6.6
27 - At school, we are taught ways to stop bullying when we see it happen.	N	229	227	99.1	3.5	20.7	59.5	16.3
28 - Internet bullying is a problem for students in my school.	N	229	227	99.1	14.1	46.3	29.1	10.6
29 - If a student is bullied at my school, there is a safe way to report it to an adult.	N	229	227	99.1	1.3	9.3	63.9	25.6
30 - If a student reports bullying at my school, the adults will do something to help.	N	229	226	98.7	1.8	15.5	56.2	26.5
01 - My school is a caring place.	N	454	445	98.0	1.8	8.3	64.7	25.2
02 - I feel like I belong at my school.	N	454	445	98.0	2.9	13.3	61.6	22.2
03 - My teachers make me feel welcome in their classroom.	N	454	445	98.0	0.9	6.7	63.1	29.2
04 - A teacher or some other adult at my school will care if I miss a day of school.	N	454	444	97.8	2.7	17.3	53.8	26.1
05 - Adults in my school care about me.	N	454	444	97.8	1.6	7.2	68.0	23.2
06 - The school rules are fair.	N	454	445	98.0	6.5	26.5	56.4	10.6
07 - The consequences for breaking school rules are the same for all students.	N	454	445	98.0	15.7	30.1	42.5	11.7
08 - There is at least one adult at my school who listens to me when I have something to say	N	454	445	98.0	0.9	4.3	56.2	38.7
09 - When I need help with schoolwork, I can ask a teacher.	N	454	445	98.0	0.7	3.1	61.6	34.6
10 - Adults at my school greet and talk to students in the hallways.	N	454	445	98.0	0.2	5.4	57.8	36.6
11 - If I have a problem, there is an adult at school that I can talk to.	N	454	445	98.0	2.5	6.5	57.3	33.7
12 - My teachers expect me to do my best all the time.	N	454	445	98.0	0.4	4.0	57.8	37.8
13 - When I want to give up, my teacher says I should keep trying.	N	454	445	98.0	0.9	9.2	66.3	23.6
14 - Adults in my school make sure all students get what they need to be successful.	N	454	444	97.8	2.5	15.1	61.7	20.7
15 - My school is an encouraging place.	N	454	445	98.0	2.5	15.3	64.0	18.2
16 - Adults in my school work hard to make sure students are safe.	N	454	444	97.8	0.9	3.4	58.3	37.4
17 - Adults in my school handle safety concerns quickly.	N	454	444	97.8	0.9	7.4	62.4	29.3
18 - Adults stay calm when dealing with bad behavior in my school.	N	454	445	98.0	6.7	20.2	58.2	14.8
19 - I feel safe at my school.	N	454	445	98.0	1.1	9.4	64.0	25.4
20 - Broken things at this school get fixed quickly.	N	454	445	98.0	6.3	29.2	52.8	11.7
21 - My school is clean.	N	454	445	98.0	3.6	16.4	59.8	20.2
22 - I know what to do if there is an emergency (lockdown, tornado, earthquake, etc.) at my s	N	454	445	98.0	1.1	0.9	38.9	59.1
23 - I feel comfortable stating my opinion in class even if others disagree.	N	454	445	98.0	8.8	24.7	44.7	21.8
24 - Students at this school respect each other's differences (gender, culture, race, religion,	N	454	445	98.0	17.8	32.1	41.1	9.0
25 - Adults at this school respect students' differences (gender, culture, race, religion, ability)	N	454	445	98.0	4.9	11.7	61.1	22.2
26 - Bullying is a problem at this school.	N	454	444	97.8	10.4	48.2	30.4	11.0
27 - At school, we are taught ways to stop bullying when we see it happen.	N	454	444	97.8	3.4	20.3	61.0	15.3

KDE:OAA:DADA:Student Survey Results_94890_1117202012508 (1)

NAPD Percentages for Assessed Location.

Question	Suppression	Enrollment	Tested	Participation Rate	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %
28 - Internet bullying is a problem for students in my school.	N	454	445	98.0	9.0	42.9	32.1	16.0
29 - If a student is bullied at my school, there is a safe way to report it to an adult.	N	454	445	98.0	2.2	10.8	61.6	25.4
30 - If a student reports bullying at my school, the adults will do something to help.	N	454	443	97.6	4.3	17.8	57.1	20.8
01 - My school is a caring place.	Y	3	3	100.0				
02 - I feel like I belong at my school.	Y	3	3	100.0				
03 - My teachers make me feel welcome in their classroom.	Y	3	3	100.0				
04 - A teacher or some other adult at my school will care if I miss a day of school.	Y	3	3	100.0				
05 - Adults in my school care about me.	Y	3	3	100.0				
06 - The school rules are fair.	Y	3	3	100.0				
07 - The consequences for breaking school rules are the same for all students.	Y	3	3	100.0				
08 - There is at least one adult at my school who listens to me when I have something to say	Y	3	3	100.0				
09 - When I need help with schoolwork, I can ask a teacher.	Y	3	3	100.0				
10 - Adults at my school greet and talk to students in the hallways.	Y	3	3	100.0				
11 - If I have a problem, there is an adult at school that I can talk to.	Y	3	3	100.0				
12 - My teachers expect me to do my best all the time.	Y	3	3	100.0				
13 - When I want to give up, my teacher says I should keep trying.	Y	3	3	100.0				
14 - Adults in my school make sure all students get what they need to be successful.	Y	3	3	100.0				
15 - My school is an encouraging place.	Y	3	3	100.0				
16 - Adults in my school work hard to make sure students are safe.	Y	3	3	100.0				
17 - Adults in my school handle safety concerns quickly.	Y	3	3	100.0				
18 - Adults stay calm when dealing with bad behavior in my school.	Y	3	3	100.0				
19 - I feel safe at my school.	Y	3	3	100.0				
20 - Broken things at this school get fixed quickly.	Y	3	3	100.0				
21 - My school is clean.	Y	3	3	100.0				
22 - I know what to do if there is an emergency (lockdown, tornado, earthquake, etc.) at my s	Y	3	3	100.0				
23 - I feel comfortable stating my opinion in class even if others disagree.	Y	3	3	100.0				
24 - Students at this school respect each other's differences (gender, culture, race, religion,	Y	3	3	100.0				
25 - Adults at this school respect students' differences (gender, culture, race, religion, ability)	Y	3	3	100.0				
26 - Bullying is a problem at this school.	Y	3	3	100.0				
27 - At school, we are taught ways to stop bullying when we see it happen.	Y	3	3	100.0				
28 - Internet bullying is a problem for students in my school.	Y	3	3	100.0				
29 - If a student is bullied at my school, there is a safe way to report it to an adult.	Y	3	3	100.0				
30 - If a student reports bullying at my school, the adults will do something to help.	Y	3	3	100.0				
01 - My school is a caring place.	Y	4	4	100.0				
02 - I feel like I belong at my school.	Y	4	4	100.0				
03 - My teachers make me feel welcome in their classroom.	Y	4	4	100.0				
04 - A teacher or some other adult at my school will care if I miss a day of school.	Y	4	4	100.0				
05 - Adults in my school care about me.	Y	4	4	100.0				
06 - The school rules are fair.	Y	4	4	100.0				

KDE:OAA:DADA:Student Survey Results_94890_1117202012508 (1)

NAPD Percentages for Assessed Location.

Question	Suppression	Enrollment	Tested	Participation Rate	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %
07 - The consequences for breaking school rules are the same for all students.	Y	4	4	100.0				
08 - There is at least one adult at my school who listens to me when I have something to say	Y	4	4	100.0				
09 - When I need help with schoolwork, I can ask a teacher.	Y	4	4	100.0				
10 - Adults at my school greet and talk to students in the hallways.	Y	4	4	100.0				
11 - If I have a problem, there is an adult at school that I can talk to.	Y	4	4	100.0				
12 - My teachers expect me to do my best all the time.	Y	4	4	100.0				
13 - When I want to give up, my teacher says I should keep trying.	Y	4	4	100.0				
14 - Adults in my school make sure all students get what they need to be successful.	Y	4	4	100.0				
15 - My school is an encouraging place.	Y	4	4	100.0				
16 - Adults in my school work hard to make sure students are safe.	Y	4	4	100.0				
17 - Adults in my school handle safety concerns quickly.	Y	4	4	100.0				
18 - Adults stay calm when dealing with bad behavior in my school.	Y	4	4	100.0				
19 - I feel safe at my school.	Y	4	4	100.0				
20 - Broken things at this school get fixed quickly.	Y	4	4	100.0				
21 - My school is clean.	Y	4	4	100.0				
22 - I know what to do if there is an emergency (lockdown, tornado, earthquake, etc.) at my s	Y	4	4	100.0				
23 - I feel comfortable stating my opinion in class even if others disagree.	Y	4	4	100.0				
24 - Students at this school respect each other's differences (gender, culture, race, religion, ;	Y	4	4	100.0				
25 - Adults at this school respect students' differences (gender, culture, race, religion, ability)	Y	4	4	100.0				
26 - Bullying is a problem at this school.	Y	4	4	100.0				
27 - At school, we are taught ways to stop bullying when we see it happen.	Y	4	4	100.0				
28 - Internet bullying is a problem for students in my school.	Y	4	4	100.0				
29 - If a student is bullied at my school, there is a safe way to report it to an adult.	Y	4	4	100.0				
30 - If a student reports bullying at my school, the adults will do something to help.	Y	4	4	100.0				
01 - My school is a caring place.	Y	1	1	100.0				
02 - I feel like I belong at my school.	Y	1	1	100.0				
03 - My teachers make me feel welcome in their classroom.	Y	1	1	100.0				
04 - A teacher or some other adult at my school will care if I miss a day of school.	Y	1	1	100.0				
05 - Adults in my school care about me.	Y	1	1	100.0				
06 - The school rules are fair.	Y	1	1	100.0				
07 - The consequences for breaking school rules are the same for all students.	Y	1	1	100.0				
08 - There is at least one adult at my school who listens to me when I have something to say	Y	1	1	100.0				
09 - When I need help with schoolwork, I can ask a teacher.	Y	1	1	100.0				
10 - Adults at my school greet and talk to students in the hallways.	Y	1	1	100.0				
11 - If I have a problem, there is an adult at school that I can talk to.	Y	1	1	100.0				
12 - My teachers expect me to do my best all the time.	Y	1	1	100.0				
13 - When I want to give up, my teacher says I should keep trying.	Y	1	1	100.0				
14 - Adults in my school make sure all students get what they need to be successful.	Y	1	1	100.0				
15 - My school is an encouraging place.	Y	1	1	100.0				

NAPD Percentages for Assessed Location.

Question	Suppression	Enrollment	Tested	Participation Rate	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %
16 - Adults in my school work hard to make sure students are safe.	Y	1	1	100.0				
17 - Adults in my school handle safety concerns quickly.	Y	1	1	100.0				
18 - Adults stay calm when dealing with bad behavior in my school.	Y	1	1	100.0				
19 - I feel safe at my school.	Y	1	1	100.0				
20 - Broken things at this school get fixed quickly.	Y	1	1	100.0				
21 - My school is clean.	Y	1	1	100.0				
22 - I know what to do if there is an emergency (lockdown, tornado, earthquake, etc.) at my s	Y	1	1	100.0				
23 - I feel comfortable stating my opinion in class even if others disagree.	Y	1	1	100.0				
24 - Students at this school respect each other's differences (gender, culture, race, religion, ;	Y	1	1	100.0				
25 - Adults at this school respect students' differences (gender, culture, race, religion, ability)	Y	1	1	100.0				
26 - Bullying is a problem at this school.	Y	1	1	100.0				
27 - At school, we are taught ways to stop bullying when we see it happen.	Y	1	1	100.0				
28 - Internet bullying is a problem for students in my school.	Y	1	1	100.0				
29 - If a student is bullied at my school, there is a safe way to report it to an adult.	Y	1	1	100.0				
30 - If a student reports bullying at my school, the adults will do something to help.	Y	1	1	100.0				
01 - My school is a caring place.								
02 - I feel like I belong at my school.								
03 - My teachers make me feel welcome in their classroom.								
04 - A teacher or some other adult at my school will care if I miss a day of school.								
05 - Adults in my school care about me.								
06 - The school rules are fair.								
07 - The consequences for breaking school rules are the same for all students.								
08 - There is at least one adult at my school who listens to me when I have something to say								
09 - When I need help with schoolwork, I can ask a teacher.								
10 - Adults at my school greet and talk to students in the hallways.								
11 - If I have a problem, there is an adult at school that I can talk to.								
12 - My teachers expect me to do my best all the time.								
13 - When I want to give up, my teacher says I should keep trying.								
14 - Adults in my school make sure all students get what they need to be successful.								
15 - My school is an encouraging place.								
16 - Adults in my school work hard to make sure students are safe.								
17 - Adults in my school handle safety concerns quickly.								
18 - Adults stay calm when dealing with bad behavior in my school.								
19 - I feel safe at my school.								
20 - Broken things at this school get fixed quickly.								
21 - My school is clean.								
22 - I know what to do if there is an emergency (lockdown, tornado, earthquake, etc.) at my s								
23 - I feel comfortable stating my opinion in class even if others disagree.								
24 - Students at this school respect each other's differences (gender, culture, race, religion, ;								

NAPD Percentages for Assessed Location.

Question	Suppression	Enrollment	Tested	Participation Rate	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %
25 - Adults at this school respect students' differences (gender, culture, race, religion, ability)								
26 - Bullying is a problem at this school.								
27 - At school, we are taught ways to stop bullying when we see it happen.								
28 - Internet bullying is a problem for students in my school.								
29 - If a student is bullied at my school, there is a safe way to report it to an adult.								
30 - If a student reports bullying at my school, the adults will do something to help.								
01 - My school is a caring place.								
02 - I feel like I belong at my school.								
03 - My teachers make me feel welcome in their classroom.								
04 - A teacher or some other adult at my school will care if I miss a day of school.								
05 - Adults in my school care about me.								
06 - The school rules are fair.								
07 - The consequences for breaking school rules are the same for all students.								
08 - There is at least one adult at my school who listens to me when I have something to say								
09 - When I need help with schoolwork, I can ask a teacher.								
10 - Adults at my school greet and talk to students in the hallways.								
11 - If I have a problem, there is an adult at school that I can talk to.								
12 - My teachers expect me to do my best all the time.								
13 - When I want to give up, my teacher says I should keep trying.								
14 - Adults in my school make sure all students get what they need to be successful.								
15 - My school is an encouraging place.								
16 - Adults in my school work hard to make sure students are safe.								
17 - Adults in my school handle safety concerns quickly.								
18 - Adults stay calm when dealing with bad behavior in my school.								
19 - I feel safe at my school.								
20 - Broken things at this school get fixed quickly.								
21 - My school is clean.								
22 - I know what to do if there is an emergency (lockdown, tornado, earthquake, etc.) at my s								
23 - I feel comfortable stating my opinion in class even if others disagree.								
24 - Students at this school respect each other's differences (gender, culture, race, religion,								
25 - Adults at this school respect students' differences (gender, culture, race, religion, ability)								
26 - Bullying is a problem at this school.								
27 - At school, we are taught ways to stop bullying when we see it happen.								
28 - Internet bullying is a problem for students in my school.								
29 - If a student is bullied at my school, there is a safe way to report it to an adult.								
30 - If a student reports bullying at my school, the adults will do something to help.								
01 - My school is a caring place.	Y	5	5	100.0				
02 - I feel like I belong at my school.	Y	5	5	100.0				
03 - My teachers make me feel welcome in their classroom.	Y	5	5	100.0				

NAPD Percentages for Assessed Location.

Question	Suppression	Enrollment	Tested	Participation Rate	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %
04 - A teacher or some other adult at my school will care if I miss a day of school.	Y	5	5	100.0				
05 - Adults in my school care about me.	Y	5	5	100.0				
06 - The school rules are fair.	Y	5	5	100.0				
07 - The consequences for breaking school rules are the same for all students.	Y	5	5	100.0				
08 - There is at least one adult at my school who listens to me when I have something to say	Y	5	5	100.0				
09 - When I need help with schoolwork, I can ask a teacher.	Y	5	5	100.0				
10 - Adults at my school greet and talk to students in the hallways.	Y	5	5	100.0				
11 - If I have a problem, there is an adult at school that I can talk to.	Y	5	5	100.0				
12 - My teachers expect me to do my best all the time.	Y	5	5	100.0				
13 - When I want to give up, my teacher says I should keep trying.	Y	5	5	100.0				
14 - Adults in my school make sure all students get what they need to be successful.	Y	5	5	100.0				
15 - My school is an encouraging place.	Y	5	5	100.0				
16 - Adults in my school work hard to make sure students are safe.	Y	5	5	100.0				
17 - Adults in my school handle safety concerns quickly.	Y	5	5	100.0				
18 - Adults stay calm when dealing with bad behavior in my school.	Y	5	5	100.0				
19 - I feel safe at my school.	Y	5	5	100.0				
20 - Broken things at this school get fixed quickly.	Y	5	5	100.0				
21 - My school is clean.	Y	5	5	100.0				
22 - I know what to do if there is an emergency (lockdown, tornado, earthquake, etc.) at my s	Y	5	5	100.0				
23 - I feel comfortable stating my opinion in class even if others disagree.	Y	5	5	100.0				
24 - Students at this school respect each other's differences (gender, culture, race, religion, ;	Y	5	5	100.0				
25 - Adults at this school respect students' differences (gender, culture, race, religion, ability)	Y	5	5	100.0				
26 - Bullying is a problem at this school.	Y	5	5	100.0				
27 - At school, we are taught ways to stop bullying when we see it happen.	Y	5	5	100.0				
28 - Internet bullying is a problem for students in my school.	Y	5	5	100.0				
29 - If a student is bullied at my school, there is a safe way to report it to an adult.	Y	5	5	100.0				
30 - If a student reports bullying at my school, the adults will do something to help.	Y	5	5	100.0				
01 - My school is a caring place.	Y	5	5	100.0				
02 - I feel like I belong at my school.	Y	5	5	100.0				
03 - My teachers make me feel welcome in their classroom.	Y	5	5	100.0				
04 - A teacher or some other adult at my school will care if I miss a day of school.	Y	5	5	100.0				
05 - Adults in my school care about me.	Y	5	5	100.0				
06 - The school rules are fair.	Y	5	5	100.0				
07 - The consequences for breaking school rules are the same for all students.	Y	5	5	100.0				
08 - There is at least one adult at my school who listens to me when I have something to say	Y	5	5	100.0				
09 - When I need help with schoolwork, I can ask a teacher.	Y	5	5	100.0				
10 - Adults at my school greet and talk to students in the hallways.	Y	5	5	100.0				
11 - If I have a problem, there is an adult at school that I can talk to.	Y	5	5	100.0				
12 - My teachers expect me to do my best all the time.	Y	5	5	100.0				

KDE:OAA:DADA:Student Survey Results_94890_11172020125208 (1)

NAPD Percentages for Assessed Location.

Question	Suppression	Enrollment	Tested	Participation Rate	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %
13 - When I want to give up, my teacher says I should keep trying.								
14 - Adults in my school make sure all students get what they need to be successful.								
15 - My school is an encouraging place.								
16 - Adults in my school work hard to make sure students are safe.								
17 - Adults in my school handle safety concerns quickly.								
18 - Adults stay calm when dealing with bad behavior in my school.								
19 - I feel safe at my school.								
20 - Broken things at this school get fixed quickly.								
21 - My school is clean.								
22 - I know what to do if there is an emergency (lockdown, tornado, earthquake, etc.) at my s								
23 - I feel comfortable stating my opinion in class even if others disagree.								
24 - Students at this school respect each other's differences (gender, culture, race, religion, ʲ								
25 - Adults at this school respect students' differences (gender, culture, race, religion, ability)								
26 - Bullying is a problem at this school.								
27 - At school, we are taught ways to stop bullying when we see it happen.								
28 - Internet bullying is a problem for students in my school.								
29 - If a student is bullied at my school, there is a safe way to report it to an adult.								
30 - If a student reports bullying at my school, the adults will do something to help.								
01 - My school is a caring place.	N	343	337	98.3	1.8	8.3	64.4	25.5
02 - I feel like I belong at my school.	N	343	337	98.3	2.7	13.9	60.8	22.6
03 - My teachers make me feel welcome in their classroom.	N	343	337	98.3	0.9	6.5	64.4	28.2
04 - A teacher or some other adult at my school will care if I miss a day of school.	N	343	336	98.0	3.0	18.5	53.6	25.0
05 - Adults in my school care about me.	N	343	336	98.0	1.8	8.6	68.2	21.4
06 - The school rules are fair.	N	343	337	98.3	7.4	27.6	52.8	12.2
07 - The consequences for breaking school rules are the same for all students.	N	343	337	98.3	15.4	30.3	41.2	13.1
08 - There is at least one adult at my school who listens to me when I have something to say.	N	343	337	98.3	0.6	5.3	58.2	35.9
09 - When I need help with schoolwork, I can ask a teacher.	N	343	337	98.3	0.9	3.0	63.2	32.9
10 - Adults at my school greet and talk to students in the hallways.	N	343	337	98.3	0.3	5.3	58.2	36.2
11 - If I have a problem, there is an adult at school that I can talk to.	N	343	337	98.3	2.4	7.4	59.1	31.2
12 - My teachers expect me to do my best all the time.	N	343	337	98.3	0.6	3.6	58.2	37.7
13 - When I want to give up, my teacher says I should keep trying.	N	343	337	98.3	1.2	8.6	65.9	24.3
14 - Adults in my school make sure all students get what they need to be successful.	N	343	337	98.3	2.4	14.8	62.6	20.2
15 - My school is an encouraging place.	N	343	337	98.3	2.4	15.7	61.7	20.2
16 - Adults in my school work hard to make sure students are safe.	N	343	336	98.0	0.9	3.9	58.6	36.6
17 - Adults in my school handle safety concerns quickly.	N	343	336	98.0	0.9	8.6	61.0	29.5
18 - Adults stay calm when dealing with bad behavior in my school.	N	343	337	98.3	7.7	19.6	57.9	14.8
19 - I feel safe at my school.	N	343	337	98.3	0.9	10.7	62.3	26.1
20 - Broken things at this school get fixed quickly.	N	343	337	98.3	5.9	30.6	51.6	11.9
21 - My school is clean.	N	343	337	98.3	3.9	16.0	59.9	20.2

KDE:OAA:DADA:Student Survey Results_94890_1117202012520B (1)

NAPD Percentages for Assessed Location.

Question	Suppression	Enrollment	Tested	Participation Rate	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %
22 - I know what to do if there is an emergency (lockdown, tornado, earthquake, etc.) at my s	N	343	337	98.3	1.2	0.6	36.8	61.4
23 - I feel comfortable stating my opinion in class even if others disagree.	N	343	337	98.3	8.9	24.9	43.9	22.3
24 - Students at this school respect each other's differences (gender, culture, race, religion,	N	343	337	98.3	15.4	33.5	40.7	10.4
25 - Adults at this school respect students' differences (gender, culture, race, religion, ability)	N	343	337	98.3	5.3	11.9	59.1	23.7
26 - Bullying is a problem at this school.	N	343	336	98.0	11.9	48.2	29.2	10.7
27 - At school, we are taught ways to stop bullying when we see it happen.	N	343	336	98.0	3.3	19.9	59.8	17.0
28 - Internet bullying is a problem for students in my school.	N	343	337	98.3	10.7	42.1	31.8	15.4
29 - If a student is bullied at my school, there is a safe way to report it to an adult.	N	343	337	98.3	2.1	11.0	61.1	25.8
30 - If a student reports bullying at my school, the adults will do something to help.	N	343	335	97.7	5.1	15.8	55.8	23.3
01 - My school is a caring place.	N	72	69	95.8	0.0	2.9	72.5	24.6
02 - I feel like I belong at my school.	N	72	69	95.8	2.9	11.6	60.9	24.6
03 - My teachers make me feel welcome in their classroom.	N	72	69	95.8	0.0	4.3	66.7	29.0
04 - A teacher or some other adult at my school will care if I miss a day of school.	N	72	69	95.8	2.9	17.4	50.7	29.0
05 - Adults in my school care about me.	N	72	69	95.8	2.9	5.8	58.0	33.3
06 - The school rules are fair.	N	72	69	95.8	7.2	23.2	55.1	14.5
07 - The consequences for breaking school rules are the same for all students.	N	72	69	95.8	10.1	21.7	43.5	24.6
08 - There is at least one adult at my school who listens to me when I have something to say	N	72	69	95.8	1.4	10.1	50.7	37.7
09 - When I need help with schoolwork, I can ask a teacher.	N	72	69	95.8	2.9	0.0	58.0	39.1
10 - Adults at my school greet and talk to students in the hallways.	N	72	69	95.8	1.4	1.4	58.0	39.1
11 - If I have a problem, there is an adult at school that I can talk to.	N	72	69	95.8	1.4	7.2	55.1	36.2
12 - My teachers expect me to do my best all the time.	N	72	69	95.8	0.0	2.9	55.1	42.0
13 - When I want to give up, my teacher says I should keep trying.	N	72	69	95.8	0.0	7.2	50.7	42.0
14 - Adults in my school make sure all students get what they need to be successful.	N	72	69	95.8	0.0	5.8	63.8	30.4
15 - My school is an encouraging place.	N	72	69	95.8	1.4	8.7	62.3	27.5
16 - Adults in my school work hard to make sure students are safe.	N	72	69	95.8	0.0	4.3	49.3	46.4
17 - Adults in my school handle safety concerns quickly.	N	72	69	95.8	0.0	10.1	56.5	33.3
18 - Adults stay calm when dealing with bad behavior in my school.	N	72	69	95.8	1.4	17.4	58.0	23.2
19 - I feel safe at my school.	N	72	69	95.8	0.0	10.1	59.4	30.4
20 - Broken things at this school get fixed quickly.	N	72	69	95.8	5.8	24.6	55.1	14.5
21 - My school is clean.	N	72	69	95.8	5.8	17.4	47.8	29.0
22 - I know what to do if there is an emergency (lockdown, tornado, earthquake, etc.) at my s	N	72	69	95.8	0.0	0.0	36.2	63.8
23 - I feel comfortable stating my opinion in class even if others disagree.	N	72	69	95.8	10.1	17.4	44.9	27.5
24 - Students at this school respect each other's differences (gender, culture, race, religion,	N	72	69	95.8	11.6	29.0	37.7	21.7
25 - Adults at this school respect students' differences (gender, culture, race, religion, ability)	N	72	69	95.8	2.9	8.7	52.2	36.2
26 - Bullying is a problem at this school.	N	72	69	95.8	14.5	37.7	39.1	8.7
27 - At school, we are taught ways to stop bullying when we see it happen.	N	72	69	95.8	2.9	13.0	49.3	34.8
28 - Internet bullying is a problem for students in my school.	N	72	69	95.8	15.9	42.0	33.3	8.7
29 - If a student is bullied at my school, there is a safe way to report it to an adult.	N	72	69	95.8	0.0	11.6	52.2	36.2
30 - If a student reports bullying at my school, the adults will do something to help.	N	72	69	95.8	1.4	11.6	46.4	40.6

KDE:OAA:DADA:Student Survey Results_94890_11172020125208 (1)

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Whitley County High School
Julie Osborne
350 Boulevard Of Champions
Williamsburg, Kentucky, 40769
United States of America

Table of Contents

2020-21 Phase Three: Closing the Achievement Gap Diagnostic - 2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Generated on 01/07/2021

Whitley County High School

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

2020-21 Phase Three: Closing the Achievement Gap Diagnostic - 2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Generated on 01/07/2021

Whitley County High School

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

. Complete the Achievement Gap Group spreadsheet and attach it.

see attachment

ATTACHMENTS

Attachment Name

📄 Part II A - Climate and Culture

📄 Part II B - Closed Gaps

⊞ Student Survey Results

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

see attachment

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

see attachment

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

see attachment

ATTACHMENTS

Attachment Name

📄 Part II A - Climate and Culture

📄 Part II B - Closed Gaps

⊞ Student Survey Results

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

see attachment

ATTACHMENTS

Attachment Name

📄 Part II A - Climate and Culture

📄 Part II B - Closed Gaps

⊞ Student Survey Results

E. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

see attachment

ATTACHMENTS
Attachment Name

📄 Part II A - Climate and Culture

📄 Part II B - Closed Gaps

⊞ Student Survey Results

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

see attachment

ATTACHMENTS
Attachment Name

📄 Part II A - Climate and Culture

📄 Part II B - Closed Gaps

⊞ Student Survey Results

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and

improvement plans for those schools will be subject to review and approval by KDE.)

see attachment

ATTACHMENTS

Attachment Name

   📄 Part II A - Climate and Culture

   📄 Part II B - Closed Gaps

   ⊞ Student Survey Results

III. Planning the Work

. List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

see attachment

ATTACHMENTS
Attachment Name

📄 Part II A - Climate and Culture

📄 Part II B - Closed Gaps

⊞ Student Survey Results

.

Step 1: Download the Closing the Achievement Gap Summary spreadsheet.
Step 2: Complete your findings and answers.
Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

see attachment

ATTACHMENTS
Attachment Name

📄 Part II A - Climate and Culture

📄 Part II B - Closed Gaps

⊞ Student Survey Results

2020-21 Phase Three: Closing the Achievement Gap Diagnostic - 2020-21 Phase Three: Closing the Achievement Gap Diagnostic

Generated on 01/07/2021

Whitley County High School

Attachment Summary

Attachment Name	Description	Associated Item(s)
⊞ Part I - Achievement Gap Group Identification	Part I - Achievement Gap Group Identification	• I
📄 Part II A - Climate and Culture	Part II A - Climate and Culture	•
📄 Part II B - Closed Gaps	Part II B - Closed Gaps	•
📄 Part II C-G - ID Gap Groups and Content Areas	Part II C-G - ID Gap Groups and Content Areas	• II.C • II.D • II.E • II.F • II.G
⊞ Part III - Gap Goal & Planning the Work	Part III - Gap Goal & Planning the Work	• III • III
⊞ Student Survey Results	Student Survey Results	•

Gap Group/Total number of students	Percentage of Total School Population
Free/Reduced Lunch = 699 out of 929	75.24%
Disability with IEP = 162 out of 929	17.44%

A. Describe the school's climate and culture as they relate to its gap population.

Whitley County High School, located in Williamsburg, Kentucky, currently serves 929 students, grades 9-12. Our school shares a beautiful campus with Whitley County Middle School, Whitley Central Primary, and Whitley Central Intermediate. The facilities not only serve the students, but are extensively used by the community. The campus boasts a walking track, outdoor classroom/nature fitness trail, obstacle course, amphitheater, football, softball and baseball fields, along with six tennis courts and two soccer fields with a field house adjacent to campus.

Whitley County High School is located off Highway 25W in Williamsburg near exit 15 on I-75. Williamsburg is located 15 miles from the Tennessee state line and is the county seat of Whitley County. According to the latest census data, the county has a population of approximately 35,766 people. The demographic make-up of our area has not changed noticeably over the past 3-5 years. It is 97.1% white, 0.8% black, 0.3% Indian, 0.4% Asian, 1% Hispanic/Latino, and 1.3% are identified as two races or more. The per capita income in the past 12 months is $15,960 - well below the state average of $23,462. Of the county's population, 26.0% is below the poverty level. This is much higher than the 18.8% state average. When reviewing the income levels of our county, a notable discrepancy cannot be overlooked; the median household income for Whitley County is $29,769 while the median household income for all Kentuckians is $43,036. Our families and the students we serve are held to the same standards and expectation as those across the state; however, they are earning $13,267 less than other households across the state. Furthermore, Whitley's median value of owner-occupied housing units is $71,500, while Kentucky's median value of owner-occupied housing is $120,400. 78.4% of our students qualify for free or reduced lunch. Another important fact is that our county has 24.1% of its population under 18 years of age. Since this is almost a quarter of our population, we understand that our school and our school district play an extremely important role in the lives of our students and the community at large. Even though we are a school system located in a high-poverty area, we maintain a culture of high expectations and growth mindset. Some of the challenges our students face in comparison with their peers across the state include: 73.4% of their adult-age relatives earned a high school diploma or higher (9.6% lower than state average); 13.4% of their adult-age relatives earned a bachelor's degree or higher (8.1% below the state average). The concept of Transition Readiness is a shift in cultural idea as well as the overall climate; therefore, we must prepare students to be 21st Century Learners. We support a high quality and challenging education for all learners and offer programs and services for diverse learners.

Whitley County High School observes a traditional six-period day and takes pride in offering a challenging curriculum in a trimester arrangement. Students have the opportunity to excel in a curriculum which includes Honors Courses, Advanced Placement Courses, and Dual Credit through University of the Cumberlands or Eastern Kentucky University. Students may also choose to attend the Corbin Area Technology Center to seek Industry Certification in several CTE areas or complete in-house coursework in 10 career pathways. The Freshman Academy, The F.O.R.T. (Freshman on the Right Track), is for incoming 9th grade students and offers many programs specifically designed to help ease the transition from middle school to high school, including our participation in the GEAR-UP program and Link Crew initiatives. 51.78% of our students are male and 48.22% are female. Our student body consists of 273 freshmen, 267 sophomores, 274 juniors, 224 seniors, and 8 non-diploma/grade 14 students. 17.44% of our learners are identified as students with disabilities. 75.24% of our students are economically disadvantaged.

In general, then, with a focus on a continuous improvement mindset, Whitley County High School maintains four foundational pillars for success: Students First, T.E.A.M = Together Everyone Achieves More, Lead by Example, and Moving Our Community Forward. In addition, our Colonel P.R.I.D.E. acronym promotes the character builders of Purpose, Respect, Integrity, Determination, and Excellence not only within and for our students but that of our faculty/staff as well. In all things, we want our students, faculty and staff to exemplify and model those traits. WCHS is constantly improving the climate and culture for our students, faculty and staff despite the high-poverty, low socio-economic status in which our school is located and where our students live. Census data reveals that the mobility rate of our district is 6.56%. Our students with disabilities population makes up 14.72% of the student body and students of Free and Reduced status make up 78.39% of it.

For specific student data from the 2019-2020 The Quality of School Climate and Safety Survey, see attachment.

B. Which achievement gaps has the school successfully closed? Use specific data from the previous two academic years when analyzing trends.

Based on analysis of the last accountability data we have (2017-2018 and 2018-2019 KASC Trend Data Graphs) in which we have disaggregated data, we have made <u>progress</u> to close the gap (Disability with IEP) in the following areas:

Writing Scores
- Apprentice = +7.9

C. Based on the analysis of the school achievement gap data, identify the gap groups and content areas where the school has shown improvement. Use specific data from the previous two academic years when analyzing trends.

Based on analysis of the last accountability data in which we have (2017-2018 and 2018-2019 KASC Trend Data Graphs) disaggregated data, we have made <u>progress</u> to close the gap (Disability with IEP) in the following areas:

Writing Scores
- Apprentice = +7.9

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed. Use specific data from the previous two years when analyzing trends.

Based on the same analysis, we have <u>regressed</u> in closing the gap (Disability with IEP) in the following areas:

Reading Scores
- Distinguished = -4.2
- Proficient = -17.7
- Apprentice = -2.4
- Novice = +24.3

Math Scores
- Distinguished = -1.5
- Proficient = -9.8
- Apprentice = -16
- Novice = +27.2

Writing Scores
- Distinguished = -2.4
- Proficient = -34.8
- Novice = +29.2

Science Scores
- Distinguished = -0.8
- Proficient = -14
- Apprentice = -3.2
- Novice = +18

Based on the same analysis, we lacked progress in the following gap (Disability with IEP) areas:

There was either progress or regression in each category.

E. Describe the processes, practices, and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

To begin with, the per capita income in the past 12 months is $15,258 - well below the state average of $22,515. Of the county's population, 28.9% is below the poverty level. This is much higher than the 17% state average. Over 78% of our students qualify for free or reduced lunch. Some of the challenges our students face in comparison with their peers across the state include: 73.4% of their adult-age relatives earned a high school diploma or higher (9.6% lower than state average); 13.4% of their adult-age relatives earned a bachelor's degree or higher (8.1% below the state average). Although our teachers try to reach all parents/guardians by phone, email, Remind app, messages sent directly via student, and/or direct mail, some are not available and/or readily accessible regarding their child's academic progress. In addition, we have a high population of students with IEPs at 14.72%. Beyond the annual ARC review, parental interest in student achievement does not seem to be a priority of some parents/guardians. An issue facing our gap students is poor attendance. Attendance of students with IEPs is much lower than that of regular education students. Homebound and alternative school students who have an IEP tend to score much lower than regular education students who are also homebound or are at our alternative school. Regarding the testing environment for our gap students, the testing sessions may last much longer for students with IEPs, interruptions during these extended sessions come into play with the continuation of the school day, and testing fatigue is often an issue. In addition, the difference in ACT-approved and state-approved accommodations puts our students at a disadvantage given that during the regular school day they have access to more accommodations than they do during accountability testing sessions.

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

The data gathering and data disaggregation process was conducted by PLC team leaders and their team members and shared with our SBDM Council. Our teams analyzed assessment data to determine the needs of our school. Recent assessment results and the school report card were the primary sources of data. Our teams also analyzed teacher, parent and student input, the previous school improvement plan, and various district program reports, such as CERT data, in order to identify objectives, strategies, and activities for our plan. We analyzed state test scores to develop specific strategies and activities which are outlined in our CSIP to target identified growth and improvement areas. Our Administrative Team and PLC Teams provided input as we refine our curriculum, employ research-based instructional practices/strategies and implement practice assessments in our core content area courses. In addition, PLC Team Leaders met weekly with the Administration Team to discuss/revise/update curriculum, instruction, and common assessment data. Team members turned in curriculum maps and parent/guardian contact logs. PLC Teams met to ensure the latest instructional information was being shared with all team members and placed on shared Google Drives for constant updates to "living documents." The priority focus at all meetings is on student achievement. Teachers and Instructional Staff Members, School and District Administrators, the School Technology Coordinator, the Youth Services Center Director, Employers, Community Members, Parents, Students, and all SBDM Council Members were involved in the process and evaluation of our CSIP. We involved every faculty member to implement, review, and evaluate the strategies and activities included in our plan. We strive to reach these subgroups of students in order to close the achievement gaps and successfully reach our goals.

Julie Osborne, Principal
Amanda Croley, Asst. Principal at Freshman Academy
Rachele Rice, Asst. Principal
Al Ysidro, Asst. Principal
Britney Faulkner, Counselor
Erin Wells, Counselor
Margie Centers, FRYSC Director & Advisory Council
Angela Wilson, Gear Up Academic Specialist
PLC Leaders:
Daryl Bowman - Special Education
Derrick Lowrie - Social Studies
Krysti Conlin – Practical Living/Career Studies, CTE
David Sweet - Visual & Performing Arts
Joy Williams & Jennifer Smith - English/Language Arts
Ben Croley - Science
Site-Based Decision Making Council:
Julie Osborne, Principal
David Halcomb, Teacher
Brian Logan, Teacher
Britney Faulkner, Teacher
Darlene Jones, Parent Representative
Susan Brashear, Parent Representative
Stacey Estes, WCHS PTO President
Whitley County High School Faculty

District Support Staff:
Paula Rickett, Deputy Superintendent, DAC, Title 1 Director, K-8 Instructional Supervisor
Heather Stewart, Instructional Coach
Kim Creekmore, Professional Development Coordinator & Instructional Coach
Ruth Osborne, Gifted and Talented Coordinator & Instructional Coach
Laurel Bowlin, Instructional Coach

G. Describe in detail the school's professional development plan as related to its achievement gaps.

Our professional development plan and extended school services plan are directly linked to closing the gaps in achievement. Since 3 out of every 4 of our students fall in to the gap group (free/reduced lunch and students with IEP), everything we do regarding achievement impacts them.

The following are some strategies that were implemented to help close the achievement gap in our professional learning sessions (i.e. opening professional development sessions, FLEX training days, and within PLC team meetings): teachers and administrators analyze student achievement by gap groups, identify non-cognitive data, define and share instructional best practices, and create the master schedule by determining staff strengths to best serve identified students. Also, we analyze student achievement by SPED gap relative to state assessment data and a local monitoring process. We identify non-cognitive data such as attendance, behavior, and retention through collaborative planning and monitoring of students with disabilities to provide at-risk students with appropriate interventions. We encourage the use of instructional best practices by all teachers through instructional shares at PLC team meetings. Principals complete walk-throughs according to a specific schedule and we provide feedback via google form to teachers. Teachers consult with district coaches/experts to enhance instructional practices within their classroom as prescribed in each teacher's professional growth plan. In addition, teachers refer students who are failing, falling behind, or at risk of either to the before-school and/or after-school tutoring opportunities and contact parents/guardians about the referral. The trimester curriculum maps and standards, along with lesson plans, not only document content covered but also serve as a guide to ensure teachers are on pace to cover required content throughout the instructional year. These maps, in addition to common assessments, are aligned and revised as PLC teams meet during common planning time.

In addition, we carefully examine gap groups, including the performance of students with disabilities compared to that of regular education students and males and females subgroups. We continue to peruse the individual student reports from state assessments, CERT data, and common classroom assessments to determine trends for weaknesses and improvement areas in content. Next, we refine our instructional strategies to pinpoint and address those areas of needs. As necessary, we schedule content-specific professional learning for our collaborating, resource and regular education teachers.

Further, to increase achievement among our special needs population, we have implemented several additional strategies. Our SPED teachers have specified intentional and targeted professional learning opportunities with district-wide implementations of IEP Guidance Documentation and Records and Review Training and Co-Teaching Training. WCHS offers collaboration or resource classes for core content classes (English, math, and science). Special needs students are grouped for testing according to their accommodations and tested by a teacher who is familiar with each student. Progress monitoring is conducted according to district and school guidelines. SPED teachers collaborate with each other and with regular education teachers. SPED students utilized Chromebooks with support programs and apps which were specifically chosen to suit each student's needs. Our teachers received training to utilize new technology/software on the Chromebooks, such as Mastery Prep, CERT and more.

Our study skills teachers utilize myON, a personalized literacy environment that incorporates a learning platform, digital reading content, daily news articles written for students, No Red Ink, READ 180, the Lexile Framework for Reading, literacy tools, and embedded metrics to monitor activity and growth. Our SPED teachers use CERT growth updates and reports that included new product names, report

names, and other resources that are available, and relevant content including helpful tips and tools. We have added specific intervention courses for reading, English, and math.

According to the 2020 Impact Survey, 44% stated a need to hire more specialists to assist the gap group. To address this, the budget, availability of space, and feasibility of hiring more staff will be analyzed.

Measurable Gap Goal	Objective	Strategy Chosen to address goal	Activities chosen to implement strategy	Person Accountable	Method of Progress Monitoring	Funding Mechanism and Amount
		1. Review, Analyze, and Apply Data	A: Analyze ACT, CERT, No Red Ink, common assessments, Mastery Prep and other student achievement data by gap groups to modify instructional practices.	PLC – TLs; Sped Teachers	District Report Card, CERT Reports, Pearson Reports, Mastery Prep Data, District Reports	No Funding
			B: Identify non-cognitive data such as attendance, behavior, and retention to develop strategies to address barriers to student achievement.	Principals; Counselors; DPP; YSC Director	School Report Card, Pearson reports, CERT reports, ACT reports	No Funding
			C: Analyze data from the 2017 TELL KY Survey to identify and address non-cognitive teaching and learning barriers.	Principals	TELL KY Survey	No Funding
			D: Address barriers that homeless children and youth face in enrolling, attending, and succeeding in school and provide services which enable them to meet the challenging academic expectations.	YSC Director; McKinney Vento Liaison; DPP; Counselors; Principals	YSC, IC Reports, Attendance Intervention Records, 15 Days Report	No Funding
			E: Verify the list of students who did not meet benchmarks on the ACT and other student-level evaluation data to identify and target students in need of intervention programs. Utilize CERT data to identify student's current level in order to provide differentiated instruction.	Principals; PLC – TLs; Sped Teachers; Counselors; Gear-Up Coordinator	ACT Reports, CERT Reports, Assessment Data	No Funding

Objective 1: To increase the percentage of Gap Group (Disability with IEP) students scoring proficient/distinguished on reading from 17.9 to 25.4 by June 30, 2021.

	Activity	Responsible	Evidence	Funding
2. Design, Align, and Deliver Support	A: Collaborate, co-teach, and provide support with reading instructional strategies, intervention strategies, formative assessment strategies, etc. based on the professional learning needs of the teachers.	Principals; District PD Coordinator; PLC- TLs; Literacy Grant Coordinator	PD Requests, PD Certificates/Sign-In Sheets	No Funding
	B: Provide reading intervention services in small groups, individual, or in collaboration with students in the 40th – 70th percentile. These services include Tier 2 intervention and Tier 3 services. (Study Skills Courses)	Sped Teachers; Counselors	Instructional Coach Intervention Reports, PLC Minutes, MAP Reports, ACT Reports, Student Progress Reports	No Funding
	C: Provide tutoring and clubs to students that focus on academics, physical fitness, character education, and leadership through our 21st Century Colonels (before & after school); provide parent engagement activities through 21st CCLC to engage parents/guardians in their child's learning and achievement goals.	21st Century Site Coordinator	21st Century Schedules, Reports, Sign-In Sheets	$95,000 - 21st Century
	D: Coordinate and provide resources to address academic and behavioral needs; maintain a system of progress monitoring as evidenced by tools.	Sped Teachers; Counselors; Principals	SPED Documentation, Gear-Up Reports	No Funding

3: By 2023, WCHS will increase the percentage of Gap Group (Disability with

IEP) students scoring proficient/distinguished on reading from 17.9 to 32.8 and Gap Group (Disability with IEP) students scoring proficient/distinguished on math from 27.3 to 40.5.

Strategy/Activity	Activity	Responsible	Data Sources	Funding
	E: Provide ACT study sessions on scheduled Saturdays and afterschool throughout the academic year (specifically before each national test date).	21st Century Site Coordinator	Sign-Up & Sign-In Sheets	No Funding
1. Review, Analyze, and Apply Data	A: Analyze ACT, CERT, common assessments, and other student achievement data by gap groups to modify instructional practices.	Math – TL; Sped Teachers; Principals, Counselors	District Report Card, ACT Reports, CERT Reports, District Reports	No Funding
	B: Identify non-cognitive data such as attendance, behavior, and retention to develop strategies to address barriers to student achievement.	Principals; Counselors; DPP; YSC Director	School Report Card, Pearson reports, CERT reports, ACT reports	No Funding
	C: Address barriers that homeless children and youth face in enrolling, attending, and succeeding in school and provide services which enable them to meet the challenging academic expectations.	YSC Director; McKinney Vento Liaison; DPP; Counselors; Principals	YSC, IC Reports, Attendance Intervention Records, 15 Days Report	No Funding
	D: Verify the list of students who did not meet benchmarks on the ACT and other student-level evaluation data to identify and target students in need of intervention programs. Utilize CERT data to identify student's current level in order to provide differentiated instruction.	Principals; PLC – TLs; Sped Teachers; Counselors; Gear-Up Coordinator	ACT Reports, CERT Reports, Assessment Data	No Funding

Objective 2:
To increase the percentage of Gap Group (Disability with IEP) students scoring proficient/distinguished math from 27.3 to 33.9 by June 30, 2021.

2. Design, Align, and Deliver Support	A: Collaborate, co-teach, and provide support with math instructional strategies, intervention strategies, formative assessment strategies, etc. based on the professional learning needs of the teachers.	Principals; District PD Coordinator; PLC- TLs	PD Requests, PD Certificates/Sign-In Sheets	No Funding
	B: Provide math intervention services in small groups, individual, or in collaboration with students in the 40th – 70th percentile. These services include Tier 2 intervention and Tier 3 services. (Study Skills Courses)	Sped Teachers; Counselors	Instructional Coach Intervention Reports, PLC Minutes, MAP Reports, ACT Reports, Student Progress Reports	No Funding
	C: Provide tutoring and clubs to students that focus on academics, physical fitness, character education, and leadership through our 21st Century Colonels (before & after school); provide parent engagement activities through 21st CCLC to engage parents/guardians in their child's learning and achievement goals.	21st Century Site Coordinator	21st Century Schedules, Reports, Sign-In Sheets	21st Century
	D: Coordinate and provide resources to address academic and behavioral needs; maintain a system of progress monitoring as evidenced by tools.	Sped Teachers; Counselors; Principals	SPED Documentation, Gear-Up Reports	No Funding

E: Provide ACT study sessions on scheduled Saturdays and afterschool throughout the academic year (specifically before each national test date).	21st Century Site Coordinator	Sign-Up & Sign-In Sheets	No Funding

NAPD Percentages for Assessed Location.

Testing School Code	District Name	School Name	Type	Level	Demographic Group
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	All Students
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female

NAPD Percentages for Assessed Location.

Testing School Code	District Name	School Name	Type	Level	Demographic Group
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Female
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male

NAPD Percentages for Assessed Location.

Testing School Code	District Name	School Name	Type	Level	Demographic Group
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	Male
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White

Testing School Code	District Name	School Name	Type	Level	Demographic Group
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	White
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	African America
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic

NAPD Percentages for Assessed Location.

Testing School Code	District Name	School Name	Type	Level	Demographic Group
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Hispanic
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian

NAPD Percentages for Assessed Location.

Testing School Code	District Name	School Name	Type	Level	Demographic Group
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	Asian
591430	Whitley County	Whitley County High School	A1	HS	American India
591430	Whitley County	Whitley County High School	A1	HS	American India
591430	Whitley County	Whitley County High School	A1	HS	American India
591430	Whitley County	Whitley County High School	A1	HS	American India
591430	Whitley County	Whitley County High School	A1	HS	American India
591430	Whitley County	Whitley County High School	A1	HS	American India
591430	Whitley County	Whitley County High School	A1	HS	American India
591430	Whitley County	Whitley County High School	A1	HS	American India
591430	Whitley County	Whitley County High School	A1	HS	American India
591430	Whitley County	Whitley County High School	A1	HS	American India
591430	Whitley County	Whitley County High School	A1	HS	American India
591430	Whitley County	Whitley County High School	A1	HS	American India
591430	Whitley County	Whitley County High School	A1	HS	American India
591430	Whitley County	Whitley County High School	A1	HS	American India
591430	Whitley County	Whitley County High School	A1	HS	American India
591430	Whitley County	Whitley County High School	A1	HS	American India
591430	Whitley County	Whitley County High School	A1	HS	American India
591430	Whitley County	Whitley County High School	A1	HS	American India
591430	Whitley County	Whitley County High School	A1	HS	American India
591430	Whitley County	Whitley County High School	A1	HS	American India
591430	Whitley County	Whitley County High School	A1	HS	American India
591430	Whitley County	Whitley County High School	A1	HS	American India
591430	Whitley County	Whitley County High School	A1	HS	American India
591430	Whitley County	Whitley County High School	A1	HS	American India
591430	Whitley County	Whitley County High School	A1	HS	American India

Testing School Code	District Name	School Name	Type	Level	Demographic Group
591430	Whitley County	Whitley County High School	A1	HS	American India
591430	Whitley County	Whitley County High School	A1	HS	American India
591430	Whitley County	Whitley County High School	A1	HS	American India
591430	Whitley County	Whitley County High School	A1	HS	American India
591430	Whitley County	Whitley County High School	A1	HS	American India
591430	Whitley County	Whitley County High School	A1	HS	American India
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiia
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiia
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiia
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiia
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiia
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiia
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiia
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiia
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiia
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiia
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiia
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiia
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiia
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiia
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiia
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiia
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiia
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiia
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiia
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiia
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiia
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiia
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiia
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiia
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiia
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiia
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiia
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiia
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiia
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiia
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiia
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiia
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiia
591430	Whitley County	Whitley County High School	A1	HS	Native Hawaiia
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra

NAPD Percentages for Assessed Location.

Testing School Code	District Name	School Name	Type	Level	Demographic Group
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	Two or more ra
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner

NAPD Percentages for Assessed Location.

Testing School Code	District Name	School Name	Type	Level	Demographic Group
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	English Learner
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D

NAPD Percentages for Assessed Location.

Testing School Code	District Name	School Name	Type	Level	Demographic Group
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Economically D
591430	Whitley County	Whitley County High School	A1	HS	Disability-With
591430	Whitley County	Whitley County High School	A1	HS	Disability-With
591430	Whitley County	Whitley County High School	A1	HS	Disability-With
591430	Whitley County	Whitley County High School	A1	HS	Disability-With
591430	Whitley County	Whitley County High School	A1	HS	Disability-With
591430	Whitley County	Whitley County High School	A1	HS	Disability-With
591430	Whitley County	Whitley County High School	A1	HS	Disability-With
591430	Whitley County	Whitley County High School	A1	HS	Disability-With
591430	Whitley County	Whitley County High School	A1	HS	Disability-With
591430	Whitley County	Whitley County High School	A1	HS	Disability-With
591430	Whitley County	Whitley County High School	A1	HS	Disability-With
591430	Whitley County	Whitley County High School	A1	HS	Disability-With
591430	Whitley County	Whitley County High School	A1	HS	Disability-With
591430	Whitley County	Whitley County High School	A1	HS	Disability-With
591430	Whitley County	Whitley County High School	A1	HS	Disability-With
591430	Whitley County	Whitley County High School	A1	HS	Disability-With
591430	Whitley County	Whitley County High School	A1	HS	Disability-With
591430	Whitley County	Whitley County High School	A1	HS	Disability-With
591430	Whitley County	Whitley County High School	A1	HS	Disability-With
591430	Whitley County	Whitley County High School	A1	HS	Disability-With
591430	Whitley County	Whitley County High School	A1	HS	Disability-With
591430	Whitley County	Whitley County High School	A1	HS	Disability-With
591430	Whitley County	Whitley County High School	A1	HS	Disability-With
591430	Whitley County	Whitley County High School	A1	HS	Disability-With
591430	Whitley County	Whitley County High School	A1	HS	Disability-With
591430	Whitley County	Whitley County High School	A1	HS	Disability-With
591430	Whitley County	Whitley County High School	A1	HS	Disability-With
591430	Whitley County	Whitley County High School	A1	HS	Disability-With
591430	Whitley County	Whitley County High School	A1	HS	Disability-With
591430	Whitley County	Whitley County High School	A1	HS	Disability-With
591430	Whitley County	Whitley County High School	A1	HS	Disability-With
591430	Whitley County	Whitley County High School	A1	HS	Disability-With
591430	Whitley County	Whitley County High School	A1	HS	Disability-With

NAPD Percentages for Assessed Location.

Question	Suppression	Enrollment	Tested	Participation Rate	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %
01 - My school is a caring place.	N	469	458	97.7	1.7	8.1	65.3	24.9
02 - I feel like I belong at my school.	N	469	458	97.7	2.8	13.3	61.8	22.1
03 - My teachers make me feel welcome in their classroom.	N	469	458	97.7	0.9	6.6	62.9	29.7
04 - A teacher or some other adult at my school will care if I miss a day of school.	N	469	457	97.4	2.6	16.8	54.7	25.8
05 - Adults in my school care about me.	N	469	457	97.4	1.5	7.0	68.3	23.2
06 - The school rules are fair.	N	469	458	97.7	6.8	26.9	55.7	10.7
07 - The consequences for breaking school rules are the same for all students.	N	469	458	97.7	15.3	31.0	41.5	12.2
08 - There is at least one adult at my school who listens to me when I have something to say.	N	469	458	97.7	0.9	4.4	56.3	38.4
09 - When I need help with schoolwork, I can ask a teacher.	N	469	458	97.7	0.7	3.1	61.1	35.2
10 - Adults at my school greet and talk to students in the hallways.	N	469	458	97.7	0.2	5.2	57.6	36.9
11 - If I have a problem, there is an adult at school that I can talk to.	N	469	458	97.7	2.4	6.3	57.6	33.6
12 - My teachers expect me to do my best all the time.	N	469	458	97.7	0.4	4.1	57.2	38.2
13 - When I want to give up, my teacher says I should keep trying.	N	469	458	97.7	0.9	9.0	65.7	24.5
14 - Adults in my school make sure all students get what they need to be successful.	N	469	457	97.4	2.4	14.9	62.1	20.6
15 - My school is an encouraging place.	N	469	458	97.7	2.6	14.8	64.2	18.3
16 - Adults in my school work hard to make sure students are safe.	N	469	457	97.4	0.9	3.3	58.2	37.6
17 - Adults in my school handle safety concerns quickly.	N	469	457	97.4	0.9	7.4	62.1	29.5
18 - Adults stay calm when dealing with bad behavior in my school.	N	469	458	97.7	6.6	20.1	58.5	14.8
19 - I feel safe at my school.	N	469	458	97.7	1.1	9.4	63.5	26.0
20 - Broken things at this school get fixed quickly.	N	469	458	97.7	6.3	29.0	52.8	11.8
21 - My school is clean.	N	469	458	97.7	3.9	16.2	59.8	20.1
22 - I know what to do if there is an emergency (lockdown, tornado, earthquake, etc.) at my s	N	469	458	97.7	1.1	0.9	38.4	59.6
23 - I feel comfortable stating my opinion in class even if others disagree.	N	469	458	97.7	8.5	24.5	45.2	21.8
24 - Students at this school respect each other's differences (gender, culture, race, religion, :	N	469	458	97.7	17.7	31.9	40.8	9.6
25 - Adults at this school respect students' differences (gender, culture, race, religion, ability)	N	469	458	97.7	4.8	11.8	60.3	23.1
26 - Bullying is a problem at this school.	N	469	457	97.4	10.7	48.1	30.2	10.9
27 - At school, we are taught ways to stop bullying when we see it happen.	N	469	457	97.4	3.7	19.9	60.8	15.5
28 - Internet bullying is a problem for students in my school.	N	469	458	97.7	9.8	42.6	31.9	15.7
29 - If a student is bullied at my school, there is a safe way to report it to an adult.	N	469	458	97.7	2.2	11.1	61.6	25.1
30 - If a student reports bullying at my school, the adults will do something to help.	N	469	456	97.2	4.2	18.0	56.8	21.1
01 - My school is a caring place.	N	238	231	97.1	1.3	7.8	68.4	22.5
02 - I feel like I belong at my school.	N	238	231	97.1	3.0	13.4	67.5	16.0
03 - My teachers make me feel welcome in their classroom.	N	238	231	97.1	0.0	6.5	65.4	28.1
04 - A teacher or some other adult at my school will care if I miss a day of school.	N	238	231	97.1	3.0	21.6	52.4	22.9
05 - Adults in my school care about me.	N	238	231	97.1	2.2	8.2	68.0	21.6
06 - The school rules are fair.	N	238	231	97.1	7.4	30.7	53.2	8.7
07 - The consequences for breaking school rules are the same for all students.	N	238	231	97.1	16.5	33.3	42.0	8.2
08 - There is at least one adult at my school who listens to me when I have something to say.	N	238	231	97.1	0.9	3.9	53.7	41.6
09 - When I need help with schoolwork, I can ask a teacher.	N	238	231	97.1	0.9	3.5	64.1	31.6

NAPD Percentages for Assessed Location.

Question	Suppression	Enrollment	Tested	Participation Rate	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %
10 - Adults at my school greet and talk to students in the hallways.	N	238	231	97.1	0.4	4.8	55.8	39.0
11 - If I have a problem, there is an adult at school that I can talk to.	N	238	231	97.1	3.0	8.2	55.4	33.3
12 - My teachers expect me to do my best all the time.	N	238	231	97.1	0.0	5.2	56.7	38.1
13 - When I want to give up, my teacher says I should keep trying.	N	238	231	97.1	1.3	8.2	64.9	25.5
14 - Adults in my school make sure all students get what they need to be successful.	N	238	230	96.6	3.0	17.8	57.8	21.3
15 - My school is an encouraging place.	N	238	231	97.1	1.3	14.3	67.1	17.3
16 - Adults in my school work hard to make sure students are safe.	N	238	231	97.1	0.9	5.2	57.1	36.8
17 - Adults in my school handle safety concerns quickly.	N	238	231	97.1	1.7	7.8	61.9	28.6
18 - Adults stay calm when dealing with bad behavior in my school.	N	238	231	97.1	7.8	19.0	56.3	16.9
19 - I feel safe at my school.	N	238	231	97.1	1.7	7.8	68.8	21.6
20 - Broken things at this school get fixed quickly.	N	238	231	97.1	4.8	31.6	51.9	11.7
21 - My school is clean.	N	238	231	97.1	2.2	16.0	62.8	19.0
22 - I know what to do if there is an emergency (lockdown, tornado, earthquake, etc.) at my s	N	238	231	97.1	0.9	0.9	37.2	61.0
23 - I feel comfortable stating my opinion in class even if others disagree.	N	238	231	97.1	9.1	31.6	42.9	16.5
24 - Students at this school respect each other's differences (gender, culture, race, religion,	N	238	231	97.1	21.6	34.6	36.4	7.4
25 - Adults at this school respect students' differences (gender, culture, race, religion, ability)	N	238	231	97.1	6.9	14.3	58.9	19.9
26 - Bullying is a problem at this school.	N	238	230	96.6	3.9	43.9	37.0	15.2
27 - At school, we are taught ways to stop bullying when we see it happen.	N	238	230	96.6	3.9	19.1	62.2	14.8
28 - Internet bullying is a problem for students in my school.	N	238	231	97.1	5.6	39.0	34.6	20.8
29 - If a student is bullied at my school, there is a safe way to report it to an adult.	N	238	231	97.1	3.0	13.0	59.3	24.7
30 - If a student reports bullying at my school, the adults will do something to help.	N	238	230	96.6	6.5	20.4	57.4	15.7
01 - My school is a caring place.	N	229	227	99.1	2.2	8.4	62.1	27.3
02 - I feel like I belong at my school.	N	229	227	99.1	2.6	13.2	55.9	28.2
03 - My teachers make me feel welcome in their classroom.	N	229	227	99.1	1.8	6.6	60.4	31.3
04 - A teacher or some other adult at my school will care if I miss a day of school.	N	229	226	98.7	2.2	11.9	57.1	28.8
05 - Adults in my school care about me.	N	229	226	98.7	0.9	5.8	68.6	24.8
06 - The school rules are fair.	N	229	227	99.1	6.2	22.9	58.1	12.8
07 - The consequences for breaking school rules are the same for all students.	N	229	227	99.1	14.1	28.6	41.0	16.3
08 - There is at least one adult at my school who listens to me when I have something to say	N	229	227	99.1	0.9	4.8	59.0	35.2
09 - When I need help with schoolwork, I can ask a teacher.	N	229	227	99.1	0.4	2.6	58.1	38.8
10 - Adults at my school greet and talk to students in the hallways.	N	229	227	99.1	0.0	5.7	59.5	34.8
11 - If I have a problem, there is an adult at school that I can talk to.	N	229	227	99.1	1.8	4.4	59.9	33.9
12 - My teachers expect me to do my best all the time.	N	229	227	99.1	0.9	3.1	57.7	38.3
13 - When I want to give up, my teacher says I should keep trying.	N	229	227	99.1	0.4	9.7	66.5	23.3
14 - Adults in my school make sure all students get what they need to be successful.	N	229	227	99.1	1.8	11.9	66.5	19.8
15 - My school is an encouraging place.	N	229	227	99.1	4.0	15.4	61.2	19.4
16 - Adults in my school work hard to make sure students are safe.	N	229	226	98.7	0.9	1.3	59.3	38.5
17 - Adults in my school handle safety concerns quickly.	N	229	226	98.7	0.0	7.1	62.4	30.5
18 - Adults stay calm when dealing with bad behavior in my school.	N	229	227	99.1	5.3	21.1	60.8	12.8

NAPD Percentages for Assessed Location.

Question	Suppression	Enrollment	Tested	Participation Rate	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %
19 - I feel safe at my school.	N	229	227	99.1	0.4	11.0	58.1	30.4
20 - Broken things at this school get fixed quickly.	N	229	227	99.1	7.9	26.4	53.7	11.9
21 - My school is clean.	N	229	227	99.1	5.7	16.3	56.8	21.1
22 - I know what to do if there is an emergency (lockdown, tornado, earthquake, etc.) at my s	N	229	227	99.1	1.3	0.9	39.6	58.1
23 - I feel comfortable stating my opinion in class even if others disagree.	N	229	227	99.1	7.9	17.2	47.6	27.3
24 - Students at this school respect each other's differences (gender, culture, race, religion, i	N	229	227	99.1	13.7	29.1	45.4	11.9
25 - Adults at this school respect students' differences (gender, culture, race, religion, ability)	N	229	227	99.1	2.6	9.3	61.7	26.4
26 - Bullying is a problem at this school.	N	229	227	99.1	17.6	52.4	23.3	6.6
27 - At school, we are taught ways to stop bullying when we see it happen.	N	229	227	99.1	3.5	20.7	59.5	16.3
28 - Internet bullying is a problem for students in my school.	N	229	227	99.1	14.1	46.3	29.1	10.6
29 - If a student is bullied at my school, there is a safe way to report it to an adult.	N	229	227	99.1	1.3	9.3	63.9	25.6
30 - If a student reports bullying at my school, the adults will do something to help.	N	229	226	98.7	1.8	15.5	56.2	26.5
01 - My school is a caring place.	N	454	445	98.0	1.8	8.3	64.7	25.2
02 - I feel like I belong at my school.	N	454	445	98.0	2.9	13.3	61.6	22.2
03 - My teachers make me feel welcome in their classroom.	N	454	445	98.0	0.9	6.7	63.1	29.2
04 - A teacher or some other adult at my school will care if I miss a day of school.	N	454	444	97.8	2.7	17.3	53.8	26.1
05 - Adults in my school care about me.	N	454	444	97.8	1.6	7.2	68.0	23.2
06 - The school rules are fair.	N	454	445	98.0	6.5	26.5	56.4	10.6
07 - The consequences for breaking school rules are the same for all students.	N	454	445	98.0	15.7	30.1	42.5	11.7
08 - There is at least one adult at my school who listens to me when I have something to say	N	454	445	98.0	0.9	4.3	56.2	38.7
09 - When I need help with schoolwork, I can ask a teacher.	N	454	445	98.0	0.7	3.1	61.6	34.6
10 - Adults at my school greet and talk to students in the hallways.	N	454	445	98.0	0.2	5.4	57.8	36.6
11 - If I have a problem, there is an adult at school that I can talk to.	N	454	445	98.0	2.5	6.5	57.3	33.7
12 - My teachers expect me to do my best all the time.	N	454	445	98.0	0.4	4.0	57.8	37.8
13 - When I want to give up, my teacher says I should keep trying.	N	454	445	98.0	0.9	9.2	66.3	23.6
14 - Adults in my school make sure all students get what they need to be successful.	N	454	444	97.8	2.5	15.1	61.7	20.7
15 - My school is an encouraging place.	N	454	445	98.0	2.5	15.3	64.0	18.2
16 - Adults in my school work hard to make sure students are safe.	N	454	444	97.8	0.9	3.4	58.3	37.4
17 - Adults in my school handle safety concerns quickly.	N	454	444	97.8	0.9	7.4	62.4	29.3
18 - Adults stay calm when dealing with bad behavior in my school.	N	454	445	98.0	6.7	20.2	58.2	14.8
19 - I feel safe at my school.	N	454	445	98.0	1.1	9.4	64.0	25.4
20 - Broken things at this school get fixed quickly.	N	454	445	98.0	6.3	29.2	52.8	11.7
21 - My school is clean.	N	454	445	98.0	3.6	16.4	59.8	20.2
22 - I know what to do if there is an emergency (lockdown, tornado, earthquake, etc.) at my s	N	454	445	98.0	1.1	0.9	38.9	59.1
23 - I feel comfortable stating my opinion in class even if others disagree.	N	454	445	98.0	8.8	24.7	44.7	21.8
24 - Students at this school respect each other's differences (gender, culture, race, religion, i	N	454	445	98.0	17.8	32.1	41.1	9.0
25 - Adults at this school respect students' differences (gender, culture, race, religion, ability)	N	454	445	98.0	4.9	11.7	61.1	22.2
26 - Bullying is a problem at this school.	N	454	444	97.8	10.4	48.2	30.4	11.0
27 - At school, we are taught ways to stop bullying when we see it happen.	N	454	444	97.8	3.4	20.3	61.0	15.3

KDE:OAA:DADA:Student Survey Results_94891_11172020125051 (1)

NAPD Percentages for Assessed Location.

Question	Suppression	Enrollment	Tested	Participation Rate	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %
28 - Internet bullying is a problem for students in my school.	N	454	445	98.0	9.0	42.9	32.1	16.0
29 - If a student is bullied at my school, there is a safe way to report it to an adult.	N	454	445	98.0	2.2	10.8	61.6	25.4
30 - If a student reports bullying at my school, the adults will do something to help.	N	454	443	97.6	4.3	17.8	57.1	20.8
01 - My school is a caring place.	Y	3	3	100.0				
02 - I feel like I belong at my school.	Y	3	3	100.0				
03 - My teachers make me feel welcome in their classroom.	Y	3	3	100.0				
04 - A teacher or some other adult at my school will care if I miss a day of school.	Y	3	3	100.0				
05 - Adults in my school care about me.	Y	3	3	100.0				
06 - The school rules are fair.	Y	3	3	100.0				
07 - The consequences for breaking school rules are the same for all students.	Y	3	3	100.0				
08 - There is at least one adult at my school who listens to me when I have something to say.	Y	3	3	100.0				
09 - When I need help with schoolwork, I can ask a teacher.	Y	3	3	100.0				
10 - Adults at my school greet and talk to students in the hallways.	Y	3	3	100.0				
11 - If I have a problem, there is an adult at school that I can talk to.	Y	3	3	100.0				
12 - My teachers expect me to do my best all the time.	Y	3	3	100.0				
13 - When I want to give up, my teacher says I should keep trying.	Y	3	3	100.0				
14 - Adults in my school make sure all students get what they need to be successful.	Y	3	3	100.0				
15 - My school is an encouraging place.	Y	3	3	100.0				
16 - Adults in my school work hard to make sure students are safe.	Y	3	3	100.0				
17 - Adults in my school handle safety concerns quickly.	Y	3	3	100.0				
18 - Adults stay calm when dealing with bad behavior in my school.	Y	3	3	100.0				
19 - I feel safe at my school.	Y	3	3	100.0				
20 - Broken things at this school get fixed quickly.	Y	3	3	100.0				
21 - My school is clean.	Y	3	3	100.0				
22 - I know what to do if there is an emergency (lockdown, tornado, earthquake, etc.) at my s	Y	3	3	100.0				
23 - I feel comfortable stating my opinion in class even if others disagree.	Y	3	3	100.0				
24 - Students at this school respect each other's differences (gender, culture, race, religion, ;	Y	3	3	100.0				
25 - Adults at this school respect students' differences (gender, culture, race, religion, ability)	Y	3	3	100.0				
26 - Bullying is a problem at this school.	Y	3	3	100.0				
27 - At school, we are taught ways to stop bullying when we see it happen.	Y	3	3	100.0				
28 - Internet bullying is a problem for students in my school.	Y	3	3	100.0				
29 - If a student is bullied at my school, there is a safe way to report it to an adult.	Y	3	3	100.0				
30 - If a student reports bullying at my school, the adults will do something to help.	Y	3	3	100.0				
01 - My school is a caring place.	Y	4	4	100.0				
02 - I feel like I belong at my school.	Y	4	4	100.0				
03 - My teachers make me feel welcome in their classroom.	Y	4	4	100.0				
04 - A teacher or some other adult at my school will care if I miss a day of school.	Y	4	4	100.0				
05 - Adults in my school care about me.	Y	4	4	100.0				
06 - The school rules are fair.	Y	4	4	100.0				

Question	Suppression	Enrollment	Tested	Participation Rate	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %
07 - The consequences for breaking school rules are the same for all students.	Y	4	4	100.0				
08 - There is at least one adult at my school who listens to me when I have something to say	Y	4	4	100.0				
09 - When I need help with schoolwork, I can ask a teacher.	Y	4	4	100.0				
10 - Adults at my school greet and talk to students in the hallways.	Y	4	4	100.0				
11 - If I have a problem, there is an adult at school that I can talk to.	Y	4	4	100.0				
12 - My teachers expect me to do my best all the time.	Y	4	4	100.0				
13 - When I want to give up, my teacher says I should keep trying.	Y	4	4	100.0				
14 - Adults in my school make sure all students get what they need to be successful.	Y	4	4	100.0				
15 - My school is an encouraging place.	Y	4	4	100.0				
16 - Adults in my school work hard to make sure students are safe.	Y	4	4	100.0				
17 - Adults in my school handle safety concerns quickly.	Y	4	4	100.0				
18 - Adults stay calm when dealing with bad behavior in my school.	Y	4	4	100.0				
19 - I feel safe at my school.	Y	4	4	100.0				
20 - Broken things at this school get fixed quickly.	Y	4	4	100.0				
21 - My school is clean.	Y	4	4	100.0				
22 - I know what to do if there is an emergency (lockdown, tornado, earthquake, etc.) at my s	Y	4	4	100.0				
23 - I feel comfortable stating my opinion in class even if others disagree.	Y	4	4	100.0				
24 - Students at this school respect each other's differences (gender, culture, race, religion, ;	Y	4	4	100.0				
25 - Adults at this school respect students' differences (gender, culture, race, religion, ability)	Y	4	4	100.0				
26 - Bullying is a problem at this school.	Y	4	4	100.0				
27 - At school, we are taught ways to stop bullying when we see it happen.	Y	4	4	100.0				
28 - Internet bullying is a problem for students in my school.	Y	4	4	100.0				
29 - If a student is bullied at my school, there is a safe way to report it to an adult.	Y	4	4	100.0				
30 - If a student reports bullying at my school, the adults will do something to help.	Y	4	4	100.0				
01 - My school is a caring place.	Y	1	1	100.0				
02 - I feel like I belong at my school.	Y	1	1	100.0				
03 - My teachers make me feel welcome in their classroom.	Y	1	1	100.0				
04 - A teacher or some other adult at my school will care if I miss a day of school.	Y	1	1	100.0				
05 - Adults in my school care about me.	Y	1	1	100.0				
06 - The school rules are fair.	Y	1	1	100.0				
07 - The consequences for breaking school rules are the same for all students.	Y	1	1	100.0				
08 - There is at least one adult at my school who listens to me when I have something to say	Y	1	1	100.0				
09 - When I need help with schoolwork, I can ask a teacher.	Y	1	1	100.0				
10 - Adults at my school greet and talk to students in the hallways.	Y	1	1	100.0				
11 - If I have a problem, there is an adult at school that I can talk to.	Y	1	1	100.0				
12 - My teachers expect me to do my best all the time.	Y	1	1	100.0				
13 - When I want to give up, my teacher says I should keep trying.	Y	1	1	100.0				
14 - Adults in my school make sure all students get what they need to be successful.	Y	1	1	100.0				
15 - My school is an encouraging place.	Y	1	1	100.0				

NAPD Percentages for Assessed Location.

Question	Suppression	Enrollment	Tested	Participation Rate	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %
16 - Adults in my school work hard to make sure students are safe.	Y	1	1	100.0				
17 - Adults in my school handle safety concerns quickly.	Y	1	1	100.0				
18 - Adults stay calm when dealing with bad behavior in my school.	Y	1	1	100.0				
19 - I feel safe at my school.	Y	1	1	100.0				
20 - Broken things at this school get fixed quickly.	Y	1	1	100.0				
21 - My school is clean.	Y	1	1	100.0				
22 - I know what to do if there is an emergency (lockdown, tornado, earthquake, etc.) at my s	Y	1	1	100.0				
23 - I feel comfortable stating my opinion in class even if others disagree.	Y	1	1	100.0				
24 - Students at this school respect each other's differences (gender, culture, race, religion,	Y	1	1	100.0				
25 - Adults at this school respect students' differences (gender, culture, race, religion, ability)	Y	1	1	100.0				
26 - Bullying is a problem at this school.	Y	1	1	100.0				
27 - At school, we are taught ways to stop bullying when we see it happen.	Y	1	1	100.0				
28 - Internet bullying is a problem for students in my school.	Y	1	1	100.0				
29 - If a student is bullied at my school, there is a safe way to report it to an adult.	Y	1	1	100.0				
30 - If a student reports bullying at my school, the adults will do something to help.	Y	1	1	100.0				
01 - My school is a caring place.								
02 - I feel like I belong at my school.								
03 - My teachers make me feel welcome in their classroom.								
04 - A teacher or some other adult at my school will care if I miss a day of school.								
05 - Adults in my school care about me.								
06 - The school rules are fair.								
07 - The consequences for breaking school rules are the same for all students.								
08 - There is at least one adult at my school who listens to me when I have something to say								
09 - When I need help with schoolwork, I can ask a teacher.								
10 - Adults at my school greet and talk to students in the hallways.								
11 - If I have a problem, there is an adult at school that I can talk to.								
12 - My teachers expect me to do my best all the time.								
13 - When I want to give up, my teacher says I should keep trying.								
14 - Adults in my school make sure all students get what they need to be successful.								
15 - My school is an encouraging place.								
16 - Adults in my school work hard to make sure students are safe.								
17 - Adults in my school handle safety concerns quickly.								
18 - Adults stay calm when dealing with bad behavior in my school.								
19 - I feel safe at my school.								
20 - Broken things at this school get fixed quickly.								
21 - My school is clean.								
22 - I know what to do if there is an emergency (lockdown, tornado, earthquake, etc.) at my s								
23 - I feel comfortable stating my opinion in class even if others disagree.								
24 - Students at this school respect each other's differences (gender, culture, race, religion,								

NAPD Percentages for Assessed Location.

Question	Suppression	Enrollment	Tested	Participation Rate	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %
25 - Adults at this school respect students' differences (gender, culture, race, religion, ability)								
26 - Bullying is a problem at this school.								
27 - At school, we are taught ways to stop bullying when we see it happen.								
28 - Internet bullying is a problem for students in my school.								
29 - If a student is bullied at my school, there is a safe way to report it to an adult.								
30 - If a student reports bullying at my school, the adults will do something to help.								
01 - My school is a caring place.								
02 - I feel like I belong at my school.								
03 - My teachers make me feel welcome in their classroom.								
04 - A teacher or some other adult at my school will care if I miss a day of school.								
05 - Adults in my school care about me.								
06 - The school rules are fair.								
07 - The consequences for breaking school rules are the same for all students.								
08 - There is at least one adult at my school who listens to me when I have something to say								
09 - When I need help with schoolwork, I can ask a teacher.								
10 - Adults at my school greet and talk to students in the hallways.								
11 - If I have a problem, there is an adult at school that I can talk to.								
12 - My teachers expect me to do my best all the time.								
13 - When I want to give up, my teacher says I should keep trying.								
14 - Adults in my school make sure all students get what they need to be successful.								
15 - My school is an encouraging place.								
16 - Adults in my school work hard to make sure students are safe.								
17 - Adults in my school handle safety concerns quickly.								
18 - Adults stay calm when dealing with bad behavior in my school.								
19 - I feel safe at my school.								
20 - Broken things at this school get fixed quickly.								
21 - My school is clean.								
22 - I know what to do if there is an emergency (lockdown, tornado, earthquake, etc.) at my s								
23 - I feel comfortable stating my opinion in class even if others disagree.								
24 - Students at this school respect each other's differences (gender, culture, race, religion, ;								
25 - Adults at this school respect students' differences (gender, culture, race, religion, ability)								
26 - Bullying is a problem at this school.								
27 - At school, we are taught ways to stop bullying when we see it happen.								
28 - Internet bullying is a problem for students in my school.								
29 - If a student is bullied at my school, there is a safe way to report it to an adult.								
30 - If a student reports bullying at my school, the adults will do something to help.								
01 - My school is a caring place.	Y	5	5	100.0				
02 - I feel like I belong at my school.	Y	5	5	100.0				
03 - My teachers make me feel welcome in their classroom.	Y	5	5	100.0				

KDE:OAA:DADA:Student Survey Results_94891_11172020125051 (1)

NAPD Percentages for Assessed Location.

Question	Suppression	Enrollment	Tested	Participation Rate %	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %
04 - A teacher or some other adult at my school will care if I miss a day of school.	Y	5	5	100.0				
05 - Adults in my school care about me.	Y	5	5	100.0				
06 - The school rules are fair.	Y	5	5	100.0				
07 - The consequences for breaking school rules are the same for all students.	Y	5	5	100.0				
08 - There is at least one adult at my school who listens to me when I have something to say	Y	5	5	100.0				
09 - When I need help with schoolwork, I can ask a teacher.	Y	5	5	100.0				
10 - Adults at my school greet and talk to students in the hallways.	Y	5	5	100.0				
11 - If I have a problem, there is an adult at school that I can talk to.	Y	5	5	100.0				
12 - My teachers expect me to do my best all the time.	Y	5	5	100.0				
13 - When I want to give up, my teacher says I should keep trying.	Y	5	5	100.0				
14 - Adults in my school make sure all students get what they need to be successful.	Y	5	5	100.0				
15 - My school is an encouraging place.	Y	5	5	100.0				
16 - Adults in my school work hard to make sure students are safe.	Y	5	5	100.0				
17 - Adults in my school handle safety concerns quickly.	Y	5	5	100.0				
18 - Adults stay calm when dealing with bad behavior in my school.	Y	5	5	100.0				
19 - I feel safe at my school.	Y	5	5	100.0				
20 - Broken things at this school get fixed quickly.	Y	5	5	100.0				
21 - My school is clean.	Y	5	5	100.0				
22 - I know what to do if there is an emergency (lockdown, tornado, earthquake, etc.) at my s	Y	5	5	100.0				
23 - I feel comfortable stating my opinion in class even if others disagree.	Y	5	5	100.0				
24 - Students at this school respect each other's differences (gender, culture, race, religion, ;	Y	5	5	100.0				
25 - Adults at this school respect students' differences (gender, culture, race, religion, ability)	Y	5	5	100.0				
26 - Bullying is a problem at this school.	Y	5	5	100.0				
27 - At school, we are taught ways to stop bullying when we see it happen.	Y	5	5	100.0				
28 - Internet bullying is a problem for students in my school.	Y	5	5	100.0				
29 - If a student is bullied at my school, there is a safe way to report it to an adult.	Y	5	5	100.0				
30 - If a student reports bullying at my school, the adults will do something to help.	Y	5	5	100.0				
01 - My school is a caring place.	Y	5	5	100.0				
02 - I feel like I belong at my school.	Y	5	5	100.0				
03 - My teachers make me feel welcome in their classroom.	Y	5	5	100.0				
04 - A teacher or some other adult at my school will care if I miss a day of school.	Y	5	5	100.0				
05 - Adults in my school care about me.	Y	5	5	100.0				
06 - The school rules are fair.	Y	5	5	100.0				
07 - The consequences for breaking school rules are the same for all students.	Y	5	5	100.0				
08 - There is at least one adult at my school who listens to me when I have something to say	Y	5	5	100.0				
09 - When I need help with schoolwork, I can ask a teacher.	Y	5	5	100.0				
10 - Adults at my school greet and talk to students in the hallways.	Y	5	5	100.0				
11 - If I have a problem, there is an adult at school that I can talk to.	Y	5	5	100.0				
12 - My teachers expect me to do my best all the time.	Y	5	5	100.0				

Question	Suppression	Enrollment	Tested	Participation Rate	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %
13 - When I want to give up, my teacher says I should keep trying.								
14 - Adults in my school make sure all students get what they need to be successful.								
15 - My school is an encouraging place.								
16 - Adults in my school work hard to make sure students are safe.								
17 - Adults in my school handle safety concerns quickly.								
18 - Adults stay calm when dealing with bad behavior in my school.								
19 - I feel safe at my school.								
20 - Broken things at this school get fixed quickly.								
21 - My school is clean.								
22 - I know what to do if there is an emergency (lockdown, tornado, earthquake, etc.) at my s								
23 - I feel comfortable stating my opinion in class even if others disagree.								
24 - Students at this school respect each other's differences (gender, culture, race, religion, ;								
25 - Adults at this school respect students' differences (gender, culture, race, religion, ability)								
26 - Bullying is a problem at this school.								
27 - At school, we are taught ways to stop bullying when we see it happen.								
28 - Internet bullying is a problem for students in my school.								
29 - If a student is bullied at my school, there is a safe way to report it to an adult.								
30 - If a student reports bullying at my school, the adults will do something to help.								
01 - My school is a caring place.	N	343	337	98.3	1.8	8.3	64.4	25.5
02 - I feel like I belong at my school.	N	343	337	98.3	2.7	13.9	60.8	22.6
03 - My teachers make me feel welcome in their classroom.	N	343	337	98.3	0.9	6.5	64.4	28.2
04 - A teacher or some other adult at my school will care if I miss a day of school.	N	343	336	98.0	3.0	18.5	53.6	25.0
05 - Adults in my school care about me.	N	343	336	98.0	1.8	8.6	68.2	21.4
06 - The school rules are fair.	N	343	337	98.3	7.4	27.6	52.8	12.2
07 - The consequences for breaking school rules are the same for all students.	N	343	337	98.3	15.4	30.3	41.2	13.1
08 - There is at least one adult at my school who listens to me when I have something to say	N	343	337	98.3	0.6	5.3	58.2	35.9
09 - When I need help with schoolwork, I can ask a teacher.	N	343	337	98.3	0.9	3.0	63.2	32.9
10 - Adults at my school greet and talk to students in the hallways.	N	343	337	98.3	0.3	5.3	58.2	36.2
11 - If I have a problem, there is an adult at school that I can talk to.	N	343	337	98.3	2.4	7.4	59.1	31.2
12 - My teachers expect me to do my best all the time.	N	343	337	98.3	0.6	3.6	58.2	37.7
13 - When I want to give up, my teacher says I should keep trying.	N	343	337	98.3	1.2	8.6	65.9	24.3
14 - Adults in my school make sure all students get what they need to be successful.	N	343	337	98.3	2.4	14.8	62.6	20.2
15 - My school is an encouraging place.	N	343	337	98.3	2.4	15.7	61.7	20.2
16 - Adults in my school work hard to make sure students are safe.	N	343	336	98.0	0.9	3.9	58.6	36.6
17 - Adults in my school handle safety concerns quickly.	N	343	336	98.0	0.9	8.6	61.0	29.5
18 - Adults stay calm when dealing with bad behavior in my school.	N	343	337	98.3	7.7	19.6	57.9	14.8
19 - I feel safe at my school.	N	343	337	98.3	0.9	10.7	62.3	26.1
20 - Broken things at this school get fixed quickly.	N	343	337	98.3	5.9	30.6	51.6	11.9
21 - My school is clean.	N	343	337	98.3	3.9	16.0	59.9	20.2

NAPD Percentages for Assessed Location.

Question	Suppression	Enrollment	Tested	Participation Rate	Strongly Disagree %	Disagree %	Agree %	Strongly Agree %
22 - I know what to do if there is an emergency (lockdown, tornado, earthquake, etc.) at my s	N	343	337	98.3	1.2	0.6	36.8	61.4
23 - I feel comfortable stating my opinion in class even if others disagree.	N	343	337	98.3	8.9	24.9	43.9	22.3
24 - Students at this school respect each other's differences (gender, culture, race, religion,	N	343	337	98.3	15.4	33.5	40.7	10.4
25 - Adults at this school respect students' differences (gender, culture, race, religion, ability)	N	343	337	98.3	5.3	11.9	59.1	23.7
26 - Bullying is a problem at this school.	N	343	336	98.0	11.9	48.2	29.2	10.7
27 - At school, we are taught ways to stop bullying when we see it happen.	N	343	336	98.0	3.3	19.9	59.8	17.0
28 - Internet bullying is a problem for students in my school.	N	343	337	98.3	10.7	42.1	31.8	15.4
29 - If a student is bullied at my school, there is a safe way to report it to an adult.	N	343	337	98.3	2.1	11.0	61.1	25.8
30 - If a student reports bullying at my school, the adults will do something to help.	N	343	335	97.7	5.1	15.8	55.8	23.3
01 - My school is a caring place.	N	72	69	95.8	0.0	2.9	72.5	24.6
02 - I feel like I belong at my school.	N	72	69	95.8	2.9	11.6	60.9	24.6
03 - My teachers make me feel welcome in their classroom.	N	72	69	95.8	0.0	4.3	66.7	29.0
04 - A teacher or some other adult at my school will care if I miss a day of school.	N	72	69	95.8	2.9	17.4	50.7	29.0
05 - Adults in my school care about me.	N	72	69	95.8	2.9	5.8	58.0	33.3
06 - The school rules are fair.	N	72	69	95.8	7.2	23.2	55.1	14.5
07 - The consequences for breaking school rules are the same for all students.	N	72	69	95.8	10.1	21.7	43.5	24.6
08 - There is at least one adult at my school who listens to me when I have something to say	N	72	69	95.8	1.4	10.1	50.7	37.7
09 - When I need help with schoolwork, I can ask a teacher.	N	72	69	95.8	2.9	0.0	58.0	39.1
10 - Adults at my school greet and talk to students in the hallways.	N	72	69	95.8	1.4	1.4	58.0	39.1
11 - If I have a problem, there is an adult at school that I can talk to.	N	72	69	95.8	1.4	7.2	55.1	36.2
12 - My teachers expect me to do my best all the time.	N	72	69	95.8	0.0	2.9	55.1	42.0
13 - When I want to give up, my teacher says I should keep trying.	N	72	69	95.8	0.0	7.2	50.7	42.0
14 - Adults in my school make sure all students get what they need to be successful.	N	72	69	95.8	0.0	5.8	63.8	30.4
15 - My school is an encouraging place.	N	72	69	95.8	1.4	8.7	62.3	27.5
16 - Adults in my school work hard to make sure students are safe.	N	72	69	95.8	0.0	4.3	49.3	46.4
17 - Adults in my school handle safety concerns quickly.	N	72	69	95.8	0.0	10.1	56.5	33.3
18 - Adults stay calm when dealing with bad behavior in my school.	N	72	69	95.8	1.4	17.4	58.0	23.2
19 - I feel safe at my school.	N	72	69	95.8	0.0	10.1	59.4	30.4
20 - Broken things at this school get fixed quickly.	N	72	69	95.8	5.8	24.6	55.1	14.5
21 - My school is clean.	N	72	69	95.8	5.8	17.4	47.8	29.0
22 - I know what to do if there is an emergency (lockdown, tornado, earthquake, etc.) at my s	N	72	69	95.8	0.0	0.0	36.2	63.8
23 - I feel comfortable stating my opinion in class even if others disagree.	N	72	69	95.8	10.1	17.4	44.9	27.5
24 - Students at this school respect each other's differences (gender, culture, race, religion,	N	72	69	95.8	11.6	29.0	37.7	21.7
25 - Adults at this school respect students' differences (gender, culture, race, religion, ability)	N	72	69	95.8	2.9	8.7	52.2	36.2
26 - Bullying is a problem at this school.	N	72	69	95.8	14.5	37.7	39.1	8.7
27 - At school, we are taught ways to stop bullying when we see it happen.	N	72	69	95.8	2.9	13.0	49.3	34.8
28 - Internet bullying is a problem for students in my school.	N	72	69	95.8	15.9	42.0	33.3	8.7
29 - If a student is bullied at my school, there is a safe way to report it to an adult.	N	72	69	95.8	0.0	11.6	52.2	36.2
30 - If a student reports bullying at my school, the adults will do something to help.	N	72	69	95.8	1.4	11.6	46.4	40.6

KDE:OAA:DADA:Student Survey Results_94891_1117202012505 (1)