

2018-2019 Phase III: MCSD Comprehensive Improvement Plan for Districts

Phase Three: Comprehensive Improvement Plan for Districts

McCreary County
Michael Cash
120 Raider Way
Stearns, Kentucky, 42647
United States of America

Target Completion Date: 01/01/2019
Last Modified: 01/03/2019
Status: Open

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Phase Three: Comprehensive Improvement Plan for Districts

Comprehensive Improvement Plan for Districts

Rationale: District improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, districts build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan:

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes 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.

Measure of Success: The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.


You may enter an optional narrative about your Comprehensive Improvement Plan for Districts below. If you do not have an optional narrative, enter N/A.

See attached Comprehensive Improvement Plan.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Goal Builder	CDIP 2018-2019	

McCreary County School District 2018-2019 Comprehensive District Improvement Plan (CDIP)

PROFICIENCY & SEPARATE ACADEMIC INDICATOR

Goal 1: By Spring 2021, the McCreary County School District will increase the number of students scoring proficient and distinguished in all content areas (reading, writing, mathematics, science, and social studies) by 20 percent, as measured by the Proficiency Indicator (Reading and Math) and the Separate Academic Indicator (Science, Social Studies, Writing) on the KPREP assessment.

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: By Spring 2019, the MCSD will increase the number of students scoring proficient and distinguished in the Proficiency Indicator (i.e., Reading and Mathematics by 10 percent, as measured by the KPREP assessment.	KCWP 3: Design & Deliver Assessment Literacy	Utilize "flex" grouping to target individual students to receive both enrichment & interventions for students. Movement between groups will be based on mastery of skills as indicated by 80% mastery of identified strands of the learning continuum.	Master Schedule & PLC Agenda & Minutes	Principal & Dr. Anderson weekly	\$0.00
	KCWP 2: Design & Deliver Instruction	Each school will utilize (daily, weekly, and at least at four (4) week intervals) to monitoring student progress and mastery of identified content. Results will be shared in PLC meetings utilizing the district PLC protocol to identify resources and assess student mastery of content to allow for appropriate placement and movement for individual progress.	PLC Agenda & Minutes	Principal & Dr. Anderson weekly	\$0.00
	KCWP 5: Design, Align & Deliver Support	Each school will analyze their 9-week assessment data along with their Fall, Winter, and Spring MAP data and share critical learning concepts with the district Leadership Team and their PLC's. The District Leadership Team will assist schools in meeting the identified district-wide achievement goals, GAPS goals, Novice Reduction Goals, and Growth Goals.	NWEA MAP Data, After Action Review (AAR), Student Data Listing Spreadsheets, PLC Agenda & Minutes	Principal, Counselor, & Dr. Anderson	\$30,000.00
Objective 2: By Spring 2019, the MCSD will increase the number of students scoring proficient and distinguished in the Separate Academic Indicator (i.e., science, social studies, and writing) by 10 percent, as measured by the KPREP assessment.	KCWP 3: Design & Deliver Assessment Literacy	Develop common assessments that are aligned to the standards in Social Studies (K-12) and Writing K-12. Grades 3-8 will utilize MAP Assessment and grades 9-11 will use the CERT assessment for science.	Completed Assessments & MAP Data	Principals, Lead Teachers, Dr. Anderson	\$0.00
		Develop a tracking system for monitoring of student achievement progress by learning target and by standard (i.e., AAR & MAP Learning Continuum).	AAR, Student Listing Spreadsheet, & MAP	Principals & Dr. Anderson	\$0.00
		Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap (i.e., Growth Mind Set).	MAP Goal Sheets	Principals, Dr. Anderson	\$0.00

McCreary County School District 2018-2019 Comprehensive District Improvement Plan (CDIP)

ACHIEVEMENT GAP CLOSURE

Goal 2: By Spring 2021, the McCreary County School District will decrease the number of students scoring novice in all content areas (reading/writing, mathematics, science, and social studies) by 20 percent, as measured by the NAPD percentages on the KPREP assessment.

Which **Strategy** will the school 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](#)
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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: By 2019, the MCSD will reduce the Gap to Group (highest performing group with 10 or more students & at least 10% of the student population) by 10% novice in each subgroup (i.e., male, female, ethnicity, IEP, GT, free/reduced)	KCWP 3: Design and Deliver Assessment Literacy	Monitor weekly and nine-week assessments and implement flex grouping as determined by assessment results to reduce novice performance.	PLC Agenda's, Minutes, and Master Schedule	Principals & Dr. Anderson	\$0.00
		BAC's will work with the DAC to establish rosters for each school for the online assessment that will allow the district to monitor the progress of each identified subpopulation (students with disabilities, GT, students in Corrective Reading, etc.).	Student Listing Spreadsheet	Principals & Dr. Anderson	\$0.00
Objective 2: By 2019, the MCSD will decrease the Gap to Proficiency (i.e., proficient & above in each student group) by increasing the number of students scoring proficient/distinguished in all content areas in each subgroup (i.e., male, female, ethnicity, IEP, GT, & free/reduced).	KCWP 5: Design, Align and Deliver Support	All principals, central office instructional staff, and lead teachers from each school will participate in a data retreat at Lake Cumberland State Resort Park. Schools will complete their needs assessment and required diagnostics in eProve and develop their CSIP. The district DCIP will be developed during the final days of the retreat from the CSIP.	eProve, CDIP & CSIP	Principals & Dr. Anderson	\$7,000.00
		All identified students will be enrolled in the iReady or IXL program and will receive interventions at a minimum of two times per week.	Master Schedule	Principals, Amelia Stephens, & Dr. Anderson	\$50,000.00

McCreary County School District 2018-2019 Comprehensive District Improvement Plan (CDIP)

GRADUATION RATE

Goal 3: By Spring 2021, the McCreary County School District will increase the 4 Year Cohort Graduation Rate by 3.1%, from 96.9% to 100% as measured by the Kentucky Department of Education Graduation Indicator on the School Report Card.

<p>Which Strategy will the school/district use to address this goal? <i>(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.)</i></p> <ul style="list-style-type: none">• 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		<p>Which Activities will the school/district deploy based on the strategy or strategies chosen? <i>(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.</i></p> <ul style="list-style-type: none">• 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	<p>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.</p>		
Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By Spring 2019, the MCSD will increase the graduation rate to 98%, as measured by the SRC.	KCWP 6: Establishing Learning Culture and Environment	Review persistence to graduation report will be reviewed every nine weeks to identify students at risk of not graduating for additional support/placement	SBDM Minutes and Agenda	S. Privett, S. Canada, & Dr. Anderson	\$0.00
		Students who have been identified as "At Risk" for drop out or "Mentally" dropping out will be considered for enrollment in the Alternative School Model so that more individualized attention can be provided to remove barriers that will give the student an increased opportunity for successful graduation.	At-Risk Student Listing	S Privett, S. Canada, Dr. Taylor	\$0.00
		Students who have been identified as "At Risk" for drop out and have been enrolled in the Alternative School will be provided an opportunity to participate in "Vocational Rehab" where students will have access to vocational opportunities to enhance their marketability for future employment and increase the likelihood of successful graduation from high school. These opportunities will be initially provided through a virtual classroom link at the high school to the academy.	Vocational Master Schedule	S. Privette, S. Canada, Dr. Anderson	\$0.00

McCreary County School District 2018-2019 Comprehensive District Improvement Plan (CDIP)

GROWTH

Goal 4: By Spring 2021, the McCreary County School District will increase the number of students in the elementary and the middle school showing growth in reading and math by 20 Growth Indicator points from 16.4 to 36.4 in elementary and 10.7 to 30.7 in middle school as measured by the KPREP Growth Indicator.

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](#)
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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.*)

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- [KCWP2: Design and Deliver Instruction - Continuous Improvement Activities](#)
- [KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities](#)
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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: By Spring 2019, the MCSD will increase the number of students who improve at least one NAPD level in the elementary and the middle school grades in Reading and Math by 10 Growth Indicator points from 16.6 to 26.6 in elementary and from 10.7 to 20.7 in middle school.	KCWP 3: Design & Deliver Assessment Literacy	Grades K-8 will take the MAP assessment that will allow the school and district to monitor the Growth of each student in the areas of Reading, Math, Science, and Language Arts. Three assessment windows will be provided to schools (Fall, Winter, and Spring). Grades 9-11 will be assessed utilizing the CERT.	AAR, Student Listing Spreadsheet, PLC	Principals & Dr. Anderson	\$0.00
		Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc.	PLC Agenda & Minutes, Master Schedule, Flex Groups	Principal, Counselors, & Dr. Anderson	\$0.00
		Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	Goal Sheets	Principals, Team Leads and Dr. Anderson	\$0.00
		Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc.	PLC Agenda & Minutes, Master Schedule, Flex Groups	Principal, Counselors, & Dr. Anderson	\$0.00
		Ensure that formative assessment practices allow students to understand where they are going, where they currently are, and how they can close the gap.	Goal Sheets	Principals, Team Leads and Dr. Anderson	\$0.00

McCreary County School District 2018-2019 Comprehensive District Improvement Plan (CDIP)

TRANSITION READINESS

Goal 5: By 2021, the McCreary County School District will increase the Transition Readiness Indicator score by 20 indicator points from 65.2 to 85.2 as measured by the School Report Card.

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](#)
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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.)*

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- [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: By Spring 2019, the MCS D will Increase the school's Transition Readiness Indicator Score from 65.2 to 75.2 by increasing overall student performance on the ACT Composite Score to 21.	KCWP 3: CERT Assessment (Progress Monitoring)	KCWP3: Gear-Up purchase CERT assessment and incorporate CERT in the Fall, Winter, and Spring Assessment plans grades 7-12.	ACT School Profile Report	Mrs. Privett, Mrs. Canada, & Dr. Anderson	\$0.00
	KCWP 5: CERT Intervention & Support	KCWP5: Gear-Up ACT mini-camps	ACT School Profile Report	Mrs. Privett, Mrs. Canada, & Dr. Anderson	\$0.00
	KCWP 6: Goal Setting	KCWP6: Students will develop goals toward benchmark attainment.	ACT School Profile Report	Mrs. Privett, Mrs. Canada, & Dr. Anderson	\$0.00
Objective 2: By Spring 2019, the MCS D will increase the school's Transition Readiness Indicator Score from 65.2 to 75.2 by increasing the number of students earning industry certification.	KCWP 1: Identify new credential programs for existing CTE pathways	KCWP2: NCCER (Track) Apprenticeships	Track Implementation incorporated on Pathway Document	Mrs. Privett & Dr. Anderson	\$0.00
	KCWP 5: Provide internship, pre-apprenticeship, and/or work-based learning experiences for students earning industry certification	KCWP5: Identify new industry partnerships	Completion of Industry Certifications	Mrs. Privett & Dr. Anderson	\$0.00

2018-2019 Phase III: MCSD Executive Summary for Districts

Phase Three: Executive Summary for Districts

McCreary County

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Phase Three: Executive Summary for Districts

Executive Summary for Districts

Description of the District

Describe the district 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 district serves?

The McCreary County School District is located in south-central Kentucky between the Big South Fork and the main body of the Cumberland River. Since the establishment of the county in 1912, the federal government has purchased over seventy percent of the land in McCreary to form part of the Daniel Boone National Forest and the Big South Fork National River and Recreation Area because of its unique Appalachian landscape. The remaining parcels of land in McCreary are home to approximately 2,800 students who are served by the district yearly. McCreary has five schools: McCreary Central High School (9-12), McCreary County Middle School (7-8), McCreary County Academy (6-12), Pine Knot Elementary School (P-6), and Whitley City Elementary School (P-6). Over the past three years, McCreary schools have produced three schools of distinction (the high school and two separate elementary schools). In addition, both McCreary North and South preschool programs have earned 5 STAR ratings for their high-quality early childhood education programming and in 2018 the McCreary County School District was the number one school district in the Commonwealth of Kentucky for Kindergarten Readiness for students who attended a state-funded preschool program. Moreover, the high school boasts a robust Career and Technical Education (CTE) program that is second to none in the state (click on the link to see a glimpse of McCreary's dual credit and CTE programs <https://www.youtube.com/watch?v=j94Ek18mOvs&feature=youtu.be>). McCreary has placed a targeted focus on the implementation of career pathways. These pathways lead to job opportunities in Kentucky's top five industry sectors. The district has committed itself to a seamless weaving of career pathways from middle school to the post-secondary world. In order to achieve this Work Ready initiative, McCreary has partnered with Lake Cumberland Area District Development WIOA Support Services, Workforce Development, Kentucky Department of Labor, Kentucky Department of Education, regional businesses, and post-secondary institutions to establish CTE dual credit courses and TRACK apprenticeships. McCreary County School District, in partnership with Workforce Solutions, has expanded those opportunities to adult learners by launching an adult education welding program. Participants leave with industry credentials to fill immediate job openings in our region. In order to establish integrated pathways, students are provided opportunities to participate in career pathway options during middle school, declare a career major at the end of their sophomore year, have opportunities for job shadowing, and achieve industry certification. Externship opportunities are provided to keep CTE teachers current with technology and industry needs. As a result, teachers connect with business leaders, establish advisory council memberships, and explore job shadowing and coop opportunities. The high school's #BeyondTheDiploma initiative partners students with career guidance personnel who ensure graduates are linked to the next stage of adult life. The continued improvements shown in the McCreary school district are centered on the unified vision of the board members and Superintendent Michael Cash's focus on being a "student-centered school district." One critical piece in the establishment of a student-centered culture has been the implementation of the yearly data retreat. This year marks the fourth consecutive year the district has participated in this event in which teams of teachers and principals from each school, as well as a district team, meet together for three days to analyze data and develop the improvement plans for each school and the district as a whole. This approach to continuous

improvement has allowed the McCreary County School District to focus on our students from early childhood to their transition to the workforce and beyond.

ATTACHMENTS

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District's Purpose

Provide the district's purpose statement and ancillary content such as mission, vision, values, and/or beliefs.

Describe how the district embodies its purpose through its program offerings and expectations for students.

Mission Statement: The McCreary County School System will provide a safe, supportive environment to meet the individual needs of all students and ensure they are college and career ready.

ATTACHMENTS

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Notable Achievements and Areas of Improvement

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

The McCreary County School District's schools were categorized as "Other" in the Spring of 2018 as the state transitions into a new accountability system. The high school's ACT scores have steadily increased over the past 3 years in all subscores as well as the composite score but dipped slightly in 2018. The McCreary County School District's graduation rate (96%) exceeds the state average of 89.7%. Recently, the high school was regionally recognized as "Most Improved" in Achievement by the Southeast South Central Cooperative. Also, in the Fall of 2017, McCreary Central High School was named a National School of Merit by the National BETA Society. In addition, US News & World Report recognized McCreary Central High School as a National Best High School. The McCreary County School District's middle school has been an area of focus for the district and has seen a dramatic improvement in the past three years. For example, in 2014 there were 58.3% of students scoring novice or apprentice in reading whereas in 2017, the number of students scoring novice or apprentice had decreased to 49%. In 2014 there were 41.6% of students scoring proficient or distinguished in reading whereas, in 2017, the number of students scoring proficient or distinguished in reading had increased to 50.9%. In 2014 there were 67.7% of students scoring novice or apprentice in math whereas, in 2017, the number of students scoring novice or apprentice had decreased to 59.6%. In 2014 there were 32.3% of students scoring proficient or distinguish whereas in 2017, the number of students scoring proficient or distinguished in math had increased to 40.4%. In 2014 there were 57.5% of students scoring novice or apprentice in social studies whereas, in 2017, the number of students scoring novice or apprentice had decreased to 30.6%. In 2014 there were 42.5% of students scoring proficient or distinguish whereas in 2017, the number of students scoring proficient or distinguished in social studies had increased to 69.4%. All of the programs offered at McCreary County School District's elementary schools are highly competitive and provide a variety of extra-curricular activities that include both academics and athletics. This includes academic teams and competitive athletic opportunities to both males and females. In addition to academics and athletics, McCreary County Elementary Schools strive to offer a culture rich environment where students are encouraged to participate in a variety of Arts and Humanities programs such as Art, Drama, and Music. Elementary students also have the opportunity to participate in "Honor's Choir" which is affiliated with KMCA and offers activities such as Kentucky All-State Chorus, as well as doing a variety of performances for both school and community-related programs. Elementary students also have an opportunity to

participate in drama. The drama department does several performances each year in conjunction with the music department to ensure a well-rounded program. Students are also provided an opportunity to participate in advanced art projects as the Art department has art exhibits each year and does monthly art contests to encourage student self-expression. The experienced and professional staff at McCreary County Elementary Schools are continually working to improve student achievement through a variety of activities including alignment of curriculum, analysis of student work, Response To Intervention (RTI) and teacher professional development. The Comprehensive District and School Improvement Plans serve as the blueprint that helps guide our efforts to focus on the curriculum in Literacy and Mathematics as well as instruction and assessment. Areas identified for improvement in the McCreary County School District include math achievement, novice reduction in all content areas, exceeding 20 on the ACT composite, increasing our graduation rate, and reducing gap to group in all subgroups.

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Additional Information



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

The McCreary County School District is very proud of their preschool program and the improvements that have occurred in the past 2 years. See attachment for longitudinal data.

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 18-19 K-Readiness Top 10	The MCSD ranks number one in the state of Kentucky for K-Readiness for students who attend a state-funded preschool program.	
 K-Readiness Longitudinal Data 2018	K-Readiness since the introduction of the Brigance in Kentucky.	

Kentucky Department of Education
2018-2019 Kindergarten Readiness Results
Top 10 School Districts in Kentucky

State Rank	District Name	Demographic	Prior Setting	Kindergarten Readiness Percentage
1	McCreary County	All Students	State Funded	89.7
2	Hickman County	All Students	State Funded	86.8
3	Floyd County	All Students	State Funded	86.2
4	Estill County	All Students	State Funded	84.8
5	East Bernstadt Independent	All Students	State Funded	83.9
6	Clay County	All Students	State Funded	83.1
7	Magoffin County	All Students	State Funded	81.8
8	Carter County	All Students	State Funded	81.2
9	Pikeville Independent	All Students	State Funded	76.9
10	Taylor County	All Students	State Funded	73.8

Kindergarten Readiness Longitudinal Data

(Prior setting: State funded)

School Year	District		Pine Knot		Whitley City	
	<i>Ready</i>	<i>Not Ready</i>	<i>Ready</i>	<i>Not Ready</i>	<i>Ready</i>	<i>Not Ready</i>
13-14	33.5%	66.5%	31.6%	68.4%	36.1%	63.9%
14-15	40.4%	59.6%	33.3%	66.7%	49.4%	50.6%
15-16	38.9%	61.1%	25%	75%	62.2%	37.8%
16-17	41.5%	58.5%	31.1%	68.9%	59.1%	40.9%
17-18	77.3%	22.7%	74.7%	25.3%	83.8%	16.2%
18-19	89.7%	10.3%	87.2%%	12.8%%	94.9%	5.1%

2018-2019 Phase I: MCSD Continuous Improvement Diagnostic for Districts

Phase One: Continuous Improvement Diagnostic for Districts

McCreary County

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Continuous Improvement Diagnostic 3
ATTACHMENT SUMMARY 4

Phase One: Continuous Improvement Diagnostic for Districts

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a district's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the district will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

According to the 2017 TELL KY District Summary Report, overall, the TELL survey indicated that 91.9 percent of the staff who completed the survey agreed that MCSD is a good place to work and learn. Attached are the results from the 2017 TELL Survey.

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Part II:


2. How will the district engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

The MCSD will engage a variety of stakeholders in the development of a process that is ongoing and continuous by establishing committees at each of the schools as well as at the district level. Committees at the school level will include but are not limited to curriculum and instruction and discipline committees. At the district level committees will include safety committees, calendar committees, facility planning committees, and discipline committees. The stakeholders will be selected in a variety of ways which will include, nomination, voting, and appointment. Meetings will be scheduled at a time and location that will accommodate work schedules. The process will be monitored by minutes recorded.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 TELL KY 2017 District Summary Comparison Results-MCSD	2017 Tell Survey Results for MCSD	1

Report for TELL KY 2017

KENTUCKY 90.95% responded

MCCREARY COUNTY 100.00% responded

Time

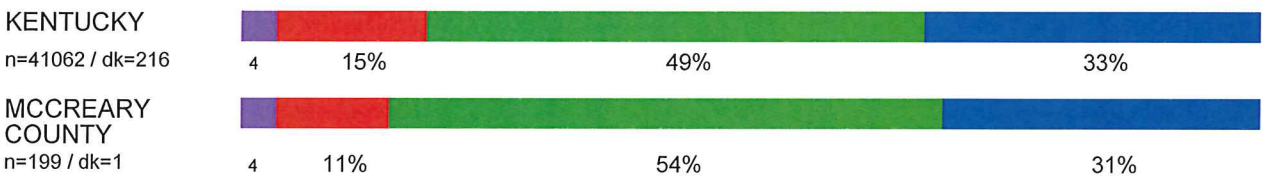
Q2.1 Please rate how strongly you agree or disagree with the following statements about the use of time in your school.

Strongly disagree Disagree Agree Strongly agree

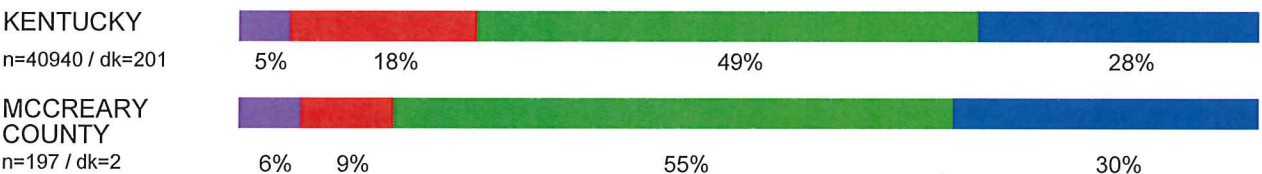
a. Class sizes are reasonable such that teachers have the time available to meet the needs of all students.



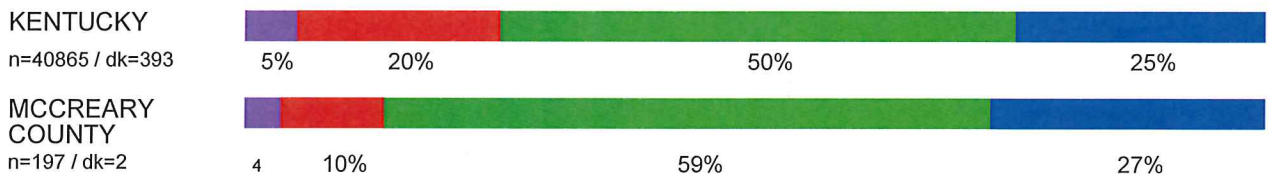
b. Teachers have time available to collaborate with colleagues.



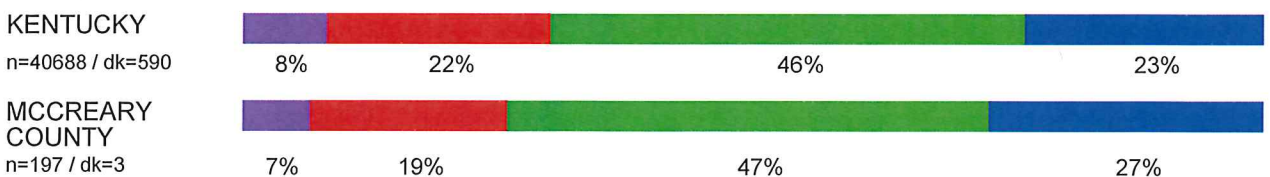
c. Teachers are allowed to focus on educating students with minimal interruptions



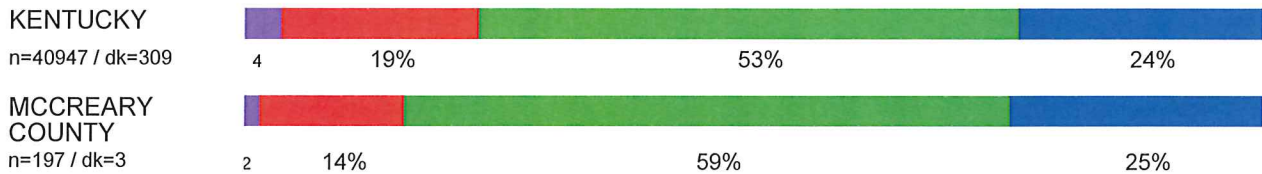
d. The non-instructional time provided for teachers in my school is sufficient.



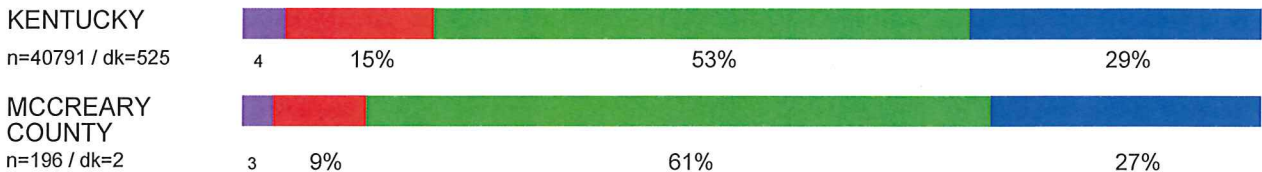
e. Efforts are made to minimize the amount of routine paperwork teachers are required to do.



f. Teachers have sufficient instructional time to meet the needs of all students.



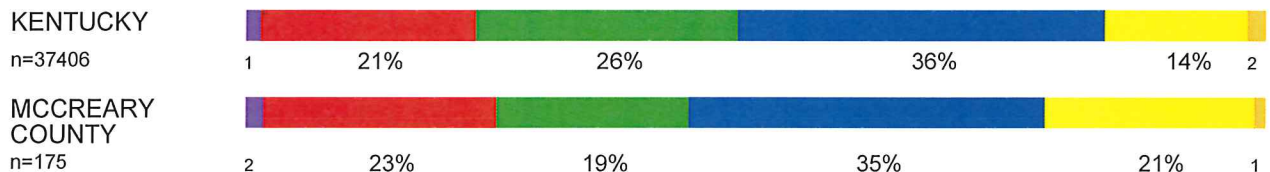
g. Teachers are protected from duties that interfere with their essential role of educating students.



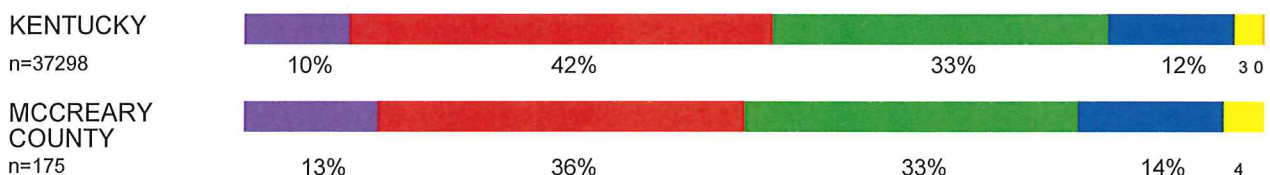
Q2.2 In an average week, how much time do you devote to the following activities during the school day (i.e., time for which you are under contract to be at the school)?



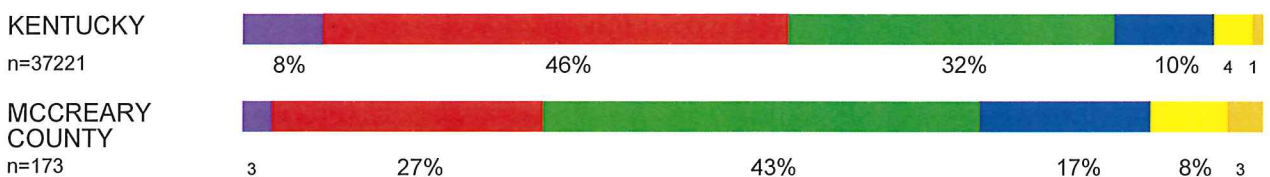
a. Individual planning time



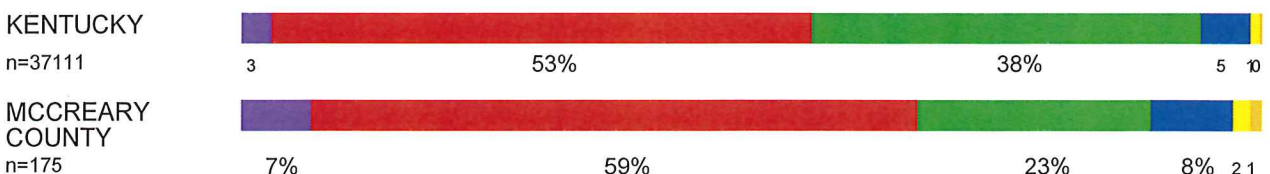
b. Collaborative planning time



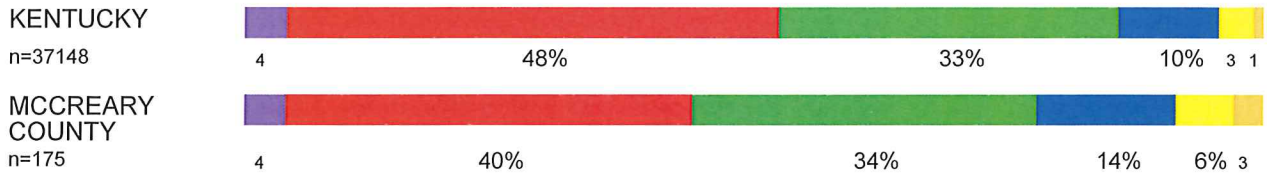
c. Supervisory duties



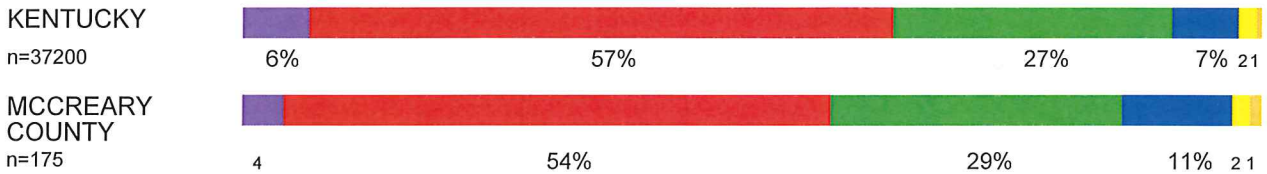
d. Required committee and/or staff meetings



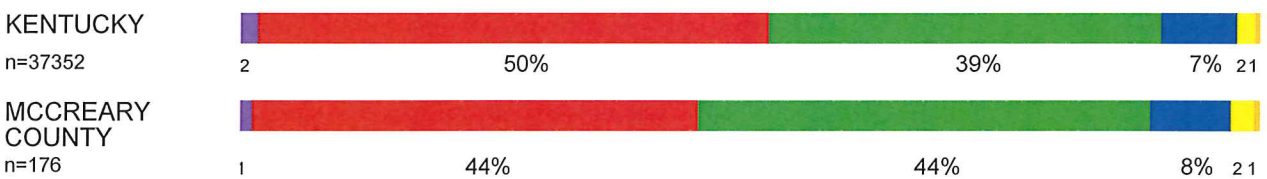
e. Completing required administrative paperwork



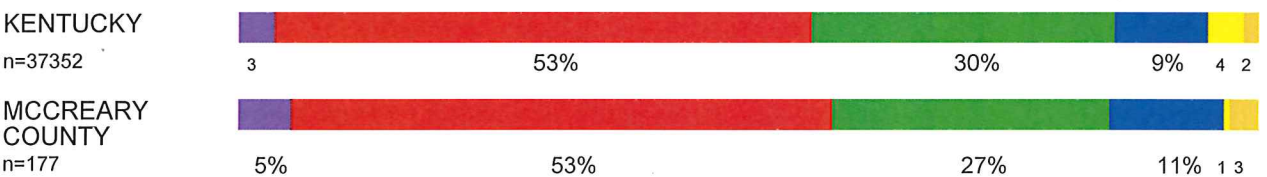
f. Preparing for/participating in the teacher evaluation process?



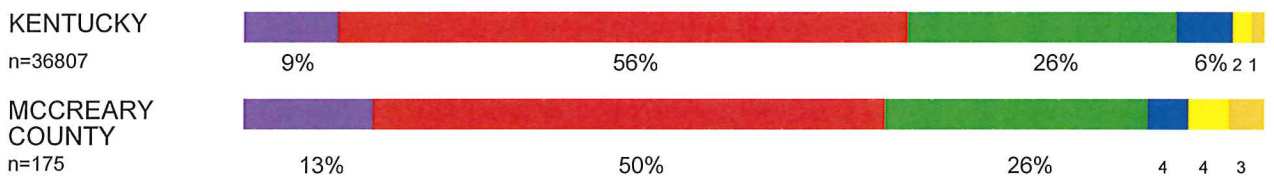
g. Communicating with parents/guardians and/or the community



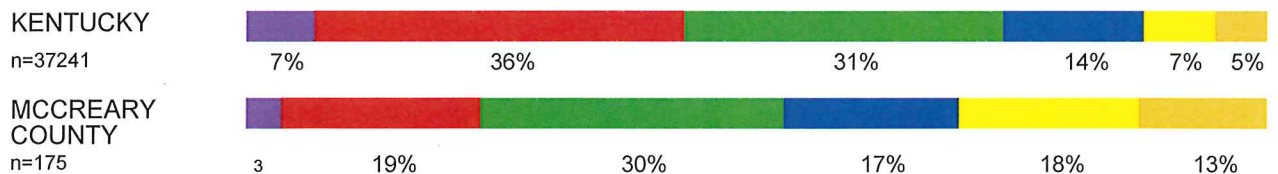
h. Addressing student discipline issues



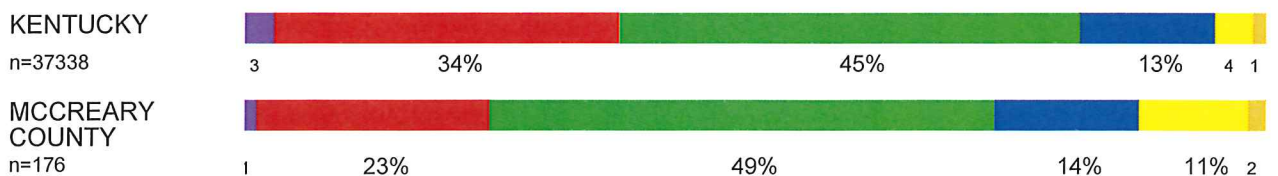
i. Professional learning



j. Preparation for required federal, state, and local assessments



k. Delivery of assessments



I. Utilizing results of assessments

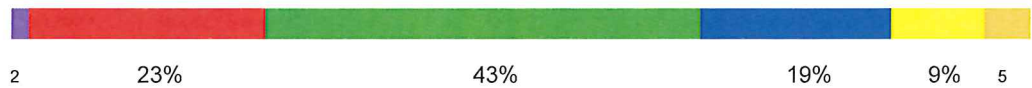
KENTUCKY

n=37337

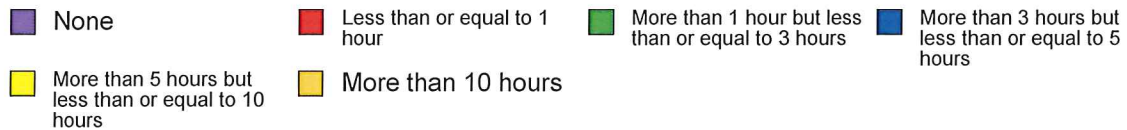


MCCREARY COUNTY

n=176



Q2.3 In an average week of teaching, how many hours do you spend on school-related activities outside the regular school work day (before or after school, and/or on weekends)?



KENTUCKY

n=37542



MCCREARY COUNTY

n=177

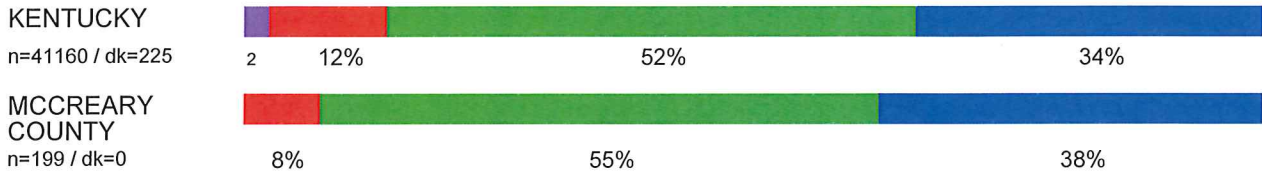


Facilities and Resources

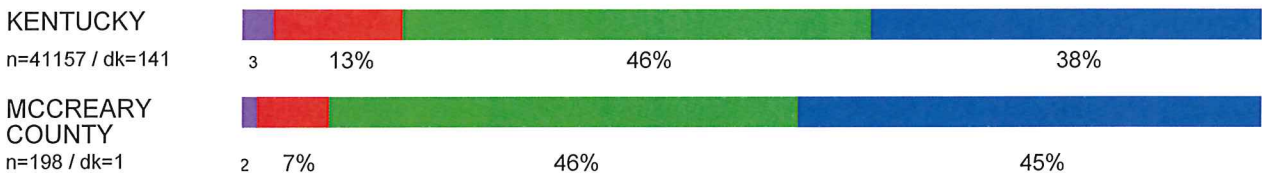
Q3.1 Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree

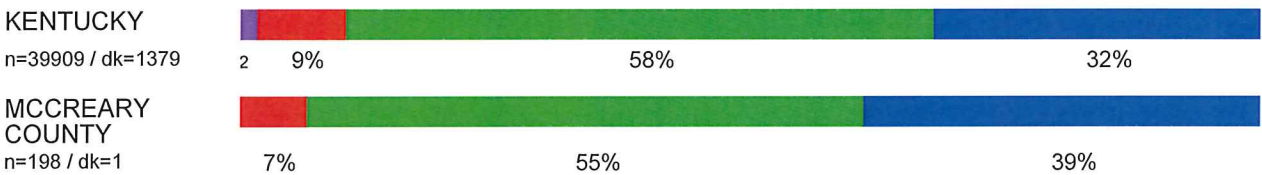
a. Teachers have sufficient access to appropriate instructional materials.



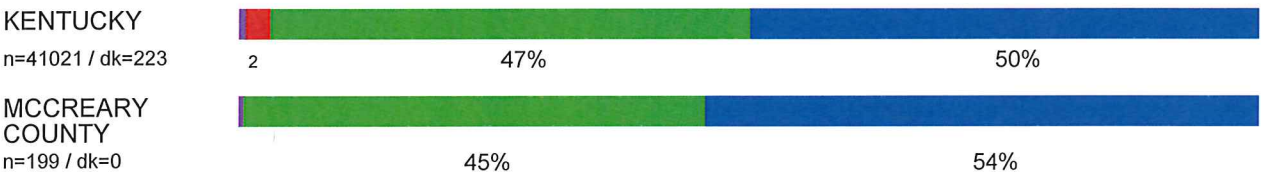
b. Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.



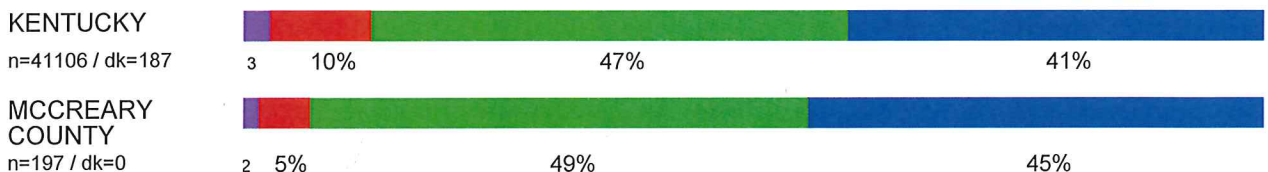
c. Teachers have sufficient support to use effectively the state-approved electronic platform (i.e., CIITS, EDS).



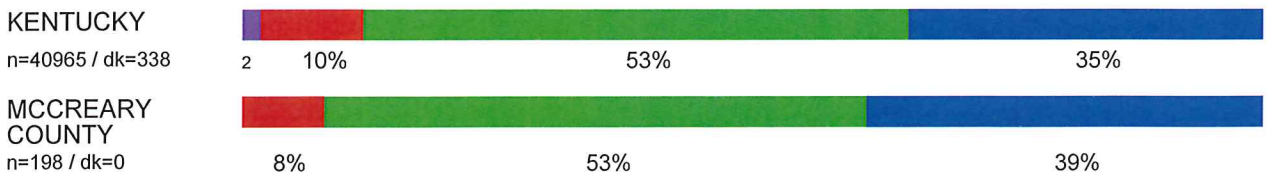
d. Teachers have access to reliable communication technology, including phones, faxes and email.



e. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.



f. Teachers have sufficient access to a broad range of professional support personnel.



g. The school environment is clean and well maintained.

KENTUCKY

n=41011 / dk=378



MCCREARY
COUNTY

n=197 / dk=1



h. Teachers have adequate space to work productively.

KENTUCKY

n=40960 / dk=260



MCCREARY
COUNTY

n=198 / dk=0



i. The physical environment of classrooms in this school supports teaching and learning.

KENTUCKY

n=40934 / dk=280



MCCREARY
COUNTY

n=199 / dk=0



j. The reliability and speed of Internet connections in this school are sufficient to support instructional practices.

KENTUCKY

n=41067 / dk=223



MCCREARY
COUNTY

n=199 / dk=0



k. Teachers have sufficient access to the library and media facilities.

KENTUCKY

n=40803 / dk=485



MCCREARY
COUNTY

n=198 / dk=0

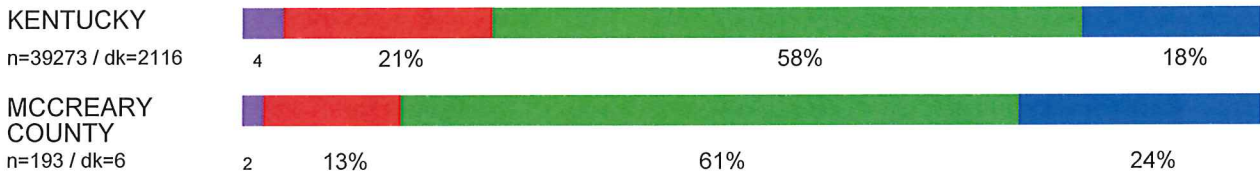


Community Support and Involvement

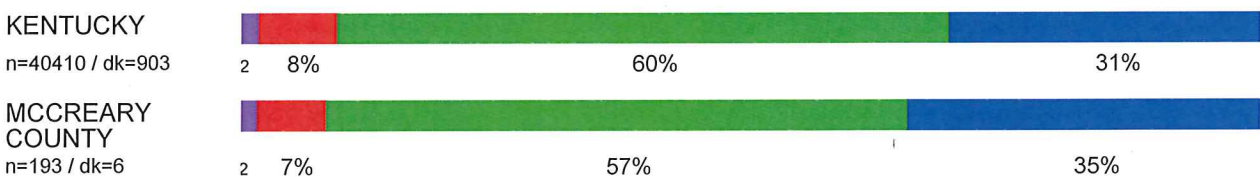
Q4.1 Please rate how strongly you agree or disagree with the following statements about community support and involvement in your school.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree

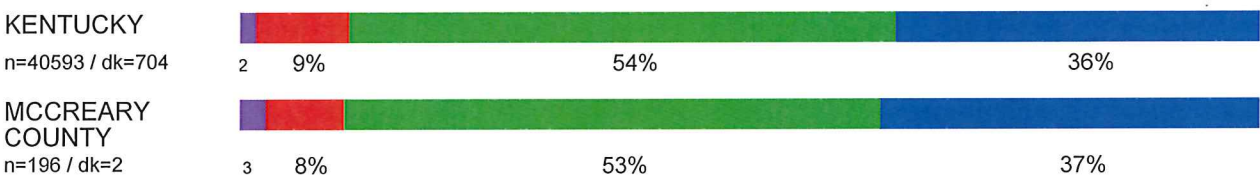
a. Parents/guardians are influential decision makers in this school.



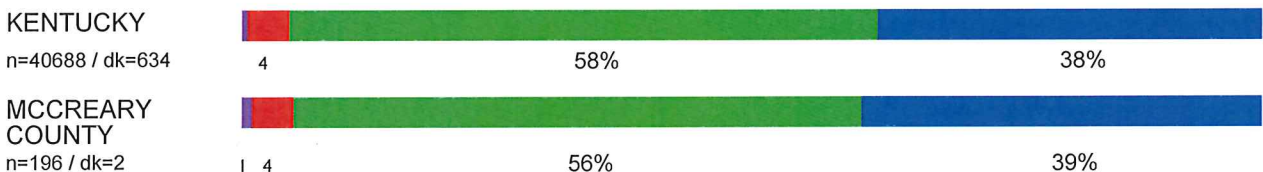
b. This school maintains clear, two-way communication with the community.



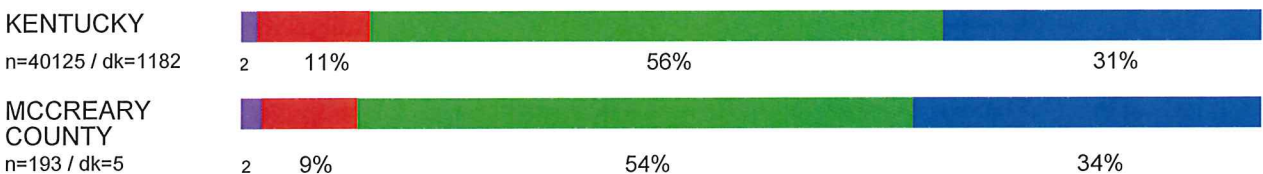
c. This school does a good job of encouraging parent/guardian involvement.



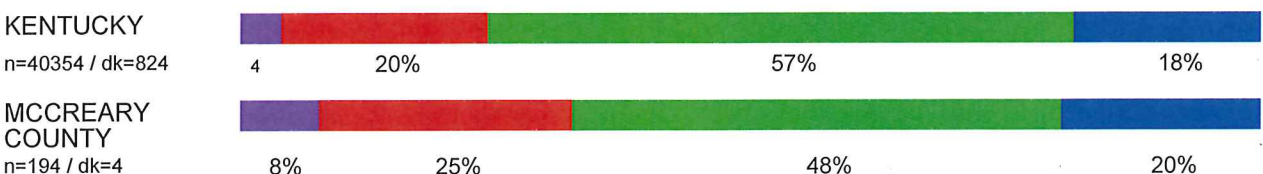
d. Teachers provide parents/guardians with useful information about student learning.



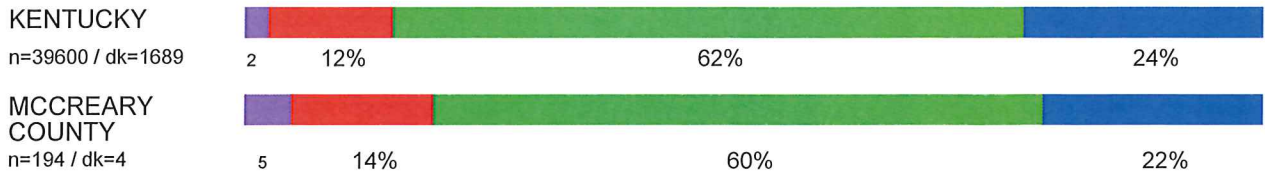
e. Parents/guardians know what is going on in this school.



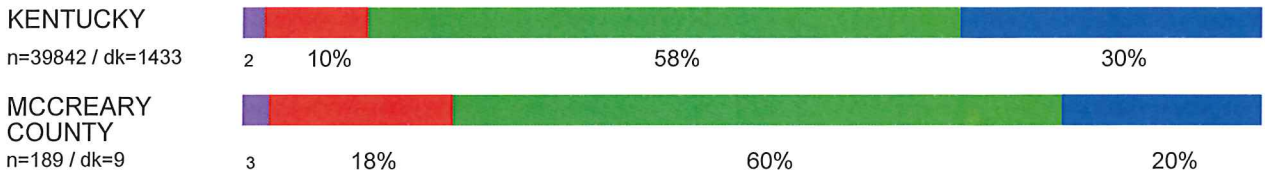
f. Parents/guardians support teachers, contributing to their success with students.



g. Community members support teachers, contributing to their success with students.



h. The community we serve is supportive of this school.

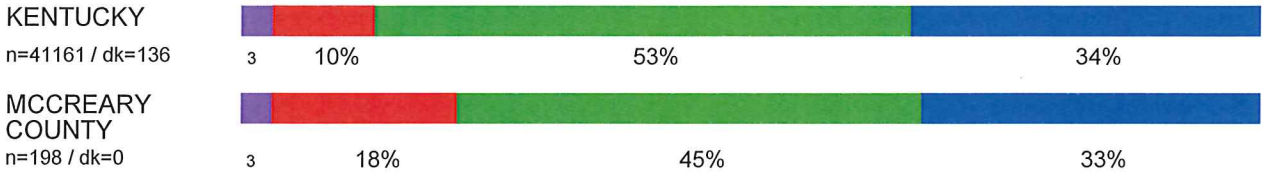


Managing Student Conduct

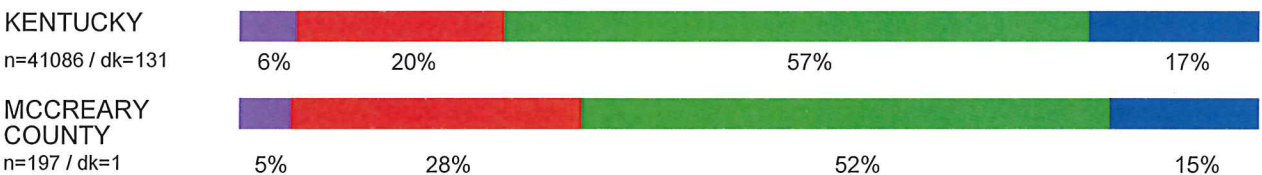
Q5.1 Please rate how strongly you agree or disagree with the following statements about managing student conduct in your school.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree

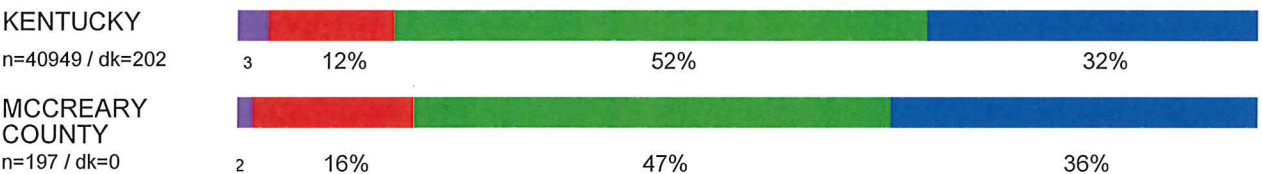
a. Students at this school understand expectations for their conduct.



b. Students at this school follow rules of conduct.



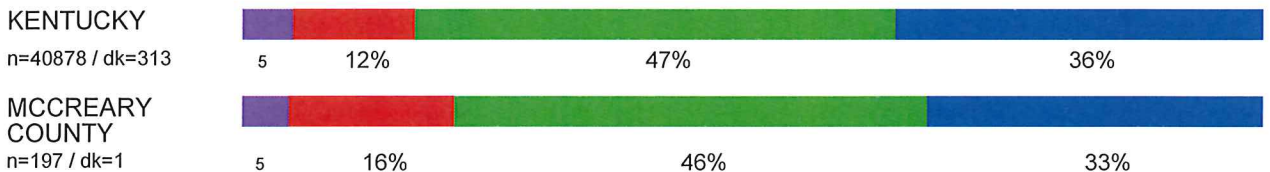
c. Policies and procedures about student conduct are clearly understood by the faculty.



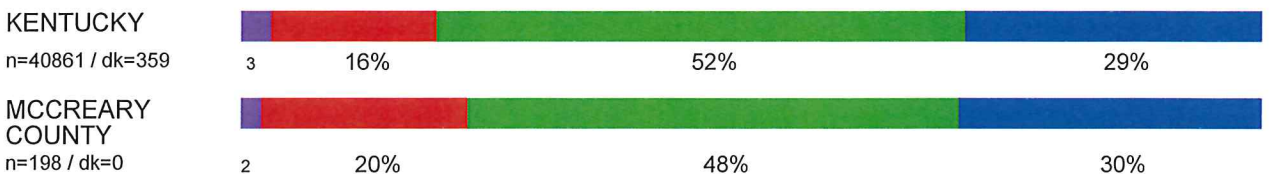
d. School administrators consistently enforce rules for student conduct.



e. School administrators support teachers' efforts to maintain discipline in the classroom.



f. Teachers consistently enforce rules for student conduct.



g. The faculty work in a school environment that is safe.

KENTUCKY

n=40943 / dk=264



MCCREARY
COUNTY

n=196 / dk=0

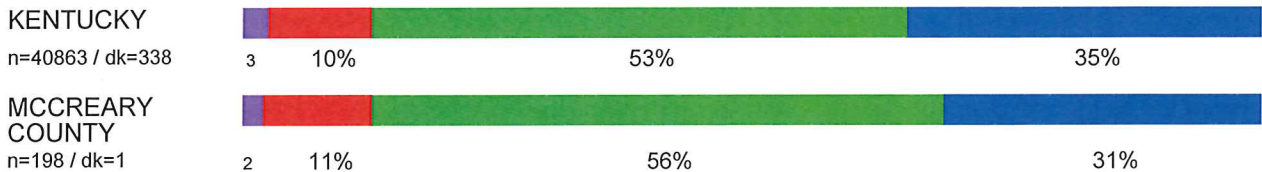


Teacher Leadership

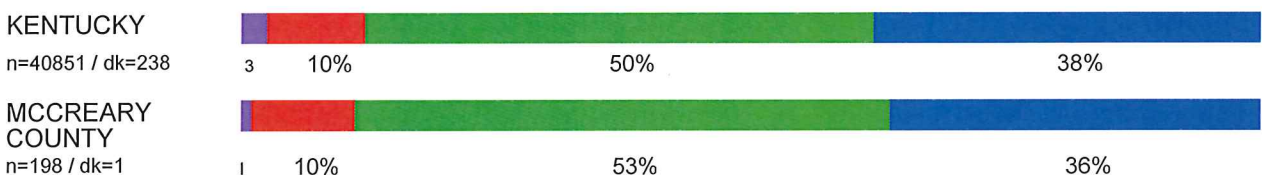
Q6.1 Please rate how strongly you agree or disagree with the following statements about teacher leadership in your school.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree

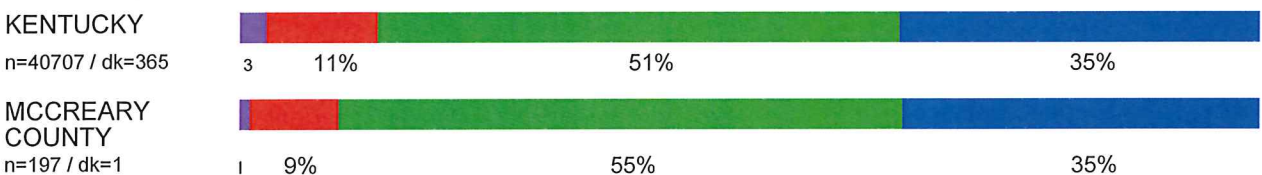
a. Teachers are recognized as educational experts.



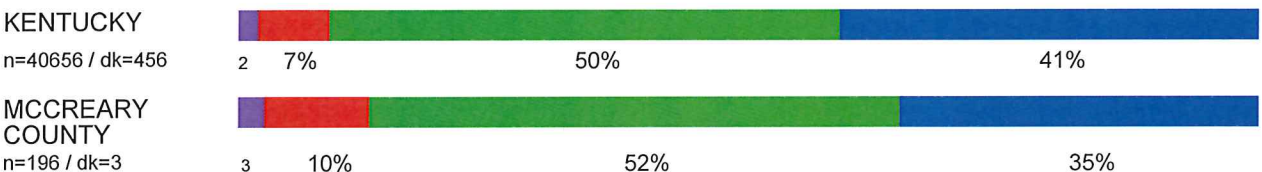
b. Teachers are trusted to make sound professional decisions about instruction.



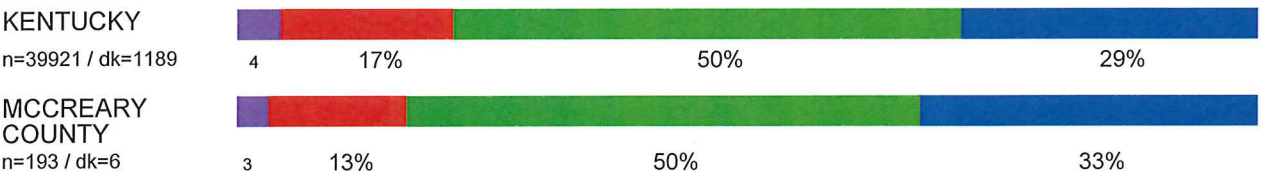
c. Teachers are relied upon to make decisions about educational issues.



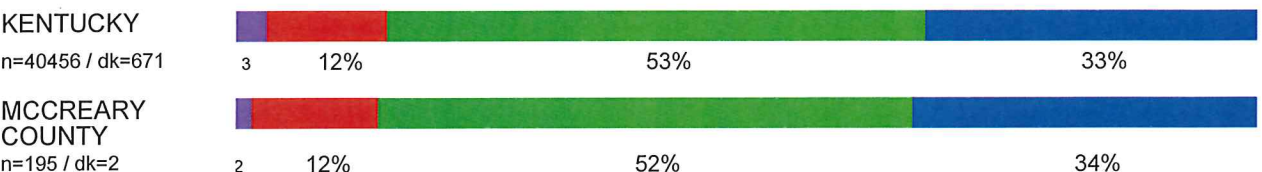
d. Teachers are encouraged to participate in school leadership roles.



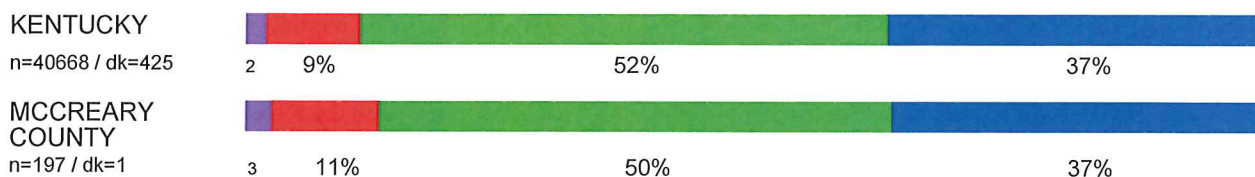
e. The faculty has an effective process for making group decisions to solve problems.



f. In this school we take steps to solve problems.



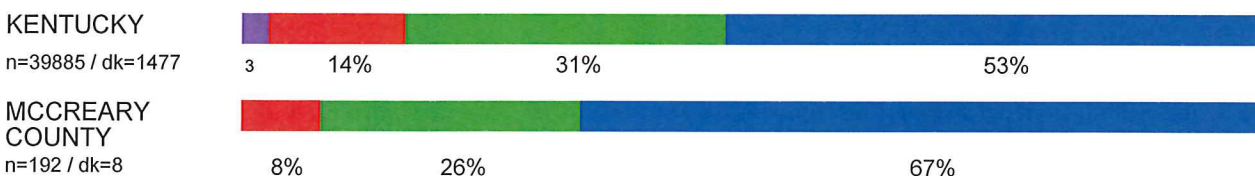
g. Teachers are effective leaders in this school.



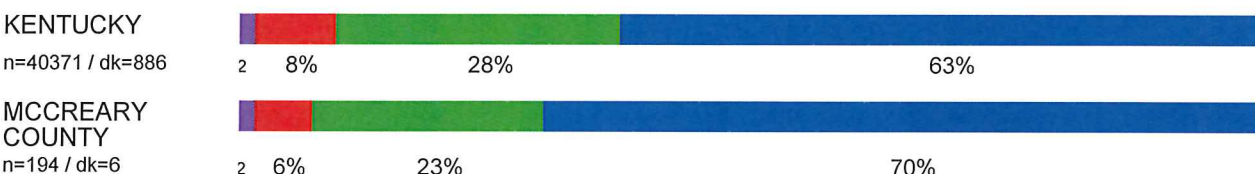
Q6.2 Please indicate the role teachers have at your school in each of the following areas.

■ No role at all
 ■ Small role
 ■ Moderate role
 ■ Large role

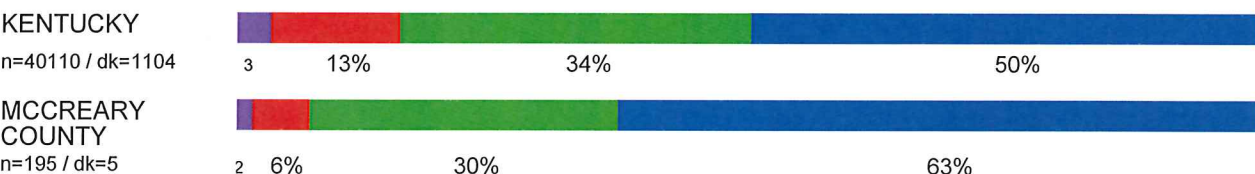
a. Selecting instructional materials and resources



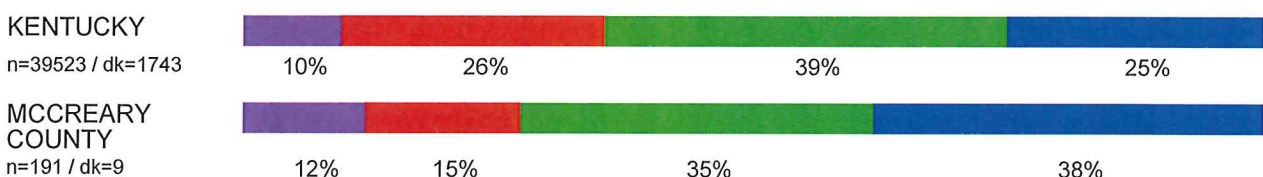
b. Devising teaching techniques



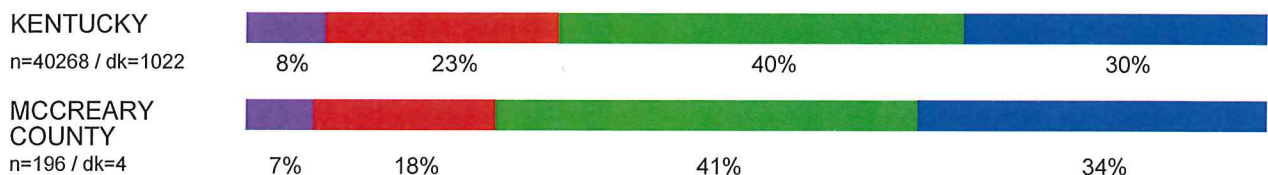
c. Setting grading and student assessment practices



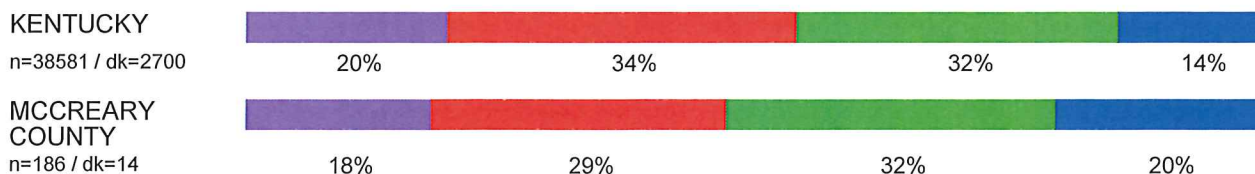
d. Determining the content of in-service professional learning programs



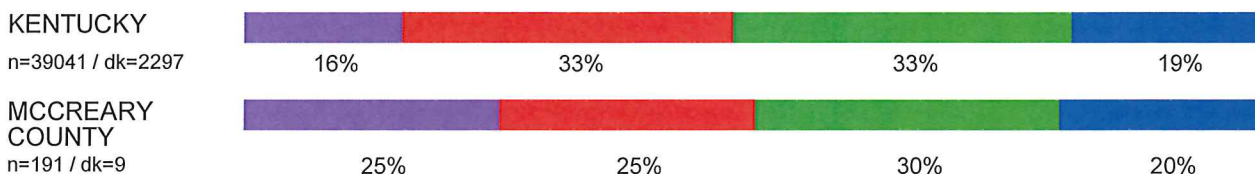
e. Establishing student discipline procedures



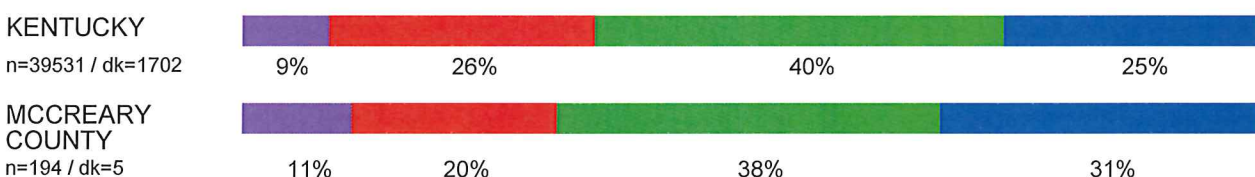
f. Providing input on how the school budget will be spent



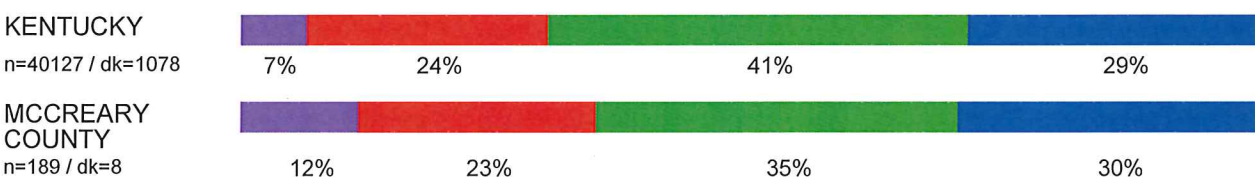
g. Selecting teachers new to this school



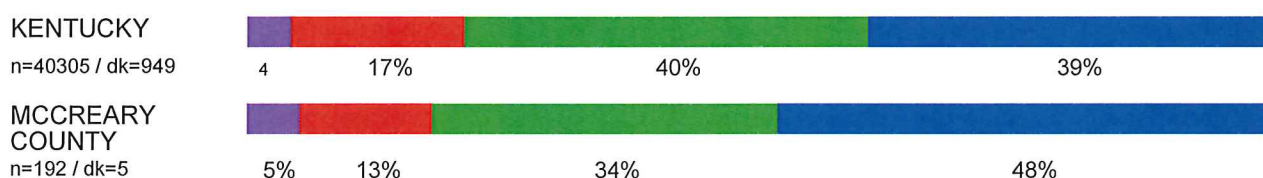
h. Planning school improvement



i. Leading professional learning

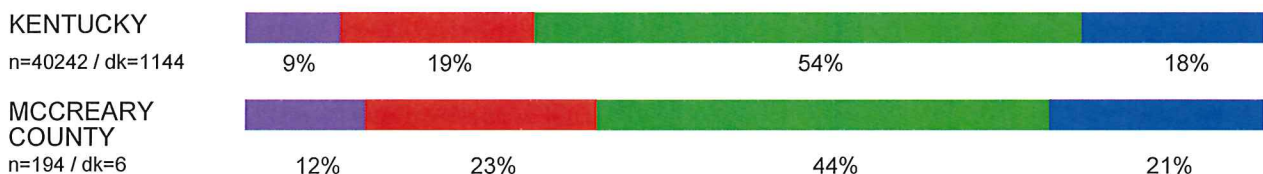


j. Modeling instructional methods, assessments, and/or classroom management



Q6.5 Teachers have an appropriate level of influence on decision making in this school.

Strongly disagree Disagree Agree Strongly agree

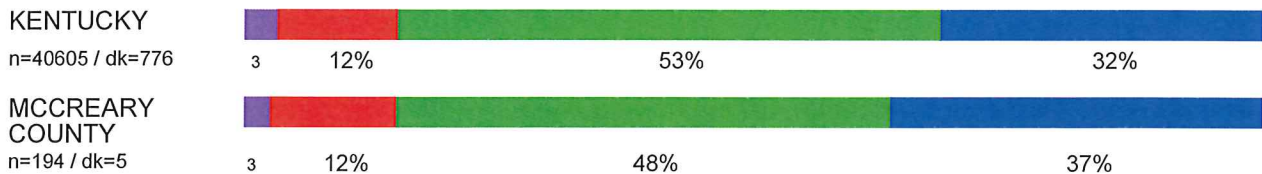


School Leadership

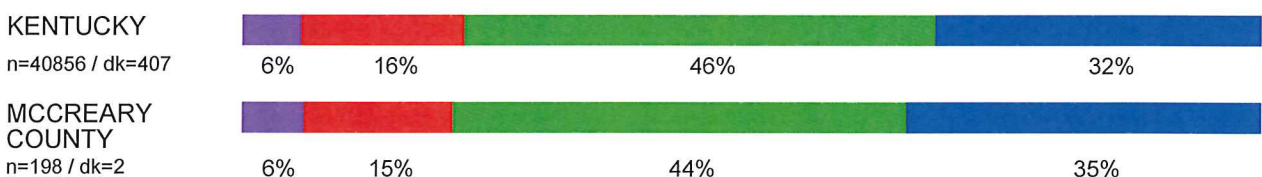
Q7.1 Please rate how strongly you agree or disagree with the following statements about school leadership in your school.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree

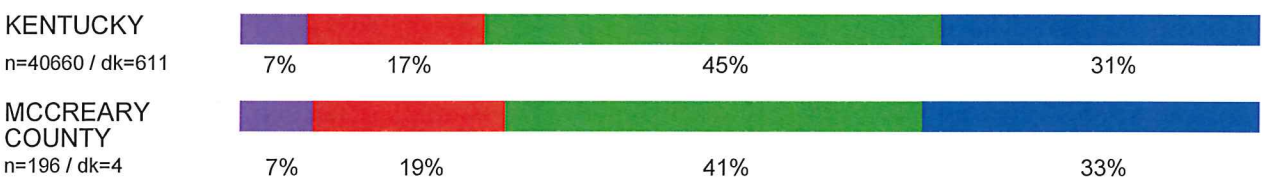
a. The faculty and leadership have a shared vision.



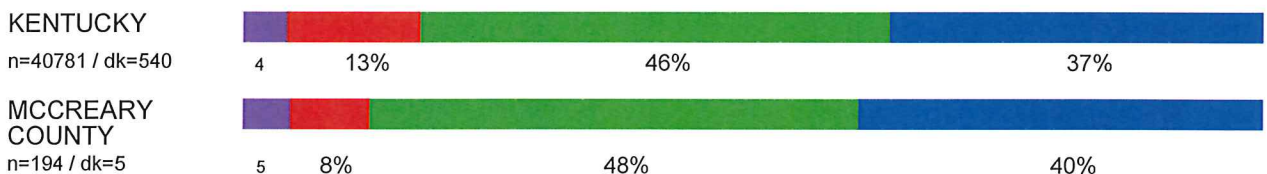
b. There is an atmosphere of trust and mutual respect in this school.



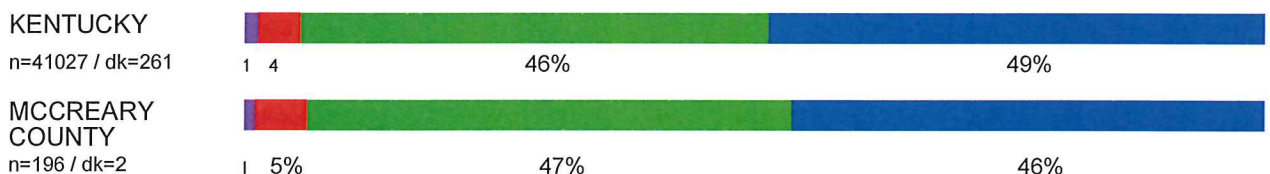
c. Teachers feel comfortable raising issues and concerns that are important to them.



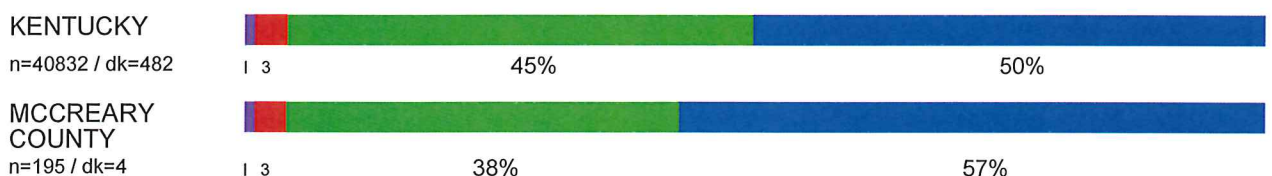
d. The school leadership consistently supports teachers.



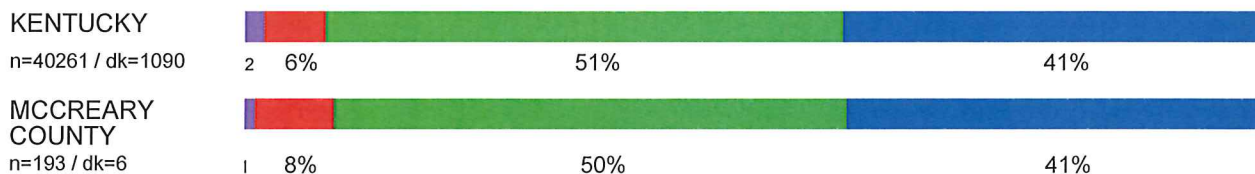
e. Teachers are held to high professional standards for delivering instruction.



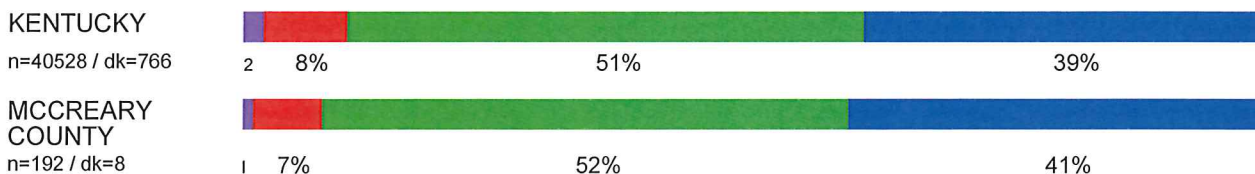
f. The school leadership facilitates using data to improve student learning.



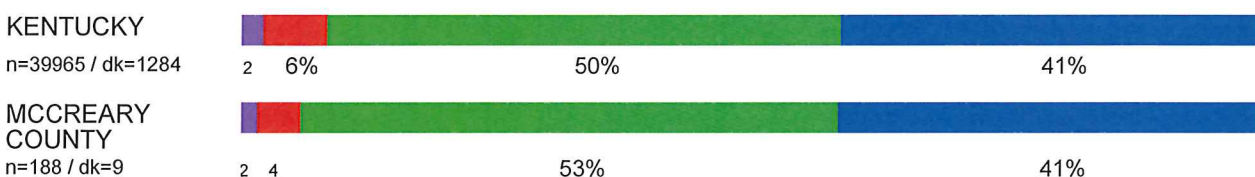
g. Teacher performance is assessed objectively.



h. Teachers receive feedback that can help them improve teaching.



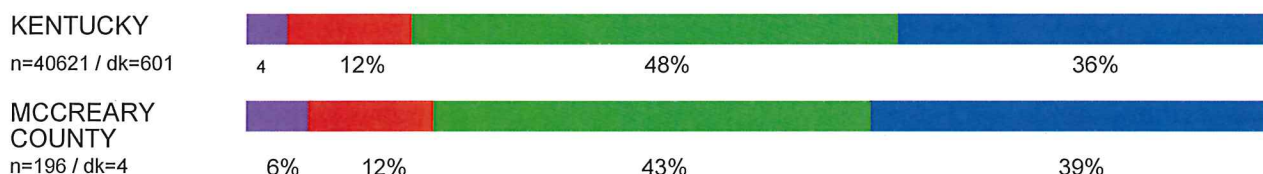
i. The procedures for teacher evaluation are consistent.



j. The school improvement team provides effective leadership at this school.



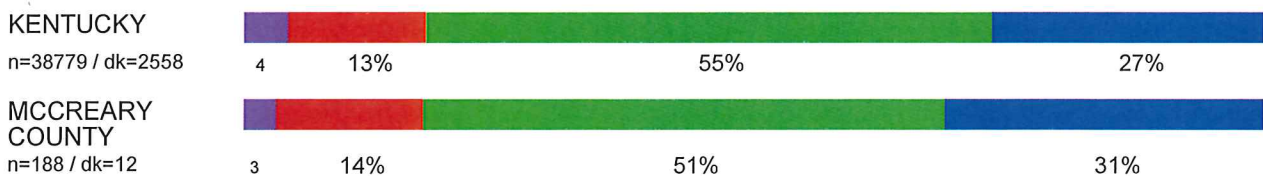
k. The faculty are recognized for accomplishments.



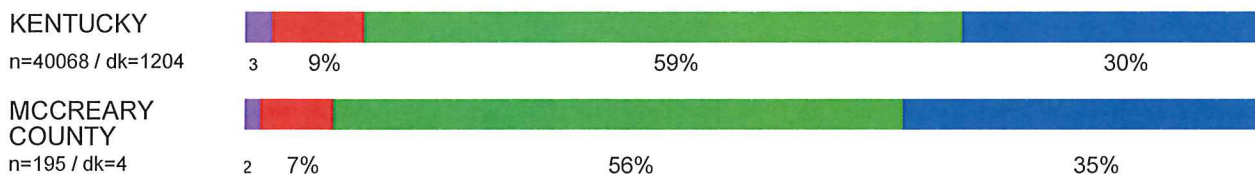
Q7.3 The school leadership makes a sustained effort to address teacher concerns about:

Strongly disagree Disagree Agree Strongly agree

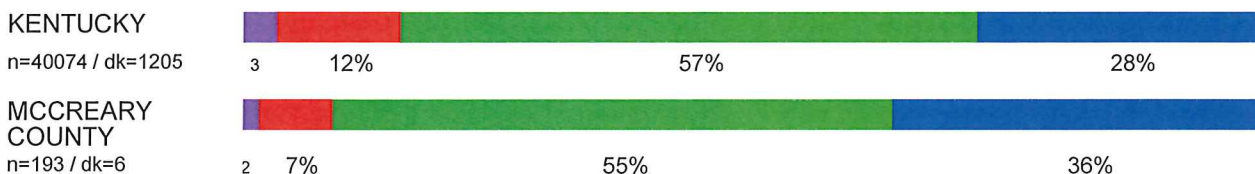
a. Leadership issues



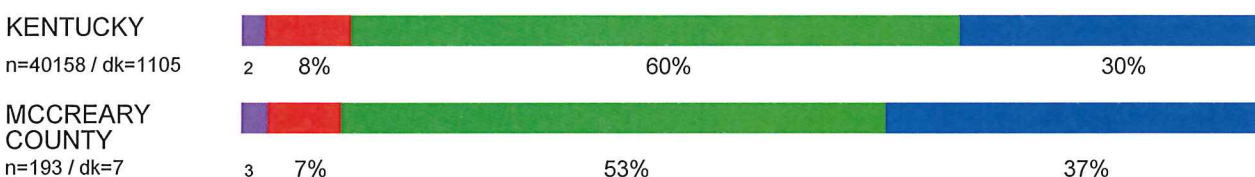
b. Facilities and resources



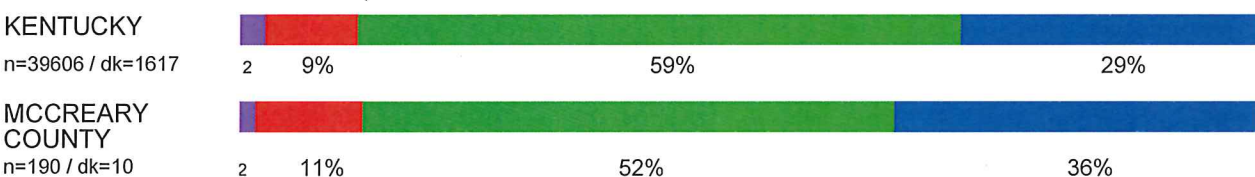
c. The use of time in my school



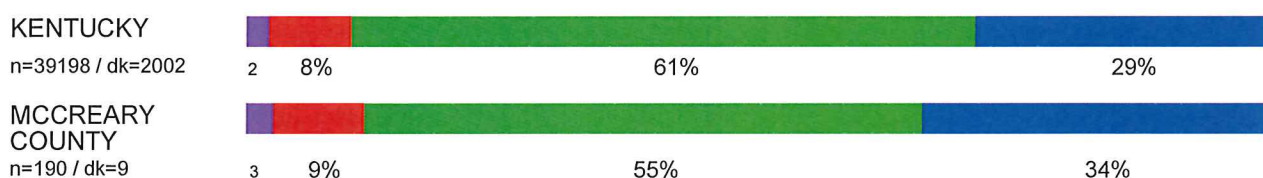
d. Professional learning



e. Teacher leadership



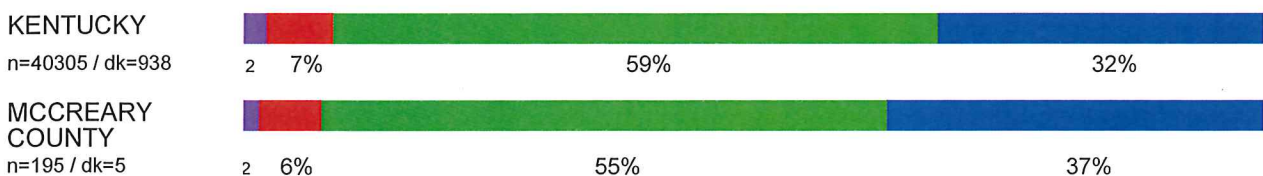
f. Community support and involvement



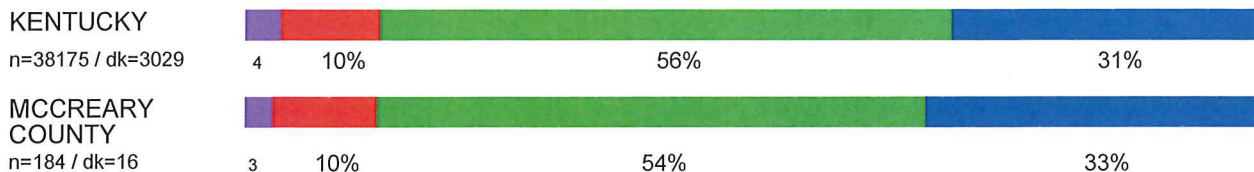
g. Managing student conduct



h. Instructional practices and support



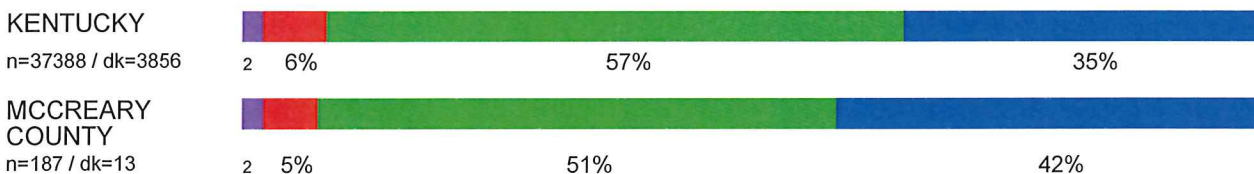
i. New teacher support



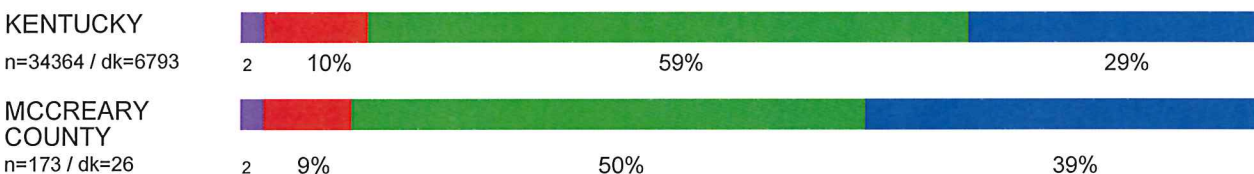
Q7.4 Please rate how strongly you agree or disagree with the following statements about the school council in your school.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree

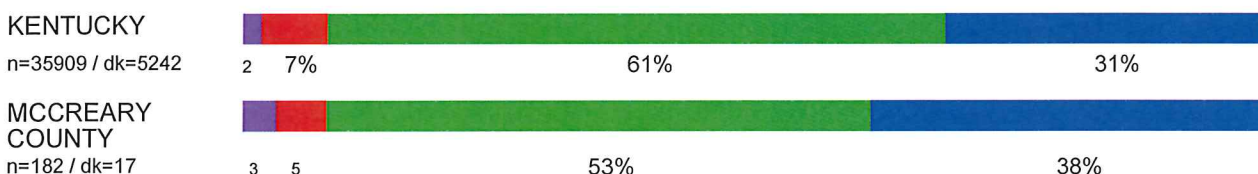
a. Teachers on the school council are representative of the faculty (i.e. experience, subject/grade, etc.)



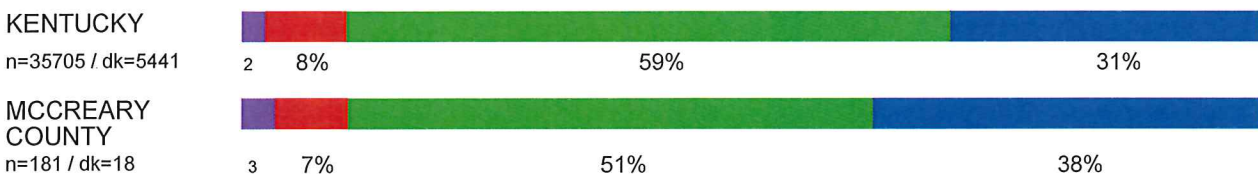
b. Parents on the school council are representative of the diversity within the school community.



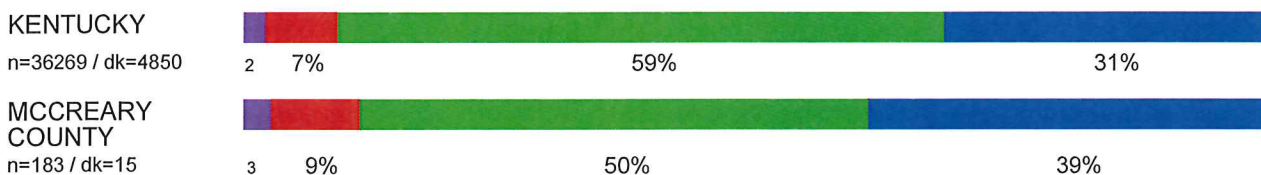
c. The school council makes decisions that positively impact instruction (i.e. curriculum, instructional practices, etc.).



d. The school council makes decisions that positively impact school staffing and schedules.



e. Overall, the school council provides effective leadership in this school.

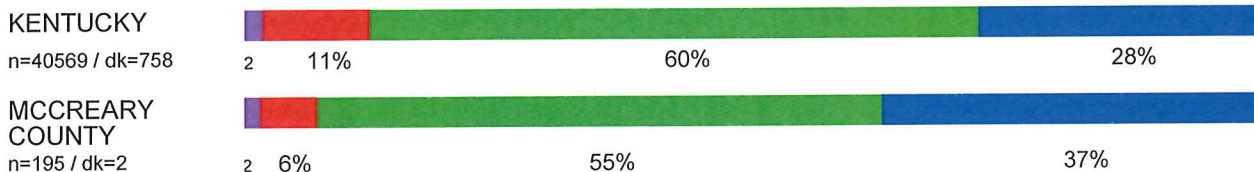


Professional Learning

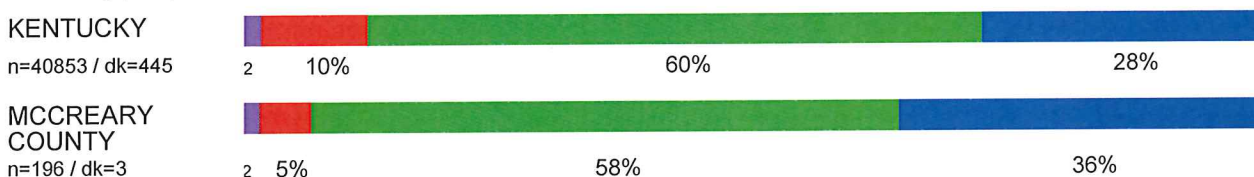
Q8.1 Please rate how strongly you agree or disagree with statements about professional learning in your school.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree

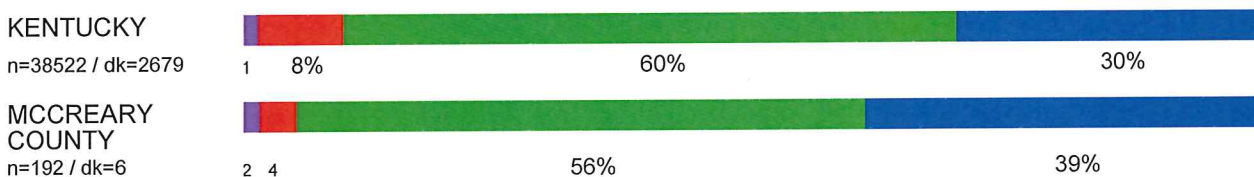
a. Sufficient resources are available for professional learning in my school.



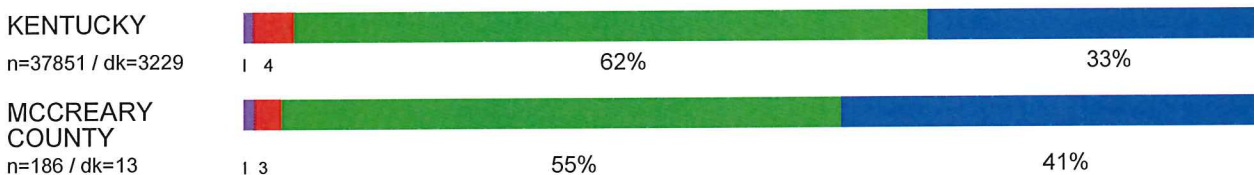
b. An appropriate amount of time is provided for professional learning.



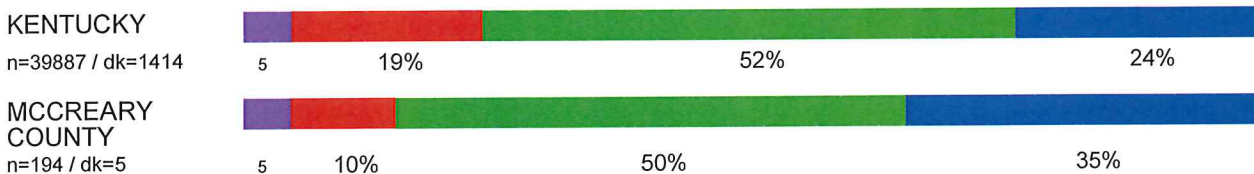
c. Professional learning offerings are data driven.



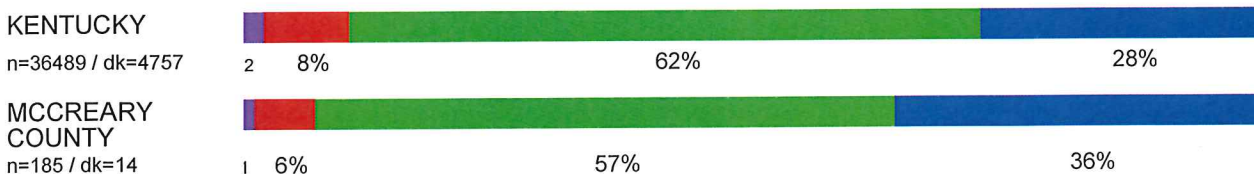
d. Professional learning opportunities are aligned with the school's improvement plan.



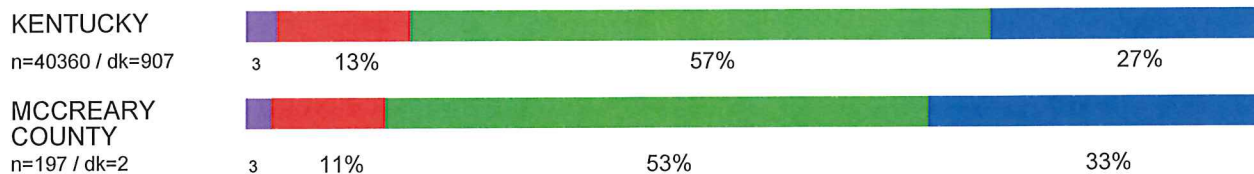
e. Professional learning is differentiated to meet the needs of individual teachers.



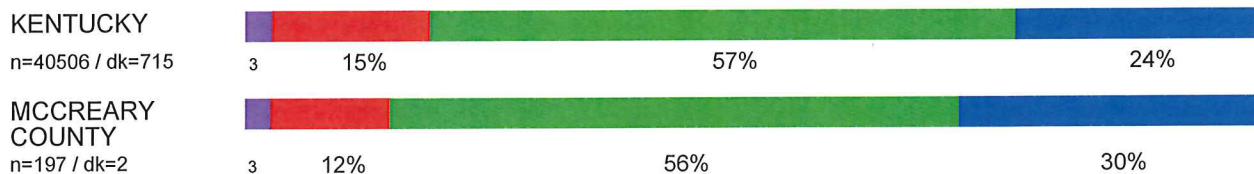
f. Decision making about professional learning is guided by evidence from the growth and effectiveness system.



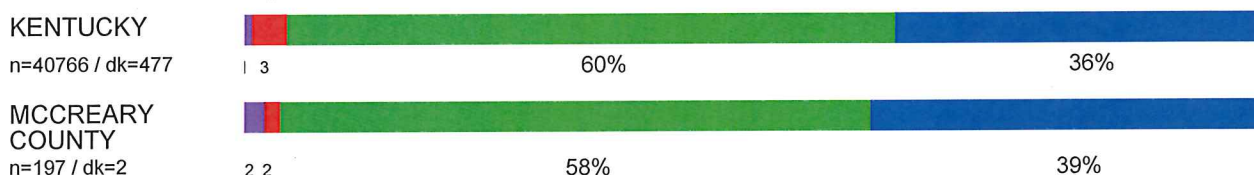
g. Professional learning deepens teachers' content knowledge.



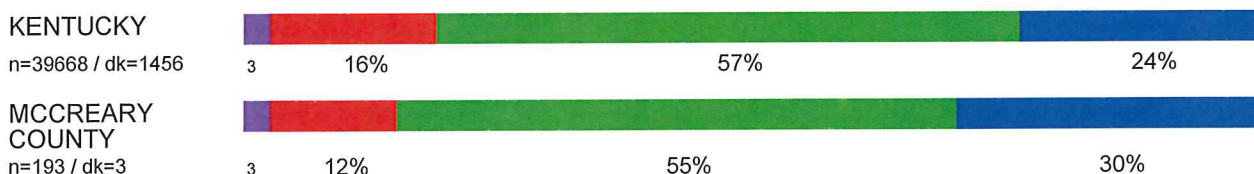
h. Teachers have sufficient training to fully utilize instructional technology.



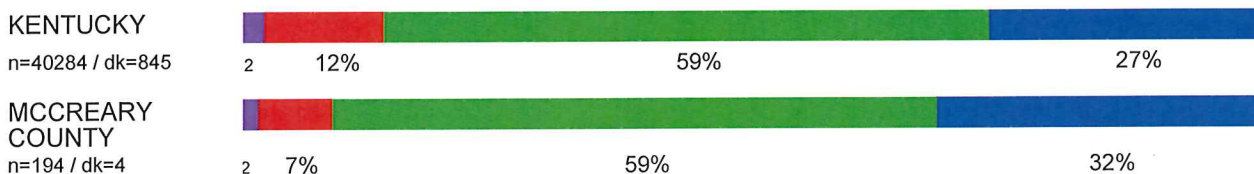
i. Teachers are encouraged to reflect on their own practice.



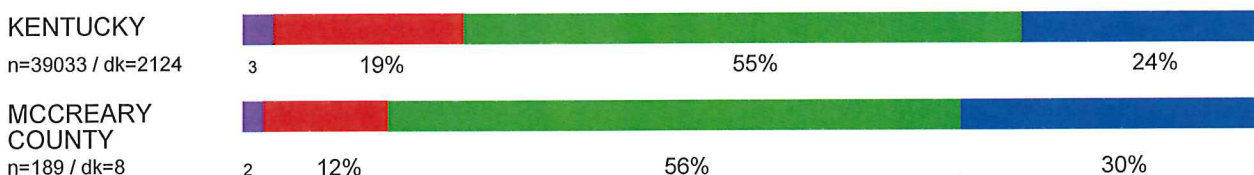
j. In this school, follow up is provided from professional learning.



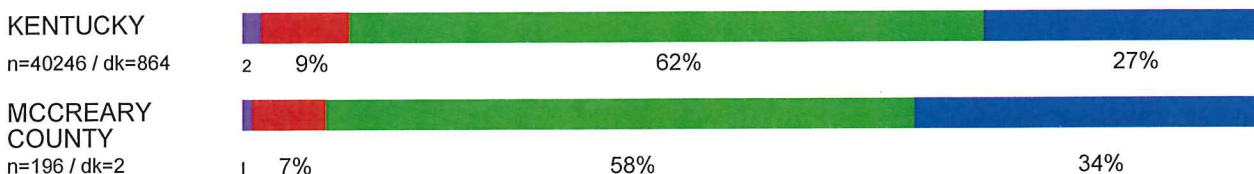
k. Professional learning provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.



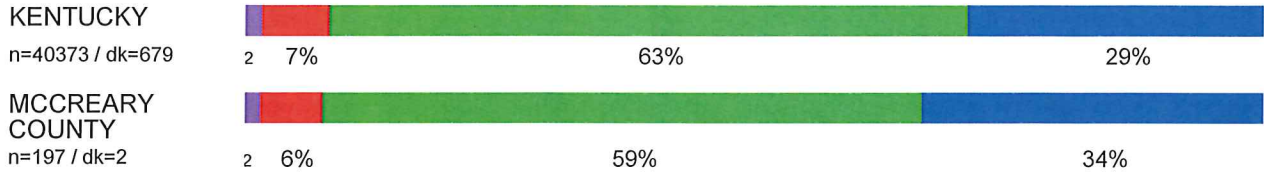
l. Professional learning is evaluated and results are communicated to teachers.



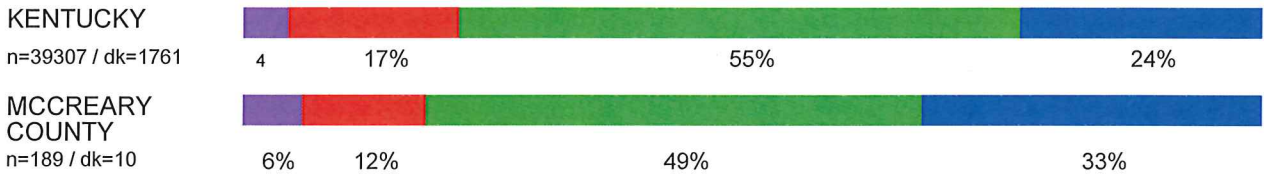
m. Professional learning enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.



n. Professional learning enhances teachers' abilities to improve student learning.



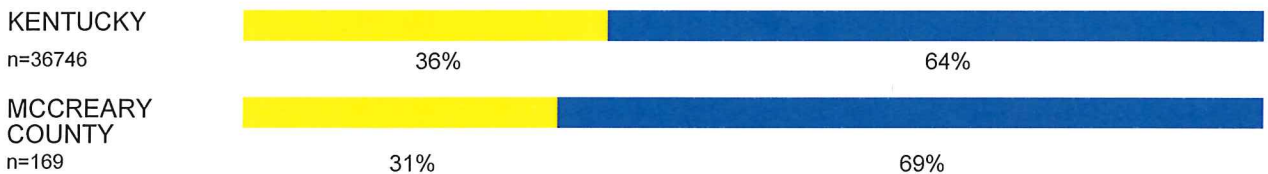
o. Teachers contribute to the planning, selection, and/or design of professional learning.



Q8.2 In which of the following areas (if any) do you need professional learning to teach your students more effectively?

Yes No

a. Your content area



b. Kentucky Academic Standards



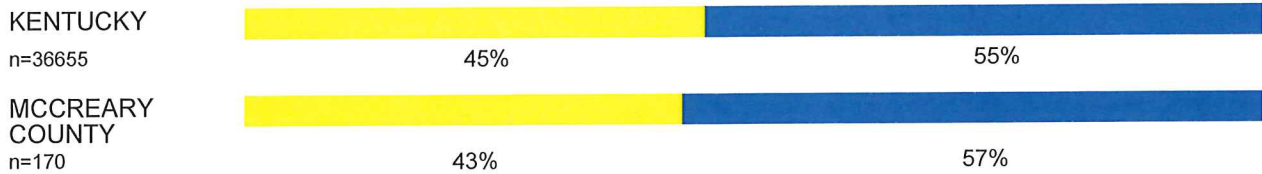
c. Student assessment



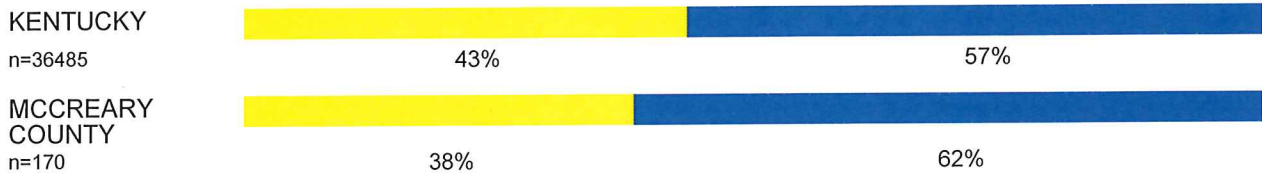
d. Differentiating instruction



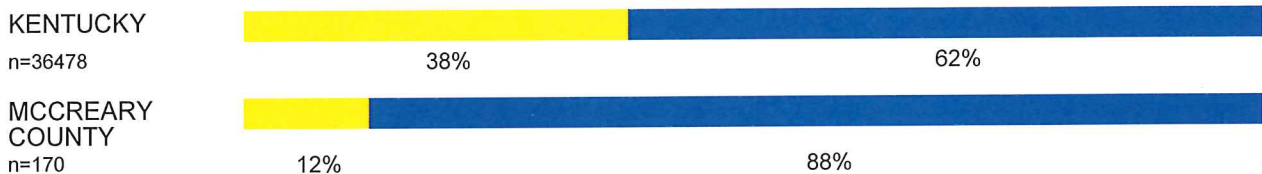
e. Special education (students with disabilities)



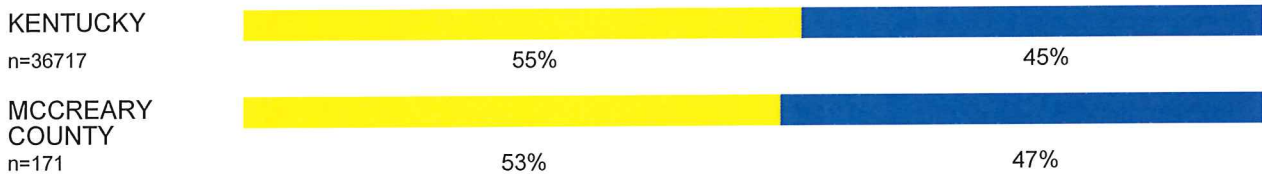
f. Special education (gifted and talented)



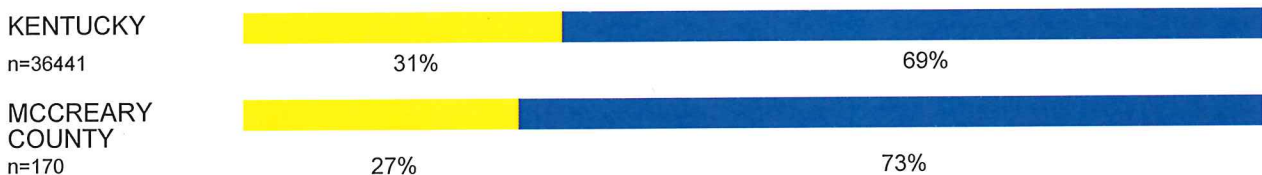
g. English Language Learners



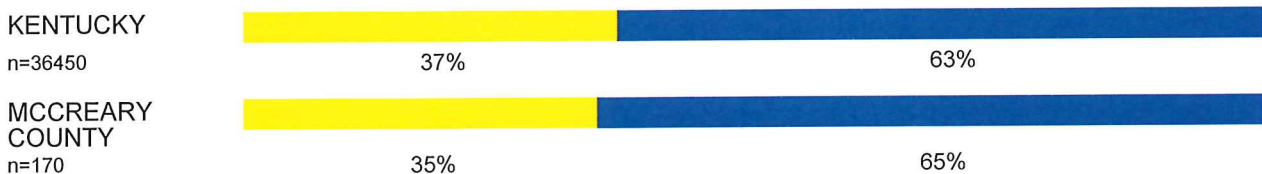
h. Closing the Achievement Gap



i. Methods of teaching



j. Reading strategies



k. Integrating technology into instruction



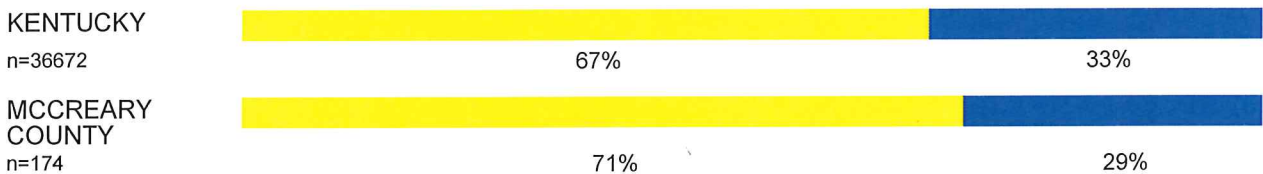
I. Classroom management techniques



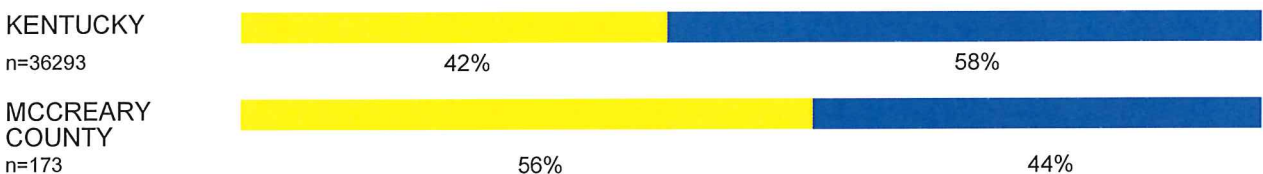
Q8.3 In the past 2 years have you had 10 clock hours or more of professional learning in any of the following areas?

Yes No

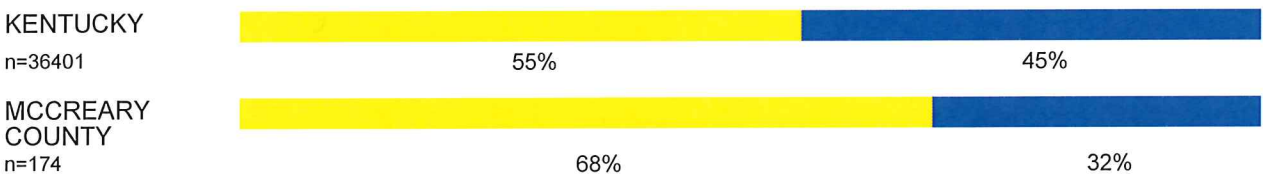
a. Your content area



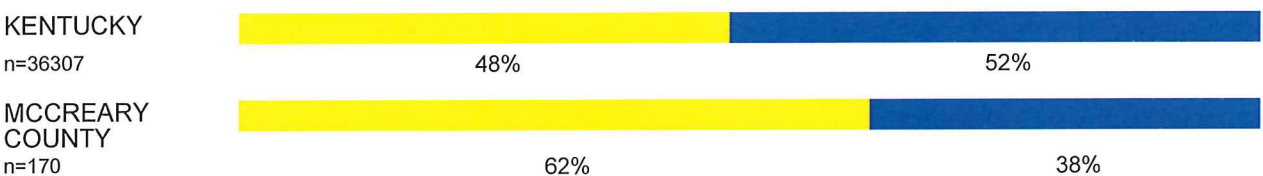
b. Kentucky Academic Standards



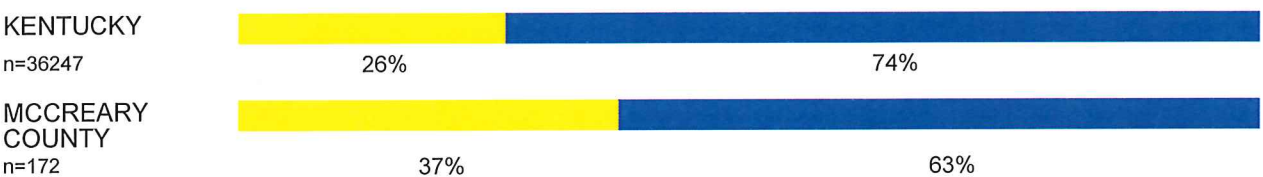
c. Student assessment



d. Differentiating instruction



e. Special education (students with disabilities)



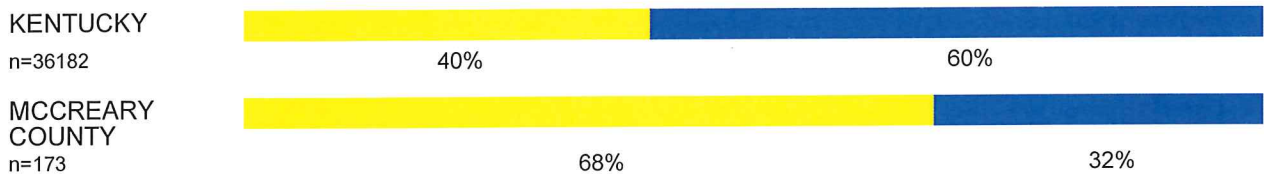
f. Special education (gifted and talented)



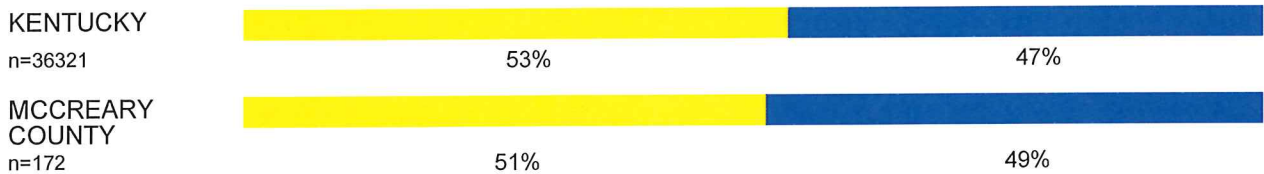
g. English Language Learners



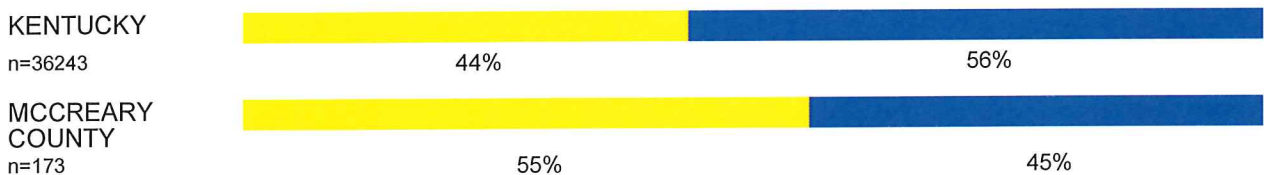
h. Closing the Achievement Gap



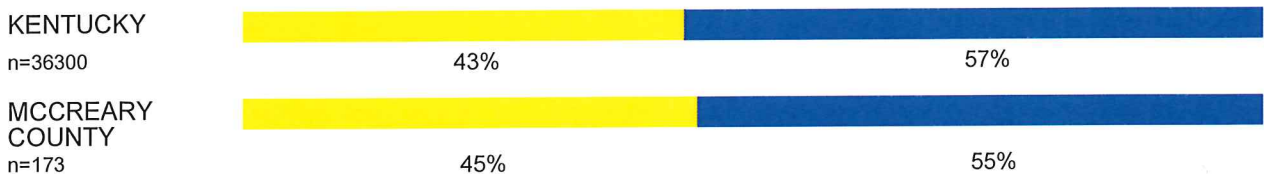
i. Methods of teaching



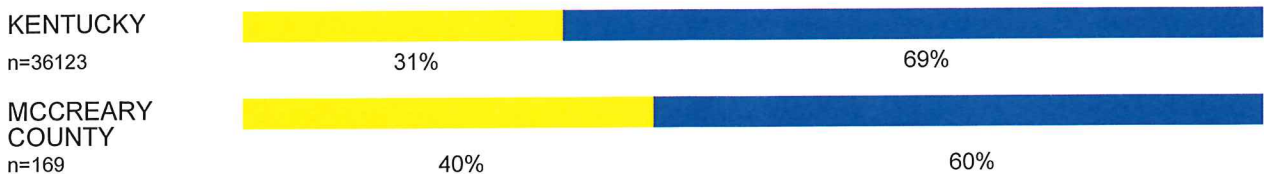
j. Reading strategies



k. Integrating technology into instruction



l. Classroom management techniques

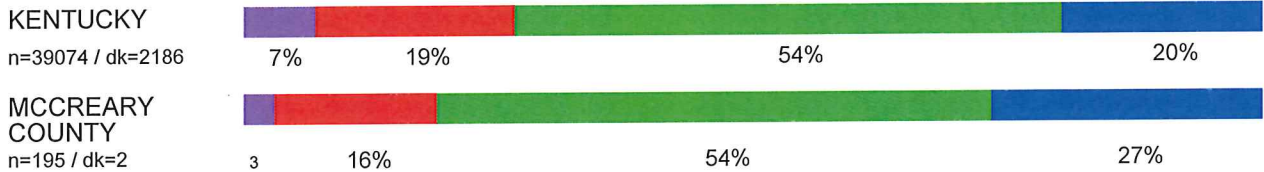


Instructional Practices and Support

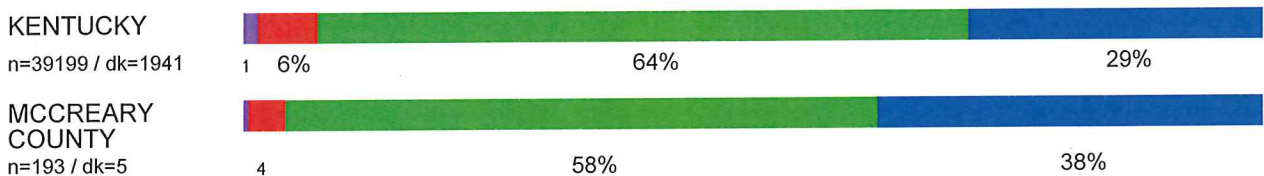
Q9.1 Please rate how strongly you agree or disagree with the following statements about instructional practices and support in your school.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree

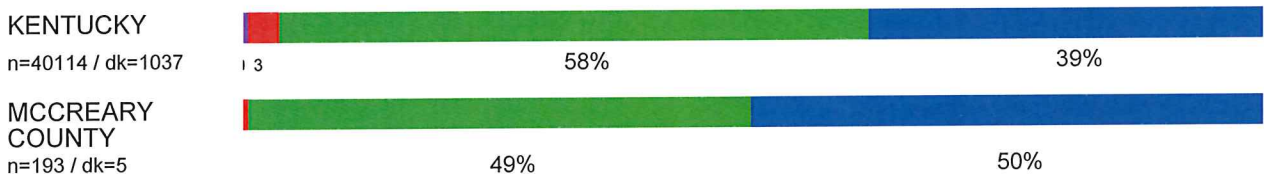
a. State assessment data are available in time to impact instructional practices.



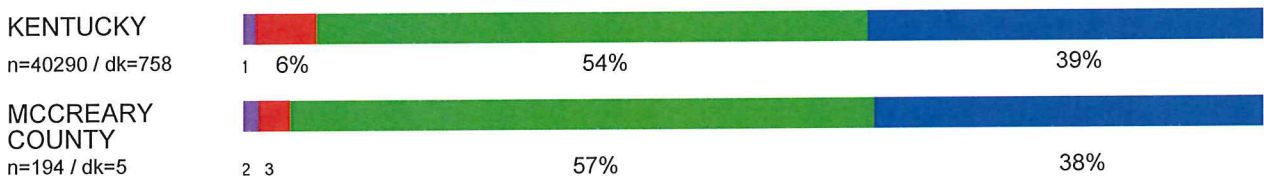
b. Local assessment data are available in time to impact instructional practices.



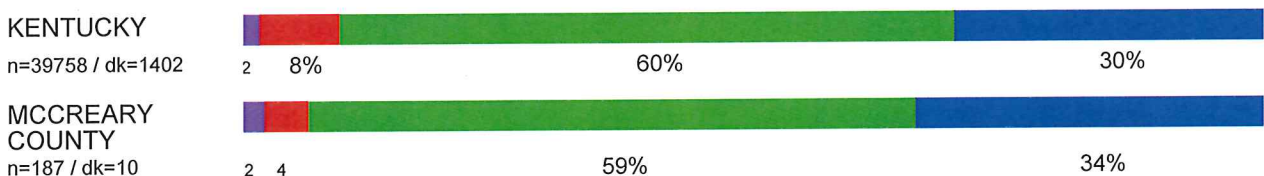
c. Teachers use assessment data to inform their instruction.



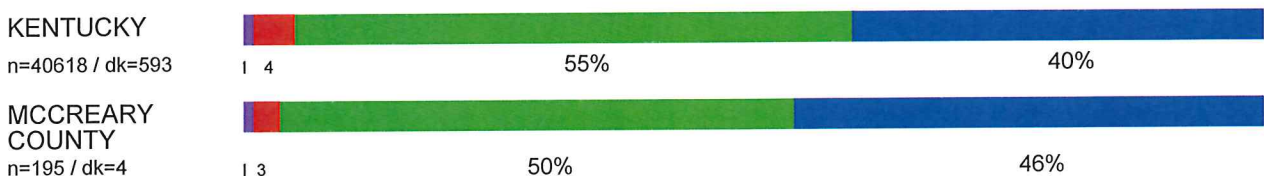
d. Teachers work in professional learning communities to develop and align instructional practices.



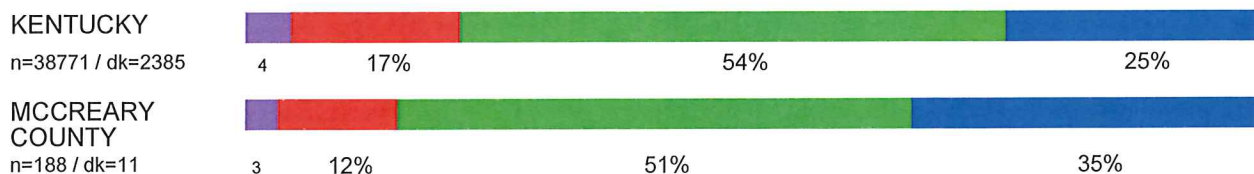
e. Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.



f. Teachers are encouraged to try new things to improve instruction.



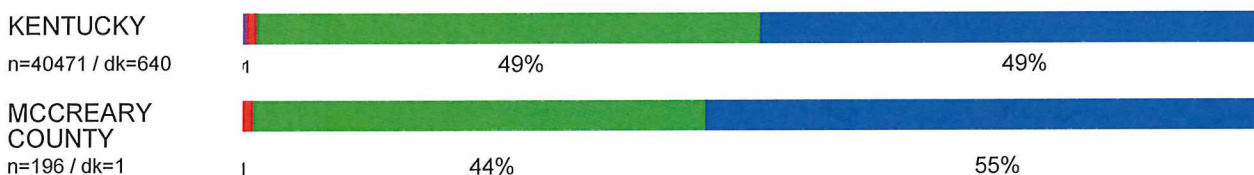
g. Teachers are assigned classes that maximize their likelihood of success with students.



h. Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).



i. The curriculum taught in this school is aligned with Kentucky Academic Standards.

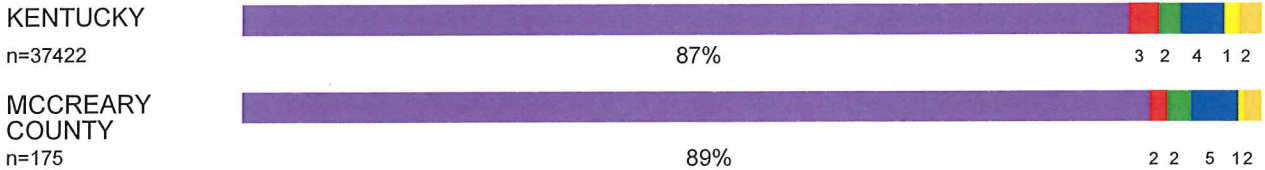
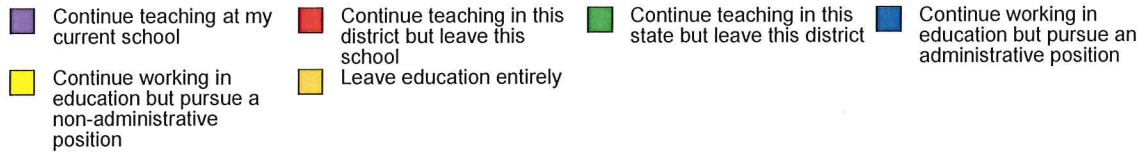


j. An appropriate amount of instructional time is spent on required local assessments in this school.

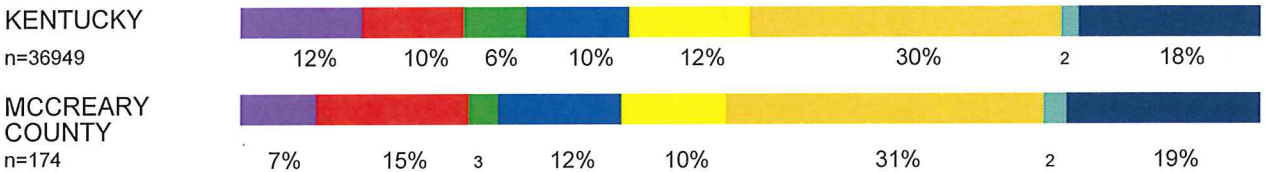


Overall

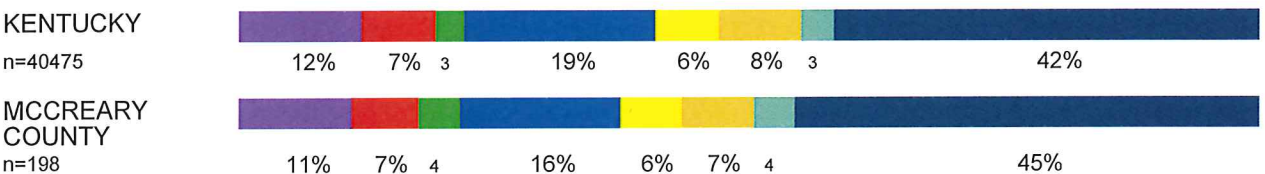
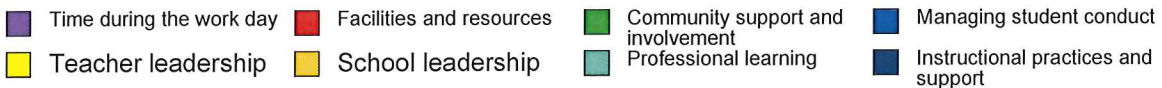
Q10.1 Which of the following best describes your immediate professional plans? (Select one.)



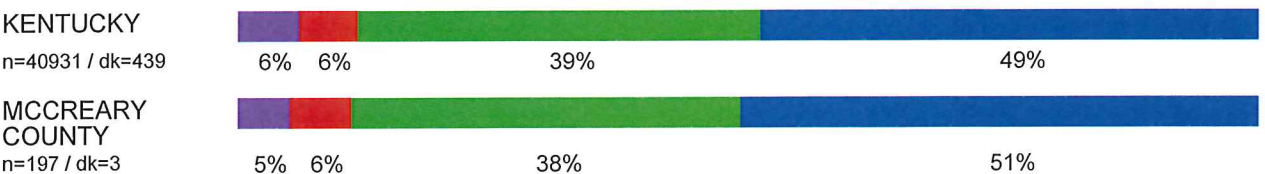
Q10.3 Which aspect of your teaching conditions most affects your willingness to keep teaching at your school? (Select one.)



Q10.5 Which aspect of your teaching conditions is most important to you in promoting student learning? (Select one.)



Q10.6 Overall, my school is a good place to work and learn.



Q10.7 At this school, we utilize the results from the TELL Kentucky Survey as a tool for school improvement.

Strongly disagree Disagree Agree Strongly agree

KENTUCKY

n=31630 / dk=9388



MCCREARY
COUNTY

n=166 / dk=34



New Teacher Support

Q11.1 As a beginning teacher, I have received the following kinds of supports during this current school year.

Yes

No

a. Formally assigned resource teacher/mentor

KENTUCKY

n=5464

75%

25%

MCCREARY
COUNTY

n=29

76%

24%

b. Seminars specifically designed for new teachers

KENTUCKY

n=5445

63%

37%

MCCREARY
COUNTY

n=28

39%

61%

c. Reduced workload

KENTUCKY

n=5432

24%

76%

MCCREARY
COUNTY

n=28

29%

71%

d. Common planning time with other teachers

KENTUCKY

n=5446

81%

19%

MCCREARY
COUNTY

n=29

90%

10%

e. Release time to observe other teachers

KENTUCKY

n=5425

51%

49%

MCCREARY
COUNTY

n=28

64%

36%

f. Formal time to meet with mentor during school hours

KENTUCKY

n=5436

52%

48%

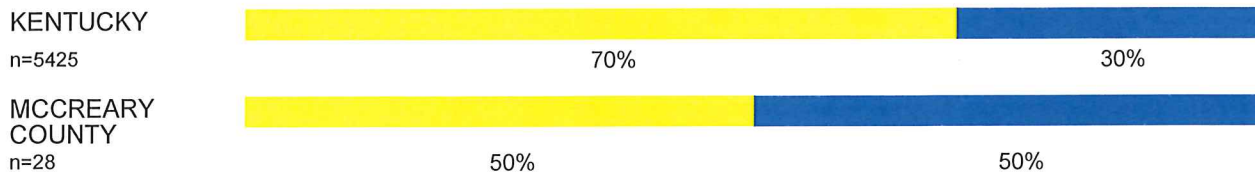
MCCREARY
COUNTY

n=29

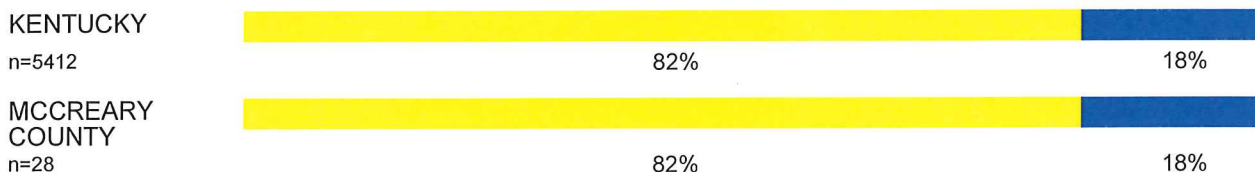
62%

38%

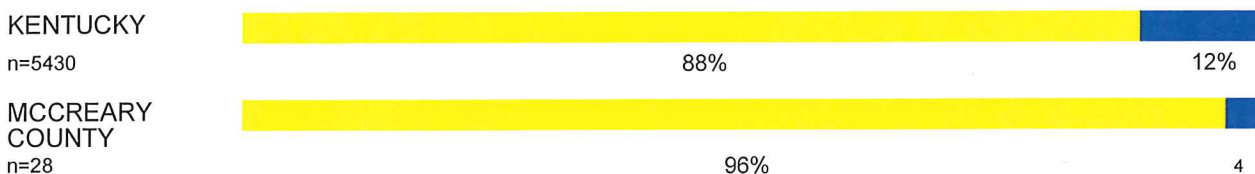
g. Orientation for new teachers



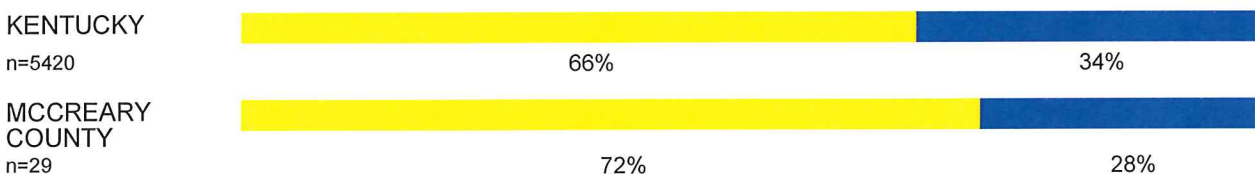
h. Access to professional learning communities where I could discuss concerns with other teacher(s)



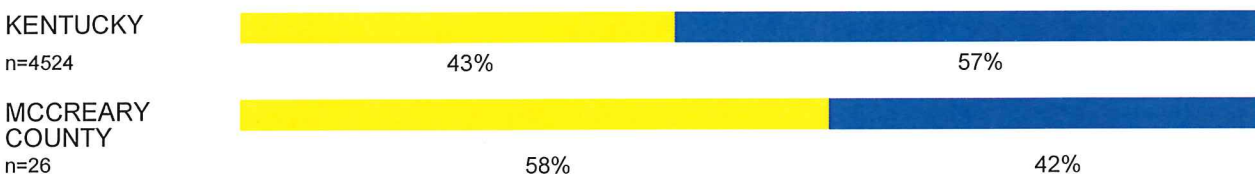
i. Regular communication with principals, other administrator or department chair



j. Participation in the KTIP program



k. Other



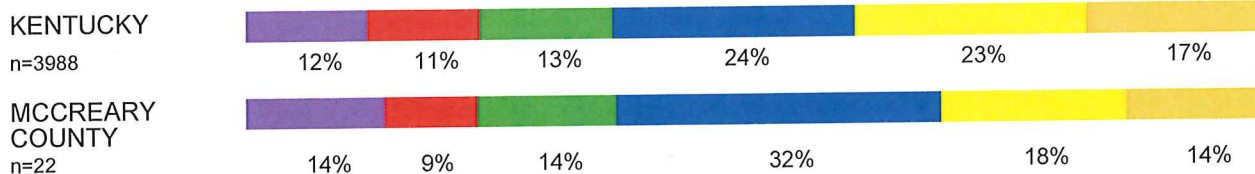
l. I received no additional support as a new teacher.



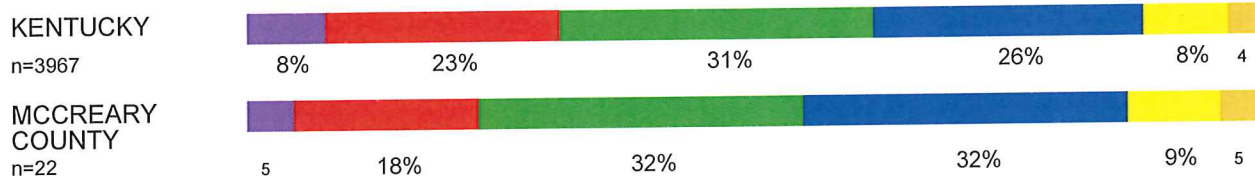
Q11.2 On average, how often did you engage in each of the following activities with your resource teacher/mentor during this current school year?



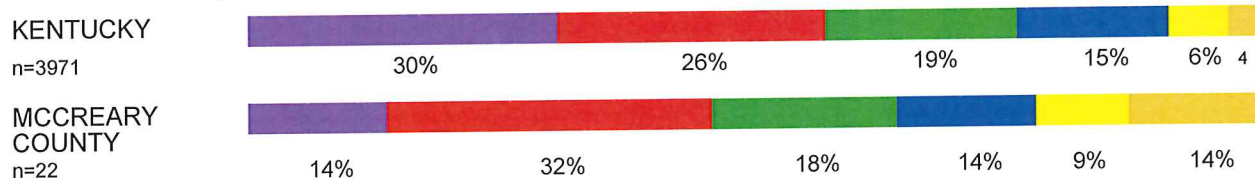
a. Developing lesson plans



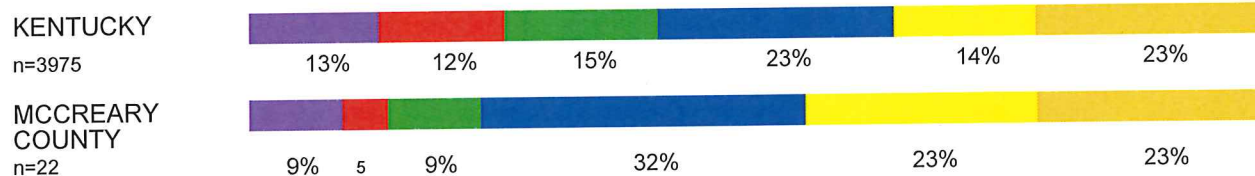
b. Being observed teaching by my resource teacher/mentor



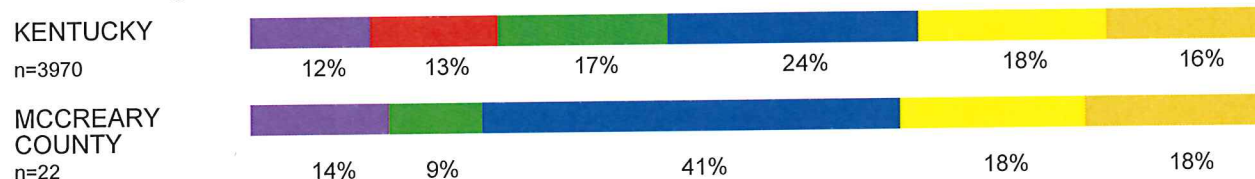
c. Observing my resource teacher's/mentor's teaching



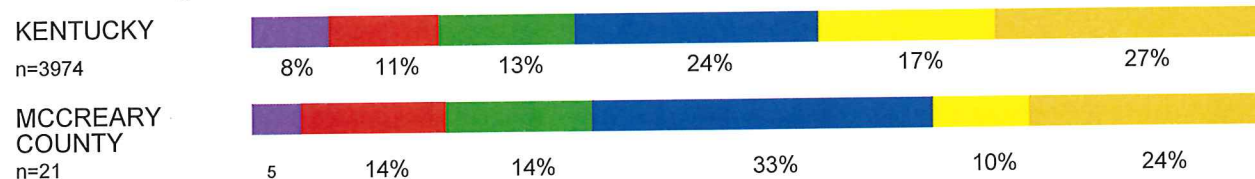
d. Analyzing student work



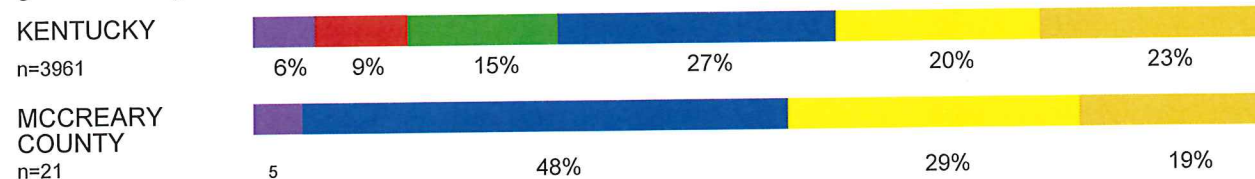
e. Reviewing results of students' assessments



f. Addressing student or classroom behavioral issues



g. Reflecting on and discussing the effectiveness of my teaching



h. Aligning my lesson planning with the state curriculum and local curriculum



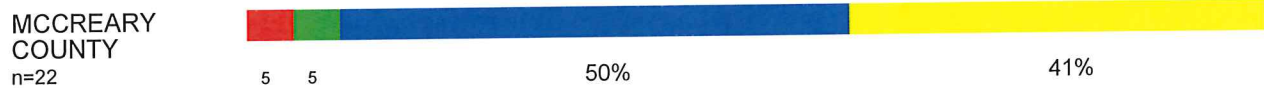
i. Other



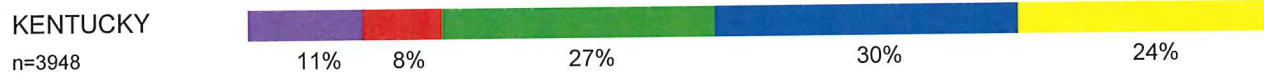
Q11.3 How much did the support you received from your resource teacher/mentor influence your practice in the following areas during this current school year?



a. Instructional strategies



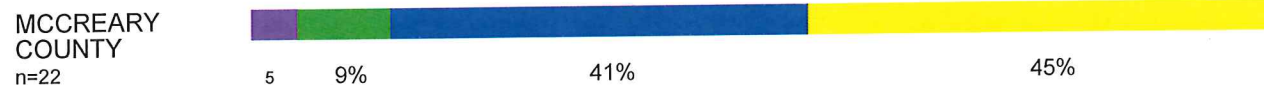
b. Subject matter I teach



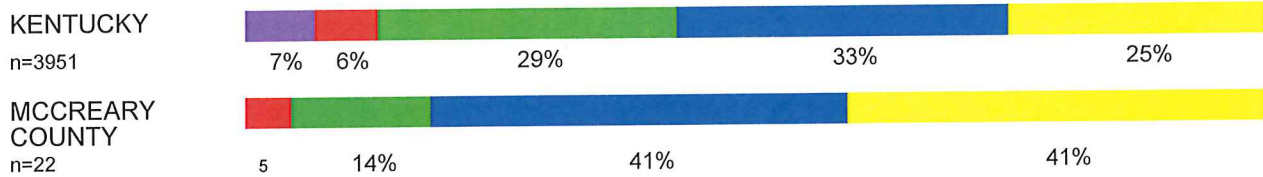
c. Classroom management strategies



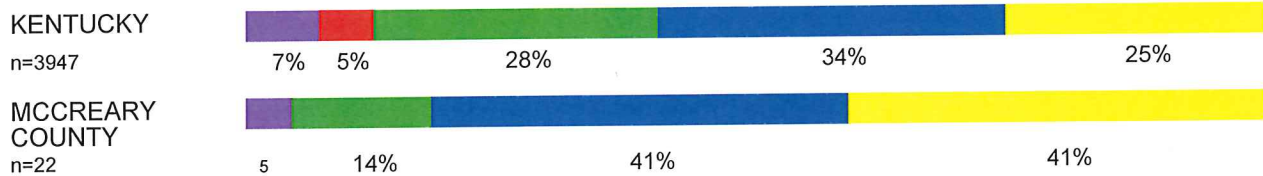
d. Using data to identify student needs



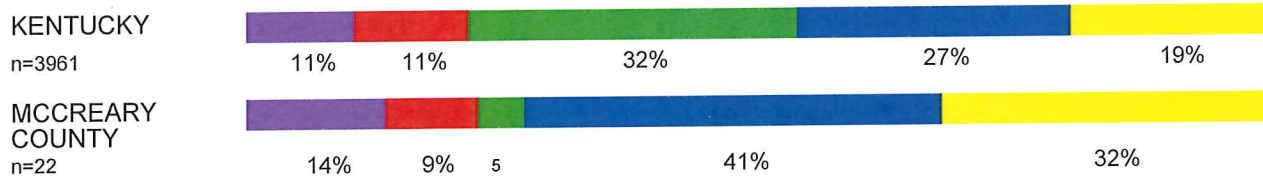
e. Differentiating instruction based upon individual student needs and characteristics



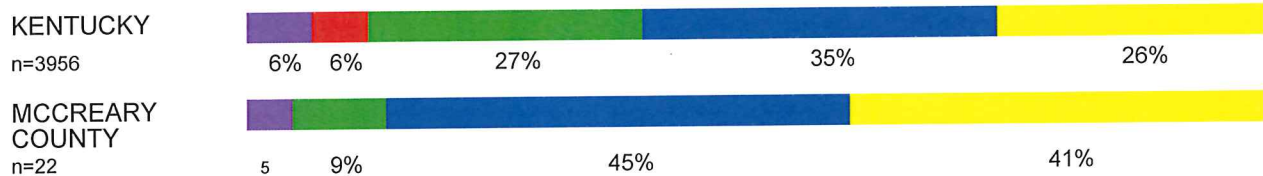
f. Creating a supportive, equitable classroom where differences are valued



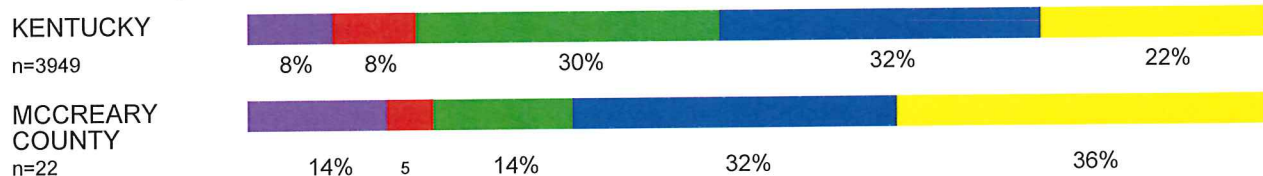
g. Enlisting the help of family members, parents and/or guardians



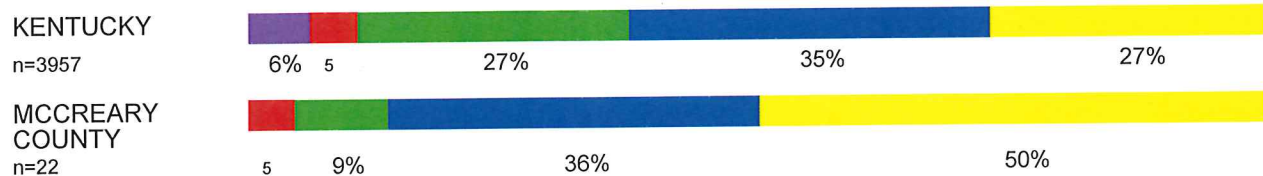
h. Working collaboratively with other teachers at my school



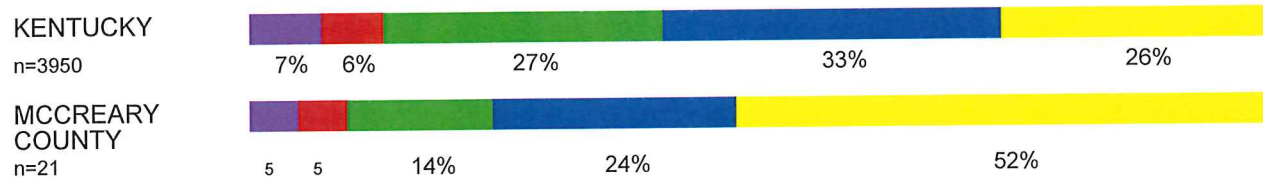
i. Connecting with key resource professionals (e.g., coaches, counselors, etc.)



j. Complying with policies and procedures



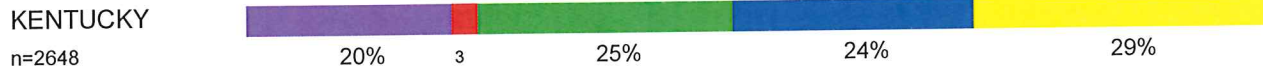
k. Completing administrative paperwork



I. Providing emotional support



m. Other



Q11.4 Please indicate whether each of the following were true for you and your resource teacher/mentor during this current school year.

Yes No

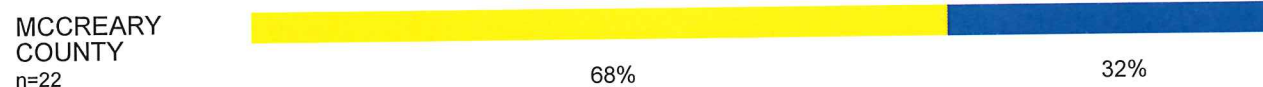
a. My resource teacher/mentor and I were in the same building.



b. My resource teacher/mentor and I taught in the same content area.

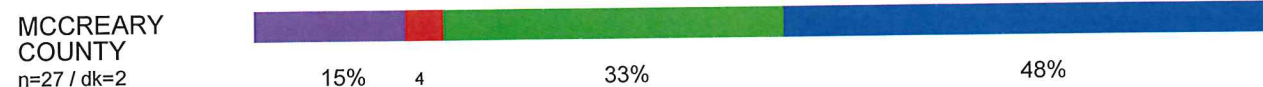
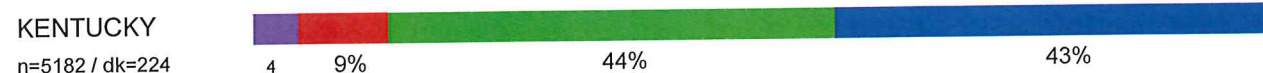


c. My resource teacher/mentor and I taught the same grade level.



Q11.5 Overall, the additional support I received as a new teacher during this current school year improved my instructional practice.

Strongly disagree Disagree Agree Strongly agree



Q11.6 Overall, the additional support I received as a new teacher during this current school year has helped me to impact my students' learning.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree

KENTUCKY

n=5064 / dk=202



MCCREARY
COUNTY

n=26 / dk=2



Q11.7 Overall, the additional support I received as a new teacher during this current school year has been important in my decision to continue teaching at this school.

■ Strongly disagree
 ■ Disagree
 ■ Agree
 ■ Strongly agree

KENTUCKY

n=5117 / dk=234



MCCREARY
COUNTY

n=27 / dk=2



2018-2019 Phase II: MCSD Needs Assessment

Phase Two: The Needs Assessment for Districts

McCreary County
Michael Cash
120 Raider Way
Stearns, Kentucky, 42647
United States of America

Target Completion Date: 11/01/2018
Last Modified: 11/15/2018
Status: Open

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Phase Two: The Needs Assessment for Districts

Understanding Continuous Improvement: The Needs Assessment

Rationale: 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 (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 (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/district, 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. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

Protocol

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

The process used for reviewing, analyzing and applying data results consist of a three-day data retreat that is made up of a 5 member team from each school as well as a district leadership team. The data retreat is held the third week of October each school year. In addition, the leadership team, which consist of the principals and assistant principals from each school and all member of central office conduct Learning Walks in the schools. eProve elect observation tool is utilized during the Learning Walks to provide feedback to teachers and the member of the leadership team.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

- Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.
- The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

See attachments. According to the Spring 2018 KPREP scores 55.6 percent of elementary students scored proficient or distinguished in reading compared to 54.6 percent of students at the state level. 55.6 percent of middle schools students scored proficient or distinguished in reading compared to 60.0 percent of the students at the state level. 40.2 percent of students score proficient or distinguished in reading at the high school level compared to 45.4 percent at the state level. IN mathematics 50.4 percent of student in elementary scored proficient or distinguished, 39.7 percent in middle school, and 29.0 percent in high school.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

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

See attachments. 30.4 percent of students with an IEP in grades 7-8 scored novice in reading. 47% of students with an IEP in grade 11 scored novice in reading on the ACT. 45.0 percent of students with an IEP in grade 11 scored novice on the ACT in math compared to 28.8 percent of the students of non-learner gap.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Trends

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

see attachments. After analyzing trend data there is a significant need for additional science professional development and resources in all grade levels. Math scores in proficient and distinguished continue to be low in grades 7-11 district wide and are low in grades K-6 at Whitley City Elementary. Writing took a significant decrease district wide.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

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](#)

Science resources and PD will be sought out to assist in increasing the rigor of instruction in the classroom. Enrichment will be provided in math for those students who have been identified as apprentice on the fall, winter, and spring MAP assessments in an effort to move those students to proficient.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.




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

Although prior to Spring 2018 the 11th grade students have shown an increases on the ACT in all content areas for the past 5 years, in Spring 2018 there was a drop in math, reading, science and the overall composite score. There has been an increase from 33.5% Kindergarten Readiness in 13-14 to a 77.30% kindergarten readiness rate in 17-18 school year.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Data Release for Public Reporting PowerPoint	Data points for public release power point.	,
 K-Ready Trend Data	K-Ready Trend Data	
 MCHS ACT Trend Data	ACT Trend Data	,

Public Data Release

McCreary County School District

2017-2018 Data



Agenda

- ▶ Reporting Components
- ▶ Reporting Data
- ▶ 2017-2018 Testing at a Glance
- ▶ Kentucky's Accountability System
- ▶ Future School Report Card
- ▶ Questions and Answers

OAA:DAS: 9/21/2018



Transition Period

- ▶ 2017-2018 transition period continues
 - CSI/TSI/Other (not CSI/TSI) must be reported
 - 5-Star Rating System not in use
- ▶ 2018-2019 school year
 - The 5-Star Rating System will be in place
 - ✓ Proficiency
 - ✓ Separate Academic Indicator
 - ✓ Growth
 - ✓ Graduation Rate
 - ✓ Transition Readiness
 - ✓ Achievement Gap Closure

Note: The Opportunity and Access Indicator is expected to be included in school accountability in 2019-20.



2017-2018 Changes

- ▶ Elementary and middle school science results based on scores on a new science assessment aligned with the *Kentucky Academic Standards in Science*, thus science scores cannot be compared to prior years with the exception of Alternate Assessment students who took the new science test for the first time in 2016-2017.
- ▶ High school results in reading, mathematics and science are based on student scores on the junior year administration of the ACT.
 - New End-of-Course exams in Algebra II, English II and Biology were field tested so scores are not valid for accountability.
 - New social studies standards are under development, so there was no social studies testing at the high school level.



2017-2018 Changes (cont.)

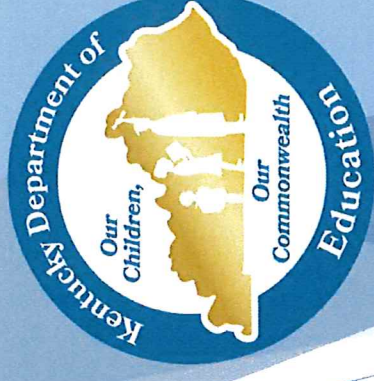
- ▶ High school Transition Readiness includes expanded measures and replaces college and career-readiness. Neither dual credit nor exceptional work experience will count toward high school readiness until 2018-2019.
- ▶ Progress toward English proficiency for English learners (ELs) is used for determining school classifications for the first time. At elementary/middle it is part of Growth indicator. At high, part of transition readiness.
- ▶ Accountability comparisons with previous years are not valid. Accountability comparisons can be made at the indicator level for 2017-2018.
- ▶ KDE is developing a new online School Report Card that will go online with accountability, assessment and other data later this year. The 2017-2018 data will not be uploaded to the current SRC, but after public release will be available through Open House

OAA: ~~on the~~ KDE website.



Comprehensive and Targeted Support Schools

- ▶ Schools will receive an identification of CSI, TSI or Other (not CSI/TSI)
- ▶ Ability to exit CSI or TSI status will occur annually
- ▶ Continued services will be offered
 - Services will be offered to schools/districts with very low performance (CSI).



Where Should Schools/District Concentrate Attention?

- ▶ **Student Achievement in each indicator**
 - Proficiency
 - Separate Academic
 - Growth
- ▶ **Student demographic groups – Gap closure in all content areas**
- ▶ **Transition Readiness**
- ▶ **New Graduation Requirements and how the current proposal would affect the Graduation Rate if implemented today. (A look to the future)**



Reporting Components

OAA:DAS: 9/21/2018



Inclusion of Feeder Schools

- ▶ The Every Student Succeeds Act (ESSA) requires an accountability system of annual meaningful differentiation of ALL public schools, even those without tested grades
- ▶ School that sends the majority of their students to a higher level school (i.e., K through 2 feeds an elementary school)
- ▶ Include K through 1, K through 2 and Grade 9 (K-only schools not included), total of 19 feeder schools
- ▶ Do not have assessment data
- ▶ All schools are classified as CSI/TSI/Other
- ▶ Will receive the classification of the school that it feeds



CSI/TSI Components 2017-2018

Proficiency

- Reading and Math are equally weighted
- Schools rated on performance levels (N=0, A=.5, P=1, D=1.25)
- Student performance aggregated to School, District and State levels.

Separate Academic Indicator

- Elementary and Middle School
- Science, Social Studies and Writing

Growth

- Elementary and Middle School
- Reading and Math
- Reading includes English Learners movement to language proficiency

Transition Readiness

- High School
- Earn a diploma
- All students meet Academic or Career Readiness
- English Learners' attainment of English language proficiency

Graduation Rate (Cohort)

- High School
- 4-year rate used for graduation rate goal
- 5-year rate used at high school reported

Accountability Cutscores

Sch. Level	Indicators	Recommended Threshold Cutscores
Elem.	Proficiency	60.5
	Separate Academic	52.6
	Growth	15.8
Middle	Proficiency	62
	Separate Academic	55
	Growth	9.5
High	Proficiency	40
	Transition Readiness	41
	Graduation Rate	85

Proficiency

- ▶ Reaching the desired level of knowledge and skills as measured on academic assessments
- ▶ Student performance on state tests in reading and mathematics
- ▶ Achievement status will be Novice (N), Apprentice (A), Proficient (P), and Distinguished (D)
- ▶ Indicator scores are generated by a weighted average with the values $N=0$, $A=.5$, $P=1$ and $D=1.25$
- ▶ Monitored ELs: For Proficiency, Separate Academic Indicator and Growth, includes all current ELs and former EL students that are in their 1st or 2nd year of monitoring.

OAA:DAS: 9/21/2018



Separate Academic Indicator

- ▶ Student performance on state tests in science, social studies and writing
- ▶ Achievement status will be Novice (N), Apprentice (A), Proficient (P), and Distinguished (D)
- ▶ Indicator scores are generated by a weighted average with the values $N=0$, $A=.5$, $P=1$ and $D=1.25$
- ▶ All tested content areas science, social studies and writing contribute equally to the indicator



Growth Indicator

- ▶ Student's continuous improvement toward the goal of proficiency
- ▶ Growth is measured at elementary and middle school levels in reading and mathematics using the K-PREP
- ▶ English Learner (EL) progress on Language Proficiency will be evaluated using the ACCESS for ELLs exam and included in the reading calculation
- ▶ Each student's growth is projected into the future and evaluated as to whether the student is "less than catch up," "catching up," "keeping up," or "moving up"



Growth Value Table

2 Year Performance Path

Projected ►	Novice Low	Novice High	Apprentice Low	Apprentice High	Proficient	Distinguished
Current ▼						
Distinguished	-1.50 (L)	-1.25 (L)	-1.00 (L)	-0.75 (L)	0.00 (K)	0.25 (K)
Proficient	-1.00 (L)	-0.75 (L)	-0.50 (L)	-0.25 (L)	0.25 (K)	0.50 (M)
Apprentice High	-0.75 (L)	-0.50 (L)	-0.25 (L)	0 (L)	0.25 (C)	0.75 (M)
Apprentice Low	-0.50 (L)	-0.25 (L)	0 (L)	0.25 (L)	0.50 (C)	1.00 (M)
Novice High	-0.25 (L)	0 (L)	0.25 (L)	0.50 (C)	0.75 (C)	1.25 (M)
Novice Low	0 (L)	0.25 (L)	0.50 (C)	0.75 (C)	1.00 (C)	1.50 (M)

Mathematics Growth Measure

- Points are assigned from the Growth Value Table from the assessment for academic proficiency (K-PREP) to project individual growth for each student.



Reading Growth Measures

- Points from the Growth Value Table from the assessment for academic proficiency (K-PREP).
- Points from the English Learner (EL) Growth Table based on the current composite score from the Language Proficiency assessment (ACCESS 2.0).



English Learners (EL) Language Proficiency Table

WIDA ACCESS score previous year	WIDA ACCESS							score	current	year	▲
▼	1	1.5	2.0	2.5	3.0	3.5	4.0	4.5			
4.0	-1.5	-1.25	-1.0	-.75	-.50	-.25	0	.25			
3.5	-1.25	-1.0	-.75	-.50	-.25	0	.25	.50			
3.0	-1.0	-.75	-.50	-.25	0	.25	.50	.75			
2.5	-.75	-.50	-.25	0	.25	.50	.75	1.0			
2.0	-.50	-.25	0	.25	.50	.75	1.0	1.25			
1.5	-.25	0	.25	.50	.75	1.0	1.25	1.5			
1.0 OAA:DAS: 9/21/2018	0	.25	.50	.75	1.0	1.25	1.5	1.5			

OAA:DAS: 9/21/2018

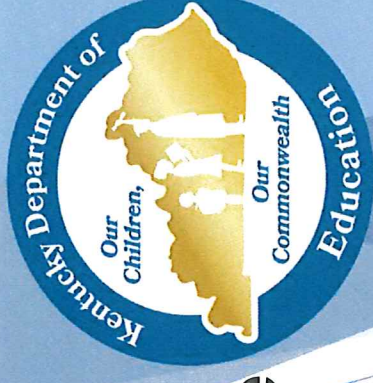
Graduation Rate (Cohort)

- ▶ The graduation rate is the percentage of students completing the requirements for a Kentucky high school diploma compared to a cohort of students beginning at grade 9
- ▶ Graduation rate calculations are based on the students' final enrollment



Transition Readiness

- Transition Readiness is the attainment of the necessary knowledge, skills and dispositions for a student to successfully transition to the next level of his or her educational career.
- For 2017-18, Transition Readiness will be used to identify schools for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Other (not CSI or TSI) at the high school only.



High School

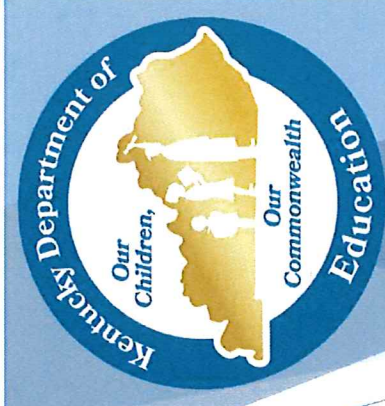
- ▶ **Students at the high school level must earn a high school diploma and meet one type of readiness (Academic or Career).**
- ▶ **In addition, students who have received English Language services during high school must meet criteria for English language proficiency.**



Academic Readiness (2017-18)

- ▶ Benchmarks, determined by Council on Postsecondary Education (CPE) on a college admissions exam;
OR
- ▶ A score of 3+ on exams in 2 or more Advanced Placement courses;
OR
- ▶ A score of 5+ on 2 exams for International Baccalaureate courses;
OR
- ▶ Benchmarks on 2 or more Cambridge Advanced International examinations;
OR
- ▶ Completing a combination of academic readiness indicators above.

Demonstration of academic readiness shall include one quantitative reasoning or natural sciences, and one written or oral communication, arts and humanities, or social and behavioral sciences learning outcomes.



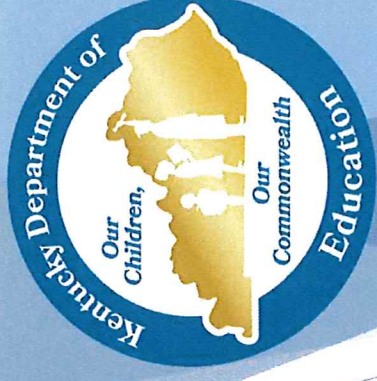
Career Readiness (2017-18)

- ▶ **Benchmarks on Industry Certifications**
(Approved by the Kentucky Workforce Innovation Board (KWIB) on an annual basis);
OR
- ▶ **Scoring at or above the benchmark on the Career and Technical Education (CTE) End-of-Program Assessment for articulated credit;**
OR
- ▶ **Completing a KDE/Labor Cabinet-approved apprenticeship;**



English Learner Readiness

**Meet criteria for English language proficiency
for any student who received English
Language services during high school.**



Reporting Data

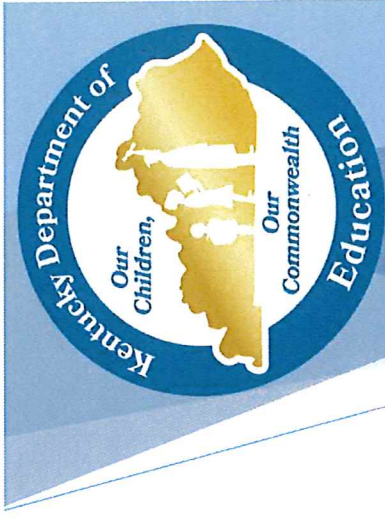
OAA:DAS: 9/21/2018



School Classifications

CSI/TSI/Other

OAA:DAS: 9/21/2018



School Classification-Elementary School

School Name	CSI/ TSI/ Other	CSI/TSI Reason	Proficiency Indicator	Separate Academic Indicator	Growth Indicator
Pine Knot Elementary	Other	NA	79.6	74.8	17.8

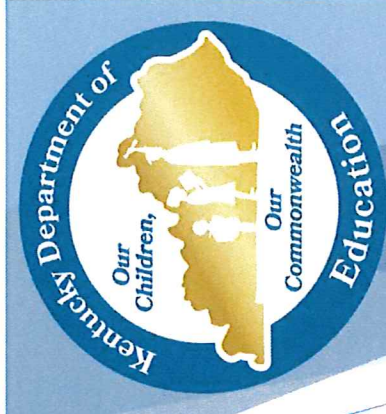
School Name	CSI/ TSI/ Other	CSI/TSI Reason	Proficiency Indicator	Separate Academic Indicator	Growth Indicator
Whitley City Elementary	Other	NA	62.4	59.2	15.0

School Classification-Middle School

School Name	CSI/ TSI/ Other	CSI/TSI Reason	Proficiency Indicator	Separate Academic Indicator	Growth Indicator
McCreary Middle School	Other	NA	67.4	65.2	7.3

School Classification – High School

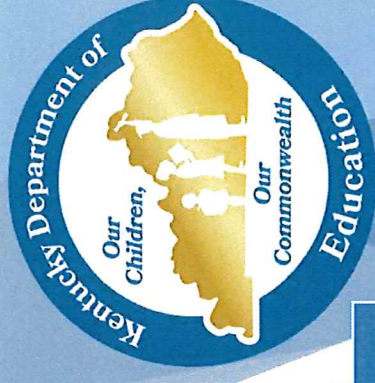
School Name	CSI/ TSI/ Other	CSI/TSI Reason	Proficiency Indicator	Transition Readiness Indicator	Graduation Rate Indicator
McCreary Central High School	Other	NA	55.6	69.2	96.8



Percentage of Students Performing at Proficient/Distinguish (P/D) Levels

Proficiency Indicator and Separate Academic Indicator

Proficiency (Reading and Mathematics) P/D Percentages for MCSD



Reading

Year	Elementary	State Elementary	Middle	State Middle	High	State High
2018	55.6	54.6	55.6	60.0	40.2	45.4

Mathematics

Year	Elementary	State Elementary	Middle	State Middle	High	State High
2018	50.4	48.8	39.7	47.0	29.0	37.5

Separate Academic Indicator (Science, Social Students and Writing) P/D Percentages for MCSD



Content Area	Year	Elementary	State Elementary	Middle	State Middle
Science	2018	33.3	30.8	22.5	25.9
Social Studies	2018	59.1	53.0	58.1	60.2
Writing	2018	36.1	40.5	39.1	44.3

Demographic Group Performance – Proficiency

Content Area	Demographic Group	Novice	Apprentice	Proficient	Distinguished
Reading	African American	*	*	*	*
	Hispanic or Latino	*	*	*	*
Grades 3 Through 6	American Indian or Alaska Native	*	*	*	*
	English Learners plus Monitored	*	*	*	*
	Free/Reduced-Price Meal	20.1	29.2	35.4	15.3
	Disability-With IEP (Total)	9.3	21.2	37.3	32.2
Mathematics	African American	*	*	*	*
	Hispanic or Latino	*	*	*	*
Grades 3 Through 6	American Indian or Alaska Native	*	*	*	*
	English Learners plus Monitored	*	*	*	*
	Free/Reduced-Price Meal	15.9	37.4	35.6	11.1
	Disability-With IEP (Total)	13.6	19.5	50.8	16.1
					33

Demographic Group Performance – Separate Academic Indicator

Content Area	Demographic Group	Novice	Apprentice	Proficient	Distinguished
Social Studies Grades 5	African American	*	*	*	*
	Hispanic or Latino	*	*	*	*
	American Indian or Alaska Native	*	*	*	*
	English Learners plus Monitored	*	*	*	*
	Free/Reduced-Price Meal	9.9	34.5	43.9	11.7
Disability-With IEP (Total)		11.1	27.8	41.7	19.4
Writing Grades 5	African American	*	*	*	*
	Hispanic or Latino	*	*	*	*
	American Indian or Alaska Native	*	*	*	*
	English Learners plus Monitored	*	*	*	*
	Free/Reduced-Price Meal	17.0	50.3	26.3	6.4
Disability-With IEP (Total)		19.4	27.8	30.6	22.2

Demographic Group Performance – Separate Academic Indicator cont.

Content Area	Demographic Group	Novice	Apprentice	Proficient	Distinguished
	African American	*	*	*	*
	Hispanic or Latino	*	*	*	*
	American Indian or Alaska Native	*	*	*	*
Science					
Grades 4	English Learners plus Monitored	*	*	*	*
	Free/Reduced-Price Meal	11.9	57.1	28.6	2.4
	Disability-With IEP (Total)	11.4	38.6	45.5	4.5

Demographic Group Performance – Proficiency

Content Area	Demographic Group	Novice	Apprentice	Proficient	Distinguished
Reading	African American	*	*	*	*
	Hispanic or Latino	*	*	*	*
	American Indian or Alaska Native	*	*	*	*
Through 8	English Learners plus Monitored	*	*	*	*
	Free/Reduced-Price Meal	22.4	25.7	37.4	14.6
	Disability-With IEP (Total)	30.4	25.5	27.5	16.7
Mathematics	African American	*	*	*	*
	Hispanic or Latino	*	*	*	*
	American Indian or Alaska Native	*	*	*	*
Through 8	English Learners plus Monitored	*	*	*	*
	Free/Reduced-Price Meal	15.0	49.4	29.2	6.4
	Disability-With IEP (Total)	21.6	44.1	23.5	10.8
					36

Demographic Group Performance – Separate Academic Indicator

Content Area	Demographic Group	Novice	Apprentice	Proficient	Distinguished
Social Studies	African American	*	*	*	*
	Hispanic or Latino	*	*	*	*
	American Indian or Alaska Native	*	*	*	*
	English Learners plus Monitored	*	*	*	*
	Free/Reduced-Price Meal	9.4	34.7	46.5	9.4
Disability-With IEP (Total)		24.0	48.0	20.0	8.0
Writing	African American	*	*	*	*
	Hispanic or Latino	*	*	*	*
	American Indian or Alaska Native	*	*	*	*
	English Learners plus Monitored	*	*	*	*
	Free/Reduced-Price Meal	14.7	48.2	32.9	4.1
Disability-With IEP (Total)		36.0	44.0	12.0	8.0
					37

Demographic Group Performance – Separate Academic Indicator cont.

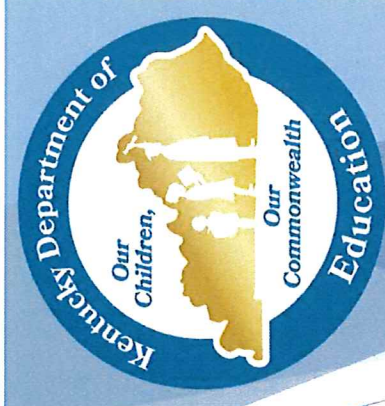
Content Area	Demographic Group	Novice	Apprentice	Proficient	Distinguished
	African American	*	*	*	*
	Hispanic or Latino	*	*	*	*
Science	American Indian or Alaska Native	*	*	*	*
Grades 7	English Learners plus Monitored	*	*	*	*
	Free/Reduced-Price Meal	20.5	61.4	16.4	1.8
	Disability-With IEP (Total)	34.2	55.3	2.6	7.8

Demographic Group Performance – Proficiency HS

Content Area	Demographic Group	Novice	Apprentice	Proficient	Distinguished
	African American	*	*	*	*
High School	Hispanic or Latino	*	*	*	*
	American Indian or Alaska Native	*	*	*	*
Reading	English Learners plus Monitored	*	*	*	*
ACT Subscore	Free/Reduced-Price Meal	28.4	33.8	30.4	7.4
Grade 11	Disability-With IEP (Total)	47.8	26.1	21.7	4.3
	Consolidated Student Group	41.9	29.0	25.8	3.2
	African American	*	*	*	*
	Hispanic or Latino	*	*	*	*
	American Indian or Alaska Native	*	*	*	*
Mathematics	English Learners plus Monitored	*	*	*	*
ACT Subscore	Free/Reduced-Price Meal	28.8	45.9	23.3	2.1
Grade 11	Disability-With IEP (Total)	45.0	35.0	15.0	5.0
	Consolidated Student Group	42.9	39.3	14.3	3.6
					39

Performance Levels by Content Area

**NAPD for Elementary, Middle and High
Proficiency**



Elementary School NAPD Percentages for MCSD



Content Area	Novice	Apprentice	Proficient	Distinguished	P/D
Reading	17.7	26.7	38.4	17.2	55.6
Mathematics	14.4	35.2	37.2	13.2	50.4
Science	11.1	55.6	30.3	3.0	33.3
Social Studies	8.2	32.7	44.7	14.4	59.1
Writing	14.9	49.0	27.9	8.2	36.1

Middle School NAPD Percentages for MCSD



Content Area	Novice	Apprentice	Proficient	Distinguished	P/D
Reading	19.5	25.0	39.1	16.5	55.6
Mathematics	13.3	46.9	32.3	7.4	39.7
Science	18.1	59.3	20.6	2.0	22.5
Social Studies	8.4	33.5	45.6	12.6	58.1
Writing	14.0	47.0	34.0	5.1	39.1

High School NAPD Percentages for MCSD

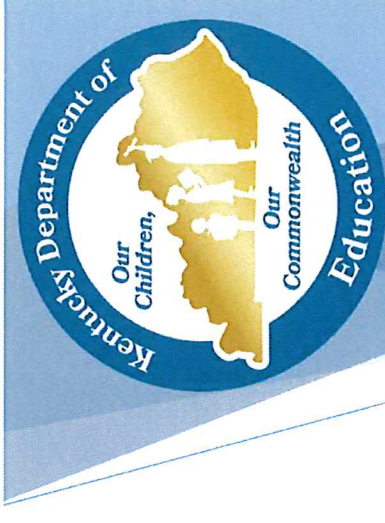


Content Area	Novice	Apprentice	Proficient	Distinguished	P/D
Reading	27.0	32.8	29.6	10.6	40.2
Mathematics	28.5	42.5	25.3	3.8	29.0
Science	29.0	41.5	24.4	5.2	29.5
Writing	11.9	36.3	40.4	11.4	51.8

Growth

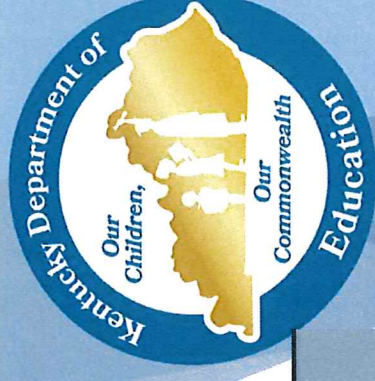
Elementary and Middle School Levels

OAA:DAS: 9/21/2018



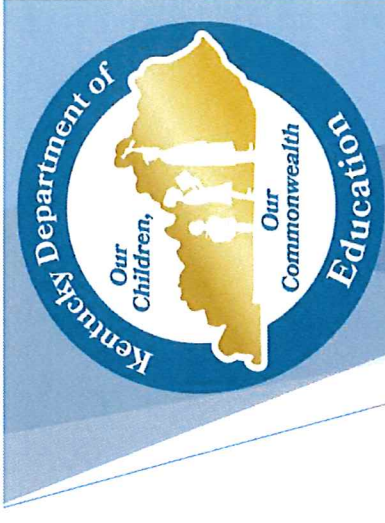
2017-2018 Student Growth for MCSD

	Reading	Mathematics	Reading and Mathematics Average
Elementary	19.7	13.0	16.35
Middle	16.0	5.3	10.65



Transition Readiness Rate

OAA:DAS: 9/21/2018



Transition Readiness Rate for MCSD

Year	Number of Graduates Plus EL	Academic Ready	Career Ready	Transition Rate Indicator with Bonus	Transition Rate w/o Bonus
2018	189	65	99	76.5	63.5

Graduation Rate

Cohort



Graduation Rate for MCSD



Year	4-Year Adjusted Cohort	5-Year Adjusted Cohort
2014	92.0	94.8
2015	89.2	94.3
2016	79.3	88.1
2017	91.8	84.3
2018	96.9	93.7

2018-2019 and Beyond

703 KAR 5:270



Indicators in the System:

- ▶ Proficiency (reading and mathematics)
- ▶ Separate Academic Indicator (science, social studies and writing)
- ▶ Growth (reading and mathematics at elementary and middle school)
- ▶ Transition Readiness (elementary, middle, and high school)
- ▶ Graduation Rate (high school)
- ▶ Achievement Gap Closure (gap to group and gap to proficiency)
- ▶ Opportunity and Access (rich curricula, whole child supports, equitable access, school quality and safety)



Questions to Ask

- ▶ How many students scored proficient or distinguished in each content area?
- ▶ How many students scored novice in each content area?
- ▶ How did our different student demographic groups score in comparison to each other?
 - Race/ethnicity
 - Free/reduced priced meal eligible
 - Special education
 - English learner
- ▶ Are our graduates considered to be ready for adult life?



Focus on Continuous Improvement

- Focus on proficiency in each content area
 - Increase number of proficient/distinguished
 - Decrease number of novice
- Focus on achievement gap closure
 - Increase performance of lower performing groups
- Focus on the opportunity for all students to engage in each content area subject annually

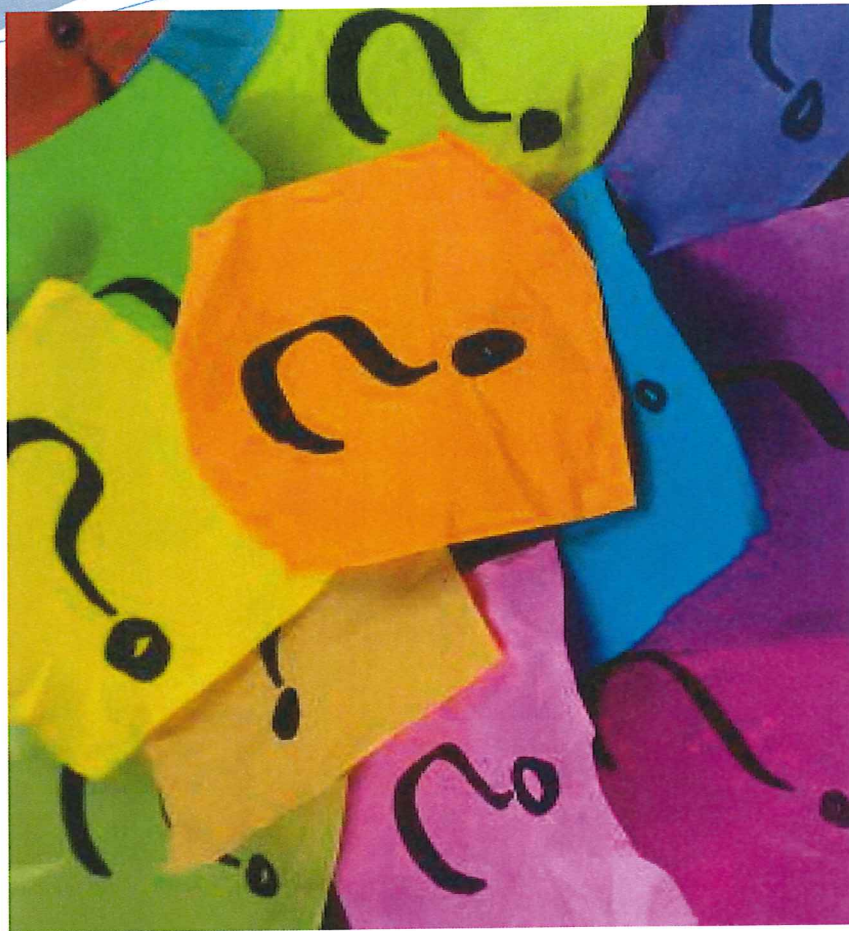


Overall Accountability Rating

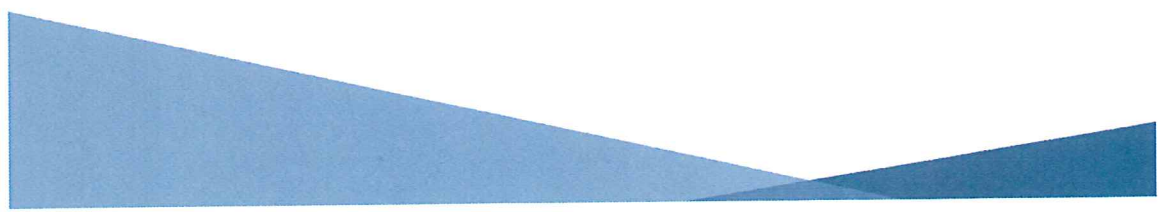
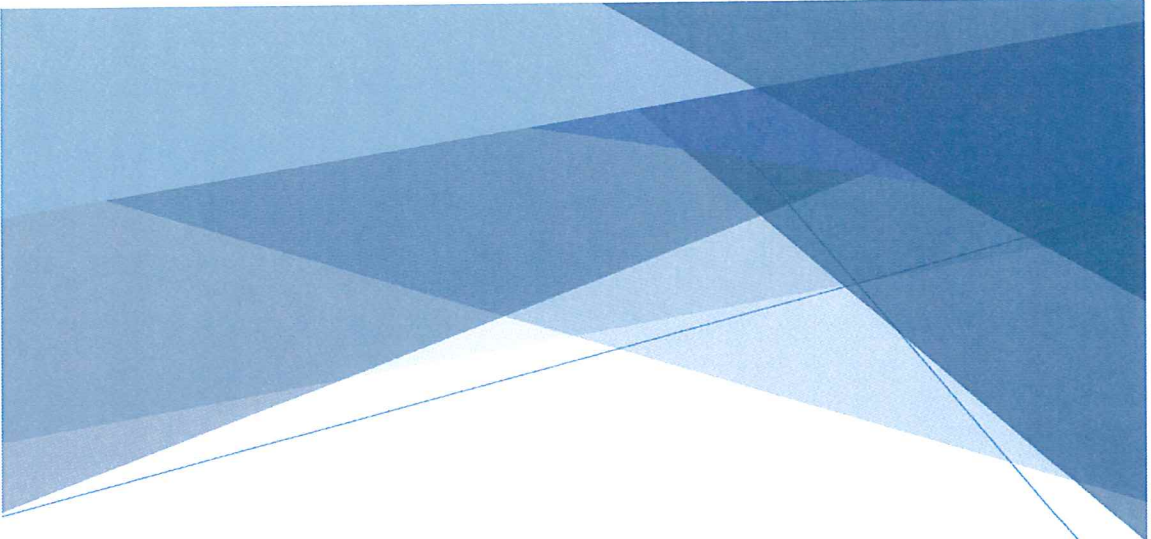
Each school will be assigned an Overall Rating of one to five stars, based on strengths of performance on school-level measures and indicators of Proficiency, Separate Academic Indicator, Growth, Transition Readiness, Graduation Rate, Achievement Gap Closure, and Opportunity and Access.

Star Rating
★★★★★ (5 star)
★★★★ (4 star)
★★★ (3 star)
★★ (2 star)
★ (1 star)





QUESTIONS?



Kindergarten Readiness Longitudinal Data

(Prior setting: State funded)

School Year	District		Pine Knot		Whitley City	
	<i>Ready</i>	<i>Not Ready</i>	<i>Ready</i>	<i>Not Ready</i>	<i>Ready</i>	<i>Not Ready</i>
13-14	33.5%	66.5%	31.6%	68.4%	36.1%	63.9%
14-15	40.4%	59.6%	33.3%	66.7%	49.4%	50.6%
15-16	38.9%	61.1%	25%	75%	62.2%	37.8%
16-17	41.5%	58.5%	31.10%	68.90%	59.1%	40.9%
17-18	77.30%	22.70%	74.70%	25.30%	83.80%	16.20%

McCreary Central High School

ACT Trend Data

Test Year	English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State
2003	18.1	19.5	17	19.3	19.9	20.6	18.6	20.3	18.5	20.1
2004	17.2	19.6	17.6	19.6	18.6	20.7	18.9	20.3	18.2	20.2
2005	17.7	19.7	17.3	19.6	19.5	20.7	18.4	20.3	18.3	20.2
2006	18.4	20	18.4	19.8	20.1	20.9	19.1	20.4	19.2	20.4
2007	17.9	20	17.7	19.9	19.4	21	18.6	20.5	18.5	20.5
2008	14.5	17.3	16.3	18.1	16.2	18.5	17.1	18.7	16.1	18.3
2009	14.6	17.3	16.7	18.2	16.5	18.4	16.5	18.5	16.2	18.2
2010	15.8	17.8	16.4	18.3	17.4	18.9	17.6	18.7	16.9	18.5
2011	16.9	18	17.1	18.5	18.4	19	17.7	19	17.7	18.8
2012	17.2	18.4	17.2	18.8	18.4	19	18	19.1	17.8	19
2013	16.5	18.4	16.8	18.9	17.8	19.4	17.8	19.5	17.3	19.2
2014	16.7	18.7	17.3	19.2	17.9	19.6	18	19.6	17.6	19.4
2015	17.6	19	17.4	18.8	18.9	19.8	18	19.3	18.1	19.4
2016	17.7	19	17.9	19	19	19.9	18.8	19.8	18.4	19.5
2017	18.6	19.2	18.1	19.4	19.3	20.3	19.4	19.9	19	19.8
2018	18.6	18.8	17.8	18.8	19.2	19.8	18.6	19.2	18.7	19.3

Change in scores since 2003

0.5	-0.7	0.8	-0.5	-0.7	-0.8	0	-1.1	0.2	-0.8
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McCreary Central High School has outpaced the state average in gains/losses over the past 16 years.

Scores in **"BLUE"** indicate an increase in scores from the previous year.

Scores in **"RED"** indicate a decrease in scores from the previous year.

Scores in **"BLACK"** indicate no change in scores from the previous year.

2018-2019 Phase III: MCSD The Superintendent Gap Assurance

Phase Three: The Superintendent Gap Assurance

McCreary County
Michael Cash
120 Raider Way
Stearns, Kentucky, 42647
United States of America

Target Completion Date: 01/01/2019
Last Modified: 01/01/2019
Status: Open

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Phase Three: The Superintendent Gap Assurance

Gap Target Assurance

As superintendent of the district, I hereby certify that:

- **no school in the district has failed to meet its gap target for two (2) consecutive years.**
- the following school(s) has/have failed to meet its/their gap target for two (2) consecutive years and is/are listed in the comment box below.

COMMENTS

Please enter your comments below.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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2018-2019 Phase II: MCSD District Assurances

Phase Two: District Assurances

McCreary County
Michael Cash
120 Raider Way
Stearns, Kentucky, 42647
United States of America

Target Completion Date: 11/01/2018
Last Modified: 10/18/2018
Status: Open

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Phase Two: District Assurances

Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225). Please read each assurance and indicate whether your district is in compliance 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.

District Assurances

1. All schools in our district notify parents when their children are taught for four or more consecutive weeks by teachers who do not meet state certification requirements.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

2. Our district provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3. Our district has planned strategies to recruit and retain certified teachers.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4. Our district ensures that program funds are targeted to schools that have the lowest proportion of certified teachers, have the largest average class size, or are identified as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) schools.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

5. Our district ensures that all personnel compensated from federal program funds are performing assignments aligned to the program purpose, according to the program plan, and appropriate documentation of such work is maintained.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

6. Our district maintains proper time and effort documentation for all personnel paid with federal funds according to specific federal program requirements.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

7. Our district ensures that there is documentation to support the child count for local institutions for neglected children that was submitted to KDE.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

8. Our district ensures that set-aside funds for neglected institutions in the district are spent on identified student needs.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

9. Our district ensures that neglected student needs were identified through consultation with staff at all neglected institutions in the district.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

10. Our district ensures that parents are involved in deciding ways in which parent and family engagement funds are used.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

11. Our district ensures that there is an annual meeting to inform parents of program requirements, including the right of parents to be involved in planning, review and improvement of parent programs.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

12. Our district ensures that it communicates with school councils/school staff on an ongoing basis including information on program requirements, analysis of data and review of the schoolwide program (SWP) or targeted assistance school's (TAS) program plan to ensure compliance and effectiveness.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

13. Our district ensures that private schools (within and outside the district) serving students from participating public school attendance areas have been contacted to offer Title I, Part A equitable services.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

14. Our district ensures that schools meet cap size requirements prior to using Title I and/or Title II funds.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

15. We certify that we are a District of Innovation and attach the approved application.

- ☐ Yes
- ☐ No
- ☒ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

16. The district certifies it has submitted the required District School Safety Report in eProve to verify compliance with KRS 158.162, to assure schools are safer places for students and staff and that school safety practices are being developed and are in place.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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