



JCPS 2022-23 Phase One: Continuous Improvement Diagnostic for Districts_09092022_09:50

2022-23 Phase One: Continuous Improvement Diagnostic for Districts

Jackson County
Kellis Smith
3331 Highway 421 S
McKee, Kentucky, 40447
United States of America

Table of Contents

2022-23 Phase One: Continuous Improvement Diagnostic for Districts	3
--	---

2022-23 Phase One: Continuous Improvement Diagnostic for Districts

The **Comprehensive District Improvement Plan or CDIP** is defined as a *plan developed by the local school district with input of parents, faculty, staff, and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students.*

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

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the district's 2022-23 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Districts
- Executive Summary for Districts

Phase Two: October 1 - November 1

- The Needs Assessment for Districts
- District Assurances
- District Safety Report

Phase Three: November 1 - January 1

- Comprehensive District Improvement Plan
- The Superintendent Gap Assurance

Phase Four: January 1 - December 31

- Continuation of Learning Plan for Districts (Due May 1)
- English Learner Plan for Districts (Lau Plan) (Due May 1)
- Professional Development Plan for Districts (Due May 1)
- Progress Monitoring

As superintendent of the district, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that

Jackson County

the comprehensive district improvement plan is developed by the district with input from parents, faculty, staff, and where applicable, representatives of school councils from each school in the district, and other appropriate groups pursuant to ESSA Section 1112(a)(1)(A).

Please enter your name and date below to certify.

Freddie M. Smith 9/29/2022



JCPS 2022-23 Phase One: Executive Summary for Districts_09092022_09:48

2022-23 Phase One: Executive Summary for Districts

Jackson County
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3331 Highway 421 S
McKee, Kentucky, 40447
United States of America

Generated on 12/15/2022

Jackson County

Table of Contents

2022-23 Phase One: Executive Summary for Districts	3
--	---

2022-23 Phase One: Executive Summary for Districts

Description of the District

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

Jackson County Public Schools is committed to ensuring that all students achieve post-secondary readiness. Jackson County Public Schools is a rural district located in southeastern Kentucky. The district serves 2,057 students preschool through high school. The district has three elementary schools, one middle school, one high school, and three alternative learning schools. In addition, JCPS students have access to an area technology center which is adjacent to the high school. Per the 2022 School Report Card, 72.3% of our students qualify for free and reduced lunch, 97% of our student population is Caucasian. Our average student-to teacher ratio is 13:01, and 7.4% of the teachers have an emergency or provisional certification. Based on the 2021-2022 Digital Readiness Survey, we have 2985 student instructional devices which means that the district's student-to-internet connected instructional computer ratio meets the district goal of 1 to 1. All schools in the district are connected via fiber and the district has a 1GB fiber connection to the internet. Wireless access is available throughout the district.

Jackson County identifies itself as "Where the Mountains and Bluegrass Blend." Jackson County has an approximate population of 12,984. The Daniel Boone National Forest covers 56,000 acres in Jackson County. The Shelltowie Trace National Recreation Trail which spans many counties in Kentucky runs the entire length of Jackson County. Even though the county is very rural, the local internet provider, People's Rural Telephone is GIG Certified. The county faces economic challenges in that there is limited industry and the unemployment rate (as of August 2022) is 5.9%. In 2017, the county in collaboration with the school district and local businesses and organizations applied for and was identified as a Work Ready Community in Progress. In addition, although the culture is rich in arts, there are limited venues locally for students to attend plays or performances or to visit museums or galleries. Consequently, students must travel outside of the district to participate in many of these activities.

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.

Jackson County Public Schools is "United in Service for Excellence." Our mission is that "We, the stakeholders of the Jackson County Public School District, accept the responsibility to create lifelong learners and successful citizens by providing an

exemplary instructional environment characterized by high academic standards and expectations that accommodate the individualize learning needs of all students."

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.

As reported on the 2022 School Report Card, McKee Elementary received the highest Overall Performance Rating of Blue, Sand Gap Elementary and Tyner received the second highest Overall Performance Rating of Green; Jackson County High School received a Yellow Rating and Jackson County Middle School received an Orange Rating. Jackson County Public Schools received a Green Rating at the Elementary Level. Statewide, 172 districts received a district rating at the elementary level. Of those districts, 8 received a Blue Rating and 19 received a Green Rating. Jackson County Public Schools was one of 27 districts performing within the two highest levels of overall performance at the elementary level.

The Kentucky Department of Education's Student Technology Leadership Program (STLP) uses project-based learning principles to empower student learning and achievement. STLP provides a means for students to design, make, connect and learn through technology utilization and creation of original digital content. Student products, projects, and services are showcased through local, regional, and state events. The "Big 3" events include Regionals, DPOJ, and STLP State Championship. During the 2021-22 school year JCPS schools received the following awards: Best in Level 2 Showcase: Tyner Elementary "Big Red Nation: Cardinal Chanel;" 1st Place Digital Music: Tyner Elementary; 2nd Place Documentary: McKee Elementary; and 1st Place Help Desk Support Challenge: Tyner Elementary.

The district has completed several upgrades including re-sodding and upgrading the drainage system for the JCHS Baseball/ Softball facility. Our facilities are now in the rotation for hosting both the regional baseball and softball tournaments. The district hosted the 2021 13th Regional Baseball Tournament and is scheduled to host the 2026 13th Region Softball Tournament.

JCPS has installed a safety vestibule at JCMS this year, installed new canopies and partial roofs at Sand Gap, McKee, and JCMS in the past 2 years, and the district is currently completing roofing projects at Sand Gap, McKee, and Tyner elementary schools. In addition, the district is beginning a 10 million dollar renovation of the middle school to start this year.

Additional Information

Districts Supporting CSI/TSI (including ATSI) Schools Only: Describe the procedures for monitoring and providing support for (a) CSI/TSI school(s) so as to ensure the successful implementation of the school improvement plan.

Jackson County Middle School is identified as a TSI School. The District Leadership Team will meet monthly with the principal to review the implementation of the school improvement plan. The District will provide Technical Assistance as needed to the school in the implementation of the plan.

Additional Information

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

Jackson County Public Schools offers many extracurricular opportunities for students. Parents may contact the individual schools to receive a list of available opportunities.

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Jackson County

Attachment Summary

Attachment Name	Description	Associated Item(s)
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2022-23 Jackson County Public Schools Phase Two: District
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2022-23 Phase Two: District Assurances

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McKee, Kentucky, 40447
United States of America

Finalized 10/31/22

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Jackson County

Table of Contents

2022-23 Phase Two: District Assurances	3
--	---

2022-23 Phase Two: District Assurances

Introduction

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

District Assurances

The district hereby ensures that the FY 2022-2023 District Funding Assurances have been signed by the local superintendent, submitted to the Kentucky Department of Education, and remain on file with the local board of education.

☒ Yes

☐ No

☐ N/A

COMMENTS

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Attachment Summary

Attachment Name	Description	Associated Item(s)
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Brenda Sheenan
Mike Smith 10/31/2022



2022-23 Jackson County Public Schools Phase Two: The Needs Assessment for Districts_10042022_09:34

2022-23 Phase Two: The Needs Assessment for Districts

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Table of Contents

2022-23 Phase Two: The Needs Assessment for Districts	3
Attachment Summary	16

2022-23 Phase Two: The Needs Assessment for Districts

Understanding Continuous Improvement: The Needs Assessment for Districts

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around district goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive district improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all districts to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for districts, each district to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities of this year's needs assessment. Include names of district leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

Due to COVID-19 and the lapse in data and the changes required by SB 158 (Spring 2020) to both the assessment and the accountability model, there are limited opportunities for trend data analysis. Consequently, our data analysis will focus on analyzing student achievement data (as available) for Reading, Math, Science, and Writing on the most recent Kentucky Summative Assessment (2022), ACT trend data, and district academic and non-academic data (as available) for the total population and by gap group (free and reduced lunch and students with disabilities). In October and November 2022, district program coordinators reviewed critical data sources specific to their individual programs: Preschool Coordinator/ Title I Coordinator; Director of Special Education; District Technology Coordinator; Human Resources/ DPP; and Instructional Supervisor/DAC. Based on the data, district program coordinators identified the current state of their program(s); identified priorities and concerns; identified trends; and identified strengths and leverages for their specific programs. District program coordinators, school

administrators and other stakeholders will meet in November and December to review the Needs Assessment and work on the district improvement plan.

Review of Previous Plan

2. Summarize the implementation of the goals, objectives, strategies and activities from the previous year's Comprehensive District Improvement Plan (CDIP). What was successful? How does it inform this year's plan?

Many of the strategies and activities that were in the previous CDIP are ongoing.

Many will be continued and/or extended in the current plan. Based on a review of the previous plan and additional data sources (e.g the KY Impact Survey, KSA 2022 data, and other data including district data [e.g. behavior and attendance], the district will add several initiatives to address specific needs in the 2022-2023 plan. These include Read to Achieve at the three elementary schools, Deeper Learning with the SESC co-op, Blended Learning (a collaboration with KDE), and Active Implementation Science. The district is also working on CCEIS and PBIS.

Trends

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

Example of Trends

- The number of behavior referrals increased from 204 in 2020-21 to 288 in 2021-22.
- From 2020 to 2022, the district saw an 11% increase in novice scores in reading among students in the achievement gap.

Trends Total Population:

It is difficult to identify trends between the 2022 KSA Assessment and the 2021 K-Prep assessment because the assessment content changed in reading and math from 2019 to 2022; the accountability grades (in some instances) have changed from 2019 to 2022; the format of the assessment changed from paper/pencil to 100% online; Transition Readiness Data was unavailable in 2021; Social Studies Data was unavailable due to Field Testing; and the 2021 participation rate was not greater than 95% at all levels. Thus, comparing state data trends overtime is problematic. The one constant across the years is student proficiency levels.

Consequently, the district analysis of student performance on KSA will focus on the percent of students at each performance level for each content area for all students, students with disabilities, and students who are economically disadvantaged. District trend data on state assessments (K-Prep/KSA and ACT) indicates that the percent of students who were proficient/distinguished decreased across all levels and content areas in 2021 as compared to 2019 state assessment data.

2022 data indicates that at the elementary level that there is an increase in the percent of students who are proficient/distinguished from 2021 to 2022 in reading, math, and writing. Unfortunately, much of the the data at the middle level and high school level is supressed across multiple years. However, the 2022 ACT trend data indicates that the percent of students who met the CPE Benchmark in Reading, English, and Math were the highest percentage across 4 years (2019, 2020, and 2021) in English, Reading, and Math and that the 2022 percent of students meeting the CPE Benchmark in English, Reading, and Math exceeded the state percentage of students meeting the CPE Benchmark in each content area, respectively.

Trend Data State Reading and Math Indicator:

Proficiency Total Population Reading: 61% of elementary students scored proficient/distinguished on the 2022 KSA Reading assessment. This was an increase over the 2021 K-Prep Scores and slightly lower that the 2019 scores. 48.3% of elementary students scored proficient/distinguished on the 2021 K-Prep Reading as compared to 62.2% of elementary students who scored proficient/distinguished on 2019 KPrep Reading. The 2022 district percent of proficient/distinguished exceeded the state rate of 45% as it did in 2021. The 2021 district percent proficient/distinguished exceeded the state percent proficient/distinguished (39.5%) in reading.

32% of middle school students scored proficient/distinguished on the 2022 KSA Reading assessment, and it was significantly lower than the district percentage of proficient/distinguished in 2019. The 2021 Middle School Reading Data is suppressed per state guidelines. 58.5% of middle school students scored proficient on the 2019 K-Prep Reading. As in 2019, the 2022 district percent of proficient/distinguished was less than the state rate of 43%. The 2019 district percent proficient/distinguished was less than the state percent of proficient/ distinguished (59.6%).

40% of high school students scored proficient/distinguished on the 2022 KSA Reading assessment. This was slightly below the district percent proficient on the 2019 K-Prep Reading assessment. The 2021 High School Reading Data is suppressed per state guidelines. 41.6% of high school students scored proficient/distinguished on the 2019 K-Prep Reading. As in 2019, the 2022 district percent proficient/distinguished was also below the state rate of 44%. The district percent proficient/distinguished was also below the 2019 state percent proficient/distinguished (44.5%).

On the 2022 ACT Reading test, 56% of students met the CPE Benchmark as compared to the state average of 45%. On the 2021 ACT Reading test, 27.4% of students met the CPE Benchmark. In 2020, 37.9% of students met the CPE Benchmark in Reading, and in 2019, 41.6% of students met the CPE Benchmark in Reading.

Proficiency Total Population Math: 51% of elementary students scored proficient/distinguished on the 2022 KSA Math assessment. This was an increase over the 2021 K-Prep Scores and slightly lower that the 2019 scores. 35.5% of elementary students scored proficient/distinguished on the 2021 K-Prep Math as compared to

52.1% of elementary students who scored proficient/ distinguished on 2019 K-Prep math. The 2022 district percent of proficient/distinguished exceeded the state rate of 38% as it did in 2021. The 2021 district percent proficient/distinguished exceeded the state percent proficient/distinguished (31.4%) in math.

18% of middle school math students scored proficient/distinguished on the 2022 KSA Math assessment, and it was significantly lower than the district percentage of proficient/distinguished in 2019. The 2021 Middle School Math Data is suppressed per state guidelines. 32.3% of middle school students scored proficient/ distinguished on the 2019 K-Prep. As in 2019, the 2022 district percent of proficient/ distinguished was less than the state rate of 37%. The 2019 district percent proficient/distinguished was less than the state percent of proficient/distinguished (46.4%).

34% of high school students scored proficient/distinguished on the 2022 KSA Math assessment as compared to the state average of 36%. The 2021 High School Math Data is suppressed per state guidelines as is the 2019 Math Data.

On the 2022 ACT Math test, 31% of high school students met the CPE benchmark as compared to the state average of 30%. On the 2021 ACT Math, 16% of high school students met the CPE Benchmark. 24.1% of high school students met the CPE Benchmark on the 2020 ACT Math as compared to 26.5% of high school students who met the CPE Benchmark on the 2019 ACT math.

Trend Data Science, Social Studies, and Writing Indicator:

Total Population Science: District K-Prep Data at All Levels was suppressed in 2021.

48% of elementary students scored proficient/distinguished on the 2022 KSA Science assessment. 46.5% of elementary students scored proficient/distinguished on the 2019 K-Prep Science as compared to 40.3% of elementary students who scored proficient/distinguished on 2018 K-Prep Science. As it did in 2019, the percent of elementary students who are proficient/distinguished on the 2022 KSA Science assessment exceeded the state rate of 29%. The 2019 district percent of elementary students who are proficient/distinguished also exceeded the state percent proficient/distinguished (31.7%) in Science.

The 2022, 2021, and 2019 middle school Science data has been suppressed.

The 2022 and 2021 high school Science data has been suppressed. 35.4% of district high school students scored proficient/distinguished on the 2019 K-Prep Science as compared to 15.1% of district high school students who scored proficient/ distinguished on 2018 K-Prep Science. The 2019 district percent proficient/ distinguished exceeded the state percent of proficient/distinguished (29.9%).

Total Population Social Studies: No 2021 K-Prep Data Available due to State Field Testing at all Levels.

52% of elementary students scored proficient/distinguished on the 2022 KSA Social Studies assessment, and the percent proficient/distinguished is significantly lower than the district percentage of proficient/distinguished in 2019. 73.3% of elementary students scored proficient/ distinguished on the 2019 K-Prep Social Studies as compared to 71.4% of elementary students who scored proficient/ distinguished on 2018 K-Prep Social Studies. However, as in 2019, the 2022 percent proficient/distinguished was significantly above the state rate of 37%. The 2019 district percent of elementary students who were proficient/distinguished exceeded the state percent of proficient/distinguished (53.0%).

17% of middle school students scored proficient/distinguished on the 2022 KSA Social Studies assessment, and the percent proficient/distinguished is significantly lower than the district percentage of proficient/distinguished in 2019. 57.7% of middle school students scored proficient/distinguished on the 2019 K-Prep Social Studies as compared to 40.3% of middle school students who scored proficient/ distinguished on 2018 K-Prep Social Studies. The 2019 district percent proficient/ distinguished was less than the state percent of proficient/distinguished (58.8%).

46% of high school students scored proficient/distinguished on the 2022 KSA Social Studies assessment as compared to the state rate of 34%. There was no Social Studies assessment data available at the high school level in 2019.

Total Population Writing: 50% of elementary students scored proficient/ distinguished on the 2022 KSA Combined Writing Assessment. The 2022 district percent of proficient/distinguished also exceeded the state rate of 37% as it did in 2021. Although this is a slight increase from 2021, it should be noted that the 2022 score was a "combined" score with writing and editing and mechanics ;whereas, the previous writing scores were writing on-demand only. 49% of elementary students scored proficient/distinguished on the 2021 K-Prep Writing. The 2021 district percent of elementary students who were proficient/distinguished exceeded the state percent proficient/distinguished (39.8%) in writing. The 2019 data has since been suppressed.

16% of middle school students scored proficient/distinguished on the 2022 KSA Combined Writing Assessment. The 2022 district percent of proficient/distinguished fell below the state average of 39% as it was in 2019. It should be noted that the 2022 score was a "combined" score with writing and editing and mechanics; whereas, the previous writing scores were writing on-demand only. The 2021 Middle School Writing Data is suppressed per state guidelines. 25.5% of middle school students scored proficient/distinguished on the 2019 K-Prep Writing as compared to 27.4% of middle school students who scored proficient/ distinguished on 2018 K-Prep writing. The 2019 district percent proficient/ distinguished was less than the state percent of proficient/distinguished (31.9%).

52% of high school students scored proficient/distinguished on the 2022 KSA Combined Writing assessment. This is a decline from 2019; however, the 2022 district percent of proficient/distinguished exceeded the state average of 38% as it did in 2019. It should also be noted that the 2022 score was a "combined" score with writing and editing and mechanics; whereas, the previous writing scores were writing on-demand only. The 2021 High School Writing Data is suppressed per state

guidelines. 64.6% of high school students scored proficient/distinguished on the 2019 K-Prep Writing as compared to 60% of high school students who scored proficient/ distinguished on 2018 K-Prep Writing. The 2019 district percent proficient/ distinguished exceeded the state percent of proficient/distinguished (50.3%).

On the 2022 ACT English test, 55% of students met the CPE Benchmark as compared to the state average of 46%. On the 2021 ACT English, 26.4% of students met the CPE Benchmark. In 2020, 51.7% of students met the CPE Benchmark in English, and in 2019, 45.1% of students met the CPE Benchmark in English.

Graduation Rate: Although the graduation rate has remained fairly consistent in recent years, there was a drop in 2021 and the decline continued in 2022. In 2020, the 4-year cohort graduation rate was 93.4% and the 5-year cohort graduation rate was 93.5%. In 2021, that declined to a 4-year cohort graduation rate of 87.9% while the a 5-year cohort graduation rate remained constant at 93.5%. The 2022, 4-year cohort graduation rate is 86.5% while the 5-year cohort graduation rate increased slightly to 93.8%.

Trend Data Transition to Adult Life: Per the 2022 School Report Card, 77.8% of all students were identified as Post-Secondary Ready. This rate did exceed the 2022 state postsecondary readiness rate of 72.4; however, this was a decline in the percent of students who are postsecondary ready for the district when compared to 2019 and 2018 rates, respectively. 2021 Data does not reflect Transition Readiness Status. It includes post-secondary participation rates, per the SRC 33.6% of 2021 graduates are enrolled in an In-State Post-Secondary Institution. Prior Transition Readiness Total Population (Scores): In 2019, 90.9% of high school graduates were Transition Ready as compared to 80.6% of 2018 high school graduates. The 2019 district percent of students who are Transition Ready exceeded the state percent (64.8%).

BEHAVIOR/DISCIPLINE: During the 2020-2021 school year, district and school administrators worked to continue the collaboration with our Board of Education to secure a school resource officer for Jackson County High School and to continue the Jackson County Learning Center to help with our discipline rates and have worked with all of our schools at improving their use of positive behavior interventions and supports. Current 2021-2022 Attendance has come back up to between 88% and 89%.

Exceptional students: White students in our district are 4.28 times as likely as nonwhite students from the state to be identified with an intellectual disability and this is a significant disproportionality. In 2020 all elementary students with disabilities in Reading scored Novice 28.7%, Apprentice 31.3%, Proficient 26.1%, Distinguished 13.9%. and in Math Novice 38.3%, Apprentice 39.1%, Proficient 20.0% of 115, Distinguished 2.6%. Over the last 1 1/2 years in person attendance for the district has went down approximately 5%-6%.

White students in our district are 4.28 times as likely as nonwhite students from the state to be identified with an intellectual disability and this is a significant disproportionality. With an overall disability percentage of 29.9% in all areas.

Significant Areas for Improvement: As a district, it is a priority to decrease novice and increase the percentage of students (total population, free/reduced lunch, and students with disabilities) who meet or exceed proficiency in each content area and at each grade level on the state assessment. The district will continue to focus on increasing the graduation rate for all students. The district is continuing to focus on assessment literacy practices and the processes of reviewing, analyzing, and applying data results in order to increase student achievement. In addition, the district is working on rolling out the revised standards in reading and writing; math, and social studies. The focus remains on aligning the curriculum to the standards and providing high quality instructional resources. Jackson County Middle School was identified for Targeted Support and Improvement (TSI).

Current State

4. Plainly state the current condition of the district using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on Kentucky Summative Assessment (KSA) in reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.

Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2021-22 academic year
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

Current State Proficiency Total Population:

*61% of elementary students scored proficient/distinguished on the 2022 KSA Reading as compared to the state average of 45%.

*51% of elementary students scored proficient/distinguished on the 2022 KSA Math as compared to the state average of 38%.

*48% of elementary students scored proficient/distinguished on the 2022 KSA Science as compared to the state average of 29%.

*52% of elementary students scored proficient/distinguished on the 2022 KSA Social Studies as compared to the state average of 37%.

*50% of elementary students scored proficient/distinguished on the 2022 KSA Combined Writing as compared to the state average of 37%.

*32% of middle school students scored proficient/distinguished on the 2022 KSA Reading as compared to the state average of 43%.

*18% of middle school students scored proficient/distinguished on the 2022 KSA Math as compared to the state average of 37%.

*xx% of middle school students scored proficient/distinguished on the 2022 KSA Science (suppressed) as compared to the state average of 22%.

*17% of middle school students scored proficient/distinguished on the 2022 KSA Social Studies as compared to the state average of 36%.

*16% of middle school students scored proficient/distinguished on the 2022 KSA Combined Writing as compared to the state average of 39%.

*40% of high school students scored proficient/distinguished on the 2022 KSA Reading as compared to the state average of 44%.

*34% of high school students scored proficient/distinguished on the 2022 KSA Math as compared to the state average of 36%.

*xx% of high school students scored proficient/distinguished on the 2022 KSA Science (suppressed) as compared to the state average of 14%.

*46% of high school students scored proficient/distinguished on the 2022 KSA Social Studies as compared to the state average of 34%.

*52% of high school students scored proficient/distinguished on the 2022 KSA Combined Writing as compared to the state average of 38%.

* On the 2022 ACT Reading test, 56% of students met the CPE Benchmark as compared to the state average of 45%.

* On the 2022 ACT Math test, 31% of high school students met the CPE benchmark as compared to the state average of 30%.

* On the 2022 ACT English test, 55% of students met the CPE Benchmark as compared to the state average of 46%.

* Per the 2022 School Report Card, 77.8% of all students were identified as Postsecondary Ready as compared to the state rate of 72.4%.

* The 4-Year Cohort Graduation Rate is 86.5% as compared to the state average of 89.9%.

* The 5-Year Cohort Graduation Rate is 93.8% as compared to the state average of 92.0%.

*The Quality of School Climate and Safety Survey Data identifies the district elementary indicator score as "High" with individual index scores of 83.3 (Climate) and 76.1 (Safety).

*The Quality of School Climate and Safety Survey Data identifies the district middle school indicator score as "Low" with individual index scores of 67.5 (Climate) and 58.8 (Safety).

*The Quality of School Climate and Safety Survey Data identifies the district high school indicator score as "High" with individual index scores of 66.7 (Climate) and 61.7 (Safety).

Current State Proficiency Special Education Population:

*53% of elementary students with disabilities scored proficient/distinguished on the 2022 KSA Reading as compared to the state average of xx%.

*32% of elementary students with disabilities scored proficient/distinguished on the 2022 KSA Math as compared to the state average of xx%.

*xx% of elementary students with disabilities scored proficient/distinguished on the 2022 KSA Science (suppressed) as compared to the state average of xx%.

*48% of elementary students with disabilities scored proficient/distinguished on the 2022 KSA Social Studies as compared to the state average of xx%.

*xx% of elementary students with disabilities scored proficient/distinguished on the 2022 KSA Combined Writing (suppressed) as compared to the state average of xx%.

*15% of middle school students with disabilities scored proficient/distinguished on the 2022 KSA Reading as compared to the state average of xx%.

*xx% of middle school students with disabilities scored proficient/distinguished on the 2022 KSA Math (suppressed) as compared to the state average of xx%.

*xx% of middle school students with disabilities scored proficient/distinguished on the 2022 KSA Science (suppressed) as compared to the state average of xx%.

*xx% of middle school students with disabilities scored proficient/distinguished on the 2022 KSA Social Studies (suppressed) as compared to the state average of xx%.

*xx% of middle school students with disabilities scored proficient/distinguished on the 2022 KSA Combined Writing (suppressed) as compared to the state average of xx%.

*13% of high school students with disabilities scored proficient/distinguished on the 2022 KSA Reading as compared to the state average of xx%.

*xx% of high school students with disabilities scored proficient/distinguished on the 2022 KSA Math (suppressed) as compared to the state average of xx%.

*xx% of high school students with disabilities scored proficient/distinguished on the 2022 KSA Science (suppressed) as compared to the state average of xx%.

*xx% of high school students with disabilities scored proficient/distinguished on the 2022 KSA Social Studies (suppressed) as compared to the state average of xx%.

*xx% of high school students with disabilities scored proficient/distinguished on the 2022 KSA Combined Writing (suppressed) as compared to the state average of xx%.

Current State Proficiency Economically Disadvantaged:

*57% of elementary students who are economically disadvantaged scored proficient/distinguished on the 2022 KSA Reading as compared to the state average of xx%.

*45% of elementary students who are economically disadvantaged scored proficient/distinguished on the 2022 KSA Math as compared to the state average of xx%.

*43% of elementary students who are economically disadvantaged scored proficient/distinguished on the 2022 KSA Science as compared to the state average of xx%.

*45% of elementary students who are economically disadvantaged scored proficient/distinguished on the 2022 KSA Social Studies as compared to the state average of XX%.

*44% of elementary students who are economically disadvantaged scored proficient/distinguished on the 2022 KSA Combined Writing as compared to the state average of XX%.

*28% of middle school students scored proficient/distinguished on the 2022 KSA Reading as compared to the state average of xx%.

*15% of middle school students who are economically disadvantaged scored proficient/distinguished on the 2022 KSA Math as compared to the state average of xx%.

*xx% of middle school students who are economically disadvantaged scored proficient/distinguished on the 2022 KSA Science (suppressed) as compared to the state average of xx%.

*12% of middle school students who are economically disadvantaged scored proficient/distinguished on the 2022 KSA Social Studies as compared to the state average of XX%.

*10% of middle school students who are economically disadvantaged scored proficient/distinguished on the 2022 KSA Combined Writing as compared to the state average of XX%.

*35% of high school students who are economically disadvantaged scored proficient/distinguished on the 2022 KSA Reading as compared to the state average of xx%.

*29% of high school students who are economically disadvantaged scored proficient/distinguished on the 2022 KSA Math as compared to the state average of xx%.

*xx% of high school students who are economically disadvantaged scored proficient/distinguished on the 2022 KSA Science (suppressed) as compared to the state average of xx%.

*35% of high school students who are economically disadvantaged scored proficient/distinguished on the 2022 KSA Social Studies as compared to the state average of xx%.

*27% of high school students who are economically disadvantaged scored proficient/distinguished on the 2022 KSA Combined Writing as compared to the state average of XX%.

* Per the 2022 School Report Card, 70.1% of economically disadvantaged students were identified as Postsecondary Ready as compared to the percent of students who are not economically disadvantaged (93.8%).

* The 4-Year Cohort Graduation Rate for economically disadvantaged students is 85.7% as compared to the graduation rate for students who are not economically disadvantaged (88.2 %).

* The 5-Year Cohort Graduation Rate for economically disadvantaged students is 90.8% as compared to the graduation rate for students who are not economically disadvantaged (100%).

The Kindergarten Readiness state average score was 51.0% as indicated on the Early Childhood Profile 2020. Currently the 2022 data state average score is 44.1%. Our district score for Jackson County is presently 55.3% for those students receiving interventions, with an overall Kindergarten readiness average of 44.7% which is 0.6% percent above the state score. As a district, our students' areas of strength were COGNITIVE/GENERAL KNOWLEDGE indicative of an increase of 0.2%; LANGUAGE/COMMUNICATION scores demonstrate an increase at 8.0%, and SOCIAL/EMOTIONAL increasing at 0.4%, all above the prior 2019 preschool district scores. Current data demonstrates that our growth areas are LANGUAGE and COMMUNICATION with a score of 74.1%, an overall 4.7% above the state average of 69.4%; PHYSICAL WELL-BEING, with a score of 51.8%, an 8.8% increase above the state average of 43.0%; and SOCIAL EMOTIONAL. The district score here is currently 73.1%, a 0.9% increase over the Kentucky state average in this domain.

The district chronic absentee rate for 2021-2022 was 45.97%.

Per the 2022 Impact Kentucky Working Conditions Survey, 49% of teachers had a favorable perception of the adequacy of school resources.

Priorities/Concerns

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

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

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

Total Population: The district will continue to focus on decreasing novice and increasing proficiency across all content areas and grade levels and will focus improvement efforts moving forward on key areas: curriculum, assessment, and instruction: KCWP 1 Design and Deploy Standards; KCWP 2 Design and Deliver Instruction; and KCWP 3 Design and Deliver Assessment Literacy. In addition, the district will focus on increasing the academic achievement of all students with specific emphasis on novice reduction for students with disabilities and students who are economically disadvantaged.

Analysis of the 2022 Early Childhood Profile Data for Kindergarten Readiness, as well as the 2022 Brigance screener information, indicates that the preschool composite domain score has decreased by in COGNITIVE/GENERAL KNOWLEDGE, from the previous year to 23.9%. The other area of most concern is SELF HELP, demonstrating the previous year score at 47.8% and the most recent available data indicating a 4.7% decline with a current score of 43.1.8%. This analysis demonstrates that we did not meet the state proficiency goal in these two domains, thereby indicating instructional gaps in the learning process. This is comparing the most recent 2020 scores to the prior year 2022 data. This analysis indicates that, as a district, we are not meeting the state proficiency goals in those specific domains, which we consider possible instructional gaps in student growth and learning processes.

ATTACHMENTS

Attachment Name



Preschool Needs Assessment for 2022

Strengths/Leverages

6. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

Strengths and Leverages Total Population: The district has purchased new core reading and math programs Kindergarten-Grade 12. In addition, students and teachers have access to digital curriculum and the district is 1.2 to 1 with student devices. Strengths for attendance would be the fact, that slowly but surely attendance rates are increasing. The aggregate performance of the elementary

schools (green) placed the district in the top 27 districts that were identified as having an overall rating of very high (9) or high (18).

Evaluate the Teaching and Learning Environment

7. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in 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

Utilizing implementation data, perception data, and current policies and practices:

a. Complete the Key Elements Template.

b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the district 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.

NOTE: These elements will be thoroughly addressed in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

KCWP 1 Design and Deploy Standards KCWP 2 Design and Deliver Instruction KCWP
3 Design and Deliver Assessment Literacy



ATTACHMENTS

Attachment Name



JCPS District Key Elements 2022 Final

Attachment Summary

Attachment Name	Description	Associated Item(s)
 JCPS District Key Elements 2022 Final	Key Elements Chart	• 7
 Preschool Needs Assessment for 2022	This report is an analyzation of the 2022 Early Childhood Profile data for Kindergarten Readiness in regard to student scores in determining the progress or possible instructional gaps in student learning and growth.	• 5

Key Elements of the Teaching and Learning Environment - District

Key Elements	Evidence
KCWP 1: Design and Deploy Standards What evidence is there that your district continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?	In 2021, the district began implementation of new core reading and math programs. These HQIR were selected by reading and math curriculum committees which included both regular education and special education teachers K-12 utilizing the KDE HQIR Rubrics. In 2022-2023, the district will begin to draft new curriculum maps in reading and math to reflect these new resources in relation to the scope and sequence of the curriculum a key next step will be to revise the documents with the new resources. The district analyzes student performance data on district diagnostic assessments, classroom assessments, and state summative assessments to assess students' attainment of the Kentucky Academic Standards.
KCWP 2: Design and Deliver Instruction What evidence is there that instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the district?	School level administrators conduct classroom observations and evaluations using the district certified evaluation plan.
KCWP 3: Design and Deliver Assessment Literacy What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?	The district utilizes formative, diagnostic, and summative assessments across all grade levels.
KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?	The schools and the district utilize the CSIP/CDIP Needs Assessment process as well as school level PLC's to analyze multiple data sources (e.g. formative, summative, benchmark, and interim assessment data) to make informed instructional decisions.
KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?	Schools/District monitor student participation in diagnostic assessments and student usage of digital curriculum.

<p>KCWP 6: Establishing Learning Culture and Environment</p> <p>What evidence is there that your district creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?</p>	<p>The School Climate and Safety (QSCS) survey data indicates that 88% of JCHS students who responded to the survey responded that they agreed or strongly agreed that “My School is a Caring Place,” and 82% of high school students responded that “Adults from my school make sure that all students get what they need to be successful. Eighty-four percent of JCMS students who responded to the survey responded that they agreed or strongly agreed that “My School is a Caring Place,” and 83% of middle school students responded that “Adults from my school make sure that all students get what they need to be successful. The district elementary school level data was suppressed for these questions; however, individual school results were reported and reviewed.</p>
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KDE Needs Assessment
Jackson County Public Schools
Preschool Program

Data Analysis:

Analysis of the 2022 Early Childhood Profile Data for Kindergarten Readiness, as well as the 2022 Brigance screener information, indicates that the preschool composite domain score has decreased by in COGNITIVE/GENERAL KNOWLEDGE, from the previous year to 23.9%. The other area of most concern is SELF HELP, demonstrating the previous year score at 47.8% and the most recent available data indicating a 4.7% decline with a current score of 43.1.8%. This analysis demonstrates that we did not meet the state proficiency goal in these two domains, thereby indicating instructional gaps in the learning process. This is comparing the most recent 2020 scores to the prior year 2022 data. This analysis indicates that, as a district, we are not meeting the state proficiency goals in those specific domains, which we consider possible instructional gaps in student growth and learning processes.

Areas of Strength:

The Kindergarten Readiness state average score was 51.0% as indicated on the Early Childhood Profile 2020. Currently the 2022 data state average score is 44.1%. Our district score for Jackson County is presently 55.3% for those students receiving interventions, with an overall Kindergarten readiness average of 44.7% which is 0.6% percent above the state score. As a district, our students' areas of strength were COGNITIVE/GENERAL KNOWLEDGE indicative of an increase of 0.2%; LANGUAGE/COMMUNICATION scores demonstrate an increase at 8.0%, and SOCIAL/EMOTIONAL increasing at 0.4%, all above the prior 2019 preschool district scores. Current data demonstrates that our growth areas are LANGUAGE and COMMUNICATION with a score of 74.1%, an overall 4.7% above the state average of 69.4%; PHYSICAL WELL-BEING, with a score of 51.8%, an 8.8% increase above the state average of 43.0%; and SOCIAL EMOTIONAL. The district score here is currently 73.1%, a 0.9% increase over the Kentucky state average in this domain. Our preschool program is utilizing Response to Intervention (RTI) as a means for individualized instruction, as well as tool for progress monitoring all specified domains included in the state assessment. Monitoring occurs on a weekly basis with progress being consistently analyzed by teachers.

Opportunities for Improvement:

The Berea Regional Training Center will continue to be utilized as an educational resource in an effort to assist relevant teaching staff by providing early childhood professional learning opportunities, as well as specific, individualized instructional materials. With our focus set on the analysis of the identified needs improvement domains, our goal will be to increase the percentage of preschool students' scores in the areas of COGNITIVE/GENERAL KNOWLEDGE and SELF-HELP. The preschool teachers/staff have been and will continue to attend/participate in various training opportunities geared toward the provision of strategies and classroom instructional materials pertinent to these identified needs. Currently, we are implementing the Creative Curriculum for preschool students with lessons and activities that are focused on all areas/domains of early learning experiences. This curriculum is being monitored by district staff in collaboration with the Community Action Council education and coaching staff.

Oversight and Monitoring:

There will be District/CAC learning walks & observations conducted monthly to provide positive interventions, as well as teacher feedback, in areas of strength and/or areas of specific needs improvement. Analysis of student assessment data will be conducted after each is completed.

Conclusion:

The district preschool program will focus on the implementation of instructional strategies and procedures guided toward the goal of improving student performance, indicated by assessment data in the two aforementioned prominent areas of concern. As a district we will focus on implementation of best instructional practices and analyzing curriculum and instructional approaches for any possible learning gaps within the preschool program.