

Warren County Public Schools **2018-2019 Equity Scorecard**



Completed June 2019

Members of the 2018-2019 Warren County Public Schools Equity Council

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Introduction

The Warren County Schools Equity Council was formed in 2011, and its initial purpose was to ensure equitable and consistent discipline practices across the district. In early 2014, the members of the Equity Council determined that there was a need to broaden the scope of the work of the Equity Council and to bring in more community members. Currently, the Equity Council has representation from 4 stakeholder groups: parents, teachers, school administrators and community members. The work of the Equity Council currently focuses on promoting equitable and fair practices in the areas of educational opportunities, discipline and employment. Three standing subcommittees have been created to focus on each area.

WCPS Equity Council Vision & Mission

Vision:

The WCPS Equity Council serves to advocate for equitable opportunities for all students, parents and staff. The WCPS Equity Council will advise the Superintendent and Board of Education regarding practices, policies and procedures that promote equity in all district endeavors.

Mission:

- to identify and remove barriers to student learning, achievement and opportunities
- to ensure equitable discipline practices for all students
- to ensure equitable staff recruitment and hiring practices, with a focus on increasing the diversity of staff members

A Message from Mr. Rob Clayton, Superintendent

In 2016, WCPS created the district's first Equity Scorecard as the result of a comprehensive examination of district policies and practices in relation to our efforts to ensure equity for all students and staff in Warren County Public Schools. Since the development of the Scorecard, identified leaders within and outside of WCPS have collaborated to discuss growth opportunities in the areas of student achievement, discipline, opportunities, and staff employment. I am thankful for the significant commitment from members of our Equity Council who continue to keep a sharp focus on what is best for the students, staff, and WCPS school community. Each year, we engage in a process that involves some very deep and sometimes uncomfortable conversations.

You may wonder why Warren County Public Schools made the decision to create an Equity Scorecard, something very few school districts across the nation have undertaken. WCPS is a progressive district that firmly believes public education has not served its vital function unless student achievement and opportunities are maximized for every child. In addition, we recognize the importance of ensuring equity at all levels within our organization, including those who serve our children. As a district that has long prided itself in being a model for continuous improvement, our Equity Scorecard enables us to monitor our progress through clear, targeted goals and metrics.

Continuous improvement in all aspects of our organization remains a vital cog in our daily mission. What is expected must be inspected! Through well-defined processes created by district level staff, it is our goal to strengthen district policies, procedures, and our School/District Consolidated plans. Specific to the monitoring process, the Warren County Public Schools Board of Education receives yearly updates on our overall progress toward meeting each identified goal. In partnership with our school community, we firmly believe our efforts will enable us to minimize barriers that create achievement and opportunity gaps

across our district.

Although we have many things for which we can be proud, recognizing the need for continuous growth is ingrained into how we conduct our daily business. Moving forward, our challenge as a school community entails disaggregating existing data with an emphasis upon being intentional about eliminating processes or policies that hinder us from reaching all students and serving our staff. We will continue reminding our employees about the critical role they play in educating, inspiring, and empowering all students to achieve at the highest level.

Our success is dependent upon our ability to respond in a timely and appropriate manner and we will continuously train our staff with the new and best researched-based methods in curriculum, instruction, assessment, & evaluation. Moving forward, we will continue to ask ourselves the following essential questions to ensure our focus remains on achieving our Vision:

1. Are our schools reaching parents from infancy to stress the importance of reading/education?
2. Are our instruction and assessment practices and expectations for learning appropriate for students from diverse cultures and language backgrounds?
3. How much do students learn on average that allows them to compete in a global society?
4. Have we learned enough about ourselves to meet students' needs?
5. Are we willing to hold colleagues and ourselves accountable for implementation of district curriculum and state content standards?
6. Are we on a personal mission to ensure all students achieve academic excellence?
7. Are we culturally sensitive and aware that much of our success depends on keeping kids from all cultures motivated and inspired so academic excellence

can occur regardless of background?

8. Are we developmentally responsive to the social and emotional needs of all our students?

In closing, WCPS' Equity Scorecard is simply one tool for our district to utilize as we identify opportunities to best meet the needs of all students, especially those who have historically been disenfranchised. I remain optimistic that our efforts will continue to serve as a great reminder of our commitment to all students, especially those who need us the most.

Respectfully,

Rob Clayton, Superintendent

June 2019

Warren County Public Schools Demographics

The Warren County Public Schools (WCPS) district is located in Bowling Green/Warren County in South Central Kentucky. Warren County Public Schools currently serve approximately 16,500 students in Kindergarten through 12th grade in 26 schools: 4 high schools; 4 middle schools; 14 elementary schools and 8 alternative schools.

Based on current data, the percentages in each subgroup in WCPS are as follows: 66% White, 10% Black, 10% Hispanic, 9% Asian, <1% American Indian/Alaska Native, <1% Native Hawaiian/Pacific Islander, 4% Two or More Races. These percentages represent the increasing diversity of the student population being served in WCPS. The percentage of white students has decreased by nearly 3 percentage points, while the percentages of Black/African American, Hispanic students and Asian students have increased since the 2015-2016 Equity Scorecard was released.

During the 18-19 academic year, just over 2350 students (14% of our total student population) were identified as English Learners and eligible for English language development programs and support. Approximately 760 students were classified as “Monitored English Learners” (i.e., they had attained the criteria to exit programs and services and are now in a federally-required 4 year monitoring period). Finally, approximately 490 students were classified as “Fully Exited” (i.e., they have completed the 4 year monitoring period). In total, just over 3600 (22%) of our total student population are either being served currently or have a history of being served in English Learner programs. WCPS has the 3rd largest population of ELs, behind Jefferson County and Fayette County, and WCPS is the 3rd most diverse district in the state, behind Mayfield Independent Schools (16.6%) and Bowling Green independent Schools (14.6%).

Our international students speak 59 languages and dialects and come from more than 30 countries. The most spoken languages (other than English) are Spanish,

Bosnian, Arabic, Karen, Burmese, Swahili and Somali. Several hundred students in Warren County Public Schools are from families seeking asylum in the U.S. Despite language and academic content challenges, our English Learners are learning English and exiting from programs well ahead of the timelines goals set by the Kentucky Department of Education.

Approximately 13% of the student population in WCPS is receiving Special Education and related services, and approximately 22% of the students are identified as Gifted and Talented.



The Equity Scorecard – Background and Goals

This is the fourth Equity Scorecard to be developed by the WCPS Equity Council. The first was completed in April 2016 and presented to the Board of Education members in May 2016. The information in the 2015-2016 provided the Superintendent, members of the Board of Education, district and school administrators, teachers, parents and members of the public with a candid “snapshot” of where we stand in relation to equitable educational opportunities, equitable employment opportunities and equitable disciplinary processes and procedures.

The development of the Equity Scorecard is based on similar work in Fayette and Jefferson County Schools, and it is intended to provide an annual assessment of the district’s progress in meeting the goals outlined in the Vision and Mission Statement. It is our hope that the data and information provided in the 2018-2019 Equity Scorecard will drive sound decision-making and policy development in order to reduce barriers and to increase equitable opportunities for students, families and employees of Warren County Schools.

Education Subcommittee Report

The Education Subcommittee focuses on equitable access to education (i.e., instruction and assessment) in all schools and for all students. WCPS students are diverse not only in culture and language, but also in ability and need. As indicated in the Demographics section, WCPS has large populations of English Learners, students with disabilities and Gifted and Talented students. Additionally, many students received academic and/or behavioral interventions in the 18-19 academic year through “Multi-Tiered System of Supports” (MTSS) in WCPS. Meeting the instructional needs of students who are academically and behaviorally at risk, along with those who are meeting or exceeding grade level standards requires a knowledgeable, dedicated and highly trained workforce that is committed to self-reflection and continued growth. WCPS teachers and administrators must also be committed to ensuring that all students have equitable access to high quality opportunities for learning.

The Education Subcommittee members examined the 2017-2018 Kentucky Performance Rating of Educational Progress (K-PREP) scores from the Kentucky Department of Education (KDE) District Report Card to compare relative performance of students in the following ethnic/racial categories: White, Black/African American, Hispanic/Latino, Asian, Two or More Races.

The Subcommittee also sought to analyze the performance of students identified as English Learners and Students with a Disability. With regard to English Learners, KDE is operating under a new accountability system that permits us to look at English Learners who have met the criteria to exit and are in the 4 year monitoring period (i.e., English Learners Plus Monitored).

Finally, in an effort to examine opportunity disparities due to income, the Subcommittee wished to analyze the performance of students falling within the

“economically disadvantaged*” category. (This category was formerly called “Free & Reduced Lunch”)

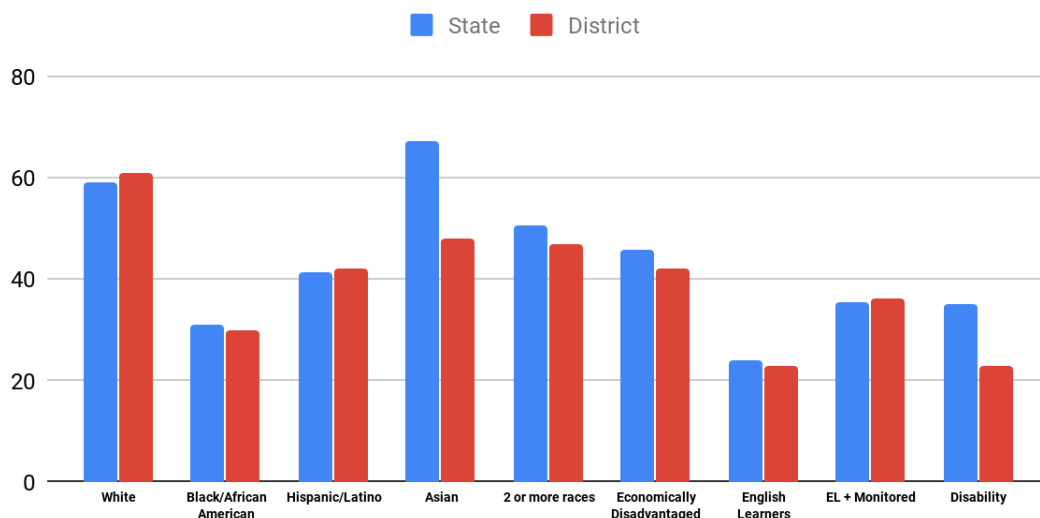
The Education Subcommittee report details an examination of the percentage of students categorized as Proficient/Distinguished (P/D) in reading and math on the K-PREP in elementary, 8th and 11th grades and reports on the size and persistence of achievement gaps between subgroups indicated above. Graduation rates and academic and career transition readiness rates were also compared across all racial/ethnic groups, Economically Disadvantaged students, English Learners and Students with a Disability. The number of English Learners who met the criteria to exit ELD programs is reported. In the final section of this report, there is a discussion of the innovative programs that have been implemented in WCPS to meet the needs of diverse students.

Elementary K-PREP- Reading & Math

The results of the 2017-2018 Elementary Reading Assessment, disaggregated by subgroup, are listed in Table 1.

Table 1 - 17-18 Elementary Reading

% Proficient/Distinguished by Subgroup



Developing the ability to read and comprehend is, of course, very critical in the elementary grades, yet this table reveals some very significant gaps between the categories. Comparing the district results (red bars), 61% of the district's elementary white students were Proficient/Distinguished (P/D) in reading on the K-PREP. This is consistent with the percentage of white students in the P/D category statewide. Significant gaps are evident in statewide data and district data. District data reveals the following gaps between the White subgroup and other ethnic/racial and service subgroups:

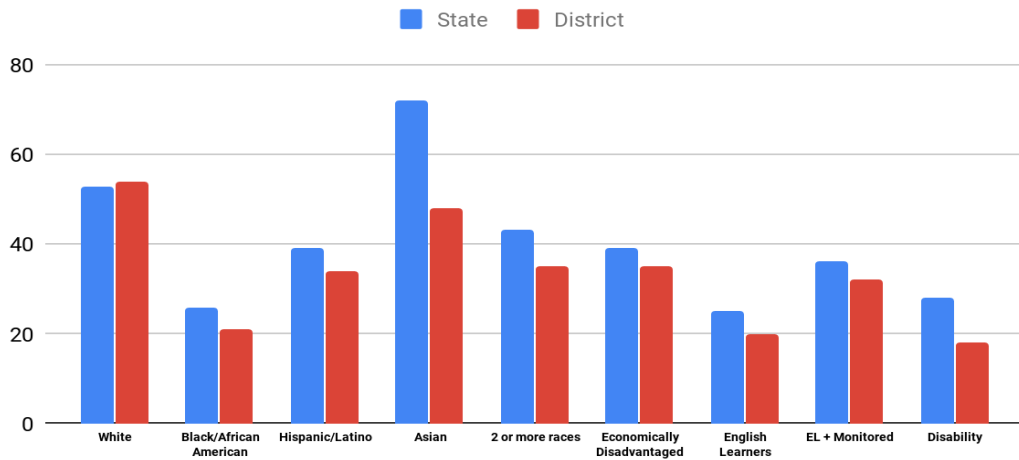
- Black students - 31 percentage point gap
- Hispanic students - 19 percentage point gap
- Asian students - 13 percentage point gap
- Two or More Races - 14 percentage point gap
- Economically Disadvantaged - 19 percentage point gap
- English Learners - 38 percentage point gap
- ELs + Monitored - 25 percentage point gap
- Students with Disabilities - 38 percentage point gap

WCPS percentages were generally consistent with the state results in most areas. The district percentages were above those for the state in the White and Black/African American subgroups. Our district student performance lagged significantly behind the state performance levels in the Asian student (19 point discrepancy) and Students with Disabilities (12 point discrepancy) subgroups. The discrepancy in the Asian subgroup has been a consistent finding over the years and may be due to the fact that a significant number of Asians in Warren County Schools are refugees, many with interrupted school experiences. These students are most frequently identified as English Learners as well.

The percentages of proficient/distinguished students by subcategory for the 17-18 K-PREP Math Test are presented in Table 2.

Table 2 - 17-18 Elementary Math

% Proficient/Distinguished by Subgroup



As with the K-PREP Reading scores, a comparison of the district results indicates that significant gaps are evident. Fifty-four percent (54%) of the students in the White subgroup scored at the Proficient/Distinguished category on the K-PREP Math Test, and this is roughly consistent with the state percentage of 52%. The following are the gaps between the White student subgroup and the rest of the subgroups:

- Black students - 33 percentage point gap
- Hispanic students - 20 percentage point gap
- Asian students - 6 percentage point gap
- Two or More Races - 19 percentage point gap
- Economically Disadvantaged - 19 percentage point gap
- English Learners - 34 percentage point gap
- ELs + Monitored - 22 percentage point gap
- Students with Disabilities - 36 percentage point gap

Comparisons of the district's percentages to the state percentages indicated consistency in the White student subgroup. District percentages lagged behind state percentages in all other areas, with the most significant differences were in the Asian subgroup (24 percentage point discrepancy) and the Disability subgroup (10 percentage point discrepancy). With regard to the Asian subgroup differences,

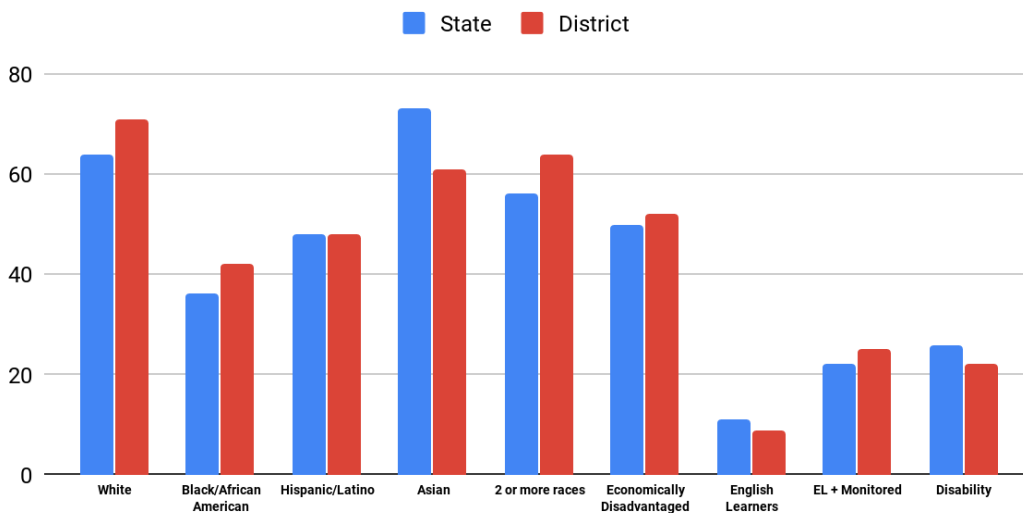
again, we believe that this is due to the fact that a significant number of our Asian students are English Learners and attended school in refugee camps prior to coming to the U.S. It is very significant that this subgroup performed near the level as the White subgroup in WCPS.

Middle School K-PREP: Reading & Math

The percentages of middle school students who are proficient/distinguished in reading by subgroup are presented in Table 3.

Table 3 - 17-18 Middle School Reading

% Proficient/Distinguished by Subgroup



Seventy-one percent (71%) of WCPS students in the White subgroup scored at the Proficient/Distinguished category on the Middle School K-PREP Reading Test. The following are the gaps between the White subgroup and the rest of the subgroups:

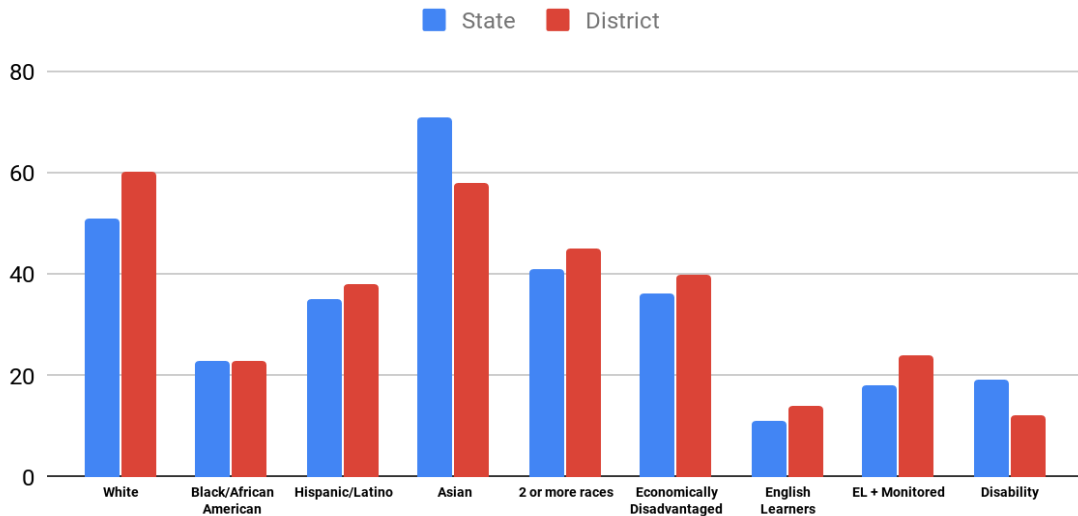
- Black/African American students - 29 percentage point gap
- Hispanic/Latino students - 23 percentage point gap
- Asian students - 10 percentage point gap
- Two or More Races - 7 percentage point gap
- Economically Disadvantaged - 19 percentage point gap
- English Learners - 62 percentage point gap
- ELs + Monitored - 46 percentage point gap
- Students with Disabilities - 49 percentage point gap

District/State comparisons yielded mixed results. The district outperformed the state in the White subgroup (7 percentage points higher), Black/African American (6 percentage points higher) and Two or More Races (8 percentage points higher). The district lagged significantly behind the state in the Asian category (12 percentage point lower). All other categories were generally consistent.

The results of the middle school K-PREP Math test, broken down by racial/ethnic and service subgroups, are reported in Table 4.

Table 4 - 17-18 Middle School Math

% Proficient/Distinguished by Subgroup



Sixty percent (60%) of the students in the White subgroup scored at the Proficient/Distinguished category on the Middle School K-PREP Math Test. This is consistent with the results reported in the 2017-2018 Equity Scorecard. The Asian subgroup achieved virtually the same level of performance, with 58% scoring Proficient/Distinguished on the Middle School K-PREP Math Test. The following are the gaps between the White subgroup and the rest of the subgroups:

- Black/African American students - 37 percentage point gap
- Hispanic/Latino students - 22 percentage point gap

- Two or More Races - 15 percentage point gap
- Economically Disadvantaged -20 percentage point gap
- English Learners - 46 percentage point gap
- ELs + Monitored - 36 percentage point gap
- Students with Disabilities - 48 percentage point gap

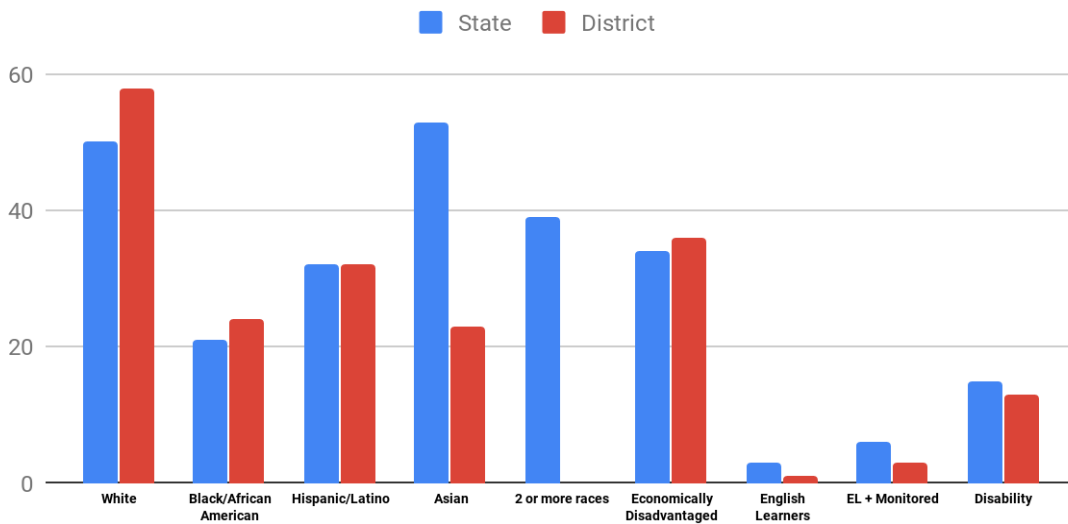
The district outperformed the state in the White, Black and Two or More Races categories. The district lagged significantly behind the state in the Disability category. All other categories were generally consistent.

High School K-PREP: Reading & Math

The percentage of high school students (i.e., 11th graders) who are proficient/distinguished in reading by subgroup are presented in Table 5.

Table 5 - 17-18 High School Reading

% Proficient/Distinguished by Subgroup



Fifty-eight percent (58%) of the students in the White subgroup scored at the Proficient/Distinguished level on the High School K-PREP Reading Test. The following are the gaps between the White subgroup and the rest of the subgroups:

- Black/African American students - 34 percentage point gap
- Hispanic /Latino students - 26 percentage point gap
- Asian students - 35 percentage point gap
- Two or More Races - ** cohort too small to report
- Economically Disadvantaged - 22 percentage point gap
- English Learners - 57 percentage point gap
- ELs + Monitored - 55 percentage point gap
- Students with Disabilities - 45 percentage point gap

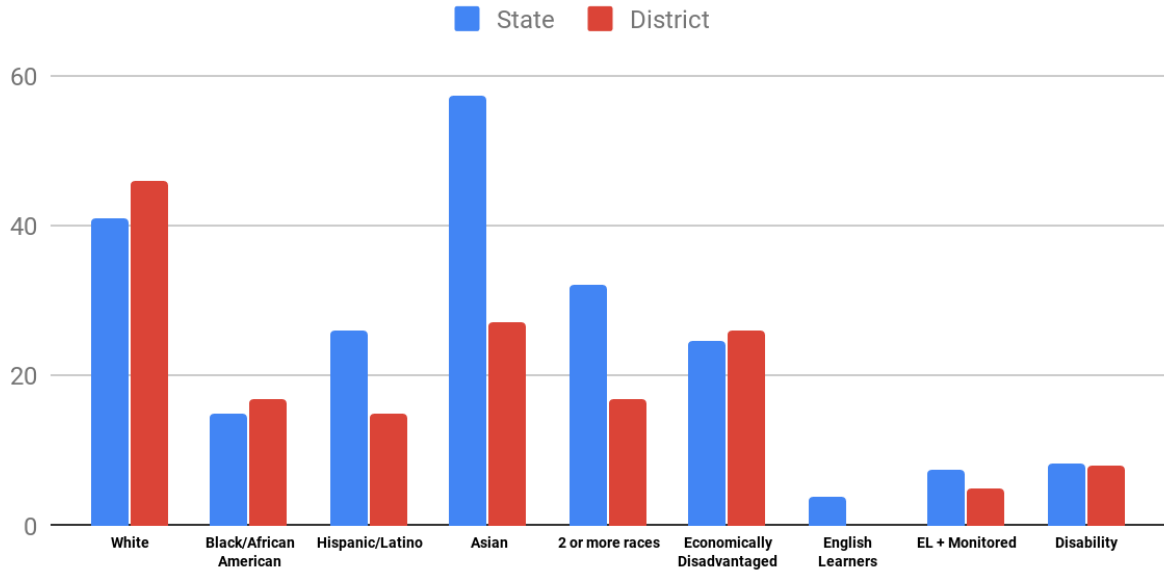
Very significant gaps were evidenced between the White subgroup and several other subgroups. The most significant gaps were between White students and Black/African American, English Learners, and Students with Disabilities. Other large gaps were evident in the Hispanic/Latino, and Economically Disadvantaged students. A smaller gap was observed between the results of White students and Asian students.

District/State comparisons yielded mixed results. The district results were higher than the state for White students and slightly so for Black/African American and Economically Disadvantaged students. The results for district students fell significantly behind the state results in the Asian category. Slight discrepancies were seen in the English Learner and English Learner plus Monitored categories. All other categories were generally consistent.

The results of the high school K-PREP Math test, broken down by ethnic/racial and service subgroups, are reported in Table 6.

Table 6 - 17-18 High School Math

% Proficient/Distinguished by Subgroup



Forty-six percent (46%) of the students in the White subgroup scored at the Proficient/Distinguished category on the High School K-PREP Math Test. The following are the gaps between the White subgroup and the rest of the subgroups:

- Black/African American students - 29 percentage point gap
- Hispanic/Latino students - 31 percentage point gap
- Asian students - 19 percentage point gap
- Two or More Races - 29 percentage point gap
- Economically Disadvantaged - 20 percentage point gap
- English Learners - 46 percentage point gap (No EL students attained P/D)
- ELs + Monitored - 41 percentage point gap
- Students with Disabilities - 38 percentage point gap (unchanged)

The district outperformed the state in the White category. The district lagged behind the state in the Hispanic/Latino and Two or More Races categories. All other categories were generally consistent.

Trends in Achievement Gaps

Gaps in elementary reading and math performance were examined by comparing the percentage of Proficient/Distinguished (P/D) for “All Students” to the percentages of P/D for Black/African American, Hispanic/Latino, and 2 or More Races groups, as well as Economically Disadvantaged students, English Learners and Students with Disabilities. The gap sizes were examined over 4 academic years- 14-15, 15-16, 16-17 and 17-18. The results are displayed in Tables 7 and 8.

Table 7: Elementary Reading Gaps

No Gap for 2 or More Races in 14-15- Disability not reported in 14-15 due to cohort size

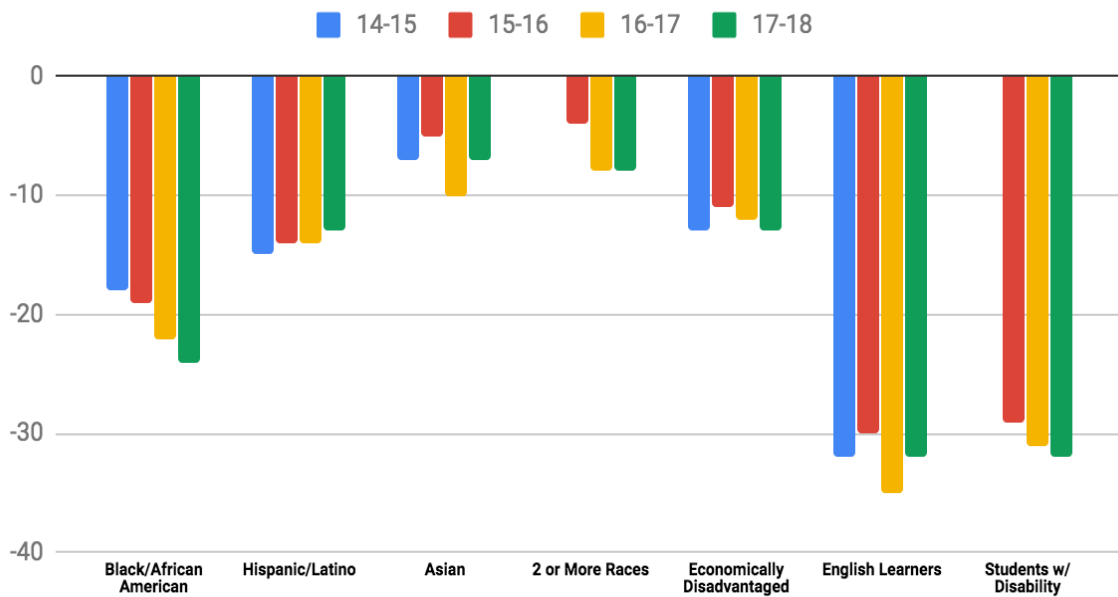
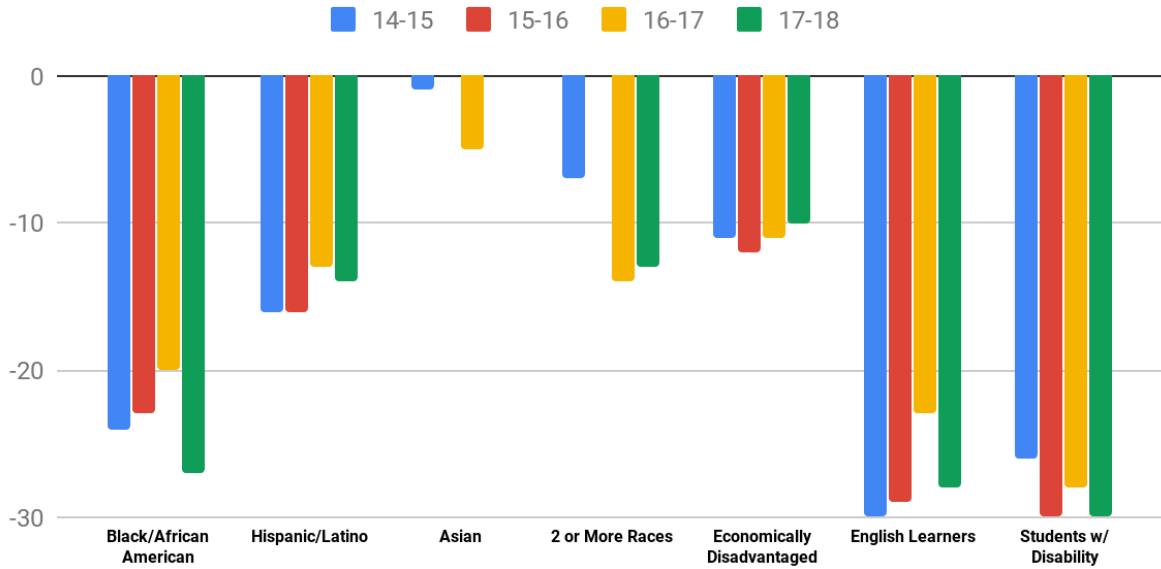


Table 8: Elementary Math Gaps

15-16 No report for Asian & 2 or More Races Due to Cohort Size; 17-18 No Gap in Asian



The gaps in elementary reading are most significant and persistent for Black/African Americans, English Learners and Students with Disabilities. English Learners and Students with Disabilities have the largest gaps; however, the widening of the gap for Black/African American students is significant. In elementary math test scores, Black/African Americans, English Learners and Students with Disabilities showed the largest and most persistent gaps. Cohort sizes for Asian students and 2 or More Races prevented reporting in 15-16. In 17-18, the percentage of Asian students who score Proficient/Distinguished matched that of “All Students.” This is notable because many of the Asian students in WCPS are English Learners.

Gaps in middle school reading and math performance were examined by comparing the percentage of Proficient/Distinguished (P/D) for “All Students” to the percentages of P/D for Black/African American, Hispanic/Latino, and 2 or More Races groups, as well as Economically Disadvantaged students, English Learners

and Students with Disabilities. The gap sizes were examined over a 4-school year period - 14-15, 15-16, 16-17 and 17-18. The results are displayed in Tables 9 and 10.

Table 9: Middle School Reading Gaps

Due to cohort size, No report in 14-15, 15-16 for Black/Hispanic; No report for Disability in 15-16; No report for Black in 16-17

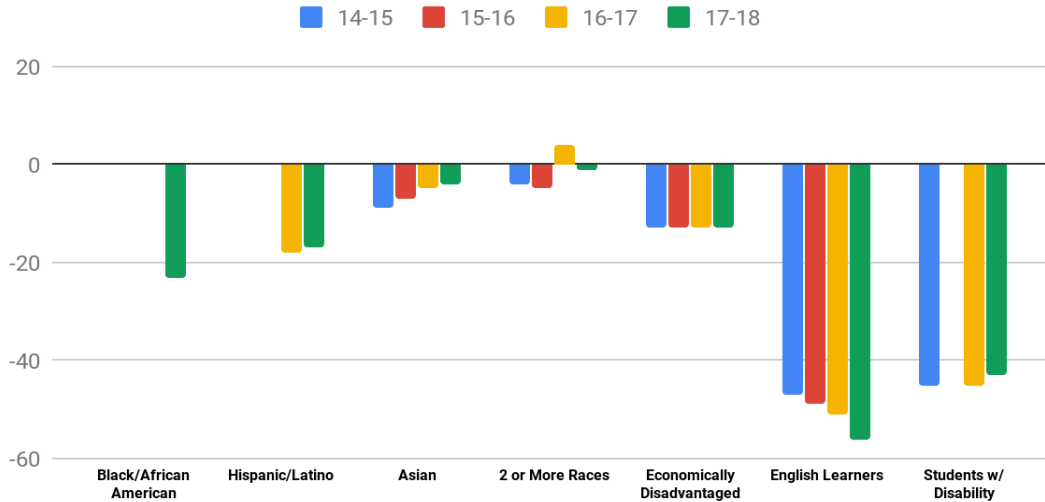
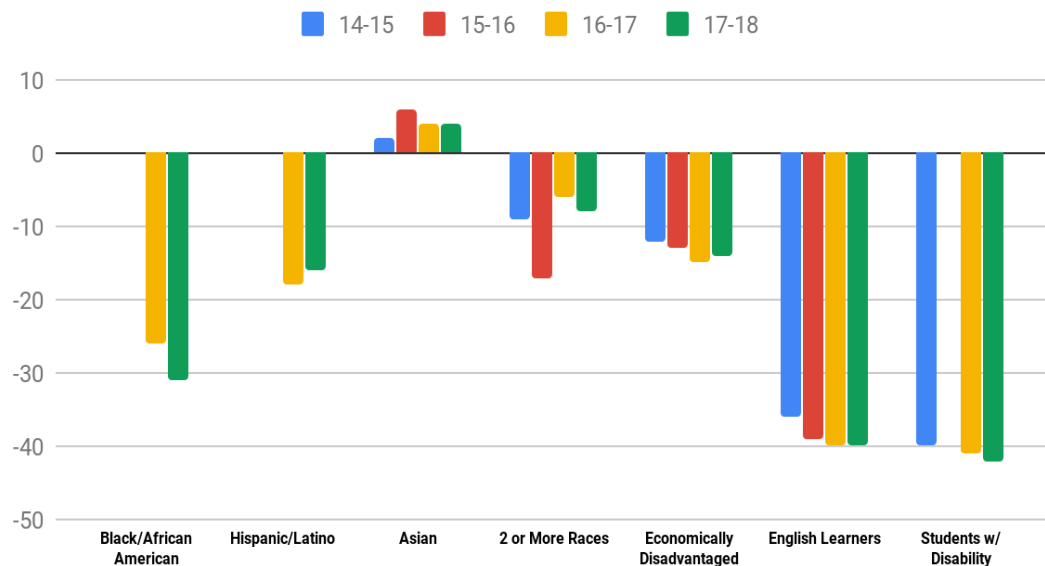


Table 10: Middle School Math Gaps

Due to cohort size, No report in 14-15, 15-16 for Black or Hispanic; No report for Disability in 15-16



Cohort sizes for Black/African American students and Hispanic/Latino students in 14-15 and 15-16 were too small for assessment results to be accountable, and they were not reported in reading and math. Reading results were not reported for Black/African American students in 16-17, and the reading results for Students with a Disability were not reported in 15-16.

In reading, significant (i.e., 35 percentage points and beyond) and progressively widening gaps are evident in the results for English Learners. Gaps in reading are also significant (i.e., 40 percentage points and beyond) for Student with a Disability. The gap for Black/African American students in 17-18 exceeded 20 percentage points. In 16-17, the percentage of P/D students classified as 2 or More Races was higher than that for "All Students."

In math, the data indicates significant, persistent and widening gaps for English Learners and Students with a Disability. Available data for Black/African American students indicates a significant and widening gap. Asian students outperformed all other groups in all 4 years.

WCPS continues to have significant, persistent and sometimes widening reading and math achievement gaps across racial/ethnic subgroups and students identified as Economically Disadvantaged, English Learners and Students with Disabilities. These gaps are most significant for Black/African American students, English Learners and Students with a Disability.

Tables 7 and 8 display the 2017-2018 graduation rates (4 year and 5 year cohorts), disaggregated by student subgroups.

Table 11 - 17-18 High School Graduation Rate - 4-Year Cohort

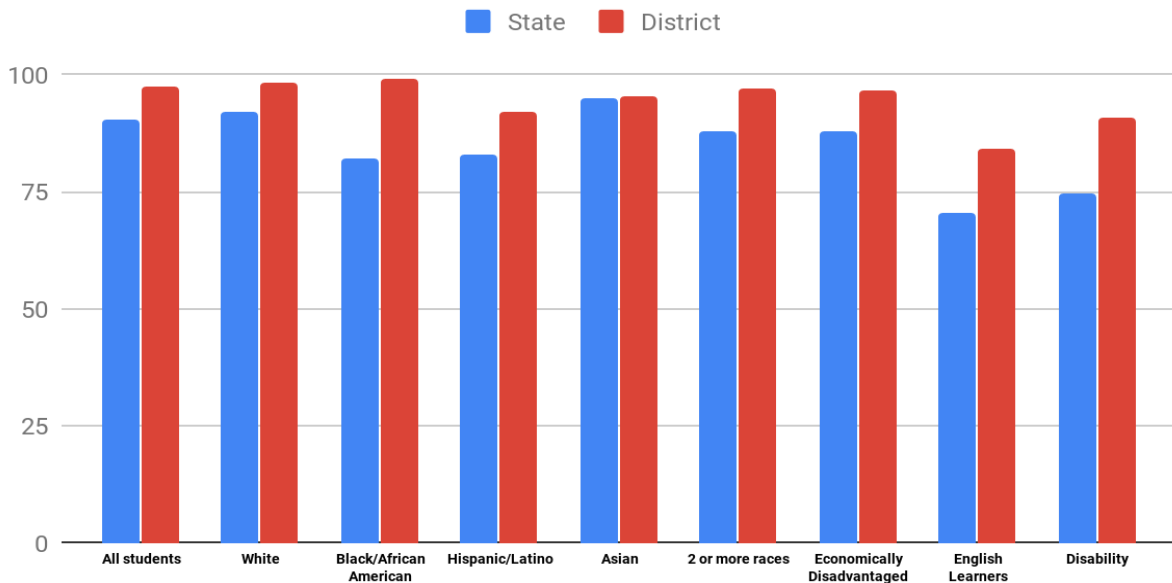
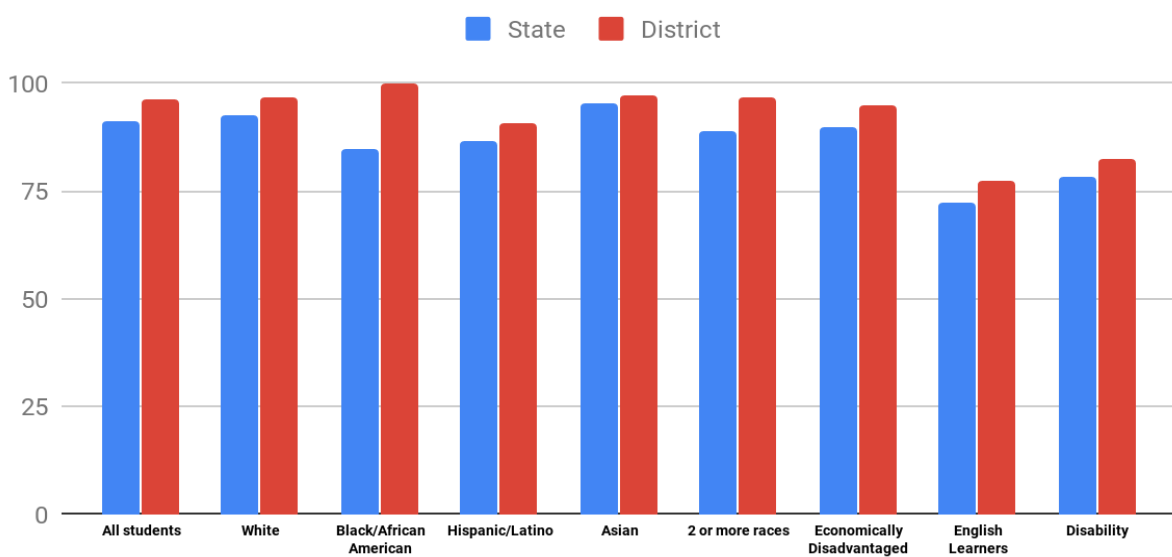


Table 12 - 17-18 High School Graduation Rate - 5-Year Cohort



The Graduation Rate for WCPS students, compared to statewide results is very strong. A lot of focus and work has been directed toward improving the graduation rate in WCPS, and we are seeing rewards for these efforts. Results for the 4 year and 5 year cohorts are reported.

Four Year Cohort: The graduation rate for All Students in the district was 97.6%, up from 95.1% in 2017. The rate for students in the White subgroup was 98.4% up from 95.7% in 2017. The following are the graduation rates for the rest of the subgroups:

- Black/African American students - 98.9%
- Hispanic/Latino students - 92.2%
- Asian students - 95.2%
- Two or More Races - 96.9%
- Economically Disadvantaged -96.7%
- English Learners - 84.3%
- Students with Disabilities - 90.8%

Five Year Cohort: The graduation rate for All Students in the district was 96.4%, and the rate for students in the White subgroup was 96.7%. The following are the graduation rates for the rest of the subgroups:

- Black/African American students - 100%
- Hispanic/Latino students - 90.6%
- Asian students - 97.1%
- Two or More Races - 96.7%
- Economically Disadvantaged -94.7%
- English Learners - 77.5%
- Students with Disabilities - 82.6%

There was a gap between the results for White Students and the English Learner subgroup of 14 percentage points (4 year cohort) and 19 percentage points (5 year cohort). Graduation rates for Students with Disabilities lagged behind the White

student subgroup by 8 percentage points (4 year cohort) and 14 percentage points (5 year cohort). All other subgroups performed at or near the White student subgroup. Seventy-four percent (74%) of English Learners graduated in 2017. There was a gap of 15 percentage points between students in the Disability subgroup (80% graduating) and All Students in the district.

Academic and Career Readiness

For purposes of accountability, high school students demonstrate “transition readiness” by meeting/exceeding the Kentucky Minimum High School Graduation Requirements and earning a diploma and by meeting criteria to be either “academic” or “career ready.” Tables 9 and 10 display the percentage of high school students meeting Academic Readiness (Table 9) and Career Readiness (Table 10), disaggregated by racial/ethnic and service subgroups. .

Table 13 - % Meeting Academic Readiness in 17-18

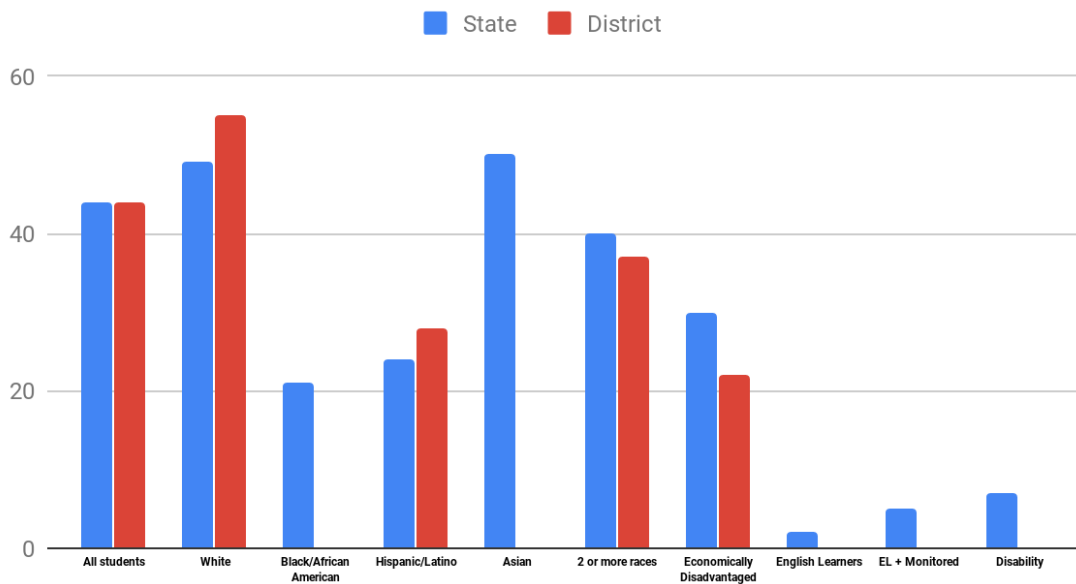
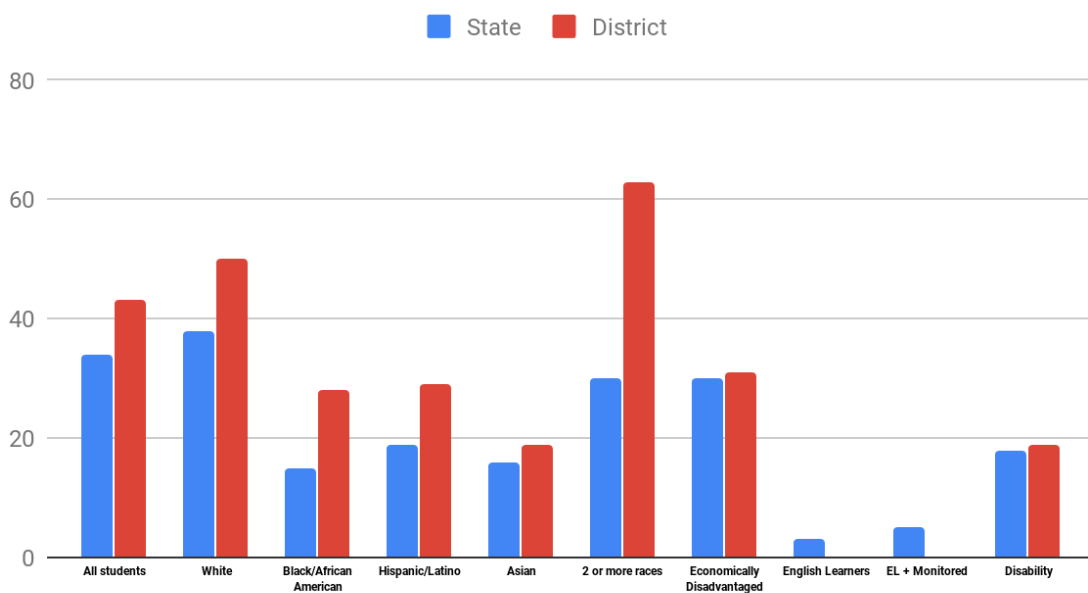


Table 14 - % Meeting Career Readiness in 17-18



Academic and Career Readiness Discussion

Forty-four percent (44%) of all WCPS high school students and 55% of students categorized as White met the criteria for “Academic Readiness.” The gaps between these results and those of Black/African Americans, Asian students, English Learners and Students with a Disability are profound. Very significant gaps were also evident in Hispanic/Latino, Two or More Races and Economically Disadvantaged students.

With regard to Career Readiness, 43% of all students and 50% of White students met the criteria to be considered “career ready.” Again, there was a major gap between the percentages for White students and those of English Learners. Less than 1% of ELs met criteria for Career Ready. Other gaps were present. Of note is the fact that students categorized as Two or More Races outperformed every other category. Sixty-three percent (63%) of this group met the Career Readiness criteria.

English Language Proficiency Growth of ELs Results of the Annual ACCESS Test for ELs

During this current academic year, approximately 2350 students identified as English Learners. This number is up from approximately 2100 English Learners served in the 2017-2018 school year. In the past 5 years, the English Learner population in Warren County Schools has grown an average of 12% per year. Since the 2006-2007 school year, the English Learner population has grown 262%.

English Learners in WCPS vary significantly in terms of educational background. Many arrive in the U.S. “on grade level” in math, science and other content areas, and they are literate in their home language. Many, on the other hand, arrive with interrupted school experiences due to financial hardship, war or lack of educational facilities and resources in their former countries. Thus, the job our teachers are called to do is a very difficult one, and our English Learners are doing twice the work of their English speaking classmates. English Learners must learn content and the **language of content instruction** simultaneously.

To exit EL programs in Kentucky, English Learners must attain a Level 4.5 or higher on a Tier B or C version of the ACCESS (Tiers relate to the difficulty of the test). The following table shows the number of students meeting the exit criteria on the ACCESS for ELs test over the last 7 years.

Academic Year	# of Students Meeting the Criteria for Exit	Total # of ELs in the District at the Time of ACCESS Administration	Exit Percentage
2011-2012	146	1199	12%
2012-2013	184	1333	14%
2013-2014	226	1340	17%

2014-2015	285	1514	19%
2015-2016	350	1631	21%
2016-2017	160	1840	9%
2017-2018	220	2074	11%
2018-2019	287	2301	12%

The percentage of English Learners exiting the EL program in WCPS has grown steadily since 2016-2017. The percentage of English Learners exiting the program in 2018-2019 was slightly higher than in 2017-2018.

Creating Educational Opportunities for Students with Diverse Needs

While the data suggest that WCPS has a long way to go to close gaps and increase educational opportunities for all students, it is important to make note of district initiatives that were designed to meet the needs of students. Each of the following programs has been very successful with regard to improving educational outcomes for students.

GEO International High School: Results reported in the 2015-2016 Equity Scorecard indicated that high school English Learners lagged significantly behind other demographic groups in reading and math proficiency, graduation rate and college/career readiness (CCR). In an effort to improve instructional outcomes and provide more opportunities for high school English Learners, WCPS opened the Gateway to Educational Opportunities or “GEO” International High School in August 2016. GEO International served approximately 180 students during the 2018-2019 academic year. Most of the 45 graduating class earned college credit through dual credit or AP courses.

Beacon Academy: The Beacon Academy opened in the fall of 2015 in order to provide students in grades 9-12 and their families another option for obtaining a high school diploma. Beacon Academy's academic course offerings are online and

completed on the student's own schedule and pace. This flexible option was designed for students with unique needs who find the traditional high school experience unsuitable or undesirable. Fifty-three (53) students graduated from the Beacon Academy in May 2019.

Lighthouse Academy: Lighthouse Academy provides “an avenue for academic success for students by addressing personal needs and utilizing individualized curriculum with a flexible class schedule. Students are encouraged to work hard and have a plan for life after high school. The alternative education program works to develop programs that help all students to be successful. A more specific goal is to provide an educational environment that helps to prevent students from dropping out of school (or brings back students who previously dropped out), and to accomplish this through flexibility, intensive behavioral supports, self-regulation, social and emotional supports, and intensive instruction and remediation to help students meet state and local graduation requirements.” The Lighthouse Academy has been open for several years, and over 1000 students have graduated from the program. In 2018-2019 academic year, 169 students graduated from the Lighthouse Academy.

Education Subcommittee Report Summary & Areas for Growth

The significant gaps observed in reading & math assessment scores, graduation rates and targets for transition to post-secondary opportunities has been a consistent finding each each year. The findings in this Scorecard indicate that achievement gaps are significant, persistent and, in some cases, widening for Black/African American students, English Learners and Students with a Disability. Reducing these gaps and moving these students toward proficiency has been and continues to be a very high priority for the district. An assessment of educational outcomes (i.e., graduation rate and meeting criteria to be “transition ready”) indicated that our English Learners and Students with a Disability are far behind students in other racial/ethnic categories and Economically Disadvantaged students.

The following recommendations mirror those presented in the 17-18 Equity Scorecard because the priorities remain the same.

#1 - Training for administrators and teachers in the district should include the following topics:

- **Student Engagement** - Classroom instruction should be designed to keep students actively engaged. Rich, teacher supported academic discourse deepens content learning and builds academic language capacity. The district must seek training opportunities for teachers that will foster an understanding of instructional strategies that increase student engagement, such as project-based learning.
- **Differentiated Instruction** - More training is needed to provide teachers and administrators with theory and evidence-based strategies to meet the instructional needs of English Learners, Students with Disabilities and students struggling academically and behaviorally.

- **Increasing the validity of assessments by accommodating ELs and students with disabilities** - Many of the reported results reflect, to some extent, that fact that EL students and students with disabilities are often able to understand the language of the test items. As a result, they do not fully understand what is expected and cannot demonstrate what they know and can do. Providing appropriate assessment accommodations for English Learners and students with disabilities is critical to getting valid data to inform instruction.
- **Formative Assessment** - The best way to adjust instruction to suit student needs is through formative assessments. These assessments can be informal, frequent and data-rich.

#2 - Given the size of the English Learner population and the critical importance of regular classroom teachers having the skills to support them, more coaches are recommended. There is currently one consultant/coach employed in the district to provide support to EL teachers and regular classroom teachers. The members of the Education subcommittee recommend adding additional instructional coaches to assist teachers who have English Learners in their classrooms. Ideally, there would be a 1-2 coaches for elementary schools, 1 coach for middle schools and 1 coach for high schools.

Discipline Committee Report

To address the barriers to equitable discipline practices in WCPS, the members of the WCPS Equity Council Discipline Committee made the following recommendations for the 2018-2019 school year. We summarize progress around these recommendations below. Current status is italicized under each bullet.

- Continue training for teachers and administrators in cultural competency
 - Set one full PD day per year to address Cultural Competence. *WCPS currently requires ½ day cultural proficiency training for all staff. Schools are given some autonomy in selecting their cultural proficiency training topics. Across the district, topics for the upcoming summer include a poverty simulation, tools for teaching English Learners, recognizing and addressing implicit bias, incorporating culturally relevant literature, and reflection of the Opportunity Myth (which is a powerful tool that discusses instructional data and recommendations around equity from a national perspective). In addition, Teaching Tolerance, a national group with a focus on social justice and anti-bias, is presenting a 3 hour session at the Summer Literacy Conference.*
 - Trainings need to include not only philosophy, but also more specific guidance and “tools” for classroom management, differentiation, poverty, student engagement, increasing student “school connectedness,” etc. *Trainings throughout this past school year have included all of the recommended topics. Feedback from staff members across the district suggest that more information is needed on specific strategies teachers can implement on a daily basis.*
 - Diversify training opportunities to meet the needs of schools. Topics: Implicit Bias, Trauma-Informed Care, Cultural Diversity. *As described above, schools choose their specific cultural proficiency topic. This coming summer, ½ day of training during the administrator’s training week will be*

devoted to bias in our educational practices. This will include specific information and strategies in regards to connectedness, gifted identification, instructional practices, and discipline.

- *Conduct book studies. Multiple schools across the district conducted book studies around equity in our educational practices. Additionally, district academic coaches and Student Success coaches worked to embed coaching on equitable practices when consulting with teachers and administrators.*
- *Members of the equity discipline committee should attend conferences to build their toolbox of strategies. The Director of Intervention, Student Success coaches and representatives from four schools attended the International Institute on Restorative Practices. Other district leaders have participated in trainings at conferences around equity such as the National PBIS Conference, ASCD, etc.*
- *Build policies that address the excellence gap and opportunities (access to higher tracks especially in middle and high schools). Our district instructional team and academic coaches are partnering with the 212 Academy and school and community leaders to provide access to gifted services and higher math pathways in middle and high school. Intentional focus is being placed on increasing access for students of color and English Learners.*
- *Coordinate the work of the Equity Council with the work being conducted on the District Strategic Plan. Equity SMART Goals called for in the Strategic Plan should align with the work of the Equity Council's subcommittees: Education, Discipline and Employment. The 2018-2019 Studer Scorecard includes equity goals around maintenance, discipline, and redistricting.*
- *Equity Handbook. WCPS continues to utilize the Middle and High Behavior Matrix to promote equity in our discipline practices. Elementary leaders are working to build a comparable elementary level matrix.*

- Disseminate the Best Practice Guide for Law Enforcement Assistance. *This document is shared with administrators at the beginning of each school year.*
- Increase diversity of the Equity Council Discipline Committee. *Efforts were made to increase the diversity of the Equity Council Discipline Committee as well as the District PBIS Committee.*

Recommendations for 2019-2020

Considering the progress documented above, the EC Discipline Committee makes the following recommendations:

- Keep equity a priority in decision making. Equity in our discipline practices should remain a goal of WCPS's PBIS work. With the recently awarded AWARE grant, ensure that equity remains a focus.
- Continue providing training for teachers and administrators in cultural competency. Feedback from staff members across the district suggest that more information is needed on specific strategies teachers can implement on a daily basis. Efforts should be made to ensure that trainings include practical tools that can be immediately implemented into the classroom.
- Continue to collect data on and improve processes around equity in our discipline and instructional practices. More specifically, continue guiding PBIS teams to analyze risk-ratio data and curriculum leaders to analyze information around the excellence gap and access to higher level courses.
- Increase the focus on family engagement. Seek out information and training on how to better involve families in our educational work.
- Address potential inconsistencies in office referral data. Ensure that practices are not being utilized that minimize data collection.
- Train auxiliary staff (cafeteria, custodial staff, instructional assistants) in PBIS, culturally responsive teaching, and trauma-informed practices.

Employment Subcommittee Report

The members of the Employment Subcommittee examined the diversity of the student population in WCPS and compared it to the diversity of our teacher and administrator population. The results are in the table below. As with previous Equity Scorecards, the racial/ethnic make-up of the teacher and administrator population does not match the student population. Ninety-six (96%) of the teachers and administrators in the district are white, and there are few minorities at this time. The Human Resources Department is doing a lot to recruit and retain qualified minority teachers and administrators. The Action Plans are detailed at the end of the subcommittee report.

	Percentage of Student	Percentage of Teachers
Other	4.47	0
White	66.38	95.54
Hispanic	9.71	0.85
Asian	8.98	0.75
African American	9.6	3.12
Am. Indian	0.13	0

Table 11 - Teacher % By Race

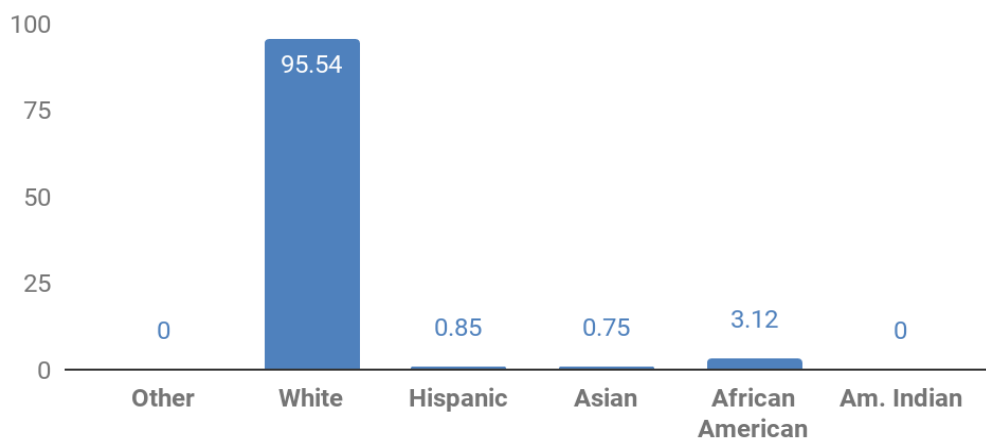
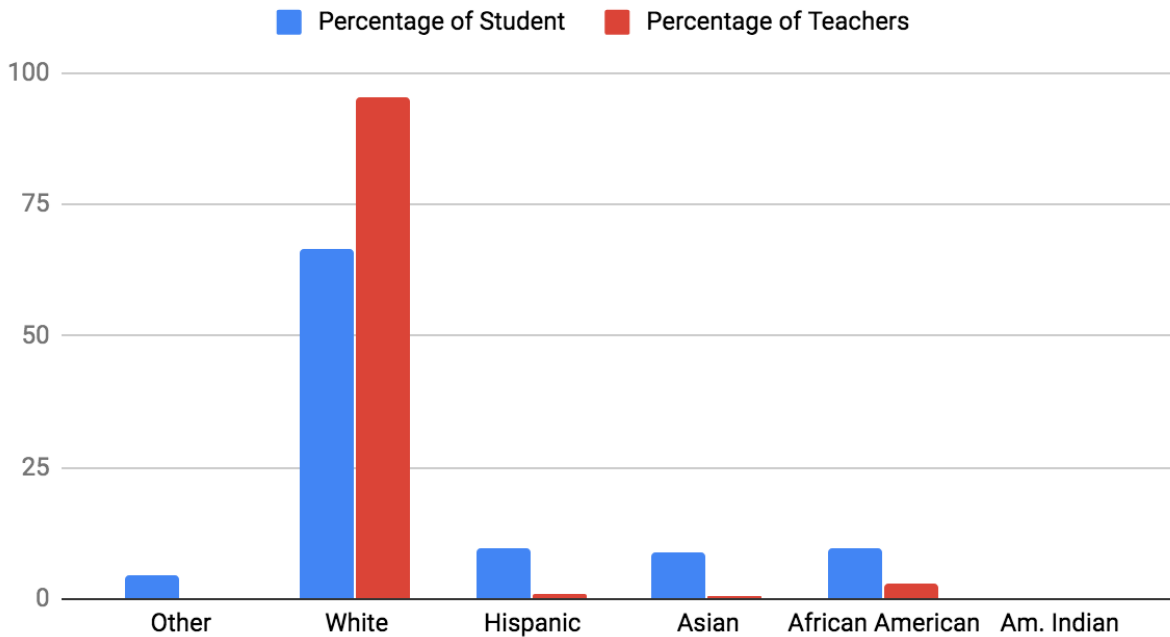


Table 12 - Students & Teachers by Ethnicity



RECRUITMENT EFFORTS - 2018-19 School Year

The WCPS Recruiter attended a total of eight (8) Job Fairs at various locations, during the period October 27, 2017 - May 11 2019.

Through these recruitment efforts:

- 329 Resumes were received; 29 were minority candidates (8.1%)
- Six (6) candidates were referred by community members

The Warren County Certified Job Fair that was held at Briarwood Elementary School. A total of 77 participants were in attendance. Twenty-two (22) teachers; five (5) substitute teachers were hired from this recruitment fair.

*** Applications Received Through AppliTrack - Teacher**

- 1022 Teacher applications received
- 66 were listed as minorities (9.97%)

-- 23 chose not to identify

*** Applications Received Through AppliTrack - Administrator**

-- 102 Administrator applications received

-- 12 were listed as minorities (15%)

-- 3 chose not to identify

* Numbers reflect applications received through AppliTrack from 02/01/2018 to 09/01/2018)

Action Plans:

1. Implement a Future Teacher Association - "Young Educators Rising" at a WCPS High School
2. Guide pre-service teachers toward the **Kentucky Academy for Equity in Teaching (KAET)** program. KAET is a renewable loan forgiveness program designed to provide financial support and mentoring to pre-service teachers who are enrolled in, or awaiting admittance to, an EPSB approved educator preparation program at an institution of higher education in Kentucky. Candidates may receive up to \$5,000 per semester for up to 4 semesters to support completion of an accredited teacher preparation program and Kentucky certification.

<https://education.ky.gov/teachers/div/Pages/Kentucky-Academy-for-Equity-in-Teaching---KAET.aspx?fbclid=IwAR0oIxvMZFEYxkRIkTuAXOS1B67WgaPeN8ZnqtFnrSvmANoiiYvpTlzexws>
3. If "Young Educators Rising" program is implemented, seek to create a stipend for a sponsor
4. Continue to work with WKU's Office of Minority Teacher Recruitment
5. Continue to host a Warren County Job Fair
6. Establish recruitment events such as "meet and greets" for beginning pre-service teachers to create early relationships with prospective candidates.

Summary

The 2018-2019 Equity Scorecard, as with previous Equity Scorecards, was prepared in order to present a data snapshot in the areas of education (academic performance), discipline, and employment. The WCPS EC is committed to finding and reporting data that will prompt and inform candid, sometimes difficult conversations about equitable access for all families and employees in the WCPS community. These include conversations about race, ethnicity, and income disparity.

Equity Strategic Plan

The members of the Equity Council will incorporate the recommendations in this document to create a comprehensive Equity Strategic Plan for the district. This plan will be developed in the summer of 2019 and submitted to the Board of Education for adoption in the Fall of 2019. The Equity Strategic Plan will outline initiatives to ensure equitable practices and policies in the areas of educational opportunities & instruction, student discipline and practices in staff recruitment, hiring and retention.