

# Warren County Schools

## 2017-2018 Equity Scorecard



## **Introduction**

The Warren County Schools Equity Council (EC) was formed in 2011, and its initial purpose was to ensure equitable and consistent discipline practices across the district. At its inception, the EC consisted of central office administrators, including the Superintendent and Assistant Superintendent, several building principals, classroom teacher representatives and some community members.

In early 2014, the members of the EC determined that there was a need to broaden the scope of the work of the council and to bring in more community members. Currently, the EC has representation from 5 stakeholder groups: students, parents, teachers, school administrators and community members. The work of the EC currently focuses on improving 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 Mission Statement**

The Warren County Schools Equity Council endeavors to identify and remove barriers and potential barriers to academic programs, student support services, parent involvement and employment opportunities. The Equity Council shall advise the Superintendent and Board of Education in their efforts to create equal opportunities for all students, parents and staff in all District activities.

## **A Message from Mr. Rob Clayton, Superintendent**

As Superintendent of the Warren County Public Schools and a member of our district Equity Council, it is my honor to share our Equity Scorecard with our community. The Scorecard, first initiated in 2016, is the result of a comprehensive examination of our policies and practices across our district in relation to our efforts to ensure equity for all students and staff in Warren County Public Schools. 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 equity at all levels within our organization, including for 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 culture 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

## Warren County Schools Demographics

The Warren County School District is located in Bowling Green/Warren County in South Central Kentucky. Warren County Schools currently serve approximately 16,000 students in Kindergarten through 12<sup>th</sup> grade in 26 schools: 4 high schools; 4 middle schools; 14 elementary schools and 8 alternative schools.

Based on current data, , the percentages (rounded) in each subgroup in Warren County Schools are as follows: 67% White, 9% Black, 10% Hispanic, 9% Asian, <1% American Indian/Alaska Native, <1% Native Hawaiian/Pacific Islander, 4% Two or More Races. Currently, 13% of the student population is receiving Special Education services.

The above percentages represent the increasing diversity of the student population being served in Warren County Schools. The percentage of white students has decreased by nearly 3 percentage points, while the percentages of African American and Black students, Hispanic students and Asian students have increased since the 2015-2016 Equity Scorecard was released.

At the present time, just over 2100 students (13% of our total student population) are identified as English Learners (ELs) and are eligible for English language development (ELD) programs and support. Additionally, approximately 331 students are recently exited from programs and services for ELs and are being monitored for success in regular programming. Finally, approximately 432 students were once served programs and services for ELs, but they are completely exited and no longer require monitoring. Thus, just over 2800 (18%) of our total student population are either being served currently in EL programs or have a history of being served in EL programs. That is nearly one in 5 students in Warren County Schools.

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 (ELs) are learning English and exiting from programs well ahead of the timelines goals set by the Kentucky Department of Education.



## **The Equity Scorecard – Background and Goals**

This is the third Equity Scorecard to be developed by the Warren County Public Schools EC. 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 the Fayette and Jefferson County School Systems, and is intended to fulfill the role of the EC as described in the Mission statement- to provide the Superintendent and members of the Board of Education with data and trends pertaining to matters of equity and equitable practices in the areas of education, discipline and employment. It is our hope that this data 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 of our schools. We are a very diverse district, with many languages and cultures represented. We have the 3rd largest population of English Learners (ELs) in Kentucky, behind Jefferson County and Fayette County. Additionally, as of March 2018, 13.3% of Warren County Schools student population was identified as EL. This places us 3rd in the state behind Mayfield Independent Schools (16.6%) and Bowling Green independent Schools (14.6%). There are many challenges associated with instructing such a diverse population. We also have significant numbers of students receiving academic and behavioral interventions through a tiered system of supports and a significant Special Education population.

It is important to note that we have a significant population of students identified as Gifted and Talented, and equitable educational opportunities must extend to these students as well. They are an often overlooked group of students. In sum, the administration, teachers and staff of Warren County Schools seek to ensure that all students have equitable access to quality education.

The Education Subcommittee members examined the 2016-2017 Kentucky Performance Rating of Educational Progress (KPREP) 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, Hispanic, Asian, Two or More Races. The Subcommittee also sought to analyze the performance of students identified as English Learners and as having a Disability. Finally, in an effort to examine opportunity disparities due to income, the Subcommittee wished to analyze the performance of students qualifying for Free & Reduced Lunch. The academic performance indicators used for the comparisons were the percentage of students categorized as Proficient/Distinguished in reading

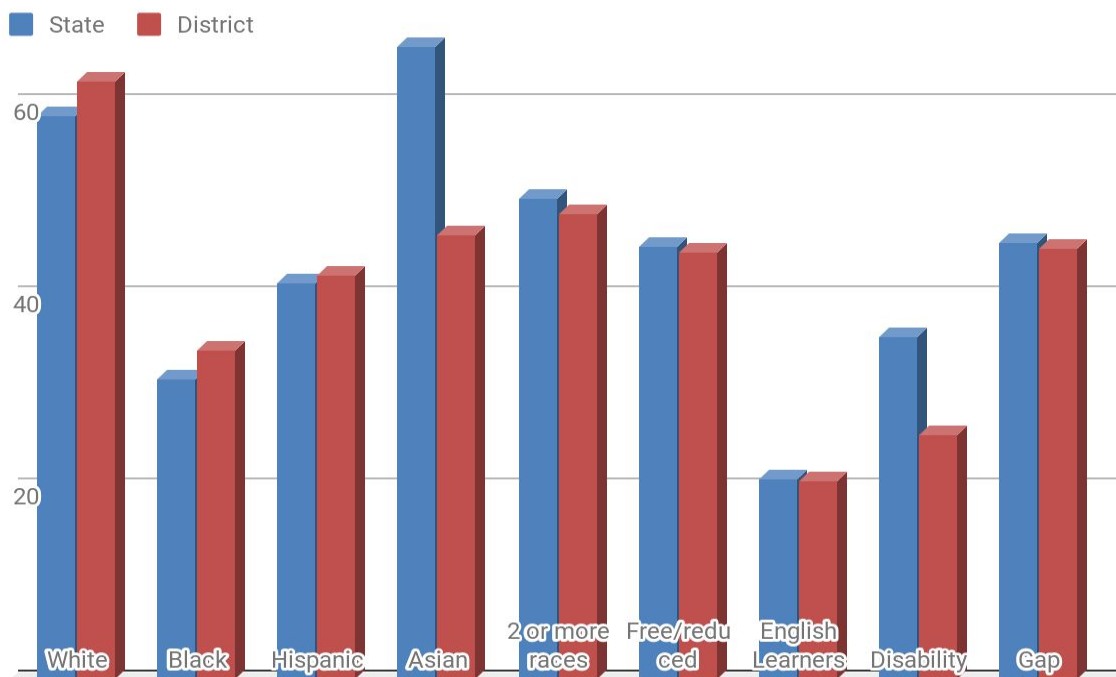
and math on the KPREP in the elementary and middle grades, ACT scores for 11th graders, and graduation rates.

## Elementary KPREP- Reading & Math

The results of the 2016-2017 Elementary Reading Assessment, disaggregated by subgroup, are listed in Table 1.

**Table 1**

Percentage of Elementary Students Proficient/Distinguished in Reading



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), 62% of the district's elementary white students were Proficient/Distinguished (P/D) in reading on the KPREP. Some significant gaps are evident:

- Black students - 28 percentage point gap
- Hispanic students - 20 percentage point gap
- Asian students - 16 percentage point gap
- Two or More Races - 14 percentage point gap
- Free & Reduced Lunch - 18 percentage point gap

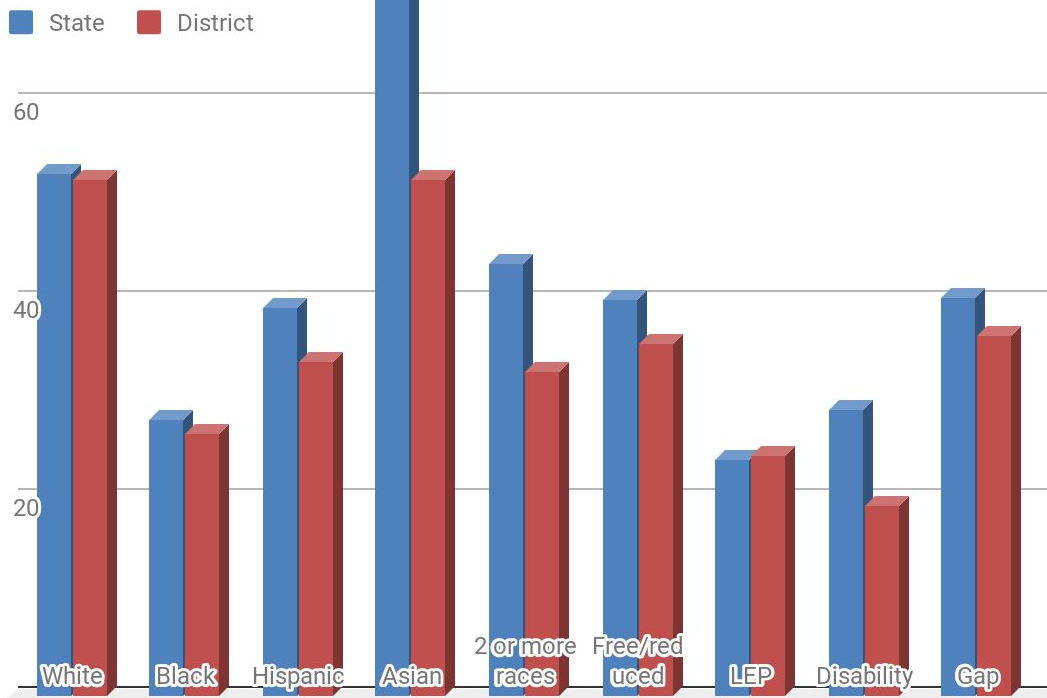
- English Learners - 41 percentage point gap
- Students with Disabilities - 37 percentage point gap
- Non-Duplicated Gap Group - 17 percentage point gap

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 subgroup scores. Our district student performance lagged significantly behind the state performance levels in the Asian student and Students with Disabilities 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 KPREP Math are presented in Table 2.

**Table 2**

Percentage of Elementary Students Proficient/Distinguished in Math



As with the KPREP Reading scores, a comparison of the district results (red bars) indicates that significant gaps are evident. Fifty-two percent (52%) of the students in the White subgroup scored at the Proficient/Distinguished category on the KPREP Math Test. The Asian subgroup achieved the same level of performance. The following are the gaps between the White and Asian subgroups and the rest of the subgroups:

- Black students - 25 percentage point gap
- Hispanic students - 18 percentage point gap
- Two or More Races - 20 percentage point gap
- Free & Reduced Lunch - 16 percentage point gap
- English Learners - 28 percentage point gap
- Students with Disabilities - 33 percentage point gap
- Non-Duplicated Gap Group - 16 percentage point gap

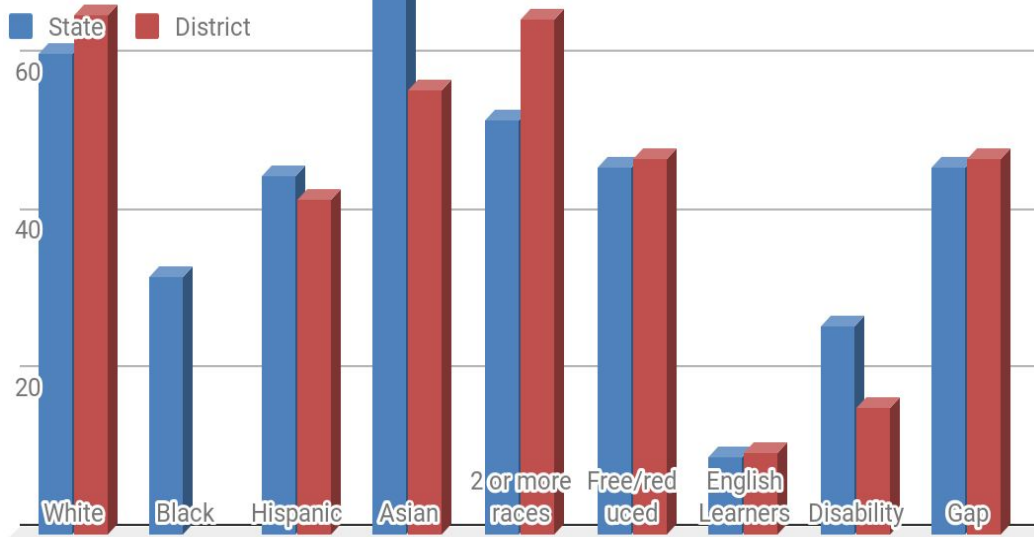
Comparisons of the district's percentages to the state percentages indicated consistency in most areas. The most significant differences were in the Hispanic subgroup (11 percentage point difference), Asian subgroup (20 percentage point difference) and the Disability subgroup (10 percentage point difference). With regard to the Asian subgroup differences, we believe that this is due to fact that a significant number of our Asian students are ELs and attended school in refugee camps prior to coming to the U.S. It is very significant that this subgroup performed consistent with the White subgroup in WCPS.

## Middle School KPREP: Reading & Math

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

**Table 3**

Percentage of Middle School Students Proficient /Distinguished in Reading

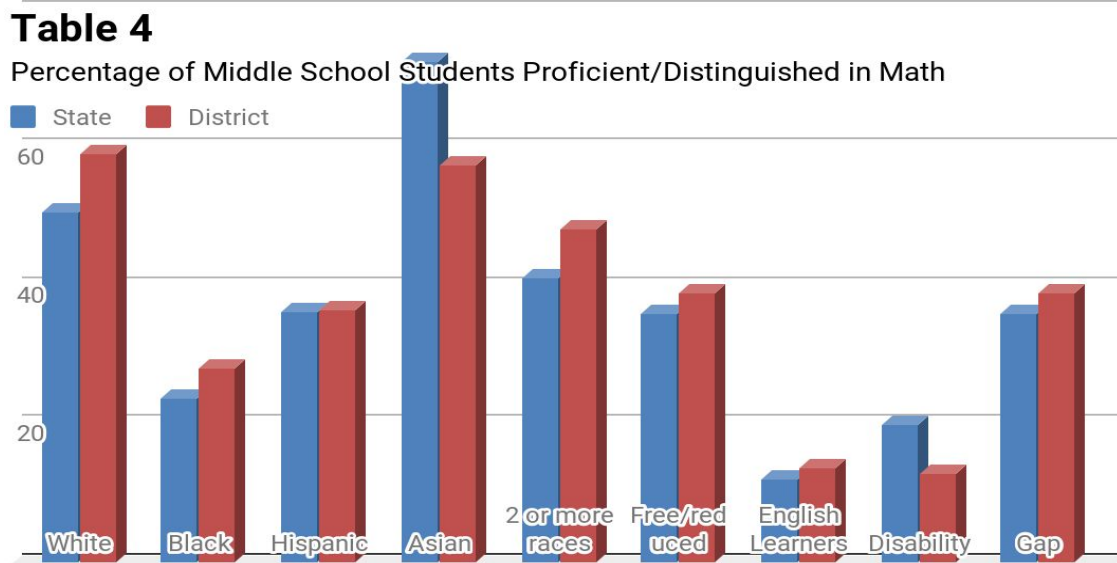


A comparison of the district results (red bars) indicates that significant gaps are evident. Sixty-six percent (66%) of the students in the White subgroup scored at the Proficient/Distinguished category on the Middle School KPREP Reading Test. The following are the gaps between the White subgroup and the rest of the subgroups:

- Black students - Not enough accountable students in the cohort to report
- Hispanic students - 23 percentage point gap
- Asian students - 10 percentage point gap
- Two or More Races - 1 percentage point gap
- Free & Reduced Lunch - 18 percentage point gap
- English Learners - 56 percentage point gap
- Students with Disabilities - 50 percentage point gap
- Non-Duplicated Gap Group - 18 percentage point gap

District/State comparisons yielded mixed results. The district outperformed the state in the White and Two or More Races categories. The district lagged significantly behind the state in the Disability category. All other categories were generally consistent.

The results of the middle school KPREP Math test, broken down by racial subgroups, are reported in Table 4.



A comparison of the district results indicates that significant gaps are evident. Fifty-nine percent (59%) of the students in the White subgroup scored at the Proficient/Distinguished category on the Middle School KPREP Math Test. As in Elementary KPREP Math, the Asian subgroup achieved virtually same level of performance. The following are the gaps between the White and Asian subgroups and the rest of the subgroups:

- Black students - 31 percentage point gap
- Hispanic students - 23 percentage point gap
- Two or More Races - 11 percentage point gap
- Free & Reduced Lunch - 20 percentage point gap
- English Learners - 45 percentage point gap

- Students with Disabilities - 46 percentage point gap
- Non-Duplicated Gap Group - 20 percentage point gap

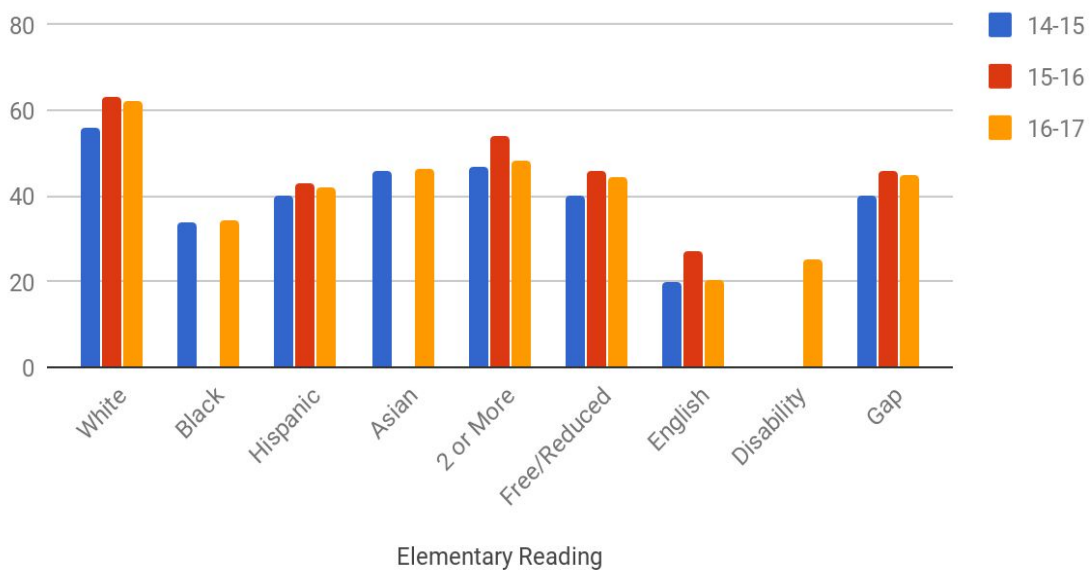
The district outperformed the state in the White, Black and Two or More Races categories. The district lagged significantly behind the state in the Disability category. All other categories were generally consistent.

## Trends in the Elementary and Middle School Reading & Math Data

The most significant gaps (Black students, Hispanic students, English Learners, and Students with a Disability) have been consistently demonstrated in the data since the first Equity Scorecard was published three years ago. The Tables on the following pages show the Percentages of P/D over the past three years for Elementary and Middle School Reading and Math assessments. Some columns are missing because there were not enough accountable students in these subgroup areas to report the results..

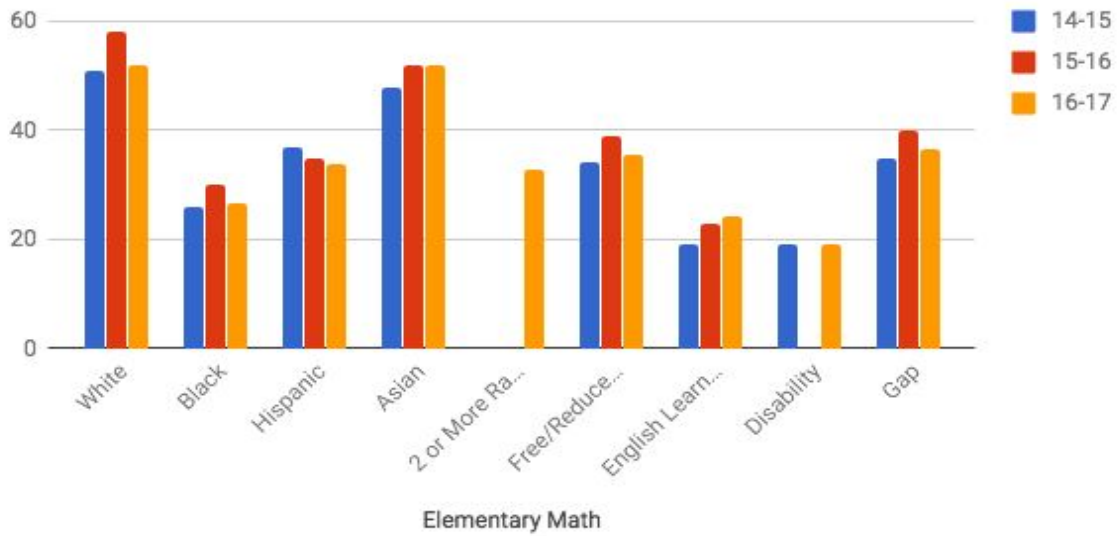
**Table 5**

Percentage of P/D Over Past Three years



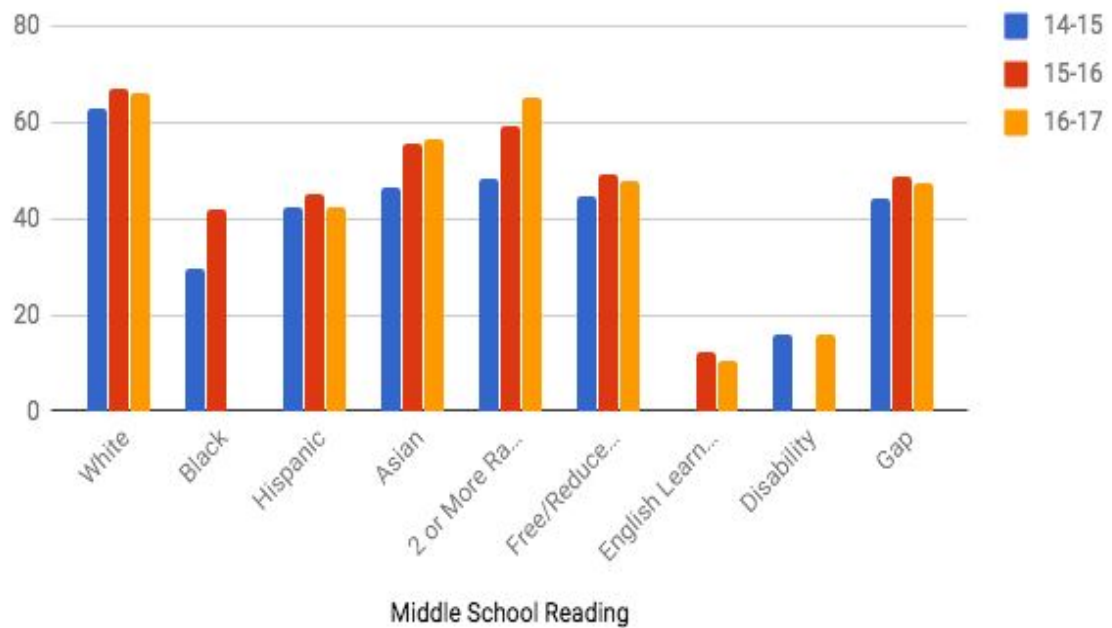
**Table 6**

Percentage of P/D Over Three years



**Table 7**

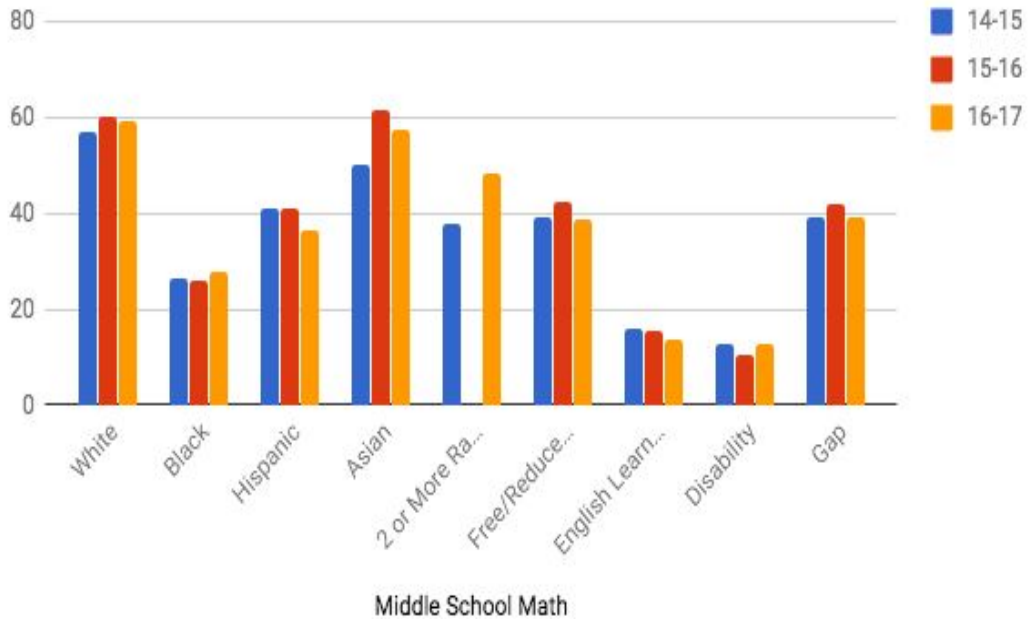
Percentage of P/D Over Three Years





**Table 8**

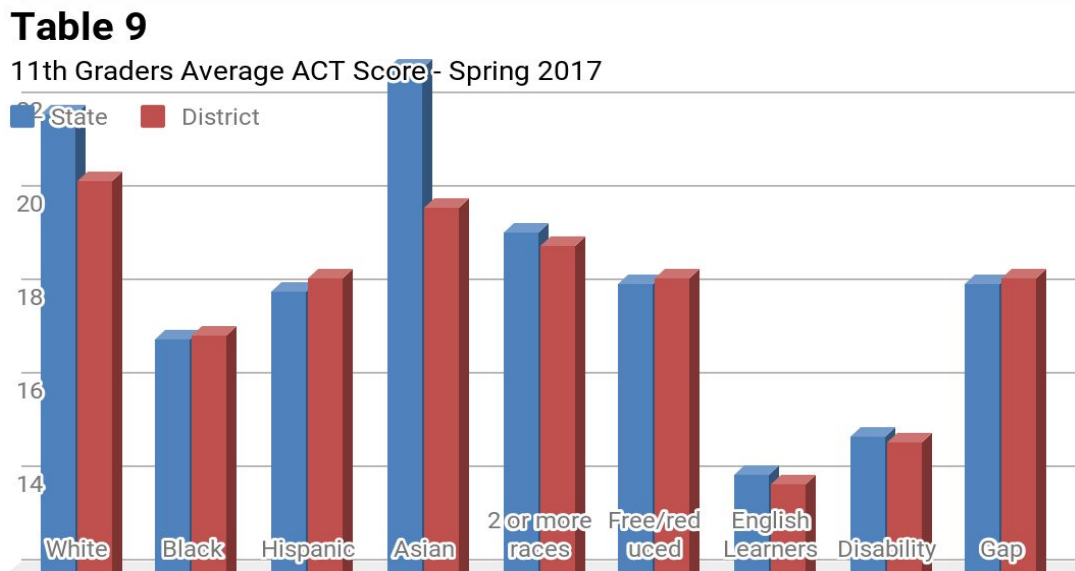
Percentage of P/D Over Three Years



The overall pattern suggests that, while Black, Hispanic, ELs and Disabled students perform significantly below the other subgroups, the EL and Disabled student groups have the most significant gaps, and the gaps worsen in middle school.

## High School ACT Performance

The ACT Composite Scores of the district's 11th graders is disaggregated by subgroup in Table 9 below. The average scores determined based on the results of ACT tests taken in March 2017.



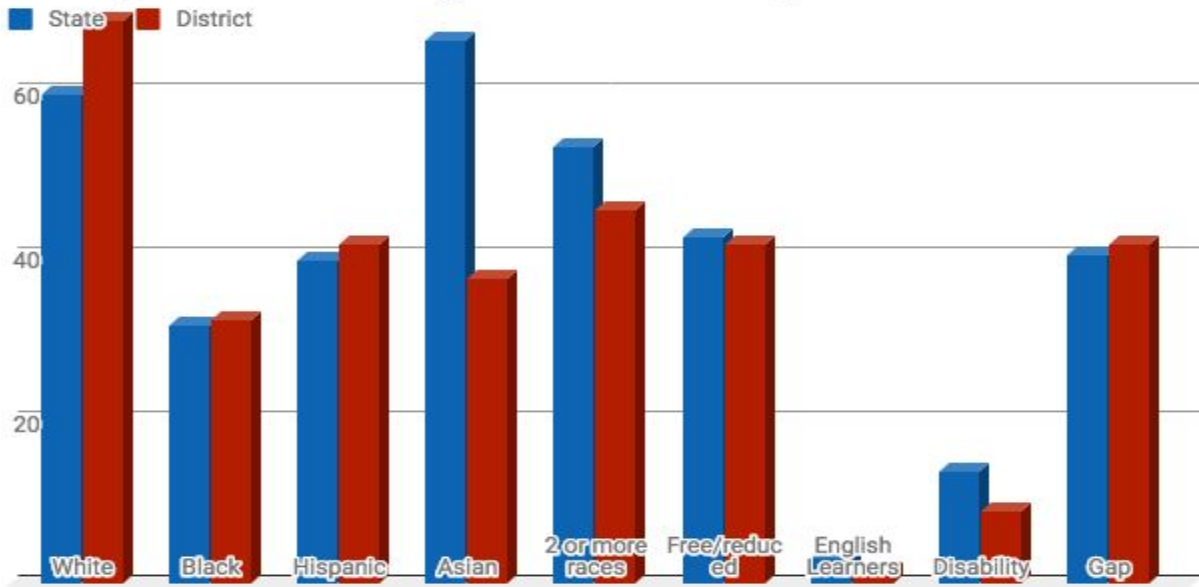
A comparison of the district results indicates that some significant gaps are evident. The average ACT Composite Score for the White student subgroup was 20.3. The following are the average Composite Scores and gaps for the remaining subgroups:

- Black students - 17 (3.3 point gap)
- Hispanic students - 18.2 (2.1 point gap)
- Asian students - 19.7 (.6 point gap)
- Two or More Races - 18.9 (1.4 point gap)
- Free & Reduced Lunch - 19.2 (1.1 point gap)
- English Learners - 13.8 17 (6.5 point gap)
- Students with Disabilities - 14.7 (5.6 point gap)
- Non-Duplicated Gap Group - 18.2 (2.1 point gap)

Tables 10, 11 and 12 display the percentages of students (disaggregated by subgroup) meeting the ACT Benchmarks for English, Reading and Math, respectively.

**Table 10**

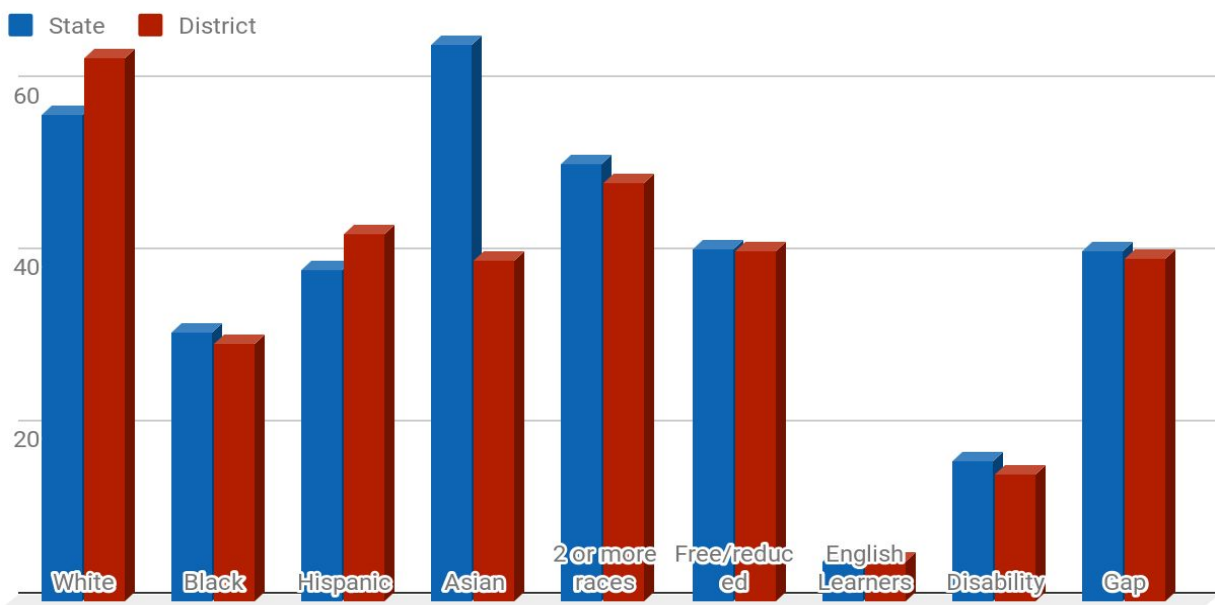
Percentage of 11th Graders Meeting the Benchmark in ACT English



**Table 11**

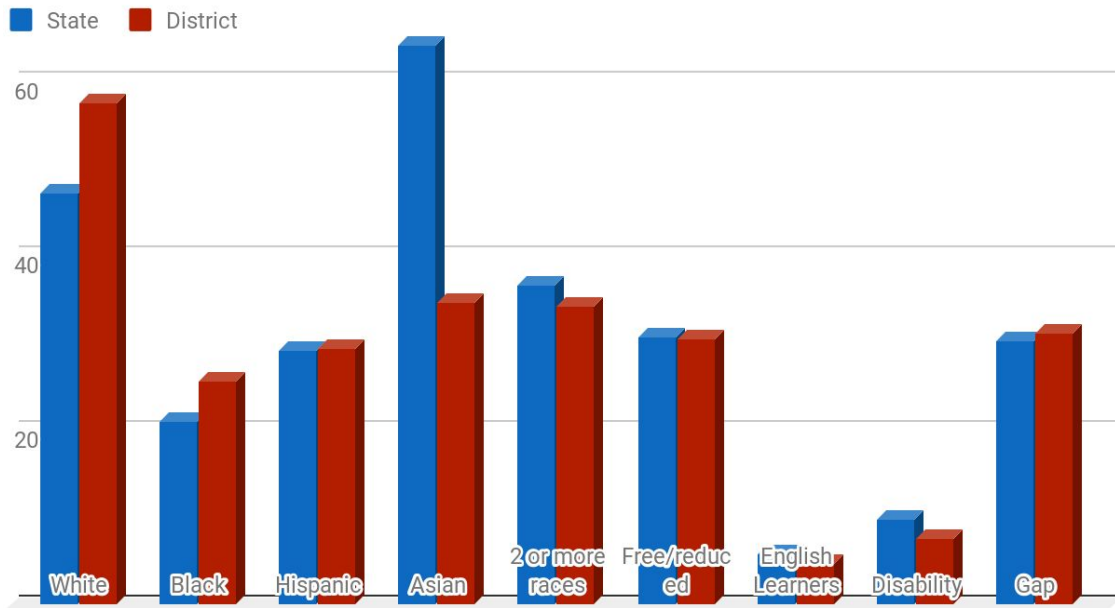
State / District

Percentage of 11th Graders Meeting the Benchmark in ACT Reading



**Table 12**

Percentage of 11th Graders Meeting the Benchmark in ACT Math

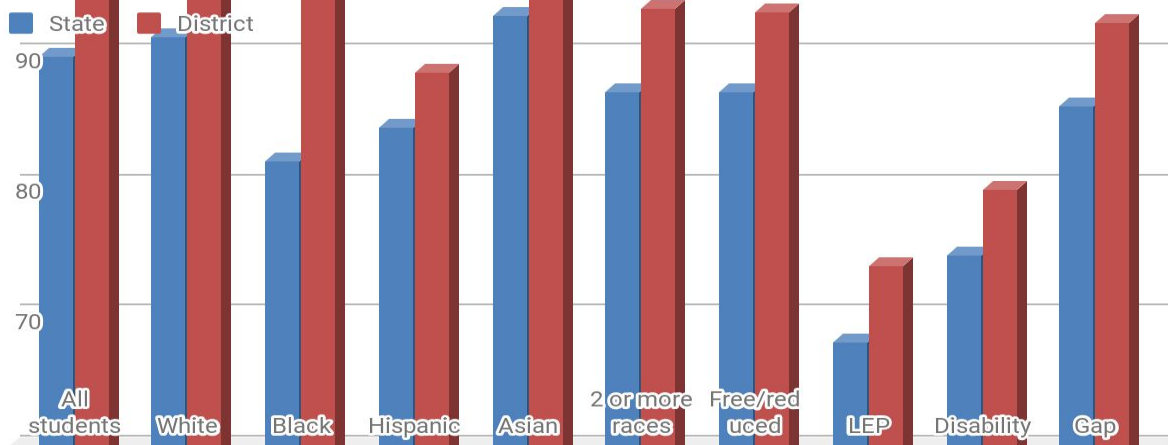


Again, significant gaps exist, particular with regard to ELs and students with a disability.

Table 13 displays the 2016-2017 graduation rates (5 year cohort), disaggregated by student subgroups.

**Table 13**

2016-2017 Graduation Rates



The Graduation Rate for WCPS students is significantly higher than the state graduate results in all categories. A lot of focus and work has been directed toward improving the graduation rate in WCPS, and we are seeing rewards for these efforts. The graduation rate for All Students in the district was 95.1% in 2017, compared to the White subgroup (95.7%), the African American/Black subgroup (97.9%), the Hispanic subgroup (88.5%) the Asian subgroup (95.7%), the Two or More Races subgroup (93.3%) the Free/Reduced Lunch subgroup (93%) and the non-duplicated Gap subgroup (92.3%).

There was a gap between the results for All Students and the EL subgroup of 21 percentage points. Seventy-four percent (74%) of EL students 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.

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

During this current academic year, approximately 2100 students identified as English Learners (ELs). This number is up from 1840 ELs served in the 2016-2017 school year. In the past 5 years, the EL population in Warren County Schools has grown an average of 9% per year. Since the 2006-2007, school year the EL population has grown 189%.

The EL population is very diverse in Warren County. As mentioned in the introduction to the Equity Scorecard, our students speak 59 languages and represent 30 or more countries. The students also 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 EL students are

doing twice the work of their English speaking classmates. EL students must learn content and the **language of content instruction** simultaneously.

To exit EL programs in Kentucky, EL students 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.

<b>Academic Year</b>	<b># of Students Meeting the Criteria for Exit</b>	<b>Total # of ELs in the District</b>	<b>Exit Percentage</b>
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%

The percentage of EL students exiting the EL program in WCPS grew steadily prior to 2016-2017. The norms and score cutoffs for the ACCESS test were re-calibrated by the test publisher in the spring of 2017, and the Exit rate dropped significantly. The purpose of the recalibration was to ensure that EL students meeting the exit criteria were in fact ready to exit programs and be “self-sufficient” in regular classrooms. The percentage of EL students exiting the program in 2017-2018 swas slightly higher than in 2016-2017.

## **Educational Opportunities for Students with Diverse Needs**

**GEO International High School:** Results reported in the 2015-2016 Equity Scorecard indicated that high school EL students 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 EL students, Warren County Public Schools partnered with the International Network for Public Schools (INPS) to open the Gateway to Educational Opportunities or GEO International High School in August 2016. GEO International served approximately 180 students during the 2016-2017 academic year and currently serves 180. To apply for GEO International High School, a school of choice, students must have resided in the United States for 4 years or less and meet the eligibility requirements for English language development (ELD) support and services (i.e., they are identified as English Learners).

**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. The Beacon Academy is becoming increasingly popular in Warren County, and approximately 30 students graduated from this innovative program in May 2017.

**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.



## Education Subcommittee Report Summary & Areas for Growth

Data from the 2016-2017 Warren County District Report Card, made available to the district in September 2017, was reviewed to determine the performance of various demographic and service groups on the KPREP Reading and Math tests. Significant gaps in reading and math proficiency were observed, with EL and the Disability subgroup exhibiting the largest gaps generally.

ACT performance by district 11th graders in March 2017 were examined along with Graduation Rates. Again, significant gaps were present, with the EL and Disability subgroups lagging farthest behind the White subgroup.

The exit rates for EL students on the ACCESS Test of English Proficiency were reviewed, and EL students in Warren County Schools have made good progress in Exit Rates over the last 5 years. The test score cutoffs were changed dramatically in 2016, and very few students exited EL programs in 2017. This will be a baseline year to determine rate of growth going forward. In 2018, 220 EL students (11% of total EL population) achieved the criteria to exit.

Areas for Continued Growth:

The significant gaps observed in test scores for the black, Hispanic, EL, Free and Reduced Lunch and Disability student subgroups have been a consistent finding for 3 years now. Reducing these gaps and moving these students toward proficiency has been and continues to be a very high priority for the district. The Education subcommittee recommends the following priorities:

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** - Some of the students who are falling farthest behind are ELs and students with disabilities. There are challenges related to providing accessible instruction to many of these students, and teachers need training to learn research-based, effective ways to support instruction.
- **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 EL students and students with a 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 EL student 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 EL student population is as large or larger than the special education population. The WCPS Special Education Department has 4 consultants, and we recommend that additional consultants be added to the EL Department to support regular classroom teachers.

## **Discipline Committee Report:**

The members of the WCPS EC Discipline Subcommittee have considered risk-ratio data from the School-Wide Information System (SWIS) which suggest that students of color are more likely to be referred to the office for discipline issues. This is supported by behavior incident resolution data from the District Report Card published by the Kentucky Department of Education (KDE), along with regional and national reports examining equitable discipline practices. In essence, Warren County Public Schools faces challenges with regard to equitable discipline practices, and these challenges are being faced by school districts throughout Kentucky and the U.S.

The members of the committee suspect that there are many factors involved in these local, state and national trends, including implicit bias, deficits in awareness, understanding and/or skill, etc. “Cultural competency” has become a “buzzword” in the educational setting, and rightly so. Educators work with increasingly diverse student populations and increasingly complex student needs. It is important for all educators to be culturally competent in aspects of their work.

To address the barriers to equitable discipline practices in WCPS, the members of the WCPS EC Discipline Committee recommend the following:

### Action items or suggestions

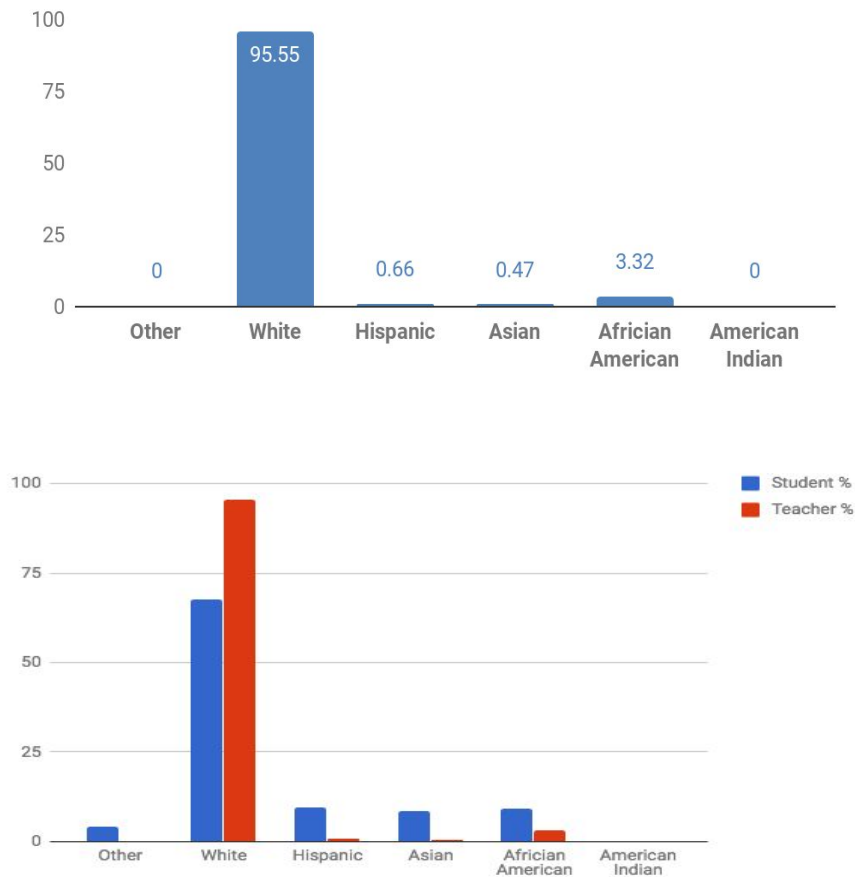
- Continued training for teachers/admin in cultural competency
  - Set one full PD day per year to address Cultural Competence
  - Trainings need to include not only philosophy, but also more specific guidance and “tools” for classroom management, differentiation, poverty, student engagement, increasing student “school connectedness,” etc.

- Diversify training opportunities to meet the needs of schools. Topics: Implicit Bias, Trauma-Informed Care, Cultural Diversity
- Conduct book studies
- Members of the equity discipline committee to attend conferences to build their toolbox of strategies
- Build policies that address the excellence gap and opportunities (access to higher tracks especially in middle and high schools). For example, using local norms for gifted identification, adjusting criteria for minority populations (English Learners, students with lower socio-economic status, Black/African American and Hispanic students, etc.)
- Coordinate work of the EC 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 EC's subcommittees: Education, Discipline and Employment
- Equity Handbook
- Disseminate the Best Practice Guide for Law Enforcement Assistance
- Increase diversity of the EC Discipline committee.

## 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.

**Racial Make-Up of Teachers/Administrators (%)**



### Diverse Student to Teacher/Administrator Percentage By School (2017-18)

School	**Student Numbers**							Total # Students	Total # Teachers	TCH Div #	TCH Div %	STU Div %	STU NONDIV%
	White	African American	Hispanic	Asian	American Indian	PAC	Other						
Alvaton	522	35	51	88	2	11	37	746	47	0	0.00%	30.03%	69.97%
Briarwood	473	50	58	184	1	7	29	802	49	1	2.04%	41.02%	58.98%
Bristow	436	94	104	10	0	0	62	706	46	4	8.70%	38.24%	61.76%
Cumberland Trace	419	31	63	41	0	13	30	597	36	0	0.00%	29.82%	70.18%
Drakes Creek	443	31	37	94	0	5	25	635	42	0	0.00%	30.24%	69.76%
GEO International High School	11	55	45	68	0	0	0	179	10	0	0.00%	93.85%	6.15%
Greenwood High School	858	54	81	169	0	15	35	1212	78	4	5.13%	29.21%	70.79%
Henry F. Moss	257	104	94	59	0	3	23	540	43	1	2.33%	52.41%	47.59%
Jackson Academy High School	5	3	1	0	0	0	2	11	4	0	0.00%	54.55%	45.45%
Jackson Academy Middle School	4	1	1	0	0	0	0	6	2	0	0.00%	33.33%	66.67%
Jody Richards	589	31	66	61	0	3	26	776	43	0	0.00%	24.10%	75.90%
Lighthouse Academy	18	4	2	0	0	0	1	25	9	0	0.00%	28.00%	72.00%
Lost River	375	145	125	112	0	9	43	809	51	5	9.80%	53.65%	46.35%
North Warren	355	27	18	2	2	1	20	425	26	0	0.00%	16.47%	83.53%
Oakland	194	55	45	3	2	3	23	325	22	0	0.00%	40.31%	59.69%
Plano	477	15	30	10	1	3	19	555	40	0	0.00%	14.05%	85.95%
Rich Pond	530	15	26	35	1	0	20	627	38	0	0.00%	15.47%	84.53%
Richardsville	397	6	26	0	0	0	5	434	28	0	0.00%	8.53%	91.47%
Rivendell	70	6	5	0	0	0	2	83	3	0	0.00%	15.66%	84.34%
Rockfield	589	26	30	21	2	2	37	707	44	3	6.82%	16.69%	83.31%
South Warren High School	956	45	69	53	0	0	36	1159	72	3	4.17%	17.52%	82.48%
South Warren Middle School	588	26	30	32	0	1	14	691	41	1	2.44%	14.91%	85.09%
Warren Central High School	455	171	143	70	0	2	50	891	70	8	11.43%	48.93%	51.07%
Warren County Day Treatment	13	3	4	0	0	0	3	23	2	0	0.00%	43.48%	56.52%
Warren East High School	661	79	58	11	1	2	26	838	60	2	3.33%	21.12%	78.88%
Warren East Middle School	369	39	41	3	4	1	27	484	38	6	15.79%	23.76%	76.24%
Warren Elementary	296	245	187	82	2	4	55	871	58	3	5.17%	66.02%	33.98%
William H. Natcher	404	70	104	170	1	6	35	790	53	6	11.32%	48.86%	51.14%
<b>Totals</b>	<b>10764</b>	<b>1466</b>	<b>1544</b>	<b>1378</b>	<b>19</b>	<b>91</b>	<b>685</b>	<b>15947</b>	<b>1055</b>	<b>47</b>	<b>4.45%</b>	<b>32.50%</b>	<b>67.50%</b>

**Number of Teachers by Race**  
 1008 - White (95.55%)  
 35 - African American (3.32%)  
 7 - Hispanic (.66%)  
 5 - Asian (.47%)  
 0 - American Indian (.0%)

\*\* Teacher numbers reflect Certified Staff at the building level (includes teachers and administrators)\*\*

As of 4/27/18

## **RECRUITMENT EFFORTS - 2017-18 School Year**

The WCPS Recruiter attended a total of eight (8) Job Fairs at various locations, during the period October 28, 2016 - April 19, 2017.

Through these recruitment efforts:

- 299 Resumes were received; 22 were minority candidates (7.36%)
- Eight (8) candidates were referred by community members

The WCPS Recruiter attended a Teach to Lead Conference to learn about initiatives to "Grow Your Own."

The Warren County Certified Job Fair that was held at Briarwood Elementary School. A total of 73 participants were in attendance. Twenty (20) teachers; eight (8) substitute teachers and two (2) classified staff were hired from this recruitment fair.

### **\* Applications Received Through AppliTrack - Teacher**

- 662 Teacher applications received
- 66 were listed as minorities (9.97%)
- 21 chose not to identify

### **\* Applications Received Through AppliTrack - Administrator**

- 80 Administrator applications received
- 12 were listed as minorities (15%)
- 2 chose not to identify

\* Numbers reflect applications received through AppliTrack from 02/01/2017 to 09/01/2017)

### **Action Plans:**

1. Principals will continue to meet with Western Kentucky University (WKU) students who are receiving the [Minority Educator Recruitment and Retention](#)

(MERR) Scholarship. The MERR Scholarship, administered by Kentucky High School Athletics Associations (KHSAA), is a great opportunity for minority students who wish to teach and is also a great point of contact for WCPS recruiters. Students can receive up to \$5000 per year if they meet the following requirements:

- Kentucky resident
- U.S. citizen
- a member of an ethnic minority as defined by the school and state law
- enrolled full-time in a participating Kentucky college
- Majoring in teacher education
- Seeking initial teacher certification
- Maintains a 2.75 GPA
- Will teach one semester in Kentucky for each semester the scholarship is received

\*If a student does not complete the program or service requirement, the student must repay the scholarship, plus interest.

2. Implement a Future Teacher Association - "Young Educators Rising" at a WCPS High School
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 2017-2018 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.

It is the hope of the EC members that our Superintendent and the members of the WCPS Board of Education will consider the recommendations of each subcommittee and provide continued support as needed.