



Warren County  
Public Schools

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# Equity Scorecard

## 2016 - 2017

Developed by the Warren County 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. At its inception, the Equity Council 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 Equity Council 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 Equity Council has representation from several community agencies, as well as educators and administrators who represent the central office and every school in the district. The work of the Equity Council 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.

## 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 4 alternative schools.

Based on current data in the Continuous Instructional Improvement Technology System (CIITS) website, the percentages in each subgroup in Warren County Schools are as follows: 69.2% White, 9% Black, 9.2% Hispanic, 6.5% Asian, <1% American Indian/Alaska Native, <1% Native Hawaiian/Pacific Islander, 4.5% Two or More Races. Currently, 13.2% 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 Score Card was released.

At the present time, approximately 1800 students (11.5% of our total student population) are identified as Limited English Proficiency (LEP) or English Learners (ELs) and are eligible for English language development programs and support. Additionally, approximately 680 students are recently exited from programs and services for ELs and are being monitored for success in regular programming. Finally, approximately 550 students were once served programs and services for ELs, but they are completely exited and no longer require monitoring. Thus, approximately 3000 (19%) 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 fifty-nine languages and dialects and come from more than 30 countries. The five most spoken languages (other than English) are Spanish, Bosnian, Arabic, Karen, and Burmese. 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 second Equity Score Card to be developed by the Warren County Public Schools 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.

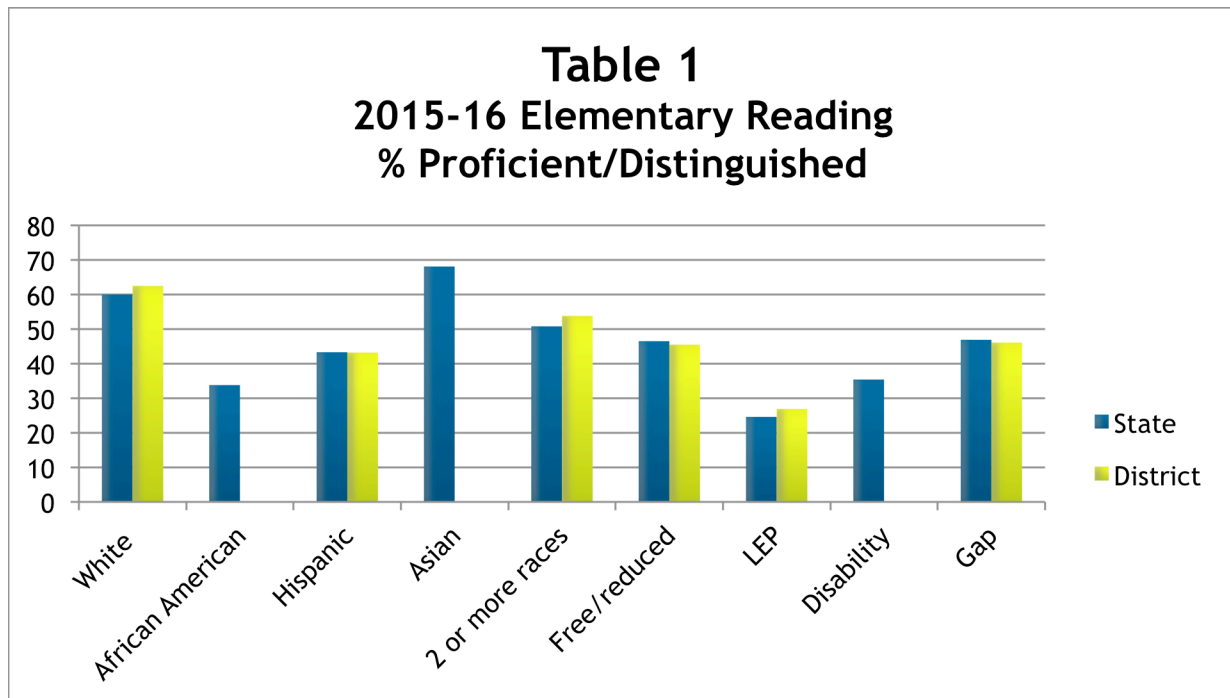
The development of the Equity Scorecard is based on similar work in the Fayette and Jefferson County School Systems, and is intended to fulfill the role of the Equity Council as described in the Mission statement- to provide the Superintendent and members of the Board of Education with data and trends 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 examined the 2015-2016 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 categories: White, African American, Hispanic, Asian, Two or More Races, Limited English Proficient (LEP), students who qualify for Free & Reduced Lunch, students with a Disability, and students classified in the Non-Duplicated Gap group. The Education Subcommittee focused on percent Proficient and Distinguished in reading and math, graduation rate and College and Career Readiness scores.

## Elementary KPREP- Reading & Math

The results of the 2015-2016 Elementary Reading Assessment, disaggregated by subgroup, are listed in Table 1. If no bar line exists for a particular group in the district, then there were not enough accountable students to create a cohort for the report.



Reading skills are, of course, critical for elementary aged students. The district results were very similar with, to slightly above, the overall state results in the White (State 60%/District 62.5%), Hispanic (State 43.3%/District 43.2%), Two or More Races (State 50.8%/District 53.8%), Free/Reduced Lunch (State 46.5%/District 45.5%), LEP (State 24.6%/District 26.9%) and the GAP subgroups (State 46.9%/District 46.1%). Data were not available for the African American/Black, Asian and Disability subgroups because the cohorts of accountable students were not large enough to report in the District Report Card.

The highest performing subgroup in the district was the White subgroup (62.5% proficient/distinguished). State results indicated that the Asian subgroup outperformed the White subgroup, but there were not enough Asian students in the district cohort to report results.

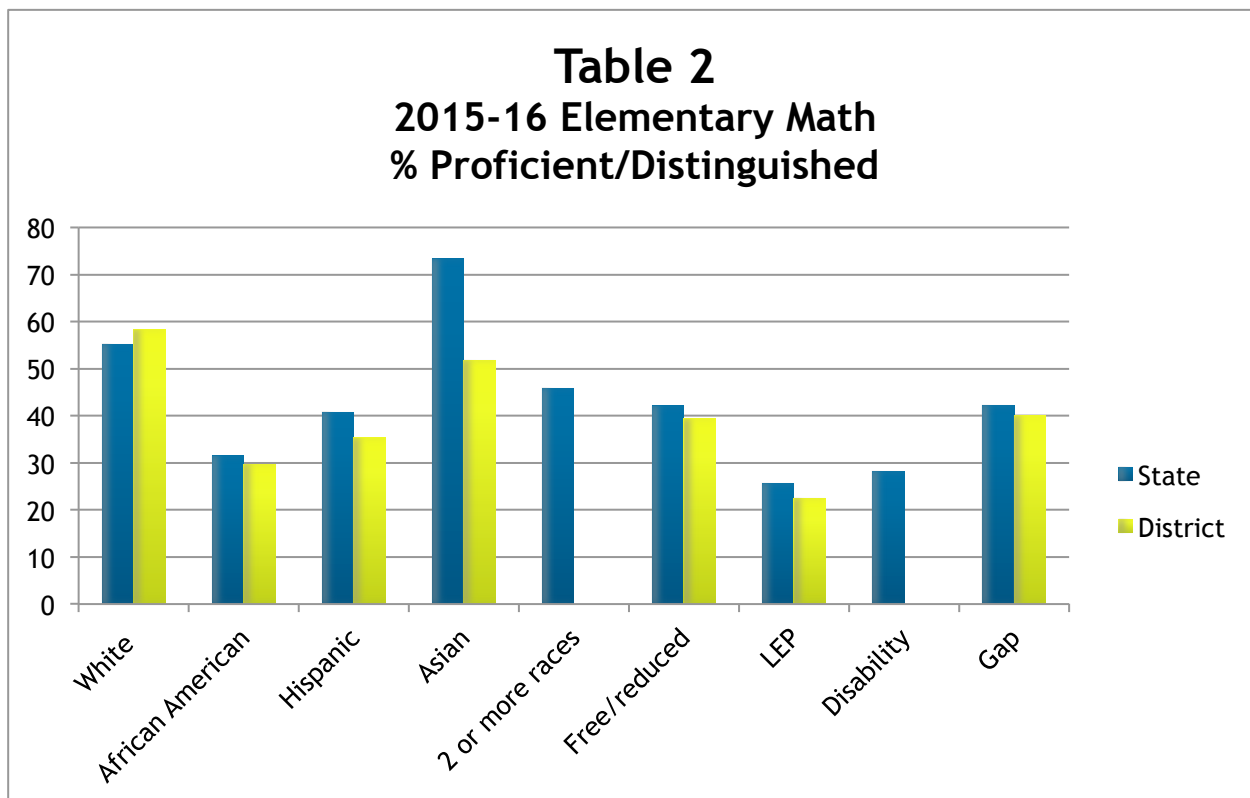
Consistent with the 2015-2016 Equity Score Card, the most significant gap in the elementary reading results was 36 percentage point difference between the White student subgroup and the LEP subgroup. This difference is 1 percentage point greater than reported in the 2015-2016 Equity Score Card.

Significant gaps were also noted between the White subgroup and the Hispanic subgroup (19 point difference), the Free/Reduced Lunch subgroup (16 point difference) and the non-duplicated Gap subgroup (16 point difference). These gaps are very similar to those reported in the 2015-2016 Equity Score Card.

Also consistent with the 2015-2016 Equity Score Card was a gap (8 percentage points) between students in the Two or More Races subgroup and the White subgroup, but by a smaller margin than other categories.

It is notable that the percentages of proficient/distinguished grew slightly in each demographic/service category, and the district is moving in a positive direction toward overall proficiency. However, the gaps between subgroups have not diminished significantly since the 14-15 district KPREP Reading results reported in the 2015-2016 Equity Score Card.

The percentages of proficient/distinguished students by category for KPREP Math are presented in Table 2.



The results for the State and the District were similar (i.e., 3 points or less difference) in the following subgroups - White, African American/Black, Free/Reduced Lunch and non-duplicated Gap students. At the state level, the Asian subgroup outperformed the White subgroup by 19 points; however, the Asian subgroup in Warren County Schools fell behind the White subgroup by 6 percentage points and behind the Asian group at the State level by 21 percentage points.

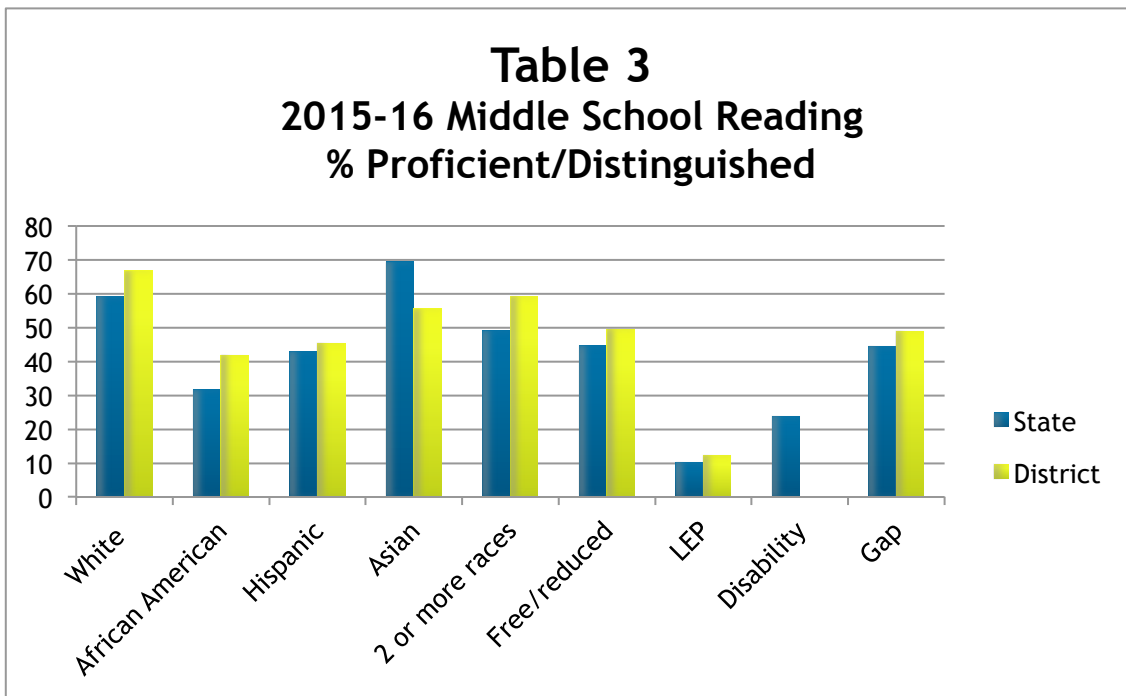
As with the results for reading, the White subgroup had the highest percentage of students performing in the proficient/distinguished range on the Math KPREP test. Asian students again outpaced White students by 23 percentage points at the state level, but the percentage of proficient/distinguished Asian students in Warren County fell 6 percentage points below that of White students in the district.

Significant gaps were evident between the White subgroup and the African American/Black subgroup (28 point difference), the Hispanic subgroup (23 point difference), the Free & Reduced Lunch subgroup (19 point difference) and the non-duplicated Gap subgroup (18 point difference). There was not a large enough cohort of accountable Disabled students in the district for a percentage to be reported.

The percentage of LEP students who were proficient/distinguished in math in Warren County Schools was 35 percentage points below that of students in the White category, and the percentage of proficient/distinguished Warren County LEP students also lagged 4 percentage points behind that of LEP students at the state level.

### Middle School KPREP: Reading & Math

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



There were some distinct differences between the performance of district students compared to the overall state results, with district percentages being significantly higher than those at the state level. Sixty-seven percent (67%) of Warren County Schools students classified in the White subgroup were proficient/distinguished, whereas 59% of White students were reported to be proficient/distinguished at the state level. A similar finding was evident in the African American/Black subgroup. Forty-two percent (42%) of students in the district were proficient/distinguished, compared to 32% at the state level. In the Two or More Races subgroup, 59% of the students in the district were proficient/distinguished, compared to 49% at the state level.

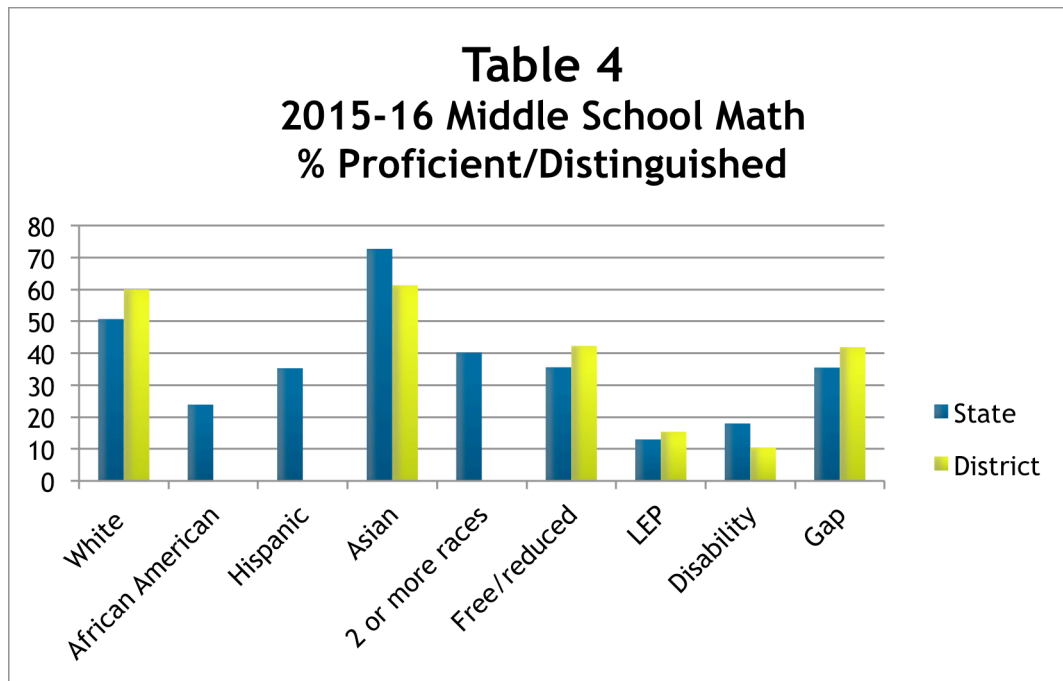


Asian students outpaced White students by 10 percentage points at the state level, but the percentage of proficient/distinguished Asian students in Warren County fell 13 percentage points below that of White students in the district.

The highest performing subgroup in the district was the White subgroup (67% proficient/distinguished). Significant gaps were evident between the White subgroup and the African American/Black subgroup (42% - 25 point difference), the Hispanic subgroup (45% - 22 point difference), the Asian subgroup (56% - 11 point difference), the Free & Reduced Lunch subgroup (49% - 18 point difference) and the non-duplicated Gap subgroup (49% - 18 point difference). There was not a large enough cohort of accountable Disabled students in the district for a percentage to be reported.

Thirteen percent (13%) of LEP students were proficient/distinguished in middle school reading, which is 64 percentage points below that of students in the White category. The performance of the LEP students in the district was roughly consistent with the state results.

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



The percentages of proficient/distinguished students in the district were 5 or more percentage points higher than those reported at the state level in the White, Free/Reduced Lunch and non-duplicated Gap categories. The size of the cohorts of accountable students were not large enough to report results for the district in the African American/Black, Hispanic and Two or More Races subgroups.

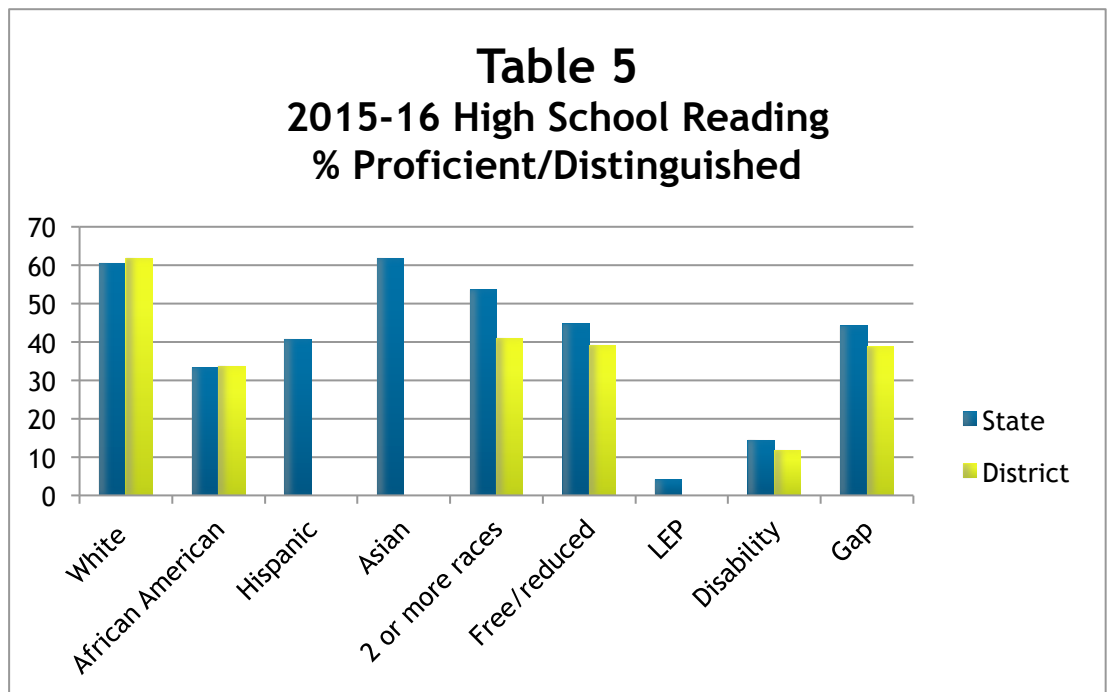
For middle school KPREP Math, district students in the Asian subgroup performed best, with 61% being proficient/distinguished. Sixty percent

(60%) of the students in the White subgroup were proficient/distinguished. Forty-two percent (42%) of students in the Free/Reduced Lunch and non-duplicated Gap subgroups were proficient/distinguished, an 18-19 point gap, compared to the White and Asian subgroups, respectively.

A gap of 45-46 percentage points was evident between LEP students in the district and students in the White and Asian subgroups, respectively. The most significant gap was that between students in the Disability subgroup and Asian/White students. Just 11% of Disabled students in Warren County were proficient/distinguished, a 49 - 50 percentage point difference from the White and Asian subgroups, respectively. The district result for Disabled students was 7 percentage points below the state results.

### High School KPREP: Reading & Math

The results for high school KPREP reading tests, disaggregated by racial subgroup, are reported in Table 5.

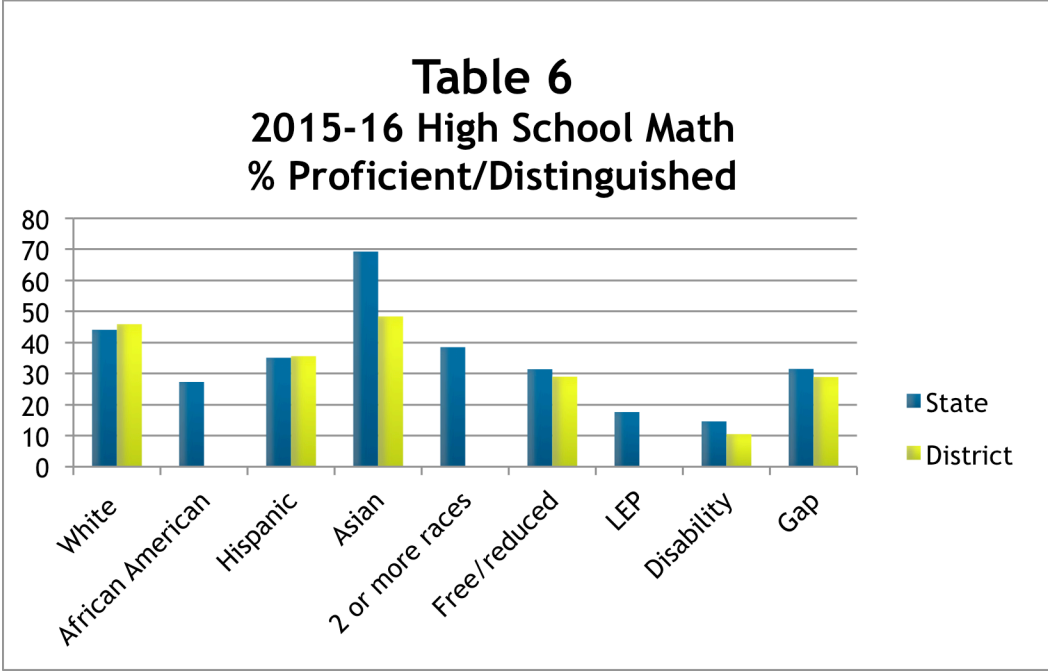


Comparison of district to state results indicates that the performance of district students in the White, African American/Black, Disability and non-duplicated Gap subgroups was very similar (i.e., discrepancy of 5 percentage point or less) to the results for the state. The size of the cohorts of accountable students were not large enough to report results for the district in the Hispanic, Asian and LEP subgroups.

The highest performing subgroup in the district was the White subgroup (62% proficient/distinguished). Significant gaps were evident between the White subgroup and the African American/Black subgroup (34% - 28 point difference), the Two or More Races (41% - 21 point difference), the Free & Reduced Lunch subgroup (39% - 23 point difference) and the non-duplicated Gap subgroup (39% - 23 point difference).

As with the results of the middle school KPREP Math test, the most significant gap was that between students in the Disability subgroup. Twelve percent (12%) of Disabled students in Warren County were proficient/distinguished on the high school KPRER Reading test, a 50 percentage point difference from the White subgroup.

The results of the high school KPREP Math test, disaggregated by racial subgroup, are reported in Table 6.



Comparison of district to state results indicates that the performance of district students in the White, Hispanic, Free/Reduced Lunch, Disability and non-duplicated Gap subgroups was very similar (i.e., discrepancy of 5 percentage point or less) to the results for the state. The size of the cohorts of accountable students were not large enough to report results for the district in the African American/Black, Two or More Races and LEP subgroups.

District students in the Asian subgroup performed best, with 48% being proficient/distinguished. Forty-six percent (46%) of the students in the White subgroup were proficient/distinguished. Compared to the Asian subgroup results, significant gaps were evident in the Hispanic subgroup (36% - 12 point difference), the Free/Reduced Lunch subgroup (29% - 19 point difference), and the non-duplicated Gap subgroup (29% - 19 point difference).

The most significant gap was that between students in the Disability subgroup. Eleven percent (11%) of Disabled students in Warren County were proficient/distinguished on the high school KPREP Math test, a 37 percentage point difference from the Asian subgroup.

**Discussion of the KPREP Test Results for All Levels**

At the elementary, middle and high school levels, White students consistently outperformed all other racial subgroups on the Reading test. Gaps were evident between the White student subgroup and all other subgroups; although, the size of the discrepancy varied significantly. The subgroups that consistently had the largest discrepancy were the LEP subgroup and the Disability subgroup.

One notable finding at the middle school level was the strong performance of students in the White, African American/Black and Two or More Races subgroups relative to students in the same categories at the state level.

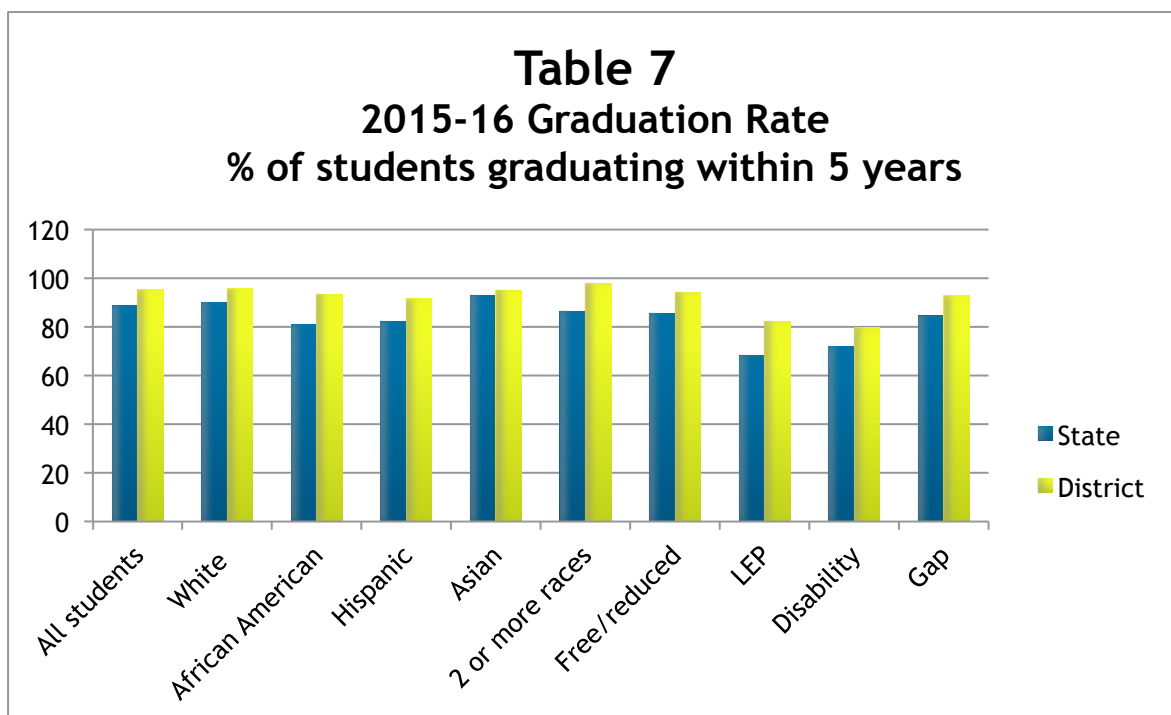
There were significant discrepancies between results of Asian students in the district versus those reported at the state level. This finding is consistent with the results reported in the 2015-2016 Equity Score Card. The Asian student population in Warren County is predominantly Burmese, many who have not had consistent educational experiences, and this may explain much of the discrepancy.

In math, the White student subgroup was again consistently at or near the top. The Asian subgroup outperformed the White subgroup at the middle and high school levels. Significant gaps were evident between the Asian and White subgroups and all other racial subgroups. The largest gaps were for students in the LEP and Disability categories.

### Graduation Rate

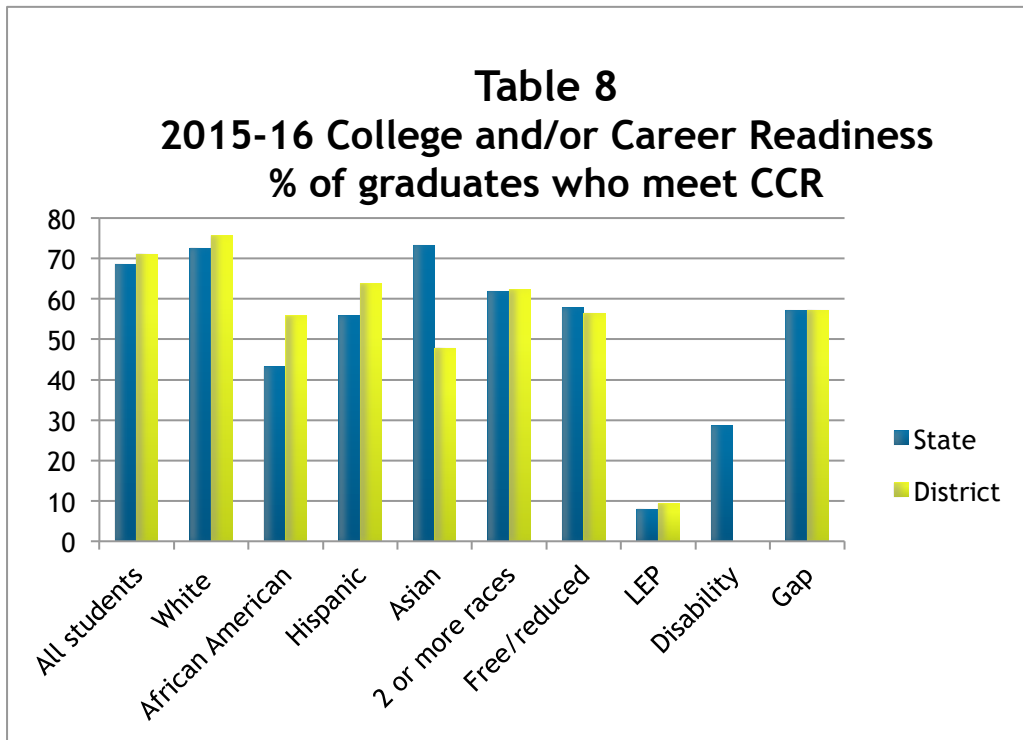
The percentage of students who graduated within 5 years by category is displayed in Table 7. The Graduation Rate for All Students in the district was 95% in 2016, compared to 89% reported for the state. This is roughly consistent with the percentage of students graduating in the White subgroup (96%), the African American/Black subgroup (94%), the Hispanic subgroup (92%) the Asian subgroup (95%), the Two or More Races subgroup (98%) the Free/Reduced Lunch subgroup (94%) and the non-duplicated Gap subgroup (93%).

There was a gap between the results for All Students and the LEP subgroup of 13 percentage points. Eighty-two percent (82%) of LEP students graduated in 2016, which is a very significant increase from 66% reported in 2015. There was a gap of 15 percentage points between students in the Disability subgroup and All Students in the district.



## College and Career Readiness

The percentages of students, by category, demonstrating College and Career Readiness (CCR) in the 2015-2016 academic year are presented in Table 8. Students are considered CCR when they meet benchmarks on particular assessments of academic and career-related abilities.



Seventy-one (71%) percent of All Students in Warren County met the benchmarks required to be considered CCR by the completion of the 2015-2016 academic year; this is up from 69% in the 2014-2015 academic year.

Students in the White subgroup had the highest percentage of CCR students with 76%. The percentage of students meeting CCR benchmarks in the Hispanic and Two or More Races subgroups fell below the percentage for All Students by 7 percentage points and 9 percentage points, respectively.

More significant gaps were evident in the African American/Black subgroup (15 percentage points below result for All Students), the Free/Reduced Lunch subgroup (15 percentage point below result for All Students) and the non-duplicated Gap (14 percentage point below result for All Students).

The most significant gaps were between the Asian subgroup and All Students (23 percentage points) and the LEP subgroup and All Students (62 percentage points below). The cohort for accountable Disabled students was not large enough to report results.

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

During the 2016-2017 school year, Warren County Schools served 1840 students identified as Limited in English Proficiency (LEP), more commonly as “English Learners” (ELs). This number is up from 1631 ELs served in the 2015-2016 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 Score Card, 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 must learn content and the language of content instruction simultaneously.

Despite the challenges, ELs in Warren County have a tradition of meeting the federal Annual Measurable Achievement Objectives (AMAOs). There were three under No Child Left Behind (NCLB), which is no longer in effect following the passage of the Every Student Succeeds Act (ESSA) in late 2016. The first AMAO related to the percentage of students who grew in English proficiency by a specified rate, and the target moved higher each year. Warren County ELs met AMAO #1 every year from 2007 to 2016.

AMAO #2 required that a certain percentage of ELs exit EL programs by attaining the criteria for exit on the annual English language proficiency test, the ACCESS. Again, the target moved higher each year. Warren County ELs met AMAO #2 every year from 2007 to 2016.

AMAO #3 required that ELs meet certain benchmarks on annual tests of reading and math. Again, the targets increased each year. In 2015, graduation rate was added to AMAO #3. Warren County ELs met AMAO #3 in all years but 2015, and they did not meet the required benchmarks for graduation rate. ELs in Warren County did meet AMAO #3 in 2016, the last year of NCLB.

Warren County EL programs (i.e., EL teachers, assistants and the classroom teachers that serve ELs) have also been very successful at moving EL students to the point of exit. To exit EL programs in Kentucky, EL students must attain a Level 5 or higher on a Tier B or C version of the ACCESS (Tiers relate to the difficulty of the test). The student must also attain an English Literacy score of 4.0 or higher. The following table shows the number of students meeting the exit criteria on the ACCESS for ELs test over the last 5 years.

Academic Year	# of Students Meeting the Criteria for Exit	Total # of ELs in the District	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%

As can be seen in the table, the rate of EL program exits in Warren County School grew steadily over the 5 years period. In the 2016-2017 school year, the norms and score cutoffs for the ACCESS test were recalibrated by the test publisher. 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 scaled score required to meet the Level 5 distinction was increased significantly, and many EL in Warren County were not able to meet the target. Only 44 of 1840 (2%) met the exit criteria in 2016-2017. This is well below the projected percentage of exits by the test publisher, which was 5%. However, the exit percentage in Warren County Schools is consistent with other school districts in Kentucky (e.g., Boone County Schools, Fayette County Schools, Jefferson County Schools). Because of the drastic changes in the scoring and exit criteria, districts with large EL student populations in the state (e.g., Boone County Schools, Fayette County Schools, Jefferson County Schools) are opting to make 2016-2017 a baseline year for assessing growth from this point forward.

### Student Voice

Warren County Public School students are given the opportunity to express their opinions about instruction and the instructional environment of their classroom on the “Student Voice.” According to the Kentucky Department of Education (KDE) website, “The survey asks questions of students that assess seven constructs of student engagement targets: Engage, Nurture, Support, Discipline, Trust, Understand, Transparency.” There are two questionnaires administered. One is for 3<sup>rd</sup> through 5<sup>th</sup> grades, and the other is for 6<sup>th</sup> through 12<sup>th</sup> grades. As with the TELL Survey, participation is voluntary and anonymous. The total number of students responding at each school was relatively low; however, the results provide formative assessment information for teachers and administrators at each school regarding perception of the learning environment and important targets for school culture.

In the “Engage” domain, questions reflected degree to which students feel that their teachers provide class work and homework tasks/projects that are “interesting.” The range of positive responses was 53% to 85% and the average across the district was 68%.

In the “Nurture” domain, questions reflected degree to which students feel that their teachers care about them and their feelings, give time for students to explain their ideas, perceive when students are upset about something, etc. The range of positive responses was 63% to 86% and the average across the district was 75%.

In the “Support” domain, questions reflected degree to which students feel that their teachers “push” them to work hard, maintain high expectations for student performance, encourage students to “not give up,” etc. The range of positive responses was 72% to 95% and the average across the district was 81%.



In the “Discipline” domain, questions reflected degree to which students feel that their teachers maintain a class that is “under control” behaviorally, that teachers are “respected by their students,” and that class is “busy” and “does not waste time.” The range of positive responses was 38% to 89% and the average across the district was 65%.

In the “Trust” domain, questions reflected degree to which students feel that teachers want them to share their “thoughts and ideas,” that teachers want students to speak up and explain what they are thinking. The range of positive responses was 65% to 90% and the average across the district was 76%.

In the “Understand” domain, questions reflected degree to which students feel that their teachers check for understanding, summarize the main ideas of learning, and makes comments on student work that help students understand better. The range of positive responses was 57% to 87% and the average across the district was 74%.

In the “Transparency” domain, questions reflected degree to which students feel that their teachers explain things very clearly, explain things in different ways so that all students can understand and “explains things in “orderly ways.” The range of positive responses was 69% to 89% and the average across the district was 80%.


In summary, the results of the Student Voice survey indicated that the areas of “Discipline” and “Engage” were lowest for the district overall, while “Support” and “Transparency” were the areas rated relatively high for the district. Because of student response rates, these finding should be interpreted cautiously; however, the Student Voice results do provide some interesting formative feedback for teachers and administrators.

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

**GEO International High School:** Results reported in the 2015-2016 Equity Score Card indicated that high school LEP students (English Learners or ELs) lagged significantly behind other demographic groups in reading and math proficiency, graduation rate and college/career readiness (CCR). Results reported in this Equity Score Card show the same trends (based on 2015-2016 Kentucky School Report Card).

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. 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).





There were 23 seniors at GEO International High School in 2016-2017. Of this group of students, of this group 20 (87%) students met the state and district requirements for graduation by the completion of school. Three (3) students are 21 years old and must leave school per state law, and each lacked some credit for graduation at the completion of the school year. These students will be attending summer programs and may be able to complete the requirements for graduation during that program.

Career pathways were not offered in the first year of GEO International High School. With regard to “College Readiness,” 11 or 48% of the 23 seniors met the state-required benchmarks for College Readiness on either the ACT or the Kentucky Online Testing (KyOTE) tests of college readiness.

**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:** According to information on the Lighthouse website, 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 2015-2016 Warren County District Report Card, made available to the district in September 2016, was reviewed to determine the performance of various demographic and service groups on the KPREP Reading and Math tests. The White subgroup was consistently the highest performing group, with the exception of middle and high school math assessments, on which Asian students performed best. Significant gaps in reading and math proficiency were observed, with LEP (EL) and Special Education exhibiting the largest gaps generally.

2015-2016 District Report Card Data pertaining to Graduation Rate and College/Career Readiness were examined. The graduation rate for White students roughly matched that for “All Students” in Warren County Schools. Graduation rates for African Americans/Blacks, Hispanic students, Two or More races, Free and Reduced Lunch and the non-duplicated Gap group all exceeded 91%. The graduation rates of EL and Special Education students lagged behind the All Student category, but significant improvement has been made since 2014-2015 graduation results. With regard to College/Career Readiness, the most significant gaps continue to be in the EL and Special Education subgroups.

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.

Teacher and student survey results suggest that additional training and is needed in areas related to instructing diverse students. Some innovative educational programs are available in Warren County Schools. The newest program, the GEO International High School, is demonstrating some very good educational outcomes with regard to College Readiness and Graduation Rate.

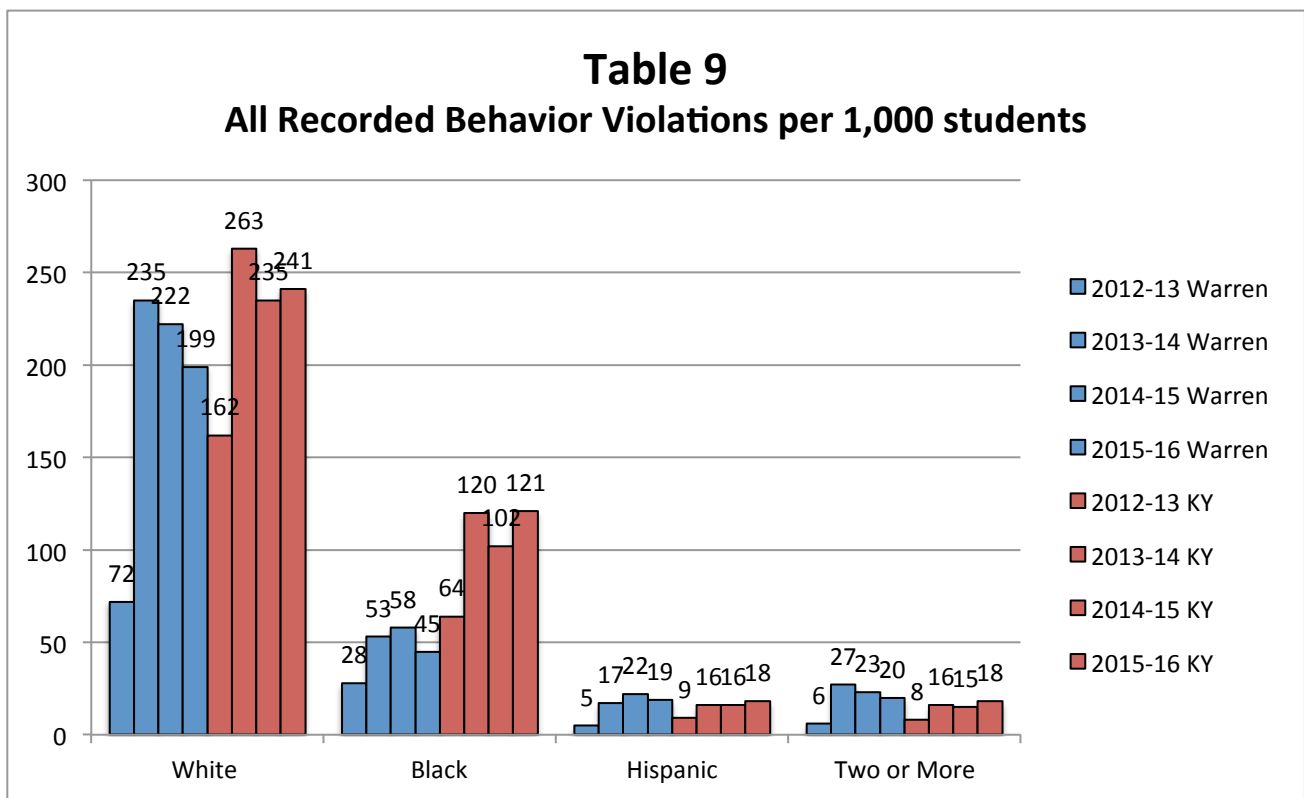
### Areas for Continued Growth:

1. Teachers in Warren County continue to need training in areas of differentiated instruction, supporting English Learners, supporting students in Special Education and novice reduction.
2. Diverse learners in Warren County Schools will benefit from the opportunities presented when we partner with companies and organizations for funding (e.g., grant) opportunities, mentorships, and practical work experiences. The efforts being put forth to foster these community partner relationships should continue.

## Discipline Committee Report:

As mentioned in the Introduction, the Warren County Schools Equity Council was originally formed to examine issues relating to discipline policies and implementation practices across racial and ethnic categories. Equitable discipline practices constitute an area of struggle for many school districts across the country. The members of the Warren County School Equity Council recognize the importance of establishing fair and equitable discipline policies and working to promote sound, consistent practice throughout the school system.

The Discipline Committee investigated differences in “violations” across student categories. Violations include the following: Alcohol, Drugs (includes tobacco), Harassment (including bullying), Weapons, Other Assault or Violence, and Assault 1st degree. The data is presented in Table 9.

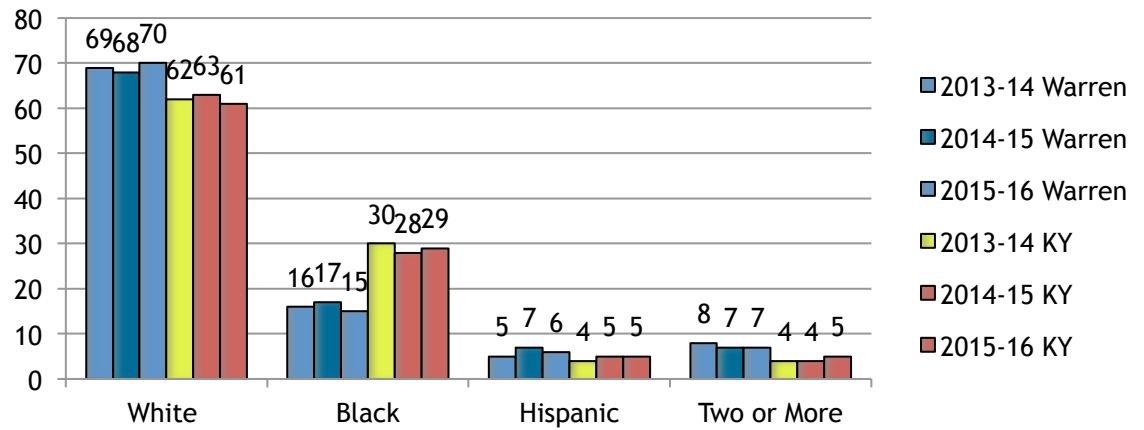


Data from the 2012-2013 school year through the 2015-2016 school year are provided in Table 9. The data suggests that the numbers of violations in Warren County are roughly similar to rates reported by the state in the Hispanic and Two or More Races categories.

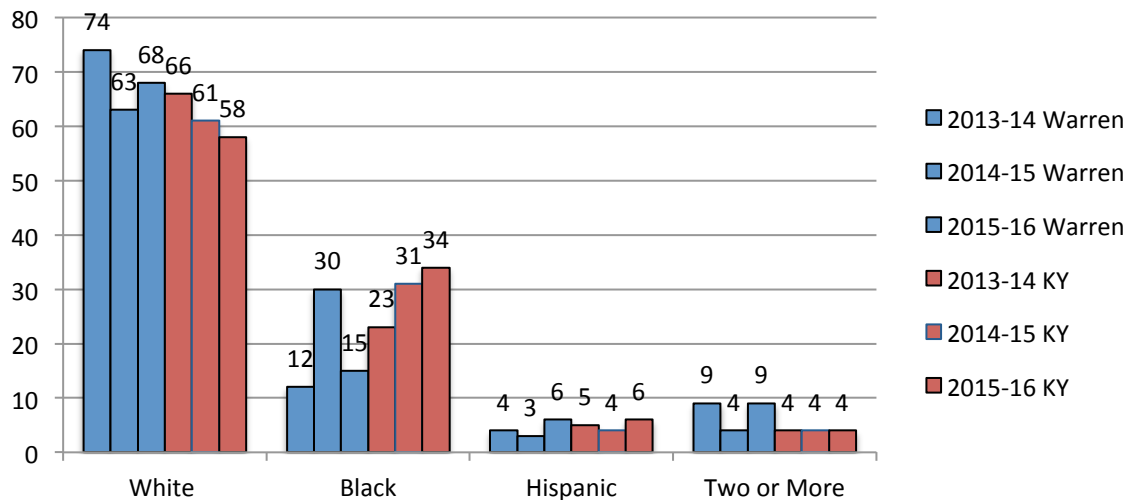
The rates of violations for White students in Warren County were less than half of the rate for White student violation reported by the state in 12-13, but they rose to near state levels in 13-14 and 14-15. Rates in Warren County dropped steadily from a high in 13-14, while the state numbers climbed slightly from 14-15 to 15-16. Black students in Warren County have consistently been significantly lower than rates reported by the state from 2012-2013 to 2015-2016. The rates of violations in Warren County dropped in all demographic categories from the 2014-2015 to the 2015-2016 school years.

The Discipline Subcommittee examined rates of both In- and Out-of-School “Removal” (i.e., students were removed from the instructional environment) across ethnic categories. The results are presented in Tables 10 and 11.

**Table 10**  
**Percent of Each Group Receiving In-School Removal**



**Table 11**  
**Percent of Each Group Receiving Out-of-School Removal**



An examination of Tables 10 and 11 reveals that Warren County’s percentages of removal (both “In School” and “Out of School”) of White students exceeded state percentages slightly overall. In 2013-2014, the percentage of Out-of-School Suspensions of White students was considerably higher than the state percentage. Following a slight drop in 14-15, there was an increase in the number of Out-of-School Suspensions of White students, whereas the state percentage dropped.

With regard to Black students, the rate of In School Suspensions was about half of the state average in 13-14, 14-15 and 15-16. The Out of School Suspension rate for Black students in 2013-2014 was half of the state average, while in 2014-2015, the rate of Out of School Suspensions was roughly equivalent with the state percentage. The percentage of Out-of-School Suspensions of Black students fell to less than half of the state percentage in 15-16.

Warren County exceeds slightly the state in percentage of Two or More Races being removed from instruction, both “In School” and “Out of School.” The percentages of Hispanic students receiving either In School or Out of School Suspensions were roughly consistent with state percentages in the reported years.

### **Discipline Subcommittee Report Summary & Areas for Growth**

The data suggest that rates of disciplinary actions for students with diverse backgrounds fall significantly below the rates for white students. Additionally, the rates of Warren County In School and Out of School Suspensions of diverse students were roughly consistent with state averages, based on the data presented in the 2015-2016 Kentucky School Report Card. There were some significant drops and increases evident in some populations, but these were due to the relatively low numbers of students reported in the charts.

Since the 2015-2016 Equity Score Card was released, the district has provided many training experiences to administrators, teachers and staff in the area of Cultural Proficiency, and it is believed that these training have and will continue to impact our instructional and discipline practices.

In striving to increase equity and positive outcomes in the area of discipline, the subcommittee members will meet often to discuss discipline data patterns.

## Employment Subcommittee Report:

The members of the Employment Subcommittee tasked themselves with examining the degree to which the diversity of the student population in Warren County Schools is “mirrored” by the diversity of the certified teachers and administrators.

The 2015-2016 Equity Score Card outlined the stark realities of a teacher population in Warren County School that does not match the diversity of the student population. The Employment Subcommittee report provided impetus for the Human Resources Department to increase recruitment efforts to attract strong teachers for 2016-2017 in general, and minority candidates in particular. These efforts are outlined below.

### Recruitment Efforts for 2016-17 School Year Teacher Candidates

#### **A total of eight (8) Job Fairs attended (October 23, 2015 - April 6, 2016)**

- 314 Resumes received; 35 were minority candidates (11.15%)
- Five (5) community referrals were received, all five were hired during 2016-17 school year

#### **Spring 2016 Future Teacher Reception**

- Nine (9) students were in attendance
- Four (4) were anticipated May graduates; one (1) was in the Alt. Route Program; one (1) was a currently certified teacher
- One (1) attendee was hired for the 2016-17 school year.

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

- 728 Teacher applications received
- 56 were listed as minorities (7.7%)
- 20 chose not to identify

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

- 74 Administrator applications received
- 12 were listed as minorities (16.2%)
- 1 chose not to identify

Warren County is receiving applications from minority candidates, but the demographics presented below indicate that our teacher population continues to be predominantly white, and the percentages African American, Hispanic and Asian teachers and administrators is outweighed considerably by the percentages of these student groups.

As can be seen in Table 12, certified teachers in Warren County Schools are predominantly White (95% of 1025 Teachers). Thirty-seven teachers (3.6%) are African American; nine are Asian; eight are Hispanic, and there are no Native American teachers. The complete data set is provided in the appendices of the Equity Score Card.

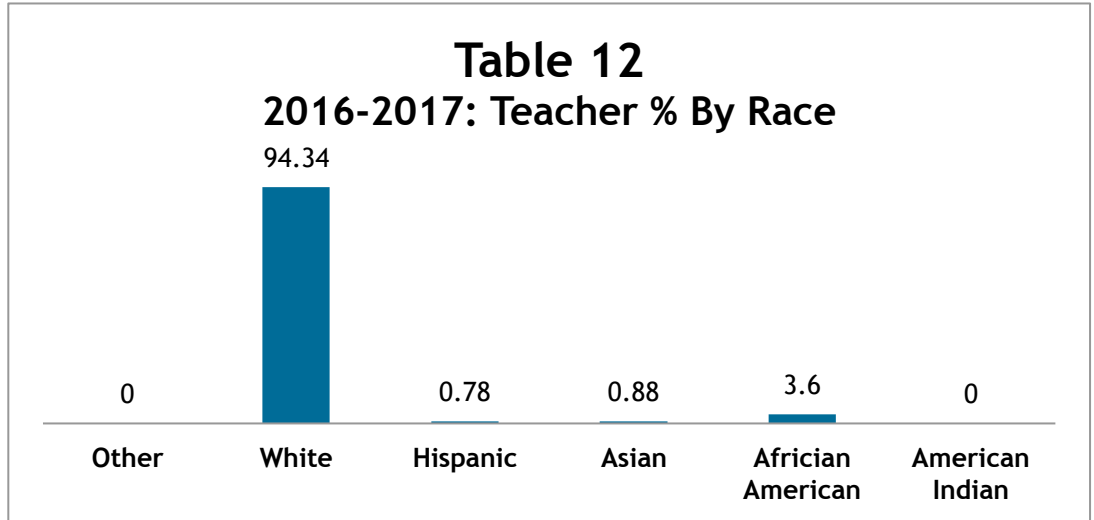
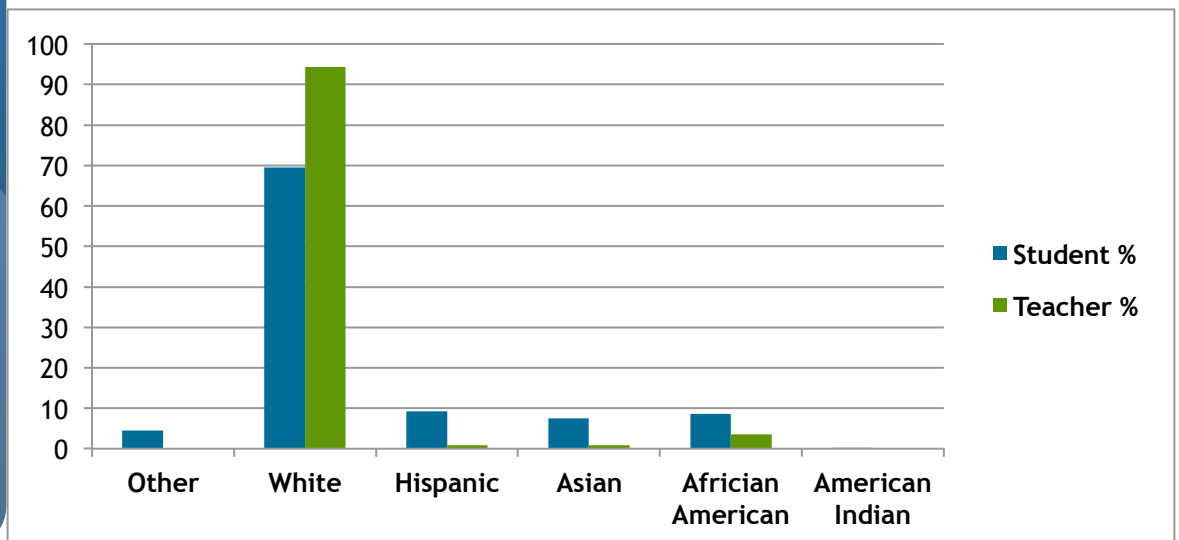


Table 13 displays a comparison of percentages of diverse teachers to students, by racial category. Seventy-two percent of the district’s students are White, while 94% of the district’s teachers are White. Approximately 9% of the students in Warren County are African American, whereas 3.6% of the teachers in Warren County Schools are African American. As can be seen in Table 13, there are very few Hispanic and Asian teachers in the district; however, there are 1304 Hispanic students and 972 Asian students in the district currently. Granted, the diversity of each particular school varies a great deal.

**Table 13**  
**2016-2017 Percentages of Diverse Teachers/Students**



## Employment Subcommittee Report Summary & Areas for Growth

The data reveals that there is much work to do in area of employment as Warren County Schools continues to strive to have the diversity of the teacher/administrator population reflect the diversity of the student population. The primary means to achieve this goal is recruitment, and efforts must continue to seek out diverse candidates.

The Human Resources Department of Warren County Schools, in reaction to the 2015-2016 Equity Score Card, outlined the following Action Plan for the 2016-2017 school year.

- Principals will meet with MERR Scholars at WKU
- Implement a Future Teacher Association - "Young Educators Rising" @ a WCPS High School
- Create a stipend for a sponsor for the Young Educators Rising program
- Continue to work w/WKU's Office of Minority Teacher Recruitment
- Pursue a Virtual Job Fair option

Human resources held a Job Fair in March 2017 at Briarwood Elementary. The Job Fair was well attended and considered a success.



## Resources

Kentucky School Report Card - All of the data provided in this Equity Score Card was obtained from the Kentucky School Report Card. The School Report Cards are open and available to the public. The Kentucky School Report Cards can be accessed at this link:  
<https://applications.education.ky.gov/src/>

Smith, EJ and Harper, SR. (2015). Disproportionate Impact of K-12 School Suspension and Expulsion on Black Students in the Southern States. University of Pennsylvania Graduate School of Education. Center for the Study of race and Equity in Education. This article can be accessed at the following link:  
[https://www.gse.upenn.edu/equity/sites/gse.upenn.edu/files/publications/Smith\\_Harper\\_Report.pdf](https://www.gse.upenn.edu/equity/sites/gse.upenn.edu/files/publications/Smith_Harper_Report.pdf)

Kentucky Department of Education: Novice Reduction Web Pages  
<http://education.ky.gov/school/stratclsgap/Pages/default.aspx>

# Appendix 1: Diverse Student to Teacher/Administrator Percentages

## Diverse Student to Teacher/Administrator Percentage By School (2016-17)

School	White	**Student Numbers**					Total # Students	Total # Teachers	TCH Div#	TCH Div %	STU Div %	STU NONDIV %
		African American	Hispanic	Asian	American Indian	PAC						
Alvaton	479	41	43	83	3	4	698	41	0	0.00%	31.38%	68.62%
Brianwood	464	56	52	191	1	10	807	51	1	1.95%	42.50%	57.50%
Bristow	429	87	82	8	1	2	671	46	5	10.87%	36.07%	63.93%
Cumberland Trace	388	31	75	31	0	12	571	38	0	0.00%	32.05%	67.95%
Drakes Creek	437	27	46	75	0	7	624	41	0	0.00%	29.97%	70.03%
GED International High School	12	49	56	68	0	0	185	9	0	0.00%	93.51%	6.49%
Greenwood High School	994	53	88	139	10	0	1262	81	7	8.64%	25.99%	74.01%
Henry F. Moss	272	99	90	53	1	0	540	42	2	4.76%	49.63%	50.37%
Jackson Academy High School	9	2	0	0	0	0	13	4	0	0.00%	30.77%	69.23%
Jackson Academy Middle School	3	0	0	0	0	0	3	1	0	0.00%	0.00%	100.00%
Jody Richards	567	24	57	49	0	1	724	40	0	0.00%	21.69%	78.31%
Lighthouse Academy	72	4	4	2	0	1	83	9	0	0.00%	13.25%	86.75%
Lost River	421	124	134	89	0	4	822	51	7	13.73%	48.78%	51.22%
North Warren	334	25	20	2	4	0	401	27	0	0.00%	16.71%	83.29%
Oakland	215	49	38	4	0	0	337	21	1	4.76%	36.20%	63.80%
Plano	503	21	24	8	1	0	615	36	0	0.00%	9.76%	90.24%
Rich Pond	486	12	20	27	1	0	563	35	0	0.00%	13.68%	86.32%
Richardsville	388	3	22	1	424	0	424	27	0	0.00%	8.49%	91.51%
Riverdell	35	1	0	0	0	0	36	2	0	0.00%	2.78%	97.22%
Rockfield	593	20	37	0	2	1	683	45	3	6.67%	13.18%	86.82%
South Warren High School	1045	48	60	48	1	0	1237	69	3	4.33%	15.52%	84.48%
South Warren Middle School	509	23	33	28	0	0	609	37	2	5.44%	16.42%	83.58%
Warren Central High School	504	159	129	50	1	2	895	71	9	12.68%	43.69%	56.31%
Warren County Day Treatment	15	3	0	0	0	0	19	2	0	0.00%	21.05%	78.95%
Warren East High School	685	74	54	7	1	1	856	62	2	3.23%	19.98%	80.02%
Warren East Middle School	358	38	38	6	0	0	464	37	3	8.11%	22.84%	77.16%
Warren Elementary	298	200	165	80	2	5	790	54	4	7.41%	62.28%	37.72%
William H. Natcher	369	66	62	112	0	6	655	46	7	15.22%	43.66%	56.34%
Totals	10824	1339	1429	1161	29	55	15587	1025	56	5.46%	30.22%	69.44%

Number of Teachers by Race  
 967 - White (94.34%)  
 37 - African American (3.60%)  
 8 - Hispanic (.73%)  
 9 - Asian (.88%)  
 0 - American Indian (.0%)

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

As of 9/22/16

# Warren County Public Schools Equity Council

## Members:

Mr. Rob Clayton, Superintendent  
Mrs. Melissa Stephanski, Chief Academic Officer  
Mr. Jason Kupchella, Chief Operations Officer  
Mr. Jeff Moore, Director of Student Services  
Mrs. Michele Tolbert, Director of Human resources  
Mr. Michael Coleman, School Recruiter  
Mrs. Cindy Beals, District Assessment Coordinator/Secondary Supervisor  
Mr. Skip Cleavinger, Director of English Learner Programs - Chair of the Equity Council  
Mrs. Michelle Blick, Director of Special Education  
Mr. Todd Hazel, Student Support Coordinator  
Mr. John Odom, Director of Transportation  
Mrs. Gina Howard, Director of Food Services  
Dr. Marilann Melton, Retired Administrator, Warren County Schools  
Mrs. Leyda Becker, Community Services Specialist/International Communities Liaison  
Mrs. Alice Wadell, Executive Director of the Bowling Green Human Rights Commission  
Dr. Kimberly Green, Professor, Western Kentucky University  
Mrs. Sarah Johnson, Alvaton Elementary Principal  
Mrs. Lori Morris, Briarwood Elementary Principal  
Mr. Chris Stunson, Bristow Elementary Principal  
Ms. Joanna Jones, Cumberland Trace Elementary Principal  
Mrs. Stephanie Martin, Jody Richards Elementary Principal  
Mrs. Cordelia Thompson, Lost River Elementary Curriculum Coordinator  
Mr. Matt Thornhill, Natcher Elementary Principal  
Mrs. Debra Lasala, North Warren Elementary Principal  
Mr. Deanna Crump, Oakland Elementary Principal  
Mr. Ben Frazier, Plano Elementary Principal  
Dr. Dan Costellow, Rich Pond Elementary Principal  
Mrs. Jan Casada, Federal Programs Coordinator  
Mr. Monte Cassady, Rockfield Elementary Principal  
Mr. Josh Porter, Warren Elementary Principal  
Mr. Daryl Woods, Drakes Creek Middle School Principal  
Mr. David Nole, Moss Middle School Principal  
Mrs. Laura Hudson, South Warren Middle School Assistant Principal  
Mr. Matthew Adamson, Warren East Middle School Assistant Principal  
Mrs. Melinda Logic, Greenwood High School Assistant Principal  
Mrs. Jenny Hester, South Warren High School Principal  
Mrs. Rita Daniels, Warren Central High School Assistant Principal  
Mrs. Cheryl Bunton, Dean, Warren Central High School  
Mrs. Nicole Clark, Warren East High School Principal  
Mr. Brad Tolbert, Beacon Academy  
Mr. Joshua Smith, Jackson Academy Teacher  
Mrs. Regina Wilson, Lighthouse Academy Teacher