



Warren County
Public Schools

Equity Scorecard

2015 - 2016

Developed by the Warren County Schools Equity Council

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A Message from Mr. Rob Clayton

Superintendent, Warren County Schools

As Superintendent of the Warren County Public Schools and a member of our district Equity Council, it is my honor to share with you our Equity Scorecard. The scorecard 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've kept a keen focus on what is best for our students, staff, and school community throughout this process. From the beginning, this process entailed some very deep conversations, sometimes uncomfortable, in an effort to ensure a positive outcome from the group's collective efforts. In addition to members who served directly on the Equity Council, several district support staff played a critical role in the development of our very first Equity Scorecard.

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. Warren County Public Schools 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. A close examination of existing data demonstrated a need for us to develop clear, targeted goals along with metrics to measure our progress.

Continuous improvement in all aspects of our organization remains a vital cog in our daily mission. From the beginning of the Equity Scorecard development process, the primary purpose was to develop specific and measurable goals that could be monitored continuously through well-defined processes created by district level staff. Results from these processes will be collected in an effort to strengthen district policies, procedures, and our District and School Consolidated plans. Specific to the monitoring process, the Warren County Public Schools Board of Education will receive yearly updates on our overall progress toward meeting each identified goal. What is expected must be inspected! In partnership with our school community, we firmly believe this process will enable us to minimize barriers that create achievement and opportunity gaps across our district.

Although we have much for which we can be proud, recognizing the need for continuous growth is engrained into how we conduct our daily business. Moving forward, our challenge as a community entails disaggregating existing data with an emphasis upon being intentional about eliminating processes or policies that hinder us from reaching all students. 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 to ensure the success of all students. We must continuously train our staff with the new and best researched based methods in curriculum, instruction, assessment, & evaluation.

As we move forward, we will consistently ask ourselves the following essential questions that will keep our focus on achieving our vision:

1. Are our schools reaching parents from childbirth to stress the importance of reading/education?
2. How much do students learn on average that allows them to compete in a global society?
3. Have we learned enough about ourselves to meet students' needs?
4. Are we willing to hold colleagues and ourselves accountable for implementation of district curriculum and state content standards?
5. Are we on a personal mission to ensure all students achieve academic excellence?
6. 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 race?
7. Are we developmentally responsive to the social and emotional needs of all our students?

In closing, WCPS' Equity Scorecard is just 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 trust our efforts serve as a great reminder of our commitment to all students, especially those who need us the most. It is my hope that our entire school and parent community embraces the efforts of our Equity Council on behalf of our students. Their future depends upon it!

Respectfully,

Rob Clayton, Superintendent

Warren County Schools: A Snapshot

The Warren County School District is located in Bowling Green/Warren County in South Central Kentucky. Warren County Schools currently serve just over 15,000 students in Kindergarten through 12th grade in 25 schools: 4 high schools; 4 middle schools; 14 elementary schools and 3 alternative schools.

The percentages in each subgroup in Warren County Schools are as follows: 72% White, 8.1% Black, 8.7% Hispanic, 6.5% Asian, <1% American Indian/Alaska Native, <1% Native Hawaiian/Pacific Islander, 4.4% Two or More Races. Currently, 12.3% of the student population is receiving Special Education services.

Approximately 11% of our total student population is currently identified as Limited English Proficiency (LEP). 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.

The Equity Scorecard

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 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

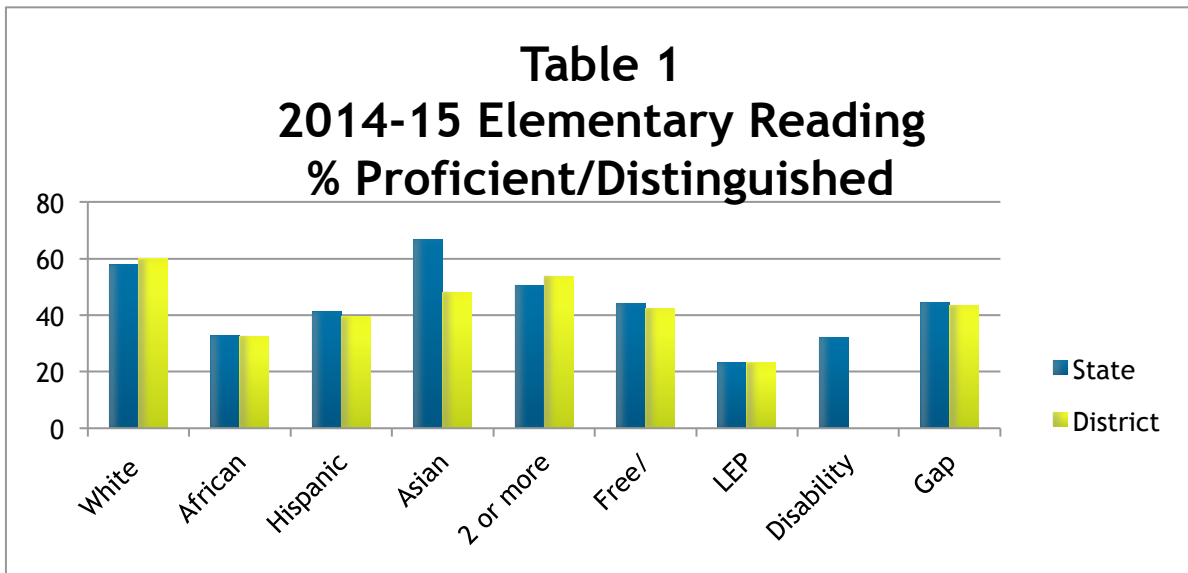
The reading and math scores of elementary students in each category are presented in Tables 1 & 2 on the following page. The performance of Warren County students in each category is also compared to the State average. These results were obtained from the Kentucky School Report Card, the link to which is available in the appendix of this document.

Analysis of the scores in Table 1 indicates that the percentage of White students scoring either Proficient or Distinguished (P/D) on KPREP reading tests fell just below 60% in the district and at the state level. The performance of students in the Two or More Races category was relatively similar to that of White students, falling less than 10 points below at the district and state levels.

Several areas of significant gap were indicated as the percentages of P/D African American, Asian, Hispanic, Free & Reduced Lunch and Disabled students fell 15 percentage points or more below that of White students, and this was consistent at district and state levels, with the exception of Asian students. The results for Asian students are discussed below.

A very significant gap was observed between the White student category and LEP students. The percentage of P/D LEP students was 35 percentage points less than that of White students, and the gap was consistent at the district and state levels. The reason for this significant gap may be due to the language of the KPREP tests. LEP students must take state academic tests in English, with some accommodations, and their scores are factored into the accountability of districts.

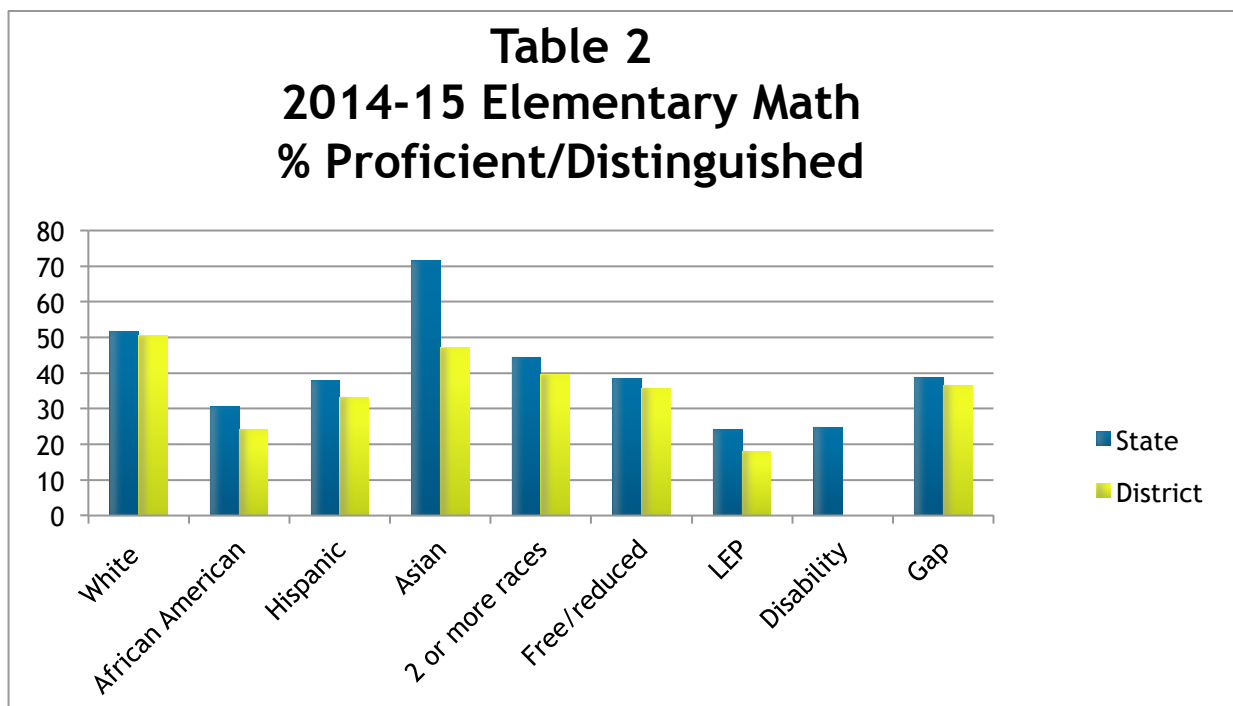
As can be seen in Table 1, the percentage of Proficient/Distinguished Asian students at the state level was nearly 10 percentage points greater than students designated as White; whereas Asian students in Warren County Schools scored 12 percentage points behind White student peers. This result may be due to the fact that many Asian students in Warren County Schools are Burmese refugee students with limited prior school experiences. These students often lack strong literacy skills in their home languages and similar gaps in academic content background.



The percentages of P/D students by category in the area of Math are presented in Table 2. Similar areas of gap between students categorized as White and those in African American, Hispanic, Free & Reduced Lunch were observed. There was not a large enough cohort of accountable Disabled students in the district for a percentage to be reported.

The percentage of P/D LEP students in Warren County Schools was 32 percentage points below that of students in the White category, and the percentage of P/D Warren County LEP students also lagged 6 percentage points behind that of LEP students at the state level.

Asian students again outpaced White students by 20 percentage points at the state level, but the percentage of P/D Asian students in Warren County fell slightly below that of White students. Again, this finding may be due to the fact that many Asian students in Warren County Schools are refugee students who had interrupted or limited formal school experiences prior to moving to Bowling Green/Warren County.



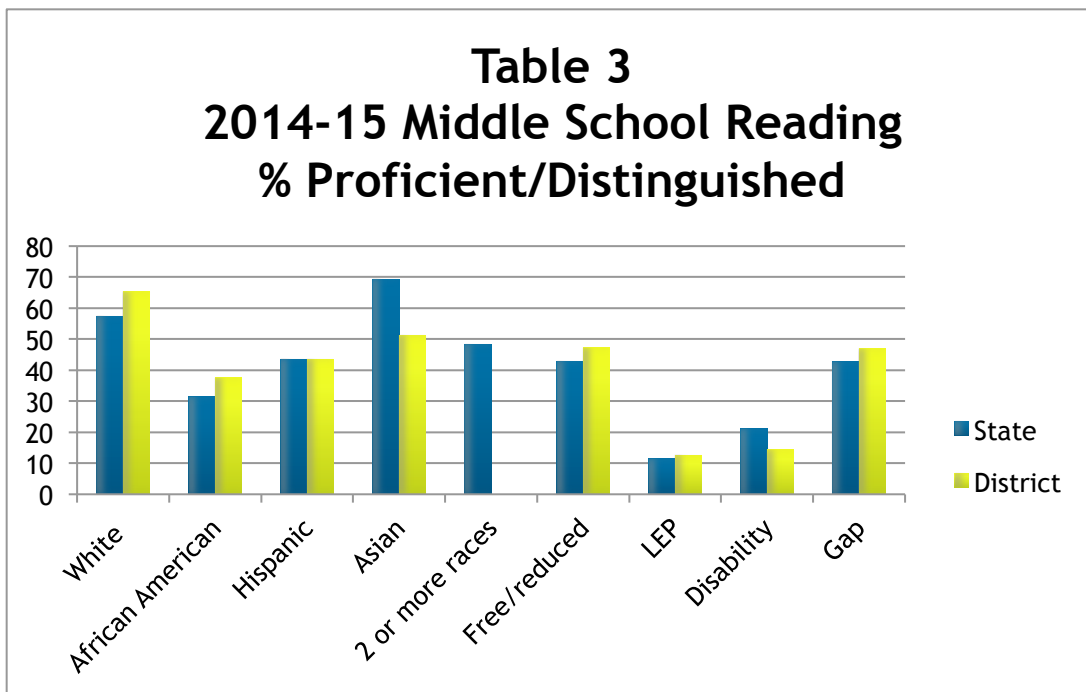
Middle School KPREP: Reading & Math

The percentages of middle school students who are P/D in reading and math by category are presented in Tables 3 & 4.

Analysis of the scores in Table 3 indicates that the percentage of White students scoring either Proficient/Distinguished (P/D) on KPREP Reading tests fell just below 60% at the state level and at 65% in the district.

Gaps exceeding 20 percentage points are evident between students in the White category and those in the African American and Hispanic categories. The percentage point gap between P/D White students and P/D LEP and Disabled students was 52 points and 50 points, respectively. The percentage of P/D students qualifying for Free & Reduced lunch was 18 percentage points below that of White students.

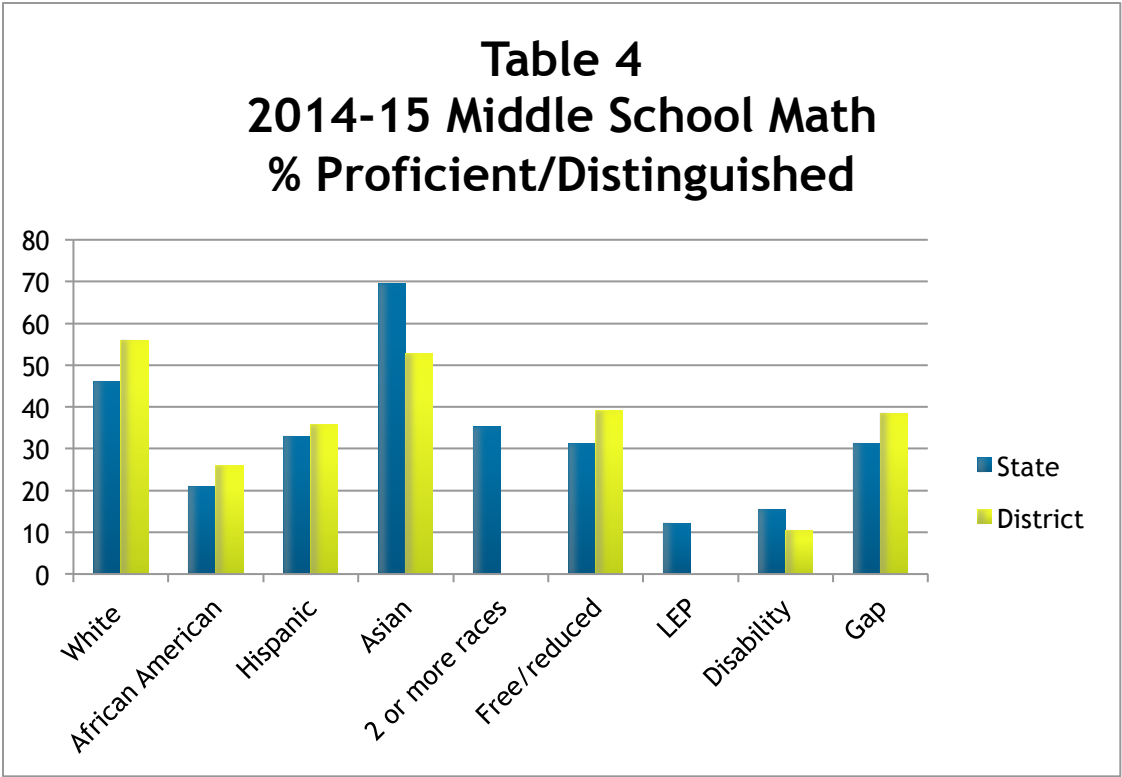
Asian students again outpaced White students at the state level, but the percentage of P/D Asian students in Warren County fell 14 percentage points below that of White students. The possible reason for this finding is discussed the Elementary results section above (p.6).



The percentage of P/D students by category in the area of Math is presented in Table 4. Similar areas of gap between students categorized as White and those in African American, Hispanic, Two or more Races, Free & Reduced Lunch were found. A more pronounced gap was observed between Disabled students and White students.

The number of accountable LEP students taking the middle school KPREP was too low to be reported, so only the state result in reported in Table 4. A very significant gap of 45 percentage points was evidenced between the percentage of P/D Disabled students and P/D White students.

As in the previous Tables, there was a discrepancy between the performance of Asian students at the state level and at the district level. Asian students scored significantly higher than White students at the state level, but they were more consistent with White student performance in Warren County Schools.

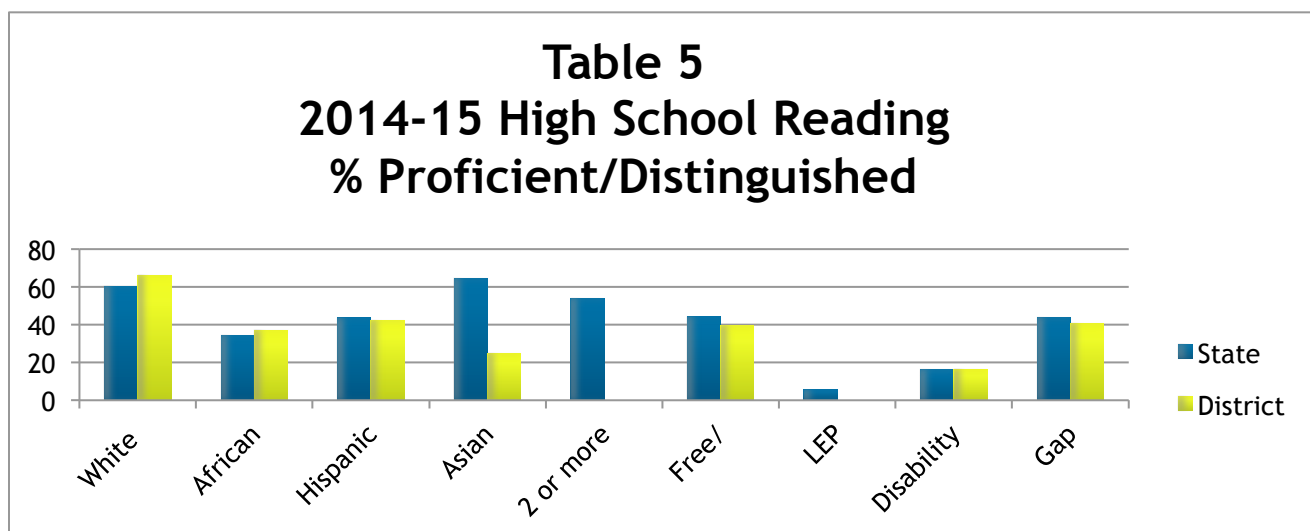


High School KPREP: Reading & Math

The percentages of high school students who are P/D in reading and math by category are presented in Tables 5 & 6. Analysis of the scores in Table 5 indicates that the percentage of White students scoring Proficient/Distinguished (P/D) on KPREP Reading tests was 60% at the state level and at 66% in the district.

Gaps exceeding 20 percentage points are evident between students in the White category and those in the African American, Hispanic and Free & Reduced Lunch categories. The number of accountable students taking the high school KPREP was too low in the Two or More races and LEP categories to be reported. Gaps exceeding 40 points were observed between White students and Asian and Disabled students. Asian student results at the state level were again higher than the results for White students.

Asian students again outpaced White students at the state level, but the percentage of P/D Asian students in Warren County fell 14 percentage points below that of White students. The possible reason for this finding is discussed the Elementary results section.

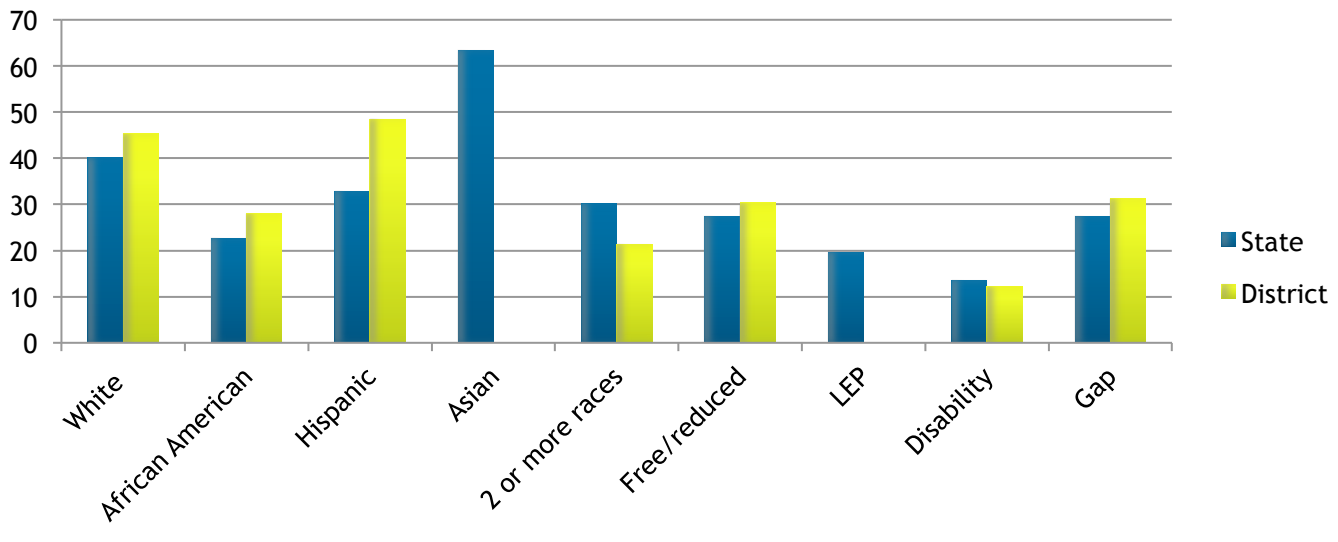


The percentage of P/D high school students by category in the area of Math is presented in Table 6. Hispanic students had the highest percentage of P/D in the district, scoring 3 percentage points higher than the White subgroup. Areas of gap were evidenced between the Hispanic subgroup and the African American, Two or More Races, and Free & Reduced Lunch subgroup. The most significant gap was observed between the White subgroup and the Disabled subgroup. The numbers of accountable Asian and LEP students taking the high school KPREP were too low to be reported, so only the state result is reported in Table 6. A more pronounced gap was observed between Disabled students and nondisabled White students.

A gap of 36 percentage points is evident between the percentage of P/D Disabled students and the top performing Hispanic subgroup.

As in the previous Tables, there was a discrepancy between the performance of Asian students at the state level and at the district level. Asian students scored significantly higher than White students at the state level, but they were more consistent with White student performance in Warren County Schools.

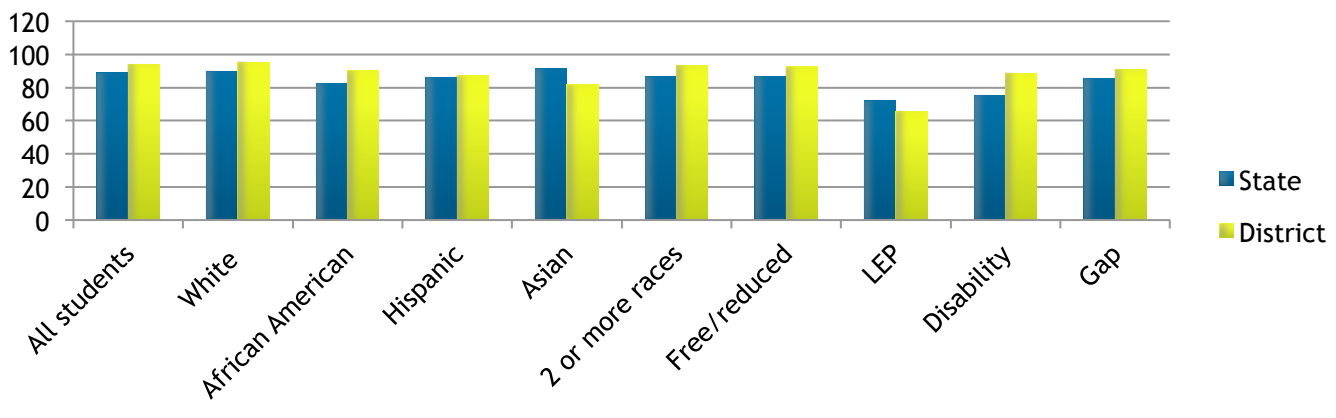
Table 6
2014-15 High School Math
% Proficient/Distinguished



Graduation Rate

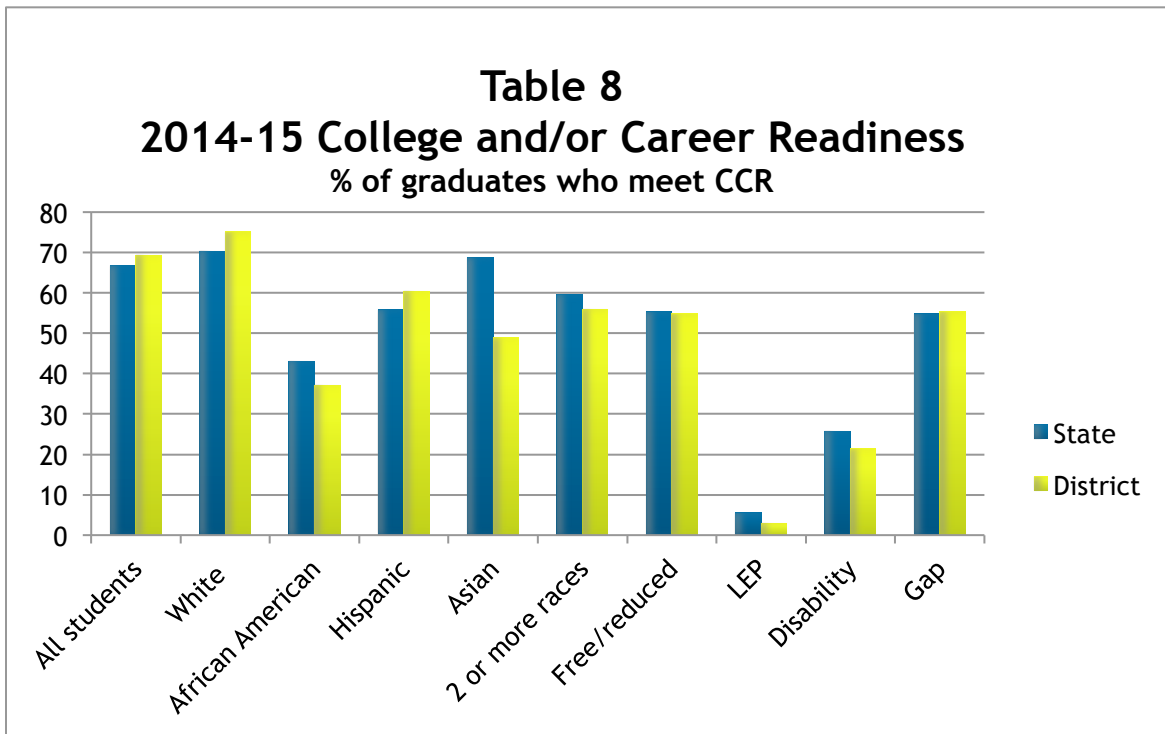
The percentage of students who graduated within 5 years by category is displayed in Table 7. The Graduation Rate for All Students was 94% in 2015. Slight to moderate gaps were evident in the Hispanic subgroup (87%), Asian (82%) and Disabled (89%). The LEP subgroup had the most significant gap, with 66% graduating within 5 years. One of the reasons for this result is related to the number of high school-aged students who enter the district as refugees or immigrants. Most are newcomers to English and many have limited formal school experiences.

Table 7
2014-15 Graduation Rate
% of students graduating within 5 years



College and Career Readiness

The percentages of students, by category, demonstrating College and Career Readiness (CCR) in 2015 are presented in Table 8. Students are considered CCR when they meet benchmarks on particular assessments of academic and career-related abilities. Sixty-nine percent of All Students in Warren County demonstrated CCR in 2015. Students in the White subgroup had the highest percentage of CCR students with 75%. The Hispanic subgroup lagged 15 percentage points behind. More significant gaps were evident between the White subgroup and the African American, Asian, Two or More Races and Free & Reduced Lunch subgroups. The most notable gaps were evident in the LEP subgroup (72 percentage points below) and the Disabled subgroup (54 percentage points below).



Education Subcommittee Report Summary & Areas for Growth

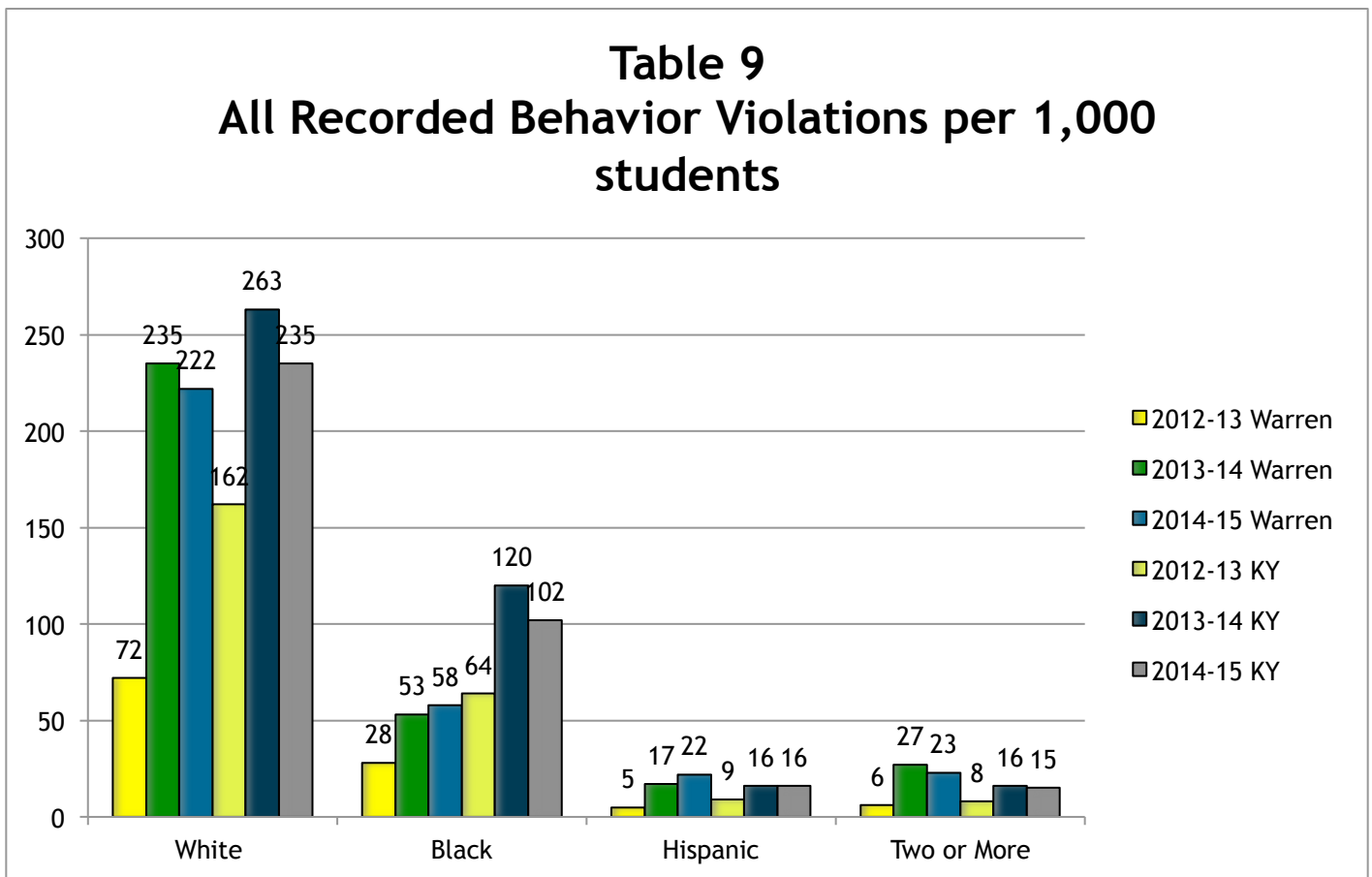
There are significant gaps present between subpopulations in Warren County school students, based on the results of the 2015 KPREP assessment, Graduation Rate data and College/Career Readiness data. Overall, the students demonstrating the most significant issues with regards to reading and math performance and educational outcomes (i.e., Graduation Rate and Career & College Readiness) are classified in the African American, Hispanic, Asian, LEP, Free & Reduced Lunch, and Disabled categories.

The results obtained in Warren County are similar to trends seen nationwide. Students who experience economic hardship at home, are culturally and linguistically different often struggle in school. Our challenge is to continue our efforts to improve instruction and remove barriers.

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. In the article “Disproportionate Impact of K-12 School Suspension and Expulsion Rates on Black Students in Southern States,” Edward Smith and Shaun Harper describe consistent and significant discrepancies between suspension and expulsion rates for black students versus white students. 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.



The data presented in Table 9 suggests that the numbers of violations in Warren County are similar to or lower than the numbers reported by the state in the White and Black student categories. In the Hispanic and Two or More Races categories, Warren County rates of behavior violations outpaced those at the state level slightly in 2013-2014 and 2014-2015. In the most recent year (14-15), reports of behaviors violations as are below 60 (per 1000 students) for Black students and below 25 for Hispanic and students reported as Two or More Races.

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

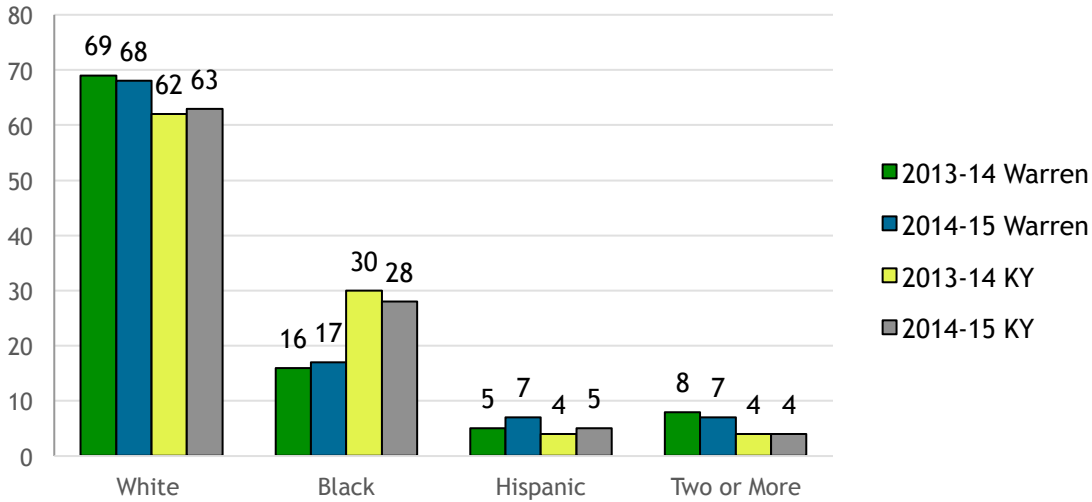
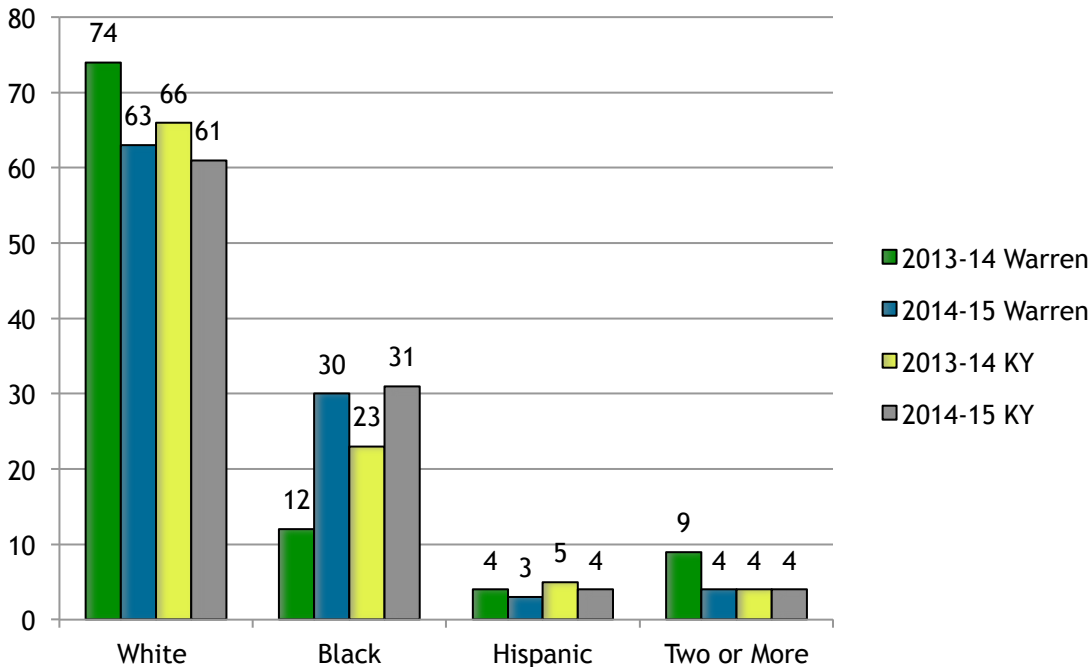


Table 11
Percent of Each Group Receiving Out of School Suspensions



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 the state average slightly overall. In 2013-2014, the rate of Out of School Suspensions of White students was significantly higher than the state average.

With regard to Black students, the rate of In School Suspensions was about half of the state average in 2013-2014 and 2014-2015. 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 statistically equal with the state average. Warren County exceeds 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 averages 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 Kentucky School Report Card.

In striving to increase equity and positive outcomes in the area of discipline, the subcommittee members suggest further training and emphasis on the following areas:

- **academic engagement** - administrators and teachers should continually strive to ensure that culturally, linguistically diverse students are engaged in academically challenging work.
- **behavioral expectations** - ALL Warren County Schools staff clearly communicate and model behavioral expectations. Additionally, the systems and strategies in place to monitor and provide feedback of student behavior emphasize positive reinforcement
- **language access** - All Warren County Schools staff should ensure that students and families are informed of any behavioral issues in their primary language
- **cultural competency** - All Warren County Schools staff should receive training in areas related to cultural competency.

Employment Subcommittee Report:

The members of the Employment Subcommittee were tasked with examining the degree to which the diversity of the student population in Warren County Schools is approximated by the diversity of the certified teachers and administrators. As can be seen in Table 12, certified teachers in Warren County Schools are predominantly White (95% of 1025 Teachers). Thirty-six teachers (3.5%) are African American; eight are Asian; eight are Hispanic and one is Native American. The complete data set is provided in the appendices of the Equity Score Card.

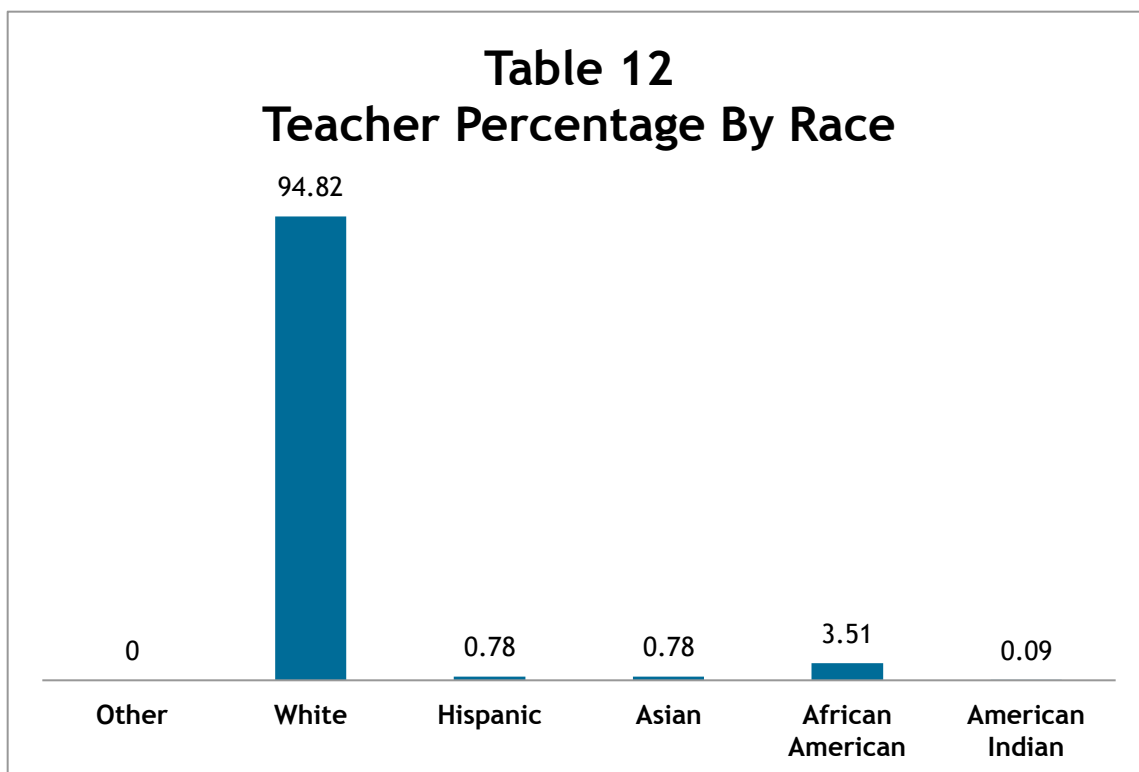
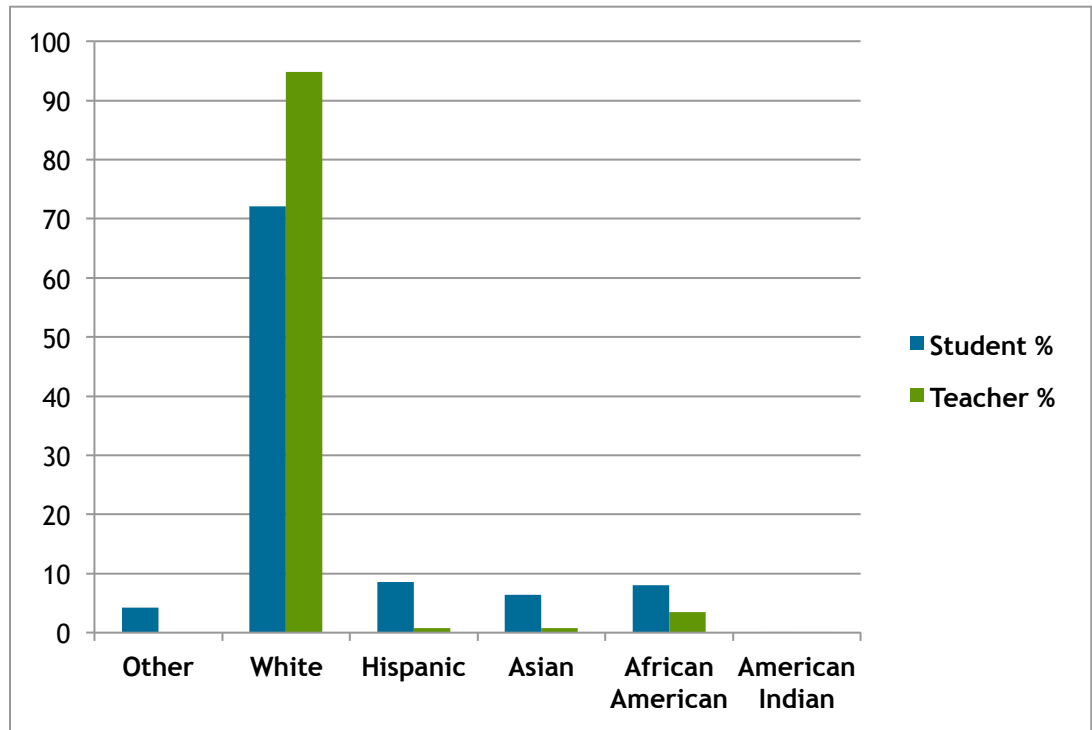


Table 13 displays a comparison of percentages of diverse teachers to students, by racial category. Seventy-two percent of the district's students are White, while 94% of the district's teachers are White. Just over 8% of the students in Warren County are African American, whereas 3.5% of the teachers 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 (8 in each category); 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
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 qualified diverse candidates.

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/equity/files/publications/Smith_Harper_Report.pdf

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

Diverse Student to Teacher/Administrator Percentage By School (2015-16)

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	491	29	43	78	1	7	46	695	40	0	0.00%	29.35%	70.65%
Briarwood	487	47	48	159	0	5	28	774	50	0	0.00%	37.08%	62.92%
Bristow	454	75	82	8	1	2	54	676	48	5	10.42%	32.84%	67.16%
Cumberland Trace	362	32	52	27	0	9	35	517	32	1	3.13%	29.98%	70.02%
Drakes Creek	446	33	39	68	1	7	31	625	42	1	2.38%	28.64%	71.36%
Greenwood High School	923	55	94	129	1	11	42	1255	80	7	8.75%	26.45%	73.55%
Henry F. Moss	259	78	85	36	1	1	34	494	40	1	2.50%	47.57%	52.43%
Jackson Academy High School	7	1	2	0	0	0	0	10	5	0	0.00%	30.00%	70.00%
Jody Richards	590	31	48	48	0	0	23	740	44	1	2.27%	20.27%	79.73%
Lighthouse Academy	62	6	2	0	0	0	2	72	8	0	0.00%	13.89%	86.11%
Lost River	420	88	129	90	0	0	48	775	53	5	9.43%	45.81%	54.19%
North Warren	362	16	16	4	2	0	18	418	26	0	0.00%	13.40%	86.60%
Oakland	205	44	41	1	0	0	18	309	23	2	8.70%	33.66%	66.34%
Plano	533	20	33	9	2	0	18	615	39	0	0.00%	13.33%	86.67%
Rich Pond	378	7	16	10	0	0	14	425	30	0	0.00%	11.06%	88.94%
Richardsville	395	2	12	1	0	0	6	416	30	0	0.00%	5.05%	94.95%
Rivendell	51	9	1	0	0	0	3	64	3	0	0.00%	20.31%	79.69%
Rockfield	588	19	20	0	0	1	27	655	45	3	6.67%	10.23%	89.77%
South Warren High School	1012	48	47	32	1	0	30	1170	72	3	4.17%	13.50%	86.50%
South Warren Middle School	496	18	36	25	0	0	14	589	36	1	2.78%	15.79%	84.21%
Warren Central High School	578	206	147	85	0	0	48	1064	79	8	10.13%	45.68%	54.32%
Warren County Day Treatment	14	8	3	0	0	0	1	26	2	0	0.00%	46.15%	53.85%
Warren East High School	756	72	59	9	1	0	31	928	63	2	3.17%	18.53%	81.47%
Warren East Middle School	355	33	26	7	1	0	24	446	37	3	8.11%	20.40%	79.60%
Warren Elementary	342	196	176	67	3	3	43	830	57	5	8.77%	58.80%	41.20%
William H. Natcher	358	48	47	79	1	6	29	568	41	5	12.20%	36.97%	63.03%
Totals	10924	1221	1304	972	16	52	667	15156	1025	53	5.17%	27.92%	72.08%

Number of Teachers by Race
 972 - White (94.82%)
 36 - African American (3.51%)
 8 - Hispanic (.78%)
 8 - Asian (.78%)
 1 - American Indian (.09%)

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

As of 9/22/15

Warren County Public Schools Equity Council

Members:

Mr. Rob Clayton, Superintendent
Mrs. Kathy Goff, Assistant Superintendent/Chief Operations Officer
Mr. Jason Kupchella, Chief Academic Officer
Mr. Pat Stewart, 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
Mrs. Juliet Banks, Retired Administrator, Warren County Schools
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
Mr. Khaldoun Almously, Arabic Instructor, University of Louisville
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. Amy Ground, North Warren Elementary Principal
Mr. Mike Johnson, Oakland Elementary Principal
Mrs. Melissa Stephanski, Plano Elementary Principal
Dr. Dan Costellow, Rich Pond Elementary Principal
Mrs. Jan Casada, Richardsville Elementary Principal
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