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Members of the 2023-2024 Warren County Public Schools Equity Council

- **Leyda Becker**, WCPS Parent & International Communities Liaison, City of Bowling Green
 - **Kyle Cassady**, Assistant Superintendent, WCPS
 - **Rob Clayton**, Superintendent, WCPS
 - **Dee Anna Crump**, Director of English Learner and Federal Programs, WCPS
 - **Shanté Galloway**, WCPS Parent, Environmental Social and Recruitment Coordinator, WCPS, Chairperson of WCPS Equity Council
 - **Jennifer Gonzalez**, WCPS Parent
 - **Dr. Kimberly Green**, WCPS Parent & Professor, WKU Professor
 - **Dr. Laura Hudson**, Educational Leadership Doctoral Program and School of Professional Studies Professor, WKU
 - **Sarah Johnson**, Assistant Superintendent, WCPS
 - **Shanetti Jones**, WCPS Parent
 - **Chris McIntyre**, Chief Financial Officer, WCPS
 - **Speciose Nyiramana**, WCPS Parent and Community Liason, WCPS
 - **Heath Ray**, Refugee Services Coordinator, Community Action of Southern Kentucky
 - **Clay Smalley**, Recreation Therapist, Warren County Day Treatment
 - **Will Spalding**, Assistant Director of English Learner and Federal Programs, WCPS
 - **Chris Stunson**, WCPS Parent & Principal, Bristow Elementary
 - **Casey Yates**, Director of Intervention, WCPS
-

Introduction

The Warren County Schools Equity Council was formed in 2011, and its initial purpose was to ensure equitable and consistent discipline practices across the district. In early 2014, the members of the Equity Council determined that there was a need to broaden the scope of the work of the Equity Council and bring in more community members. Currently, the Equity Council has representation from four stakeholder groups: parents, teachers, school administrators, and community members. The work of the Equity Council focuses on promoting equitable and fair practices in the areas of educational opportunities, discipline, and employment. In the summary section of this report, there is a discussion of the innovative programs that have been implemented in WCPS to meet the needs of diverse students.

WCPS Equity Council Vision & Mission

Vision:

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

Mission:

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

A Message from Mr. Rob Clayton, Superintendent

In 2016, Warren County Public Schools implemented an Equity Scorecard in an effort to more accurately measure our district's efforts to improve equitable access to learning and opportunities for both students and staff. This collaborative approach was a direct result of a comprehensive examination of district policies and practices in relation to our efforts to ensure equity for all students and staff within WCPS. Since the inception of the Scorecard, school and community leaders have consistently worked alongside one another to examine and discuss growth opportunities in the areas of student achievement, discipline, opportunities, and staff employment. We are appreciative of each individual who has volunteered their time and talent to help us improve educational outcomes for our students and staff alike. This group of dedicated and committed volunteers have engaged our stakeholders in deep and sometimes uncomfortable conversations, which has been instrumental in our ability to address disparities in educational resources, opportunities, or the overall learning experience. We remain committed to developing an inclusive community where diversity is celebrated by ensuring every student feels seen, heard, and valued.

Why did Warren County Public Schools create an Equity Scorecard in 2016 when very few districts across the nation had created such a document? WCPS prides itself on being a leader across the Commonwealth in the effort to educate "all kids", no matter their background or circumstances. Our school organization firmly believes public education has not served its vital function unless student achievement and opportunities are maximized for every child. In addition, our school community recognizes the importance of ensuring equitable achievement and opportunities at all levels within our organization, including those who serve our children. Despite the potential for our data to be used to highlight shortcomings, our mission is too important to take the path of less

resistance. WCPS takes tremendous pride in being a model organization for transparency and continuous improvement, and our Equity Scorecard is a clear demonstration of our commitment to monitoring our progress through thoughtful, targeted goals and metrics. Transparency and continuous improvement in all aspects of our organization remain core to our vision and mission as a school district. What is expected must be inspected! Through well-defined processes monitored by school and district-level leadership, it is our goal to strengthen district policies, procedures, and improvement plans. Specific to the monitoring process, the WCPS Board of Education receives regular 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 for students across our district.

Although WCPS has long been recognized as a leader in achievement and opportunity, recognizing the need for continuous growth is ingrained into how we conduct our daily business. Moving forward, our challenge as a school community entails a close examination of 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 fostering a culture of understanding in regard to the critical role our employees 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, professional development, and organizational culture. Our community can trust us to continue monitoring the following essential questions to ensure our focus remains on achieving our Vision:

1. Are schools reaching parents from infancy to stress the importance of reading/education?

2. Are the instructional and assessment practices and expectations for learning appropriate for students from diverse cultures and language backgrounds?
3. How much do students learn on average that allows them to compete in a global society?
4. Have we learned enough about ourselves to meet students' needs?
5. Are we willing to hold colleagues and ourselves accountable for the 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, our Equity Scorecard is simply one of many tools WCPS utilizes to identify opportunities for meeting the needs of all students, especially our most vulnerable population. We remain optimistic that our strategic, targeted 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

January 2, 2024

Summary

This summary highlights actions fully or partially implemented during the 2022-23 school year, unless indicated otherwise, to address equity across the district. Throughout this year, the Equity Council has reviewed Kentucky and Warren County School Report Card data, CDIP (Comprehensive District Improvement Plan), and CSIPs (Comprehensive School Improvement Plans) to make recommendations. Below are the recommendations made in the 2021-22 Equity Scorecard and status.

Recommendations we are implementing currently or have a plan in place for implementation with examples:

2021-22 Recommendation	Status / Example
1. Three additional Gifted and Talented teachers will be hired for FY23 and FY24. This will allow for addressing learning loss, increasing identification, and expanding opportunities for GT exceptional students of color by placing a Gifted and Talented certified teacher at each elementary school for one day per week.	1. Three additional Gifted and Talented (GT) teachers were hired and remain in the district. These positions target learning loss, increase identification, and expand opportunities for GT students by placing a certified GT teacher at each elementary school for one day per week.
2. A district-level coordinator or director position will be created to address instructional equity and school improvement.	2. During the 2023 -24 school year, an Environmental Social and Recruitment Coordinator was hired. This position chairs the Equity Council, implements recruitment strategies, helps increase awareness and accessibility to tuition assistance opportunities, is a liaison with financial departments for tuition payments, serves as the district's BloomBoard CEO Plan II Lead Mentor, and builds relationships while working alongside others to identify and remove barriers to student learning, achievement, and opportunities.
3. Share information with schools, students, and families about mentoring programs that are available in the community. This will be done through websites, social media, Family Resources and Youth Service Centers, etc.	<p>3A. District and school social media accounts continue to share details related to the school and community mentor programs like the ones mentioned below. You can also find announcements in schoolwide newsletters to adults.</p> <p>3B. During the 2022-23 school year, many schools provided leadership opportunities for students of color through programs such as Leader In Me, Boys to Men, Leading Ladies, etc. The district continued supporting Jonesville Academy and The WKU Young Male Leadership Academy.</p> <ul style="list-style-type: none"> ● For the 2023-24 school year, Boys to Men groups are in 11 schools, serving approximately 575 students. The Leading

	<p>Ladies program is in eight elementary schools. Jonesville Academy has 46 WCPS students, and 15 out of 23 YMLA participants are Warren County students. Over 20 students qualified to compete in the National Educators Rising Conference.</p> <ul style="list-style-type: none"> • WCPS continued contributing to the registration cost of some My Sister is Succeeding (My SIS) participants. Six middle and two high school students participate in this program. My SIS is provided through For a Real Change, Incorporated, a non-profit organization founded in Bowling Green, KY. Jonesville Academy is a collaboration of For a Real Change and Boys to Men, Incorporated.
<p>4. Continue to provide professional development for staff in the areas of cultural proficiency and equity for at-risk students and students of color.</p>	<p>4A. The district provided ELLevation Strategies, which include resources that support teachers with learning and implementing research-based strategies for making content more accessible for English Learner students through scaffolding and instructional activities.</p> <ul style="list-style-type: none"> • District leaders, principals, and English Learner teachers attended trainings. ELLevations presenter, Christina Estes, emphasized, “What is essential for English Learner students is great for all students.” • ELLevation Strategies was made available to all teachers. English Learner and general education teachers planned together and identified strategies within ELLevation to implement during instruction. <p>4B. The district provided best practices for improving co-teaching strategies and providing services in the least restrictive environments based on need with special education staff and teachers. While utilizing co-teaching models within Marilyn Friend and Anne Beninghof’s work, emphasis was placed on strategically selecting strategies and planning for co-teaching.</p>
<p>5. Promote the inclusion of minority students on Student Advisory Councils and Leadership Teams at the school level. Explore the possibility of a district-level student voice team that includes diverse members.</p>	<p>5. Joined an ongoing initiative led by the Bowling Green Area Chamber of Commerce to have Student Ambassadors who serve as liaisons, spokespersons, school leaders, and advocates for their high school. Five A1 high schools, including GEO International High School, have Student Ambassadors who receive leadership training throughout the year. These groups, which mirror our diverse community, assembled at the chamber as the SCK Launch Student Ambassadors to participate in sessions led by FranklinCovey expert Gary McGuey about cultivating leadership within their school communities.</p> <ul style="list-style-type: none"> • Mr. Clayton visited Student Ambassadors to

	<p>receive their feedback and have discussions.</p> <ul style="list-style-type: none"> • The Student Ambassadors helped with the WCPS Hall of Distinguished Alumni and led the Student Leadership Summit at Green River Regional Education Cooperative. William Battle reported, “Around 190 students from Warren County’s 15 elementary schools participated in the event where they listened to guest speakers and worked on team-building activities. These lighthouse teams will take the lessons back to their individual schools to teach other students about leadership. The teams serve as the voice of the students at their schools.”
<p>6. Expand after-school and summer school programming for students. Explore options and resources that are available throughout the community.</p>	<p>6A. Preschool’s Kinder Ready summer program provided targeted lessons for foundational academic, social, and self-help skills. Approximately 60 students participated in this four-week program hosted at The Foundry and Plano Elementary. A Kentucky Department of Education (KDE) Preschool Partnership Grant and United Way contributed to program funding.</p> <p>6B. Expanded learning opportunities were provided through Extended Schools Services (ESS). This includes before-school, after-school, Saturday school, and Summer school programming. Programs are unique to the individual needs of each school.</p> <ul style="list-style-type: none"> • The Summer Literacy Academy, a four-week summer school program for K-6 students, was hosted at Bristow and Jennings Creek Elementary Schools. This program was specifically designed to support students with identified achievement gaps in Reading or Math and to combat summer learning loss. About 400 students regularly attended and were provided breakfast and lunch through Warren County’s Summer Feeding Program. <ul style="list-style-type: none"> ○ SLA partnered with the Migrant and Refugee Programs to run their programs in tandem. This supported the ability to provide summer services to 7th through 12th graders within the previously mentioned locations. ○ Partnership with the Boys and Girls Club, Inc. provided afternoon child care for children participating in SLA.
<p>7. Extended mental health support through Interconnected Systems Framework (ISF) implementation.</p>	<p>7A. Elementary and Secondary School Emergency Relief Funds were used to continue and expand mental health positions, resources, and programs within each school.</p>

	<p>7B. During the 2023-24 school year, a team of 13 District Mental Health Counselors serve students at all schools with any type of mental health need free of charge. A team of four case managers assists all WCPS students with referrals to outpatient therapy services. Care Solace is being implemented to add additional layers of support and services that link students and families to outside mental health services, such as outpatient therapy with mental health agencies.</p>
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Additional actions highlighted as being fully or partially implemented during the 2022-23 school year to increase equity across the district:

Additional 2022-23 Highlighted Actions	Additional 2022-23 Highlighted Actions
<p>1. A commitment to aligning curriculum throughout all WCPS schools to address what top education scholars (Hatti, Marzano, TNTP, and The Opportunity Myth) say is the greatest inequity within public education.</p> <ul style="list-style-type: none"> ● Grades K-6 continued implementation of the common curriculum in math and reading (HMH Into Math, HMH Into Reading, and Amira). To support teachers' ability to analyze science data across the schools and grade levels during district-wide Professional Learning Communities, 4th- and 6th-grade teachers utilize Amplify Education. Grades K-3rd and 5th utilized Generation Genius and Mystery Science curriculum across the district as well. For social studies, Teacher Created Materials (TCM) has been implemented to provide inquiry-based lessons for all K-5 students. ● Grades 7 through 8 implemented common curricula for core reading and math. (Amplify Reading and Desmos). ● Grades 9 - 12 fully implemented a common curriculum in English Language Arts (SAVVAS) and Science (Argument-Driven Inquiry). 	<p>2. Professional Learning Community (PLC) Days allowed educators across grade-level/content area professional learning communities to plan and discuss processes for increasing student achievement. During these collaborative days, district benchmark assessment results were interpreted. Teachers utilized data and analyzed shared work samples to discuss strong instructional practices and referenced standards reports to plan rigorous lessons.</p>
<p>3. Eight hundred seventy-six preschool students enrolled in our preschool program that expanded to a four-day-week schedule. The end-of-year student count was 828. Teaching positions expanded from 21 to 42.</p>	<p>4. Teaching & Learning Coaches and Curriculum Coordinators received job-embedded professional learning on coaching and interpreting evidence of student learning. These instructional leaders completed coaching cycles and worked with classroom teachers to improve their instructional ability.</p>

<p>5. Standards Focus Teams met to create district standards-based assessments and curriculum maps to address access to standards and viable core instruction for all students. This will continue to be an annual practice.</p> <ul style="list-style-type: none"> To support the full implementation of the newly adopted science and social studies curriculum, this summer, a new district pacing guide was developed to add another layer of support for students who are transient within the district and to ensure all students have access to all standards throughout the year. 	<p>6. Provide family engagement opportunities that target at-risk students and students of color. Include information about ways to supplement their students' academic learning.</p> <p>Provided English Learner-specific Family Nights as a district.</p> <ul style="list-style-type: none"> Met with community influencer groups from the African American and International communities at Greenwood High School to increase and support families' awareness of information related to ESS, assessment scores, and additional extra and co-curricular opportunities. Offered two district-wide Student Success Nights. One was at Warren Central, and the other was at South Warren.
<p>7. The entire Warren County Public Schools district became eligible to participate in the Community Eligibility (CEP) Provision Program. Therefore, every site offered free breakfast and lunch to all WCPS students at no cost to families.</p>	<p>8. All schools continue to use Positive Behavioral Interventions and Supports (PBIS) across the district. PBIS is an evidence-based, three-tiered framework for improving and integrating all of the data, systems, and practices affecting student outcomes every day. It is a way to support everyone – especially students with disabilities – to create the kinds of schools where all students are successful by addressing student behaviors through systems changes to improve social and academic outcomes, school experiences, reduce exclusionary discipline practices, and have school personnel feel more effective. (Center on PBIS - Getting Started)</p>
<p>To see more strategies and activities implemented, reference the 2022-23 Comprehensive District Improvement Plan (CDIP) and each school's Comprehensive School Improvement Plan (CSIP), which are posted on our district's website. These plans are updated each year.</p>	

2023-24 Equity Council recommendations for future implementation

Recommendation	Suggestions
<p>1. Disaggregate Kentucky Summative Assessment (KSA) scores for African American, Hispanic or Latino, and Asian ethnic in an administrator's meeting to generate and compare results for students identified as English Learners to students that do not receive English Learning services to aid in constructing more explicit improvement plans.</p>	<p>1A. During a meeting where all principals are expected to be present, present disaggregated data and provide a refresher or introductory Looker Studio training so principals can generate similar data for each school.</p> <p>1B. After 2023-24 KSA scores are released, designate additional time to compare KSA Looker Studio results to current attendance reports to support targeted discussions and planning related to students who were low performers and trending toward having chronic absenteeism.</p>

Recommendation	Suggestions
<p>2. Ongoing behavior support and coaching for all schools through both school-based and District Intervention staff.</p>	<p>2A. Use Tableau and/or Looker Studio to disaggregate data in event categories based on subpopulations and look for trends or potential overrepresentation. Think about possible reasons - relationships, communication, cultural norms, training needed.</p> <p>2B. Research exclusionary discipline practices and their impacts on student achievement. Include looking at alternatives.</p> <p>2C. Explore zero-tolerance policies, their effectiveness, and alternatives.</p> <p>2D. Behavior Matrix Revisions</p>
<p>3. Include more data within the Employment Report to support the ability to monitor progress toward ensuring equitable staff recruitment and hiring practices, with a focus on increasing the diversity of staff members.</p>	<p>3A. Report the number of minority teachers and administrators who are newly hired in addition to the number of applicants listed as minority for the particular year.</p> <p>3B. Increase presence and participation in diverse job fairs, such as local and international job fairs and those held at Historically Black Colleges and Universities.</p>
<p>4. In addition to highlighting job fair attendance, share more details about recruitment and retention strategies within the Employment Report.</p>	<p>4A. Provide examples of recruitment strategies implemented.</p> <p>4B. Share progress or outcomes of retention efforts, such as the Grow Your Own tuition assistance programs.</p>

The Equity Council continues to meet and generate ideas for ways to close achievement gaps and make additional recommendations to WCPS.

The 2023-24 Equity Scorecard, as with previous Equity Scorecards, was prepared to present data in the areas of education (academic performance), discipline, and employment. The WCPS Equity Council is committed to finding and reporting data that will prompt and inform candid and sometimes difficult conversations about equitable access for all families and employees in the WCPS community.

The Equity Scorecard – Background and Goals

We hope that the data and information provided in the 2023-2024 Equity Scorecard will drive sound decision-making and policy development to reduce barriers and increase equitable opportunities for students, families, and employees of Warren County Schools. All data for this scorecard was pulled from the Kentucky School Report Card for the 2022-23 school year: [WCPS School Report Card](#). Information in this scorecard is comparable to the data included in the 2022-2023 [Kentucky School Report Card](#).

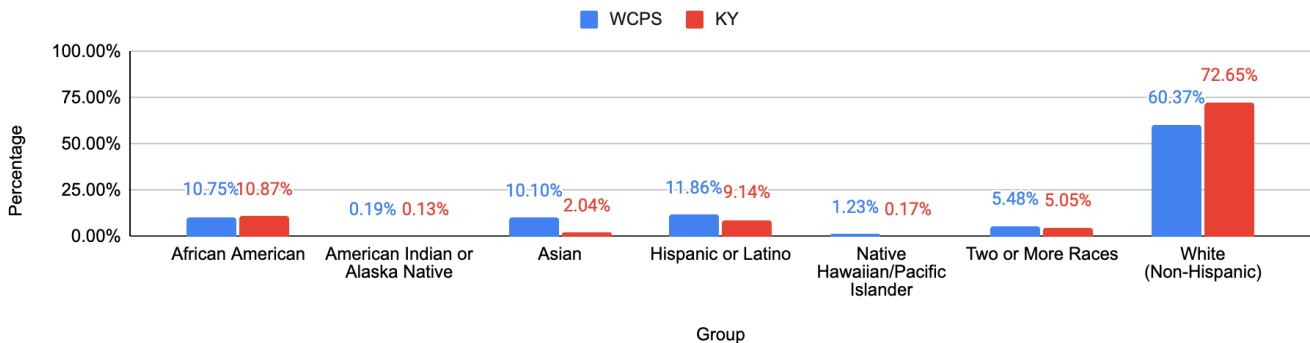
Some demographic groups will not be included in graphs/charts throughout the rest of the Equity Scorecard. **If there are less than 10 students in a reporting group, KDE suppresses the information for confidentiality. Data is also suppressed if at least one student isn't represented in each performance category. The information can also be suppressed if there are not at least three students within each performance category.** Most graphs within this report will have a maximum vertical axis set to 100%, but a few graphs will vary.

Warren County Public Schools Demographics

The Warren County Public Schools (WCPS) district is located in Bowling Green/Warren County in South Central Kentucky. For this reporting period, Warren County Public Schools served 20,042 students in Preschool through Grade 12: 4 high schools, 4 middle schools, 15 elementary schools, and 6 alternative schools. For accountability purposes, WCPS enrollment at the end of the 22-23 school year was 17,183.

Based on the most recent school report card, the percentages of enrollment in each student group in Warren County Public Schools are as follows: 60.37% White (Non-Hispanic), 11.86% Hispanic or Latino, 10.75% African American, 10.10% Asian, 5.48% Two or More Races, 1.23% Native Hawaiian or Pacific Islander, and 0.19% American Indian or Alaska Native.

2022-23 Student Membership Demographics

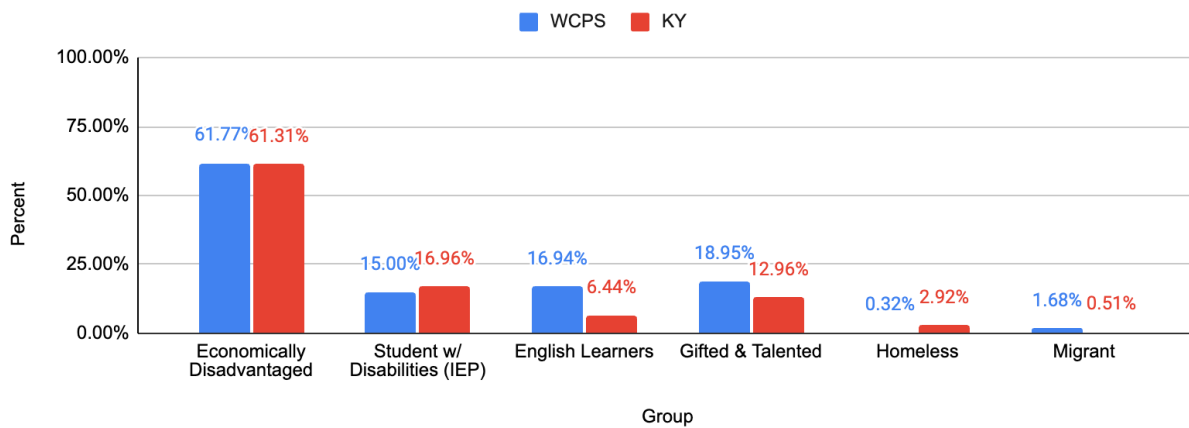


WCPS has a significant English Learner population. We educate students from approximately 90 different countries. Those students and their families speak approximately 103 different primary languages. It should be noted that demographics of Black/African American students include students representing English Learners from countries such as Tanzania, Congo, Uganda, Rwanda, and other African countries. Our Asian demographic includes students from Malaysia, Thailand, Myanmar (Burma), and Japan. Hispanic countries commonly represented by our students are learners from Honduras, Guatemala, El Salvador, Mexico, and Cuba.

Student Enrollment

In the 2022-23 school year, 61.77% of the total student enrollment were classified as Economically Disadvantaged, 18.95% Gifted and Talented, 16.94% English Learners, 15% Students with Disabilities (IEP), 1.68% Migrant, and .32% Homeless.

2022-23 Student Enrollment

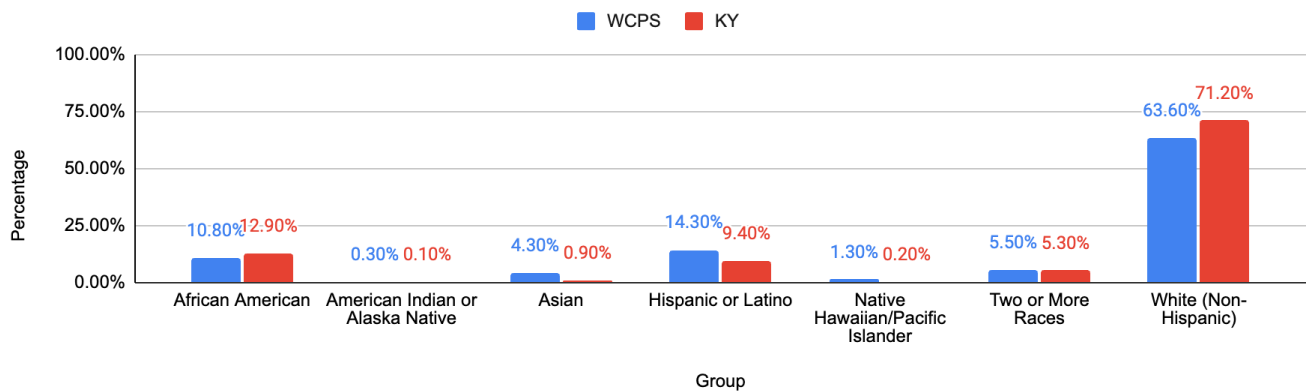


Chronic Absenteeism by Ethnicity

The Kentucky Department of Education defines a student as being chronically absent if he or she is present 90% or less of full-time equivalency (FTE). Chronic absenteeism is calculated by dividing a student's FTE present minutes by FTE instructional minutes and rounding to the nearest whole percent. A student must be enrolled for 10 or more days before being included in the calculation.

Based on the 2022-23 school report card, 17.5% of all enrolled students were identified as having chronic absenteeism. The percentage of chronic absenteeism representing each student group among the 3,516 students reported is as follows: 63.6% White (Non-Hispanic), 14.3% Hispanic or Latino, 10.8% African American, 5.5% Two or More Races, 4.3% Asian, 1.3% Native Hawaiian or Pacific Islander, and 0.3% American Indian or Alaska Native.

2022-23 Chronic Absenteeism by Ethnicity

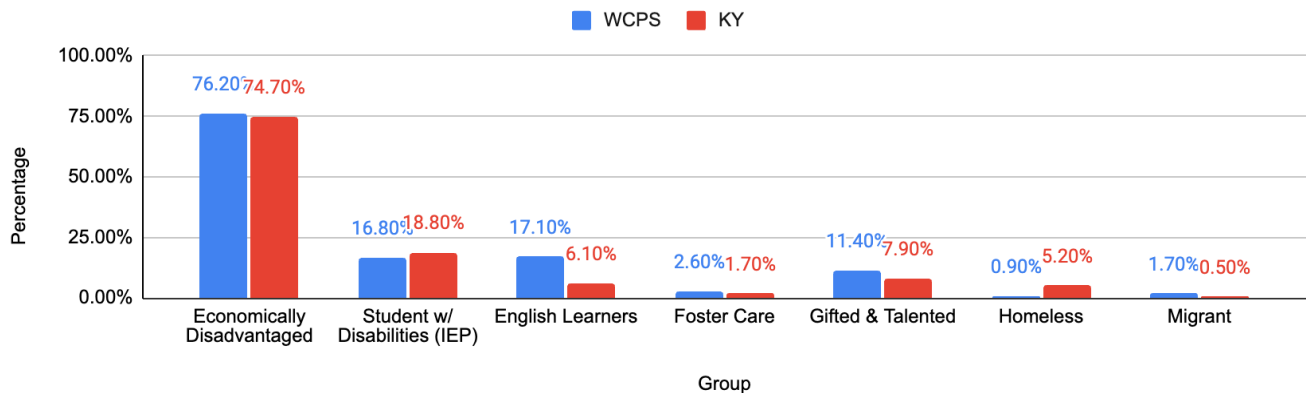


Chronic Absenteeism by Student Group

The Kentucky Department of Education defines a student as being chronically absent if he or she is present 90% or less of full-time equivalency (FTE). Chronic absenteeism is calculated by dividing a student's FTE present minutes by FTE instructional minutes and rounding to the nearest whole percent. A student must be enrolled for 10 or more days before being included in the calculation.

Based on the 2022-23 school report card, 17.5% of all enrolled students were identified as having chronic absenteeism. The percentage of chronic absenteeism representing each student group among the 3,516 students reported is as follows: 76.2% Economically Disadvantaged, 17.1% English Learners, 16.8% Students with Disabilities (IEP), 11.4% Gifted and Talented, 2.6% Foster Care, 1.7% Migrant, and 0.9% Homeless.

2022-23 Chronic Absenteeism by Student Group

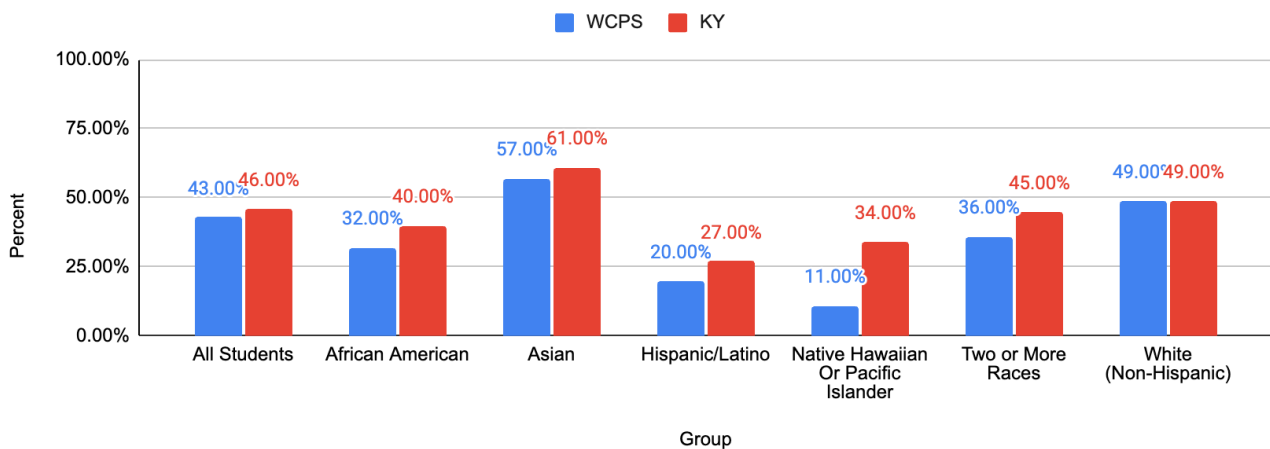


Education Report

Kindergarten Readiness

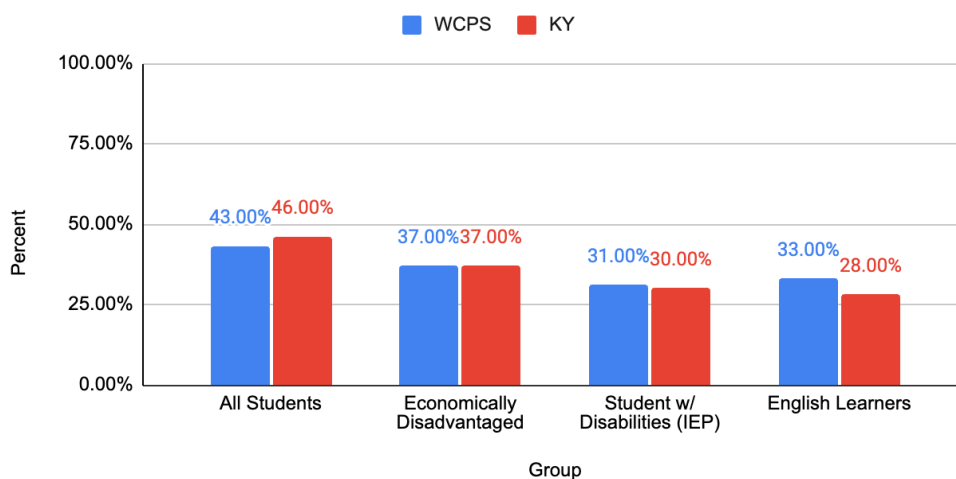
During the 2022-23 school year, a 4-day per week program became available for preschool-age students within all of Warren County Public School's feeder systems. As 2022-23 preschoolers transitioned into our 2023-24 kindergarten classrooms, the Brigance Screener III was administered. Their kindergarten readiness scores will be reported within KDE's 2023-24 report card, which will be made public during the 2024-25 school year. Graphs 23 and 24 display the percentage of kindergarten students meeting Kindergarten Readiness during the Fall 2022 screener. Results are disaggregated by subgroups. For more details, visit KDE's [Exceptional Children and Early Learning](#) page.

Graph 23: 2022-23 Kindergarten Screener Composite Scores



Note: The Kindergarten Readiness data for American Indian Or Alaska Native for Warren County Public Schools was suppressed from the 2022-2023 School Report Card. See [page 14](#) for more details.

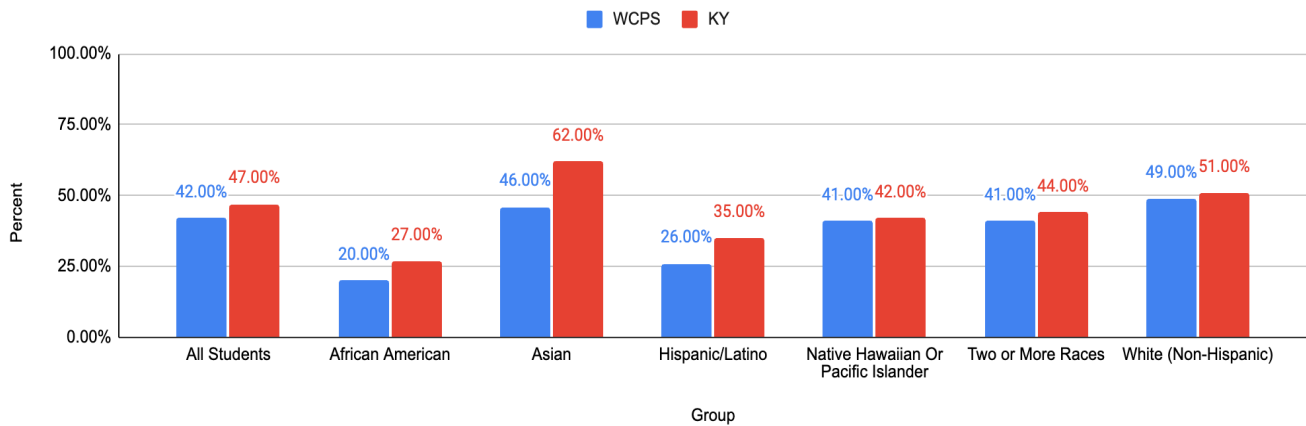
Graph 24: 2022-23 Kindergarten Screener Composite Scores



Elementary State Assessment: Reading

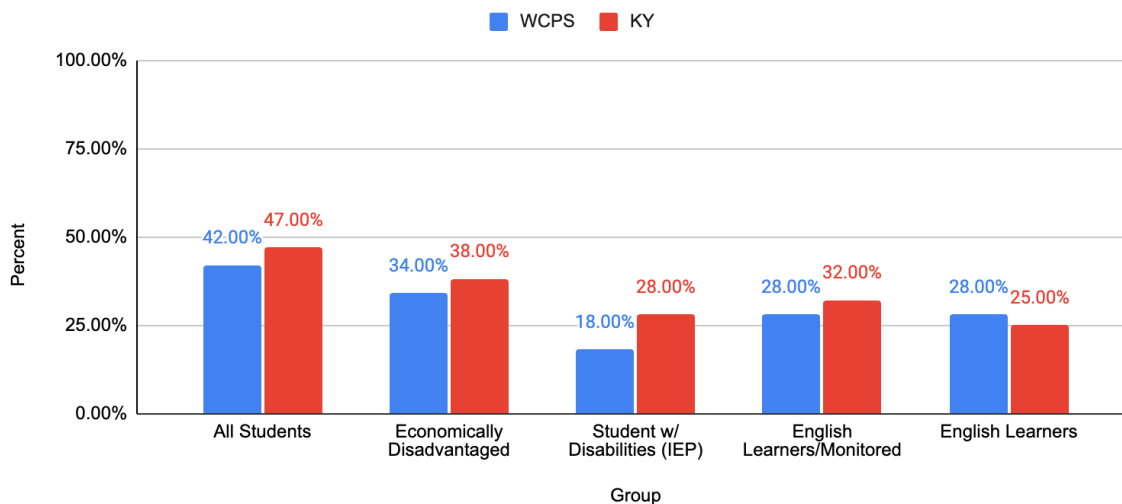
The percentage of 3rd, 4th, and 5th-grade students in elementary school who are meeting state standards at grade level (Proficient/Distinguished) on the 2022-23 KSA Reading Assessment, disaggregated by subgroup, are noted in Graphs 1 and 2.

Graph 1: 2022-23 Elementary Reading Proficient & Distinguished



Note: The Elementary Reading data for American Indian Or Alaska Native for Warren County was suppressed from the 2022-23 School Report Card. See [page 14](#) for more details.

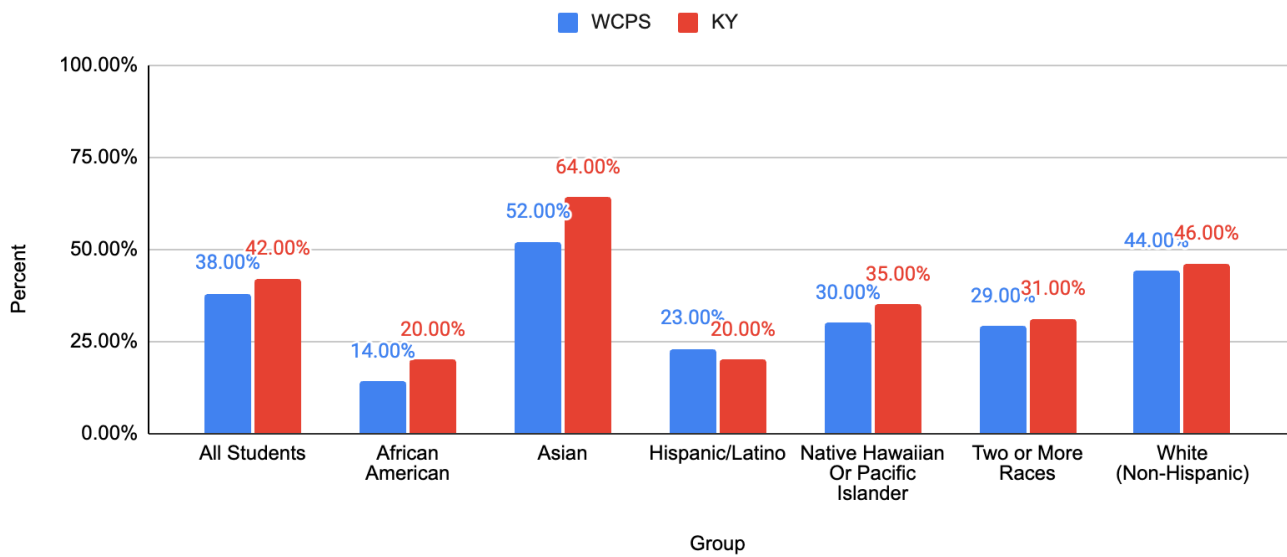
Graph 2: 2022-23 Elementary Reading Proficient & Distinguished



Elementary State Assessment: Mathematics

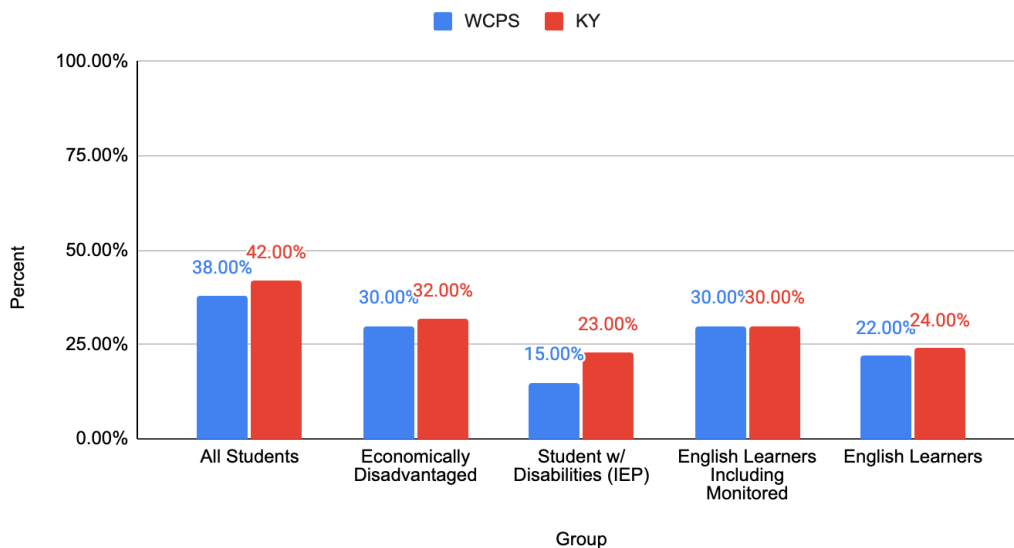
The percentage of 3rd, 4th, and 5th-grade students in elementary school who are meeting state standards at grade level (Proficient/Distinguished) on the 2022-23 KSA Mathematics Assessment, disaggregated by subgroups, are noted in Graphs 3 and 4.

Graph 3: 2022-23 Elementary Math Proficient & Distinguished



Note: The Elementary Math data for American Indian Or Alaska Native for Warren County was suppressed from the 2022-23 School Report Card. See [page 14](#) for more details.

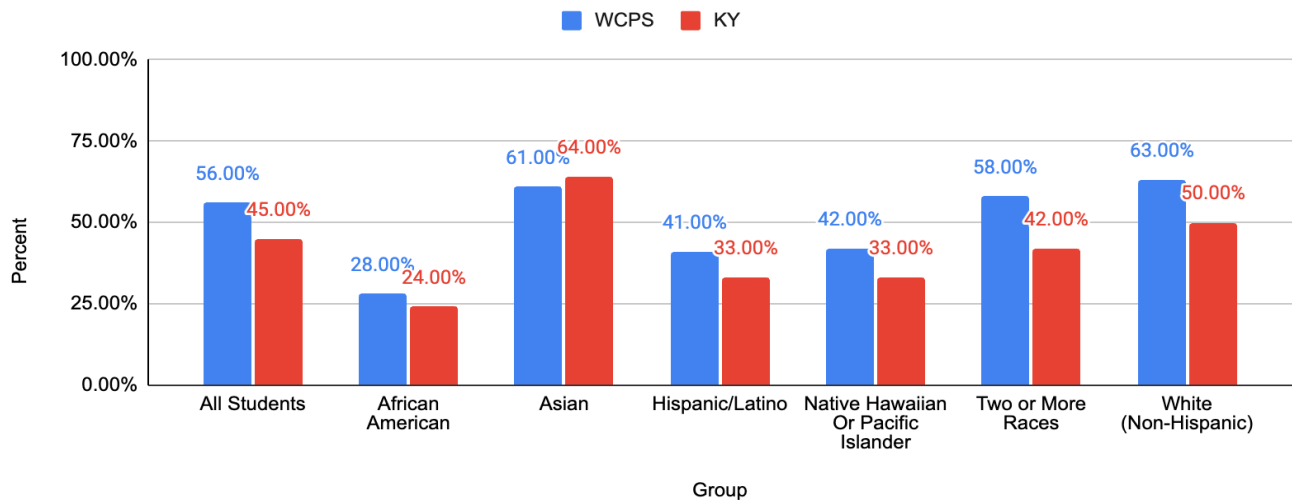
Graph 4: 2022-23 Elementary Math Proficient & Distinguished



Middle School State Assessment: Reading

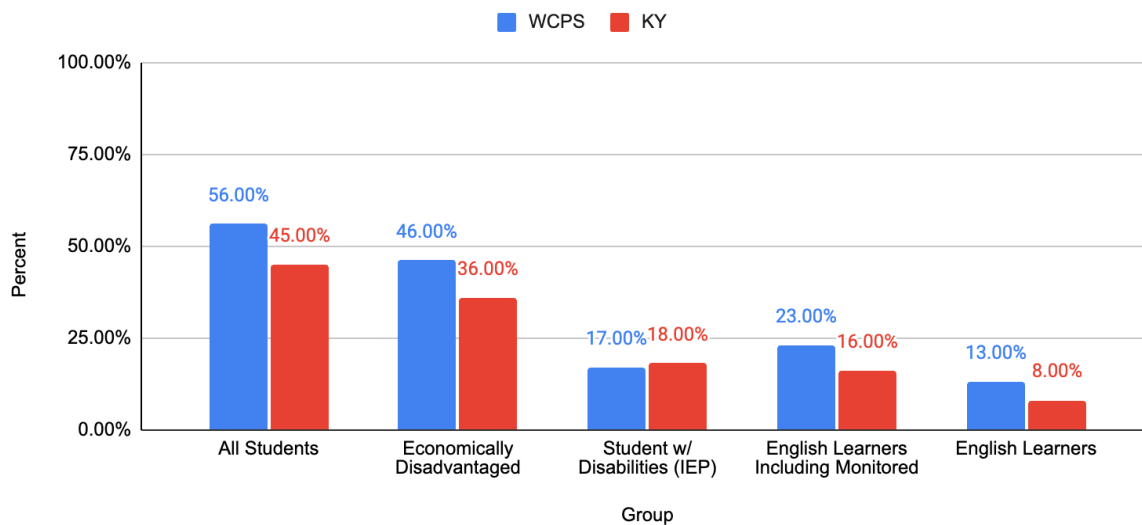
The percentages of 6th, 7th, and 8th-grade students in middle school who are meeting state standards at grade level (Proficient/Distinguished) on the 2022-23 KSA Reading Assessment, disaggregated by subgroup, are noted in Graphs 5 and 6.

Graph 5: 2022-23 Middle School Reading Proficient & Distinguished



Note: The Middle School Reading data for American Indian Or Alaska Native for Warren County was suppressed from the 2022-23 School Report Card. See [page 14](#) for more details.

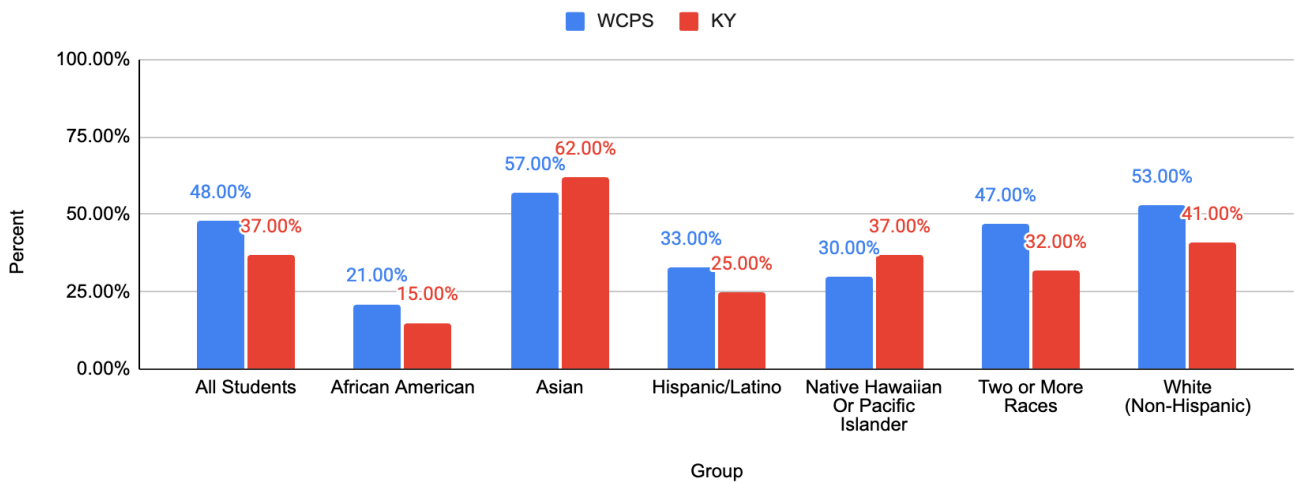
Graph 6: 2022-23 Middle School Reading Proficient & Distinguished



Middle School State Assessment: Mathematics

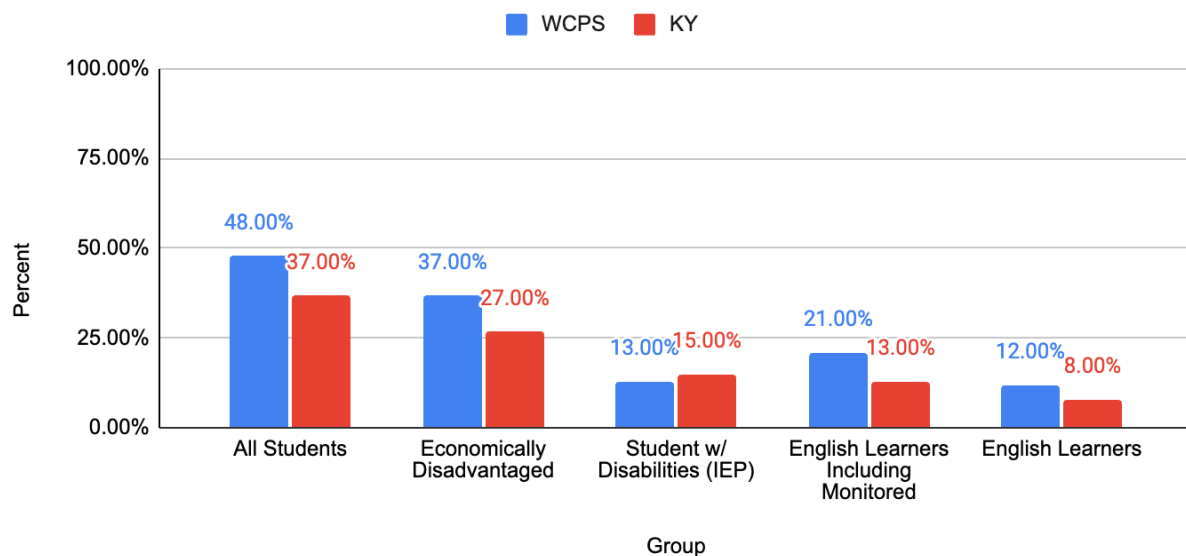
The percentages of 6th, 7th, and 8th-grade students in middle school who are meeting state standards at grade level (Proficient/Distinguished) on the 2022-23 KSA Mathematics Assessment, disaggregated by subgroup, are noted in Graphs 7 and 8.

Graph 7: 2022-23 Middle School Proficient & Distinguished



Note: The Middle School Math data for American Indian Or Alaska Native for Warren County was suppressed from the 2022-23 School Report Card. See [page 14](#) for more details.

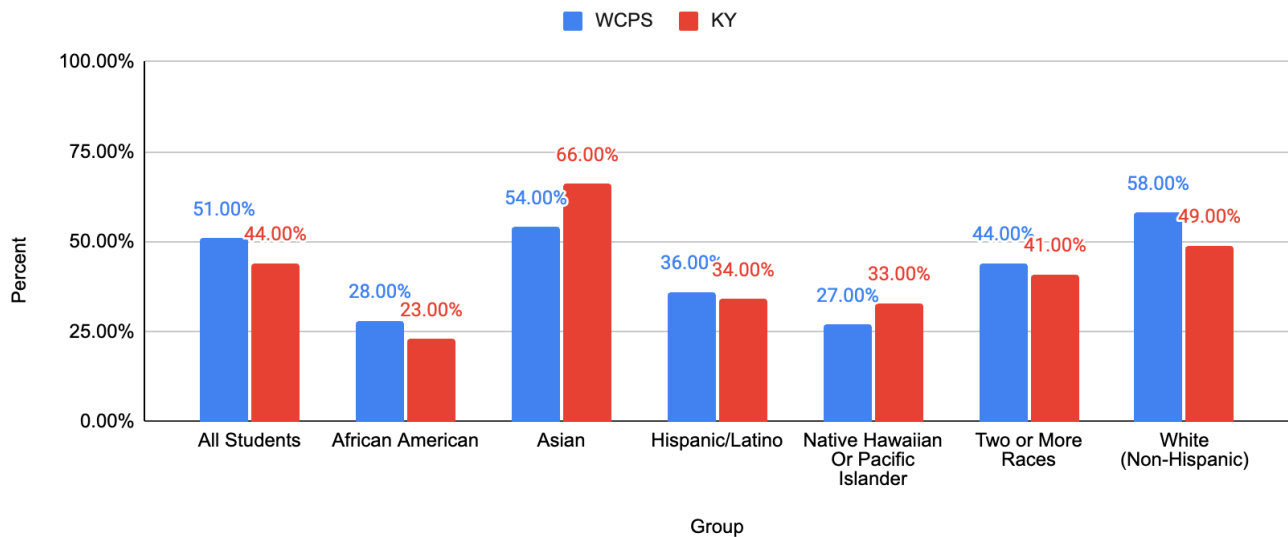
Graph 8: 2022-23 Middle School Math Proficient & Distinguished



High School State Assessment: Reading

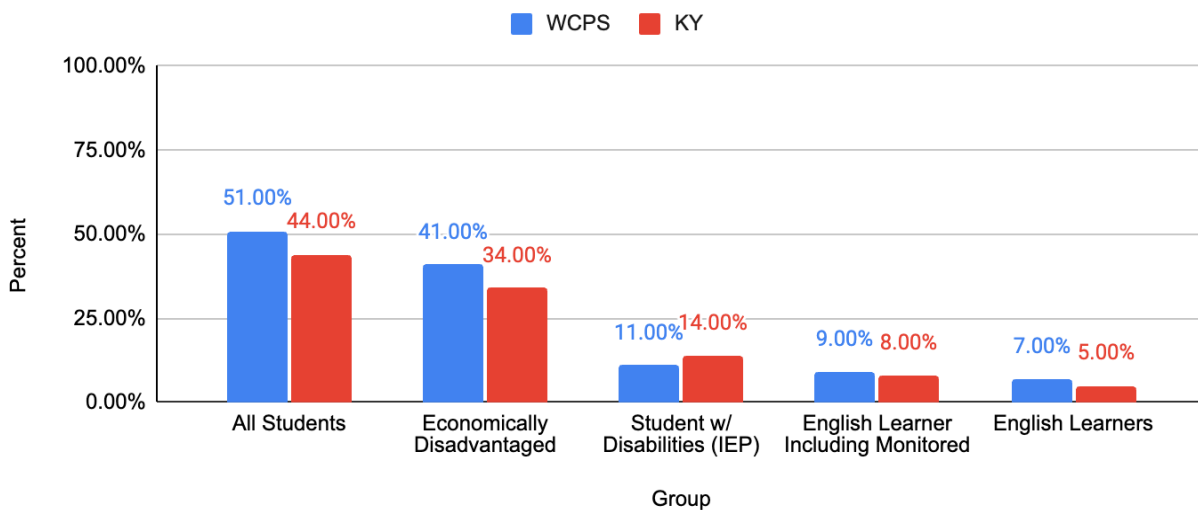
The percentage of 10th-grade students in high school who are meeting state standards at grade level (Proficient/Distinguished) on the 2022-23 KSA Reading Assessment, disaggregated by subgroup, are noted in Graphs 9 and 10.

Graph 9: 2022-23 High School Reading Proficient & Distinguished



Note: The High School Reading data for American Indian Or Alaska Native for Warren County was suppressed from the 2022-23 School Report Card. See [page 14](#) for more details.

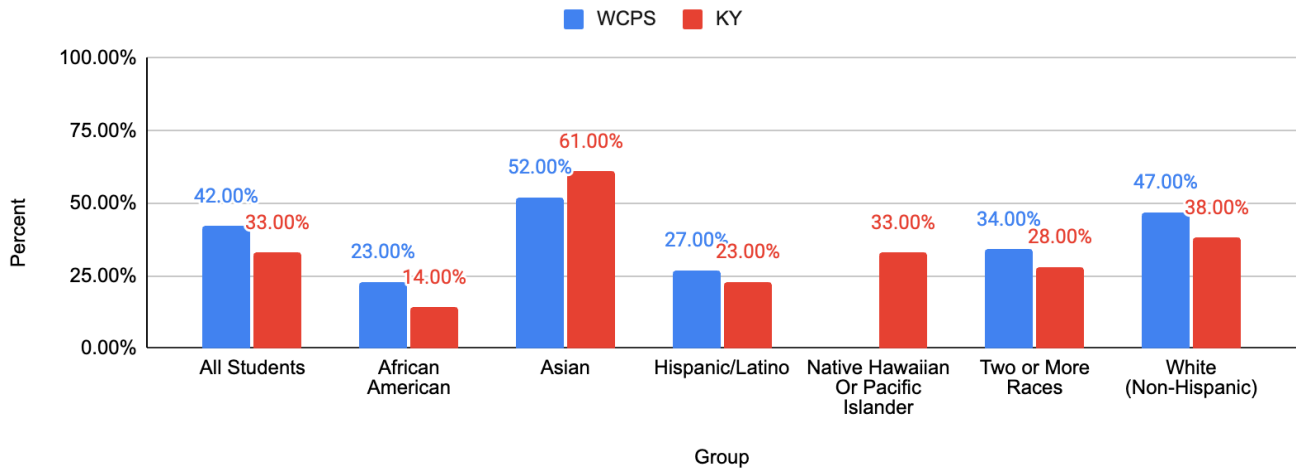
Graph 10: 2022-23 High School Reading Proficient & Distinguished



High School State Assessment: Mathematics

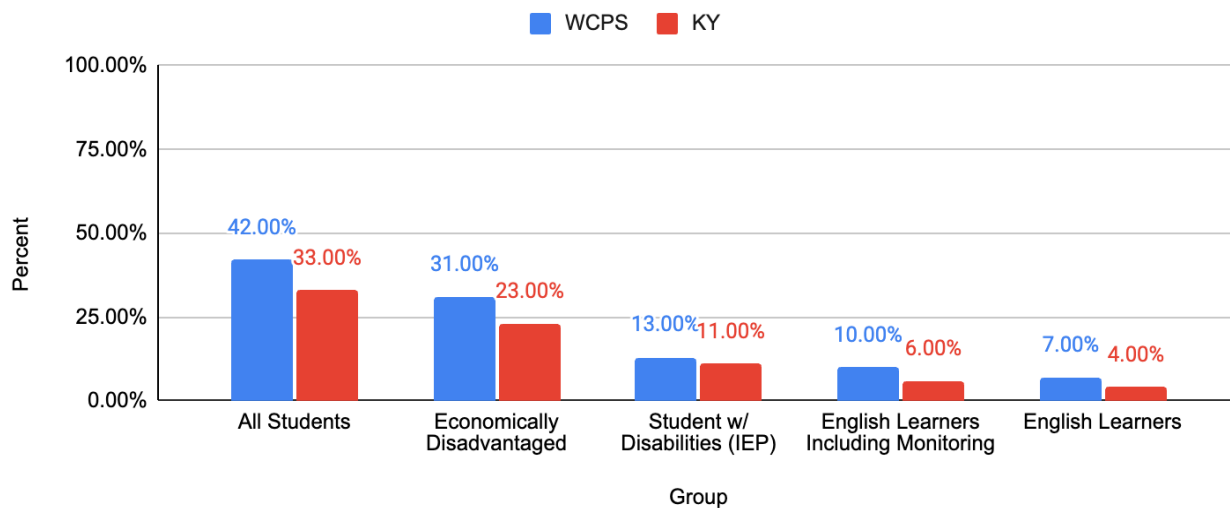
The percentage of 10th-grade students in high school who are meeting state standards at grade level (Proficient/Distinguished) on the 2022-2023 KSA Math Assessment, disaggregated by subgroup, are noted in Graphs 11 and 12.

Graph 11: 2022-23 High School Math Proficient & Distinguished



Note: The High School Math data for American Indian Or Alaska Natives and Native Hawaiian Or Pacific Islanders for Warren County was suppressed from the 2022-23 School Report Card. See [page 14](#) for more details.

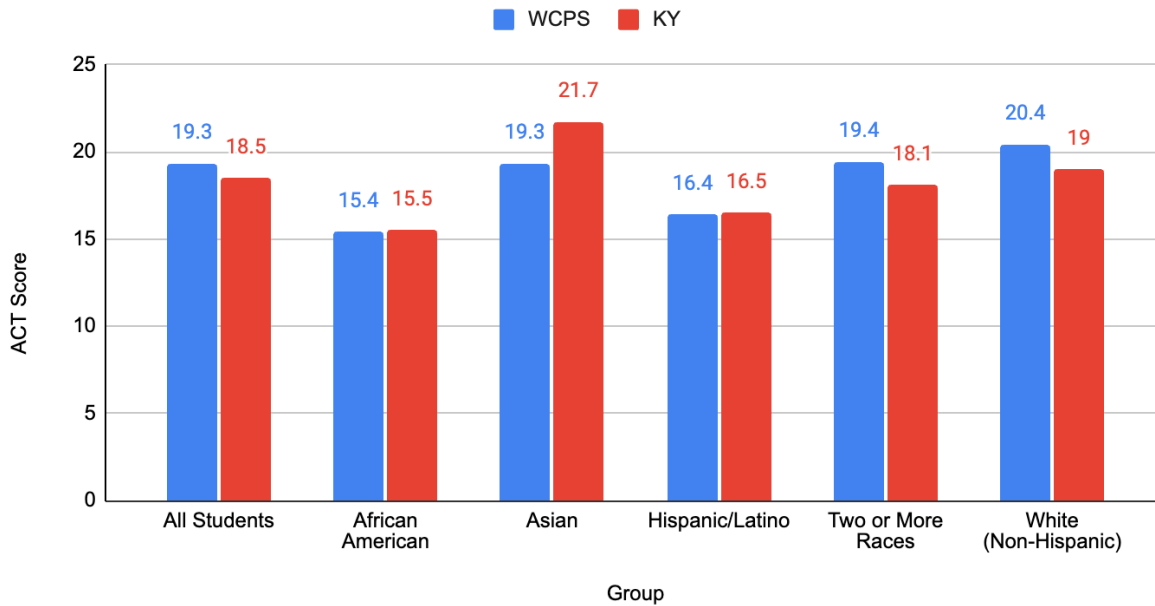
Graph 12: 2022-23 High School Math Proficient & Distinguished



High School ACT: Composite

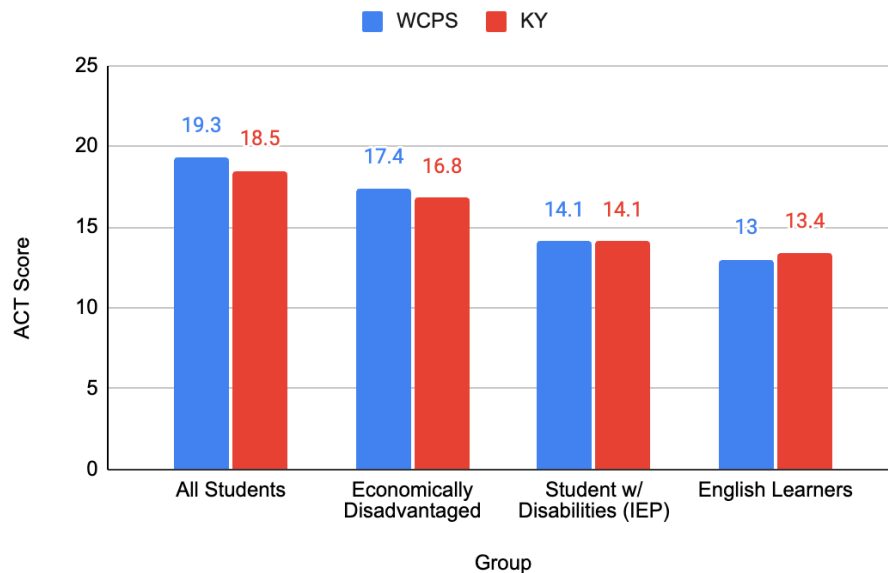
The ACT was administered to high school 11th graders. Graphs 13 and 14 show the overall composite score disaggregated by subgroup from the 2022-2023 ACT Assessment.

Graph 13: 2022-23 Composite ACT Scores



Note: The ACT Data data for American Indian Or Alaska Native and Native Hawaiian Or Pacific Islander for Warren County Public Schools were suppressed from the 2022-2023 School Report Card. See [page 14](#) for more details.

Graph 14: 2022-23 Composite ACT Scores

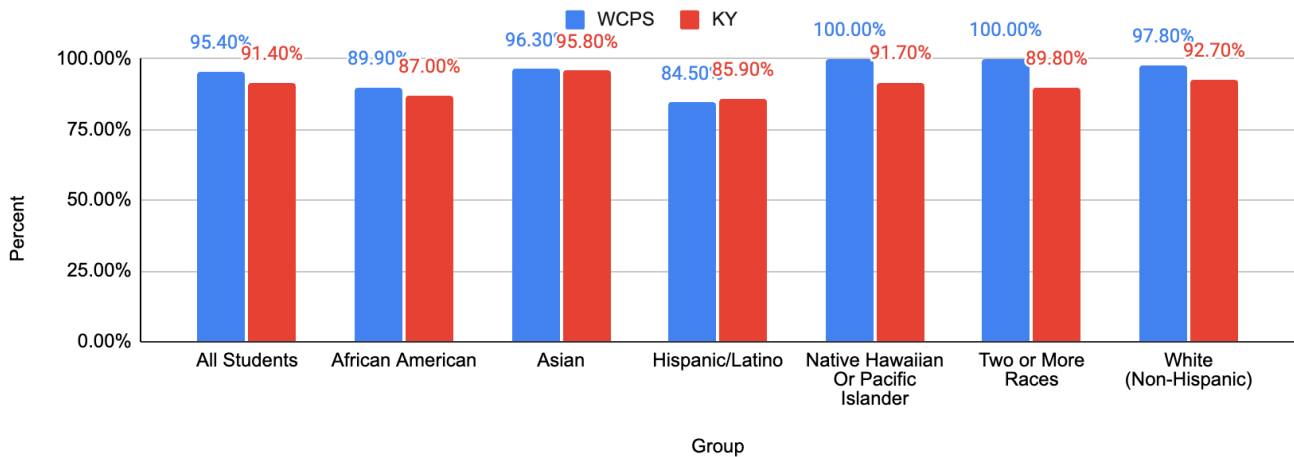


High School Graduation Rate

Graphs 15, 16, 17, and 18 display the 2022-23 graduation rates (four-year and five-year cohorts), disaggregated by student subgroups.

Graph 15: 2022-23 High School Graduation Rate

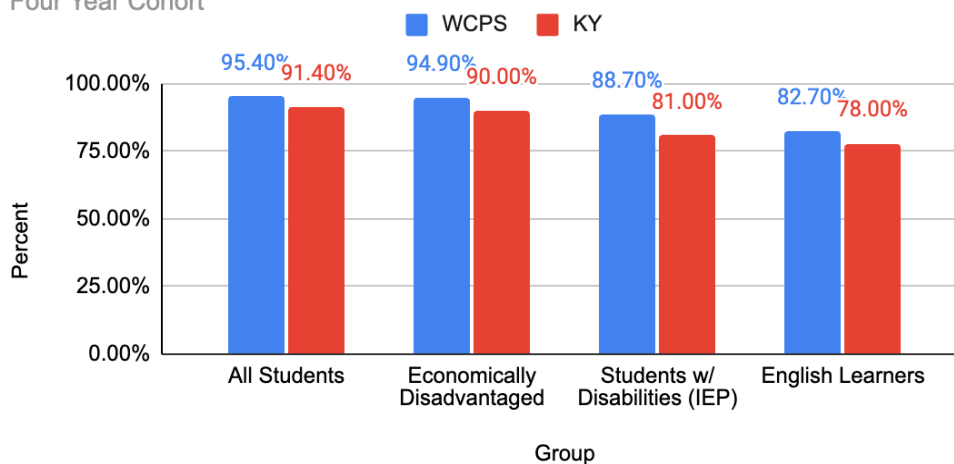
Four Year Cohort



Note: The 4-Year Graduation Rate data for American Indian Or Alaska Native for Warren County Public Schools was suppressed from the 2022-2023 School Report Card. See [page 14](#) for more details.

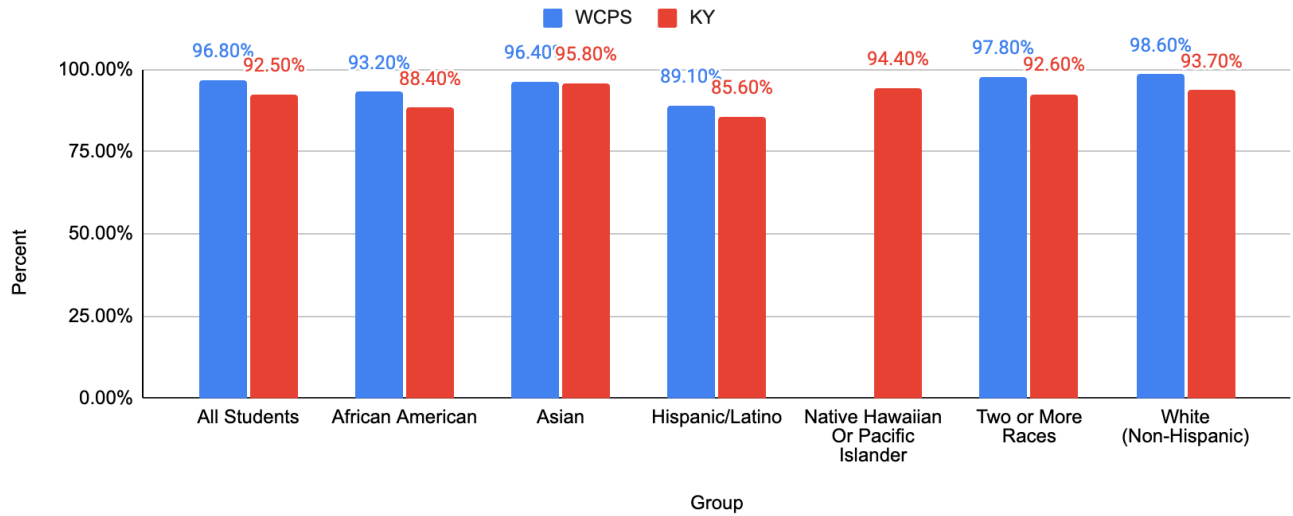
Graph 16: 2022-23 High School Graduation Rate

Four Year Cohort



Graph 17: 2022-23 High School Graduation Rate

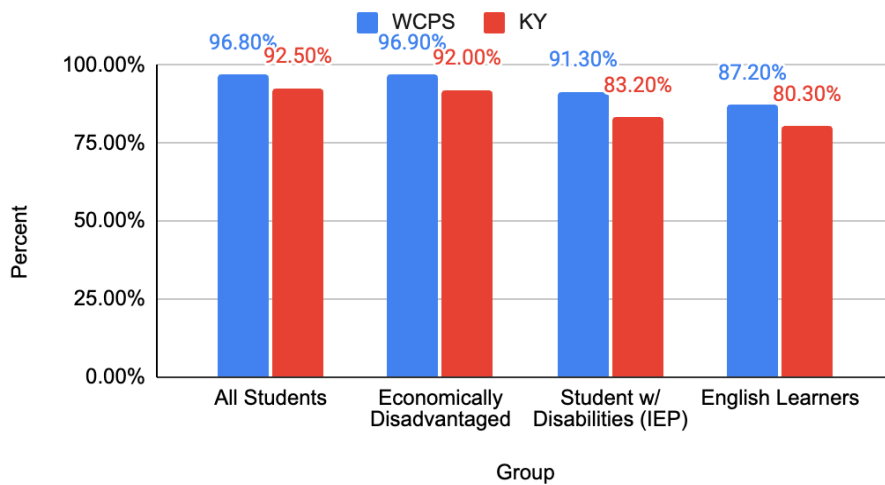
Five Year Cohort



Note: The 5-Year Graduation Rate data for American Indian Or Alaska Native and Native Hawaiian Or Pacific Islander for Warren County Public Schools was suppressed from the 2022-2023 School Report Card. See [page 14](#) for more details.

Graph 18: 2022-23 High School Graduation Rate

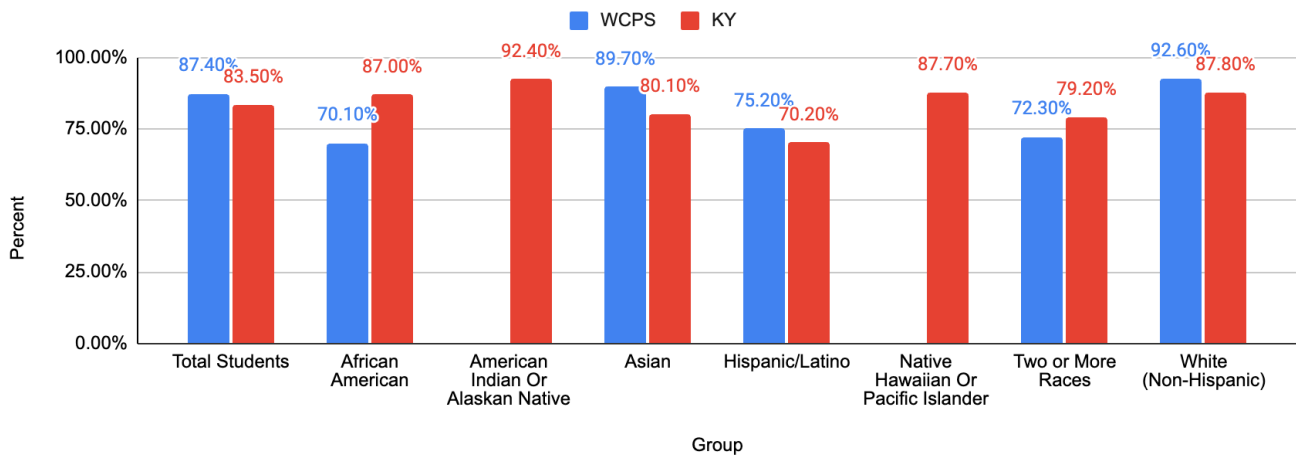
Five Year Cohort



Postsecondary Readiness

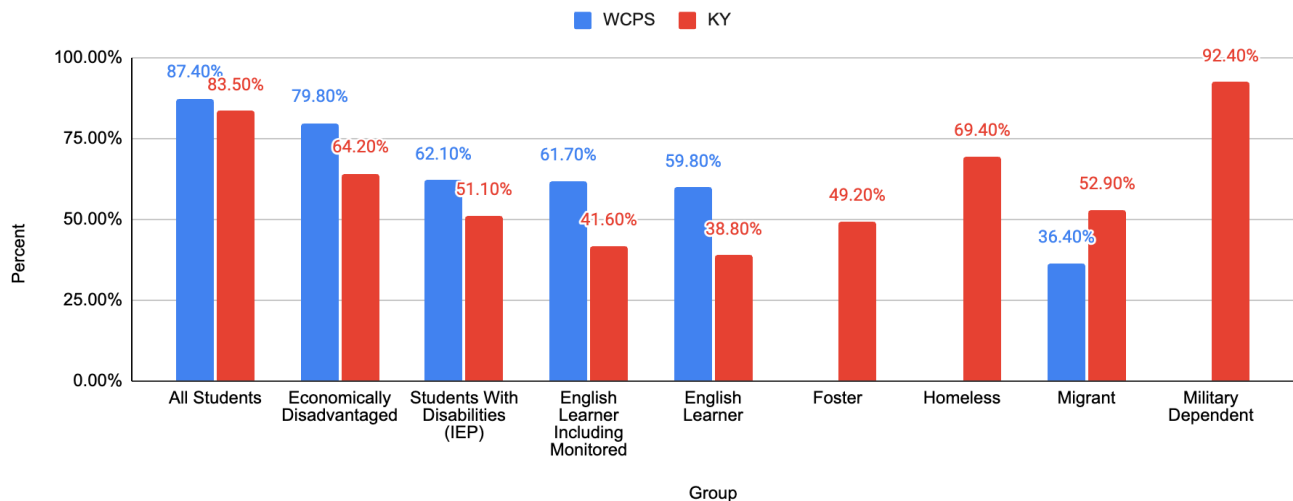
For accountability purposes, high school students must earn a high school diploma or be classified as a grade 12 non-graduate AND meet one type of readiness (Academic or Career). Graphs 19 and 20 display the percentage of high school students meeting Postsecondary Readiness with High Demand. Tables 21 and 22 are comparison charts.

Graph 19: 2022-23 Postsecondary Readiness Rates by Ethnicity



Note: The Postsecondary Readiness Rate data for American Indian Or Alaska Native and Native Hawaiian Or Pacific Islander for Warren County Public Schools was suppressed from the 2022-2023 School Report Card. See [page 14](#) for more details.

Graph 20: 2022-23 Postsecondary Readiness Rates by Student Group



Note: The Postsecondary Readiness Rate data for Foster, Homeless, and Military Dependent for Warren County Public Schools was suppressed from the 2022-2023 School Report Card. See [page 14](#) for more details.

Table 21: 21-22 & 22-23 Postsecondary Readiness Rates by Ethnicity

Ethnicity	21-22 WCPS Postsecondary Rate With High Demand	21-22 State Postsecondary Rate With High Demand	22-23 WCPS Postsecondary Rate With High Demand	22-23 State Postsecondary Rate With High Demand
All Students	79.0	76.1	87.4	83.5
African American	58.5	53.4	70.1	87.0
American Indian Or Alaskan Native	*	76.6	*	78.5
Asian	85.1	87.3	89.7	92.4
Hispanic Or Latino	63.4	65.5	75.2	70.2
Native Hawaiian Or Pacific Islander	41.7	64.1	*	87.7
Two Or More Races	84.9	71.4	72.3	79.2
White (Non-Hispanic)	84.6	80.3	92.6	87.8

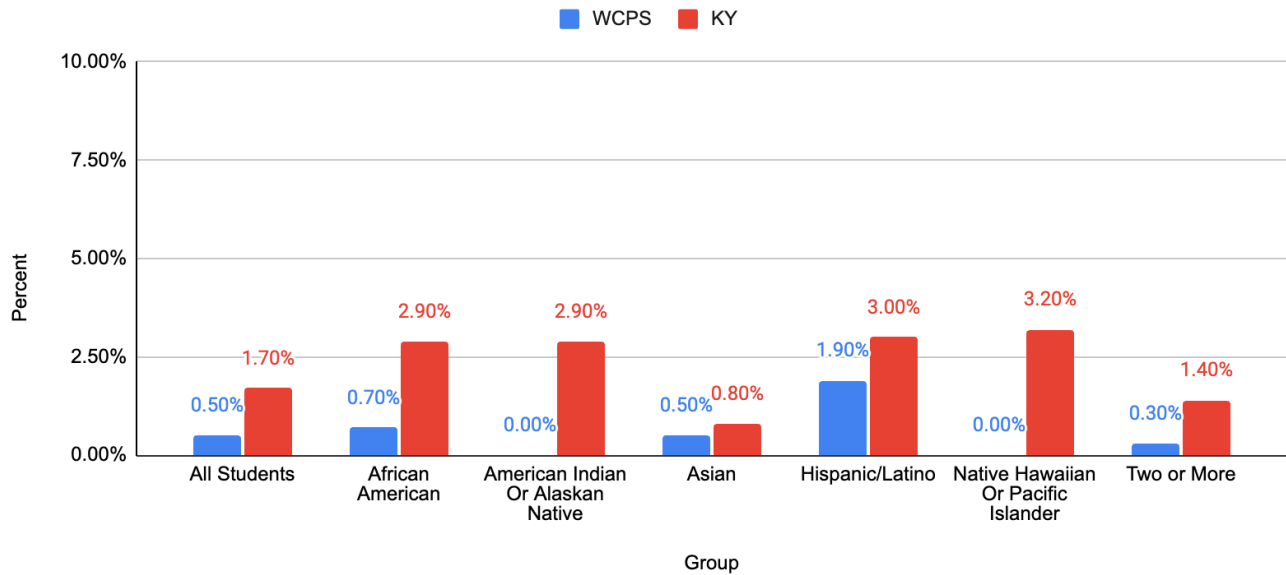
Table 22: 21-22 & 22-23 Postsecondary Readiness Rates by Student Group

Student Group	21-22 WCPS Postsecondary Rate With High Demand	21-22 State Postsecondary Rate With High Demand	22-23 WCPS Postsecondary Rate With High Demand	22-23 State Postsecondary Rate With High Demand
All Students	79.0	76.1	87.4	83.5
Economically Disadvantaged	67.2	65.6	79.8	64.2
Students With Disabilities (IEP)	40.6	38.7	62.1	51.1
English Learner Including Monitored	42.5	36.7	61.7	41.6
English Learner	40.3	77.5	59.8	38.8
Foster	20.0	38.6	*	49.2
Homeless	77.6	56.5	*	69.4
Migrant	17.4	37.0	36.4	52.9
Military Dependent	*	90.2	*	92.4

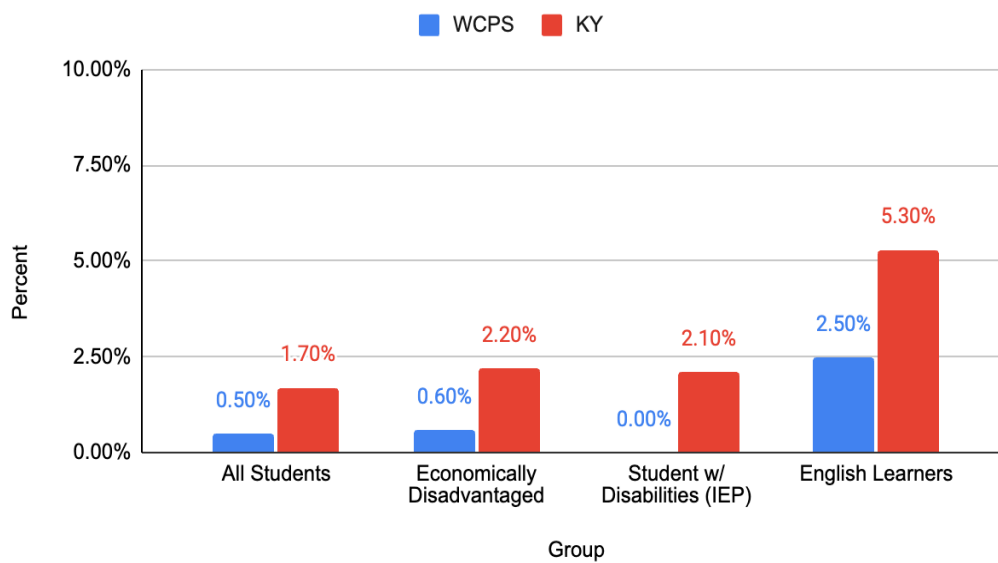
Dropout Rate

Graphs 25 and 26 display the percentage of 2022-2023 Dropout Rate of high school students disaggregated by subgroups.

Graph 25: 2022-23 Dropout Rate



Graph 26: 2022-23 Dropout Rate

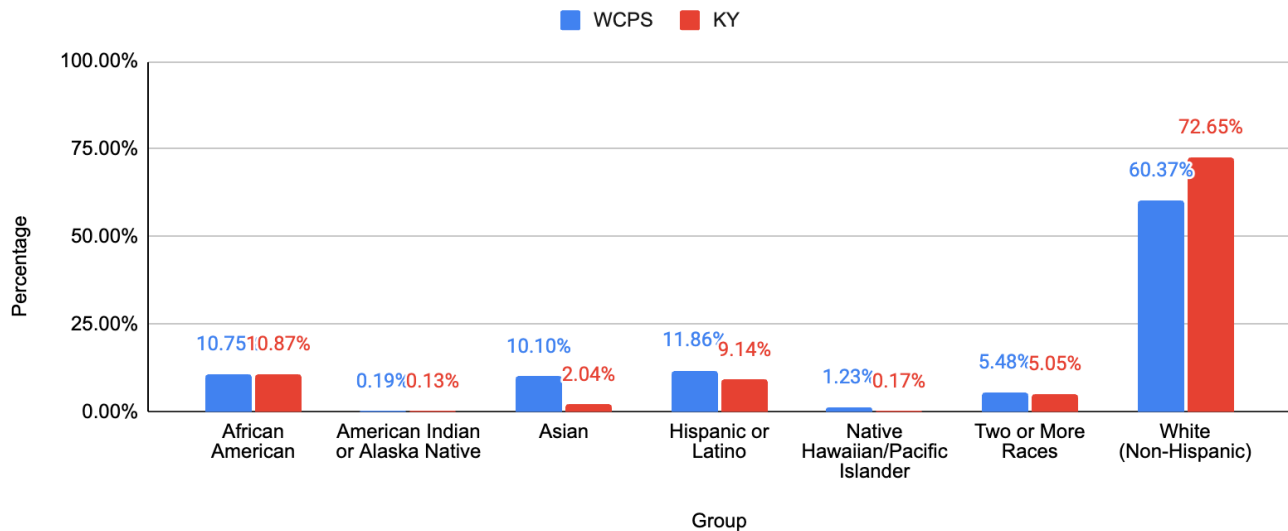


Discipline Report

Student Membership by Ethnicity

Graph 27 displays the percentage of Student Membership disaggregated by ethnicity for the 2022-23 school year. This is a repeat of a previous graphic for reference.

Graph 27: 2022-23 Student Membership Demographics

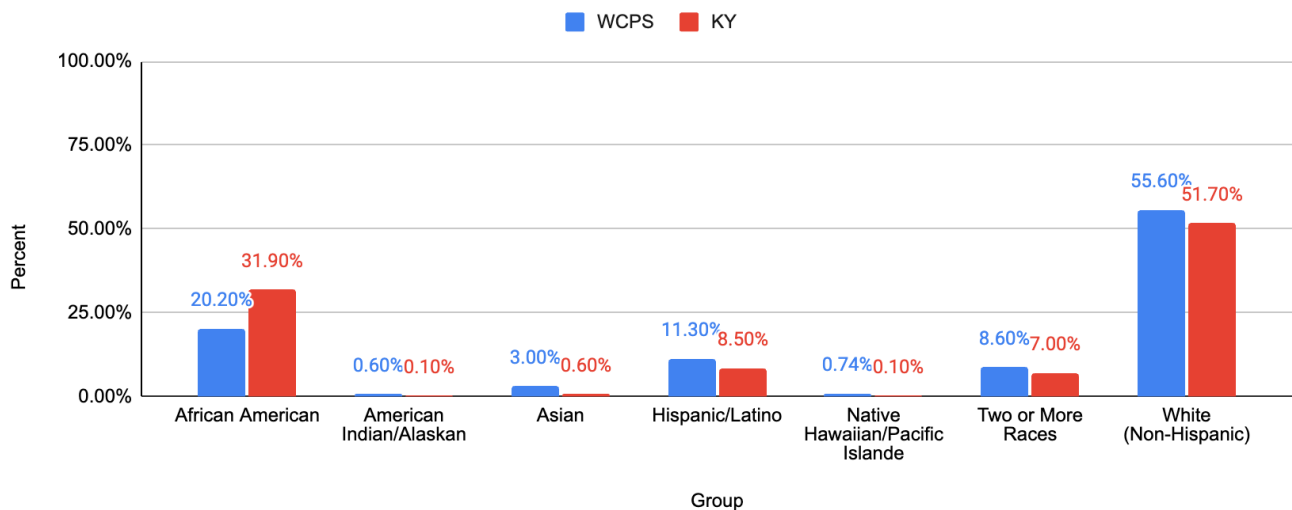


For the discipline data below, data is disaggregated by student group and displayed based on a percentage of the total number of incidents in WCPS and Kentucky as a whole. The total number of events will be listed in the text for each section.

Behavior Events by Ethnicity

Graph 28 displays the percentage of 2022-23 Behavior Events disaggregated by ethnicity. In WCPS, there were 4,212 total events from 1,958 students based on the following behavior types: Other Assault or Violence (1.8%), Weapons (.5%), Harassment (Include Bullying) (7.2%), Drugs (2.5%), Alcohol (.2%), Tobacco (6.7%), and Other Events Resulting in State Resolutions (80.8%). Other Events Resulting in State Resolutions are events that resulted in Out-of-School Suspensions, In-School Removals, Restraint, or Seclusion. This graph is based on the total number of events, not the number of students.

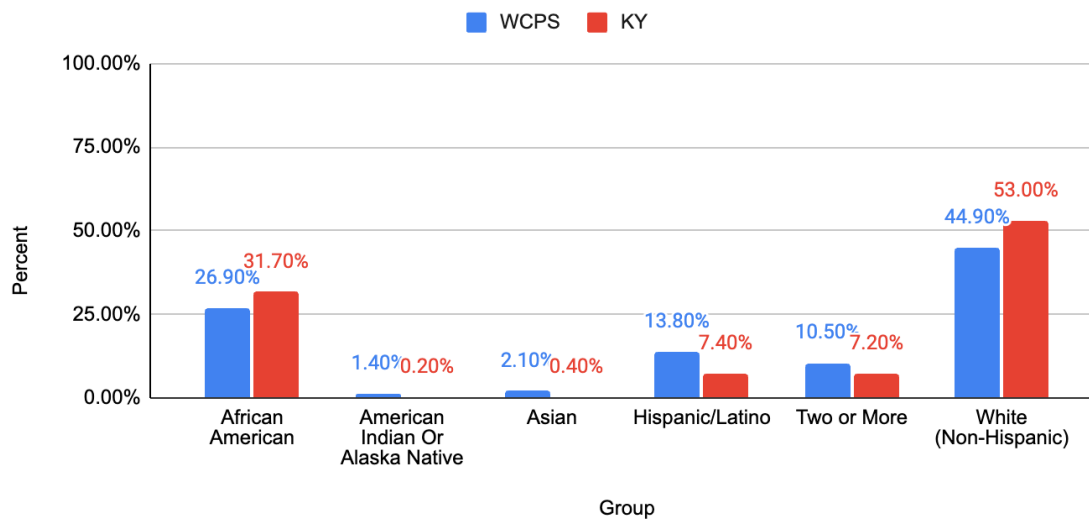
Graph 28: 2022-23 Behavior Event by Ethnicity



Out-of-School Suspensions by Student Group

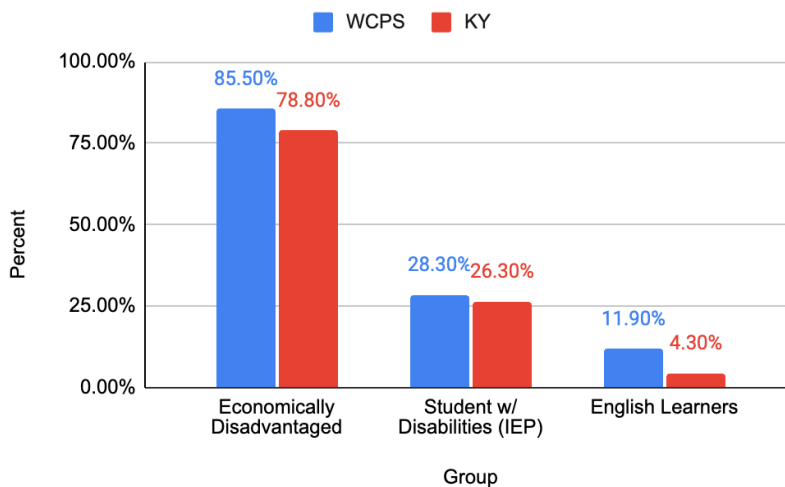
Graphs 29 and 30 display the percentage of 2022-23 Out-of-School Suspension resolutions disaggregated by student groups. In WCPS, there were a total of 428 Out-of-School Suspension events from 306 different students. These graphs are based on the total number of events, not the number of students.

Graph 29: 2022-23 Out-of-School Suspension



Note: The Out-of-School Suspension data for Native Hawaiian Or Pacific Islander for Warren County Public Schools was suppressed from the 2022-2023 School Report Card. See [page 14](#) for more details.

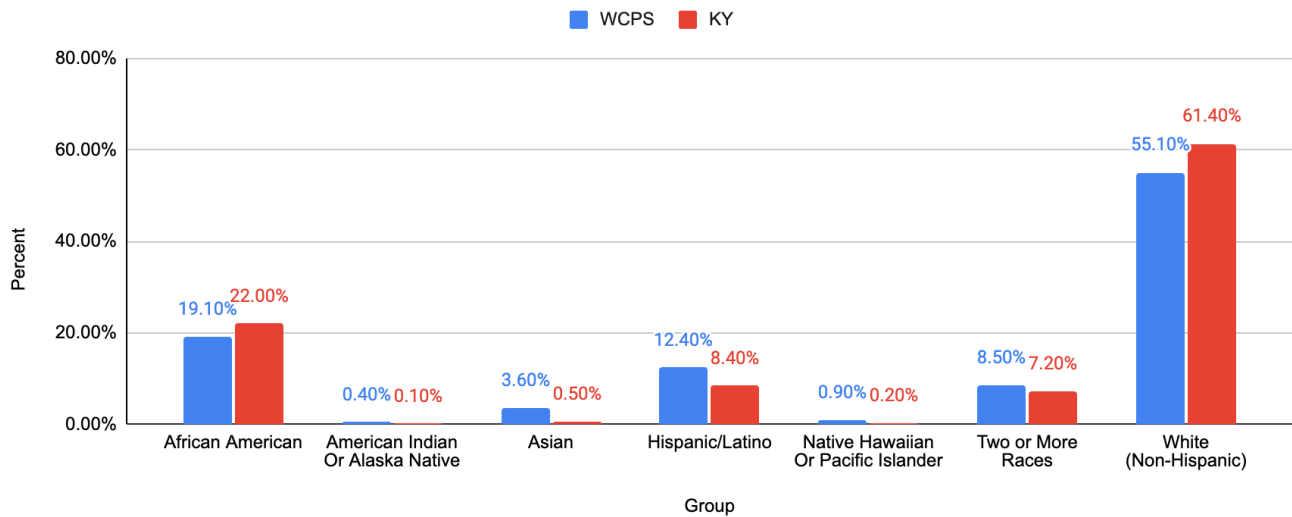
Graph 30: 2022-23 Out-of-School Suspension



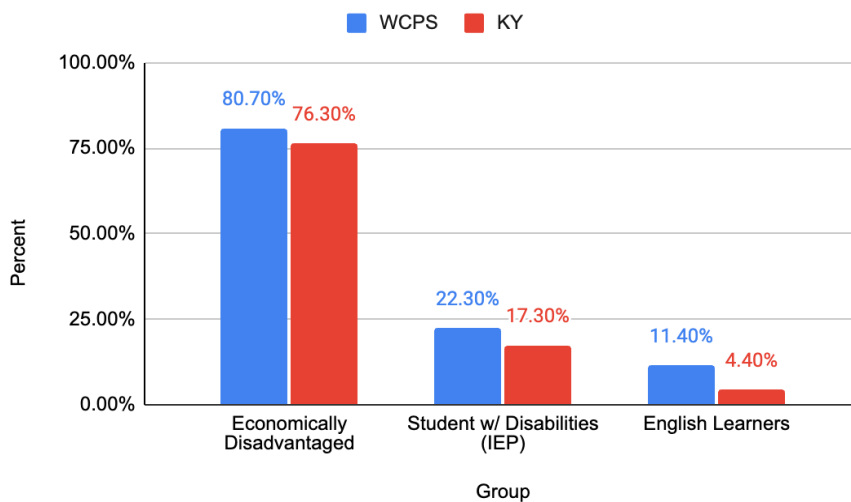
In-School Removal by Student Group

Graphs 31 and 32 display the percentage of 2022-23 In-School Removal resolutions disaggregated by student groups. This includes resolutions where students remained in school but were removed from classroom instruction. In WCPS, there were 3,652 events from 1,637 different students. These graphs are based on the total number of events, not the number of students.

Graph 31: 2022-23 In-School Removal



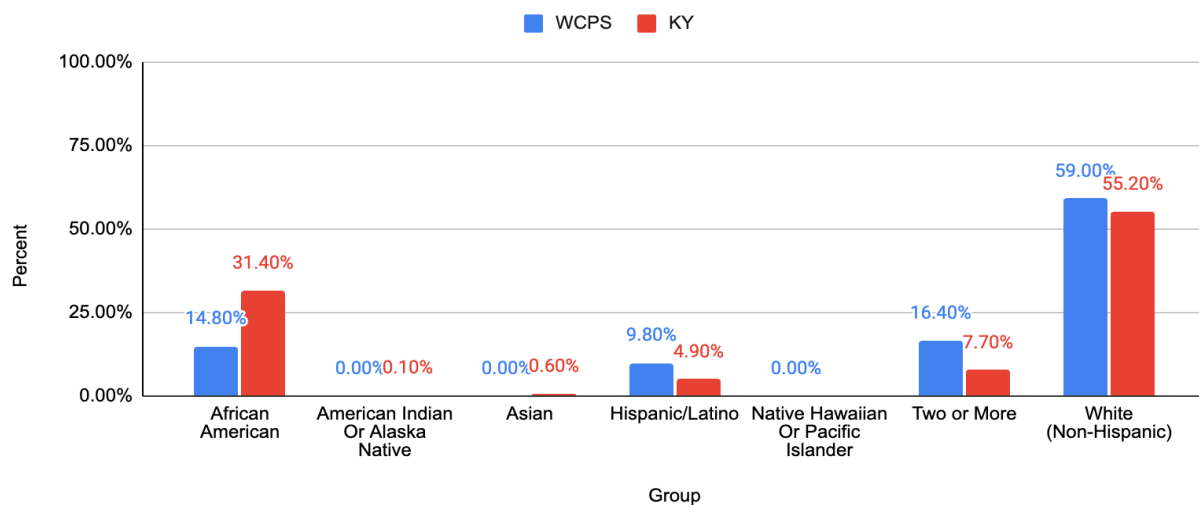
Graph 32: 2022-23 In-School Removal



Restraint by Student Group

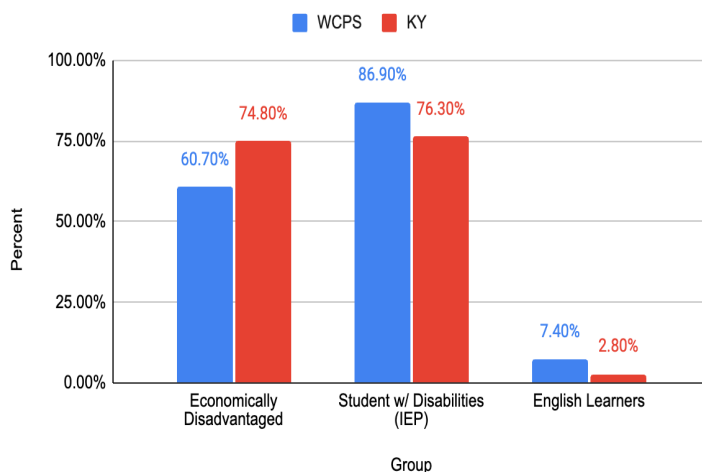
Graphs 33 and 34 display the percentage of 2022-2023 Restraint resolutions disaggregated by student groups. These restraints are physical restraints and are defined as a personal restriction that immobilizes or reduces the ability of a student to move the student's torso, arms, legs, or head freely. In WCPS, there were 122 events from 40 different students. This graph is based on the total number of events, not the number of students.

Graph 33: 2022-23 Restraint



Note: The Restraint data for Native Hawaiian Or Pacific Islander for Kentucky was suppressed from the 2022-2023 School Report Card. See [page 14](#) for more details.

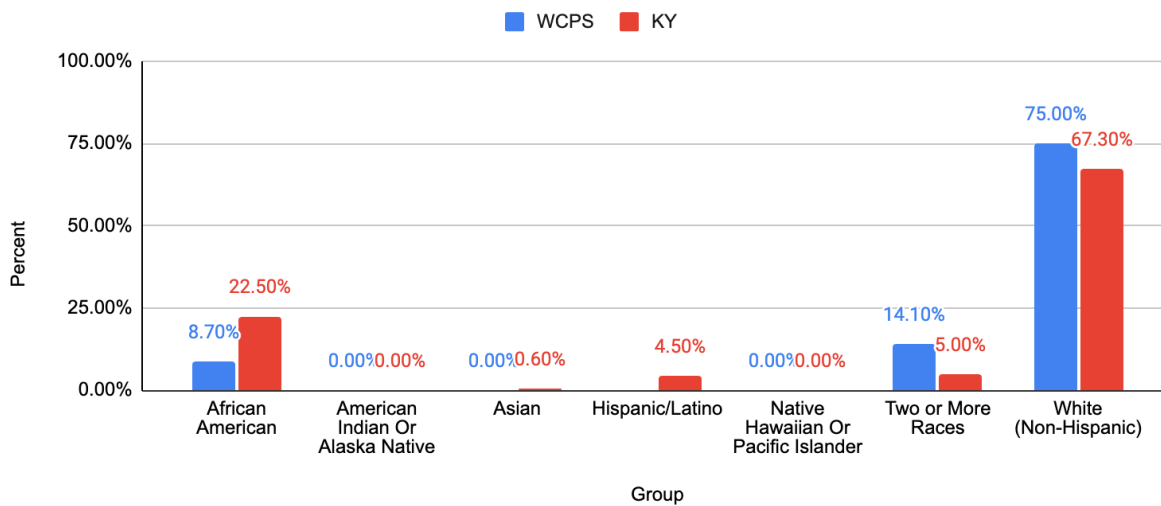
Graph 34: 2022-23 Restraint



Seclusion by Student Group

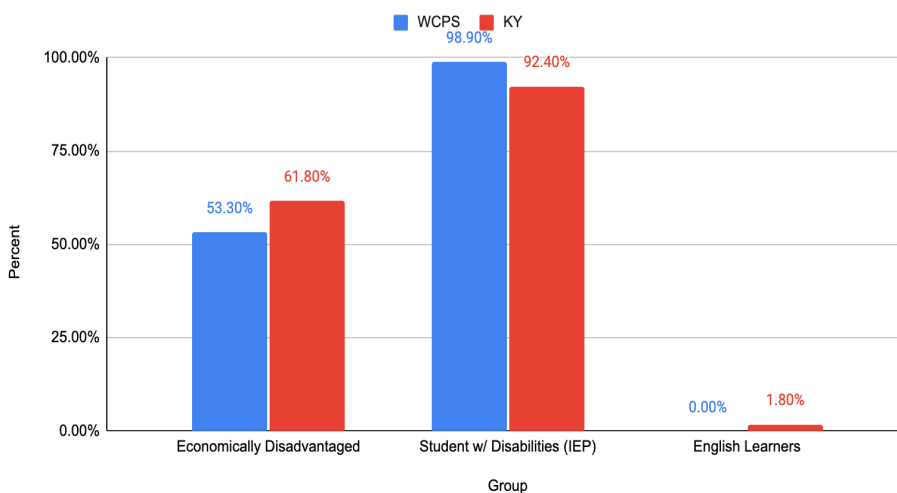
Graphs 35 and 36 display the percentage of 2022-23 Seclusion resolutions disaggregated by student groups. Seclusion is defined as the involuntary confinement of a student alone in a room or area from which the student is prevented from leaving, but does not mean classroom timeouts, supervised in-school detentions, or out-of-school suspensions. In WCPS, there were 92 events from 20 different students. This graph is based on the total number of events, not the number of students.

Graph 35: 2022-23 Seclusion



Note: The Seclusion data for Hispanic/Latino for Warren County Public Schools was suppressed from the 2022-2023 School Report Card. See [page 14](#) for more details.

Graph 36: 2020-21 Seclusion



Employment Report

Diversity of Teachers and Students

Table 37 displays the number of students and teachers in WCPS disaggregated by ethnicity. Table 38 displays the number of students and teachers in the state disaggregated by ethnicity.

Ethnicity	WCPS Student Total	WCPS Student Percentage	WCPS Teacher Total	WCPS Teacher Percentage
Total	20,042		1,067	
African American	2,182	10.88%	42	3.93%
American Indian Or Alaskan Native	34	0.16%	0	0.00%
Asian	1,908	9.52%	10	.93%
Hispanic Or Latino	2,339	11.67%	18	1.68%
Native Hawaiian Or Pacific Islander	233	1.16%	0	0.00%
Two Or More Races	1,139	5.68%	0	0.00%
White (Non-Hispanic)	12,207	60.90%	997	93.43%

Race/Ethnicity	State Student Total	State Student Percentage	State Teacher Total	State Teacher Percentage
Total	687,294		43,169	
African American	74,745	10.87%	1,550	3.59%
American Indian Or Alaskan Native	936	.13%	24	.05%
Asian	14,063	2.04%	212	.49%
Hispanic Or Latino	63,502	9.23%	420	.97%
Native Hawaiian Or Pacific Islander	1,243	.18%	34	.07%
Two Or More Races	35,350	5.14%	48	.11%
White (Non-Hispanic)	497,455	72.37%	40,881	94.69%

RECRUITMENT EFFORTS 2022-23 School Year

10/04/22 University of Louisville College of Education & Human Development Job Fair

10/28/22 Murray State University Job Fair

11/01/22 Warren County Teacher Interview Day at Western Kentucky University

11/11/22 Western Kentucky University/Green River Regional Educational Cooperative Job Fair

03/06/23 Eastern Kentucky University Spring Recruitment Fair

03/10/23 Murray State University Teacher Career Fair

03/14/23 Western Kentucky University Interview Day & Dinner

03/15/23 University of Louisville College of Education & Human Development Job Fair

03/22/23 Southwest Ohio & Northern KY Job Fair at Xavier University

03/24/23 Western Kentucky University/ Green River Regional Educational Cooperative Job Fair

04/06/23 Austin Peay Job Fair

05/04/23 Middle Tennessee State University Teacher Candidate Recruitment Fair

*** Applications Received Through AppliTrack - Teacher**

278 Teacher applications received

47 were listed as minorities (16.90%)

6 chose not to identify

*** Applications Received Through AppliTrack - Administrator**

201 Administrator applications received

31 were listed as minorities (15.40%)

4 chose not to identify

* Numbers reflect applications received through AppliTrack from 07/01/2022 to 06/30/2023.