

# **Kentucky's Priority Schools: What the Data Tells Us**



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**Office of Next Generation Schools & Districts**

**Kentucky Department of Education**

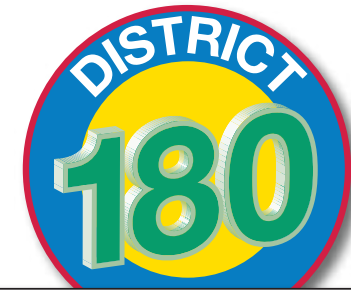
# ***Kentucky's Priority Schools: What the Data Tells Us***

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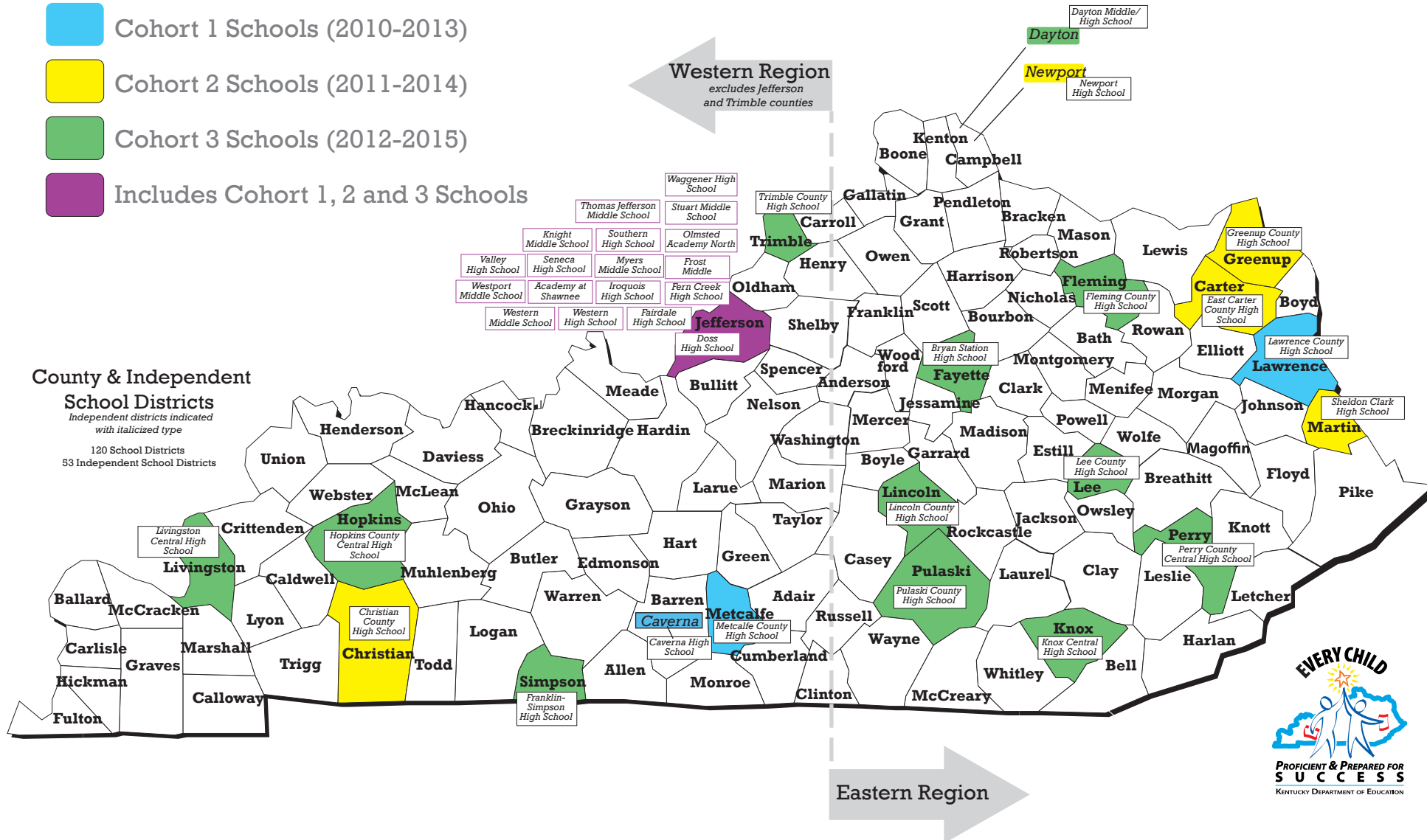
# Priority Schools by Cohort



Kentucky Department of Education

- Cohort 1 Schools (2010-2013)
- Cohort 2 Schools (2011-2014)
- Cohort 3 Schools (2012-2015)
- Includes Cohort 1, 2 and 3 Schools

Western Region  
excludes Jefferson  
and Trimble counties



## **1. What questions are we trying to answer with the data?**

- What kind of academic progress are the Priority Schools making?
- What are the levels, trends and comparisons that will help the schools improve?

## **2. What does the data tell us?**

- Overall score of the schools using the Unbridled Learning data
- Recognition category of Needs Improvement, Proficient or Distinguished
- Percentile rank of student performance
- Cohort Graduation rate
- College and Career Readiness (CCR) gains
- ACT and Explore : percentage of increase of students making Council on Postsecondary Education (CPE) benchmarks in English
- ACT and Explore: percentage of increase of students making CPE benchmarks in math
- ACT and Explore: percentage of increase of students making CPE benchmarks in reading
- Gap closing proficiency rate
- Growth scores and gains
- A School Improvement Grant (SIG) evaluation for impact conducted by the University of Kentucky

## **3. What does the data not tell us?**

- What interventions are in place in the schools
- The role that leadership has played in implementing or resisting transformational change in schools
- Which interventions work
- Why schools have or have not made the progress expected
- The degree to which quality systemic processes have been deployed in the schools and thus the impact of education recovery on the schools (30, 60, 90 day planning, classroom interventions through Classroom Assessment for Student Learning (CASL), use of Continuous Instructional Improvement Technology System (CIITS), aligned lessons, formative assessments, monitoring of processes, use of plus/delta, PDSA (plan, do, study and act), systems thinking, including all elements of the transformation or re-staffing model, vertical alignment with feeder schools, data use, how far data ownership has cascaded in the system)
- How long it takes to hardwire systems for continuous improvement
- The context of the school in terms of composition of student assignment plan in Jefferson County Public Schools (JCPS)
- The impact of staff assignments in schools that selected the re-staffing model
- Principal turnover

- Impact of union contracts as it relates to teacher absences, planning time, scope of work, professional learning
- Transient rate of many Persistently Lowest Achieving (PLA) school students
- The significance of the year the schools were identified – after the first year, it is not clear if the 2<sup>nd</sup> and 3<sup>rd</sup> cohorts learned from the earlier cohorts regarding status, accepted assistance more readily, got to work sooner or had fewer barriers to overcome
- The role the district plays/played in the improvements and focus in the school and whether it was/is helpful, a barrier or neutral
- Years of experience of teaching staff
- If initiatives and improvements can be sustained
- What professional learning experiences schools and Education Recovery (ER) teams have had
- Effectiveness of the schools' implementation of PGES
- The impact of how the school is organized, including scheduling
- Expectations of staff
- Instructional programs that are implemented
- Perceptions of staff and students
- How far each school had to go to improve
- Relationship of schools to Area Technical Centers to help ensure students are career ready

#### **4. What are the causes for celebration?**

##### **A. GROWTH**

**Level** (current level of performance)

- 65.7% of the students at Hopkins County Central High School showed growth in reading and math.
- 61.8% of students at Livingston Central High School showed growth in reading and math
- 66.4% of students at Metcalfe County High School showed growth in reading and math
- 68.1% of students at Pulaski County High School showed growth in reading and math
- 60.6% of the students at Waggener Traditional High School showed growth in reading and math
- 61.1% of students at Western Middle School showed growth in reading and math.
- Nineteen of the thirty-nine schools showed growth for 50% or more of the students: Caverna, Doss, Greenup County, Hopkins County Central, Fairdale, Fern Creek, Lee County, Lincoln County, Livingston Central, Metcalfe County, Southern, Waggener, Newport, Pulaski County, Franklin-Simpson, and Trimble County High Schools; and Western, Dayton, and Thomas Jefferson Middle Schools.

**Trend** (the rate of performance improvement or the sustainability of good performance; the breadth of the performance results)

- Ten of thirty high schools increased their growth rates over the two-year period from 2012-13 to 2013-14. These were Caverna, the Academy @ Shawnee, Doss, Fairdale, Fern Creek, Southern, Waggener, Lee County, Newport, and Pulaski County High Schools.
- Nine of thirty high schools increased their growth rates over the three-year period from 2011-12 to 2013-14. These were Hopkins County Central, the Academy @ Shawnee, Doss, Fern Creek, Waggener, Livingston Central, Metcalfe County, Perry County Central and Pulaski County High Schools.
- Two of nine middle schools increased their growth rates from 2012-13 to 2013-14. These were Knight and Olmsted Academy North Middle Schools.
- Four of nine middle schools increased their growth rates over the three-year period from 2011-12 to 2013-14. These were Western, Stuart, Thomas Jefferson and Westport Middle Schools.

**Comparison** (performance relative to appropriate comparisons, such as competitor or organizations similar to yours; performance relative to benchmarks)

- Eight of thirty high schools had student performance growth above the state average in reading and math. These were Caverna, Hopkins County Central, Fairdale, Fern Creek, Waggener, Livingston Central, Metcalfe County and Pulaski County High Schools.
- One of the nine middle schools, Western Middle School had student performance growth above the state average in reading and math.
- Six schools met or exceeded the state average for growth for each of the last two years, from 2012-13 to 2013-14: Hopkins County Central, Fern Creek, Livingston Central, Metcalfe County, and Pulaski County High Schools; and Western Middle School.
- Three schools met or exceeded the state average for growth every year from 2011-12 to 2013-14: Fern Creek, Metcalfe County, and Pulaski County High Schools.

**Integration** (results measures address important customer, product, market, process and action plan performance requirements identified in the organization; valid indicators of future performance; harmonized across processes and work units to support organization-wide goals)

- This is only the third year of implementation of the Kentucky Core Assessment Standards (KCAS), and both Common Core implementation and the new assessment are still in relatively early stages of deployment. We currently have baseline data from 2011-12 combined with assessment data from 2012-13 and 2013-14. While this provides some data for comparison, an additional year of data will provide more valid and reliable trend information.

## **B. COLLEGE AND CAREER READINESS**

**Level** (current level of performance)

In 2013-14,

- The percentage of CCR students at Franklin-Simpson High School was 97.5%.
- The percentage of CCR students at Pulaski County High School was 81.2%.
- The percentage of CCR students at Hopkins Central High School was 80.9%.
- The percentage of CCR students at Lee County High School was 77.8%.
- The percentage of CCR students at East Carter High School was 75.3%.
- The percentage of CCR students at Fleming County High School was 75.2%.
- The percentage of CCR students at Trimble County High School was 75.0%.
- The percentage of CCR students at Livingston Central High School was 72.3%.

- The percentage of CCR students at Lincoln County High School was 72.0%.
- Twenty-two of thirty high schools met their CCR targets. These schools were Caverna, Fern Creek, Lawrence County, Metcalfe County, East Carter, Christian County, Fairdale, Greenup County, Iroquois, Sheldon Clark, Newport, Southern, Dayton, Fleming County, Franklin-Simpson, Hopkins Central, Lee County, Lincoln County, Livingston Central, Perry County, Pulaski County, and Trimble County High Schools. While CCR data is collected at the middle school level, performance targets are not set.

**Trend** (the rate of performance improvement or the sustainability of good performance; the breadth of the performance results)

- The CCR rate increased by 72.5 percentage points at Franklin-Simpson High School from 2010-11 to 2013-14 (a 4 year period).
- The CCR rate increased by 66.6 percentage points at Caverna Independent High School over the four year period.
- The CCR rate increased by 51.8 percentage points at Lee County High School over the four year period.
- The CCR rate increased by 51.3 percentage points at East Carter High School over the four year period.
- The CCR rate increased by 50.9 percentage points at Hopkins Central High School over the four year period.
- Twenty-eight high schools showed gains in excess of 20 points in the percentage of students graduating college- and/or career-ready over the last four years. These schools are Caverna, Fern Creek, Lawrence County, Metcalfe County, the Academy @ Shawnee, Valley, Western, East Carter, Christian County, Doss, Fairdale, Greenup, Iroquois, Sheldon Clark, Newport, Southern, Waggener, Dayton, Fleming County, Franklin-Simpson, Hopkins County Central, Lee County, Lincoln County, Livingston Central, Perry County Central, Pulaski County, Trimble County, and Bryan Station High Schools.
- Twenty-three high schools have increased their trajectory every year over the four year period. The schools are Caverna, Fern Creek, Valley, East Carter, Christian County, Doss, Fairdale, Greenup County, Iroquois, Newport, Seneca, Southern, Waggener, Dayton, Fleming County, Franklin-Simpson, Hopkins County Central, Knox Central, Lee County, Lincoln County, Livingston Central, Pulaski County, and Bryan Station High Schools.
- Westport and Western Middle schools have increased their trajectories every year for the past three years.
- College and Career Readiness data has been collected on middle schools for the last three years. In those three years, three schools – Western, Dayton and Westport middle schools have seen double digit gains.

**Comparison** (performance relative to appropriate comparisons, such as competitor or organizations similar to yours; performance relative to benchmarks)

- Thirteen of the 30 high schools had 2014 CCR rates above the state average of 62.5. They are Caverna, Metcalfe County, East Carter, Christian County, Greenup County, Fleming County, Franklin-Simpson, Hopkins Central, Lee County, Lincoln County, Livingston Central, Pulaski County, and Trimble County High Schools.
- Franklin-Simpson High School had 97.5% of students CCR, which is the highest percentage of all Priority Schools.

**Integration** (results measures address important customer, product, market, process and action plan performance requirements identified in the organization; valid indicators of future performance; harmonized across processes and work units to support organization-wide goals)

- Improving CCR data in PLA schools assisted the state in moving toward its projected goal.
- Improving CCR data connects to successful implementation of Common Core standards in many of the PLA schools.
- Improving CCR data connects to use of the Persistence to Graduation tool in PLA schools.

- Improving CCR career data indicates integration in a few of the Priority schools with the Career and Technical Education and regional centers to support career readiness for students.

### C. ACT

**Level** (current level of performance)

- Trimble County High School had the highest percentage of students meeting the ACT English benchmark, at 68.6%.
- Eight high schools had 50% or above of their students meeting the ACT English benchmark: East Carter, Greenup County, Hopkins County Central, Lincoln County, Perry County Central, Pulaski County, Franklin-Simpson and Trimble County High Schools.
- Metcalfe County High School had the highest percentage of students meeting the ACT Math benchmark at 62.6%, and was the only school to score above 60%.
- Five schools, Hopkins County Central, Metcalfe County, Pulaski County, Franklin-Simpson, and Trimble County High Schools, had 40% or more of their students meeting the ACT Math benchmark.
- Trimble County High School had the highest percentage of students meeting the ACT benchmark in reading at 52.9%.
- Eleven high schools had 40% or above of their students meeting the ACT Reading benchmark: East Carter, Greenup County, Hopkins County Central, Lawrence County, Lee County, Lincoln County, Metcalfe County, Perry County Central, Pulaski County, Franklin-Simpson and Trimble County High Schools.

**Trend** (the rate of performance improvement or the sustainability of good performance; the breadth of the performance results)

- Perry County Central High School had the greatest gain in the percentage of students meeting ACT English benchmark from 2010-2014 with a gain of 26.7 points. Three other high schools also had gains of greater than 20 percentage points: Newport (21.0 points), Franklin-Simpson (21.4 points) and Trimble County (23.4 points).
- Fourteen schools showed double-digit gains in the percentage of students meeting the ACT English benchmark from 2010-2014: East Carter, Dayton, Fleming County, Greenup County, Hopkins County Central, Southern, Valley, Lee County, Lincoln County, Sheldon Clark, Newport, Perry County Central, Franklin-Simpson and Trimble County High Schools.
- Metcalfe County had the largest increase in the percentage of students meeting the ACT Math benchmark from 2010-2014 with a gain of 34.6 points. Three schools had gains of greater than 20 percentage points: Caverna (24.2 points), Hopkins Central (24.7 points), and Franklin-Simpson (24.4 points).
- Twelve schools had double digit gains in the percentage of students meeting the ACT Math benchmark from 2010-2014: East Carter, Caverna, Dayton, Bryan Station, Hopkins County Central, Fairdale, the Academy @ Shawnee, Lee County, Metcalfe County, Perry County Central, Pulaski County and Franklin-Simpson High Schools.
- Lee County High School had the greatest gain in the percentage of students meeting the ACT Reading benchmark from 2010-2014 with an increase of 24.1 points. Franklin-Simpson also had a gain of over 20 percentage points during that four-year period.
- Ten schools showed double-digit gains in the percentage of students meeting ACT Reading benchmarks: Dayton, Fleming County, Greenup County, Hopkins County Central, Lawrence County, Lee County, Metcalfe County, Newport, Perry County Central, and Franklin-Simpson High Schools.



**Comparison** (performance relative to appropriate comparisons, such as competitor or organizations similar to yours; performance relative to benchmarks)

- Two schools scored above the state averages of percentages of students meeting benchmarks in three ACT categories (English, Math and Reading): Hopkins County Central and Franklin-Simpson High Schools.
- Four schools scored at or above the state average percentage of students meeting the benchmark in English: East Carter, Hopkins County Central, Franklin-Simpson and Trimble County High Schools.
- Four schools scored at or above the state average percentage of students meeting the benchmark in math: Hopkins County Central, Metcalfe County, Pulaski County, and Franklin-Simpson High Schools.
- Six schools scored at or above the state average percentage of students meeting the benchmark in reading: Hopkins County Central, Lawrence County, Metcalfe County, Pulaski County, Franklin-Simpson and Trimble County High Schools.
- Two schools met or exceeded state mean scores in all three areas on the ACT (English, math, and reading): Hopkins County Central and Franklin-Simpson High Schools.
- Two schools met or exceeded state means in two ACT areas: Pulaski County and Trimble County High Schools.
- Four schools scored above the state mean of 18.7 in English: East Carter, Hopkins County Central, Franklin-Simpson and Trimble County High Schools.
- Four schools scored above the state mean of 19.2 in math: Hopkins County Central, Metcalfe County, Pulaski County and Franklin-Simpson High Schools.
- Four schools scored above the state mean of 19.6 in reading: Hopkins County Central, Pulaski County, Franklin-Simpson, and Trimble County High Schools.

**Integration** (results measures address important customer, product, market, process and action plan performance requirements identified in the organization; valid indicators of future performance; harmonized across processes and work units to support organization-wide goals)

- Improvement in ACT scores impacts state performance on college readiness.
- ACT scores are an indicator of possible successful implementation of Common Core in assessed grade levels with additional alignment encouraged by the Instructional Leadership Networks.
- Improvement in ACT scores impacts the number of remedial courses that must be taken by entering freshmen at the university level and, thus, impacts dollars necessary for these courses.

#### **D. EXPLORE**

**Level** (current level of performance)

- Dayton had 58.7% of students meeting the benchmark in Explore English. The next highest percentages were Western Middle with 50.4%, Westport Middle with 48.3% and Knight Middle with 42.1% of their students scoring at or above state benchmark in Explore English.
- Dayton Middle School was the only priority middle school that exceeded the state average percentage of students meeting the benchmark on Explore Math.
- No middle schools reached the state average percentage of students meeting the benchmark on Explore Reading (44.1%); however, Dayton Middle had the largest percentage of students meeting state benchmark in Explore Reading at 39.7%, followed by Western Middle at 30.3%.

**Trend** (the rate of performance improvement or the sustainability of good performance; the breadth of the performance results)

- Western and Dayton Middle Schools have made the greatest increases in percentages of students meeting the benchmark in Explore English from 2010-2014 with Western having a 36.1 point gain and Dayton having a 22 point gain.
- Western and Dayton Middle Schools had the largest gains in the percentages of students meeting the benchmark in Explore Math from 2010-2014 with an increase of 13.2 points at Dayton and an increase of 7.6 points at Western.
- Western and Dayton Middle Schools had the largest gains in the percentages of students making the benchmark in Explore Reading with an increase of 18.9 points at Western and an increase of 8 points at Dayton.

**Comparison** (performance relative to appropriate comparisons, such as competitor or organizations similar to yours; performance relative to benchmarks)

- The only Explore score that exceeded a state benchmark was Dayton Middle's score of 36.5% in Explore Math. The state average for percentage of students meeting the benchmark was 34.6%.

**Integration** (results measures address important customer, product, market, process and action plan performance requirements identified in the organization; valid indicators of future performance; harmonized across processes and work units to support organization-wide goals)

- No overall data points show level or trend or comparison with Explore that assist the organization in meeting the goals around college and career readiness

## **E. GRADUATION RATE**

**Level** (current level of performance)

- The 5-year Adjusted Cohort Graduation Rate was used in 2014 Unbridled Learning accountability calculations. Here, the 5-year Adjusted Cohort Graduation Rate will describe current levels of performance, and is the measure presented except where otherwise noted. The 4-year Adjusted Cohort Graduation Rate will be used to compare to the 2014 graduation rate goal that was released with the 4-year rates reported in the 2013 School Report Card.
- The highest graduation rate among the Priority Schools is East Carter High School with 98.9%.
- Thirteen schools had graduation rates above 90%: Lawrence County, Metcalfe County, East Carter, Christian County, Fairdale, Sheldon Clark, Fleming County, Franklin-Simpson, Knox Central, Lee County, Lincoln County, Livingston Central, and Pulaski County High Schools.

**Trend** (the rate of performance improvement or the sustainability of good performance; the breadth of the performance results)

- Twenty-two of the thirty priority high schools increased their graduation rate over the two-year period from 2012-13 to 2013-14, based on the 4-year Adjusted Cohort Graduation Rate.

**Comparison** (performance relative to appropriate comparisons, such as competitor or organizations similar to yours; performance relative to benchmarks)

- Eighteen of the thirty high schools indicate graduation rates above the state average: Fern Creek, Lawrence County, Metcalfe County, East Carter, Christian County, Fairdale, Greenup County, Sheldon Clark, Seneca, Waggener, Fleming County, Franklin-Simpson, Hopkins County Central, Knox Central, Lee County, Lincoln County, Livingston Central, and Pulaski County High Schools.

- Nineteen of the thirty high schools met their graduation Delivery targets in 2014, based on the 4-year Adjusted Cohort Graduation Rate: Fern Creek, East Carter, Doss, Greenup County, Newport, Seneca, Southern, Waggener, Dayton, Fleming County, Franklin-Simpson, Hopkins County Central, Knox Central, Lee County, Lincoln County, Livingston Central, Perry Central, Pulaski County, and Trimble County High Schools.
- The average graduation rate of all priority high schools was greater than the state average.

**Integration** (results measures address important customer, product, market, process and action plan performance requirements identified in the organization; valid indicators of future performance; harmonized across processes and work units to support organization-wide goals)

- Graduation rates above the state average assist the state trajectory for improvement to be met.
- Graduation rate is one of the key criteria for entry to and exit from priority status.

## **F. PROFICIENCY and PERCENTILE RANK**

**Level** (current level of performance)

- The Accountability Profile data presented below and in the chart at the end of this report was taken from the 2014 School Report Card. The data contains an updated 2012-13 overall score and percentile based on Next-Generation Learners and Program Reviews. This update allows the 2012-13 data displayed to be comparable to 2013-14 data. The updated 2012-13 overall score and percentile will not match the 2013 School Report Card, which was based only on Next-Generation Learners.
- Five of thirty-nine schools are distinguished: East Carter, Hopkins County Central, Livingston Central, Pulaski County, and Franklin-Simpson High Schools.
- Five schools are proficient: Fern Creek, Metcalfe County, Greenup County, Lee County, and Lincoln County High Schools.
- In Cohort 1, five of nine schools have overall scores of 60 or higher: Caverna, Fern Creek, Lawrence County, and Metcalfe County High Schools; and Western Middle School.
- In Cohort 2, ten of twelve schools have overall scores of 60 or higher: East Carter, Christian County, Doss, Fairdale, Greenup County, Sheldon Clark, Newport, Seneca, Southern, and Waggener High Schools.
- In Cohort 3, eleven of eighteen schools have overall scores of 60 or higher: Dayton High, Fleming County, Franklin-Simpson, Hopkins County Central, Lee County, Lincoln County, Livingston County, Perry County Central, Pulaski County, Trimble County and Bryan Station High Schools.
- Fifteen of the schools are above the 50<sup>th</sup> percentile rank: Fern Creek, Metcalfe County, **East Carter**, Christian County, Fairdale, Greenup County, Sheldon Clark, **Franklin-Simpson**, **Hopkins County Central**, Lee County, Lincoln County, **Livingston Central**, **Pulaski County** and Trimble County High Schools; and Western Middle School. **Schools in boldface type are at or above the 90<sup>th</sup> percentile rank.**

**Trend** (the rate of performance improvement or the sustainability of good performance; the breadth of the performance results)

- Thirty-one of the thirty-nine schools had increases in their overall score from 2013-2014. Two schools had double-digit increases in their overall scores.
- Thirty of the thirty-nine schools identified because they were in the bottom 5% of schools had increases in their percentile ranking from 2013-2014. Twenty-one of those schools had double-digit increases in their percentile ranking.

**Comparison** (performance relative to appropriate comparisons, such as competitor or organizations similar to yours; performance relative to benchmarks)

- Pulaski County High School has the highest overall score, at 83.6.
- Twelve schools had overall scores at or above the state average of 68.7: Fern Creek, Metcalfe County, East Carter, Christian County, Greenup County, Franklin-Simpson, Hopkins County Central, Lee County, Lincoln County, Livingston Central, Pulaski County, and Trimble County High Schools.
- Eight schools ranked above the average state percentile: Metcalfe County, East Carter, Franklin-Simpson, Hopkins County Central, Lee County, Lincoln County, Livingston Central and Pulaski County High Schools.

**Integration** (results measures address important customer, product, market, process and action plan performance requirements identified in the organization; valid indicators of future performance; harmonized across processes and work units to support organization-wide goals)

- Proficiency levels above the state average assist the Next Generation Learners Delivery Plan trajectory for improvement to be met.
- Proficiency levels above the state average assist the Next Generation Learners Delivery Plan in closing gaps between and among subgroups.
- Ideally, what is learned about how these schools accomplish getting out of the bottom 5% should inform all schools and their processes, and can be captured as best practices in the Continuous Improvement strategy of the Next Generation Support Systems Delivery Plan for use in the development of Comprehensive School and District Improvement Plans.

## **G. GAP**

**Level** (current level of performance)

- In Cohort 1, Caverna has a gap proficiency rate of 52%.
- In Cohort 1, Metcalfe County has a gap proficiency rate of 42.5%.
- In Cohort 2, East Carter has a gap proficiency rate of 43.8%.
- In Cohort 2, Sheldon Clark has a gap proficiency rate of 41.1%.
- In Cohort 3, Pulaski County has a gap proficiency rate of 65.3%.
- In Cohort 3, Hopkins County Central has a gap proficiency rate of 54%.
- In Cohort 3, Franklin-Simpson has a gap proficiency rate of 49%.
- Four schools met their gap reduction target: Caverna, East Carter, and Pulaski County High Schools; and Western Middle School.
- Twenty-four of thirty-nine schools had less than a five-point difference in the percentages of students from the Gap group and the All Students group who scored proficient and distinguished in combined reading and math: Caverna, the Academy @ Shawnee, Valley, Western, East Carter, Doss, Fairdale, Iroquois, Sheldon Clark, Newport, Seneca, Southern, Waggener, Dayton, and Lincoln County High Schools; and Western, Frost, Dayton, Olmsted Academy North, Myers, Knight, Stuart, Westport and Thomas Jefferson Middle Schools.

**Trend** (the rate of performance improvement or the sustainability of good performance; the breadth of the performance results)

- In Cohort 1, five of the nine schools have shown improvement in closing subgroup gaps over the three year period from 2011-12 to 2013-14: Fern Creek, Lawrence County, the Academy @ Shawnee, and Western High School; and Frost Middle School.
- In Cohort 2, eight of the twelve schools have shown improvement in closing subgroup gaps over the three year period from 2011-12 to 2013-14: East Carter, Christian County, Doss, Greenup County, Seneca, Southern, and Waggener High Schools; and Knight Middle School.

- In Cohort 3, eleven of the eighteen schools have shown improvement in closing subgroup gaps over three years: Fleming County, Franklin-Simpson, Lee County, Lincoln County, Perry County Central, Pulaski County, Bryan Station, and Trimble County High Schools; and Olmsted Academy North, Myers, and Thomas Jefferson Middle Schools.

**Comparison** (performance relative to appropriate comparisons, such as competitor or organizations similar to yours; performance relative to benchmarks)

- Twelve high schools met or exceeded the high school state average for proficiency of the non-duplicated gap group in combined math and reading: Caverna, Metcalfe County, East Carter, Fairdale, Sheldon Clark, Waggener, Franklin-Simpson, Hopkins Central, Lincoln County, Livingston Central, Pulaski County, and Bryan Station High Schools.
- Western Middle School is the only priority middle school that exceeded the state average for proficiency of the non-duplicated gap group in combined math and reading.

**Integration** (results measures address important customer, product, market, process and action plan performance requirements identified in the organization; valid indicators of future performance; harmonized across processes and work units to support organization-wide goals)

- With the contributions of the Priority Schools in closing gaps between the Gap group scores and the All Students scores, the state is more likely to meet its proficiency, college and career readiness and graduation goals and meet trajectory targets in the Next Generation Learners and Next Generation Support Systems Delivery Plans.

## 5. What are the Opportunities for Improvement?

### A. GROWTH

**Level** (current level of performance)

- Less than 50% of the students made growth at twenty of the thirty-nine Priority Schools: East Carter, Christian County, Dayton, Bryan Station, Fleming County, the Academy @ Shawnee, Iroquois, Seneca, Valley, Western, Knox Central, Lawrence County, Sheldon Clark, and Perry County Central High Schools; and Frost, Knight, Olmsted Academy North, Myers, Stuart and Westport Middle Schools.
- Western High School had the lowest percentage of students making typical or higher annual growth with 36.6%, followed by Sheldon Clark at 39.3% and Valley High at 39.6%.
- The least growth at the middle school level was Myers with 39.7%, Stuart with 43.1% and Frost with 43.8%.

**Trend** (the rate of performance improvement or the sustainability of good performance; the breadth of the performance results)

- Twenty-six schools had a decrease in growth from 2012-13 to 2013-14: East Carter, Christian County, Dayton, Bryan Station, Fleming County, Greenup County, Hopkins County Central, Iroquois, Seneca, Valley, Western, Knox Central, Lawrence County, Lincoln County, Livingston Central, Sheldon Clark, Perry County Central, Franklin-Simpson, and Trimble County High Schools; and Frost, Western, Dayton, Myers, Stuart, Thomas Jefferson and Westport Middle Schools. Metcalfe County High School showed no change in growth.
- Twenty-six schools had a decrease in growth over the three year period from 2011-12 to 2013-14: Caverna, East Carter, Christian County, Dayton, Bryan Station, Fleming County, Greenup County, Fairdale, Iroquois, Seneca, Southern, Valley, Western, Knox Central, Lawrence County, Lee County,

Lincoln County, Sheldon Clark, Newport, Franklin-Simpson, and Trimble County High Schools; and Frost, Knight, Dayton, Olmsted Academy North, and Myers Middle Schools.

- Five high schools had double-digit decreases in growth scores from 2012-13 to 2013-2014: Christian County, Fleming County, Western, Lincoln County and Franklin-Simpson High Schools.
- Seven high schools had double-digit decreases in growth scores over the three-year period from 2011-12 to 2013-14: East Carter, Dayton, Seneca, Western, Lee County, Sheldon Clark, and Newport High Schools.
- The largest growth score decrease by a middle school from 2011-12 to 2012-13 was Stuart Middle with a difference of -8.1.
- The largest growth score decrease by a middle school over the three-year period from 2011-12 to 2013-14 was Myers Middle School with a difference of -6.9.

**Comparison** (performance relative to appropriate comparisons, such as competitor or organizations similar to yours; performance relative to benchmarks)

- Twenty-two of thirty high schools performed below the state percentage for growth: East Carter, Christian County, Dayton, Bryan Station, Fleming County, Greenup County, the Academy @ Shawnee, Doss, Iroquois, Seneca, Southern, Valley, Western, Knox Central, Lawrence County, Lee County, Lincoln County, Sheldon Clark, Newport, Perry Central, Franklin-Simpson, and Trimble County High Schools.
- Eight of the nine middle schools performed below the state percentage for growth: Frost, Knight, Dayton, Stuart, Westport, Myers, Olmsted Academy North, and Thomas Jefferson Middle Schools.

**Integration** (results measures address important customer, product, market, process and action plan performance requirements identified in the organization; valid indicators of future performance; harmonized across processes and work units to support organization-wide goals)

- Students not making growth may impact the timeline for achieving college- and career-readiness, the need for additional resources for interventions for an extended period of time and may also make it difficult to close gaps.

## **B. COLLEGE AND CAREER READINESS**

**Level** (current level of performance)

- Five middle schools showed a loss in CCR from 2011-12 to 2013-14, the three years that data were collected for middle schools: Frost, Knight, Myers, Olmsted Academy North, and Thomas Jefferson Middle Schools. Stuart Middle School made a single digit gain over the three year period.
- Eight of thirty high schools failed to meet their CCR targets (middle schools do not have target data): the Academy @ Shawnee, Valley, Western, Doss, Seneca, Waggener, Knox Central and Bryan Station High Schools.

**Trend** (the rate of performance improvement or the sustainability of good performance; the breadth of the performance results)

- While most schools' CCR scores are moving steadily upward, the schools with single digit gains or a loss also tend to have relatively low CCR scores compared to the state average.
- CCR scores decreased from 2012-13 to 2013-14 at three middle schools: Knight, Olmsted Academy North and Dayton Middle Schools.

**Comparison** (performance relative to appropriate comparisons, such as competitor or organizations similar to yours; performance relative to benchmarks)

- Only thirteen of thirty high schools performed at or above the state average in CCR in the 2013-14 school year.

**Integration** (results measures address important customer, product, market, process and action plan performance requirements identified in the organization; valid indicators of future performance; harmonized across processes and work units to support organization-wide goals)

- Priority Schools that do not meet their CCR targets may make it difficult for the Kentucky Board of Education to reach its trajectory for CCR moving forward. Graduation rate could be negatively affected in those schools, requiring resources for intervention and impacting the college-going rate of Kentucky students.

### **C. ACT**

**Level** (current level of performance)

- Five schools had less than 25% of students meeting the benchmark in ACT English: Caverna, Western, the Academy @ Shawnee, Doss and Iroquois High Schools.
- Ten schools had less than 25% of students meeting the benchmark in ACT math: Christian County, Southern, Valley, Seneca, Western, Doss, Iroquois, the Academy @ Shawnee, Lawrence County and Sheldon Clark high schools.
- Six schools had less than 25% of students meeting the benchmark in ACT reading: Valley, Seneca, Western, Doss, the Academy @ Shawnee, and Iroquois High Schools.

**Trend** (the rate of performance improvement or the sustainability of good performance; the breadth of the performance results)

- Nine schools have lowered scores from 2010 to 2014 in 1) percentage of students meeting benchmarks or 2) meeting the state average mean score.

**Comparison** (performance relative to appropriate comparisons, such as competitor or organizations similar to yours; performance relative to benchmark)

- Only two schools scored above state average percentages of students meeting the benchmark in ACT English, math and reading: Hopkins County Central and Franklin-Simpson High Schools.
- All but four schools scored below the state average percentage of students meeting the benchmark in ACT English.
- All but four schools scored below the state average percentage of students meeting benchmark in ACT Math.
- All but six schools scored below the state average percentage of students meeting benchmark in ACT Reading.
- Although several schools have made large gains, twenty-three schools currently do not meet the state mean score on any of three content areas on the ACT (English, math or reading).

**Integration** (results measures address important customer, product, market, process and action plan performance requirements identified in the organization; valid indicators of future performance; harmonized across processes and work units to support organization-wide goals)

- ACT scores are critical data points for CCR, for students meeting their goals and for Kentucky meeting Senate Bill 1 requirements. Progress is being made, but is not significant at this point to the overall state goal.

### **D. EXPLORE**

**Level** (current level of performance)

- The percentage of students meeting the benchmark in Explore English ranges from 22.9% to 58.7%.

- Five of the nine middle schools had 40% or less of students meeting Explore English benchmarks: Frost, Thomas Jefferson, Stuart, Myers, and Olmsted Academy North Middle Schools.
- The percentage of students meeting the benchmark in Explore Math ranges from 7.1% to 36.5%.
- Eight of the nine middle schools had 20% or less of students reaching math benchmarks, with Dayton being the exception.
- The percentage of students meeting the benchmark in Explore Reading ranges from 7.1% to 39.7%.
- Six of the nine middle schools had 20% or less of students meeting Explore Reading benchmarks: Frost, Thomas Jefferson, Stuart, Myers, Knight, and Olmsted Academy North Middle Schools.

**Trend** (the rate of performance improvement or the sustainability of good performance; the breadth of the performance results)

- The Explore English mean declined across the four year period from 2010-2014 at three of nine schools: Frost, Thomas Jefferson and Myers Middle Schools.
- The Explore Math mean across three years indicates a decline at two of nine schools: Thomas Jefferson and Myers Middle Schools.
- The Explore Reading mean across three years indicates a decline at four of nine schools: Frost, Olmsted Academy North, Thomas Jefferson, and Myers Middle Schools.

**Comparison** (performance relative to appropriate comparisons, such as competitor or organizations similar to yours; performance relative to benchmarks)

- Dayton Middle School was the only priority middle school that met or exceeded the state percentage of students meeting the benchmark in Explore Math with 36.5% of students meeting the benchmark. The next closest was Westport Middle School with 18.7%.
- No priority middle school met or exceeded the state percentage of students meeting the English benchmark of 64.6%. The closest was Dayton Middle School at 58.7%. The next closest were Western Middle School at 50.4% and Westport Middle School at 48.3%.
- No priority middle school met or exceeded the state percentage of students meeting the reading benchmark of 44.1%. The closest was Dayton Middle School at 39.7%.

**Integration** (results measures address important customer, product, market, process and action plan performance requirements identified in the organization; valid indicators of future performance; harmonized across processes and work units to support organization-wide goals)

- This is a critical data point for college- and career-readiness and meeting the Next Generation Learners Delivery Plan trajectory.

## **E. GRADUATION RATE**

**Level** (current level of performance)

- The 5-year Adjusted Cohort Graduation Rate was used in 2014 Unbridled Learning accountability calculations. Here, the 5-year Adjusted Cohort Graduation Rate will describe current levels of performance, and is the measure presented except where otherwise noted. The 4-year Adjusted Cohort Graduation Rate will be used to compare to the 2014 graduation rate goal that was released with the 4-year rates reported in the 2013 School Report Card.
- The lowest graduation rate among the Priority Schools is the Academy @ Shawnee with 72.5%.
- Three schools had graduation rates below 80%: the Academy @ Shawnee, Valley, and Iroquois High Schools.

**Trend** (the rate of performance improvement or the sustainability of good performance; the breadth of the performance results)



- Seven schools had a decrease in the 4-year Adjusted Cohort Graduation Rate from 2012-13 to 2013-14: Caverna, Lawrence County, Metcalfe County, Christian County, Fairdale, Iroquois, and Sheldon Clark High Schools. Bryan Station High School had no change over the 2-year period.

**Comparison** (performance relative to appropriate comparisons, such as competitor or organizations similar to yours; performance relative to benchmarks)

- Twelve of the thirty high schools indicate graduation rates below the state average of 88%: Caverna, the Academy @ Shawnee, Valley, Western, Doss, Iroquois, Newport, Southern, Dayton, Perry County Central, Trimble County, and Bryan Station High Schools.
- Eleven of the thirty high schools failed to meet their graduation Delivery target based on the 4-year Adjusted Cohort Graduation Rate: Caverna, Lawrence County, Metcalfe County, the Academy @ Shawnee, Valley, Western, Christian County, Fairdale, Iroquois, Sheldon Clark, and Bryan Station High Schools.

**Integration** (results measures address important customer, product, market, process and action plan performance requirements identified in the organization; valid indicators of future performance; harmonized across processes and work units to support organization-wide goals)

- Inconsistency in graduation rate may indicate that there is not a comprehensive intervention system in place to ensure student success.
- Graduation rate impacts and informs all Delivery plans.

## **F. PROFICIENCY and PERCENTILE**

**Level** (current level of performance)

- The Accountability Profile data presented below and in the chart at the end of this report was taken from the 2014 School Report Card. The data contains an updated 2012-13 overall score and percentile based on Next-Generation Learners and Program Reviews. This update allows the 2012-13 data displayed to be comparable to 2013-14 data. The updated 2012-13 overall score and percentile will not match the 2013 School Report Card, which was based only on Next-Generation Learners.
- The range of percentile rank is from the 1<sup>st</sup> to the 98<sup>th</sup> percentile
- Three schools remain at the 5<sup>th</sup> percentile or below: Frost, Knight and Myers Middle Schools.
- Overall school scores range from 41.7 to 83.6.
- Thirteen schools remain below 60 in overall score: the Academy @ Shawnee, Valley, Western, Iroquois, and Knox Central High Schools; and Frost, Knight, Dayton, Olmsted Academy North, Myers, Stuart, Thomas Jefferson and Westport Middle Schools.

**Trend** (the rate of performance improvement or the sustainability of good performance; the breadth of the performance results)

- Twenty-nine schools are in the Needs Improvement Category: twenty of the thirty high schools, and all nine of the nine middle schools. Of these, eleven schools are in the Needs Improvement/Progressing category, indicating their scores are trending upward: Doss, Newport, Southern, Waggener, Knox Central, Perry County Central, and Trimble County High Schools; and Western, Knight, Myers, and Thomas Jefferson Middle Schools.

**Comparison** (performance relative to appropriate comparisons, such as competitor or organizations similar to yours; performance relative to benchmarks)

- Twenty-seven schools did not meet the state benchmark of an overall score of 68.7.
- Twenty-four schools did not meet the 50<sup>th</sup> percentile rank.

**Integration** (results measures address important customer, product, market, process and action plan performance requirements identified in the organization; valid indicators of future performance; harmonized across processes and work units to support organization-wide goals)

- This is a key indicator for ability to turnaround schools since percentile rank is one of the criteria for entering and exiting priority status.

## **G. GAP**

### **Level** (current level of performance)

- Gap group performance in combined reading and math percentage proficient/distinguished ranges from 13.5 to 65.3. The all student group performance ranges from 14.5 to 71.4.
- Twenty schools have gap group performance below 30%: Lawrence County, the Academy @ Shawnee, Valley, Western, Doss, Iroquois, Newport, Seneca, Southern, Dayton, Fleming County, Perry County Central, and Knox Central High Schools; and Frost, Knight, Olmsted Academy North, Myers, Stuart, Thomas Jefferson, and Westport Middle Schools.

### **Trend** (the rate of performance improvement or the sustainability of good performance; the breadth of the performance results)

- The three-year trend indicates that in fifteen schools, gaps in percentages of students reaching proficiency on combined reading and math have widened between students in the gap group and all students from 2011-12 and 2013-14.
- Only four schools out of thirty-nine met their Gap targets.

### **Comparison** (performance relative to appropriate comparisons, such as competitor or organizations similar to yours; performance relative to benchmarks)

- Twenty-six schools have gap group performance below the state average for gap groups.
- Fifteen schools have larger than 5 percentage points difference between gap group and all student performance: Fern Creek, Lawrence County, Metcalfe County, Christian County, Greenup County, Fleming County, Franklin-Simpson, Hopkins County Central, Knox Central, Lee County, Livingston Central, Perry County Central, Pulaski County, Trimble County, and Bryan Station High Schools.
- Even in schools where gaps are small, in many instances the overall proficiency is low for all students and subgroups.

### **Integration** (results measures address important customer, product, market, process and action plan performance requirements identified in the organization; valid indicators of future performance; harmonized across processes and work units to support organization-wide goals)

- Closing gaps is essential for proficiency measures and determines where interventions are required and where funding must be directed.

## **5. Summary and Implications**

### **A. GROWTH**

- With only three years of data (baseline in 2012 and data from 2013 and 2014), it is difficult to draw meaningful conclusions about positive or negative trends in growth data.
- Thirteen schools showed positive growth over the three-year period from 2011-12 to 2012-13, but there remains a greater number of schools that have seen decreases in growth scores (twenty-six schools), reflecting the decreasing trend in the state average for growth scores over the same period.

- Middle schools have been less successful at meeting state averages over the three-year period, with no middle schools meeting the average in 2012 and one school meeting the average in 2013 and 2014, as opposed to ten high schools in 2012, 12 high schools in 2013 and eight high schools in 2014.
- The growth scores reflected in this report align with the first three years of implementation of the Kentucky Core Assessment Standards (KCAS). Both Common Core implementation and the new assessment are still in relatively early stages of deployment, so it is expected that growth scores will increase as teachers become more familiar with their use.

## **B. COLLEGE AND CAREER READINESS**

- Most high schools are making double-digit gains in their percentages of students that are college and career ready, but the percentages of students that are college-and career-ready range from 31.0% to 97.5%.
- Many of the lower rates of gain are at middle schools, where only three years of data have been collected (four years of data are collected at the high schools), giving them less opportunity to demonstrate gains.
- Many of the lower percentages of students who are college-and career-ready are at the middle school level.
- Twenty-two high schools met their college and career readiness targets, while only eight failed to reach them. Targets are not set for middle schools.

## **C. ACT**

- Overall high school performance levels on each of the three subtests of the ACT are below the state average percentage of students meeting benchmarks with the exception of four of thirty schools that met the English state mean, four of thirty schools that met the math state mean, and six of thirty schools that met the reading state mean.
- Overall, school performance against state benchmarks shows school scores on each of the three subtests of the ACT are below the state average with the exception of four of thirty schools that met the English state average score, four of thirty schools that met the math state average score, and four of thirty schools that met the reading state average score.
- There is a small group of schools that are “high-flyers” that are meeting benchmarks and scoring above the mean in several, if not all subtests.

## **D. EXPLORE**

- The highest percentages of students meeting state benchmark are on the English subtest. The percentages of students meeting benchmarks on the Math and Reading subtests are substantially lower, with many schools having 20% or fewer students meeting benchmark.
- English, math or reading mean scores are declining in several schools.
- Only one of nine schools in one of the three subtests exceeded the state average percentage of students meeting benchmark.

## **E. GRADUATION RATE**

- The 5-year Adjusted Cohort Graduation Rate was used in 2014 Unbridled Learning accountability calculations. Here, the 5-year Adjusted Cohort Graduation Rate will describe current levels of performance, and is the measure presented except where otherwise noted. The 4-year Adjusted Cohort Graduation Rate will be used to compare to the 2014 graduation rate goal that was released with the 4-year rates reported in the 2013 School Report Card.
- Nineteen of the thirty high schools met their Delivery targets this year.
- Eighteen of the thirty high schools scored above the state average graduation rate of 88.0.

## **F. PROFICIENCY AND PERCENTILE**

- The Accountability Profile data presented below and in the chart at the end of this report was taken from the 2014 School Report Card. The data contains an updated 2012-13 overall score and percentile based on Next-Generation Learners and Program Reviews. This update allows the 2012-13 data displayed to be comparable to 2013-14 data. The updated 2012-13 overall score and percentile will not match the 2013 School Report Card, which was based only on Next-Generation Learners.
- Five Priority Schools scored in the Distinguished range (top 90%), five scored in the Proficient range (top 70%), eighteen scored in the Needs Improvement/Progressing range and eleven scored in the Needs Improvement range (below 70%). All of these schools had initially been within the bottom 5% of schools statewide.
- The range of percentile rank for Priority Schools is from 1<sup>st</sup> to 98<sup>th</sup> percentile.
- Three of the thirty-nine schools remain in the bottom 5% of percentile rank, which is an improvement from nine schools last year.
- Twenty-seven schools did not meet the state benchmark of an overall score of 68.7.
- Twenty-four schools did not meet the 50th percentile rank.

## **G. GAP**

- In twenty-four schools, there was a five point or less difference in the performance of the Gap Students and the All Students groups; however, even in some of those schools, the percentages of students proficient and distinguished in reading and math were quite low.
- The achievement gap between the Gap Students group and the All Students group in terms of the percentage of students Proficient or Distinguished in combined reading and math widened in fifteen schools from 2011-12 to 2013-14.
- Three schools met their Proficiency targets for both the Gap group and the All Students group.
- Twenty-six of thirty-nine schools scored below state averages of 37.6% for middle schools and 34.8% for high schools in Gap Group percentages of students proficient or distinguished in combined reading and math.

There is a set of “high-flying” Priority Schools that are determined to turn around their school’s performance across the board. These schools have scored consistently high across multiple categories and can compete favorably with high-performing non-Priority schools. Some of these schools may have lower performance in some categories than in previous years but this may be attributed to their maintenance of high levels of performance overall. These schools

come from all three Cohorts, so some have been receiving services over the past three years while others have only received services in the previous year. They have also received different amounts of funding and support based on the amount and availability of federal and state funds to provide to their Cohort. These schools are proof that persistently low-achieving schools can overcome the many barriers that contributed to their classification as a Priority School and achieve and maintain high levels of student performance. They can provide examples of best practices than can be of benefit to all schools

Middle School performance across multiple categories is, with some exception, still low. A number of schools reflecting the lowest scores are clustered at the middle school level. Many have remained low-scoring over time with uneven levels of improvement that may or may not be sustainable over time. The factors contributing to each school's identification are multiple, individual and complex, and cannot be reduced to a few variables. However, it may be helpful to remember that the changes in student maturity, scheduling, and the additional responsibilities and self-direction that are required for students to succeed may be contributors to some of the performance issues at this level. The larger numbers of different elementary schools that feed middle schools and the different levels of preparation of students from each may also provide a challenge for educators. Additional attention to these schools and the issues they present is imperative.

PGES has been developed to create and implement a fair and equitable statewide system to provide teachers and principals with a clear understanding of how they can be most effective, regular feedback about how their practices align with the Kentucky Framework for Teaching, and the tools, resources and support they need to develop and perfect their craft in order to promote student growth, achievement, and readiness. Substantial support has been given to Priority Schools in implementing PGES for both principals and teachers. This support has been provided through resources such as face-to-face professional learning experiences for administrators and teachers and through the Kentucky Leadership Academy.

## **The 2014 Annual Evaluation Report for School Improvement Grant from the University of Kentucky Human Development Institute**

- This evaluation is to examine the impact of the SIG on instructional and leadership climates in the schools and the impact of SIG on student outcomes.
- The themes from interviews and teacher survey data are:
  - School culture and climate
  - Status of professional learning communities
  - Professional development tailored to emerging and individual needs
  - Student engagement and involvement in learning
  - Successes and challenges
  - School leadership
  - Instructional practices
  - Classroom management
  - Educational Recovery efforts

- In general, the work of Education Recovery in all three regions of Kentucky centers on the above mentioned themes. The work of the Educational Recovery Team is tailored to meet the needs of the individual schools. Recommendations:
  - Periodic reflection of data processes and systems to ensure deployment with fidelity
  - Continue to support the work of Professional Learning Communities and other professional development needs based on student data
  - Continue to develop actions plan for sustainability
  - Continue to work with leadership to remove internal and external barriers

## 6. What are our next steps?

1. Share summary report with Commissioner and Board of Education.
2. Share report with Education Recovery Directors, who will use it as a data resource guide for conversations with the schools and the districts for analysis and needed changes in their setting.
  - a. Schools will review 30, 60, 90 day action steps to ensure data is being addressed.
    - Build a formative evaluation for professional learning experiences to ensure ER team is meeting the needs of staff.
    - Review data processes to ensure data turns into valuable instructional practices.
3. Cohort 1, 2 and 3 schools will review current sustainability plans for the next three years and make adjustments based on student data results and resources for the next year. Districts will review supports for sustainability as education recovery staff exits the cohorts. Focus on Cohort 1, 2 and 3 schools still in lowest percentiles. ER staff will continue to work with districts which have schools not making acceptable progress.
4. Share report with partners as appropriate.
5. At the Kentucky Department of Education (KDE) level, the Office of Next Generation Schools and Districts will:
  - a. Continue to collaborate with The National Institute for School Leadership/CPE/JCPS/District 180 staff to build a leadership development cadre for turnaround. The goal of the leadership development training is to grow successful leaders that can strategically deal with low performing schools. This training, called LEAD Kentucky, is offered regionally across the state.
  - b. With partners, continue the development of statewide sustainability plan for use of available funds to provide support for Priority Schools moving forward.
  - c. Continue to develop and support the process for key hub schools across the state to serve as incubators for innovation to support the regional schools and model systems for continuous improvement. Continue to review data quarterly and monitor the progress of Priority Schools through District 180.
  - d. Continue to collaborate with Priority Schools and districts in the implementation of PGES.
  - e. Continue to collaborate with AdvancEd for the diagnostic review process and internal review process.

## Growth in Combined Reading and Math 2012-2014

High School	2012 Growth Reading & Math	2013 Growth Reading & Math	2014 Growth Reading & Math	Gain/Loss 13-14	Gain/Loss 12-14	Middle School	2012 Growth Reading & Math	2013 Growth Reading & Math	2014 Growth Reading & Math	Gain/Loss 13-14	Gain/L oss 12- 14
Caverna HS	59.6	44.6	56.6	12.0	-3.0						
East Carter HS	57.2	52.3	46.9	-5.4	-10.3						
Christian County HS	55.9	57.9	46.9	-11.0	-9.0	Frost MS	46.1	44.6	43.8	-0.8	-2.3
Dayton Independent HS	65.8	58.4	48.6	-9.8	-17.2	Western MS	58.1	65.4	61.1	-4.3	3
Bryan Station HS	57	56.2	49.8	-6.4	-7.2	Knight MS	52	46.5	47.8	1.3	-4.2
Fleming County HS	54.2	58.2	47.4	-10.8	-6.8	Dayton MS	55.5	54.8	51.7	-3.1	-3.8
Greenup County HS	57.9	54.2	52.1	-2.1	-5.8	Olmsted Academy North	50	47	48.8	1.8	-1.2
Hopkins Central HS	57.9	66.1	65.7	-0.4	7.8	Myers MS	46.6	46.2	39.7	-6.5	-6.9
Academy @ Shawnee	42.4	34	45.1	11.1	2.7	Stuart MS	42.5	51.2	43.1	-8.1	0.6
Doss HS	48.8	45.3	54.2	8.9	5.4	Thomas Jefferson MS	53.2	54.9	54.4	-0.5	1.2
Fairdale HS	59.3	48.6	56.8	8.2	-2.5	Westport MS	49.1	52.1	49.5	-2.6	0.4
Fern Creek Trad HS	59.5	58	59.8	1.8	0.3						
Iroquois HS	47	45.1	43.4	-1.7	-3.6						
Seneca HS	61.8	49.5	48.6	-0.9	-13.2						
Southern HS	51.5	48.8	50.9	2.1	-0.6						
Valley Traditional HS	46.4	40.4	39.6	-0.8	-6.8						

State HS

State HS

State HS

State MS

State MS

State MS

Gain

2012- -58.5
2013 - 57.2
2014 - 56.3
2012- -60.4
2013- 59.9
2014 - 59.9

Waggener HS	55.8	45.9	60.6	14.7	4.8						
Western HS	47.8	48	36.6	-11.4	-11.2						
Knox Central HS	46.9	51.2	43.4	-7.8	-3.5						
Lawrence County HS	52.4	59.4	49.6	-9.8	-2.8						
Lee County HS	62.8	50	50.7	0.7	-12.1						
Lincoln County HS	56.8	64.4	54.1	-10.3	-2.7						
Livingston Central HS	51.6	62.2	61.8	-0.4	10.2						
Sheldon Clark HS	49.3	48.9	39.3	-9.6	-10.0						
Metcalfe County HS	66	66.4	66.4	0.0	0.4						
Newport HS	62.5	49	50	1.0	-12.5						
Perry Co Central HS	39.9	50.6	44.3	-6.3	4.4						
Pulaski County HS	62.9	64.9	68.1	3.2	5.2						
Franklin-Simpson HS	55.2	63.9	53.1	-10.8	-2.1						
Trimble County HS	64	63.3	54.2	-9.1	-9.8						



Delivery Targets and % of Students CCR: Data from 2010-2014						
School	2010-11	2011-12	2012-13	2013-14	Met CCR Target (High School only)	Gain/Loss 2011-2014
Caverna HS	2	17.4	41.7	68.6	Yes (47.8)	66.6
Fern Creek HS	26	37.5	49.2	61.0	Yes (51.4)	35.0
Frost MS		15.4	14.3	14.6		* -0.8
Lawrence Co. HS	28	28	50.0	58.7	Yes (52.6)	30.7
Metcalfe Co. HS	36	51.3	50.0	62.7	Yes (54.4)	26.7
Academy @ Shawnee	6	14.9	9.9	35.0	No (42.4)	29.0
Valley HS	4	10.9	22.8	35.2	No (42.4)	31.2
Western MS		10.8	23.7	31.0		* 20.2
Western HS	11	17.4	42.7	38.6	No ( 42.4)	27.6
School	2010-11 (identified)	2011-12	2012-13	2013-14	Met CCR Target (High School)	Gain/Loss
East Carter HS	24	57.0	68.7	75.3	Yes (56.8)	51.3
Christian Co. HS	24	36.4	52.7	63.5	Yes (55.0)	39.5
Doss HS	8	12.9	20.5	40.7	No (46.6)	32.7
Fairdale HS	20	22.8	34.7	50.9	Yes (45.4)	30.9
Greenup HS	31	45.9	58.1	64.6	Yes (55.6)	33.6
Iroquois HS	9	24.8	32.0	47.5	Yes (46.0)	38.5
Knight MS		20.2	20.2	19.3		* -0.9
Sheldon Clark HS	27	51.0	56.3	56.3	Yes (51.4)	29.3
Newport HS	21	36.7	48.4	53.3	Yes (53.2)	32.3
Seneca HS	31	33.6	45.2	50.3	No (51.4)	19.3
Southern HS	13	24.9	33.6	56.4	Yes (46.6)	43.4
Waggener HS	18	27.9	32.8	45.7	No (47.8)	27.7
School	2010-11	2011-12 (identified)	2012-2013	2013-14	Met CCR Target (High School)	Gain/Loss
Dayton HS	21	30.8	50.0	59.5	Yes (48.4)	38.5

Dayton MS		32.6	45.6	45.3		<b>* 12.7</b>
Fleming Co. HS	31	56.7	65.3	75.2	Yes (62.8)	<b>44.2</b>
Franklin Simpson	27	30.5	69.2	97.5	Yes (61.6)	<b>70.5</b>
Olmsted Academy		15.1	17.4	13.9		<b>* -1.2</b>
Hopkins Central	25	47.5	68.7	80.9	Yes (59.2)	<b>55.9</b>
Knox Central HS	29	30.3	42.3	47.9	No (51.4)	<b>18.9</b>
Lee Co. HS	26	51.3	62.7	77.8	Yes (56.8)	<b>51.8</b>
Lincoln Co. HS	28	42.9	56.8	72.0	Yes (56.2)	<b>44.0</b>
Livingston Co. HS	32.0	34.3	51.1	72.3	Yes (53.2)	<b>40.3</b>
Myers MS		23.9	19.3	20.7		<b>* -3.2</b>
Perry Central HS	23.0	22.6	45.8	56.8	Yes (50.8)	<b>33.8</b>
Pulaski Co. HS	36.0	61.2	67.7	81.2	Yes (57.4)	<b>45.2</b>
Stuart MS		21.4	20.4	23.0		<b>* 1.6</b>
Thomas Jefferson		24.0	20.6	22.4		<b>* -1.6</b>
Trimble Co. HS	44.0	31.3	68.2	75.0	Yes (53.8)	<b>31.0</b>
Westport MS		18.4	24.0	29.8		<b>* 11.4</b>
Bryan Station HS	28.0	34.2	38.1	53.9	No (54.4)	<b>25.9</b>
			47.7	60.5		
State Avgs.	2012 HS--51.9    2013 HS--60.8    2014 HS--62.5					
	2012 MS--44.2    2013 MS--47.2    2014 MS--47.8					

### Graduation Rate

Cohort 1 District	High School	2013	2014 4-year rate	Change 2013-2014	2014 Delivery target met?	2014 5-year rate
Caverna Ind.	Caverna HS	82.8	80.4	-2.4	N (84.5)	85.5
Jefferson	Fern Creek HS	82.0	84.9	2.9	Y (83.8)	89.1
Lawrence	Lawrence Co. HS	95.0	94.7	-0.3	N (95.3)	95.2
Metcalfe	Metcalfe Co. HS	91.2	90.3	-0.9	N (92.0)	92.0
Jefferson	Academy @ Shawnee	69.4	71.2	1.8	N (72.6)	72.5
Jefferson	Valley HS	70.9	71.8	0.9	N (73.9)	77.9
Jefferson	Western HS	75.5	76.7	1.2	N (78.0)	81.6
Cohort 2 District	High School	2013		Change 2013-2014		
Carter	East Carter HS	98.3	98.5	0.2	Y (98.0)	98.9
Christian	Christian Co. HS	88.9	86.9	-2	N (89.9)	91.7
Jefferson	Doss HS	82.9	86.6	3.7	Y (84.6)	86.3
Jefferson	Fairdale HS	88.5	87.2	-1.3	N (89.6)	91.8
Greenup	Greenup HS	89.0	92.1	3.1	Y (90.0)	89.5
Jefferson	Iroquois HS	70.0	69.5	-0.5	N (73.1)	78.6
Martin	Sheldon Clark HS	91.9	89.8	-2.1	N (92.6)	93.3
Newport Ind.	Newport HS	84.0	85.8	1.8	Y (85.6)	86.7
Jefferson	Seneca HS	82.5	84.9	2.4	Y (84.2)	89.9
Jefferson	Southern HS	80.9	84	3.1	Y (82.8)	84.5
Jefferson	Waggener HS	82.0	83.9	1.9	Y (83.8)	88.0
Cohort 3 District	High School	2013		Change 2013-2014		
Dayton Ind.	Dayton HS	81.0	85.4	4.4	Y (82.9)	84.1
Fleming	Fleming Co. HS	94.2	95.6	1.4	Y (94.6)	97.1
Simpson	Franklin Simpson HS	95.3	96.2	0.9	Y (95.6)	95.3
Hopkins	Hopkins Central HS	87.0	90.9	3.9	Y (88.2)	88.5
Knox	Knox Central HS	90.4	93.2	2.8	Y (91.2)	90.9
Lee	Lee Co. HS	89.2	92.9	3.7	Y (90.2)	91.1
Lincoln	Lincoln Co. HS	90.9	95	4.1	Y (91.7)	93.8
Livingston	Livingston Co. HS	94.9	98.6	3.7	Y (95.2)	96.6
Perry	Perry Co. Central HS	81.7	85.9	4.2	Y (83.5)	85.3

Pulaski	Pulaski Co. HS	92.8	95.3	2.5	Y (93.4)	96.0
Trimble	Trimble Co. HS	74.6	85.9	11.3	Y (77.2)	83.0
Fayette	Bryan Station HS	82.9	82.9	0	N (84.6)	85.7
Average of all priority high schools						88.7
State		86.1	87.5	1.4	Y (87.4)	88.0
<b>Graduation Rate At or Above State Average</b>						

### ACT Data 2010-2014

Year	School	Title I	Cohort	Transform/Re staff	Mean English	% English Bench	Mean Math	% Math Bench	Mean Reading	% Reading Bench
2010	East Carter Co HS		2	Transform	16.8	43.6%	16.7	24.8%	18.0	37.1%
2011	East Carter Co HS				17.1	44.6%	17.5	26.4%	18.0	32.6%
2012	East Carter Co HS				17.3	45.7%	17.5	27.2%	18.6	42.9%
2013	East Carter Co HS		2		17.8	51.8%	17.4	21.7%	18.8	39.4%
2014	East Carter Co HS				19.0	62.8%	18.2	37.2%	19.3	45.4%
	<b>Four-Year Change*</b>				<b>2.2</b>	<b>19.2%</b>	<b>1.5</b>	<b>12.4%</b>	<b>1.3</b>	<b>8.3%</b>
2010	Caverna HS		1	Transform	14.6	21.2%	16.0	5.8%	16.8	23.1%
2011	Caverna HS				14.6	24.5%	16.1	10.2%	16.5	18.4%
2012	Caverna HS				15.2	28.3%	16.8	17.0%	16.7	28.3%
2013	Caverna HS				15.7	25.0%	16.8	13.9%	17.8	21.6%
2014	Caverna HS				14.5	24.0%	17.7	30.0%	16.4	26.0%
	<b>Four-Year Change</b>				<b>-0.1</b>	<b>2.8%</b>	<b>1.7</b>	<b>24.2%</b>	<b>-0.4</b>	<b>2.9%</b>
2010	Christian Co HS		2	Transform	16.4	42.8%	17.2	27.3%	18.0	35.2%
2011	Christian Co HS				16.2	36.0%	17.1	20.1%	17.2	24.4%
2012	Christian Co HS				16.1	38.5%	17.5	25.6%	17.2	27.8%
2013	Christian Co HS				17.4	50.0%	18	33.8%	18.5	37.1%
2014	Christian Co HS				16.9	47.1%	17.3	23.5%	18.1	36.9%
	<b>Four-Year Change</b>				<b>0.5</b>	<b>4.3%</b>	<b>0.1</b>	<b>-3.8%</b>	<b>0.1</b>	<b>1.7%</b>
2010	Dayton HS	Yes	3	Transform	14.8	28.6%	15.7	14.3%	16.4	20.4%
2011	Dayton HS	Yes			15.7	33.9%	16.6	15.3%	16.5	23.7%

2012	Dayton HS	Yes			17.5	46.7%	17.7	30.0%	17.6	31.7%
2013	Dayton HS	Yes			17.2	46.1%	17.6	25.6%	17.6	37.5%
2014	Dayton HS	Yes			17.2	39.5%	17.3	25.6%	17.8	39.5%
	<b>Four-Year Change</b>				<b>2.4</b>	<b>10.9%</b>	<b>1.6</b>	<b>11.3%</b>	<b>1.4</b>	<b>19.1%</b>
2010	Bryan Station HS	Yes	3	Transform	16.3	35.9%	17.0	24.2%	17.5	30.3%
2011	Bryan Station HS	Yes			16.5	37.4%	17.6	28.2%	18.2	32.1%
2012	Bryan Station HS	Yes			16.2	34.0%	17.8	29.8%	17.2	30.0%
2013	Bryan Station HS	Yes			16.8	42.7%	17.9	31.3%	18.2	35.9%
2014	Bryan Station HS	Yes			16.9	42.1%	18.2	34.7%	18.4	38.0%
	<b>Four-Year Change</b>				<b>0.6</b>	<b>6.2%</b>	<b>1.2</b>	<b>10.5%</b>	<b>0.9</b>	<b>7.7%</b>
2010	Fleming Co HS		3	Transform	16.2	34.9%	17.7	30.1%	17.0	28.0%
2011	Fleming Co HS				16.4	40.4%	17.5	26.5%	17.7	30.1%
2012	Fleming Co HS				16.4	38.5%	17.5	26.4%	17.7	33.0%
2013	Fleming Co HS				16.7	41.1%	18.6	36.7	18.4	32.7%
2014	Fleming Co HS				17.5	49.6%	18.5	36.5%	18.5	39.4%
	<b>Four-Year Change</b>				<b>1.3</b>	<b>14.7%</b>	<b>0.8</b>	<b>6.4%</b>	<b>1.5</b>	<b>11.4%</b>
2010	Greenup Co HS		2	Transform	16.3	37.5%	17.3	26.4%	17.7	31.3%
2011	Greenup Co HS				17.1	45.6%	17.5	31.4%	18.4	35.4%
2012	Greenup Co HS				17.6	48.4%	18.1	30.1%	18.7	38.7%
2013	Greenup Co HS				16.7	42.5%	17.6	24.3%	18	35.8%
2014	Greenup Co HS				17.7	51.4%	18.1	33.0%	18.7	45.4%
	<b>Four-Year Change</b>				<b>1.4</b>	<b>13.9%</b>	<b>0.8</b>	<b>6.6%</b>	<b>1.0</b>	<b>14.1%</b>
2010	Hopkins Central HS		3	Transform	16.8	43.6%	17.1	26.6%	18.5	36.2%
2011	Hopkins Central HS				17.1	46.6%	17.6	25.6%	18.6	37.0%
2012	Hopkins Central HS				18.1	51.9%	18.4	38.8%	18.9	37.2%

2013	Hopkins Central HS				18.2	55.2%	18.2	38.4%	19.5	47.4%
2014	Hopkins Central HS				18.8	56.0%	19.6	51.3%	19.7	48.2%
	<b>Four-Year Change</b>				<b>2.00</b>	<b>12.4%</b>	<b>2.50</b>	<b>24.7%</b>	<b>1.20</b>	<b>12.0%</b>
2010	Fern Creek Traditional HS		1	ReStaff	17.0	44.7%	17.3	29.0%	18.2	36.5%
2011	Fern Creek Traditional HS				15.9	34.6%	17.6	30.8%	17.4	27.1%
2012	Fern Creek Traditional HS				16.6	40.2%	17.8	31.2%	18.0	32.4%
2013	Fern Creek Traditional HS				17.1	47.70%	17.7	31.1%	17.8	31.5%
2014	Fern Creek Traditional HS				16.7	44.8%	17.9	35.3%	17.7	32.8%
	<b>Four-Year Change</b>				<b>-0.30</b>	<b>0.1%</b>	<b>0.60</b>	<b>6.3%</b>	<b>-0.50</b>	<b>-3.7%</b>
2010	Southern HS	Yes	2	ReStaff	14.2	21.2%	16.1	17.2%	16.0	20.8%
2011	Southern HS	Yes			13.9	18.4%	16.6	20.7%	15.9	19.5%
2012	Southern HS	Yes			15.0	27.2%	17.2	25.4%	15.9	19.2%
2013	Southern HS	Yes			15.4	31.20%	17.4	25.5%	17	29.3%
2014	Southern HS	Yes			15.3	31.7%	16.7	20.6%	16.4	25.2%
	<b>Four-Year Change</b>				<b>1.1</b>	<b>10.5%</b>	<b>0.60</b>	<b>3.4%</b>	<b>0.40</b>	<b>4.4%</b>
2010	Valley HS	Yes	1	Transform	13.0	15.7%	15.1	6.3%	14.8	10.5%
2011	Valley HS	Yes			14.3	22.7%	15.6	8.6%	15.8	17.3%
2012	Valley HS	Yes			13.8	20.9%	15.7	9.0%	15.4	18.1%
2013	Valley HS	Yes	1		13.4	18.3%	15.9	12.8%	15.4%	18.7%
2014	Valley HS	Yes			15.0	28.2%	16.2	14.5%	15.6	17.7%
	<b>Four-Year Change</b>				<b>2.00</b>	<b>12.5%</b>	<b>1.1</b>	<b>8.2%</b>	<b>0.8</b>	<b>7.2%</b>

2010	Waggener HS	Yes	2	ReStaff	14.9	31.3%	16.5	20.5%	16.7	28.7%
2011	Waggener HS	Yes			14.6	27.2%	17.1	25.5%	16.4	21.2%
2012	Waggener HS	Yes			14.9	31.3%	16.9	22.2%	16.2	23.9%
2013	Waggener HS	Yes			14.5	29.30%	17	23.3%	16.2	22.90%
2014	Waggener HS	Yes			15.6	36.0%	17.5	26.7%	17	28.0%
	<b>Four-Year Change</b>				<b>0.7</b>	<b>4.7%</b>	<b>1.0</b>	<b>6.2%</b>	<b>0.3</b>	<b>-0.7%</b>
2010	Fairdale HS Mca	Yes	2	ReStaff	14.5	27.1%	16.7	21.2%	16.4	23.6%
2011	Fairdale HS Mca	Yes			14.8	25.1%	17.0	23.1%	17.0	24.6%
2012	Fairdale HS Mca	Yes			14.1	23.5%	16.8	20.1%	15.7	15.8%
2013	Fairdale HS Mca	Yes			14.7	30.4%	16.9	23.5%	16.5	25.6%
2014	Fairdale HS Mca	Yes			15.6	34.7%	17.9	32.7%	16.9	29.1%
	<b>Four-Year Change</b>				<b>1.10</b>	<b>7.6%</b>	<b>1.20</b>	<b>11.5%</b>	<b>0.50</b>	<b>5.5%</b>
2010	Seneca High	Yes	2	ReStaff	16.7	40.7%	17.4	30.6%	18.0	34.9%
2011	Seneca High	Yes			15.3	35.1%	17.0	19.9%	17.5	30.6%
2012	Seneca High	Yes			16.2	35.8%	17.5	25.9%	17.0	25.3%
2013	Seneca High	Yes			15.3	34.2%	16.6	15.8%	16.4	22.6%
2014	Seneca High	Yes			15.6	34.2%	16.7	18.4%	16.6	24.2%
	<b>Four-Year Change</b>				<b>-1.1</b>	<b>-6.5%</b>	<b>-0.7</b>	<b>-12.2%</b>	<b>-1.4</b>	<b>-10.7%</b>
2010	Western HS	Yes	1	ReStaff	12.7	10.2%	15.3	7.8%	14.7	12.2%
2011	Western HS	Yes			12.4	11.9%	15.7	10.0%	14.7	10.6%
2012	Western HS	Yes			14.4	22.4%	16.1	13.8%	14.9	11.5%
2013	Western HS	Yes			14.5	24.7%	15.9	9.0%	15.3	13.8%
2014	Western HS	Yes			13.9	19.4%	15.7	11.6%	15.6	14.8%
	<b>Four-Year Change</b>				<b>1.2</b>	<b>9.2%</b>	<b>0.4</b>	<b>3.8%</b>	<b>0.9</b>	<b>2.6%</b>



2010	Doss High	Yes	2	ReStaff	14.3	20.9%	16.0	14.7%	15.9	18.3%
2011	Doss High	Yes			13.8	20.5%	16.3	17.9%	15.4	14.2%
2012	Doss High	Yes			13.7	18.3%	16.1	13.9%	15.4	14.9%
2013	Doss High	Yes			13.6	22.8%	15.9	12.2%	15.6	19.1%
2014	Doss High	Yes			14.1	23.6%	16.6	16.8%	16.2	20.5%
	<b>Four-Year Change</b>				<b>-0.2</b>	<b>2.7%</b>	<b>0.6</b>	<b>2.1%</b>	<b>0.3</b>	<b>2.2%</b>
2010	Iroquois HS	Yes	2	ReStaff	13.0	18.4%	15.5	11.1%	14.9	15.0%
2011	Iroquois HS	Yes			13.4	18.3%	16.2	13.3%	15.4	16.1%
2012	Iroquois HS	Yes			12.9	13.6%	15.9	11.0%	14.6	12.7%
2013	Iroquois HS	Yes			13.3	17.9%	16.2	14.8%	15	13.2%
2014	Iroquois HS	Yes			13.1	14.5%	15.9	10.6%	15.1	14.0%
	<b>Four-Year Change</b>				<b>0.1</b>	<b>-3.9%</b>	<b>0.4</b>	<b>-0.5%</b>	<b>0.2</b>	<b>-1.0%</b>
2010	Academy @ Shawnee	Yes	1	ReStaff	12.7	15.3%	14.8	5.6%	14.3	9.7%
2011	Academy @ Shawnee	Yes			12.5	9.6%	15.8	13.3%	14.2	6.0%
2012	Academy @ Shawnee	Yes			13.7	21.6%	15.6	7.8%	14.7	9.8%
2013	Academy @ Shawnee	Yes			14.2	20.0%	16.0	11.1	14.9	16.7%
2014	Academy @ Shawnee	Yes			14.7	23.1%	16.3	15.7%	15.3	13.2%
	<b>Four-Year Change</b>				<b>2.0</b>	<b>7.8%</b>	<b>1.5</b>	<b>10.1%</b>	<b>1.0</b>	<b>3.5%</b>
2010	Knox Central HS	Yes	3	Transform	16.6	41.6%	17.4	29.0%	17.3	31.1%
2011	Knox Central HS	Yes			15.3	31.4%	17.1	23.2%	17.1	25.3%
2012	Knox Central HS	Yes			17.0	42.7%	17.3	25.7%	17.4	29.8%
2013	Knox Central HS	Yes			17.6	44.0%	17.6	31.0%	17.8	30.8%
2014	Knox Central HS	Yes			17.1	45.9%	17.6	31.2%	17.6	32.2%
	<b>Four-Year Change</b>				<b>0.50</b>	<b>4.3%</b>	<b>0.20</b>	<b>2.2%</b>	<b>0.30</b>	<b>1.1%</b>

2010	Lawrence Co HS	Yes	1	Transform	16.3	38.5%	16.6	20.0%	18.1	35.1%
2011	Lawrence Co HS	yes			16.5	36.9%	16.3	11.9%	18.1	28.6%
2012	Lawrence Co HS	yes			17.5	43.1%	16.8	23.6%	18.7	41.0%
2013	Lawrence Co HS	Yes			17.0	45.9%	17.6	27.4%	19	38.1%
2014	Lawrence Co HS	Yes			17.8	47.5%	17.4	24.8%	19.5	47.5%
	<b>Four-Year Change</b>				<b>1.50</b>	<b>9.0%</b>	<b>0.80</b>	<b>4.8%</b>	<b>1.40</b>	<b>12.4%</b>
2010	Lee Co HS	Yes	3	Transform	15.9	30.2%	16.3	9.4%	17.0	18.9%
2011	Lee Co HS	Yes			15.7	29.8%	16.9	20.2%	16.8	23.8%
2012	Lee Co HS	Yes			17.4	45.0%	17.8	33.8%	18.4	37.5%
2013	Lee Co HS	Yes			17.4	51.9%	17.9	22.9%	17.9	31.3%
2014	Lee Co HS	Yes			17.5	45.6%	17.6	27.8%	18.8	43.0%
	<b>Four-Year Change</b>				<b>1.60</b>	<b>15.4%</b>	<b>1.30</b>	<b>18.4%</b>	<b>1.80</b>	<b>24.1%</b>
2010	Lincoln Co HS		3	Transform	16.6	39.4%	17.6	31.3%	18.3	36.1%
2011	Lincoln Co HS				16.7	39.2%	17.1	22.0%	18.5	34.7%
2012	Lincoln Co HS				18.7	56.8%	18.4	37.3%	19.5	47.9%
2013	Lincoln Co HS				18.6	58.7%	19	39.1%	19.8	50.4%
2014	Lincoln Co HS				18.4	54.7%	18.7	39.8%	19.3	44.1%
	<b>Four-Year Change</b>				<b>1.8</b>	<b>15.3%</b>	<b>1.1</b>	<b>8.5%</b>	<b>1.0</b>	<b>8.0%</b>
2010	Livingston Central HS		3	Transform	17.8	50.6%	18.0	37.7%	19.2	42.9%
2011	Livingston Central HS				18.3	50.0%	17.2	20.5%	18.4	36.4%
2012	Livingston Central HS				18.2	53.8%	17.8	30.8%	18.5	41.3%
2013	Livingston Central				19.0	53.1%	18.8	40.6%	20	52.9%

	HS									
2014	Livingston Central HS				18.3	46.2%	18.4	37.2%	18.4	34.6%
	<b>Four-Year Change</b>				<b>0.5</b>	<b>-4.4%</b>	<b>0.4</b>	<b>-0.5%</b>	<b>-0.8</b>	<b>-8.3%</b>
2010	Sheldon Clark HS		2	Transform	15.7	32.2%	16.2	16.8%	18.0	36.4%
2011	Sheldon Clark HS				15.1	30.1%	16.1	11.9%	17.4	30.8%
2012	Sheldon Clark HS				14.6	27.0%	16.2	16.0%	16.8	27.6%
2013	Sheldon Clark HS				15.2	36.4%	16.8	19.4%	17.1	29.7%
2014	Sheldon Clark HS				16.5	42.5%	17.3	24.8%	18.3	35.4%
	<b>Four-Year Change</b>				<b>0.80</b>	<b>10.3%</b>	<b>1.10</b>	<b>8.0%</b>	<b>0.30</b>	<b>-1.0%</b>
2010	Metcalf Co HS		1	Transform	17.9	53.4%	17.1	28.0%	18.5	38.1%
2011	Metcalf Co HS				17.9	46.7%	19.3	46.7%	19.4	42.9%
2012	Metcalf Co HS				16.3	34.0%	19.5	52.6%	17.6	32.0%
2013	Metcalf Co HS				17.0	50.9%	19.0	50.9%	19.3	42.7%
2014	Metcalf Co HS				17.5	46.5%	20.6	62.6%	19.5	48.5%
	<b>Four-Year Change</b>				<b>-0.4</b>	<b>-6.9%</b>	<b>3.5</b>	<b>34.6%</b>	<b>1.0</b>	<b>10.4%</b>
2010	Newport HS		2	Transform	15.2	27.6%	16.7	25.2%	16.9	25.2%
2011	Newport HS				16.0	35.7%	17.1	24.1%	17.5	29.5%
2012	Newport HS				16.6	35.0%	17.7	28.0%	17.0	25.0%
2013	Newport HS				16.1	25.5%	17.5	23.4%	17.0	23.1%
2014	Newport HS				17.1	48.6%	17.6	28.4%	17.0	36.5%
	<b>Four-Year Change</b>				<b>1.90</b>	<b>21.0%</b>	<b>0.90</b>	<b>3.2%</b>	<b>0.10</b>	<b>11.3%</b>

2010	Perry Co Central HS		3	Transform	8.8	25.1%	8.9	16.9%	9.5	24.2%
2011	Perry Co Central HS				15.6	32.7%	16.4	17.8%	17.3	27.1%
2012	Perry Co Central HS				17.1	47.6%	17.0	21.6%	17.8	36.5%
2013	Perry Co Central HS				16.1	38.5%	17.2	22.4%	18.1	33.3%
2014	Perry Co Central HS				17.9	51.8%	17.8	29.9%	18.7	43.1%
	<b>Four-Year Change</b>				<b>9.1</b>	<b>26.7%</b>	<b>8.9</b>	<b>13.0%</b>	<b>9.2</b>	<b>18.9%</b>
2010	Pulaski Co HS		3	Transform	17.9	49.1%	18.6	39.7%	19.2	45.7%
2011	Pulaski Co HS				17.7	48.7%	17.9	30.9%	19.5	46.8%
2012	Pulaski Co HS				18.4	56.0%	18.5	37.9%	19.0	43.1%
2013	Pulaski Co HS				19.1	59.5%	19.1	46.8%	20.1	47.5%
2014	Pulaski Co HS				18.4	52.7%	20.1	57.2%	19.6	48.1%
	<b>Four-Year Change</b>				<b>0.5</b>	<b>3.6%</b>	<b>1.5</b>	<b>17.5%</b>	<b>0.4</b>	<b>2.4%</b>
2010	Franklin-Simpson HS	Yes	3	Transform	16.6	39.4%	17.5	26.1%	17.6	31.9%
2011	Franklin-Simpson HS	Yes			16.8	38.1%	17.7	25.7%	17.7	27.9%
2012	Franklin-Simpson HS	Yes			17.7	49.8%	18.3	32.0%	18.6	37.4%
2013	Franklin-Simpson HS	Yes			18.9	57.1%	19.1	44.8%	20.1	49.0%
2014	Franklin-Simpson HS	Yes			19.4	60.8%	19.9	50.5%	20.2	52.0%
	<b>Four-Year Change</b>				<b>2.8</b>	<b>21.4%</b>	<b>2.4</b>	<b>24.4%</b>	<b>2.6</b>	<b>20.1%</b>
2010	Trimble Co HS		3	Transform	17.2	45.2%	17.9	36.5%	18.5	44.2%
2011	Trimble Co HS				18.6	50.6%	17.9	24.7%	19.5	41.6%
2012	Trimble Co HS				20.9	70.8%	19.8	46.1%	20.7	57.3%

2013	Trimble Co HS				19.2	57.7%	18.6	35.9%	20.5	58.0%
2014	Trimble Co HS				19.7	68.6%	19.0	42.2%	20.4	52.9%
	<b>Four-Year Change</b>				<b>2.5</b>	<b>23.4%</b>	<b>1.1</b>	<b>5.7%</b>	<b>1.9</b>	<b>8.7%</b>
State Benchmark 2012-13					18.4	53.1	18.9	39.6	19.4	44.2
State Benchmark 2013-14					18.7	55.9	19.2	43.5	19.6	47.1
Greater than state benchmark				Gain			Greater than state average %			

### Kentucky Priority Middle School Explore Data 2010-2014

Year	School	Title I	Cohort	Transform/ Restaff	Mean English	% English Bench	Mean Math	% Math Bench	Mean Reading	% Reading Bench
2010	Dayton High School	Yes	3	Transform	12.0	36.7%	14.1	23.3%	12.9	31.7%
2011	Dayton High School	Yes			12.6	40.3%	13.2	7.5%	12.6	22.4%
2012	Dayton High School	Yes			13.1	48.8%	14.0	11.6%	13.5	37.2%
2013	Dayton High School	Yes			14.4	70.4%	14.6	23.9%	13.8	33.8%
2014	Dayton High School	Yes			13.7	58.7%	14.9	36.5%	13.9	39.7%
	<b>Four-Year Change</b>				<b>1.7</b>	<b>22.0%</b>	<b>0.8</b>	<b>13.2%</b>	<b>1.00</b>	<b>8.0%</b>
2010	Westport Middle	Yes	3	Transform	12.4	41.8%	13.2	23.6%	12.3	26.8%
2011	Westport Middle	Yes			12.0	36.3%	13.5	13.8%	12.3	18.8%
2012	Westport Middle	Yes			11.8	30.8%	13.2	8.6%	12.2	17.7%
2013	Westport Middle	Yes			12.8	42.9%	13.7	13.9%	12.7	22.1%
2014	Westport Middle	Yes			13.2	48.3%	13.8	18.7%	12.9	25.1%
	<b>Four-Year Change</b>				<b>0.80</b>	<b>6.5%</b>	<b>0.60</b>	<b>-4.9%</b>	<b>0.60</b>	<b>-1.7%</b>
2010	Robert Frost Middle	Yes	1	ReStaff	11.5	27.8%	11.8	7.9%	11.9	14.6%
2011	Robert Frost Middle	Yes			10.8	25.6%	11.9	3.8%	11.0	9.0%
2012	Robert Frost Middle	Yes			11.1	25.4%	12.5	4.6%	11.8	13.1%
2013	Robert Frost Middle	Yes			11.5	32.3%	12.9	6.0%	11.4	4.8%
2014	Robert Frost Middle	Yes			10.9	22.9%	12.4	7.1%	11.1	7.1%
	<b>Four-Year Change</b>				<b>-0.60</b>	<b>-4.9%</b>	<b>0.60</b>	<b>-0.8%</b>	<b>-0.80</b>	<b>-7.5%</b>
2010	Thomas Jefferson Middle	Yes	3	ReStaff	12.5	44.1%	13.3	16.7%	12.6	25.9%
2011	Thomas Jefferson Middle	Yes			11.4	34.3%	13.1	10.0%	12.1	15.9%
2012	Thomas Jefferson Middle	Yes			12.3	40.8%	13.6	12.6%	12.8	19.9%

2013	Thomas Jefferson Middle	Yes			11.7	33.9%	13.1	13.6%	12.1	15.3%
2014	Thomas Jefferson Middle	Yes			11.6	32.5%	13.1	13.6%	11.9	16.7%
	<b>Four-Year Change</b>				<b>-0.90</b>	<b>-11.6%</b>	<b>-0.20</b>	<b>-3.1%</b>	<b>-0.70</b>	<b>-9.2%</b>
2010	Stuart Middle	Yes	3	Transform	11.9	35.6%	12.4	15.3%	12.0	17.4%
2011	Stuart Middle	Yes			11.9	35.8%	12.8	13.9%	12.3	18.3%
2012	Stuart Middle	Yes			12.0	37.0%	13.3	10.0%	12.3	19.0%
2013	Stuart Middle	Yes			11.9	37.0%	13.0	10.0%	12.1	15.5%
2014	Stuart Middle	Yes			12.1	39.7%	13.3	15.0%	12.3	19.3%
	<b>Four-Year Change</b>				<b>0.20</b>	<b>4.1%</b>	<b>0.90</b>	<b>-0.3%</b>	<b>0.30</b>	<b>1.9%</b>
2010	Myers Middle School	Yes		Transform	12.2	39.2%	13.6	26.6%	12.7	24.5%
2011	Myers Middle School	Yes			11.5	31.9%	13.1	15.1%	12.0	16.0%
2012	Myers Middle School	Yes			12.0	37.0%	13.4	14.4%	12.6	23.0%
2013	Myers Middle School	Yes			11.6	32.8%	13.1	9.2%	11.9	12.2%
2014	Myers Middle School	Yes			11.6	33.3%	12.4	8.0%	11.9	14.8%
	<b>Four-Year Change</b>				<b>-0.60</b>	<b>-5.9%</b>	<b>-1.2</b>	<b>-18.6%</b>	<b>-0.80</b>	<b>-9.7%</b>
2010	Knight Middle	Yes	2	ReStaff	11.5	27.5%	12.5	11.4%	12.3	22.2%
2011	Knight Middle	Yes			11.3	31.8%	12.6	8.0%	11.5	11.9%
2012	Knight Middle	Yes			11.9	35.7%	13.0	8.4%	12.3	16.1%
2013	Knight Middle	Yes			11.9	36.4%	13.1	11.2%	12.2	14.7%
2014	Knight Middle	Yes			12.0	42.1%	13.3	8.3%	12.6	18.6%
	<b>Four-Year Change</b>				<b>0.5</b>	<b>14.6%</b>	<b>0.8</b>	<b>-3.1%</b>	<b>0.3</b>	<b>-3.6%</b>
2010	Olmsted Academy North	Yes	3	Transform	10.7	20.9%	12.0	12.2%	11.4	10.9%
2011	Olmsted Academy North	Yes			10.8	25.1%	12.5	9.6%	11.5	12.8%
2012	Olmsted Academy North	Yes			11.0	25.4%	12.3	8.5%	11.4	12.5%

2013	Olmsted Academy North	Yes			11.6	32.1%	13.4	13.1%	11.5	10.9%
2014	Olmsted Academy North	Yes			11.1	24.4%	12.7	11.1%	11.3	11.5%
	<b>Four-Year Change</b>				<b>0.4</b>	<b>3.5%</b>	<b>0.7</b>	<b>-1.1%</b>	<b>-0.1</b>	<b>0.6%</b>
2010	Western Middle School	Yes	1	Restaff	10.5	14.3%	11.5	5.0%	11.3	11.4%
2011	Western Middle School	Yes			10.2	17.2%	12.0	3.3%	11.1	3.3%
2012	Western Middle School	Yes			10.6	18.4%	12.0	9.2%	11.4	5.7%
2013	Western Middle School	Yes			12.7	49.5%	13.3	6.6%	12.9	22.0%
2014	Western Middle School	Yes			13.3	50.4%	14.3	12.6%	13.5	30.3%
	<b>Four-Year Change</b>				<b>2.8</b>	<b>36.1%</b>	<b>2.80</b>	<b>7.6%</b>	<b>2.2</b>	<b>18.9%</b>
<b>Statewide 2012-13</b>					<b>14.6</b>	<b>66.0%</b>	<b>15.40</b>	<b>33.9%</b>	<b>14.5</b>	<b>41.6%</b>
<b>Statewide 2013-14</b>					<b>14.6</b>	<b>64.6%</b>	<b>15.30</b>	<b>34.6%</b>	<b>14.5</b>	<b>44.1%</b>
<b>Above state benchmark</b>		<b>Gain</b>								



### Priority Schools Proficiency Level and Percentile Rank 2013-2014

Priority School	District	Model	Overall Score 2013	Overall Score 2014	OS Gain or loss 2013-14	2013 Percentile (started below 5 <sup>th</sup> %)	2014 Percentile (started below 5 <sup>th</sup> %)	% Gain or loss 2013-2014	Classification
Caverna HS	Caverna Ind.	Transformation	52.9	61.1	8.2	3	22	19	NI
Fern Creek HS	Jefferson	Re-Staff	65.5	71.4	5.9	42	73	31	Prof/Prog
Robert Frost MS	Jefferson	Re-staff	43.7	43.5	-0.2	3	2	-1	NI
Lawrence County HS	Lawrence	Transformation	58.7	66.3	7.6	15	47	32	NI
Metcalfe County HS	Metcalfe	Transformation	72.6	75.3	2.7	78	89	11	Prof
Academy at Shawnee	Jefferson	Re-staff	48.2	56.2	8.0	1	9	8	NI
Valley HS	Jefferson	Re-staff	53.2	55.0	1.8	3	7	4	NI
Western MS	Jefferson	Re-staff	56.9	63.1	6.2	27	53	26	NI/Prog
Western HS	Jefferson	Re-staff	60.0	57.4	-2.6	19	12	-7	NI
East Carter HS	Carter	Transformation	74.0	77.0	3.0	85	94	9	Dist/Prog
Christian County HS	Christian	Transformation	66.2	68.7	2.5	47	59	12	NI
Doss HS	Jefferson	Re-staff	56.0	61.8	5.8	8	25	17	NI/Prog
Fairdale HS	Jefferson	Re-staff	62.6	67.4	4.8	28	55	27	NI
Greenup County HS	Greenup	Transformation	63.2	71.9	8.7	31	75	44	Prof/Prog
Iroquois HS	Jefferson	Re-staff	51.1	58.5	7.4	2	15	13	NI
Knight MS	Jefferson	Re-staff	43.7	45.0	1.3	3	5	2	NI/Prog
Sheldon Clark HS	Martin	Transformation	64.3	68.0	3.7	37	57	20	NI
Newport HS	Newport Ind.	Transformation	55.6	61.3	5.7	8	23	15	NI/Prog
Seneca HS	Jefferson	Re-staff	64.0	63.2	-0.8	34	31	-3	NI
Southern HS	Jefferson	Re-staff	57.4	63.9	6.5	12	34	22	NI/Prog
Waggener HS	Jefferson	Re-staff	59.4	65.1	5.7	17	41	24	NI/Prog
Dayton HS	Dayton Ind.	Transformation	62.4	60.4	-2.0	26	20	-6	NI
Dayton MS	Dayton Ind.	Transformation	57.9	57.7	-0.2	30	30	0	NI
Fleming County HS	Fleming	Transformation	69.0	66.4	-2.6	62	47	-15	NI
Franklin-Simpson HS	Simpson	Transformation	76.2	79.1	2.9	93	96	3	Dist/Prog

Olmsted Academy N.	Jefferson	Transformation	49.0	48.0	-1.0	8	7	-1	NI
Hopkins Central HS	Hopkins	Transformation	75.4	79.3	3.9	89	96	7	Dist/Prog
Knox Central HS	Knox	Transformation	53.5	59.5	6.0	5	18	13	NI/Prog
Lee County HS	Lee	Transformation	67.0	72.7	5.7	51	78	27	Prof/Prog
Lincoln County HS	Lincoln	Transformation	67.2	75.0	7.8	53	88	35	Prof/Prog
Livingston County HS	Livingston	Transformation	64.9	76.4	11.5	40	94	54	Dist/Prog
Myers MS	Jefferson	Transformation	39.3	41.7	2.4	1	1	0	NI/Prog
Perry County Central	Perry	Transformation	60.2	64.6	4.4	19	39	20	NI/Prog
Pulaski County HS	Pulaski	Transformation	77.1	83.6	6.5	94	98	4	Dist/Prog
Stuart MS	Jefferson	Transformation	49.1	48.3	-0.8	8	8	0	NI
Thomas Jefferson MS	Jefferson	Re-staff	46.9	48.8	1.9	6	8	2	NI/Prog
Trimble County HS	Trimble	Transformation	59.2	69.2	10.0	16	63	47	NI/Prog
Westport MS	Jefferson	Transformation	53.8	54.6	0.8	16	19	3	NI
Bryan Station HS	Fayette	Transformation	55.2	62.6	7.4	7	28	21	NI
<b>State</b>			<b>64.3</b>	<b>68.7</b>	<b>4.4</b>	<b>46</b>	<b>77</b>	<b>31</b>	<b>Prof/Prog</b>

**Yellow: Cohort 1,  
2009**

**Green: Cohort 2,  
2010**

**Blue: Cohort 3, 2011**

Dist = Distinguished

Prof = Proficient

Prog = Progressing

NI = Needs Improvement

## Percentage of Students Rated Proficient and Distinguished in Combined Reading and Math for Gap and All Students Groups

School	Gap Group % Prof/Dis 2011-12	Gap Group % Prof/Dis 2012-13	Gap Group % Prof/Dis 2013-14	Gap Group Met Target 2013-14	All Students % Prof/Dis 2011-12	All Students % Prof/Dis 2012-2013	All Students % Prof/Dis 2013-14	All Students % Met Target 2013-14	% GAP Between Group/All 2011-12	% GAP Between Group/All 2012-13	% Gap Between Group/All 2013-14	Change in gap from 2011-12 to 2013-14	≤5 Gap Between Groups 2013-14
Caverna HS	27.3	51.4	52.0	Y (41.8)	30.5	56.2	56.4	Y (44.4)	3.2	4.8	4.4	1.2	x
Fern Creek HS	36.1	29.5	32.4	N (48.9)	45.1	36.2	39.1	N (56.1)	9.0	6.7	6.7	-2.3	
Frost MS	12.2	11.7	14.3	N (29.8)	12.6	11.9	14.5	N (30.1)	0.4	0.2	0.2	-0.2	x
Lawrence Co. HS	23.9	30.8	26.2	N (39.1)	37.9	37.5	33.0	N (50.3)	14.0	6.7	6.8	-7.2	
Metcalfe Co. HS	45.2	48.6	42.5	N (56.2)	51.4	56.1	52.6	N (61.1)	6.2	7.5	10.1	3.9	
Academy @ Shawnee	11.4	17.5	20.1	N (29.1)	15.8	17.8	22.3	N (32.6)	4.4	0.3	2.2	-2.2	x
Valley HS	17.2	18.6	13.5	N (33.8)	18.4	20.9	15.8	N (34.7)	1.2	2.3	2.3	1.1	x
Western MS	23.8	35.6	39.9	Y (39.0)	25.6	37.9	42.7	Y (40.5)	1.8	2.3	2.8	1.0	x
Western HS	30.2	22.0	22.0	N (44.2)	31.8	22.4	23.2	N (45.4)	1.6	0.4	1.2	-0.4	x
School	Gap Group % Prof/Dis 2011-2012	Gap Group % Prof/Dis 2012-13	Gap Group % Prof/Dis 2013-14	Gap Group Met Target 2013-14	All Students % Prof/Dis 2011-12	All Students % Prof/Dis 2012-2013	All Students % Prof/Dis 2013-14	All Students % Met Target 2013-14	% GAP Between Group/All 2011-12	% GAP Between Group/All 2012-13	% Gap Between Group/All 2013-14	Change in gap from 2011-12 to 2013-14	≤5 Gap Between Groups 2013-14
E. Carter HS	28.4	45.7	43.8	Y (42.7)	38.0	53.3	47.8	N (50.4)	9.6	7.6	4.0	-5.6	x
Christian Co. HS	41.8	27.0	34.3	N (53.4)	49.6	32.7	41.0	N (59.7)	7.8	5.7	6.7	-1.1	
Doss HS	25.8	19.0	25.5	N (40.6)	28.4	21.7	27.9	N (42.7)	2.6	2.7	2.4	-0.2	x
Fairdale HS	34.1	31.9	35.5	N (47.3)	36.2	35.4	38.2	N (49.0)	2.1	3.5	2.7	0.6	x
Greenup HS	26.1	23.6	32.7	N (40.9)	38.7	29.1	44.7	N (51.0)	12.6	5.5	12.0	-0.6	
Iroquois HS	27.6	17.8	21.8	N (42.1)	27.7	18.2	22.9	N (42.2)	0.1	0.4	1.1	1.0	x

Knight MS	12.9	17.2	21.6	N (30.3)	15.4	19.6	23.5	N (32.3)	2.5	2.4	1.9	-0.6	x
Sheldon Clark HS	30.5	40.0	41.1	N (44.4)	32.5	45.4	44.9	N (46.0)	2.0	5.4	3.8	1.8	x
Newport HS	25.1	27.5	26.4	N (40.1)	25.0	32.8	26.5	N (40.0)	-0.1	5.3	0.1	0.2	x
Seneca HS	31.1	31.2	23.4	N (44.9)	39.9	36.0	26.9	N (51.9)	8.8	4.8	3.5	-5.3	x
Southern HS	33.0	29.9	20.2	N (46.4)	36.5	31.3	21.3	N (49.2)	3.5	1.4	1.1	-2.4	x
Waggener HS	29.4	30.0	39.0	N (43.5)	33.2	35.6	41.3	N (46.6)	3.8	5.6	2.3	-1.5	x
School	Gap Group % Prof/Dis 2011-2012	Gap Group % Prof/Dis 2012-13	Gap Group % Prof/Dis 2013-14	Gap Group Met Target 2013-14	All Students % Prof/Dis 2011-12	All Students % Prof/Dis 2012-2013	All Students % Prof/Dis 2013-14	All Students % Met Target 2013-14	% GAP Between Group/All 2011-12	% GAP Between Group/All 2012-13	% Gap Between Group/All 2013-14	Change in gap from 2011-12 to 2013-14	≤5 Gap Between Groups 2013-14
Dayton HS		26.2	20.8	N/A		28.7	24.2	N/A		2.5	3.4	3.4	x
Dayton MS	21.8	35.0	36.9	N (37.4)	25.0	39.2	41.2	Y (40.0)	3.2	4.2	4.3	1.1	x
Fleming Co. HS	34.6	33.8	24.3	N (47.7)	42.9	40.4	30.6	N (54.3)	8.3	6.6	6.3	-2.0	
Franklin Simpson HS	42.7	50.8	49.0	N (54.2)	53.5	61.3	56.4	N (62.8)	10.8	10.5	7.4	-3.4	
Olmsted Academy	14.3	15.4	17.8	N (31.4)	14.8	16.2	18.0	N (31.8)	0.5	0.8	0.2	-0.3	x
Hopkins Central HS	42.8	51.9	54.0	N (54.2)	48.2	58	64.6	Y (58.6)	5.4	6.1	10.6	5.2	
Knox Central HS	35.1	24.6	25.3	N (48.1)	37.3	27.1	32.7	N (49.8)	2.2	2.5	7.4	5.2	
Lee Co. HS	34.9	29.5	30.8	N (47.9)	41.9	36.2	36.5	N (53.5)	7.0	6.7	5.7	-1.3	
Lincoln Co. HS	42.1	33.2	41.8	N (53.7)	49.8	41.4	46.2	N (59.8)	7.7	8.2	4.4	-3.3	x
Livingston Co. HS	27.2	24.7	38.1	N (41.8)	38.1	30.8	49.9	N (50.5)	10.9	6.1	11.8	0.9	
Myers MS	17.3	14.8	15.3	N (33.8)	20.0	16.8	16.7	N (36.0)	2.7	2.0	1.4	-1.3	x
Perry Co. Central HS	23.9	33.7	28.2	N (39.1)	30.9	40.0	33.9	N (44.7)	7.0	6.3	5.7	-1.3	
Pulaski Co. HS	42.6	43.2	65.3	Y (54.1)	52.6	50.8	71.4	Y (62.1)	10.0	7.6	6.1	-3.9	
Stuart MS	15.1	18.5	19.6	N (32.1)	16.2	21.0	21.5	N (33.0)	1.1	2.5	1.9	0.8	x
Thomas Jefferson MS	15.1	20.0	21.5	N (32.1)	17.6	21.5	22.6	N (34.1)	2.5	1.5	1.1	-1.4	x
Trimble Co. HS	22.9	29.1	33.5	N (38.3)	35.7	38.7	41.0	N (48.6)	12.8	9.6	7.5	-5.3	

Westport MS	17.2	22.3	25.2	N (33.8)	20.1	26.9	30.2	N (36.1)	2.9	4.6	5.0	2.1	x
Bryan Station HS	27.5	32.6	37.9	N (42.0)	35.4	39.2	43.6	N (48.3)	7.9	5.6	5.7	-2.2	
Middle School (State)	31.8	34.3	37.6	N (45.4)	43.7	45.9	49.0	N (55.4)	11.9	11.6	11.4	-0.5	
High School (State)	33.2	34.5	34.8	N (46.6)	46.1	45.9	46.7	N (56.9)	12.9	11.0	11.9	-1.0	

**Above State  
Average**

Gaps closing