

Fifth Annual Equity Scorecard

**Developed and Prepared by
Fayette County Public Schools Equity Council
June 2015**

***Goal: Eliminate Race, Economic Status, Disability and Gender as
Predictors of Success in the Fayette County Public Schools***



Table of Contents

Preface	1
Statement from Roy Woods, Chairman of the Fayette County Public Schools Equity Council	2
Statement from Marlene Helm, Acting Fayette County Public Schools Superintendent	4
FCPS Equity Council Mission Statement	5
Acknowledgements	5
Explanation of Key Indicators	6
Notes about the Data	8
Fayette County Public Schools Demographics	9
Academic Achievement	10
College and Career Readiness	22
Graduation Rates and Dropout Rates	27
Suspension Rates	37
Special Education Identification	42
Gifted and Talented Enrollment	46
Advanced Placement and International Baccalaureate Enrollment	51
Staff Diversity	55
Glossary	61
Tentative Equity Council Monitoring Schedule	64
Appendix	A1

Preface

The Equity Scorecard is a joint project developed by representatives from both the Equity Council and Fayette County Public Schools in an effort to assess the current degree of equity in our school district. The data in this report gives us a snapshot of where we stand and illuminates the path to providing a world class education for every student in every school.

This is our fifth annual attempt at drawing all of this data into a single document and presenting it in a way that will make sense for both community members and educators. As you look at the data, you will see that there has been progress in some areas, but in others we have made frustratingly little. The numbers demand attention. History has shown that factual data often has a powerful effect upon parents, faculty members, administrators, counselors, community advocates and others and their motivation to eliminate disparities. We know it will take all of us working in concert to achieve success for all kids.

There is one central question we hope you will keep in mind as you review this document: How well is our education system serving ALL students, particularly traditionally disadvantaged minority students, students from lower income families and students with identified disabilities?

Once we have raised our collective awareness with an honest self-assessment that provides a clear and unambiguous picture of inequities, we can move on to interpretation and action. Interpretation will require us to ask the hard questions about the reasons for the disparities. Only then can we develop strategies to achieve equity in educational outcomes based on data, rather than preconceived notions about the students adversely affected by the achievement gap.

Moving ahead will require a shared commitment to equity and student success. We will need the continued support from leadership and willingness to confront difficult questions and make needed organizational and systemic changes.

Our intent is to be fully transparent in our efforts – both when we succeed and when we fall short. Equity will be achieved when we eliminate race, economic status, disability status, and gender as predictors of student success. We hope this scorecard will be a significant tool in that effort, acting as a living document that can be used to assess where the problems are, what solutions are being used to address the problems, and over time, how well we are doing.

We refuse to let this become a once a year update that gathers dust on a shelf. As such, the district Equity Council will monitor all indicators in this report regularly throughout the year and hold the district accountable for results. School administrators will be presenting to the Equity Council about their efforts to reduce achievement gaps. As you look at the numbers in this report, please remember that each disheartening disparity represents a child in our community who is not achieving and whose future may be challenging. Each failure to connect with students and keep them in school leads to a dream deferred. There is no more time to discuss and debate. The numbers are real and our kids deserve more.

Dear Readers:

As Chairperson of the Fayette County Public Schools Equity Council, it is my extreme pleasure to welcome you to the fifth step in our community's historic journey. Again this year, many people have made this scorecard possible and I am appreciative of their efforts. Leading the charge are the members of the Objective Equity Indicators committee, in addition to the entire Equity Council along with District Staff who have helped monitor the District's effort since the first Scorecard.

The aim of the Fifth Annual Equity Scorecard remains to monitor specific measurable goals reflected in this report, however, I'm hoping this year's scorecard will be used by those who have direct contact with our kids enabling them to seriously look at and constantly review and update their School Improvement Plans. Hopefully, as a result of this effort, the achievement gap will decrease and ultimately be eliminated.

Previously I have stated, and it is as important today as ever, that members of the Board of Education MUST continue to request monthly, quarterly and annual updates from those representing areas where improvement is needed. As part of the monitoring process, the BOARD must require School Based Decision Making Councils (SBDM) to submit the same updates as per requirements in Senate Bill 168. As a result, SBDM Councils should be able to report on how they have met or exceeded their goals. Over the last year there have been a number of community groups that are willing to join in to assist with closing & ultimately eliminating the achievement gaps.

The community is asking for the research to be conducted that target ways to design better math materials. This effort allows their curricular materials to be more effective at getting content across to students. We find as we talk with educators across The District that they are in need of professional development in many areas. Our District must respond appropriately. If teachers are not trained in new researched based methods, our kids will suffer and GOOD teachers will leave our District & go where professional development is valued.

In addition, the District Leadership must continue to ask itself several questions: Are our schools reaching parents while the child's in the womb to stress the importance of reading/education? How much do students learn on average that allows them to compete in a global society? Have we learned enough about ourselves to meet students' needs? Are we willing to hold ourselves and our colleagues accountable for implementation of district curriculum and state content standards? Are we on a personal mission to ensure all students achieve academic excellence? 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 your race?

Furthermore, we must continue to research, implement and review our alternative placement to suspension efforts in addition to the reintegration of students transitioning back to the District after a special placement has occurred. Strategic steps are needed to ensure this portion of the Scorecard's data improves.

The Equity Scorecard remains a tool to help our school district assess its effectiveness in providing historically disenfranchised students with the credentials they will need to excel in life. The Scorecard is not a threat and shouldn't be taken as such. Rather, its intent is to serve as a reminder that the futures our students experience will be shaped in large part by their readiness to access opportunities for which some of the competition is national and in some instances global.

I still hear from many that the metrics will guarantee results. However, I must add this bit of caution, that metrics alone don't guarantee results. Still, this tool gives the community a look at what the District is doing and allows us to measure progress, or lack thereof, so intervention plans can be put into place early.

Lastly, in the areas where the data suggest improvement has occurred, we must continue to look at those District Resident Experts and replicate their efforts. In areas where the gaps continue to exist, we must review our strategies/interventions so we can narrow and ultimately eliminate the gap that prohibits our District from becoming a world class school system.

Finally, I encourage parents to become more involved so they know what changes are occurring with their child. Parents, I can't reiterate enough that it's your right to know and understand what is happening with your child.

I continue to believe what gets inspected is respected. Therefore, our challenge as a community remains to continue to disaggregate existing data, and continue to be intentional about eliminating processes or policies that hinder us from locating the gaps in every phase of our system. We must continue to stress to our educators and all District employees the important role they play in educating, motivating, inspiring and empowering ALL of our students so ALL can achieve excellence.

Sincerely,

Roy Woods, Chair

Fayette County Public Schools Equity Council

Dear Readers:

Every child in our district is valuable. Every child in our district deserves an excellent education. Every adult in our district has an obligation to answer that call to action.

There is serious, intentional, kid-focused work to do. And there are no quick fixes. There is no single best program, policy, procedure or protocol that will address the diverse needs of our students. The reality is that we have and we have had an unacceptable achievement gap in the Fayette County Public Schools. We did not get here overnight and unfortunately we are not going to be able to fix things overnight.

We have the capacity in this district and this community to change the future for our children. Now we must have the will and undeterred determination to say this is a new day and we all have to be committed to working together to do things better.

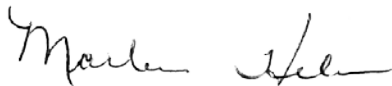
No one individual will come in and fix our issues. We each have a responsibility to work together to help make our district excel. We have to roll up our sleeves, set aside egos, forgive previous misunderstandings and find a way to work as a team to do what's right for students.

We, together, are the Fayette County Public Schools. Each of us has individual and collective responsibility to help make FCPS the best it can be. Each of us possesses a unique strength or gift, that when combined with the other talents on our team, will lead to extraordinary results.

Our students need us to step up and ensure that they are receiving the education that they deserve. We have an awesome opportunity to close a chapter, but also open a new one. As we prepare to welcome our next superintendent, I challenge us to recommit as a district and community to make sure that each and every student matters, is valued and that they have the tools and support they need to succeed.

The time is now. We don't need to talk about it. We don't need to study it. We must act.

Sincerely,

A handwritten signature in black ink, appearing to read "Marlene Helm". The signature is fluid and cursive, with the first name "Marlene" being more prominent than the last name "Helm".

Marlene Helm
Acting Fayette County Public Schools Superintendent

Fayette County Public Schools Equity Council

Mission and Belief Statements

The mission of the Equity Council is to monitor and analyze equity issues, advise the Fayette County Board of Education, and advocate for achievement for ALL students.

We believe we are advocates for all children regardless of their background or circumstances.

We believe we represent the Equity conscience of the community.

Acknowledgments

The Equity Scorecard would have not been possible had it not been for the patience and perseverance of the following persons, who were committed to bring the community the most up to date data possible: Lisa Deffendall, Stephanie Hong, Daphne Jenkins, Ron Langley, Vince Mattox, Bonnie Mitchell-Clark, Michael Owen, Rob Sayre and Roy Woods.

“What the best and wisest parent wants for his own child, that must the community want for all its children.” – John Dewey

Explanation of Key Indicators

This scorecard looks not only at direct measures of student achievement such as test scores, but also examines eight other important indicators of equity in our children's learning environment that contribute to student outcomes and have a significant correlation to the success of our kids.

The following graphs and accompanying analyses will show reading and math scores, college and career readiness, graduation rates, dropout rates, suspension rates, special education identification, gifted and talented program participation, Advanced Placement and International Baccalaureate course enrollment, and staff diversity. Each student data set will be disaggregated by race, free, reduced or paid lunch status, identified disability status and gender. Staff diversity is presented by race.

In developing this scorecard, we took the time to compile the data, analyze the results and develop a meaningful, yet accurate and understandable, way to present the data to the general public. We share the following explanation of our data choices and some context for consideration to better help our readers understand the importance of the information included.

Academic Achievement: Although test scores are just one measure of student success, they are a critical point of reference. The goal of our schools is to ensure that every student has reached proficiency on state and national benchmarks and test scores provide an objective measure of how well we accomplished that mission. By examining the disaggregated percentages of students who achieved state standards on state tests, we will be able to see where we need to adapt our academic programs so all of our children can earn high marks.

College and Career Readiness: The ultimate measure of our schools is how well we are preparing graduates for life after high school. Equipping students to compete in the workplace or excel in post-secondary education is our core mission. A newly introduced measure in the state of Kentucky gauges how well schools are faring in this arena on the basis of college readiness test results, career benchmark exam scores and technical certificates issued. Although the state gives schools bonus points in the accountability system for students who meet both college and career benchmarks, our data is based on the unduplicated count.

Graduation Rates: Graduation rates measure the percentage of students who complete their high school diplomas within four years. Prior to 2012-13, the Kentucky Department of Education used "Average Freshman Graduation Rate" (AFGR) to gauge this measure. AFGR compares the number of students who earn their diploma in a given year with the average number of ninth- and tenth-graders enrolled in that graduating class during their four year journey through high school. Beginning with the 2012-13 school year, the state began reporting an "Adjusted Cohort Graduation Rate," which followed students from their first year in high school through their expected year of graduation. More detail about this difference can be found in Appendix A6.

Dropout Rates: While graduation rates measure the success of students who complete high school, by looking at the students we lose, we can see where we need to bolster efforts to engage our kids before it's too late. By looking at disaggregated data on both sides of this coin, we can better gauge where our efforts are falling short to help all students achieve success. The analysis of the dropout rates by subgroup will help us to identify students at risk of dropping out and extend greater resources to them to ensure higher graduation rates for all students.

Suspension Rates: If students are not in school because they have been suspended, then they are missing out on the instruction they need to succeed. Discipline issues are clearly related to academic achievement. In this report, we have included suspension data disaggregated by race, income, gender and identified disability status groups. The unduplicated numbers reflect how many different students have been suspended, regardless of whether they were suspended once or multiple times.

Special Education Identification: Misidentifying students for special education services can have immediate and long term negative effects. The data included in this scorecard reflects the demographics of the students who have been formally identified to receive special education services.

Gifted and Talented Program Participation: Access to the most rigorous and challenging course offerings must be afforded to all children, regardless of race, income, gender or disability status. The data included in this scorecard reflects the number of children who participated in gifted and talented programs, not the numbers of students who were identified or nominated for enrollment.

Enrollment in Advanced Placement and International Baccalaureate Courses: Students who take AP or IB classes in high school have a leg up on other college-bound teens. Not only is the class work more engaging and challenging, but the college admissions process rewards those who take advantage of the more rigorous curriculum. Also, students who take and pass the AP tests may earn college credit for those courses, thereby reducing the rising costs of higher education. The data in this report will help us to focus on enrolling more students into these programs, with hopes of sending more students to post-secondary opportunities after graduation and better preparing them for success once they get there.

Staff Diversity: Fayette County Public Schools feels it is important to create a culturally diverse environment both in and out of the classroom in order for our students to reach their highest potential. By presenting data on the demographics of our staff, we will be able to track our progress in recruitment and hiring to ensure diverse campuses and workplaces.

Notes about the Data

Ideally, the Equity Council would like to analyze five years of data in order to consider trends. The shift in Kentucky to the new “Unbridled Learning” testing and accountability system has resulted in changes to the way data is collected and reported.

As new indicators of student success have been adopted, such as college and career readiness and graduation rates, those items have been included in the scorecard.

We have presented all of the data currently available since the 2009-2010 school year, with the goal of reporting a full complement of five years. One exception is in the area of college and career readiness, for which only three years of data have been released. Another is for graduation rates where we have five years of data for racial groups and gender, but only two for economic status and Identified Disability status. The third exception is for academic achievement in reading and math for which we have three years of data since the K-PREP test was implemented.

The percentages in each chart, with the exception of staff diversity, will not add up to 100%. The percentage as included represents what portion of each demographic is in the given category. For example, in the charts on academic achievement, we show what percentage of each subgroup of students scored at or above proficiency in reading. The first number on the first page of graphs (p. 11) shows that 31.5% of African American students were proficient or distinguished in reading in 2011-2012. That percentage should be taken to mean that 31.5% of African American students **tested in reading that year** were proficient or distinguished in reading, not that 31.5% of the students who scored proficient or distinguished in 2011-2012 were African-American.

In contrast, on the charts reflecting staff diversity, we are presenting what percentage of the total student population was of each race that year and what corresponding percentage of the FCPS workforce was of each race.

For each indicator in the scorecard, we will first present a graph of the disaggregated data, followed by a discussion and analysis of the gaps and trends. For each data measurement point, members of the Fayette County Public Schools leadership team have also summarized ongoing efforts, new initiatives, discontinued efforts and efforts under development to address the disparities between subgroups.

If you have specific questions about data, please call Rob Sayre at 859-381-4187, or Michael Owen at 859-381-4245.

Fayette County Public Schools Demographics

2013-2014

Total number of students enrolled: 41,806

Racial Balance:

- African-American: 22.2%
- Asian: 4.1%
- Hispanic: 13.2%
- White: 56.1%
- Other: 4.3%

Gender Balance:

- Male: 51.0%
- Female: 49.0%

Students who qualified for free or reduced meals: 52.3%

Students with identified disabilities: 10.2%

Academic Achievement

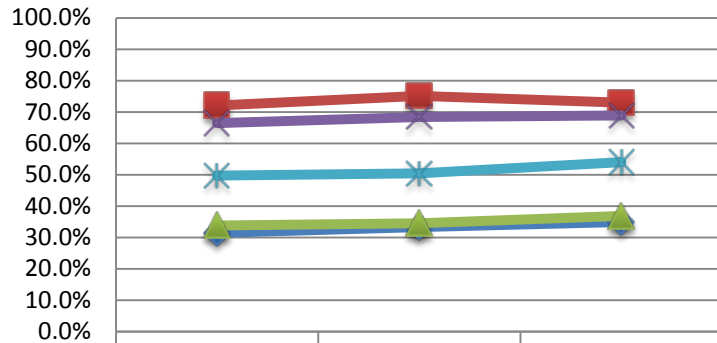
The charts on the next two pages show the percentages of students tested who scored proficient or distinguished on state reading and math tests, disaggregated by subgroup.

You will note we only provide three years of data on achievement. In 2011-2012, Kentucky students began taking more rigorous state tests based on more challenging material and higher expectations. Proficiency rates from the K-PREP test cannot be compared with previous years.

Academic Achievement in Reading

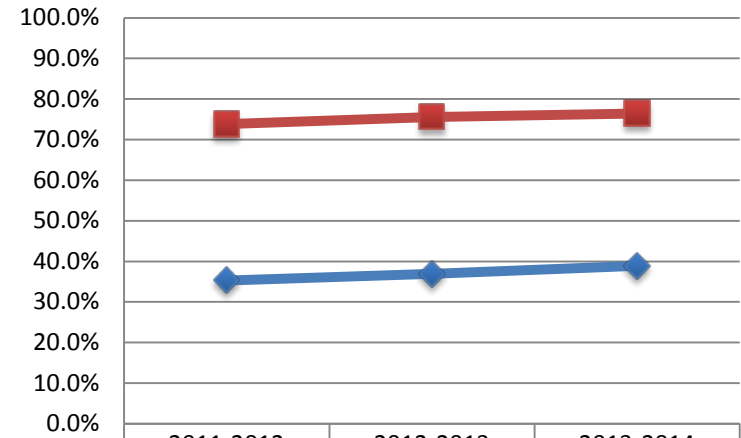
Percentage of students tested who earned proficient or distinguished scores in reading

By Race



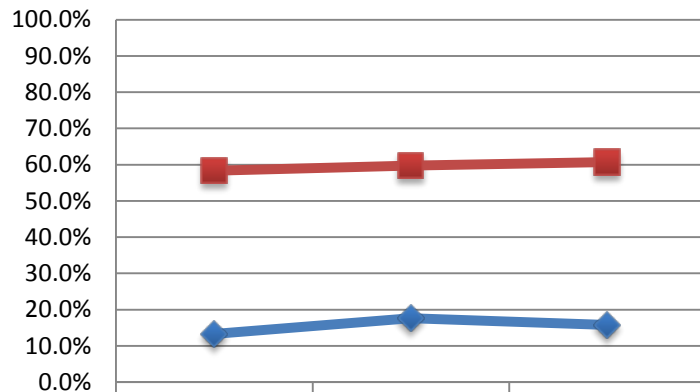
	2011-2012	2012-2013	2013-2014
◆ African American	31.5%	33.3%	34.9%
■ Asian	72.1%	75.1%	73.0%
▲ Hispanic	33.8%	34.5%	36.9%
✕ White	66.5%	68.4%	68.9%
* Other	49.7%	50.4%	54.0%

By Economic Status



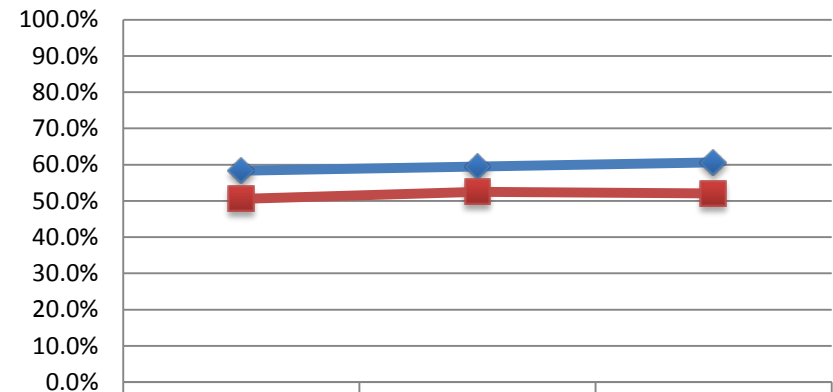
	2011-2012	2012-2013	2013-2014
◆ Free or Reduced Lunch	35.2%	36.9%	38.9%
■ Paid Lunch	73.9%	75.6%	76.4%

By Identified Disability



	2011-2012	2012-2013	2013-2014
◆ Identified Disabled	13.3%	17.6%	15.8%
■ Non-disabled	58.3%	59.7%	60.7%

By Gender

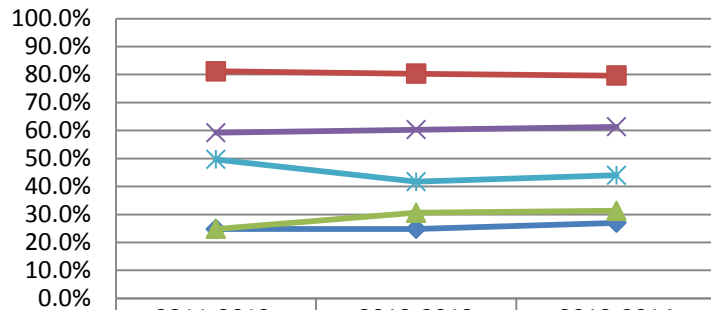


	2011-2012	2012-2013	2013-2014
◆ Female	58.3%	59.5%	60.6%
■ Male	50.6%	52.5%	52.1%

Academic Achievement in Math

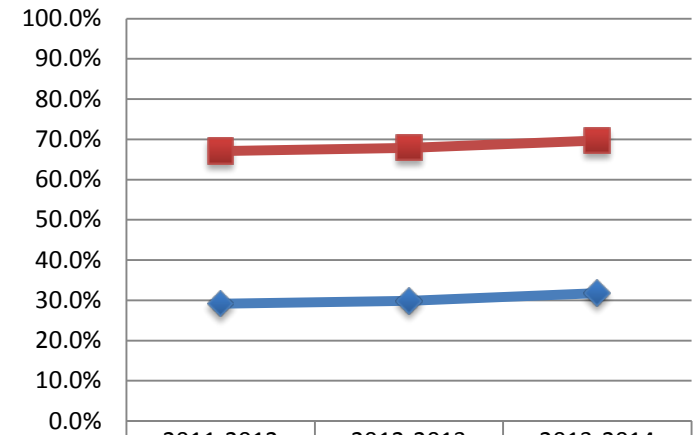
Percentage of students tested who earned proficient or distinguished scores in math

By Race



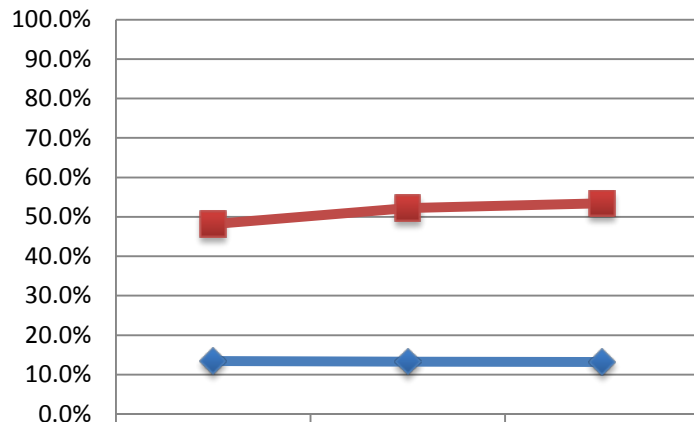
	2011-2012	2012-2013	2013-2014
◆ African American	24.8%	24.8%	27.0%
■ Asian	81.2%	80.3%	79.6%
▲ Hispanic	24.8%	30.6%	31.3%
✕ White	59.2%	60.3%	61.3%
* Other	49.6%	41.7%	44.0%

By Economic Status



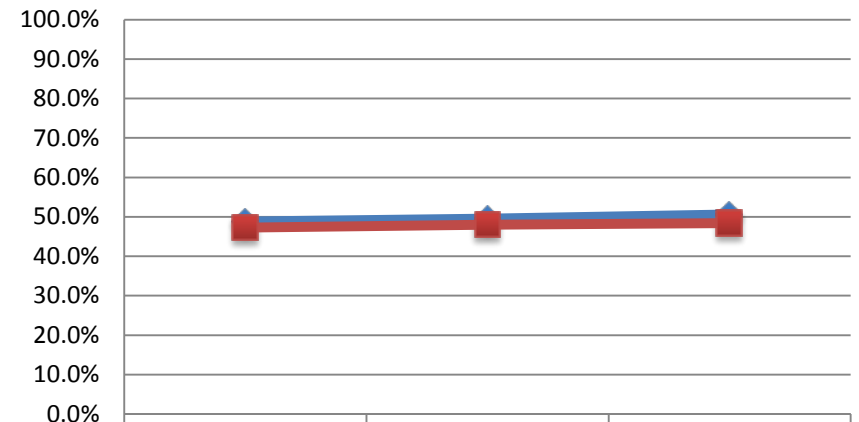
	2011-2012	2012-2013	2013-2014
◆ Free or Reduced Lunch	29.2%	29.9%	31.8%
■ Paid Lunch	67.1%	67.9%	69.7%

By Identified Disability



	2011-2012	2012-2013	2013-2014
◆ Identified Disabled	13.4%	13.3%	13.2%
■ Non-disabled	48.2%	52.2%	53.4%

By Gender



	2011-2012	2012-2013	2013-2014
◆ Female	48.8%	49.5%	50.6%
■ Male	47.3%	48.0%	48.4%

What do the graphs show?

The graphs represent the three year trend (from 2011-2012 to 2013-2014) of the Fayette County Public Schools student achievement data in reading and math on the Kentucky Performance Rating for Educational Progress (K-PREP) for students in grades three through 8 or on end-of-course exams for high school with respect to race, economic status, identified disability status, and gender. For school-level specific data, see Appendix A1-A4.

Summary

The data show that there are still large and persistent achievement gaps between most groups. Most of the gaps decreased a small amount from last year, but the gaps between males and females and between students with an identified disability and those without increased for both math and reading since 2012-2013. On the positive side, most groups made improvements in 2013-2014 in reading and math. The exception was that the percent of Distinguished and Proficient students who were Asian or had an Identified Disability declined for math and reading as well as male students for reading.

Gaps in Reading:

- The gap between White students and African-American students is 34.0%.
- The gap between Asian students and White students is 4.1%.
- The gap between White students and Hispanic students is 32.0%.
- The gap between students not receiving free or reduced lunch and students receiving free or reduced lunch is 37.5%.
- The gap between students without an Identified Disability and students with an Identified Disability is 44.9%.
- The gap between female and male students is 8.5%.

Gaps in Math:

- The gap between White students and African-American students is 34.3%.
- The gap between Asian students and White students is 18.3%.
- The gap between White students and Hispanic students is 30.0%.
- The gap between students not receiving free or reduced lunch and students receiving free or reduced lunch is 37.9%.
- The gap between students without an Identified Disability and students with an Identified Disability is 40.2%.
- The gap between female and male students is 2.2%.

Fayette County Public Schools Efforts:

Ongoing Efforts

Beginning with the 2011-2012 school year, Kentucky became the first state in the nation to implement the nationally developed, more challenging Common Core State Standards in math, reading and English/language arts. Designed to be as rigorous as those in the top performing countries in the world, the standards were developed by teachers, researchers, and leaders in higher education and business ... people who know where students need to be to succeed. During the 2014-15 school year, FCPS implemented the “Next Generation Science Standards” (Common Core) at all schools, significantly raising science expectations for all learners.

Closing achievement gaps in the Fayette County Public Schools will require raising student achievement for all learners, while accelerating the achievement of students in the gap. The school district has quantified that goal in its Comprehensive District Improvement Plan (CDIP). Adopted by the Fayette County Board of Education in December of 2014, the CDIP called for increasing the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33 percent in 2012 to 66.5 percent in 2017. To accomplish this, the district goal is to meet or exceed the state delivery targets for all students in elementary (66.8), middle (67.3), and high schools (67.1) while accelerating performance results of students identified in the achievement gap by 1.5 times the annual delivery target by 05/31/2018 as measured by KPREP results in reading and math.

To achieve these goals, district initiatives include:

- **Multi-Tiered System of Support (MTSS)**

MTSS is a framework for systematically using data and problem solving to allocate education resources to improve learning for all students. The system ensures high quality instruction with intentional progress monitoring and data collection to produce student performance results. MTSS is designed to facilitate support for student academic and behavioral expectations ensuring access to rigorous learning opportunities. Through a series of progress monitoring, formative data analysis, and data driven decision-making, teaching and learning practices and services will be implemented to ensure acceleration of learning and gap closure. In November 2013, the district hosted an MTSS conference for teams of teachers and administrators from every school and special program in FCPS and disseminated a best-practices manual developed by school and district leaders. In the spring, a follow-up conference was held to target MTSS strategies at the high school level. The district has established a district level MTSS core team to provide follow up and expectations for schools based on information received at the MTSS Conference. School directors work with schools on developing school-level MTSS core teams.

The MTSS Core Implementation Team submitted a proposal to create the district's implementation plan and timeline. The goal is to ensure the fidelity of this critical district wide initiative. The MTSS Core Implementation Team believes the Multi-Tiered System of Support (MTSS) is the framework for systematically using data and problem solving with the intentional appropriation of resources to meet the needs of each and every student in Fayette County Schools.

To achieve the mission of Fayette County Public Schools the MTSS Core Implementation Team recommended the following steps toward the full implementation of the Multi-Tiered System of Support:

- Establish common and correct language, understanding, and practice across all initiatives to ensure clear expectations among the key players in our district.
- Create professional learning opportunities to support comprehensive implementation (all district and school staff) ensuring a collaborative community of support. It is critical this process identify each role as a contributor to student success.
- Create professional learning opportunities establishing a foundation for MTSS as an integrated part of the Professional Growth and Effectiveness System and Culturally Responsive Teaching and Learning (CRTL).
- Create ongoing structured professional development opportunities based on the assessed needs of schools.
- Develop and implement a three to five year plan to ensure the fidelity of the MTSS implementation.

As part of the district's three to five year MTSS CDIP strategy, the MTSS Core Implementation team has accomplished the following items:

- ✓ MTSS Implementation Team organized
- ✓ MTSS Implementation plan developed and approved by Chief Academic Officer (recommend sending to cabinet)
- ✓ MTSS Training design developed
- ✓ MTSS Overview with principals completed
- ✓ MTSS/CRTL joint meeting to establish six foundational components
- ✓ MTSS principal survey to establish school level implementation
- ✓ PBIS training implemented (in process)
- ✓ MTSS School level training in priority schools implemented (in process)
- ✓ MTSS SharePoint made available for all principals
- ✓ MTSS training materials updated and distributed as requested by principals.
- ✓ MTSS Plan developed
- ✓ MTSS Overview Training Implemented
- ✓ Culturally Responsive Cross District Team created
- ✓ Culturally Responsive Plan Implemented
- ✓ Corwin Culturally Responsive Framework adopted

- ✓ Culturally Responsive staff and service team assessment (Millcreek Elementary)
- ✓ ELL & SPED Districtwide PD "Meeting the Needs of all Students". MTSS alignment
- ✓ ELL District PD, Culturally Relevant Practices to engage ELL Students
- ✓ ELL Software Districtwide Implementation - Imagine Learning for language acquisition
- ✓ ELL software District implementations, Rosetta Stone and Achieve 3000-have middle school data
- ✓ ELL - "Can Do Descriptors" linked in IC to provide additional guidance for instruction
- ✓ Community school partner engagement
- ✓ Latino Parent Engagement - Urban Family Engagement Network (UFEN)
- ✓ Deployed Academic Vocabulary Strategy
- ✓ Developed a list of Closing Achievement Gap strategies. (Best Practices Document)
- ✓ PBIS Implementation

On April 10, 2015, members of the Core Implementation Team met with Cabinet to develop/identify a primary lead and establish the MTSS framework protocols ensuring all schools are implementing with fidelity.

- **Targeted Efforts with Low Performing Schools**

Focus School Cadre: Although district staff provides general district-level support for all schools, leadership recognizes that some schools have very specific needs and require additional support in raising achievement levels. During the 2013-14 school year, a cadre of turnaround schools, was created and placed under the leadership of a school director with specific experience in making progress in underperforming schools. This new coordinated team was created to provide individualized and customized support for both turnaround schools and schools identified as Focus Schools, and bring recommendations to the board regarding systematic next steps for improvement. Throughout the school year, this new collegial group received specialized training opportunities and support.

Service Teams: Beginning in October 2014, teams of staff members from various central office departments were created and lead by school directors to provide intensive support to low performing schools. The Service Team initiative is an intentional effort to leverage human and financial resources to close the achievement gap among disadvantaged students in these schools. School directors work with principals and their leadership teams to identify school priorities, structures, and systems that enhance the school improvement process and foster positive change at a more accelerated rate in low performing schools. School directors facilitate bi-weekly and in some cases weekly Service Team sessions with the principal and his or her staff. School directors report

Service Team progress to the Superintendent during Director and Cabinet meetings. All Service Teams are expected to report their progress to the Equity Council and Board of Education during their monthly meetings by the end of the 2014-2015 school year.

- **Title I Services**

The district implements districtwide and school specific Title I funded initiatives to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic standards.

Title I funds are used to support professional development needs in Title 1 schools like Reading Recovery and Math Recovery programs which address basic literacy and numeracy achievement in primary students. Title 1 funds also provide instructional support for homeless students through the McKinney Vento grant and district set aside allocations. All Title 1 schools receive social work services, with staff allocated using a formula that includes percent of families who qualify for free/reduced price meals. Social workers collaborate with staff and families to develop and implement strategies to eliminate barriers to student learning

Title I's Top Ten:

1. New training class of eight Reading Recovery teachers. (Yearlong college graduate level class taught after hours with observations and support during the school day of the trainees.)
2. Two former Reading Recovery teachers retrained and approved for providing services again.
3. Monthly Continuing Contact (training) for approximately 40 experienced Reading Recovery teachers both in Fayette and Woodford Co.
4. Staff participated in district ELA and Math curriculum/assessment development.
5. Trained over 100 teachers last summer on math literacy strategies and best practices through something called Add+Vantage Math Recovery. An additional 25 teachers are being trained starting this month. Basic assessment trainings (SNAP) have occurred as requested by several schools. All these teachers attend monthly PLC meetings for follow-up training, support, and book studies.
6. Supporting all RTA schools (elementary) and their RTA teacher with monthly support meetings and trainings as well as direct support to the principals as the budget manager of their grant.
7. Supported elementary schools interested in applying for the Math Achievement Grant by assisting them during the writing proposal process along with the district grant writer.

8. Two team members are assigned to service teams where they are working to support ELA & Math in grades K-3 for approximately 60% of their time. MTSS guidelines are followed when possible in supporting these schools. I am assigned to two service teams as well.
9. Observations of all Title I funded staff in Title I schools.
10. Providing differentiated PD as requested by individual schools/principals/teachers.

- **Culturally-Responsive Teaching and Learning (CRTL)**

CRTL lays the foundation across the district for understanding the importance of creating and fostering meaningful relationships in the teaching and learning process. Central to this work is developing an understanding of culture (value and language) and its critical role in establishing meaningful connections and relationships with students. When instruction is culturally responsive, it is designed to maximize the individual interest, beliefs, and talents to enhance and increase student engagement in the learning process

Based on the fact that only 10 schools have requested professional development or assistance in Culturally Responsive Teaching and Learning during the 2014-15 school year, we believe there has been a limited focus on this by our schools this year.

During the 2014-2015 school year, the district established a Culturally Responsive Teaching and Learning Taskforce comprised of teachers, parents, community members, principals and district administrators. The Taskforce engaged in research based study to establish district expectations for implementing a comprehensive approach to CRTL professional learning. The Taskforce also established expectations to ensure CRTL remained a critical/foundational part of the Multi-Tiered System of Support (MTSS).

A CRTL Implementation Team reviewed research, current protocols, and the status of school level implementation to determine a schedule for districtwide training and implementation (modules based on tiered instruction). These approaches were congruent with what teachers should know and be able to do to effectively implement strategies at each tiered level for all students to have access to equitable and rigorous learning opportunities.

As a result of the aforementioned efforts, the Office of Equity, School Support and Community Engagement contracted with CQ Research Center (a cultural competency and research-based organization) to provide CRTL diagnostic reviews at four pilot schools. Each school volunteered for the review and ensured staff participation. The diagnostic review paralleled the tenets of the Corwin CRTL Framework. The results of the review were shared with school leadership teams and staff. Professional

development aligned with the CRTL Corwin Framework will be offered as a follow up to the diagnostic review process.

The use of the CRTL Framework is still in the beginning stages of implementation. In the fall, the district sponsored opportunities for school level teams to attend CRTL Framework professional learning sponsored by Corwin. While the level of interest is growing, the systemic implementation outlined on the district's comprehensive plan remains in the awareness level domain. With this in mind, the District's CRTL Taskforce will submit policy recommendations to ensure intentional practice and professional learning are adequately applied to address the instructional needs of all students.

- **Professional Learning Activities**

English Learning Department (ELL) Department is sponsored an interactive workshop with Dr. Debbie Zacarian, an expert and published author in the area of Academic Language. The professional learning opportunity provided content access for all students through academic language. Specific culturally and linguistic strategies, provided participants with research based student engagement opportunities to enhance student access to content. School teams worked collaboratively to develop initial academic language plans. The ELL department offered follow up sessions to support implementation. A few schools contacted the department for technical assistance and guidance. Academic language is still critical to culturally and linguistic diverse student populations in FCPS.

The ELL Department also deployed a supplemental diagnostic tool to support language learner acquisition. Imagine Learning is an interactive software package designed to support classroom instruction while providing students and teachers with tools to access content and show growth through language development. The tool was introduced in October with new language learners and limited English proficient students. Based on a few months of implementation principals and teachers are seeing tremendous growth in language acquisition and content knowledge. The ELL Department plans to expand this implementation and will share results showing student growth after one year of data collection.

The Special Education (SPED) and ELL Department collaborated to provide a joint ELL and SPED teacher professional learning opportunity focused on dual identification. A noted and well known leader in special education and language acquisition studies was invited to provide a two-day workshop. Dr. Catherine Collier's workshop on Separating Difference from Disability was presented in the fall of 2014. The workshop provided the opportunity for ELL and SPED teacher to collaborate to meet the needs of students. The workshop received outstanding reviews. A follow up session is planned for the fall of 2015.

Numerous initiatives are being implemented across levels to support students with disabilities and their special education and general education teachers in the classroom. Training is ongoing that is focused on research based strategies in literacy, math, and behavior management. Another focus is on providing professional development to support effective co-teaching strategies and successful transitions from one level to another, as well as transition to post-secondary. Resource specialists and special education administrators have served as member of service teams to the schools identified for this initiative.

The Special Education Department developed and deployed the Autism Support Services Center – an online resource designed to give administrators, teachers, and parents easy access to evidence based practices and current information on supporting students with autism. Here is the web link:

(<http://my.fcps.net/media/38424/2013%20autism%20services%20and%20supports.doc>)

- **Positive Behavior Interventions and Supports (PBIS)**

PBIS is a framework for establishing systems and practices for the social culture and behavioral supports needed for a school to be an effective learning environment. The PBIS framework is integrated with Multi-tiered Systems of Support and Culturally-Responsive Teaching and Learning. Key features of PBIS include defining and teaching positive social expectations, acknowledging positive behavior, providing reasonable, consistent consequences for problem behavior, and frequent collection and analysis of data for decision- making. PBIS can be adapted to fit the needs of any school and is consistent with research-based principles of behavior.

By using districtwide Positive Behavior Interventions and Support (PBIS), we will create a more encouraging, safe, and orderly environment for the Fayette County Public Schools communities. Through instruction, comprehension, and regular practice, all stakeholders will use a consistent set of behavior expectations fostering an environment conducive for successful learning opportunities. Ongoing PBIS training and support is available to all FCPS schools.

- **District Staffing Taskforce**

A district Staffing Taskforce worked during the 2014-15 school year to create a new funding formula that moves Section 4 resources to school with high concentrations of students who qualify for free and reduced lunch. The recommendation is a first step toward a needs-based funding formula. Additional work is planned for the 2015-16 school year to review allocations of other funding sources to meet the needs of schools with high concentrations of poverty.

- **Senate Bill 168 (KRS 158.649) Planning**
KRS 158.649 represents Kentucky's achievement gap legislation, and became effective July 15, 2002. The statute requires all school councils (or principals, if there is not a council) to set annual targets for eliminating achievement gaps. Under the statute, “achievement gap” means a substantial difference in performance on any of the tested areas of the Kentucky Performance Rating for Educational Programs, K-PREP (accountability system). SBDM Councils must identify specific gap targets, come to agreement with the Superintendent on the goals and plans for meeting them, and provide a timeline for making ongoing revisions of the plan.

Efforts Currently Under Development

- A special education institute is planned for July 27-29, 2015.
 - The training on July 27 is for building principals and PGES coaches and part of the day will be focused on supporting principals in their evaluations of special education teachers in the Professional Growth and Effectiveness System.
 - July 28-29 – PD for Teachers - Developing IEPs to Make a Difference - The overarching theme is helping teachers match deficits to instruction to location of services (LRE). DAY 2: LITERACY STRATEGIES – focused on providing teachers with the tools they need to obtain baseline data, match reading deficits to instruction and make informed decisions regarding placement/least restrictive environment.
- Additional sessions are also planned throughout next school year to provide professional development in research-based math strategies and strategies for behavior and vocational functioning.
- Special Education Administrators and Instructional Directors are partnering with Central Kentucky Educational Cooperative to offer and provide professional development identified by schools as needs related to differentiating instruction in literacy and math, as well as co-teaching models. The goal is to build capacity and develop strong teacher leaders in each building.

College and Career Readiness

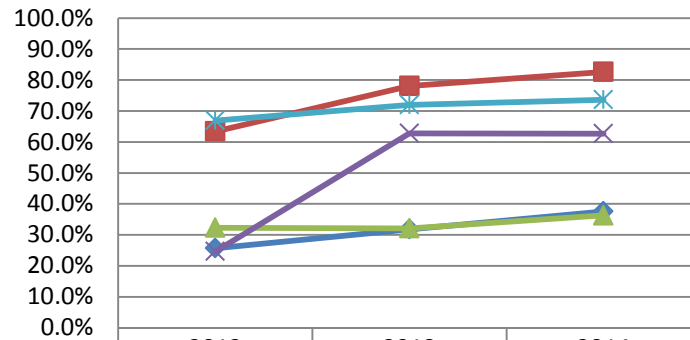
The charts on the next page show the percentages of high school graduates who reached college **or** career readiness benchmarks, disaggregated by subgroup. Although the state gives schools bonus points in the accountability system for students who meet both college *and* career benchmarks, our data is based on the unduplicated count.

College and career readiness became a new benchmark for student success with the adoption of the state's new Unbridled Learning accountability system. Data has only been released for three years.

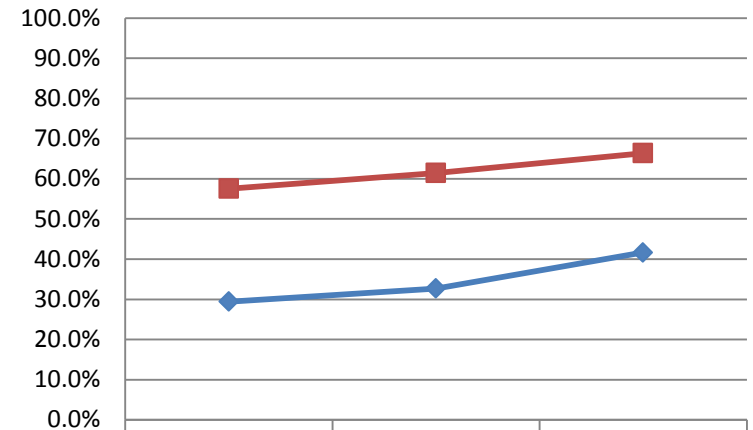
College and Career Readiness

Percentage of students who are college or career ready

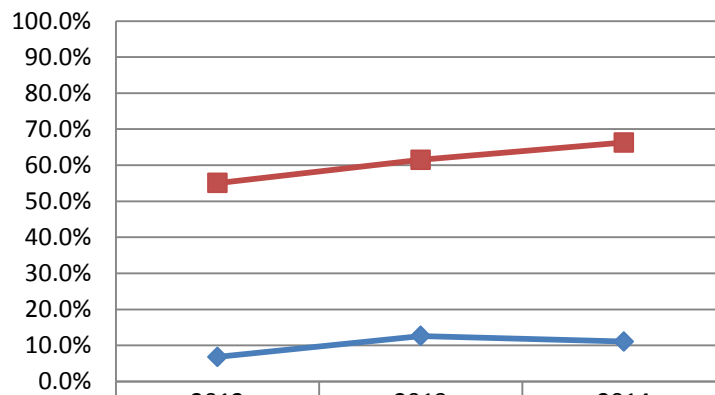
By Race



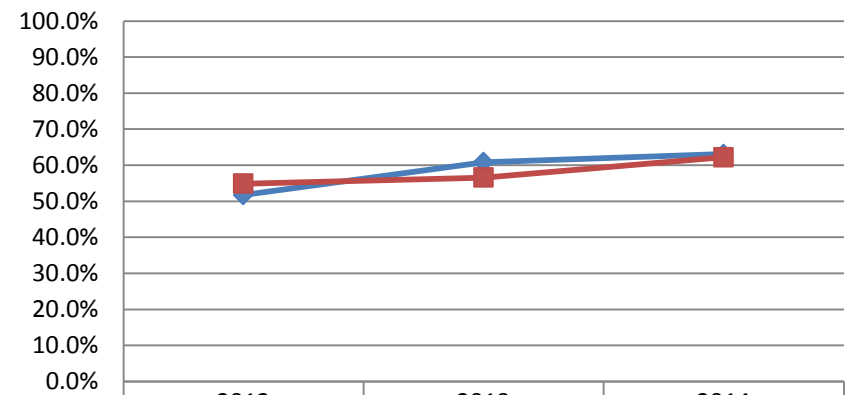
By Economic Status



By Identified Disability



By Gender



What do the graphs show?

The graphs represent the first three years of College and Career Readiness Data for Fayette County high school students, disaggregated by race, economic status, identified disability status and gender. For more detailed information see Appendix A5.

Summary

Ultimately, we want our students to leave our schools prepared for post-secondary education or with the skills to be employable in a good career. The graphs show that higher percentages of students from all groups except those with an identified disability are more college and career ready than in 2013. However, of all the data we present in this report card, the gaps in these data are perhaps the most disheartening and even more pronounced than the gaps in test scores. Furthermore, the gaps between White and Asian students and those with an identified disability and those without increased in 2014.

Gaps in College and Career Readiness:

- The gap between White students and African-American students is 36.1%.
- The gap between Asian students and White students is 9.0%.
- The gap between White students and Hispanic students is 37.4%.
- The gap between students not receiving free or reduced lunch and students receiving free or reduced lunch is 24.8%.
- The gap between students without an Identified Disability and students with an Identified Disability is 55.3%.
- The gap between female and male students is 0.9%.

Fayette County Public Schools Efforts:**Ongoing Efforts**

Efforts to increase college and career readiness in the district's high schools have to be as varied as the future aspirations of the students we serve. The state has established a test-based standard for determining college and career readiness, but as educators we know that preparing students for success in college or the work place is more than that.

Since performance on the ACT college admission test is the first college readiness benchmark established by the state, we have placed an emphasis on preparing students for that exam. Every student in the state of Kentucky takes the ACT as a junior. Our high schools offer practice exams, ACT prep classes, evening and weekend workshops and a computer-based ACT prep program called TCA. Classroom teachers also incorporate ACT-like questions into their daily classwork. High schools use the EXPLORE and PLAN data to identify student deficits in preparation for the ACT during junior year. Students not meeting benchmarks receive appropriate academic interventions with the goal of meeting the benchmarks set by the Council

on Postsecondary Education (CPE). Each school uses Systematic Problem-Solving (SPS) to develop and implement an effective MTSS structure to provide those interventions. Students who do not score well on the ACT have other test options and our schools have established corresponding intervention programs, remediation and supports for them as they take the COMPASS and KYOTE tests.

Another option available to students who have already shown college-readiness is dual credit courses offered at each of the five high schools. Students can earn high school and college credit at post-secondary institutions at the same time for minimal cost to the student or family.

Advance Placement (AP) courses are available at each of our high schools, as well, offering students the opportunity to earn college credit with successful scores on the AP exams. Our district also has an International Baccalaureate Program (IB) at one of our high schools, offering students a rigorous, accredited experience.

Each high school has various Career and Technical Education (CTE) pathways, as defined by KDE, within their schools. School staff members clearly define and communicate these pathways to students and parents and encourage students to schedule their coursework to include opportunities to complete a pathway and become career-ready. Beginning with the 2015-16 school year, schools may offer pathways in the Visual and Performing Arts, including Theater (Technical and Performance), Music (Vocal and Instrumental), Dance, and Visual Arts.

The high schools also work collaboratively with the three technical centers, Locust Trace Agriscience Center, Southside Technical Center, and Eastside Technical Center, to expand opportunities for students to achieve career-readiness within pathways offered at those program schools. Our technical schools offer advanced programs in dozens of career pathways and work cooperatively with post-secondary technical schools to ensure that we have the necessary articulation agreements established for students to be considered career ready.

Career-readiness, as defined by KDE, is two-pronged. The student can complete a pathway and receive a qualifying score on the KOSSA exam or complete an industry certification, such as welding or Certified Nursing Assistant (CNA). The student must also have a qualifying score on the ASVAB or Work Keys exam.

As a district we recognize the importance of opening new pathways for students whose needs are not being met in a traditional high school. In recent years, we have established The Learning Center, The Stables, Carter G. Woodson Academy, Locust Trace AgriScience Center, STEAM, and Opportunity Middle College to serve different students with different needs and interests.

The district is working now to develop and pilot a “middle to high school curriculum system” that aligns CTE pathways with core curriculum standards, integrating learning experiences wherever possible, so that students are able to meet dual goals of achieving college readiness and career readiness. The prototype system will use performance-based learning wherever possible, so that students are awarded credit for achieving mastery of critical learning outcomes based on demonstration of learning rather than the traditional seat time model. Each activity

related to this strategy will occur in collaboration with Innovation School and Technical High School leaders and staff/student/parent colleagues.

Fayette County's three technical schools are also currently joining with community partners to create new curriculum and instructional delivery models that align with workforce and higher education expectations toward successful transition from high school. Focusing on a pathway/cluster program at a time, each school has identified at least one industry partner and one higher education partner who agree to assist district staff in creating program standards that answer the question, "In order to be a viable candidate for employment/continued study in this area, our graduates must demonstrate..."

Following development of program standards, teams will:

- Review and revise current program structures to ensure alignment with program goals.
- Develop performance-based assessment structures to allow students to demonstrate learned skills in an authentic manner.
- Develop and/or expand instructional delivery models that include.
- Online course offerings designed to personalize learning content and pace.
- Field-based learning experiences to provide authentic and meaningful learning opportunities.
- Dual credit courses so that every graduate has college-level academic experiences to build confidence toward that level of work.

This work is currently underway in the areas of Homeland Security, Advanced Manufacturing, and Veterinary Services, and will ultimately expand to all CTE programs across the district, with two ultimate goals: 1) developing a proposal for a "certified" diploma system in which students demonstrating program competencies (described above) are "certified" by workplace/higher education mentors as "ready" for employment and/or advanced study; and 2) creating curriculum models that can be used to allow every Fayette County student to have the opportunity to connect his/her high school learning to post-graduate goals and aspirations.

Graduation and Dropout Rates

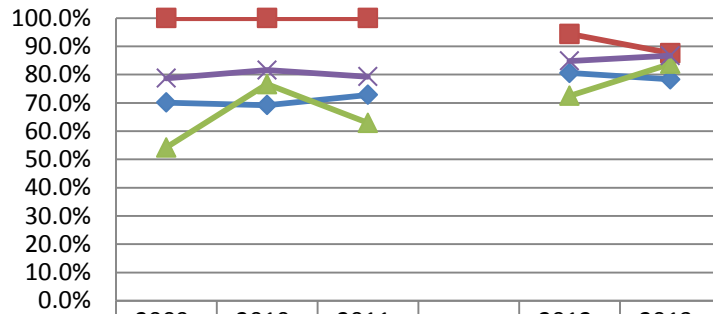
The charts on the next two pages give a snapshot of students' success in high school. The first set of charts on Graduation Rates show the percentages of high school students who graduated within four years, disaggregated by subgroup. The charts on the second page show the percentages of middle and high school students who dropped out of school, disaggregated by subgroup.

Graduation Rates were a new measure introduced in 2011-2012 as part of the state's more rigorous school and district accountability system. The Kentucky Department of Education at first released data based upon an "average freshman graduation rate" and the information was only disaggregated by race and gender. Beginning with the 2012-13 school year the state released information using a "cohort measurement" and disaggregated the data by race, gender, socioeconomic status and identified disability.

Graduation Rates

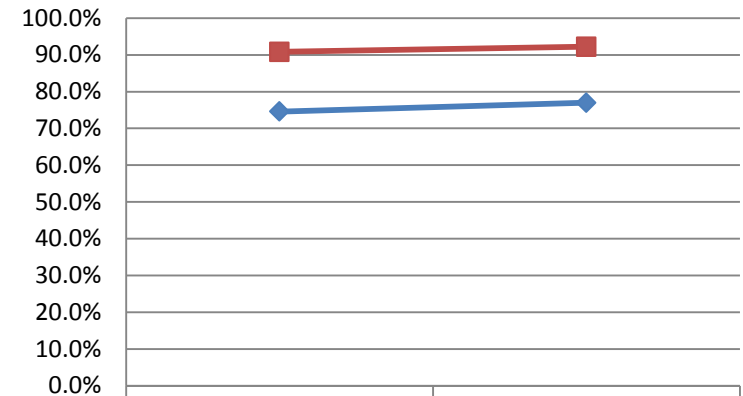
Percentage of students who graduated from high school

By Race



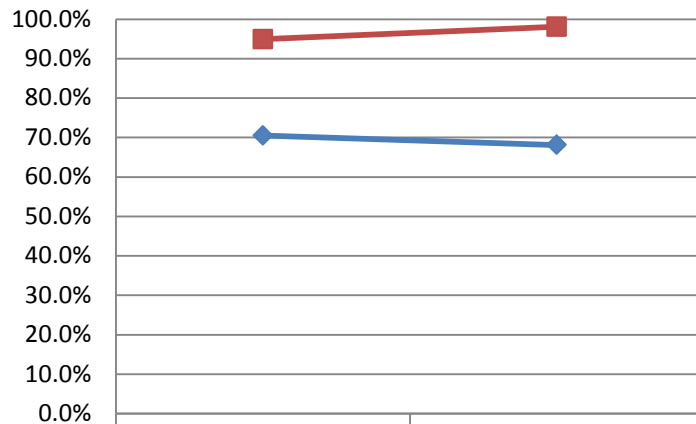
	2009-2010	2010-2011	2011-2012		2012-2013	2013-2014
◆ African American	70.1%	69.2%	72.8%		80.6%	78.3%
■ Asian	100.0%	100.0%	100.0%		94.4%	87.6%
▲ Hispanic	54.2%	76.6%	62.9%		72.5%	83.8%
× White	78.7%	81.6%	79.3%		84.8%	86.7%

By Economic Status



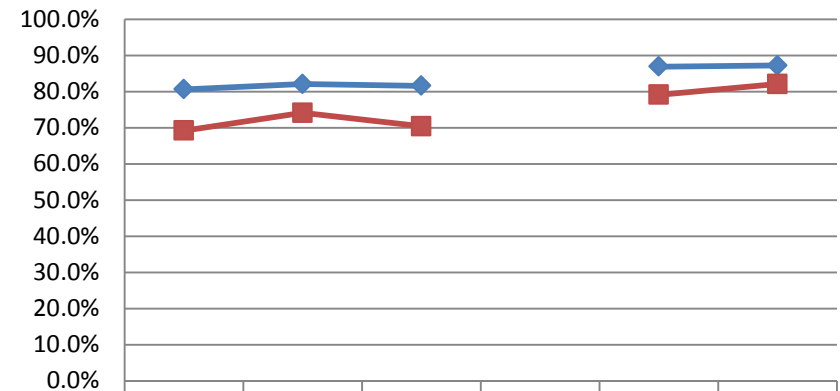
	2012-2013	2013-2014
◆ Free or Reduced Lunch	74.6%	77.0%
■ Paid Lunch	90.8%	92.2%

By Identified Disability



	2012-2013	2013-2014
◆ Identified Disabled	70.5%	68.1%
■ Non-Disabled	94.9%	98.1%

By Gender

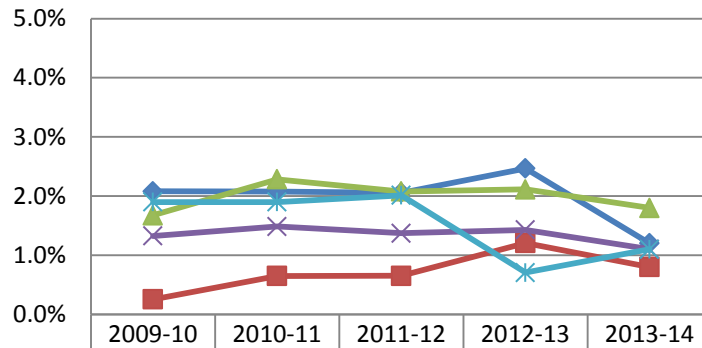


	2009-2010	2010-2011	2011-2012		2012-2013	2013-2014
◆ Female	80.6%	82.1%	81.6%		86.9%	87.2%
■ Male	69.2%	74.1%	70.4%		79.1%	82.1%

Dropout Rates

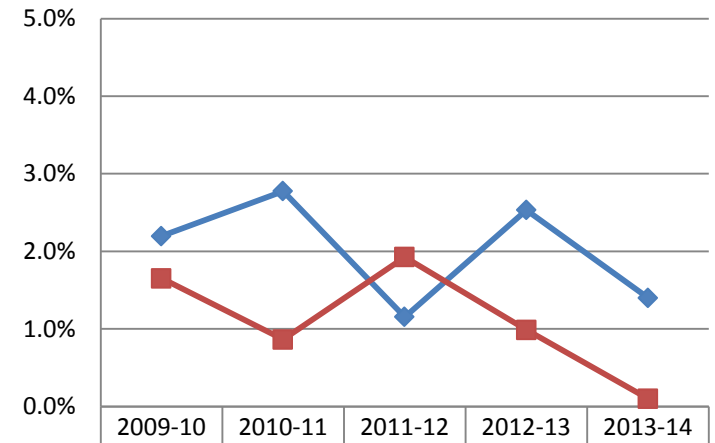
Percentage of students who dropped out of school

By Race



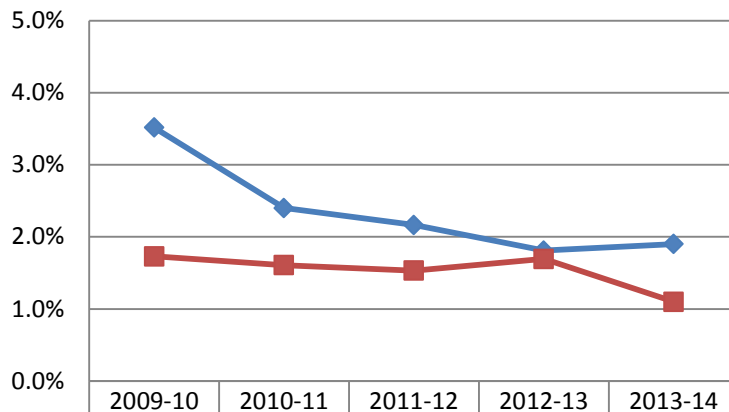
◆ African American	2.1%	2.1%	2.1%	2.5%	1.2%
■ Asian	0.3%	0.6%	0.7%	1.2%	0.8%
▲ Hispanic	1.7%	2.3%	2.1%	2.1%	1.8%
✕ White	1.3%	1.5%	1.4%	1.4%	1.1%
✱ Other/Unknown	1.9%	1.9%	2.0%	0.7%	1.1%

By Economic Status



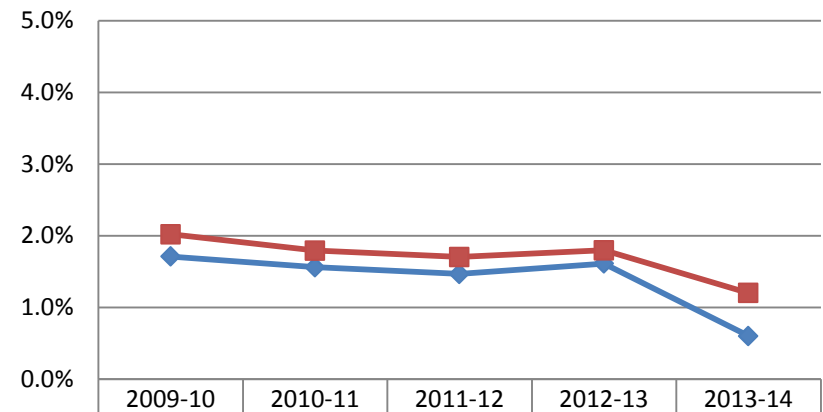
◆ Free and Reduced Lunch	2.2%	2.8%	1.2%	2.5%	1.4%
■ Paid	1.7%	0.9%	1.9%	1.0%	0.1%

By Identified Disability



◆ With Disability	3.5%	2.4%	2.2%	1.8%	1.9%
■ Non-disabled	1.7%	1.6%	1.5%	1.7%	1.1%

By Gender



◆ Female	1.7%	1.6%	1.5%	1.6%	0.6%
■ Male	2.0%	1.8%	1.7%	1.8%	1.2%

What do the graphs show?

The graphs represent the three year trend (from 2009-2010 to 2011-2012) in the average freshman graduate rate of Fayette County high school students, disaggregated by race and gender, a two year snapshot of graduations rates using a cohort measurement disaggregated by race, economic status, disability status and gender, and the five year trend (from 2009-2010 to 2013-2014) in the percentage of Fayette County high school students who dropped out of school, disaggregated by race, economic status, disability status and gender. For school-level specific data, see Appendix A7-A10 (dropout rates) and A6 (graduation rates).

Summary

We need our students to graduate from high school with skills that prepare them for college or a career. In the past year, the gaps between White and African-American students, free and reduced lunch and paid lunch students, and students with an identified disability and those without increased. A one-year difference is not a trend, but it is notable that the graduation rate for Hispanic students increased 11.3% between 2012-13 and 2013-14.

The dropout rates for this five year period remained relatively stable (and low) and the gaps quite small. This trend should continue since students under 18 now do not have the option of dropping out of Fayette County Public Schools. However, while dropout rates declined in the past year for almost all groups of students, the rate for students with an identified disability increased slightly.

Gaps in Graduation Rates:

- The gap between White students and African-American students is 6.4%.
- The gap between Asian students and White students is 0.9%.
- The gap between White students and Hispanic students is 2.9%.
- The gap between students not receiving free or reduced lunch and students receiving free or reduced lunch is 15.2%.
- The gap between students without an Identified Disability and students with an Identified Disability is 30.0%.
- The gap between female and male students is 5.1%.

Gaps in Dropout Rates:

- The gap between White students and African-American students is 0.1%.
- The gap between White students and Asian students is 0.3%.
- The gap between White students and Hispanic students is 0.7%.
- The gap between students not receiving free or reduced lunch and students receiving free or reduced lunch is 1.3%.
- The gap between students without an Identified Disability and students with an Identified Disability is 0.8%.
- The gap between female and male students is 0.6%.

Fayette County Public Schools Efforts:

Ongoing Efforts

Persistence to graduation is by no means an isolated effort that only occurs during the high school years but one that begins during the years of early childhood through graduation. It is to this end that Fayette County Public Schools engages in collaborative efforts beginning in the early education years through graduation. With that stated, it is Fayette County Public Schools' goal to increase the Average Freshman Graduation Rate (AFGR) from 76% to 90% by 2017 by collaborating to increase the graduation rate from 82.7% to meet or exceed 86.1 by 2015. Furthermore, the goal includes accelerating the graduation rate of sub population groups by one and a half (1 ½) times the rate of their majority peers by 5/30/2014 as measured by Adjusted Cohort Graduation Rate (ACGR).

In many ways increasing attendance, reducing dropout rates and raising graduation rates are similar goals and the strategies schools employ to keep students in school go hand in hand. To underscore our commitment to helping every student succeed, FCPS was among the first school districts in Kentucky to amend our policies to raise the dropout age to 18 during the 2015-16 school year, when it becomes allowable under state statute.

The most important thing we can do to ensure the success of ALL students being served by FCPS is to provide responsive school cultures and environments where students feel safe and connected to school. It is to this end, that FCPS employs ongoing strategies to support students as they persist to graduation; to include but not limited to the following:

- **Persistence to Graduation Tool**

Ongoing efforts are being made to support student persistence to graduation which includes the utilization of the Kentucky Department of Education Persistence to Graduation Tool. This tool is an "early warning indicator system for identifying students who may be off-track for promotion or on-time graduation. It provides critical student-level data to identify specific students in need of additional intervention and/or support. In addition, it assigns every student a RISK VALUE SCORE based on research-based indicators." The following user groups have been granted permissions to utilize the tool held in Infinite Campus (IC): Counselor, Social Worker, Title 1 and Administrator. There is still a need for trainings to occur by the Director of Pupil Personnel (DPP) Office staff, which is scheduled to occur during the September 2014 Leadership LYNC sessions. The report is very easy to run and could be communicated via email as well as incorporated into the Leadership or cadre meetings throughout each school year.

- **Early Childhood Education Delivery to Diploma, Born Learning Academy Program and Community/Family Support and Engagement**

A districtwide early childhood (birth to 5 years) initiative focused on providing families and the community with information on school readiness and what to expect in early childhood. A schedule of monthly events and themes of educational sessions include but are not limited to: Importance of Early Learning, How Children Learn, Routines, Building your Child's Language etc. A complete list of

session themes and participating schools can be located in the District Improvement Plan. The Title 1 schools each hold nine Parent Learning Nights throughout the year which address some of these types of activities.

- **Attendance monitoring and reporting**

This accountability process is completed year-round by the Director of Pupil Personnel (DPP) office as a method of progress monitoring. In fact, the DPPs have presented at several of the cadre meetings regarding truancy interventions, attendance reports and the Truancy Referral System. School staff is trained yearly on the use of the Truancy Referral System, as well as tracking contact with students and parents/guardians through the PLP module of IC. Furthermore, the DPP's office has sponsored a High Attendance Day competition on September 18, 2013 in efforts to increase attendance. The district will implement a motivational attendance award (such as a traveling plaque) for the elementary, middle, high schools and programs to award for the highest attendance percentages schools. The winners of the DPP sponsored attendance competition were: Tates Creek High School (94.96%), Jessie Clark and SCAPA Middle Schools (98.36%) and Rosa Parks Elementary School (98.98%).

With the current emphasis on accountability and family interventions at the youngest possible age, elementary school social workers provide support services, and information, through home visits, to impact student achievement and attendance. School social work services reduce risk factors related to truancy as well as student absenteeism among students and their families.

In addition, the district, in collaboration with the court system, will produce and provide an educational, preventive truancy public service announcement video. This video will be used in the middle and high schools to educate parents, students, and staff on truancy. The district will explore potential options, based on reallocation of current funds, for support positions within the DPP office such as Court Liaison, Assistant DPP, to better monitor attendance and behavior of at-risk students.

- **Heart to Heart Visits and Move up Day**

These district level initiatives provide opportunities for adults to develop meaningful and caring relationships with students during the months of June, July and August prior to the beginning of school. The goal is to support schools in creating and maintaining safe learning environments that provide daily experiences at all grade levels to enhance positive social attitudes and effective interpersonal skills with and for all students, through activities such as Culturally Responsive Teaching and Learning, PBIS and Superior Customer Service. This has been a pilot-based initiative (Heart to Heart) and not an adopted focus by the majority of our schools.

Move Up Day provides an avenue for students to begin to forge new relationships with their future teachers and peers. It allows students the opportunity to become familiar with their new schools and classrooms before the start of the upcoming school year. Six elementary schools held move up day activities only within their buildings by having students meet their teacher for next year and visited the classroom. Two schools held move up day activities externally, by sending or accepting students transitioning from fifth to sixth grade. Only four schools – Booker T. Washington PRomary

and Intermediate, The Academy for Leadership at Millcreek Elementary and Bryan Station Middle School conducted move up activities both within their schools and to the schools where children will be transitioning.

- **Culturally Responsive Teaching and Learning (CRTL), PBIS and Superior Customer Service (SCS)**

William Wells Brown is the only new school that was trained in Superior Customer Service this year. The majority of trainings occurred with departments. William Wells Brown Elementary and Meadowthorpe Elementary received CRTL this year, and the Equity, Superior Customer Service Department has trained most schools in Module 1 in the past three years. Millcreek went through Module 3 last year and Dixie will receive it in April or May. A database is maintained for schools trained in CRTL and the Module. All new teachers receive the first half of Module I in new employee orientation.

In 2014-15, 2 new school teams were trained to implement PBIS. A total of 32 school teams have been trained to implement PBIS: 17 elementary schools, 10 middle schools, 4 high schools and 1 alternative school. Training is provided annually for new coaches and quarterly meetings are held to support PBIS coaches in all schools.

- **Nontraditional Programs**

The district is committed to establishing and maintaining targeted and often non-traditional programs that can better meet the needs of small communities of students, such as Opportunity Middle College, The Learning Center at Linlee, Carter G. Woodson, The Stables, Martin Luther King (MLK) Academy for Excellence and Locust Trace AgriScience Center. In these programs, many kids who had not experienced success in the traditional middle and high schools are flourishing. The district also continues to support specialized programs for teen parents, special education students and students who need an alternative to expulsion.

- **Administrative Hearing Process**

The administrative hearing process was changed last year in an effort to:

- Hear expulsion recommendations that are not statutorily required to go to the Board.
- Review cases of students who are currently enrolled at MLK and Stables to ensure students have a specified period of time in which they will attend MLK or Stables.
- Review cases of students who currently attend MLK or Stables who continue to have discipline issues in an attempt to identify alternative solutions.

The administrative hearings are ongoing and chaired by Shelley Chatfield, Staff Attorney.

- **Alternative Placement Taskforce**

This taskforce is an outgrowth of the Administrative Hearing process, Equity Council Ad-hoc Subcommittee, Accommodations Committee reports and the Children's Law Center (CLC) Agreement. The goals of the task force are to research, develop and implement:

- Equitable Referral Process for Alternative Placements
- Alternative Placements and Expulsion Options

- Alternative Placement and Systematic and Successful Transitions

Requirements in pursuant to 704 KAR 19:002 pertaining to the Individual Learning Plan Addendum (ILPA) ensures a successful transition plan is established when students enter into and exit out of an alternative program. Based on the purpose of this regulation, the ILPA is the tool by which the district will implement to ensure Alternative Placement and Systemic and Successful Transition upon entry and exit of an Alternative Placement and can be used as the Equitable Referral Process. There is still a need to make stakeholder aware and provide training on the ILPA. The alternative placement site has the responsibility to ensure the ILPA is completed.

The Alternative Placement and Expulsion Options Committee recommended the following:

1. Further study of the Cherry Creek School District's Expulsion Program. The Cherry Creek School District is located in Denver, CO with 98% of the schools receiving the highest accreditation ranking offered in the state. The purpose of the Expulsion Program (EP) is to provide quality mathematics and English education for expelled students who reside within the Cherry Creek School District. It also serves as the Interim Alternative Emotional Placement for students with a disability that need such services due to placement or discipline determinations affecting students with disabilities.
2. Further study of the Saturday Morning Alternative Reach-out and Teach Program (SMART) in the Chicago Public School System. The SMART Program is an alternative to expulsion for students in 6th through 12th grade who violate categories 5 or 6 of the CPS Student Code of Conduct. Students who are expelled stand a significantly higher chance of falling behind and failing to graduate from high school. The SMART program works to counteract this trend and mediate behavior by providing students with an educational alternative. Students participating in the SMART program are able to continue to attend their home school during the week while completing a series of eight Saturday classes and 20 hours of community service.
3. Studying the benefits and outcomes of the Zero Suspension Program. The opportunity to gather data and replicate the Paul Laurence Dunbar High School's Zero Suspension program would provide an in house solution to Fayette County's alternative placement challenge. The goal in the coming year is to expand opportunities to engage students socially, emotionally, and academically.
4. Full implementation of the Positive Behavior Intervention System (PBIS). The research based practices associated with the PBIS will meet the guiding principles articulated in the U.S. Department of Education's report. Fayette County's challenge is to ensure fidelity of implementation. Therefore, the committee further recommends ongoing professional development support the PBIS implementation.
5. The development of an evaluation protocol to ensure the expectations of the programs/initiatives implemented are having the intended impact on the social emotional and academic growth of Fayette County students. A protocol suggested during the meeting was the Alternative Placement Plan from the Pennsylvania Department of Education. Contained in the plan was a suggested evaluation instrument.

- **Multi-tiered System of Support (MTSS)**

MTSS is a framework for systematically using data and problem solving to allocate educational resources to improve learning for all students. A framework is a real or conceptual structure intended to serve as a support or guide for the building of something that expands the structure into something useful. The core values for academic and behavioral tiered instruction are as follows:

- All students have the right to high quality instruction that meets their individual needs. If we get it right, they will respond.
- An intervention is a hypothesis based on problem solving and data analysis. It may require changes as new data becomes available and the intervention is not getting the desired results. It is a cyclical process.
- Student performance data should drive instruction.
- All staff should implement, monitor and evaluate tiered instruction to ensure student success.
- We are defined by the results we produce.

Toward that end, our schools offer mentoring programs, summer enrichment programs to help kids get a jump start on new course work, summer entry programs for freshmen, tutoring between semesters to catch kids before they fail, and Saturday or afterschool enhancement and remediation sessions. At one high school, students go through a “rush” process to select clubs they want to join, much like the Greek experience at the college level. Small group mentoring programs targeting students by gender, ethnicity or special interest are also prevalent. Teachers, community members, university students and other high students all serve as role models and mentors for kids in a network of programs throughout the district.

Research proves that the ninth grade is a “make or break year” (National High School Center, 2013), thus many schools place an emphasis on the ninth grade year, and some have established freshmen academies where ninth-graders are separated and teamed within the building. Others have designated one counselor just to work with ninth graders and focus on their specific needs as they transition to high school. There is an emphasis on peer mentoring and many schools pair freshmen with upperclassmen to help ease the transition into high school.

At one school, mental health assessments are completed on every ninth grader in order to identify which students need interventions that will help them be successful in high school. At another school, "Zap" days are a chance for freshmen to catch up and receive individual and small-group help with concepts they missed or had trouble with during the semester. It is a day to help students get back on track from absences, skill deficits, or needing more time to complete projects.

In order for students to graduate, we have to ensure that they succeed academically. Schools have developed intervention classes in reading and math and other core subjects. Students struggling with reading or math can also “double-up” on those subjects by registering for two sections in order to have daily exposure to these core subjects, even within a block schedule. In seminar classes, freshmen and sophomores learn study skills, work habits and strategies for academic success.

Improving classroom instruction is critical if we are to engage all students, so our schools are focused on professional development, team planning and differentiated teaching strategies. Engaging students in the learning process through the use of expanded technology, such as tablets and mini laptops is a priority. Students must be given multiple opportunities to demonstrate their mastery of a subject and as such, we have expanded “credit recovery programs,” night school, e-school and the community-based Educational Safe House program.

Data monitoring has become much more prevalent in high schools in order to identify deficit areas quickly and intervene before a student loses ground. Schools have put plans in place to better communicate student needs with teachers and keep better records of intervention strategies so teachers see a full picture of each student, rather than just their performance in a discreet subject. Keeping a record of parent contacts, meetings with the student, and interventions used with the student in behavior, content areas, attendance and more are helpful as staff try to personalize the supports they give to students and document the student's history.

Counselors meet with students who are considering dropping out of school and together, they complete a dropout counseling form, which guides an hour long session that informs students of other options that would allow them to continue their education. Student assistance teams in each school identify students who are at risk of dropping out and develop plans for intervention and support. Community resources play a large role in helping us meet the needs of all students and social workers and family resource/youth service centers help connect kids and families with the outside assistance they need.

We have small group counseling for students who are considering dropping out of school and our department of pupil personnel tracks student absences in an effort to work with families and the court system to keep kids in school. To specifically address the unique needs of Hispanic students, the school district has a migrant dropout specialist and migrant advocates, and schools offer summer camps, parent community meetings and international mentoring clubs.

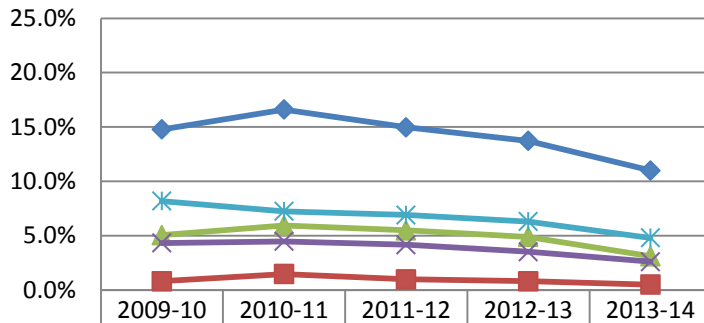
Suspension Rates

The chart on the next page show the percentages of students who were suspended from school at least once during the school year, disaggregated by subgroup.

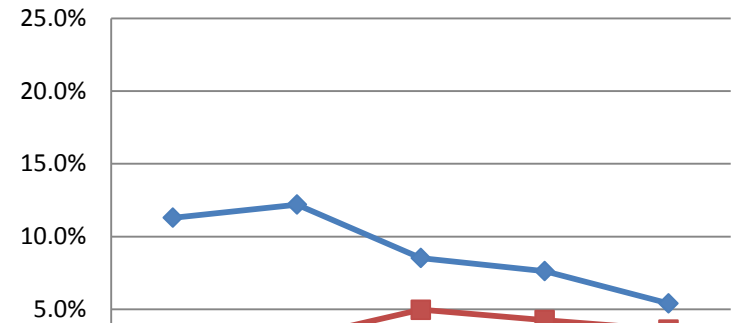
Suspension Rates

Percentage of students who were suspended

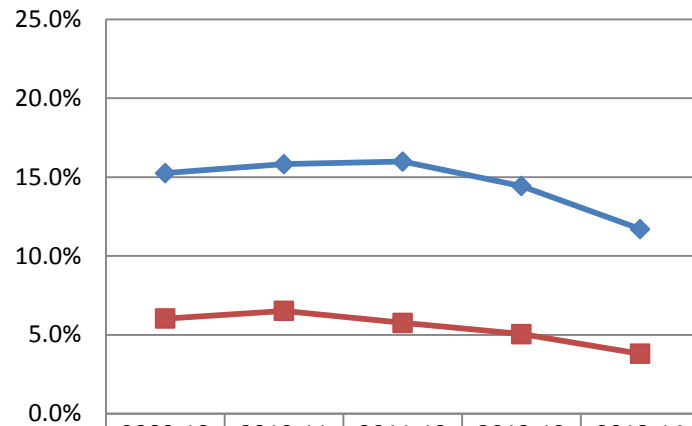
By Race



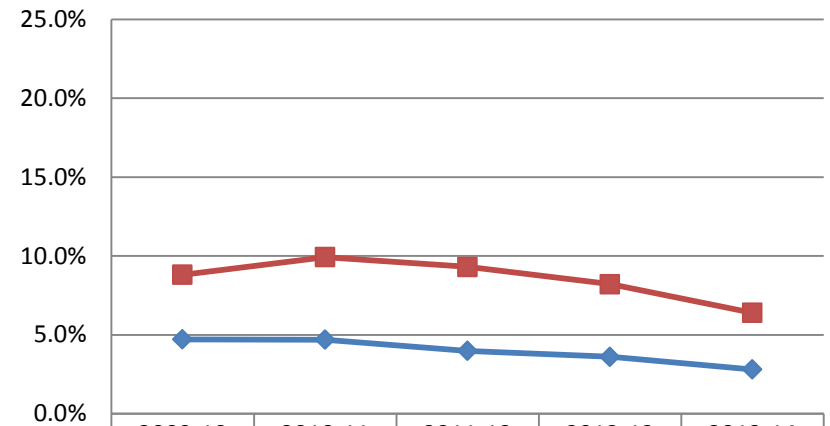
By Economic Status



By Identified Disability



By Gender



What do the graphs show?

The graphs represent the five year trend (from 2009-2010 to 2013-2014) of the districtwide percentages of Fayette County Public Schools students from each subgroup that were suspended with respect to race, economic status, disability status, and gender. For school-level specific data, see Appendix A11-A15.

Summary

The percentages of students suspended during the past year have continued to decline for all subgroups. With the exception of the gap between students not receiving free and reduced lunch and students who do receive free and reduced lunch (which increased in the past year from 3.3% to 3.6%), there has been slow progress closing the gaps.

Five Year Gap Trends

- The gap between White students and African-American decreased from 10.5% in 2009-2010 to 8.4% in 2013-2014.
- The gap between Asian students and White students decreased from 3.5% in 2009-2010 to 2.1% in 2013-2014.
- The gap between White students and Hispanic students slightly decreased from 0.7% in 2009-2010 to 0.5% in 2013-2014.
- The gap between students not receiving free and reduced lunch and students who do receive free and reduced lunch decreased from 4.1% in 2009-2010 to 3.6% in 2013-2014.
- The gap between students without an Identified Disability and students with an Identified Disability slightly decreased from 9.2% in 2009-2010 to 7.5% in 2013-2014.
- The gap between female and male students decreased from 4.1% in 2009-2010 to 3.6% in 2013-2014.

Fayette County Public Schools Efforts:**Ongoing Efforts**

Addressing the challenges of problem behaviors in schools and providing effective support for all students requires a multi-faceted approach. Efforts this year have continued to focus on ways to improve district procedures and processes in order to help reduce suspensions and address the disproportionate disciplinary consequences given to students in the gap.

The Fayette County Public School District is committed to providing quality education for all students by promoting the use of Positive Behavioral Interventions and Supports (PBIS). We believe it is important to create a community within our schools where students' needs are met, expectations are understood, guidance is given, and a safe and orderly environment is

maintained. Good teaching goes hand in hand with developing authentic relationships with students and their families. Many discipline issues can be prevented when students are interested in classroom activities and feel respected and valued. PBIS is the behavior component of a Multi-Tiered System of Supports (MTSS) that provides schools with a framework for utilizing high quality evidence-based instruction, intervention, and assessment practices to provide all students with a level of instruction and support that is matched to their needs.

MTSS/PBIS is built upon three tiers of intervention:

- Tier 1 interventions refer to services all students receive in the form of academic and behavioral instruction. Tier 1 provides school-wide and class-wide supports and interventions available to all students to prevent problem behaviors, encourage pro-social behaviors and address the unique academic, behavioral and social-emotional needs of students in a particular school.
- Tier 2 interventions are provided for students who need more student-specific instruction and support. These services may be provided in small groups both in and out of the classroom. The purpose of Tier 2 instruction and supports is to improve student performance and prevent further negative impacts on learning and social development.
- Tier 3 interventions provide intensive supports that are matched to the specific needs of an individual student. These services may be provided individually or in small groups. The purpose of Tier 3 instruction is to help students overcome significant barriers to learning academic and/or behavior skills required for school success.

Currently, teams from 17 elementary schools, 10 middle schools, 4 high schools and 1 alternative school in FCPS have been trained to lead their schools through implementation of the PBIS process. PBIS schools focus on preventing problem behaviors by clearly defining, teaching and frequently acknowledging pro-social behaviors. PBIS teams regularly monitor data to evaluate the impact of behavior systems and strategies on the school as a whole, on subgroups, and on individuals. Student behavior is tracked by class and by student, all in an effort to celebrate successes and quickly identify ways the school environment may be changed to better support all students. Schools across the nation that implement PBIS with fidelity commonly report significant reductions in office referrals and suspension rates.

Leaders have assembled a district level PBIS team, which meets quarterly to support the implementation of PBIS in terms of coordination, training, funding, visibility, coaching capacity, evaluation and sustainability.

The Student Code of Conduct is in its second phase of revision to include further refinements, including an expanded listing of defined supportive responses to violations as well as definitions and examples of traditional consequences. School personnel are urged to teach, encourage and acknowledge appropriate student behaviors and make efforts to correct, redirect and resolve problem behaviors in the setting in which they occur. When student misconduct results in referral to administration, attempts should be made to discover why the behavior occurred and a variety of responses focused on improving the behavior should be considered. In the summer

of 2015 school administrators will receive training in the implementation of the revised Student Code of Conduct and Administrative Guidelines.

Additionally, assistant principals from all middle and high schools met regularly to review and analyze student suspension numbers and exchange strategies for improving student outcomes.

To promote the development of positive relationships with students, schools have instituted a variety of mentoring programs for students. Each school approaches this in a different way, ranging from outside mentors to homeroom programs that embed mentoring into their activities.

All of the district's middle and high schools have access to a program called Restorative Solutions, developed through a partnership with Juvenile Restorative Justice. Restorative Justice (RJ) is a theory that focuses on the needs of both victims and offenders. In the school setting, RJ helps students take responsibility for the consequences of their actions through facilitated dialogue between victims and offenders. Additionally, facilitated group circles bring students together to work through and bring closure to difficult situations and gain greater understanding of problems. Restorative Justice is useful in a range of school situations, including reintegration following suspension from school, bullying, and truancy mediations. Through the RJ model, students learn to choose respectful behaviors when they come to understand the true impact of their actions on others.

Positive Approach to Student Success (PASS) is a research-based program in all of our middle and high schools that is designed primarily for middle school and high school students with emotional or behavioral needs. The focus is on positive behavior and reteaching appropriate social skills in the general education setting. During the school day, a special education teacher and/or paraeducator check in on students in the program every 15 minutes to monitor behavior. Teachers review the data weekly with students and parents and problem solve ways to address areas for improvement. The past seven years of data show that PASS is helping to reduce both in- and out-of-school suspension for the children in the program. PASS serves roughly 10 students per middle school and 15 students per high school.

In conclusion, we want to highlight the impressive success of the efforts at Paul Laurence Dunbar High School through its alternatives to suspension program. Designed to incorporate components of deterrence, behavioral teaching, and follow-up, the program includes in-school removal and alternative placements that do not interrupt instruction. Several schools are looking to implement similar systems.

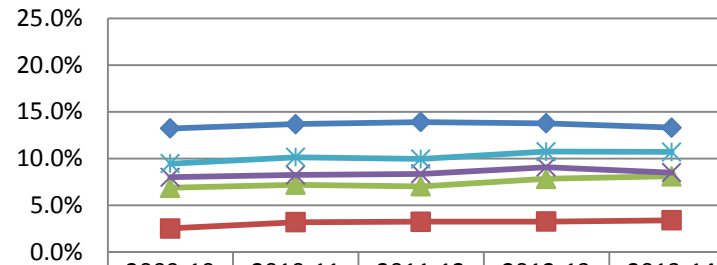
Special Education Identification

The charts on the next page show the percentages of students who were identified for special education services disaggregated by subgroup.

Special Education Identification

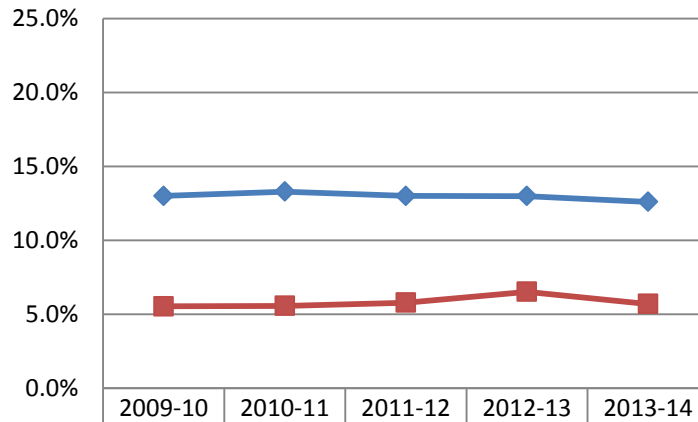
Percentage of students with an Identified Disability

By Race



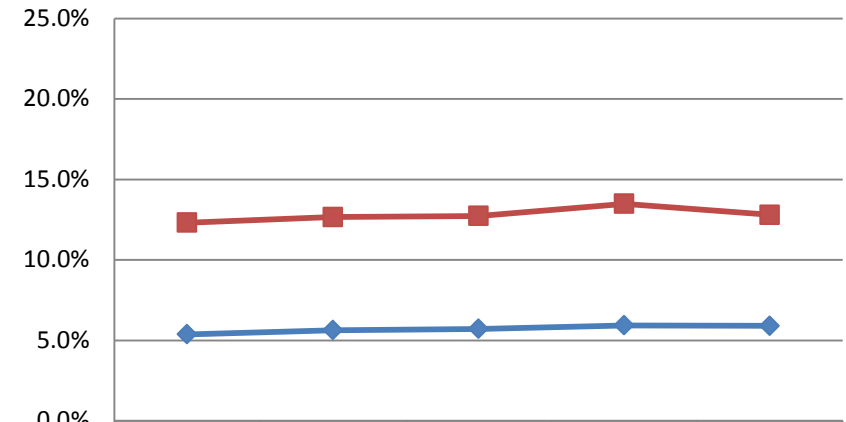
	2009-10	2010-11	2011-12	2012-13	2013-14
— African American	13.2%	13.7%	13.9%	13.8%	13.3%
— Asian	2.5%	3.2%	3.2%	3.3%	3.4%
— Hispanic	6.9%	7.2%	7.0%	7.8%	8.1%
— White	8.0%	8.2%	8.4%	9.1%	8.5%
— Other	9.5%	10.1%	10.0%	10.7%	10.7%

By Economic Status



	2009-10	2010-11	2011-12	2012-13	2013-14
— Free or Reduced Lunch	13.0%	13.3%	13.0%	13.0%	12.6%
— Paid Lunch	5.5%	5.6%	5.8%	6.5%	5.7%

By Gender



	2009-10	2010-11	2011-12	2012-13	2013-14
— Female	5.4%	5.6%	5.7%	5.9%	5.9%
— Male	12.3%	12.7%	12.7%	13.5%	12.8%

What do the graphs show?

The graphs represent the five year trend (from 2009-2010 to 2013-2014) in the number of students identified for special education services in the Fayette County Public Schools with respect to race, economic status, and gender. For school-level specific data, see Appendix A21-A24.

Summary

For this five year period, there has been a trend toward identifying more students as having a disability in almost all subgroups, with the one exception being those on free and reduced lunch. The gaps in between groups in special education identification have closed over the past five years with the exception of male and female students.

Five Year Gap Trends:

- The gap between White students and African-American students decreased slightly from 5.2% in 2009-2010 to 4.8% in 2013-2014.
- The gap between Asian students and White students decreased slightly from 5.5% in 2009-2010 to 5.1% in 2013-2014.
- The gap between Hispanic students and White students decreased slightly from 1.1% in 2009-2010 to 0.4% in 2013-2014.
- The gap between students with paid lunch and students who receive free or reduced lunch decreased from 7.5% in 2009-2010 to 6.9% in 2013-2014.
- The gap between female and male students remained 6.9% from 2009-2010 to 2013-2014.

Fayette County Public Schools Efforts:**Ongoing Efforts**

The district has developed a systematic framework tool called the Multi-Tiered System(s) of Support (MTSS) Implementation Manual. This is Fayette County's framework to support Response to Interventions from K-12th grade. The primary goal for MTSS is to focus on improving student achievement for all students by using data-based decisions when selecting early interventions needed to support struggling students (both academically and behaviorally). When followed with fidelity, the MTSS Implementation manual will result in the reduction of the number of special education referrals across all levels, ethnic groups, and socio-economic status.

Within the MTSS model, Systematic Problem Solving (SPS) and Instructional Decision Making (IDM) are inter-related components for providing high-quality instruction and interventions that matches the student's needs. The Systematic Problem-Solving Process (SPS) allows educators to assess the effectiveness of their instruction and make adjustments for

improvement for the student's academic and/or behavior performance. The Instructional Decision Making (IDM) is a set of systems and strategies designed to increase the capacity of schools to educate all students and increase their achievement, both academically and/or behaviorally. By using this strategy, problem-solving teams will use data collected (e.g. MAP, KPREP, ACCESS, AIMSWeb, attendance, tardiness, behavioral data, etc.) to assist in determining what is needed to help the student progress.

The district has implemented Positive Behavior Interventions and Supports (PBIS) in 32 schools. The purpose of PBIS is to teach all students desired behaviors and prevent serious behavioral problems by developing, teaching and rewarding students for complying with the basic expectations for conduct. When using PBIS, students are systematically taught, modeled, reinforced and monitored in all settings. By following PBIS with fidelity, FCPS should see a decrease in referrals across all levels, ethnic groups, and socio-economic status and reduce both in school and out of school suspensions.

Other initiatives implemented during the 2014-15 school year include:

- **Special Education Task Force**

Beginning in the 2014-15 school year, a special education task force was formed to look at ways to improve the delivery of special education services in Fayette County. The group will meet following the monthly meetings of the Special Education Advisory Council and focus on three primary issues: 1) to review best practice in special education delivery across the district with an emphasis on providing students with the least restrictive environment (LRE); 2) to analyze achievement data for students with disabilities, comparing their performance to that of non-disabled students in the district as well as to the performance of students with disabilities across the state; and, 3) to analyze special education resources to recommend the most effective and efficient use of human and financial resources to better meet the needs of students with disabilities.

- **Achievement and Compliance Coach Model**

During the 2014-15 school year, the positions of "special education facilitator" and "diagnostician" were combined into a single position called an "achievement and compliance coach." This new job description, which was approved by the Fayette County Board of Education in March 2014, went into effect during the July, 2014. The anticipated effect that was previously reported was that it would streamline functionality and provide consistency in the identification of students for special education. Training has been provided beginning in the Summer of 2014 and continuing monthly throughout the year. Additional retired subs have been needed throughout the year in order to meet the demands of growing numbers of students and timelines for meetings and evaluations.

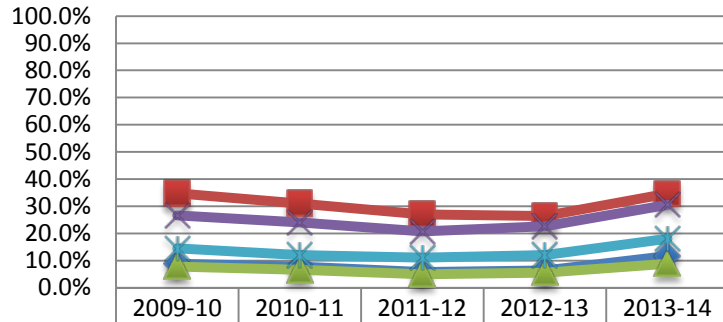
Gifted and Talented Enrollment

The charts on the next page show the percentages of students enrolled in gifted and talented programs, disaggregated by subgroup.

Gifted and Talented Enrollment

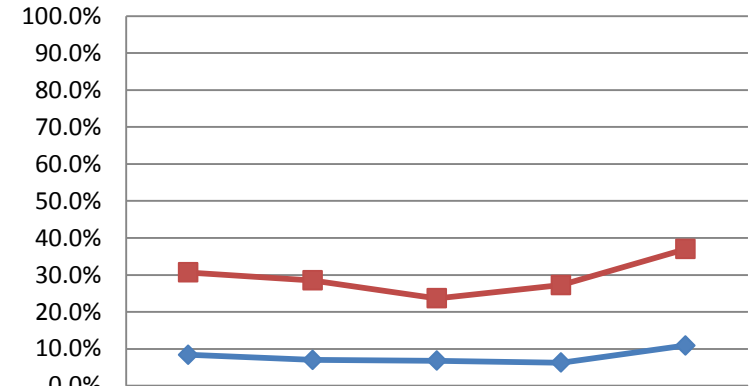
Percentage of students enrolled in the Gifted and Talented program

By Race



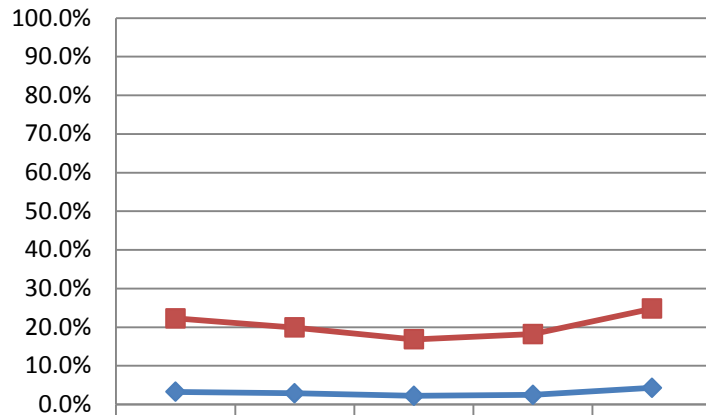
◆ African American	8.9%	7.8%	5.9%	6.4%	11.7%
■ Asian	34.7%	31.0%	27.0%	26.5%	34.6%
▲ Hispanic	7.8%	6.6%	5.0%	5.6%	8.9%
✕ White	26.6%	24.1%	20.7%	22.7%	30.5%
✱ Other	14.5%	12.1%	11.1%	12.1%	18.1%

By Economic Status



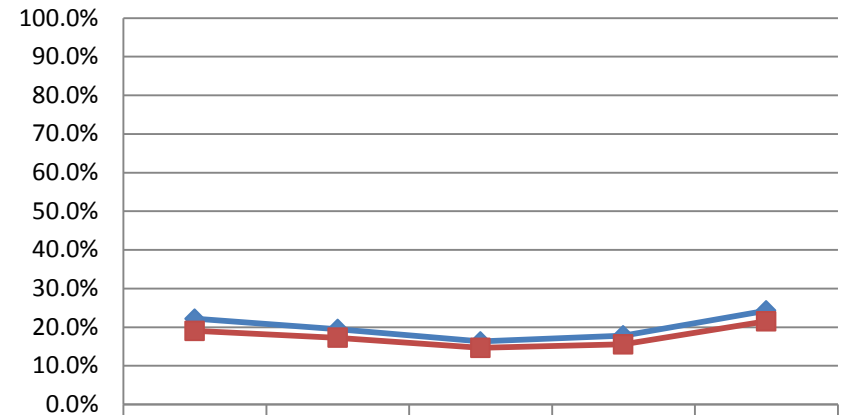
◆ Free or Reduced Lunch	8.4%	7.0%	6.8%	6.3%	10.9%
■ Paid Lunch	30.7%	28.5%	23.7%	27.3%	37.0%

By Identified Disability



◆ Identified Disabled	3.2%	2.9%	2.2%	2.4%	4.3%
■ Non-Disabled	22.3%	19.9%	16.8%	18.2%	24.8%

By Gender



◆ Female	22.2%	19.5%	16.3%	17.8%	24.3%
■ Male	19.0%	17.2%	14.6%	15.5%	21.5%

What do the graphs show?

The graphs represent the five year trend (from 2009-2010 to 2013-2014) in the number of students enrolled in gifted and talented programs in the Fayette County Public Schools with respect to race, economic status, identified disability status, and gender. For school-level specific data, see Appendix A17-A20.

Summary

Aside from a small in decrease in enrollment for Asian students, there has been a net increase in participation in gifted and talented programs for all subgroups since 2009-2010. This reverses a trend toward lower participation in the previous four years. However, the gaps for ALL subgroups increased in the past year. Increased participation appears to be weighted toward White, paid lunch, female and non-disabled students.

Five Year Gap Trends:

- The gap between White students and African-American students increased from 17.7% in 2009-2010 to 18.8% in 2013-2014.
- The gap between Asian students and White students decreased from 8.1% in 2009-2010 to 4.1% in 2013-2014.
- The gap between White students and Hispanic students increased from 18.8% in 2009-2010 to 21.6% in 2013-2014.
- The gap between students with paid lunch and students who receive free or reduced lunch increased from 22.3% in 2009-2010 to 26.1% in 2013-2014.
- The gap between students without an Identified Disability and students with an Identified Disability increased from 19.1% in 2009-2010 to 20.5% in 2013-2014.
- The gap between female and male students decreased slightly from 3.2% in 2009-2010 to 2.8% in 2013-2014.

Fayette County Public Schools Efforts:**Ongoing Efforts**

The Fayette County School District serves approximately 7,000 gifted students from elementary to high school. The district recognizes that all children are provided a challenging educational environment that allows each student to achieve his or her highest potential as a learner and citizen. In recognition of the differentiated needs of gifted and talented students, and matching student talents with the district's resources and strengths, gifted and talented students will have their needs met in a collaboration among classroom teachers, school staff and gifted resource teachers. Efforts to enhance program delivery with primary talent pool students (K-3) and formally identified students (4-12), specifically addressing the needs of underrepresented populations, was a charge that created the District Gifted and Talented Education Taskforce. This taskforce has been meeting since October 2014. They have

reviewed research based practice strategies and are developing recommendations for Board consideration.

During the 2014-15 school year, more elementary schools implemented flexible and cluster grouping service delivery options for high ability learners. Nine elementary schools and two middle schools received training on differentiation. Two service team schools requested this service, and one school has participated in three follow-up sessions. These gifted and talented service options are designed to extend contact time with students beyond the direct services by the gifted and talented resource teacher. The service delivery options also meet the expectations of the state regulation 704 KAR 3:285, which states the district must provide multiple service delivery options to meet the needs of our gifted and talented students. Early indications of these implementations indicate increased service options, collaboration within schools, and student growth. The contact time appears to provide teachers the opportunity to engage more students and implement strategies to support the cultivation of underrepresented populations such as the impact review, alternative assessments, and evidence collection.

The Gifted and Talented Office Team continues to focus on improving consistent practices aligned with the state regulation 704 KAR 3:285. These practices have moved the overall state assessed rating from 53% to 93%. The team focuses intentionally on the goal to establish a comprehensive approach to service delivery. A recent survey requested by the District Gifted and Talented Taskforce revealed the majority of GT teachers are implementing multiple service delivery options thereby differentiating service delivery to meet student needs. The Taskforce focuses on establishing recommendations to facilitate a comprehensive primary talent pool and intentional practices to ensure underrepresented populations have equal and equitable opportunities to demonstrate their potential. Additionally, the Taskforce reviews opportunities to address staffing models that build capacity, ensuring contact time that allows for continued growth and development of gifted learners. Such approaches include intentional culturally responsive strategies, differentiation, and research based clustering methodologies.

Finally, the District Gifted and Talented Office implemented the district wide gifted and talented leadership screening process. Based on the data collected, 100% of our elementary schools have formally identified students in at least two areas. We have 98% of the elementary schools with identified students demonstrating unique gifted characteristics for leadership. The identification process is in its third year of implementation. The GT Office will continue working to implement all five areas of gifted education.

2014-2015 Accomplishments

- ✓ Program Growth Tool - implemented
- ✓ GSSP Revision – completed
- ✓ Visual Arts Identification Process – completed
- ✓ Leadership Identification Process – completed
- ✓ Flexible and Cluster Grouping Efforts – continuing

- ✓ Full Day Professional Development - initiated
- ✓ Middle/High GT Contacts training- completed
- ✓ District Gifted Education Taskforce – implemented
- ✓ GT KPREP performance data disaggregated data shared with principals (GT area, ethnicity, performance rating) – implemented
- ✓ GT annual planning and implementation calendar – continued (last two years) Early Entry to Kindergarten Process – completed
- ✓ Early entry district policy – submitted
- ✓ Revised Gifted and Talented policies – implemented
- ✓ Revised GT Appeals procedures - implemented
- ✓ Collaborative development services for GT students in the ARTS – underway
- ✓ GSSP & ILP training for middle/high school services – initiated
- ✓ GT Translated documents in primary home language – initiated
- ✓ GT parent email notification – implemented
- ✓ GT state data error reduction - continuing

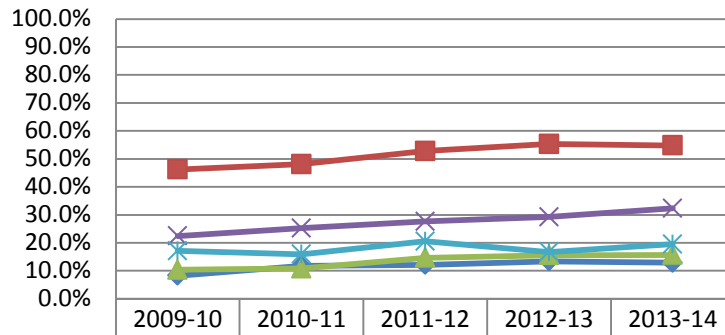
Advanced Placement and International Baccalaureate Enrollment

The charts on the next page show the percentages of students who were enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses, disaggregated by subgroup.

Advanced Placement and International Baccalaureate Enrollment

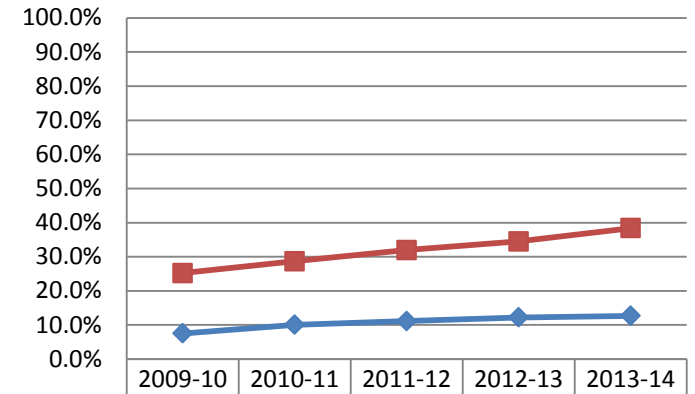
Percentage of students enrolled in AP/IB classes

By Race



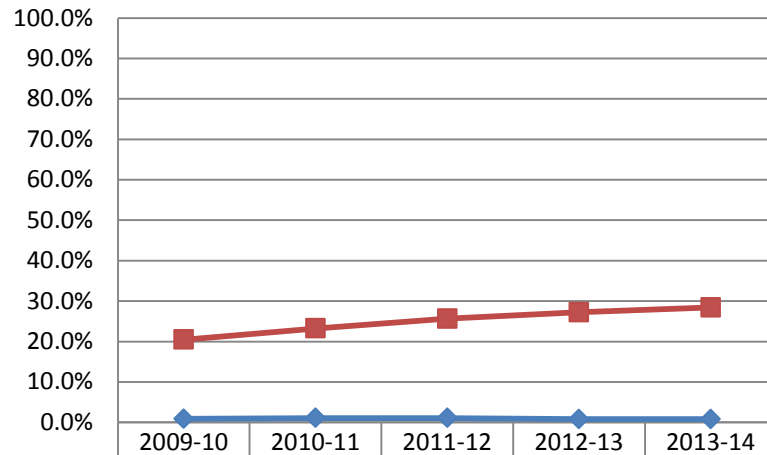
	2009-10	2010-11	2011-12	2012-13	2013-14
◆ African American	8.2%	11.7%	12.1%	13.4%	12.9%
■ Asian	46.2%	48.1%	52.8%	55.3%	54.8%
▲ Hispanic	10.4%	10.8%	14.6%	15.5%	15.7%
✕ White	22.4%	25.2%	27.6%	29.3%	32.3%
✱ Other	17.1%	15.9%	20.5%	16.7%	19.5%

By Economic Status



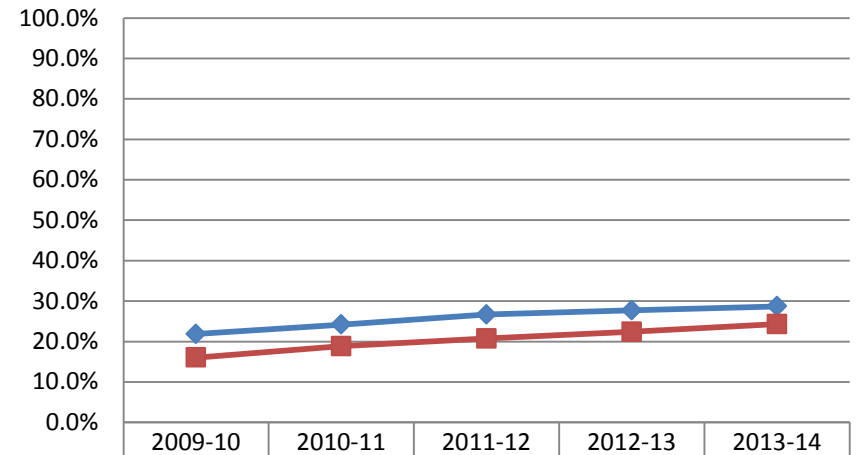
	2009-10	2010-11	2011-12	2012-13	2013-14
◆ Free and Reduced Lunch	7.5%	10.1%	11.2%	12.2%	12.7%
■ Non-Free and Reduced Lunch	25.2%	28.7%	31.9%	34.5%	38.4%

By Identified Disability



	2009-10	2010-11	2011-12	2012-13	2013-14
◆ Disabled	0.9%	1.1%	1.1%	0.8%	0.8%
■ Non-Disabled	20.5%	23.2%	25.6%	27.2%	28.4%

By Gender



	2009-10	2010-11	2011-12	2012-13	2013-14
◆ Female	21.9%	24.2%	26.7%	27.7%	28.7%
■ Male	16.0%	18.9%	20.7%	22.4%	24.3%

What do the graphs show?

The graphs represent the five year trend (from 2009-2010 to 2013-2014) of Fayette County high school student enrollment in Advanced Placement (AP) and International Baccalaureate (IB) courses with respect to race, economic status, identified disability status, and gender. More detailed information can be found in Appendix A25-A26.

Summary

While there have been increases, in some cases substantial, for most groups of students in the percentage enrolling in AP and IB classes, the gaps have increased for all groups over the past five years, except for White and Asian students and male and female students.

Five Year Gap Trends

- The gap between White students and African-American students increased from 14.2% in 2009-2010 to 19.4% in 2013-2014.
- The gap between Asian students and White students decreased from 23.8% in 2009-2010 to 22.5% in 2013-2014.
- The gap between White students and Hispanic students increased from 12.0% in 2009-2010 to 16.6% in 2013-2014.
- The gap between students with paid lunch and students who receive free or reduced lunch increased substantially from 17.7% in 2009-2010 to 25.7% in 2013-2014.
- The gap between students without an Identified Disability and students with an Identified Disability increased substantially from 19.6% in 2009-2010 to 27.6% in 2013-2014.
- The gap between female and male students decreased slightly from 5.9% in 2009-2010 to 4.4% in 2013-2014.

Fayette County Public Schools Efforts:**Ongoing Efforts**

With direction and support from the district to increase the diversity in Advanced Placement (AP) and International Baccalaureate (IB) courses, each school has developed its own strategies to address the gaps. Schools continue to actively recruit underrepresented students to enroll in AP, IB and other advanced classes and look for ways to remove barriers to participation.

Through family information nights and recruitment efforts beginning at feeder middle schools, high schools are reaching out to inform more families about the benefits of take AP classes. Guidance counselors encourage students to sign up for AP classes during scheduling conferences. Students currently enrolled in general or advanced classes are actively recruited to take AP classes instead. Other students are also asked to help in the recruitment process, talking

to other students about the benefits of AP and identifying classmates that might be interested in the courses if approached.

Support for students once enrolled in AP classes include additional help from teachers, peer tutoring in study hall and academic cohort groups, afterschool help from teachers and UK students, and individual mentoring from homeroom and other classroom teachers. In at least one school, students who want to drop an AP class can only do so after teachers have tried everything on a uniform intervention checklist to ensure that appropriate measures have been taken to support and retain students in AP courses.

Several schools offer courses through the “College Board SpringBoard” program, which is a proven Pre- AP program that increases participation and prepares a greater diversity of students for success in AP, college and beyond – without remediation. Aligned to the Common Core State Standards, SpringBoard includes a curriculum, assessments and professional development. Schools are also exploring the addition of new AP courses that might attract additional students as well as growing dual credit options as another way of giving students an opportunity to earn college credit in high school.

The district has many efforts at the middle school level to increase rigor for all students and encourage underrepresented students to take advanced classes. Efforts include the middle school portion of the SpringBoard program to better prepare students to succeed in AP courses at the high school level, a pre- engineering program targeting minority and low income students in an effort to steer them into the challenging pre-engineering program at the high school level, and the expansion of GT cluster offerings to attendance area students in the building.

IB is an open enrollment program open to any interested students. Although the curriculum officially begins in the junior year of high school, students are strongly encouraged in their freshman and sophomore to enter a pre-diploma course track that includes all honors courses. With the expansion of the Middle Grades IB program at Tates Creek Middle School, which is a whole-school approach, the expectation is that as the students from the middle school enter high school they will feel confident staying with IB and enroll in the pre-diploma courses.

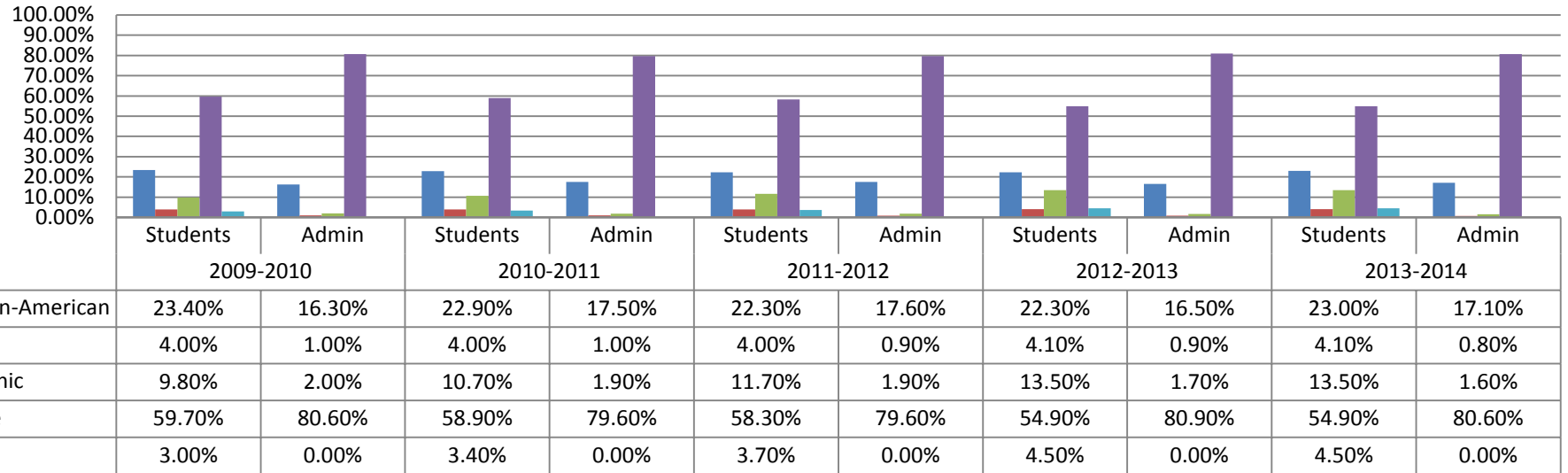
Efforts to promote awareness of IB and recruit a more diverse student population continue to expand through advertising and direct meetings with students. The accreditation of Tates Creek Middle School as an International Baccalaureate Middle Years Programme has provided opportunities for staff from the middle school to meet with staff at Tates Creek High School to explain how all of the incoming students have been exposed to a more rigorous curriculum. Tates Creek Elementary School will be an official IB candidate school beginning in September 2014. If they receive authorization, TCE will complete a campus-wide IB Program.

Staff Diversity

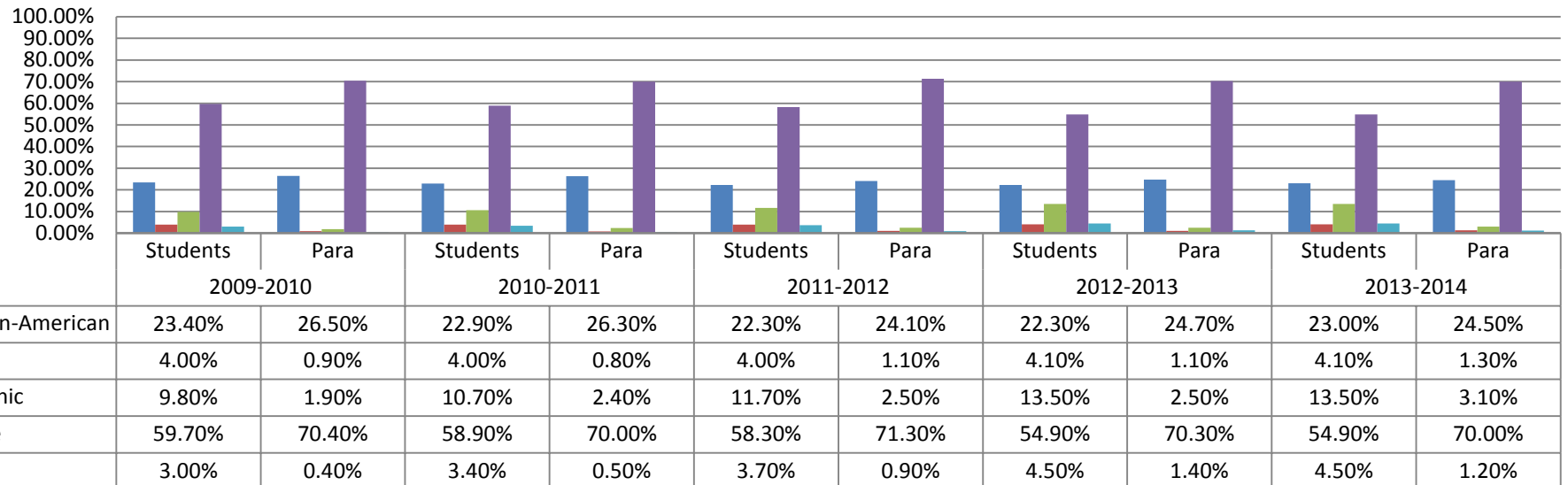
The chart on the next page show the racial breakdown of the student population in the Fayette County Public Schools, compared with the racial breakdown of FCPS employees. Employees have been divided into four different categories: administrators, paraprofessionals, service employees and teachers.

Staff Diversity

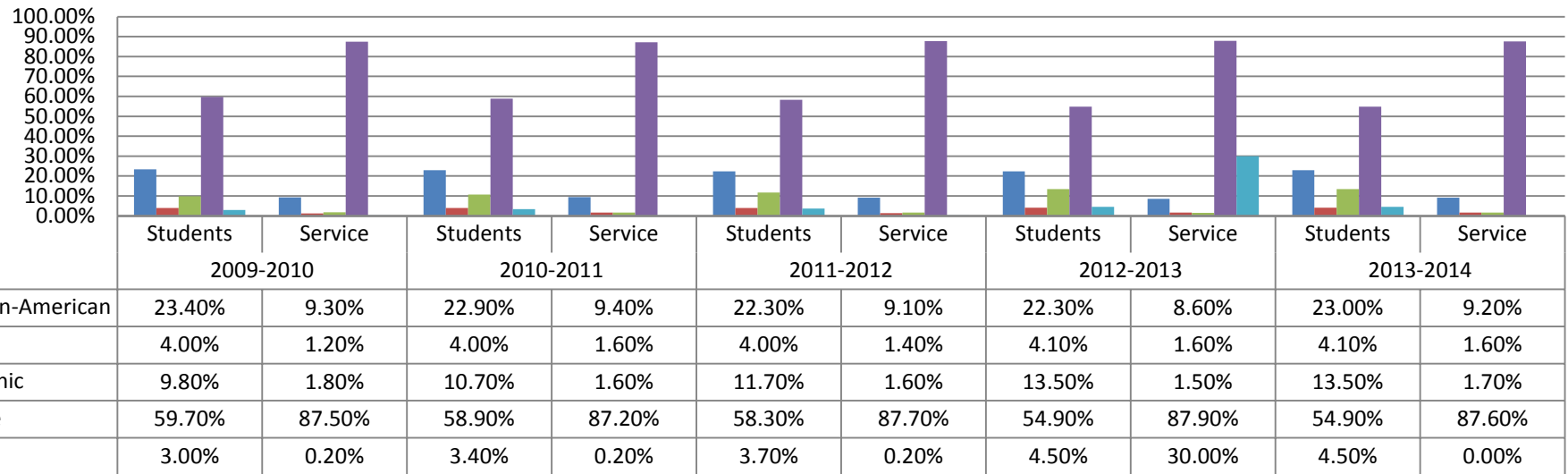
Students and Administrators



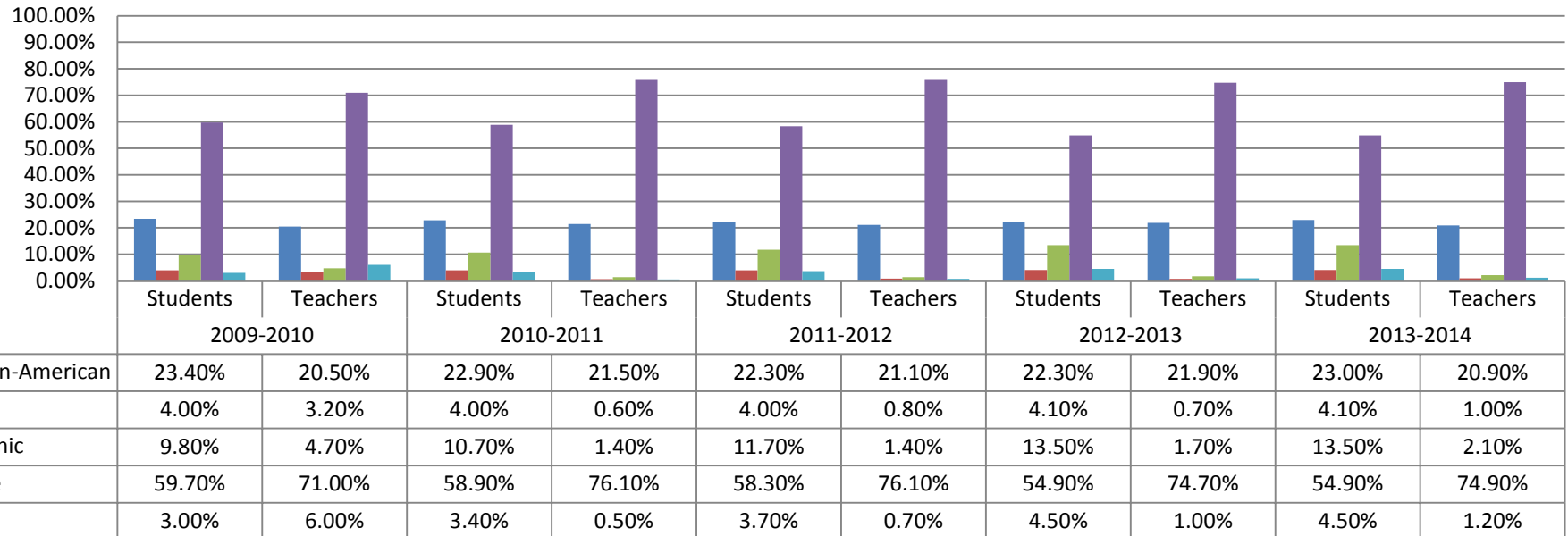
Students and Paraprofessionals



Students and Service Employees



Students and Teachers



What do the graphs say?

The graphs represent the five year trend (from 2009-2010 to 2013-2014) in the percentage of Fayette County Public Schools professional and non-professional employees, disaggregated by race. The data for these graphs can be found in Appendix A27.

Summary

The most diverse groups of employees in the district continue to be paraprofessionals and service employees, yet while they mirror the diversity of the African-American student population, other minority groups are significantly underrepresented compared to the student population. For administrators and teachers, all minority groups are significantly underrepresented. With the exception of a jump in African-American service employees (and a corresponding decline in the percentage of White service employees) in 2010-2011, the diversity of the staff has not noticeably changed during the five years covered by the data. The percentage of teachers who are White has been mostly consistent at 89-90%, although that dipped to 87% in 2012-2013 with a corresponding rise in the percentage of teachers who are Asian (from 1% to 3%). The percentage of administrators who are white has consistently been 81-82%.

Five Year Gap Trends

➤ **Administrators**

- The gap between African-American students and administrators decreased slightly from 6.7% in 2009-2010 to 6.2% in 2013-2014.
- The gap between Asian students and administrators decreased slightly from 3.8% in 2009-2010 to 3.0% in 2013-2014.
- The gap between Hispanic students and administrators increased from 7.5% in 2009-2010 to 12.7% in 2013-2014.

➤ **Paraprofessionals**

- The gap between African-American students and paraprofessionals does not exist in the traditional sense. Paraprofessionals were represented at a lower rate by African-Americans than the student population (1.4%) in 2009-2010, but now they are over-represented (0.6%) in 2013-2014.
- The gap between Asian students and paraprofessionals decreased slightly from 3.0% in 2009-2010 to 2.5% in 2013-2014.
- The gap between Hispanic students and paraprofessionals increased from 7.8% in 2009-2010 to 10.7% in 2013-2014.

➤ **Service Employees**

- In 2009-2010, service employees were represented at a higher rate by African-Americans than the student population (1.2%), but are under-represented (1.1%) in 2013-2014.

- The gap between Asian students and service employees decreased slightly from 3.3% in 2009-2010 to 3.0% in 2013-2014.
- The gap between Hispanic students and service employees increased from 7.3% in 2009-2010 to 12.0% in 2013-2014.

➤ **Teachers**

- The gap between African-American students and teachers increased slightly from 15.2% in 2009-2010 to 16.0% in 2013-2014.
- The gap between Asian students and teachers decreased slightly from 2.8% in 2009-2010 to 2.2% in 2013-2014.
- The gap between Hispanic students and teachers increased from 8.2% in 2009-2010 to 11.7% in 2013-2014.

Fayette County Public Schools Efforts:

Fayette County Public Schools is committed to diversifying its workplace. Through our recruiting, application and hiring process, we strive to be a place where every applicant and employee is valued and respected. FCPS continuously reflects on current processes for improvement and implements innovative ways to make our atmosphere one of inclusion. We believe our district culture, salaries, benefits and the unique qualities city of Lexington allow candidates, especially those of color, to consider Fayette County a great place to work, live and play.

Ongoing Efforts

Our district is responsible for recruiting quality teachers of color, developing strong candidate pools and ensuring applicants are given the opportunity to be considered in the interviewing and hiring process. Human Resources meets with the local colleges and universities to build relationships, maintain clear communication and support the placement of practicum and student teachers. Additionally, recruitment efforts have continued at collegiate job fairs, both public and private, to promote employment within the district. District representatives also attend collegiate seminars to discuss the application and hiring process with graduating students.

The Future Educators of America program at our local high schools is used a vehicle to encourage high school students to consider education as a profession. Several of our FEA clubs have set goals to participate in both state and national competitions. On an employee level, human resources continues to refine Classified and Certified Aspiring Leaders programs that identify internal candidates seeking leadership advancement within the district.

In addition, principals will continue to receive minority hiring lists from the available applicant pool when vacancies occur. We believe that given the opportunity, our candidates can be viable assets to the

mission of Fayette County Public Schools by creating an environment where we not only reflect the diversity of our community, but also continue providing a world class education for all children.

The human resources staff hosts a “College Night” fair for paraprofessionals interested in teacher certification programs through informative networking sessions; shared by contributing state colleges and universities. (This was hosted in 2013-14, as it was already set up. We have not offered this in 2014-15)

The Minority Recruiter will solicit school administrator participation at university job and careers fairs as this is an asset to recruiting teachers of color. In addition, school administrators and leadership staff assist with our substitute screening. The screenings involve all levels of employment in order to secure the best and the brightest employees for Fayette County Schools. (Someone from the certified office works to attend job/career fairs from our surrounding colleges/universities. Substitute screenings are conducted four times annually and include the assistance of administrators and leadership staff.

New Initiatives

Fayette County Public has included in its Comprehensive District Improvement Plan a goal that specifically addresses minority recruitment and retention. The goal states that by 2020 all schools/departments will employ professional staffs that reflect at a minimum the diversity of the students served in FCPS. There is one measurable objective for Fayette County Public Schools’ goal on minority recruitment and retention. The objective states that Fayette County Public Schools will collaborate to increase its pool of minority applicants and the percentage of minority professionals hired will reflect the diversity of its local community by 12/01/2020 as measured by the MERR report, Equity Scorecard and personnel reports to Equity Council. There are four strategies that will help to accomplish this objective:

- 1) Minority Recruitment: Establish a minority educator recruitment team consisting of the Minority Recruiter, Human Resources Department personnel, school level hiring managers, and other identified district leaders to expand and facilitate recruitment efforts increasing the pool of highly qualified and effective minority applicants. Planning and implementation to begin in 2015-2016.
- 2) Pilot a Fayette County Alternative Certification Elementary and Secondary Program: Offer adults with a bachelor’s degree the opportunity to become certified teachers through an alternative certification model approved by the EPSB. In return, teachers commit to teaching in Fayette County Public Schools. Planning to begin in 2015-2016.
- 3) "Grow your own" programs: Identify and foster minority high school students with teaching and leadership aptitude to encourage them to go into the teaching profession through the Future Educators of America program by the Minority Recruiter.
- 4) Employee Leadership Support: Design a mentorship program for new employees, provide training opportunities for employees to acquire additional skills and knowledge that will

support professional growth and provide an intentional culture of inclusion created within and throughout the district. Planning to begin in 2015-2016.

Glossary

Academic Achievement: For the purposes of this scorecard, academic achievement is being measured by the percentage of students who scored proficient or distinguished on the annual state-required tests in reading and math. Since 2011-2012 that test has been the Kentucky Performance Rating for Educational Progress (K-PREP) for students in grades three through eight and end-of-course exams in English II and Algebra II for high school students.

Access: All students should be provided equal opportunity to participate in all aspects of the educational process. Access refers to both physical and institutional access to learning facilities, resources, and curricular programs.

Advanced Placement (AP): Advanced Placement is the term for a group of nationally-accredited courses developed by The College Board. The classes, recognized as rigorous on par with the college level, use a standardized curriculum across the nation. At the end of the course, students have the option of taking an Advanced Placement exam, with top scores earning college credit.

College and Career Readiness: The Kentucky Department of Education calculates this metric by dividing the number of high school graduates who have successfully met an indicator of readiness for college and career with the total number of graduates. The state-identified indicators of readiness include student performance on the ACT, completion of college placement tests or attainment of career academic and technical benchmarks. Although the state gives schools bonus points in the accountability system for students who meet both college *and* career benchmarks, our data is based on the unduplicated count.

Disaggregate: To analyze data by breaking it up into categories. In this scorecard, the data is disaggregated into subgroups by race, gender, free and reduced lunch status and disability status.

Dropout: A dropout is an individual who was enrolled at some time during the previous school year and was not enrolled at the beginning of the current school year, and has not graduated from high school or completed a state or district approved educational program or meet other approved exclusionary conditions.

Equity: In the Fayette County Public Schools, equity is a measure of results, not of effort. We will have achieved equity when all measures indicate an absence of disproportion in participation and achievement in terms of race, class and disability and gender.

Free or Reduced-Price Lunch: The only measure of students' economic status available to our school district is their participation in the free or reduced price lunch program. Applications for this income-based service are sent home with every child at the beginning of the school year and may be completed at any point during the school year if family circumstances change. Eligibility is based on the number of people living in the household and their combined family income, compared with the poverty level. Students in the category designated as Free or Reduced-Price Lunch have applied and qualified for the

service. Not all families who are entitled to the service take advantage of it, so poverty is somewhat underreported.

Gifted and Talented: A category of “exceptional students” receiving services after being identified as possessing demonstrated or potential ability to perform at an exceptionally high level in general intellectual aptitude, specific academic aptitude, creative or divergent thinking, psychosocial or leadership skills, or in the visual or performing arts.

Graduation Rate: Graduation Rates were a new measure introduced in 2011-2012 as part of the state’s more rigorous school and district accountability system. The Kentucky Department of Education at first released data based upon an “average freshman graduation rate” (AFGR) and the information was only disaggregated by race and gender. The “average freshman graduation rate” calculation compares the number of students who earn their diploma in a given year with the average number of ninth- and tenth-graders enrolled in that graduating class during their four year journey through high school. Beginning with the 2012-13 school year the state released information using a “cohort measurement” and disaggregated the data by race, gender, socioeconomic status and identified disability.

Identified Disability: A category of students who have been evaluated and identified as meeting the criteria for autism, deaf-blindness, developmental delay, emotional-behavior disability, hearing impairment, mental disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, or visual impairment which has an adverse effect on the child’s educational performance and who, as a result, needs special education and related services.

International Baccalaureate (IB): Created in 1968 in Geneva, Switzerland, the International Baccalaureate Diploma Programme is a demanding pre-university course of study that leads to examinations. Born of efforts to establish a common curriculum and university entry credential for students moving from one country to another, the Programme is considered one of the best liberal arts pre-college curriculums in the world. Based on the inquiry method, the IB teaches students to think, process and apply information in a meaningful way and develops inquiring, knowledgeable and caring young people who foster intercultural understanding and respect. IB diploma holders have access to the world's leading universities.

Kentucky Performance Rating for Educational Progress (K-PREP): Beginning with the 2011-2012 school year, Kentucky became the first state in the nation to implement the nationally developed, more challenging Common Core State Standards in math and English/language arts. Designed to be as rigorous as those in the top performing countries in the world, the standards were developed by teachers, researchers, and leaders in higher education and business... people who know where students need to be to succeed.

With the new curriculum came new tests, called K-PREP. All students in grades three through eight take reading and math tests. Students are tested in science in fourth and seventh grades, and in social studies

in fifth and eighth grades. Writing is assessed in grades four, five, six, eight, 10 and 11. In each subject area, students were assigned one of four scores based on their performance:

- Novice – the lowest score, indicating that a student had demonstrated little to no mastery of the grade level standards.
- Apprentice – indicating that the student had demonstrated some understanding of the grade level standards, but there were still gaps in knowledge.
- Proficient – the target score, indicating that the student had demonstrated a general mastery of the state grade level standards.
- Distinguished – the highest score, indicating that the student had demonstrated above-average mastery of the grade level standards.

Other (in terms of race): This category includes any student who identifies his or her race as something other than White, African-American, Hispanic or Asian, or who chooses that designation because they have multiple races.

Race: Families registering students for school in Fayette County are asked to designate their race from among racial categories prescribed by the federal government. The race the family chooses is the race associated with that student. Currently, families have no option to select multiple races. This means that biracial or multiracial families must choose one race from among the federal categories to designate for their child, select other, or in some cases choose the two or more race category.

Suspension rates: The unduplicated count of students suspended over the course of the school year divided by the unduplicated school year enrollment.

- The unduplicated count of students suspended is the number of all students (both withdrawn and current) who were suspended at least one time during the designated school year. (A student with multiple suspensions is counted only once.)
- The unduplicated school year enrollment is the total number of students (both withdrawn and current) who attended Fayette County Public Schools at any time during the designated school year.

Tentative Equity Council Monitoring Schedule

Indicator	Committee Responsible	Committee Chair	Update Report to Council
Academic Achievement (Reading and Math)	Accommodations and Student Placement Committee	Hazel Forsythe	<ul style="list-style-type: none"> • May • August • December
College and Career Readiness (ACT scores)	Positive District Action/Community Committee	Isabel Taylor	<ul style="list-style-type: none"> • June
Graduation Rates	Objective Equity Indicators	Ron Langley	<ul style="list-style-type: none"> • September
Dropout Rates	Ad-hoc Suspensions and Dropout Committee	Brian Hodge	<ul style="list-style-type: none"> • November
Suspension Rates	Ad-hoc Suspensions and Dropout Committee	Brian Hodge	<ul style="list-style-type: none"> • December • February • May
Special Education Enrollment	Accommodations and Student Placement Committee	Hazel Forsythe	<ul style="list-style-type: none"> • March • October
Gifted and Talented Enrollment	Resources and Facilities Committee	Bonnie Mitchell-Clark	<ul style="list-style-type: none"> • March • October
Advanced Placement and International Baccalaureate Enrollment	Resources and Facilities Committee	Bonnie Mitchell-Clark	<ul style="list-style-type: none"> • March • October
Staff Diversity	Positive District Action/Community Committee	Isabel Taylor	<ul style="list-style-type: none"> • November • April
Equity Scorecard	Objective Equity Indicators	Ron Langley	<ul style="list-style-type: none"> • April

Achievement - Distinguished/Proficient By Race - READING									
	2011-2012			2012-2013			2013-2014		
	Count P/D	# Tested	%	Count P/D	# Tested	%	Count P/D	# Tested	%
<u>District</u>									
African American	1,471	4,675	31.5%	1541	4623	33.3%	1795	5140	34.9%
Asian	542	752	72.1%	592	788	75.1%	599	820	73.0%
Hispanic	741	2,191	33.8%	791	2290	34.5%	1032	2797	36.9%
White	7,734	11,633	66.5%	7864	11489	68.4%	8267	12001	68.9%
Other	361	726	49.7%	387	768	50.4%	512	948	54.0%
Total	10,849	19,977	54.3%	11185	19984	56.0%	12205	21706	56.2%
<u>Elementary Schools</u>									
African American	642	2,065	31.1%	619	2044	30.3%	735	2109	34.9%
Asian	255	365	69.8%	267	355	75.2%	277	383	72.3%
Hispanic	361	1,157	31.2%	347	1190	29.2%	508	1481	34.3%
White	3,339	5,129	65.1%	3294	5106	64.5%	3592	5262	68.2%
Other	170	346	49.0%	172	369	46.6%	277	494	56.1%
Total	4,767	9,062	52.6%	4704	9073	51.8%	5389	9729	55.4%
<u>Middle Schools</u>									
African American	613	1,973	31.1%	702	2041	34.4%	794	2250	35.3%
Asian	215	295	72.9%	242	325	74.5%	246	335	73.4%
Hispanic	288	795	36.2%	373	907	41.1%	409	1053	38.8%
White	3,222	4,881	66.0%	3405	4870	69.9%	3463	5083	68.1%
Other	155	300	51.7%	181	336	53.9%	170	351	48.4%
Total	4,493	8,244	54.5%	4908	8490	57.8%	5082	9072	56.0%
<u>High Schools</u>									
African American	216	637	33.9%	220	538	40.9%	266	781	34.1%
Asian	72	92	78.3%	83	108	76.9%	76	102	74.5%
Hispanic	92	239	38.5%	71	193	36.8%	115	263	43.7%
White	1,173	1,623	72.3%	1165	1513	77.0%	1212	1656	73.2%
Other	36	80	44.8%	34	63	54.0%	65	103	63.1%
Total	1,589	2,671	59.5%	1573	2421	65.0%	1734	2905	59.7%

Achievement - Distinguished/Proficient By Economic Status - READING									
	2011-2012			2012-2013			2013-2014		
	Count P/D	# Tested	%	Count P/D	# Tested	%	Count P/D	# Tested	%
<u>District</u>									
Free or Reduced Lunch	3,565	10,116	35.2%	3748	10151	36.9%	4541	11669	38.9%
Paid Lunch	7,284	9,861	73.9%	7437	9833	75.6%	7664	10037	76.4%
Total	10,849	19,977	54.3%	11185	19984	56.0%	12205	21706	56.2%
<u>Elementary Schools</u>									
Free or Reduced Lunch	1,670	4,826	34.6%	1586	4786	33.1%	2125	5471	38.8%
Paid Lunch	3,097	4,236	73.1%	3118	4287	72.7%	3264	4258	76.7%
Total	4,767	9,062	52.6%	4704	9073	51.8%	5389	9729	55.4%
<u>Middle Schools</u>									
Free or Reduced Lunch	1,439	4,117	35.0%	1723	4372	39.4%	1879	4836	38.9%
Paid Lunch	3,054	4,127	74.0%	3185	4118	77.3%	3203	4236	75.6%
Total	4,493	8,244	54.5%	4908	8490	57.8%	5082	9072	56.0%
<u>High Schools</u>									
Free or Reduced Lunch	456	1,173	38.9%	439	993	44.2%	537	1362	39.4%
Paid Lunch	1,133	1,498	75.6%	1134	1428	79.4%	1197	1543	77.6%
Total	1,589	2,671	59.5%	1573	2421	65.0%	1734	2905	59.7%

Achievement - Distinguished/Proficient By Identified Disability - READING									
	2011-2012			2012-2013			2013-2014		
	Count P/D	# Tested	%	Count P/D	# Tested	%	Count P/D	# Tested	%
<u>District</u>									
Identified Disabled	236	1,778	13.3%	315	1785	17.6%	343	2168	15.8%
Non-disabled	10,613	18,199	58.3%	10870	18199	59.7%	11862	19538	60.7%
Total	10,849	19,977	54.3%	11185	19984	56.0%	12205	21706	56.2%
<u>Elementary Schools</u>									
Identified Disabled	122	874	19.3%	179	847	21.1%	226	1085	20.8%
Non-Disabled	4,645	8,188	56.7%	4525	8226	55.0%	5163	8644	59.7%
Total	4,767	9,062	52.6%	4704	9073	51.8%	5389	9729	55.4%
<u>Middle Schools</u>									
Identified Disabled	99	711	13.9%	121	763	15.9%	106	865	12.3%
Non-Disabled	4,394	7,533	58.3%	4787	7727	62.0%	4976	8207	60.6%
Total	4,493	8,244	54.5%	4908	8490	57.8%	5082	9072	56.0%
<u>High Schools</u>									
Identified Disabled	15	193	7.8%	15	175	8.6%	11	218	5.0%
Non-Disabled	1,574	2,478	63.5%	1558	2246	69.4%	1723	2687	64.1%
Total	1,589	2,671	59.5%	1573	2421	65.0%	1734	2905	59.7%

Achievement - Distinguished/Proficient By Gender - READING									
	2011-2012			2012-2013			2013-2014		
	Count P/D	# Tested	%	Count P/D	# Tested	%	Count P/D	# Tested	%
<u>District</u>									
Female	5,683	9,748	58.3%	5903	9924	59.5%	6415	10590	60.6%
Male	5,166	10,212	50.6%	5279	10050	52.5%	5790	11116	52.1%
Total	10,849	19,977	54.3%	11185	19984	56.0%	12205	21706	56.2%
<u>Elementary Schools</u>									
Female	2,473	4,449	55.6%	2469	4531	54.5%	2841	4755	59.7%
Male	2,294	4,613	49.7%	2234	4539	49.2%	2548	4974	51.2%
Total	4,767	9,062	52.6%	4704	9073	51.8%	5389	9729	55.4%
<u>Middle Schools</u>									
Female	2,372	4,039	58.7%	2578	4153	62.1%	2647	4400	60.2%
Male	2,121	4,205	50.4%	2329	4334	53.7%	2435	4672	52.1%
Total	4,493	8,244	54.5%	4908	8490	57.8%	5082	9072	56.0%
<u>High Schools</u>									
Female	838	1,277	66.5%	856	1240	69.0%	927	1435	64.6%
Male	751	1,394	53.9%	716	1177	60.8%	807	1470	54.9%
Total	1,589	2,671	59.5%	1573	2421	65.0%	1734	2905	59.7%

Achievement - Distinguished/Proficient By Race - MATH									
	2011-2012			2012-2013			2013-2014		
	Count P/D	# Tested	%	Count P/D	# Tested	%	Count P/D	# Tested	%
District									
African American	1,161	4,683	24.8%	1139	4595	24.8%	1345	4976	27.0%
Asian	626	771	81.2%	633	788	80.3%	654	822	79.6%
Hispanic	519	2,091	24.8%	701	2292	30.6%	878	2806	31.3%
White	6,874	11,605	59.2%	6983	11589	60.3%	7388	12050	61.3%
Other	414	834	49.6%	321	770	41.7%	406	923	44.0%
Total	9,594	19,984	48.0%	9787	20065	48.8%	10671	21577	49.5%
Elementary Schools									
African American	537	2,065	26.0%	552	2044	27.0%	602	2109	28.5%
Asian	286	365	78.4%	291	355	82.0%	307	383	80.2%
Hispanic	306	1,157	26.4%	378	1190	31.8%	477	1481	32.2%
White	2,978	5,129	58.1%	3121	5106	61.1%	3359	5262	63.8%
Other	134	346	38.7%	165	369	44.7%	232	494	47.0%
Total	4,241	9,062	46.8%	4512	9073	49.7%	4977	9729	51.2%
Middle Schools									
African American	489	1,975	24.8%	463	2041	22.7%	599	2250	26.6%
Asian	252	295	85.4%	254	325	78.2%	269	335	80.3%
Hispanic	142	694	20.5%	133	336	39.6%	338	1053	32.1%
White	2,966	4,881	60.8%	267	907	29.4%	3145	5083	61.9%
Other	240	399	60.2%	2979	4870	61.2%	141	351	40.2%
Total	4,089	8,244	49.6%	4099	8490	48.3%	4492	9072	49.5%
High Schools									
African American	135	643	21.0%	124	510	24.3%	144	617	23.3%
Asian	88	111	79.3%	88	108	81.5%	78	104	75.0%
Hispanic	71	240	29.6%	56	195	28.7%	63	272	23.2%
White	930	1,595	58.3%	883	1613	54.7%	884	1705	51.8%
Other	40	89	45.0%	23	65	35.4%	33	78	42.3%
Total	1,264	2,678	47.2%	1176	2502	47.0%	1202	2776	43.3%

Achievement - Distinguished/Proficient By Economic Status - MATH									
	2011-2012			2012-2013			2013-2014		
	Count P/D	# Tested	%	Count P/D	# Tested	%	Count P/D	# Tested	%
District									
Free or Reduced Lunch	2,930	10,050	29.2%	3023	10108	29.9%	3652	11501	31.8%
Paid Lunch	6,664	9,934	67.1%	6764	9957	67.9%	7019	10076	69.7%
Total	9,594	19,984	48.0%	9787	20065	48.8%	10671	21577	49.5%
Elementary Schools									
Free or Reduced Lunch	1,400	4,826	29.0%	1519	4786	31.7%	1859	5471	34.0%
Paid Lunch	2,841	4,236	67.1%	2993	4287	69.8%	3118	4258	73.2%
Total	4,241	9,062	46.8%	4512	9073	49.7%	4977	9729	51.2%
Middle Schools									
Free or Reduced Lunch	1,244	4,117	30.2%	1241	4372	28.4%	1484	4836	30.7%
Paid Lunch	2,845	4,127	68.9%	2858	4118	69.4%	3008	4236	71.0%
Total	4,089	8,244	49.6%	4099	8490	48.3%	4492	9072	49.5%
High Schools									
Free or Reduced Lunch	286	1,107	25.8%	263	950	27.7%	309	1194	25.9%
Paid Lunch	978	1,571	62.3%	913	1552	58.8%	893	1582	56.4%
Total	1,264	2,678	47.2%	1176	2502	47.0%	1202	2776	43.3%

Achievement - Distinguished/Proficient By Identified Disability - MATH									
	2011-2012			2012-2013			2013-2014		
	Count P/D	# Tested	%	Count P/D	# Tested	%	Count P/D	# Tested	%
<u>District</u>									
Identified Disabled	---		13.4%	235	1770	13.3%	280	2129	13.2%
Non-disabled	---		48.2%	9552	18295	52.2%	10391	19448	53.4%
Total	9,594	19,984	48.0%	9787	20065	48.8%	10671	21577	49.5%
<u>Elementary Schools</u>									
Identified Disabled	122	874	14.0%	142	847	16.8%	184	1085	17.0%
Non-Disabled	4,119	8,188	50.3%	4370	8226	53.1%	4793	8644	55.4%
Total	4,241	9,062	46.8%	4512	9073	49.7%	4977	9729	51.2%
<u>Middle Schools</u>									
Identified Disabled	87	711	12.2%	82	763	10.7%	84	865	9.7%
Non-Disabled	4,002	7,533	53.1%	4017	7727	52.0%	4408	8207	53.7%
Total	4,089	8,244	49.6%	4099	8490	48.3%	4492	9072	49.5%
<u>High Schools</u>									
Identified Disabled	---		5.6%	11	160	6.9%	12	179	6.7%
Non-Disabled	---		49.8%	1165	2342	49.7%	1190	2597	45.8%
Total	1,264	2,678	47.2%	1176	2502	47.0%	1202	2776	43.3%

Achievement - Distinguished/Proficient By Gender - MATH									
	2011-2012			2012-2013			2013-2014		
	Count P/D	# Tested	%	Count P/D	# Tested	%	Count P/D	# Tested	%
<u>District</u>									
Female	4,794	9,823	48.8%	4918	9928	49.5%	5338	10557	50.6%
Male	4,788	10,128	47.3%	4866	10128	48.0%	5333	11020	48.4%
Total	9,594	19,984	48.0%	9787	20065	48.8%	10671	21577	49.5%
<u>Elementary Schools</u>									
Female	2,093	4,448	47.1%	2257	4531	49.8%	2469	4755	51.9%
Male	2,152	4,614	46.6%	2254	4539	49.7%	2508	4974	50.4%
Total	4,241	9,062	46.8%	4512	9073	49.7%	4977	9729	51.2%
<u>Middle Schools</u>									
Female	2,066	4,040	51.1%	2085	4153	50.2%	2238	4400	50.9%
Male	2,019	4,204	48.0%	2013	4334	46.4%	2254	4672	48.2%
Total	4,089	8,244	49.6%	4099	8490	48.3%	4492	9072	49.5%
<u>High Schools</u>									
Female	635	1,335	47.6%	576	1244	46.3%	631	1402	45.0%
Male	617	1,310	47.1%	599	1255	47.7%	571	1374	41.6%
Total	1,264	2,678	47.2%	1176	2502	47.0%	1202	2776	43.3%

College and Career Readiness									
	COUNT OF GRADUATES WITH DIPLOMA			COLLEGE READY ¹			CAREER READY ACADEMIC ²		
	2012	2013	2014	2012	2013		2012	2013	2014
All Students	2,242	2,243	2334	1,165	1,270	1407	38	104	141
African American	502	528	487	128	159	170	4	17	36
American Indian or Alaska Native									
Asian	82	114	98	52	88	81	0	1	0
Hispanic	130	190	215	40	55	71	3	8	16
Native Hawaiian or Other Pacific Islander									
Other	162	43	59	40	27	37	1	1	2
White (Non Hispanic)	1,363	1,345	1469	903	937	1047	30	77	87
Female	1,170	1,138	1157	601	673	706	12	35	56
Male	1,037	1,105	1175	561	597	700	26	69	85
Free/Reduced-Price Meals	799	832	891	227	248	342	17	40	74
Limited English Proficiency	27	59	57	0	0	7	0	0	2
With Disability	118	127	154	8	11	8	2	6	14

	CAREER READY TECHNICAL ²			CAREER READY TOTAL ²		
	2012	2013	2014	2012	2013	2014
All Students	269	275	383	25	76	102
African American	53	54	69	2	10	23
American Indian or Alaska Native						
Asian	4	10	7	0	1	0
Hispanic	17	23	28	2	6	8
Native Hawaiian or Other Pacific Islander						
Other	6	5	1	1	1	0
White (Non Hispanic)	189	183	269	20	58	70
Female	138	127	165	8	30	42
Male	130	148	218	17	46	60
Free/Reduced-Price Meals	110	115	137	13	27	49
Limited English Proficiency	1	1	1	0	0	0
With Disability	9	8	17	0	5	10

	TOTAL COUNT of CCR ³			PERCENT CCR WITH BONUS ⁴		
	2012	2013	2014	2012	2013	2014
All Students	1,177	1,317	1462	56.1%	62.3%	68.4%
African American	129	168	183	28.1%	33.4%	41.8%
American Indian or Alaska Native						
Asian	52	89	81	64.0%	81.6%	85.7%
Hispanic	42	61	78	35.0%	34.5%	39.3%
Native Hawaiian or Other Pacific Islander						
Other	40	27	37	26.2%	68.6%	69.5%
White (Non Hispanic)	912	968	1082	71.5%	76.5%	80.5%
Female	605	692	730	55.1%	63.9%	67.8%
Male	569	625	731	58.9%	60.6%	69.1%
Free/Reduced-Price Meals	235	272	371	32.4%	35.6%	45.9%
Limited English Proficiency	0	0	7	0.0%	0.0%	12.3%
With Disability	8	16	17	7.6%	13.0%	12.0%

Graduation (AFGR) Rates By Race and Gender			
	2009-2010	2010-2011	2011-2012
District			
African American	70.1%	69.2%	72.8%
Asian	100.0%	100.0%	100.0%
Hispanic	54.2%	76.6%	62.9%
White	78.7%	81.6%	79.3%
Female	80.6%	82.1%	81.6%
Male	69.2%	74.1%	70.4%
All Students	74.7%	77.8%	75.9%

Graduation (Cohort) Rates Disaggregated		
	2012-2013	2013-2014
All Students	82.7	84.6
African American	80.6	78.3
Native	***	***
Asian	94.4	87.6
Hispanic	72.5	83.8
Pacific Islander	***	***
Other	81.5	88.1
White (Non Hispanic)	84.8	86.7
Female	86.9	87.2
Male	79.1	82.1
Free/Reduced-Price Meals	74.6	77.0
Limited English Proficiency	67.9	71.6
With Disability	70.5	68.1

Dropout Rates By Race									
	2009-2010			2010-2011			2011-12		
	Dropouts	Enroll	%	Dropouts	Enroll	%	Dropouts	Enroll	%
<u>District (middle and high)</u>									
African American	106	5,097	2.1%	102	4,915	2.1%	99	4,816	2.1%
Asian	2	786	0.3%	5	770	0.6%	5	768	0.7%
Hispanic	27	1,613	1.7%	39	1,709	2.3%	38	1,828	2.1%
White	174	13,137	1.3%	188	12,662	1.5%	172	12,537	1.4%
Other/Unknown	85*	444	1.9%	11	517	1.9%	12	596	2.0%
Total	394	21,077	1.9%	345	20,573	1.7%	326	20,545	1.6%
<u>Middle Schools</u>									
African American	3	2,034	0.1%	1	2066	0.0%	1	2081	0.0%
Asian		333	0.0%	0	342	0.0%	0	338	0.0%
Hispanic	2	767	0.3%	1	783	0.1%	1	851	0.1%
White	1	5,319	0.0%	2	5381	0.0%	2	5368	0.0%
Other/Unknown	3	242	1.2%	0	284	0.0%	0	323	0.0%
Total	9	8,695	0.1%	4	8856	0.0%	4	8961	0.0%
<u>High Schools</u>									
African American	103	3,063	3.4%	101	2849	3.5%	98	2735	3.6%
Asian	2	453	0.4%	5	428	1.2%	5	430	1.2%
Hispanic	25	846	3.0%	38	926	4.1%	37	977	3.8%
White	173	7,818	2.2%	186	7281	2.6%	170	7169	2.4%
Other/Unknown	82	202	40.6%	11	233	4.7%	12	273	4.4%
Total	385	12,382	3.1%	341	11717	2.9%	322	11584	2.8%

Dropout Rates By Race						
	2012-13			2013-14		
	Dropouts	Enroll	%	Dropouts	Enroll	%
<u>District (middle and high)</u>						
African American	121	4,905	2.5%	62	5,168	1.2%
Asian	10	829	1.2%	7	826	0.8%
Hispanic	43	2,035	2.1%	41	2,250	1.8%
White	179	12,519	1.4%	137	12,241	1.1%
Other/Unknown	5	707	0.7%	8	747	1.1%
Total	358	20,995	1.7%	255	21,232	1.2%
<u>Middle Schools</u>						
African American	3	2183	0.1%	3	2298	0.1%
Asian	0	375	0.0%	0	370	0.0%
Hispanic	0	980	0.0%	2	1120	0.1%
White	3	5358	0.1%	4	5202	0.1%
Other/Unknown	0	366	0.0%	0	363	0.0%
Total	6	9262	0.1%	9	9353	0.1%
<u>High Schools</u>						
African American	118	2722	4.3%	59	2870	2.1%
Asian	10	454	2.2%	7	456	1.5%
Hispanic	43	1055	4.1%	39	1130	3.5%
White	176	7161	2.5%	133	7039	1.9%
Other/Unknown	5	341	1.5%	8	384	2.1%
Total	352	11733	3.0%	246	11879	2.1%

Dropout Rates By Economic Status									
	2009-2010			2010-2011			2011-12		
	Dropouts	Enroll	%	Dropouts	Enroll	%	Dropouts	Enroll	%
District (middle and high)									
Free and Reduced Lunch	185	8,427	2.2%	243	8,755	2.8%	104	9,016	1.2%
Paid	209	12,650	1.7%	102	11,818	0.9%	222	11,529	1.9%
Total	394	21,077	1.9%	345	20,573	1.7%	326	20,545	1.6%
Middle Schools									
Free and Reduced Lunch	6	3,966	0.2%	3	4205	0.1%	1	4384	0.0%
Paid	3	4,729	0.1%	1	4651	0.0%	3	4577	0.1%
Total	9	8,695	0.1%	4	8856	0.0%	4	8961	0.0%
High Schools									
Free and Rduced Lunch	179	4,461	4.0%	240	4550	5.3%	103	4632	2.2%
Paid	206	7,921	2.6%	101	7167	1.4%	219	6952	3.2%
Total	385	12,382	3.1%	341	11717	2.9%	322	11584	2.8%

	2012-13			2013-14		
	Dropouts	Enroll	%	Dropouts	Enroll	%
District (middle and high)						
Free and Reduced Lunch	247	9,752	2.5%	150	10,518	1.4%
Paid	111	11,243	1.0%	105	10,714	0.1%
Total	358	20,995	1.7%	255	21,232	1.2%
Middle Schools						
Free and Reduced Lunch	3	4,738	0.1%	6	5,030	0.1%
Paid	3	4,524	0.1%	3	4,323	0.1%
Total	6	9,262	0.1%	9	9,353	0.1%
High Schools						
Free and Rduced Lunch	244	5,014	4.9%	144	5,488	2.6%
Paid	108	6,719	1.6%	102	6,391	1.6%
Total	352	11,733	3.0%	246	11,879	2.1%

Dropout Rates By Disability									
	2009-2010			2010-2011			2011-12		
	Dropouts	Enroll	%	Dropouts	Enroll	%	Dropouts	Enroll	%
<u>District (middle and high)</u>									
With Disability	58	1,649	3.5%	43	1,792	2.4%	39	1,802	2.2%
Non-disabled	336	19,428	1.7%	302	18,781	1.6%	287	18,743	1.5%
Total	394	21,077	1.9%	345	20,573	1.7%	326	20,545	1.6%
<u>Middle Schools</u>									
With Disability	2	820	0.2%	1	853	0.1%	1	857	0.1%
Non-Disabled	7	7,875	0.1%	3	8003	0.0%	3	8104	0.0%
Total	9	8,695	0.1%	4	8856	0.0%	4	8961	0.0%
<u>High Schools</u>									
With Disability	56	829	6.8%	42	939	4.5%	38	945	4.0%
Non-Disabled	329	11,553	2.8%	299	10778	2.8%	284	10639	2.7%
Total	385	12,382	3.1%	341	11717	2.9%	322	11584	2.8%

	2012-13			2013-14		
	Dropouts	Enroll	%	Dropouts	Enroll	%
<u>District (middle and high)</u>						
With Disability	35	1,934	1.8%	32	1,728	1.9%
Non-disabled	323	19,061	1.7%	223	19,504	1.1%
Total	358	20,995	1.7%	255	21,232	1.2%
<u>Middle Schools</u>						
With Disability	0	937	0.0%	2	893	0.2%
Non-Disabled	6	8,325	0.1%	7	8,460	0.1%
Total	6	9,262	0.1%	9	9,353	0.1%
<u>High Schools</u>						
With Disability	35	997	3.5%	30	835	3.6%
Non-Disabled	317	10,736	3.0%	216	11,044	2.0%
Total	352	11,733	3.0%	246	11,879	2.1%

Dropout Rates By Gender									
	2009-2010			2010-2011			2011-12		
	Dropouts	Enroll	%	Dropouts	Enroll	%	Dropouts	Enroll	%
<u>District (middle and high)</u>									
Female	175	10,235	1.7%	157	10,073	1.6%	148	10,095	1.5%
Male	219	10,842	2.0%	188	10,500	1.8%	178	10,450	1.7%
Total	394	21,077	1.9%	345	20,573	1.7%	326	20,545	1.6%
<u>Middle Schools</u>									
Female	2	4,228	0.0%	1	4345	0.0%	1	4418	0.0%
Male	7	4,467	0.2%	3	4511	0.1%	3	4543	0.1%
Total	9	8,695	0.1%	4	8856	0.0%	4	8961	0.0%
<u>High Schools</u>									
Female	173	6,007	2.9%	156	5728	2.7%	147	5677	2.6%
Male	212	6,375	3.3%	184	5989	3.1%	175	5907	3.0%
Total	385	12,382	3.1%	341	11717	2.9%	322	11584	2.8%

	2012-13			2013-14		
	Dropouts	Enroll	%	Dropouts	Enroll	%
District (middle and high)						
Female	165	10,245	1.6%	67	10,486	0.6%
Male	193	10,750	1.8%	128	10,746	1.2%
Total	358	20,995	1.7%	255	21,232	1.2%
Middle Schools						
Female	5	4,532	0.1%	5	4,602	0.1%
Male	1	4,730	0.0%	4	4,751	0.1%
Total	6	9,262	0.1%	9	9,353	0.1%
High Schools						
Female	160	5,713	2.8%	62	5,884	1.1%
Male	192	6,020	3.2%	124	5,995	2.1%
Total	352	11,733	3.0%	246	11,879	2.1%

Unduplicated Suspension Rates by Race

	2009-10			2010-11			2011-12		
	Count of Suspended Students	Enrollment	%	Count of Suspended Students	Enrollment	%	Count of Suspended Students	Enrollment	%
<u>District</u>									
African American	1393	9421	14.8%	1526	9192	16.6%	1361	9086	15.0%
Asian	13	1605	0.8%	24	1627	1.5%	16	1632	1.0%
Hispanic	198	3923	5.0%	256	4316	5.9%	261	4751	5.5%
White	1045	24125	4.3%	1058	23667	4.5%	989	23740	4.2%
Other	97	1185	8.2%	100	1381	7.2%	104	1507	6.9%
Total	2746	40259	6.8%	2964	40183	7.4%	2731	40716	6.7%
<u>Elementary Schools</u>									
African American	276	4324	6.4%	349	4277	8.2%	347	4270	8.1%
Asian	1	819	0.1%	2	857	0.2%	3	864	0.3%
Hispanic	20	2310	0.9%	35	2607	1.3%	47	2923	1.6%
White	131	10988	1.2%	171	11005	1.6%	179	11203	1.6%
Other	16	741	2.2%	33	864	3.8%	26	911	2.9%
Total	444	19182	2.3%	590	19610	3.0%	602	20171	3.0%
<u>Middle Schools</u>									
African American	461	2034	22.7%	472	2066	22.8%	473	2081	22.7%
Asian	8	333	2.4%	8	342	2.3%	4	338	1.2%
Hispanic	90	767	11.7%	93	783	11.9%	101	851	11.9%
White	416	5319	7.8%	385	5381	7.2%	369	5368	6.9%
Other	47	242	19.4%	34	284	12.0%	45	323	13.9%
Total	1022	8695	11.8%	992	8856	11.2%	992	8961	11.1%
<u>High Schools</u>									
African American	656	3063	21.4%	705	2849	24.7%	541	2735	19.8%
Asian	4	453	0.9%	14	428	3.3%	9	430	2.1%
Hispanic	88	846	10.4%	128	926	13.8%	113	977	11.6%
White	498	7818	6.4%	502	7281	6.9%	441	7169	6.2%
Other	34	202	16.8%	33	233	14.2%	33	273	12.1%
Total	1280	12382	10.3%	1382	11717	11.8%	1137	11584	9.8%

Unduplicated Suspension Rates by Race

	2012-13			2013-14		
	Count of Suspended Students	Enrollment	%	Count of Suspended Students	Enrollment	%
<u>District</u>						
African American	1264	9212	13.7%	1081	9828	11.0%
Asian	14	1719	0.8%	9	1756	0.5%
Hispanic	250	5111	4.9%	180	5790	3.1%
White	828	23564	3.5%	605	23470	2.6%
Other	108	1714	6.3%	91	1914	4.8%
Total	2464	41320	6.0%	1966	42758	4.6%
<u>Elementary Schools</u>						
African American	299	4307	6.9%	295	4660	6.3%
Asian	3	890	0.3%	2	930	0.2%
Hispanic	31	3076	1.0%	27	3540	0.7%
White	141	11045	1.3%	133	11229	1.2%
Other	29	1007	2.9%	30	1167	2.6%
Total	503	20325	2.5%	487	21526	2.3%
<u>Middle Schools</u>						
African American	495	2183	22.7%	409	2298	17.8%
Asian	4	375	1.1%	5	370	1.4%
Hispanic	131	980	13.4%	103	1120	9.2%
White	320	5358	6.0%	243	5202	4.7%
Other	50	366	13.7%	31	363	8.5%
Total	1000	9262	10.8%	791	9353	8.5%
<u>High Schools</u>						
African American	470	2722	17.3%	377	2870	13.1%
Asian	7	454	1.5%	2	456	0.4%
Hispanic	88	1055	8.3%	50	1130	4.4%
White	367	7161	5.1%	229	7039	3.3%
Other	29	341	8.5%	30	384	7.8%
Total	961	11733	8.2%	688	11879	5.8%

Unduplicated Suspension Rates by Economic Status									
	2009-10			2010-11			2011-12		
	Count of Suspended Students	Enrollment	%	Count of Suspended Students	Enrollment	%	Count of Suspended Students	Enrollment	%
District									
Free or Reduced Lunch	2058	18215	11.3%	2325	19050	12.2%	1,691	19,832	8.5%
Paid Lunch	689	22044	3.1%	639	21133	3.0%	1,040	20,884	5.0%
Total	2746	40259	6.8%	2964	40183	7.4%	2,731	40,716	6.7%
Elementary Schools									
Free or Reduced Lunch	387	9788	4.0%	525	10295	5.1%	466	10,816	4.3%
Paid Lunch	57	9394	0.6%	65	9315	0.7%	136	9,355	1.5%
Total	444	19182	2.3%	590	19610	3.0%	602	20,171	3.0%
Middle Schools									
Free or Reduced Lunch	802	3966	20.2%	798	4205	19.0%	655	4384	14.9%
Paid Lunch	220	4729	4.7%	194	4651	4.2%	337	4577	7.4%
Total	1022	8695	11.8%	992	8856	11.2%	992	8961	11.1%
High Schools									
Free or Reduced Lunch	869	4461	19.5%	1002	4550	22.0%	570	4632	12.3%
Paid Lunch	411	7921	5.2%	380	7167	5.3%	567	6952	8.2%
Total	1280	12382	10.3%	1382	11717	11.8%	1,137	11584	9.8%

	2012-13			2013-14		
	Count of Suspended Students	Enrollment	%	Count of Suspended Students	Enrollment	%
District						
Free or Reduced Lunch	1,593	20,898	7.6%	1257	23,157	5.4%
Paid Lunch	871	20,422	4.3%	709	19,601	3.6%
Total	2,464	41,320	6.0%	1966	42,758	4.6%
Elementary Schools						
Free or Reduced Lunch	392	11,146	3.5%	378	12,639	3.0%
Paid Lunch	111	9,179	1.2%	109	8,887	1.2%
Total	503	20,325	2.5%	487	21,526	2.3%
Middle Schools						
Free or Reduced Lunch	708	4,738	14.9%	543	5,030	10.8%
Paid Lunch	292	4,524	6.5%	248	4,323	5.7%
Total	1,000	9,262	10.8%	791	9,353	8.5%
High Schools						
Free or Reduced Lunch	493	5,014	9.8%	336	5,488	6.1%
Paid Lunch	468	6,719	7.0%	352	6,391	5.5%
Total	961	11,733	8.2%	688	11,879	5.8%

Unduplicated Suspension Rates by Identified Disability									
	2009-10			2010-11			2011-12		
	Count of Suspended Students	Enrollment	%	Count of Suspended Students	Enrollment	%	Count of Suspended Students	Enrollment	%
District									
Identified Disabled	529	3,469	15.2%	587	3711	15.8%	605	3,786	16.0%
Non-Disabled	2,217	36,790	6.0%	2,377	36,472	6.5%	2,126	36,930	5.8%
Total	2,746	40,259	6.8%	2,964	40,183	7.4%	2,731	40,716	6.7%
Elementary Schools									
Identified Disabled	126	1,820	6.9%	146	1,919	7.6%	177	1,984	8.9%
Non-Disabled	318	17,362	1.8%	444	17,691	2.5%	425	18,187	2.3%
Total	444	19,182	2.3%	590	19,610	3.0%	602	20,171	3.0%
Middle Schools									
Identified Disabled	210	820	25.6%	232	853	27.2%	212	857	24.7%
Non-Disabled	812	7,875	10.3%	760	8003	9.5%	780	8,104	9.6%
Total	1,022	8,695	11.8%	992	8856	11.2%	992	8,961	11.1%
High Schools									
Identified Disabled	193	829	23.3%	209	939	22.3%	216	945	22.9%
Non-Disabled	1,087	11,553	9.4%	1,173	10778	10.9%	921	10,639	8.7%
Total	1,280	12,382	10.3%	1,382	11717	11.8%	1,137	11,584	9.8%

	2012-13			2013-14		
	Count of Suspended Students	Enrollment	%	Count of Suspended Students	Enrollment	%
District						
Identified Disabled	584	4,047	14.4%	473	4,035	11.7%
Non-Disabled	1,880	37,273	5.0%	1493	38,725	3.8%
Total	2,464	41,320	6.0%	1966	42,758	4.6%
Elementary Schools						
Identified Disabled	160	2,113	7.6%	157	2,307	6.8%
Non-Disabled	343	18,212	1.9%	330	19,219	1.7%
Total	503	20,325	2.5%	487	21,535	2.3%
Middle Schools						
Identified Disabled	237	937	25.3%	163	893	18.3%
Non-Disabled	763	8,325	9.2%	628	8,460	7.4%
Total	1,000	9,262	10.8%	791	9,353	8.5%
High Schools						
Identified Disabled	187	997	18.8%	153	835	18.3%
Non-Disabled	774	10,736	7.2%	535	11,044	4.8%
Total	961	11,733	8.2%	688	11,879	5.8%

Unduplicated Suspension Rates by Gender									
	2009-10			2010-11			2011-12		
	Count of Suspended Students	Enrollment	%	Count of Suspended Students	Enrollment	%	Count of Suspended Students	Enrollment	%
<u>District</u>									
Female	922	19,566	4.7%	919	19587	4.7%	792	19,885	4.0%
Male	1,824	20,693	8.8%	2,045	20596	9.9%	1,939	20,831	9.3%
Total	2,746	40,259	6.8%	2,964	40183	7.4%	2,731	40,716	6.7%
<u>Elementary Schools</u>									
Female	88	9,331	0.9%	123	9,514	1.3%	97	9,790	1.0%
Male	356	9,851	3.6%	467	10,096	4.6%	505	10,381	4.9%
Total	444	19,182	2.3%	590	19,610	3.0%	602	20,171	3.0%
<u>Middle Schools</u>									
Female	339	4,228	8.0%	301	4345	6.9%	312	4,418	7.1%
Male	683	4,467	15.3%	691	4511	15.3%	680	4,543	15.0%
Total	1,022	8,695	11.8%	992	8856	11.2%	992	8,961	11.1%
<u>High Schools</u>									
Female	495	6,007	8.2%	495	5728	8.6%	383	5,677	6.7%
Male	785	6,375	12.3%	887	5989	14.8%	754	5,907	12.8%
Total	1,280	12,382	10.3%	1,382	11717	11.8%	1,137	11,584	9.8%

	2012-13			2013-14		
	Count of Suspended Students	Enrollment	%	Count of Suspended Students	Enrollment	%
<u>District</u>						
Female	728	20,189	3.6%	584	21,011	2.8%
Male	1,736	21,131	8.2%	1382	21,747	6.4%
Total	2,464	41,320	6.0%	1966	42,758	4.6%
<u>Elementary Schools</u>						
Female	92	9,944	0.9%	85	10,525	0.8%
Male	411	10,381	4.0%	402	11,001	3.7%
Total	503	20,325	2.5%	487	21,526	2.3%
<u>Middle Schools</u>						
Female	299	4,532	6.6%	265	4,602	5.8%
Male	701	4,730	14.8%	526	4,751	11.1%
Total	1,000	9,262	10.8%	791	9,353	8.5%
<u>High Schools</u>						
Female	337	5,713	5.9%	234	5,884	4.0%
Male	624	6,020	10.4%	454	5,995	7.6%
Total	961	11,733	8.2%	688	11,879	5.8%

Gifted/Talented Enrollment by Race

	2009-10			2010-11			2011-12		
	Count GT	Enrollment	%	Count GT	Enrollment	%	Count GT	Enrollment	%
<u>District</u>									
African American	818	9193	8.9%	719	9192	7.8%	532	9086	5.9%
Asian	551	1587	34.7%	504	1627	31.0%	440	1632	27.0%
Hispanic	302	3870	7.8%	285	4316	6.6%	237	4751	5.0%
White	6244	23482	26.6%	5694	23667	24.1%	4917	23740	20.7%
Other	170	1173	14.5%	167	1381	12.1%	168	1507	11.1%
Total	8085	39305	20.6%	7369	40183	18.3%	6294	40716	15.5%
<u>Primary K - 3rd Grade</u>									
African American	284	2925	9.7%	202	2862	7.1%	114	2793	4.1%
Asian	207	575	36.0%	145	589	24.6%	88	580	15.2%
Hispanic	125	1741	7.2%	96	1908	5.0%	53	2151	2.5%
White	1724	7390	23.3%	1222	7393	16.5%	883	7530	11.7%
Other	73	514	14.2%	64	625	10.2%	58	670	8.7%
Total	2413	13145	18.4%	1729	13377	12.9%	1196	13724	8.7%
<u>Intermediate 4-5</u>									
African American	112	1382	8.1%	92	1415	6.5%	44	1477	3.0%
Asian	101	244	41.4%	105	268	39.2%	68	284	23.9%
Hispanic	52	555	9.4%	45	699	6.4%	27	772	3.5%
White	1118	3530	31.7%	974	3612	27.0%	573	3673	15.6%
Other	35	227	15.4%	31	239	13.0%	21	241	8.7%
Total	1418	5938	23.9%	1247	6233	20.0%	733	6447	11.4%
<u>Middle Schools</u>									
African American	175	2024	8.6%	182	2066	8.8%	155	2081	7.4%
Asian	113	329	34.3%	131	342	38.3%	142	338	42.0%
Hispanic	71	765	9.3%	72	783	9.2%	67	851	7.9%
White	1605	5284	30.4%	1626	5381	30.2%	1508	5368	28.1%
Other	32	245	13.1%	38	284	13.4%	45	323	13.9%
Total	1996	8647	23.1%	2049	8856	23.1%	1917	8961	21.4%
<u>High Schools</u>									
African American	247	2862	8.6%	243	2849	8.5%	219	2735	8.0%
Asian	130	439	29.6%	123	428	28.7%	142	430	33.0%
Hispanic	54	809	6.7%	72	926	7.8%	90	977	9.2%
White	1797	7278	24.7%	1872	7281	25.7%	1953	7169	27.2%
Other	30	187	16.0%	34	233	14.6%	44	273	16.1%
Total	2258	11575	19.5%	2344	11717	20.0%	2448	11584	21.1%

Gift/Talented Enrollment by Race

	2012-13			2013-14		
	Count GT	Enrollment	%	Count GT	Enrollment	%
District						
African American	589	9212	6.4%	1154	9828	11.7%
Asian	455	1719	26.5%	607	1756	34.6%
Hispanic	287	5111	5.6%	517	5790	8.9%
White	5341	23564	22.7%	7156	23470	30.5%
Other	207	1714	12.1%	347	1914	18.1%
Total	6879	41320	16.6%	9781	42758	22.9%
Primary K - 3rd Grade						
African American	130	2895	4.5%	251	3183	7.9%
Asian	79	617	12.8%	174	623	27.9%
Hispanic	84	2239	3.8%	160	2561	6.2%
White	884	7418	11.9%	1681	7607	22.1%
Other	67	759	8.8%	126	871	14.5%
Total	1244	13928	8.9%	2392	14845	16.1%
Intermediate 4-5						
African American	65	1412	4.6%	196	1477	13.3%
Asian	99	273	36.3%	123	307	40.1%
Hispanic	45	837	5.4%	124	979	12.7%
White	845	3627	23.3%	1241	3622	34.3%
Other	37	248	14.9%	81	296	27.4%
Total	1091	6397	17.1%	1765	6681	26.4%
Middle Schools						
African American	168	2183	7.7%	311	2298	13.5%
Asian	134	375	35.7%	157	370	42.4%
Hispanic	63	980	6.4%	107	1120	9.6%
White	1552	5358	29.0%	1769	5202	34.0%
Other	53	366	14.5%	76	363	20.9%
Total	1970	9262	21.3%	2420	9353	25.9%
High Schools						
African American	226	2722	8.3%	396	2870	13.8%
Asian	143	454	31.5%	153	456	33.6%
Hispanic	95	1055	9.0%	126	1130	11.2%
White	2060	7161	28.8%	2465	7039	35.0%
Other	50	341	14.7%	64	384	16.7%
Total	2574	11733	21.9%	3204	11879	27.0%

Gifted/Talented Enrollment by Economic Status

	2009-10			2010-11			2011-12		
	Count GT	Enrollment	%	Count GT	Enrollment	%	Count GT	Enrollment	%
<u>District</u>									
Free or Reduced Lunch	1496	17831	8.4%	1339	19050	7.0%	1351	19832	6.8%
Paid Lunch	6589	21474	30.7%	6030	21133	28.5%	4943	20884	23.7%
Total	8085	39305	20.6%	7369	40183	18.3%	6294	40716	15.5%
<u>Primary K - 3rd Grade</u>									
Free or Reduced Lunch	598	6821	8.8%	415	7127	5.8%	294	7499	3.9%
Paid Lunch	1815	6324	28.7%	1314	6250	21.0%	902	6225	14.5%
Total	2413	13145	18.4%	1729	13377	12.9%	1196	13724	8.7%
<u>Intermediate 4-5</u>									
Free or Reduced Lunch	248	2920	8.5%	212	3168	6.7%	134	3317	4.0%
Paid Lunch	1170	3018	38.8%	1035	3065	33.8%	599	3130	19.1%
Total	1418	5938	23.9%	1247	6233	20.0%	733	6447	11.4%
<u>Middle Schools</u>									
Free or Reduced Lunch	316	3931	8.0%	349	4205	8.3%	443	4384	10.1%
Paid Lunch	1680	4716	35.6%	1700	4651	36.6%	1474	4577	32.2%
Total	1996	8647	23.1%	2049	8856	23.1%	1917	8961	21.4%
<u>High Schools</u>									
Free or Reduced Lunch	334	4159	8.0%	363	4550	8.0%	480	4632	10.4%
Paid Lunch	1924	7416	25.9%	1981	7167	27.6%	1968	6952	28.3%
Total	2258	11575	19.5%	2344	11717	20.0%	2448	11584	21.1%

	2012-13			2013-14		
	Count GT	Enrollment	%	Count GT	Enrollment	%
<u>District</u>						
Free or Reduced Lunch	1308	20898	6.3%	2532	23157	10.9%
Paid Lunch	5571	20422	27.3%	7249	19601	37.0%
Total	6879	41320	16.6%	9781	42758	22.9%
<u>Primary K - 3rd Grade</u>						
Free or Reduced Lunch	317	7754	4.1%	662	8883	7.5%
Paid Lunch	927	6174	15.0%	1730	5962	29.0%
Total	1244	13928	8.9%	2392	14845	16.1%
<u>Intermediate 4-5</u>						
Free or Reduced Lunch	175	3392	5.2%	522	3756	13.9%
Paid Lunch	916	3005	30.5%	1243	2925	42.5%
Total	1091	6397	17.1%	1765	6681	26.4%
<u>Middle Schools</u>						
Free or Reduced Lunch	392	4738	8.3%	648	5030	12.9%
Paid Lunch	1578	4524	34.9%	1772	4323	41.0%
Total	1970	9262	21.3%	2420	9353	25.9%
<u>High Schools</u>						
Free or Reduced Lunch	424	5014	8.5%	700	5488	12.8%
Paid Lunch	2150	6719	32.0%	2504	6391	39.2%
Total	2574	11733	21.9%	3204	11879	27.0%

Gifted/Talented Enrollment by Identified Disability									
	2009-10			2010-11			2011-12		
	Count GT	Enrollment	%	Count GT	Enrollment	%	Count GT	Enrollment	%
<u>District</u>									
Identified Disabled	114	3509	3.2%	107	3711	2.9%	84	3786	2.2%
Non-Disabled	7971	35796	22.3%	7262	36472	19.9%	6210	36930	16.8%
Total	8085	39305	20.6%	7369	40183	18.3%	6294	40716	15.5%
<u>Primary K - 3rd Grade</u>									
Identified Disabled	46	1188	3.9%	37	1287	2.9%	19	1366	1.4%
Non-Disabled	2367	11957	19.8%	1692	12090	14.0%	1177	12358	9.5%
Total	2413	13145	18.4%	1729	13377	12.9%	1196	13724	8.7%
<u>Intermediate 4-5</u>									
Identified Disabled	28	575	4.9%	21	632	3.3%	14	618	2.3%
Non-Disabled	1390	5363	25.9%	1226	5601	21.9%	719	5829	12.3%
Total	1418	5938	23.9%	1247	6233	20.0%	733	6447	11.4%
<u>Middle Schools</u>									
Identified Disabled	19	816	2.3%	32	853	3.8%	34	857	4.0%
Non-Disabled	1977	7831	25.2%	2017	8003	25.2%	1883	8104	23.2%
Total	1996	8647	23.1%	2049	8856	23.1%	1917	8961	21.4%
<u>High Schools</u>									
Identified Disabled	21	930	2.3%	17	939	1.8%	17	945	1.8%
Non-Disabled	2237	10645	21.0%	2327	10778	21.6%	2431	10639	22.8%
Total	2258	11575	19.5%	2344	11717	20.0%	2448	11584	21.1%

	2012-13			2013-14		
	Count GT	Enrollment	%	Count GT	Enrollment	%
District						
Identified Disabled	99	4047	2.4%	174	4035	4.3%
Non-Disabled	6780	37273	18.2%	9607	38723	24.8%
Total	6879	41320	16.6%	9781	42758	22.9%
Primary K - 3rd Grade						
Identified Disabled	29	1445	2.0%	67	1592	4.2%
Non-Disabled	1215	12483	9.7%	2325	13253	17.5%
Total	1244	13928	8.9%	2392	14845	16.1%
Intermediate 4-5						
Identified Disabled	19	668	2.8%	33	715	4.6%
Non-Disabled	1072	5729	18.7%	1732	5966	29.0%
Total	1091	6397	17.1%	1765	6681	26.4%
Middle Schools						
Identified Disabled	32	937	3.4%	40	893	4.5%
Non-Disabled	1938	8325	23.3%	2380	8460	28.1%
Total	1970	9262	21.3%	2420	9353	25.9%
High Schools						
Identified Disabled	19	997	1.9%	34	835	4.1%
Non-Disabled	2555	10736	23.8%	3170	11044	28.7%
Total	2574	11733	21.9%	3204	11879	27.0%

Gifted/Talented Enrollment by Gender									
	2009-10			2010-11			2011-12		
	Count GT	Enrollment	%	Count GT	Enrollment	%	Count GT	Enrollment	%
<u>District</u>									
Female	4252	19171	22.2%	3820	19587	19.5%	3243	19885	16.3%
Male	3833	20134	19.0%	3549	20596	17.2%	3051	20831	14.6%
Total	8085	39305	20.6%	7369	40183	18.3%	6294	40716	15.5%
<u>Primary K - 3rd Grade</u>									
Female	1255	6370	19.7%	873	6495	13.4%	603	6664	9.0%
Male	1158	6775	17.1%	856	6882	12.4%	593	7060	8.4%
Total	2413	13145	18.4%	1729	13377	12.9%	1196	13724	8.7%
<u>Intermediate 4-5</u>									
Female	766	2928	26.2%	666	3019	22.1%	361	3126	11.5%
Male	652	3010	21.7%	581	3214	18.1%	372	3321	11.2%
Total	1418	5938	23.9%	1247	6233	20.0%	733	6447	11.4%
<u>Middle Schools</u>									
Female	1018	4214	24.2%	1037	4345	23.9%	1015	4418	23.0%
Male	978	4433	22.1%	1012	4511	22.4%	902	4543	19.9%
Total	1996	8647	23.1%	2049	8856	23.1%	1917	8961	21.4%
<u>High Schools</u>									
Female	1213	5659	21.4%	1244	5728	21.7%	1264	5677	22.3%
Male	1045	5916	17.7%	1100	5989	18.4%	1184	5907	20.0%
Total	2258	11575	19.5%	2344	11717	20.0%	2448	11584	21.1%

	2012-13			2013-14		
	Count GT	Enrollment	%	Count GT	Enrollment	%
<u>District</u>						
Female	3597	20189	17.8%	5115	21011	24.3%
Male	3282	21131	15.5%	4666	21747	21.5%
Total	6879	41320	16.6%	9781	42758	22.9%
<u>Primary K - 3rd Grade</u>						
Female	651	6763	9.6%	1208	7200	16.8%
Male	593	7165	8.3%	1184	7645	15.5%
Total	1244	13928	8.9%	2392	14845	16.1%
<u>Intermediate 4-5</u>						
Female	566	3181	17.8%	967	3325	29.1%
Male	525	3216	16.3%	798	3356	23.8%
Total	1091	6397	17.1%	1765	6681	26.4%
<u>Middle Schools</u>						
Female	1049	4532	23.1%	1269	4602	27.6%
Male	921	4730	19.5%	1151	4751	24.2%
Total	1970	9262	21.3%	2420	9353	25.9%
<u>High Schools</u>						
Female	1331	5713	23.3%	1671	5884	28.4%
Male	1243	6020	20.6%	1533	5995	25.6%
Total	2574	11733	21.9%	3204	11879	27.0%

Identified Disability Rates by Race									
	2009-10			2010-11			2011-12		
	Count Identified Disability	Enrollment	%	Count Identified Disability	Enrollment	%	Count Identified Disability	Enrollment	%
District									
African American	1215	9193	13.2%	1258	9192	13.7%	1263	9086	13.9%
Asian	40	1587	2.5%	52	1627	3.2%	53	1632	3.2%
Hispanic	266	3870	6.9%	311	4316	7.2%	334	4751	7.0%
White	1877	23482	8.0%	1950	23667	8.2%	1986	23740	8.4%
Other	111	1173	9.5%	140	1381	10.1%	150	1507	10.0%
Total	3509	39305	8.9%	3711	40183	9.2%	3786	40716	9.3%
Elementary Schools									
African American	552	4307	12.8%	582	4277	13.6%	596	4270	14.0%
Asian	29	819	3.5%	40	857	4.7%	41	864	4.7%
Hispanic	163	2296	7.1%	191	2607	7.3%	198	2923	6.8%
White	944	10920	8.6%	1013	11005	9.2%	1058	11203	9.4%
Other	75	741	10.1%	93	864	10.8%	91	911	10.0%
Total	1763	19083	9.2%	1919	19610	9.8%	1984	20171	9.8%
Middle Schools									
African American	292	2024	14.4%	299	2066	14.5%	305	2081	14.7%
Asian	8	329	2.4%	5	342	1.5%	6	338	1.8%
Hispanic	66	765	8.6%	69	783	8.8%	79	851	9.3%
White	423	5284	8.0%	451	5381	8.4%	433	5368	8.1%
Other	27	245	11.0%	29	284	10.2%	34	323	10.5%
Total	816	8647	9.4%	853	8856	9.6%	857	8961	9.6%
High Schools									
African American	371	2862	13.0%	377	2849	13.2%	362	2735	13.2%
Asian	3	439	0.7%	7	428	1.6%	6	430	1.4%
Hispanic	37	809	4.6%	51	926	5.5%	57	977	5.8%
White	510	7278	7.0%	486	7281	6.7%	495	7169	6.9%
Other	9	187	4.8%	18	233	7.7%	25	273	9.2%
Total	930	11575	8.0%	939	11717	8.0%	945	11584	8.2%

Identified Disability Rates by Race						
	2012-13			2013-14		
	Count Identified Disability	Enrollment	%	Count Identified Disability	Enrollment	%
<u>District</u>						
African American	1269	9212	13.8%	1306	9828	13.3%
Asian	56	1719	3.3%	60	1756	3.4%
Hispanic	400	5111	7.8%	468	5790	8.1%
White	2138	23564	9.1%	1997	23470	8.5%
Other	184	1714	10.7%	204	1914	10.7%
Total	4047	41320	9.8%	4035	42758	9.4%
<u>Elementary Schools</u>						
African American	601	4307	14.0%	646	4660	13.9%
Asian	42	890	4.7%	44	930	4.7%
Hispanic	231	3076	7.5%	293	3540	8.3%
White	1124	11045	10.2%	1189	11229	10.6%
Other	115	1007	11.4%	135	1167	11.6%
Total	2113	20325	10.4%	2307	21526	10.7%
<u>Middle Schools</u>						
African American	314	2183	14.4%	330	2298	14.4%
Asian	8	375	2.1%	11	370	3.0%
Hispanic	94	980	9.6%	100	1120	8.9%
White	486	5358	9.1%	420	5202	8.1%
Other	35	366	9.6%	32	363	8.8%
Total	937	9262	10.1%	893	9353	9.5%
<u>High Schools</u>						
African American	354	2722	13.0%	330	2870	11.5%
Asian	6	454	1.3%	5	456	1.1%
Hispanic	75	1055	7.1%	75	1130	6.6%
White	528	7161	7.4%	388	7039	5.5%
Other	34	341	10.0%	37	384	9.6%
Total	997	11733	8.5%	835	11879	7.0%

Identified Disability Rates by Economic Status

	2009-10			2010-11			2011-12		
	Count Identified Disability	Enrollment	%	Count Identified Disability	Enrollment	%	Count Identified Disability	Enrollment	%
<u>District</u>									
Free or Reduced Lunch	2319	17831	13.0%	2533	19050	13.3%	2,578	19,832	13.0%
Paid Lunch	1190	21474	5.5%	1178	21133	5.6%	1,208	20,884	5.8%
Total	3509	39305	8.9%	3711	40183	9.2%	3,786	40,716	9.3%
<u>Elementary Schools</u>									
Free or Reduced Lunch	1212	9741	12.4%	1328	10295	12.9%	1,344	10,816	12.4%
Paid Lunch	551	9342	5.9%	591	9315	6.3%	640	9,355	6.8%
Total	1763	19083	9.2%	1919	19610	9.8%	1,984	20,171	9.8%
<u>Middle Schools</u>									
Free or Reduced Lunch	576	3931	14.7%	606	4205	14.4%	619	4384	14.1%
Paid Lunch	240	4716	5.1%	247	4651	5.3%	238	4577	5.2%
Total	816	8647	9.4%	853	8856	9.6%	857	8961	9.6%
<u>High Schools</u>									
Free or Reduced Lunch	531	4159	12.8%	599	4550	13.2%	615	4632	13.3%
Paid Lunch	399	7416	5.4%	340	7167	4.7%	330	6952	4.7%
Total	930	11575	8.0%	939	11717	8.0%	945	11584	8.2%

	2012-13			2013-14		
	Count Identified Disability	Enrollment	%	Count Identified Disability	Enrollment	%
<u>District</u>						
Free or Reduced Lunch	2,714	20,898	13.0%	2,918	23,157	12.6%
Paid Lunch	1,333	20,422	6.5%	1,117	19,601	5.7%
Total	4,047	41,320	9.8%	4,035	42,758	9.4%
<u>Elementary Schools</u>						
Free or Reduced Lunch	1,433	11,146	12.9%	1,655	12,639	13.1%
Paid Lunch	680	9,179	7.4%	652	8,887	7.3%
Total	2,113	20,325	10.4%	2,307	21,526	10.7%
<u>Middle Schools</u>						
Free or Reduced Lunch	648	4,738	13.7%	667	5,030	13.3%
Paid Lunch	289	4,524	6.4%	226	4,323	5.2%
Total	937	9,262	10.1%	893	9,353	9.5%
<u>High Schools</u>						
Free or Reduced Lunch	633	5,014	12.6%	596	5,488	10.9%
Paid Lunch	364	6,719	5.4%	239	6,391	3.7%
Total	997	11,733	8.5%	835	11,879	7.0%

Identified Disability Rates by Gender									
	2009-10			2010-11			2011-12		
	Count Identified Disability	Enrollment	%	Count Identified Disability	Enrollment	%	Count Identified Disability	Enrollment	%
<u>District</u>									
Female	1,030	19,171	5.4%	1,104	19,587	5.6%	1,135	19,885	5.7%
Male	2,479	20,134	12.3%	2,607	20,596	12.7%	2,651	20,831	12.7%
Total	3,509	39,305	8.9%	3,711	40,183	9.2%	3,786	40,716	9.3%
<u>Elementary Schools</u>									
Female	524	9,298	5.6%	569	9,514	6.0%	601	9,790	6.1%
Male	1,239	9,785	12.7%	1,350	10,096	13.4%	1,383	10,381	13.3%
Total	1,763	19,083	9.2%	1,919	19,610	9.8%	1,984	20,171	9.8%
<u>Middle Schools</u>									
Female	231	4,214	5.5%	256	4,345	5.9%	270	4,418	6.1%
Male	585	4,433	13.2%	597	4,511	13.2%	587	4,543	12.9%
Total	816	8,647	9.4%	853	8,856	9.6%	857	8,961	9.6%
<u>High Schools</u>									
Female	275	5,659	4.9%	279	5,728	4.9%	264	5,677	4.7%
Male	655	5,916	11.1%	660	5,989	11.0%	681	5,907	11.5%
Total	930	11,575	8.0%	939	11,717	8.0%	945	11,584	8.2%

	2012-13			2013-14		
	Count Identified Disability	Enrollment	%	Count Identified Disability	Enrollment	%
<u>District</u>						
Female	1,197	20,189	5.9%	1,244	21,011	5.9%
Male	2,850	21,131	13.5%	2,791	21,747	12.8%
Total	4,047	41,320	9.8%	4,035	42,758	9.4%
<u>Elementary Schools</u>						
Female	652	9,944	6.6%	744	10,525	7.1%
Male	1,461	10,381	14.1%	1,563	11,001	14.2%
Total	2,113	20,325	10.4%	2,307	21,526	10.7%
<u>Middle Schools</u>						
Female	270	4,532	6.0%	244	4,602	5.3%
Male	667	4,730	14.1%	649	4,751	13.7%
Total	937	9,262	10.1%	893	9,353	9.5%
<u>High Schools</u>						
Female	275	5,713	4.8%	256	5,884	4.4%
Male	722	6,020	12.0%	579	5,995	9.7%
Total	997	11,733	8.5%	835	11,879	7.0%

Advanced Placement/International Baccalaureate By Race									
High Schools	2009-10			2010-11			2011-12		
	AP/IB	Enrollment	%	AP/IB	Enrollment	%	AP/IB	Enrollment	%
African American	235	2,862	8.2%	334	2,849	11.7%	331	2,735	12.1%
Asian	203	439	46.2%	206	428	48.1%	227	430	52.8%
Hispanic	84	809	10.4%	100	926	10.8%	143	977	14.6%
White	1,631	7,278	22.4%	1,838	7,281	25.2%	1,981	7,169	27.6%
Other	32	187	17.1%	37	233	15.9%	56	273	20.5%
Total	2,185	11,575	18.9%	2,515	11,717	21.5%	2,738	11,584	23.6%

High Schools	2012-13			2013-14		
	AP/IB	Enrollment	%	AP/IB	Enrollment	%
African American	364	2722	13.4%	371	2870	12.9%
Asian	251	454	55.3%	250	456	54.8%
Hispanic	164	1055	15.5%	177	1130	15.7%
White	2,095	7161	29.3%	2,275	7039	32.3%
Other	57	341	16.7%	75	384	19.5%
Total	2,931	11,733	25.0%	3,148	11,879	26.5%

Advanced Placement/International Baccalaureate By Economic Status									
High Schools	2009-10			2010-11			2011-12		
	AP/IB	Enrollment	%	AP/IB	Enrollment	%	AP/IB	Enrollment	%
Free and Reduced Lunch	314	4,159	7.5%	459	4,550	10.1%	517	4,632	11.2%
Non-Free and Reduced Lunch	1,871	7,416	25.2%	2,056	7,167	28.7%	2,221	6,952	31.9%
Total	2,185	11,575	18.9%	2,515	11,717	21.5%	2,738	11,584	23.6%

High Schools	2012-13			2013-14		
	AP/IB	Enrollment	%	AP/IB	Enrollment	%
Free and Reduced Lunch	613	5014	12.2%	695	5488	12.7%
Non-Free and Reduced Lunch	2,318	6719	34.5%	2,453	6391	38.4%
Total	2,931	11,733	25.0%	3,148	11,879	26.5%

Advanced Placement/International Baccalaureate By Disability									
	2009-10			2010-11			2011-12		
High Schools	AP/IB	Enrollment	%	AP/IB	Enrollment	%	AP/IB	Enrollment	%
Disabled	8	930	0.9%	10	939	1.1%	10	945	1.1%
Non-Disabled	2,177	10,645	20.5%	2,505	10,778	23.2%	2,728	10,639	25.6%
Total	2,185	11,575	18.9%	2,515	11,717	21.5%	2,738	11,584	23.6%

	2012-13			2013-14		
High Schools	AP/IB	Enrollment	%	AP/IB	Enrollment	%
Disabled	8	997	0.8%	7	835	0.8%
Non-Disabled	2,923	10736	27.2%	3,141	11044	28.4%
Total	2,931	11,733	25.0%	3,148	11,879	26.5%

Advanced Placement/International Baccalaureate By Gender									
	2009-10			2010-11			2011-12		
High Schools	AP/IB	Enrollment	%	AP/IB	Enrollment	%	AP/IB	Enrollment	%
Female	1,237	5,659	21.9%	1,386	5,728	24.2%	1,513	5,677	26.7%
Male	948	5,916	16.0%	1,129	5,989	18.9%	1,225	5,907	20.7%
Total	2,185	11,575	18.9%	2,515	11,717	21.5%	2,738	11,584	23.6%

	2012-13			2013-14		
High Schools	AP/IB	Enrollment	%	AP/IB	Enrollment	%
Female	1,583	5,713	27.7%	1,687	5,884	28.7%
Male	1,348	6,020	22.4%	1,461	5,995	24.3%
Total	2,931	11,733	25.0%	3,148	11,879	26.5%

Student and Staff Disaggregation by Year

2009-2010

Race	Students		Administrators		Paraprofessionals		Service employees		Teachers	
African-American	9193	23.40%	16	16.30%	208	26.50%	260	9.30%	215	20.50%
Asian	1587	4.00%	1	1.00%	7	0.90%	34	1.20%	34	3.20%
Hispanic	3870	9.80%	2	2.00%	15	1.90%	49	1.80%	49	4.70%
White	23482	59.70%	79	80.60%	553	70.40%	2438	87.50%	745	71.00%
Other	1173	3.00%	0	0.00%	3	0.40%	6	0.20%	6	6.00%

2010-2011

Race	Students		Administrators		Paraprofessionals		Service employees		Teachers	
African-American	9192	22.90%	18	17.50%	208	26.30%	272	9.40%	222	21.50%
Asian	1627	4.00%	1	1.00%	6	0.80%	45	1.60%	6	0.60%
Hispanic	4316	10.70%	2	1.90%	19	2.40%	45	1.60%	14	1.40%
White	23667	58.90%	82	79.60%	553	70.00%	2523	87.20%	786	76.10%
Other	1381	3.40%	0	0.00%	4	0.50%	7	0.20%	5	0.50%

2011-2012

Race	Students		Administrators		Paraprofessionals		Service employees		Teachers	
African-American	9086	22.30%	19	17.60%	189	24.10%	261	9.10%	212	21.10%
Asian	1632	4.00%	1	0.90%	9	1.10%	41	1.40%	8	0.80%
Hispanic	4751	11.70%	2	1.90%	20	2.50%	45	1.60%	14	1.40%
White	23740	58.30%	86	79.60%	560	71.30%	2508	87.70%	766	76.10%
Other	1507	3.70%	0	0.00%	7	0.90%	5	0.20%	7	0.70%

2012-2013

Race	Students		Administrators		Paraprofessionals		Service employees		Teachers	
African-American	9212	22.30%	19	16.50%	199	24.70%	250	8.60%	212	21.90%
Asian	1719	4.20%	1	0.90%	9	1.10%	46	1.60%	7	0.70%
Hispanic	5111	12.40%	2	1.70%	20	2.50%	44	1.50%	16	1.70%
White	23564	47.00%	93	80.90%	567	70.30%	2546	87.90%	722	74.70%
Other	1714	4.10%	0	0.00%	11	1.40%	10	0.30%	10	1.00%

2013-2014

Race	Students		Administrators		Paraprofessionals		Service employees		Teachers	
African-American	9828	23.00%	22	17.10%	191	24.50%	264	9.20%	210	20.90%
Asian	1756	4.10%	1	0.80%	10	1.30%	45	1.60%	10	1.00%
Hispanic	5790	13.50%	2	1.60%	24	3.10%	48	1.70%	21	2.10%
White	23470	54.90%	104	80.60%	546	70.00%	2519	87.60%	753	74.90%
Other	1914	4.50%	0	0.00%	9	1.20%	1	0.00%	12	1.20%