

To: Marganna Stanley, Superintendent, Henderson County Schools  
Henderson County Schools Board Members  
From: Kim White, Director of Assessment & Accountability, Henderson County Schools  
Date: November 26, 2018  
Re: HCS District Improvement Planning Process

In regards to Henderson County Schools 2018-19 district improvement planning process, a committee of approximately 60 members will convene on November 28, 2018. The committee consists of teachers, principals, SBDM Council members, other school leaders, paraprofessionals, central office administrators, administrators, board members, classified staff, parents, community representatives, and high school students. The members of the committee were chosen by the superintendent and school principals and invitations sent.

Please find the agenda and presentation for this committee meeting attached.

The district's and schools' goals, objectives, strategies, and activities will be presented to the board of education for approval on December 17, 2018. The plans must include goals for proficiency, separate academic indicator, gap, transition readiness, growth (EL/MS), and graduation rate (HS). Additional goals may be added as needed.

Henderson County Schools follows the state protocol for continuous improvement by completing required components in the eProve online program in the phases as shown below:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Schools
- Continuous Improvement Diagnostic for Districts

Phase Two: October 1 - November 1

- The Needs Assessment for Schools
- The Needs Assessment for Districts
- School Assurances
- District Assurances
- School Safety Report
- District Safety Report

Phase Three: November 1 - January 1

- Comprehensive Improvement Plan for Schools
- Comprehensive Improvement Plan for Districts
- Closing the Achievement Gap Diagnostic
- Executive Summary for Schools
- Executive Summary for Districts
- The Superintendent Gap Assurance
- Title I Annual Review Diagnostic

Phase Four: January 1 - December 31

- Progress Monitoring

The complete District Improvement Plan will be presented to the board for a first reading in January 2019. At this time the proposed plan will also be made available for public review on the district website to allow for feedback. A second and final reading of the proposed plan will take place in February 2019. Upon approval, the components of the District Improvement Plan will be available on the district website along with all school improvements plans.

Schools will present to the HCS Board of Education at regularly scheduled board meetings throughout the 2018-19 school year as follows:

- December- East Heights, Bend Gate, Henderson County High
- January- North Middle, South Middle, Cairo
- February- Spottsville, South Heights, Niagara
- March- Jefferson, A. B. Chandler
- April- The Central Academy, Thelma B. Johnson Early Learning Center

Progress monitoring of the district and school improvement plans will continue throughout the school year.

Your approval is requested for the items discussed in this memorandum in regards to district and school improvement planning for 2018-19 school year.

Thank you for your consideration.

**Henderson County Schools  
2018-19 District Improvement Planning**

**November 28, 2018  
8:30 AM - 12:30 PM**

**AGENDA**

**8:30 AM - 11:45 AM**

- Welcome and Introductions
- Purpose of the Day
- Council of Councils Nov. 26 & Nov. 27
- Mission/Vision & Core Values
- Strategic Plan
- The Data
- District Improvement Plan Goals

**11:45 AM - 12:30 PM Lunch provided**

- Next Steps
  - Approval by HCS Board of Education
  - Implementation and Monitoring of DIP
- EILA Certificates





# Welcome!

2018-19  
Henderson County Schools  
District Improvement Plan

# Introductions

- ★ Name
- ★ School or organization
- ★ Role







## Mission & Vision Statements

**Mission:** The mission of Henderson County Schools is to provide extraordinary educational opportunities for every student.

**Vision:** The vision of Henderson County Schools is to excel as a national innovative leader in education.

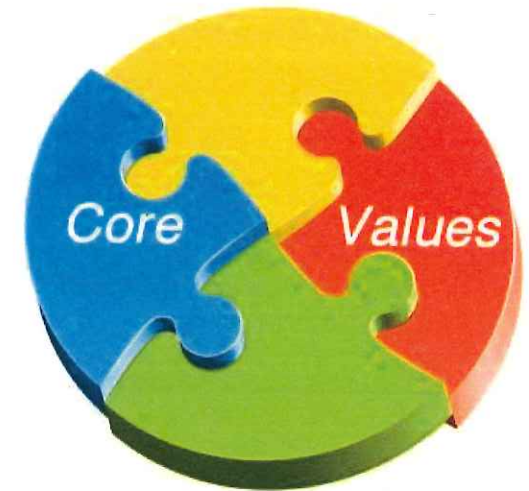
# HCS Core Values

Authentic service to all

Excellence in all we do

Inspire human greatness

Genuine relationships are  
the foundation of everything  
we do

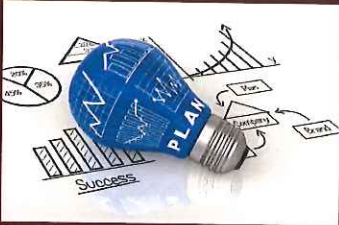


Cultivate a community  
where character matters

Own the outreach

Be the change agent





## 2016 – 2020 HCS Strategic Plan

Henderson County Schools will prepare all students to be post-secondary ready.

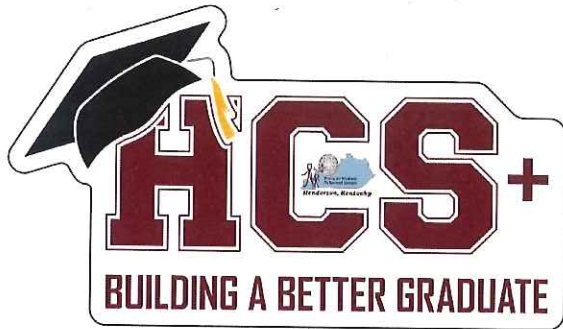
Henderson County Schools will create future-ready leaders defining Henderson County as a community with the highest level of integrity and innovation.

Henderson County Schools will ensure a strong financial structure that guarantees excellence through creativity and innovation.

Henderson County Schools will seamlessly partner with families and community organizations through targeted outreach and engagement.

Henderson County Schools will sustain an exemplary staff by creating a dynamic and compassionate culture.





# Building a Better Graduate



Collaboration 

Innovation 

Communication



Initiative



Critical Thinking



Building a Better Graduate is a district initiative from pre-K through high school to ensure that all students are career and college ready and equipped with life and world-class skills.  
[www.henderson.kyschools.us](http://www.henderson.kyschools.us)



# Phasing in New System

2017-18

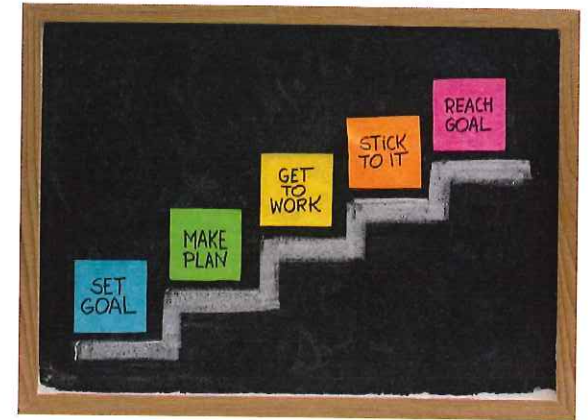
2018-19 Additions

- ❖ Elementary/Middle School Indicators
  - Proficiency: Reading and Math
  - Separate Academic: Science, Social Studies, and Writing
  - Growth: Reading, Math, and English Language Proficiency
- ❖ High School Indicators
  - Proficiency: ACT Reading and Math
  - Graduation Rate
  - Transition Readiness: Academic Measures, Career Measures, and English Language Proficiency

- ❖ Elementary/Middle School Indicators
  - Transition Readiness\*
  - Achievement Gap Closure
- ❖ High School
  - Separate Academic: Science and Writing
  - Achievement Gap Closure
- ❖ Opportunity and Access (all levels)  
delayed until 2019-20 by KBE\*

# DIP Goals

- ★ Improve Percentage of Students Scoring Proficient
- ★ Improve Percentage of Students Transition Ready
- ★ Improve Percentage of Students Graduating
- ★ Improve Percentage of Students Making Growth
- ★ Improve Percentage of Gap Students Scoring Proficient







# 2018 KPREP Performance Levels

Percentage of Students Scoring Proficient/Distinguished

KPREP at Elementary/Middle and ACT/KPREP at High School

|            | Reading |       | Mathematics |       | Science |       | Social Studies |       | Writing |       |
|------------|---------|-------|-------------|-------|---------|-------|----------------|-------|---------|-------|
|            | HCS     | State | HCS         | State | HCS     | State | HCS            | State | HCS     | State |
| Elementary | 61.3    | 54.6  | 62.7        | 48.8  | 32.1    | 30.8  | 58.9           | 53.0  | 34.7    | 40.5  |
| Middle     | 64.4    | 60.0  | 66.3        | 47.0  | 22.2    | 25.9  | 61.8           | 60.2  | 50.5    | 44.3  |
| High       | 48.7    | 45.4  | 43.0        | 37.5  | NA      | NA    | NA             | NA    | 53.1    | 51.8  |



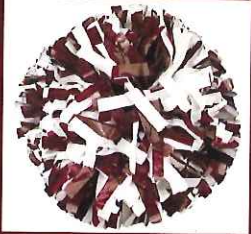
## 2018 ACT Data



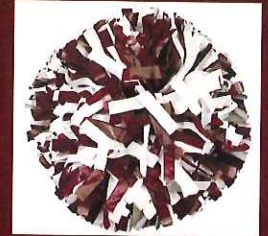
| Average ACT Scores |         |       |      |       |         |       |         |       |           |       |
|--------------------|---------|-------|------|-------|---------|-------|---------|-------|-----------|-------|
| Year               | English |       | Math |       | Reading |       | Science |       | Composite |       |
|                    | HCS     | State | HCS  | State | HCS     | State | HCS     | State | HCS       | State |
| 2014               | 19.0    | 19.4  | 19.2 | 19.4  | 19.8    | 20.3  | 19.8    | 20.0  | 19.6      | 19.9  |
| 2015               | 18.8    | 19.5  | 18.8 | 19.5  | 19.5    | 20.3  | 19.4    | 20.1  | 19.2      | 20.0  |
| 2016               | 19.3    | 19.7  | 19.1 | 19.3  | 20.0    | 20.6  | 19.6    | 19.9  | 19.6      | 20.0  |
| 2017               | 19.8    | 19.6  | 19.0 | 19.4  | 20.7    | 20.5  | 20.1    | 20.1  | 20.0      | 20.0  |
| 2018               | 19.4    | 19.9  | 19.4 | 19.7  | 20.2    | 20.8  | 19.7    | 20.1  | 19.8      | 20.2  |

\*District scores HCS and ICA





# 2018 Post-Secondary Readiness



## Percentage High School Transition Ready

|       |      |
|-------|------|
| HCS   | 67.0 |
| State | 60.9 |

## Graduation Rate

|       |      |
|-------|------|
| HCS   | 89.9 |
| State | 90.8 |

\*District scores- HCHS and TCA



# Kindergarten Readiness- Brigrance Data

| Year    | Percentage |
|---------|------------|
| 2013-14 | 47.1       |
| 2014-15 | 55.9       |
| 2015-16 | 51.8       |
| 2016-17 | 50.0       |
| 2017-18 | 47.5       |



\*Date for starting August 1  
2016-17 date change to  
October 1



# Growth

## KPREP 2018 Student Growth

|            | Reading | Mathematics | English Learners | Indicator |
|------------|---------|-------------|------------------|-----------|
| Elementary | 20.3    | 14.6        | 33.0             | 17.5      |
| State      | 19.7    | 14.5        | 31.9             | 17.1      |

|        | Reading | Mathematics | English Learners | Indicator |
|--------|---------|-------------|------------------|-----------|
| Middle | 15.8    | 12.2        | 23.4             | 14.0      |
| State  | 16.1    | 8.0         | 8.0              | 12.1      |

## MAP Annual Growth Spring 2017 to Spring 2018

| Reading         | Percent |
|-----------------|---------|
| 1 <sup>st</sup> | 62      |
| 2 <sup>nd</sup> | 47      |
| 3 <sup>rd</sup> | 54      |
| 4 <sup>th</sup> | 52      |
| 5 <sup>th</sup> | 52      |
| 6 <sup>th</sup> | 43      |
| 7 <sup>th</sup> | 48      |
| 8 <sup>th</sup> | 59      |

| Math            | Percent |
|-----------------|---------|
| 1 <sup>st</sup> | 62      |
| 2 <sup>nd</sup> | 35      |
| 3 <sup>rd</sup> | 54      |
| 4 <sup>th</sup> | 47      |
| 5 <sup>th</sup> | 55      |
| 6 <sup>th</sup> | 39      |
| 7 <sup>th</sup> | 57      |
| 8 <sup>th</sup> | 55      |





## 2018 Achievement Gap

(Percentage Scoring Proficient/Distinguished)  
KPREP at Elementary/Middle and ACT at High School



| Reading                | Elementary | Middle | High |
|------------------------|------------|--------|------|
| African American       | 37.1       | 37.9   | 41.7 |
| Hispanic               | 53.8       | 52.8   |      |
| Multi-Racial           | 61.0       | 59.6   | 40.7 |
| English Learners       | 51.1       | 25.0   |      |
| Economic Disadvantaged | 52.9       | 53.8   | 40.7 |
| Disability             | 30.0       | 15.0   | 5.6  |

| Math                   | Elementary | Middle | High |
|------------------------|------------|--------|------|
| African American       | 35.7       | 43.6   | 25.0 |
| Hispanic               | 60.3       | 62.3   |      |
| Multi-Racial           | 55.3       | 55.0   | 31.0 |
| English Learners       | 55.3       | 30.0   |      |
| Economic Disadvantaged | 55.2       | 56.5   | 29.7 |
| Disability             | 28.8       | 17.6   | 0.0  |

\*indicates met delivery target for 2017





## 2018 Achievement Gap

(Percentage Scoring Proficient/Distinguished)  
KPREP at Elementary/Middle/High School



| <b>Social Studies</b>  | Elementary | Middle |
|------------------------|------------|--------|
| African American       |            | 28.0   |
| Hispanic               | 65.6       | 47.4   |
| Multi-Racial           | 45.2       | 52.6   |
| English Learners       | 25.0       |        |
| Economic Disadvantaged | 50.9       | 52.2   |
| Disability             |            | 11.7   |

| <b>Writing</b>         | Elementary | Middle | High |
|------------------------|------------|--------|------|
| African American       | 12.5       | 28.0   | 36.6 |
| Hispanic               | 21.9       | 47.4   | 56.5 |
| Multi-Racial           | 31.0       | 42.1   | 50.0 |
| English Learners       | 18.2       | 37.5   |      |
| Economic Disadvantaged | 22.2       | 44.1   | 43.0 |
| Disability             | 2.9        | 5.0    | 5.1  |

| <b>Science</b>         | Elementary | Middle |
|------------------------|------------|--------|
| African American       | 15.1       | 2.0    |
| Hispanic               | 16.7       | 7.1    |
| Multi-Racial           | 23.4       | 7.5    |
| English Learners       | 21.4       |        |
| Economic Disadvantaged | 26.8       | 15.2   |
| Disability             | 13.7       | 3.1    |



# Let's dive deep into the DIP!

## State-Required Goals:

1. Proficiency
2. Separate Academic
3. Transition Readiness
4. Graduation Rate
5. Growth
6. Gap



## **Representative Share BIG IDEAS**

- ❖ Proficiency
- ❖ Separate Academic Indicator
- ❖ Transition Readiness
- ❖ Graduation Rate
- ❖ Growth
- ❖ Gap Proficiency

What are strategies and activities associated with your goals?



Thank You!

