





Bullitt County Public Schools

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TO: Dr. Jesse Bacon, Superintendent 

FROM: Adrienne Usher, Assistant Superintendent 

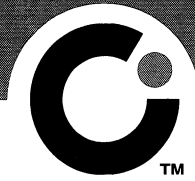
DATE: December 27, 2021

RE: Comprehensive District Improvement Plan (CDIP)

The attached document is the Bullitt County Public Schools CDIP that was developed and will continually be revised with input from a variety of district stakeholders. Our CDIP runs from January 2022-December 2022. It is reviewed and adjusted, as needed, monthly with our curriculum, instruction, and assessment team. Phase I, II, and III school improvement documents are listed below:

- Continuous Improvement Diagnostic for Districts
- Needs Assessment for Districts
- District Assurances
- District Safety Report
- Professional Development Plan for Districts
- Comprehensive District Improvement Plan
- Executive Summary for Districts
- Superintendent Gap Assurance

Approval is requested for the 2022 Bullitt County Public Schools Comprehensive District Improvement Plan.



Jan 22-Dec 22 Continuous Improvement Diagnostic

2021-22 Phase One: Continuous Improvement Diagnostic for Districts

Bullitt County
Jesse Bacon
1040 Hwy 44 E
Shepherdsville, Kentucky, 40165
United States of America

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2021-22 Phase One: Continuous Improvement Diagnostic for Districts

The **Comprehensive District Improvement Plan or CDIP** is defined as a *plan developed by the local school district with input of parents, faculty, staff, and representatives of school councils from each school in the district, based on a review of relevant data that includes targets, strategies, activities, and a time schedule to support student achievement and student growth and to eliminate achievement gaps among groups of students.*

The comprehensive school and district improvement plan process is outlined in 703 KAR 5:225. The requirements included in the administrative regulation are key components of the continuous improvement process in Kentucky and ultimately fulfillment of school, district, and state goals under the Kentucky State Plan as required by the Every Student Succeeds Act (ESSA).

While the regulation outlines a timeline for compliance purposes, the plan itself is a strategic and proven approach to improve processes and to ensure students achieve. The timeline for the district's 2021-22 diagnostics is as follows:

Phase One: August 1 - October 1

- Continuous Improvement Diagnostic for Districts

Phase Two: October 1 - November 1

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

Phase Three: November 1 - January 1

- Comprehensive District Improvement Plan
- Executive Summary for Districts
- The Superintendent Gap Assurance
- Professional Development Plan for Districts

Phase Four: January 1 - December 31

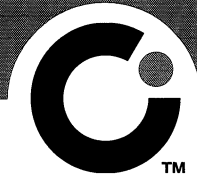
- Continuation of Learning Plan for Districts (Due May 1)
- English Learner Plan for Districts (Lau Plan) (Due May 1)
- Progress Monitoring

As superintendent of the district, I hereby commit to implementing continuous improvement processes with fidelity to support student achievement and student growth and to eliminate achievement gaps among groups of students. I also assure that

the comprehensive district improvement plan is developed by the district with input from parents, faculty, staff, and where applicable, representatives of school councils from each school in the district, and other appropriate groups pursuant to ESSA Section 1112(a)(1)(A).

Please enter your name and date below to certify.

Jesse Bacon, September 7, 2021



Jan. 2022-Dec. 2022 Phase Two: BCPS Needs Assessment for Districts

2021-22 Phase Two: The Needs Assessment for Districts

Bullitt County
Jesse Bacon
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Shepherdsville, Kentucky, 40165
United States of America

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2021-22 Phase Two: The Needs Assessment for Districts

Understanding Continuous Improvement: The Needs Assessment for Districts

The Needs Assessment Diagnostic will facilitate the use of multiple sources of data to determine the current reality and establish a foundation for decision-making around district goals and strategies. Once completed, the diagnostic will lead to priorities to be addressed in the comprehensive district improvement plan to build staff capacity and increase student achievement. The needs assessment is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (i.e. desired state).

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

The needs assessment provides the framework for all districts to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. 703 KAR 2:225 requires, as part of continuous improvement planning for districts, each district to complete the needs assessment between October 1 and November 1 of each year and include: (1) a description of the data reviewed and the process used to develop the needs assessment; (2) a review of the previous plan and its implementation to inform development of the new plan; and, (3) perception data gathered from the administration of a valid and reliable measure of teaching and learning conditions.

Protocol

1. Clearly detail the process used for reviewing, analyzing and applying data results to determine the priorities of this year's needs assessment. Include names of district leadership teams and stakeholder groups involved, a timeline of the process, the specific data reviewed, and how the meetings are documented.

The process for analyzing data at the district level includes our curriculum, instruction and assessment (CIA) team which is made up of: Superintendent, Assistant Superintendent for Student Learning, Director of Elementary Education, Director of Secondary Education, Director of Special Education, Director of Data, Assessment Research, Director of School Safety and Director of College & Career Readiness/Innovative Programs. The CIA team meets weekly to assess district needs based on various sources of academic and non-academic data. In addition, the CIA team meets at regularly scheduled times throughout each month (both collectively

and individual level groups) with team meets at regularly scheduled times throughout each month (both collectively and individual level groups) with school leadership at all 25 schools including principals, assistant principals, school counselors, instructional coaches, college/career coaches, special education instructional coaches, etc. The district and principals use the Plan-Do-Study-Act improvement model to identify areas of opportunity to create actionable plans based on data. The district also utilizes monthly meetings with administrators focused on “opportunities for improvement” related to literacy and ACT scores in which data is shared and plans are adjusted for next steps. There has been an increased focus of analyzing current and trend data specific to the gap groups of: economically disadvantaged, special education and EL. In addition, the Director of Human Resources and Director of Pupil Personnel meet with the CIA team to analyze non-academic data related to student attendance, chronic absenteeism, and teacher attendance. Sessions are offered for school level SBDM members to analyze current and trend data and provide input on district improvement priorities. Meetings are documented on our Google platform with a living calendar.

Trends

2. After analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?


Example of Trends

- The number of behavior referrals increased from 204 in 2019-20 to 288 in 2020-21.
- From 2018 to 2020, the district saw an 11% increase in novice scores in reading among students in the achievement gap.

See attached link

ATTACHMENTS

Attachment Name

 [Jan 2022-Dec 2022 Needs Assessment](#)

Current State

3. Plainly state the current condition of the district using precise numbers and percentages as revealed by multiple sources of outcome data. Cite the source of data used.

Example of Current Academic State:

- Thirty-four percent (34%) of students in the achievement gap scored proficient on KPREP Reading.
- Fifty-four percent (54%) of our students scored proficient in math compared to the state average of 57%.


Example of Non-Academic Current State:

- Teacher attendance rate was 84% for the 2020-21 academic year
- Survey results and perception data indicated 74% of the district's teachers received adequate professional development.

See attached link

ATTACHMENTS

Attachment Name

 Jan 2022-Dec 2022 Needs Assessment

Priorities/Concerns

4. Clearly and concisely identify the greatest areas of weakness using precise numbers and percentages.


NOTE: These priorities will be thoroughly addressed in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

Example: Sixty-eight (68%) of students in the achievement gap scored below proficiency on the KPREP test in reading as opposed to just 12% of non-gap learners.

See attached link

ATTACHMENTS

Attachment Name

 Jan 2022-Dec 2022 Needs Assessment

Strengths/Leverages


5. Plainly state, using precise numbers and percentages revealed by current data, the strengths and leverages of the district. Explain how they may be utilized to improve areas of concern listed above.

Example: Reading achievement has increased from 37% proficient to its current rate of 58%. The systems of support we implemented for reading can be adapted to address our low performance in math.

See attached link

ATTACHMENTS

Attachment Name

 Jan 2022-Dec 2022 Needs Assessment

Evaluate the Teaching and Learning Environment

6. Consider the processes, practices and conditions evident in the teaching and learning environment as identified in the six Key Core Work Processes outlined below:

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Utilizing implementation data, perception data, and current policies and practices:

- a. Complete the Key Elements Template.
- b. Upload your completed template in the attachment area below.

After analyzing the Key Elements of your teaching and learning environment, which processes, practices or conditions will the district focus its resources and efforts upon in order to produce the desired changes?

Note that all processes, practices and conditions can be linked to the six Key Core Work Processes.

NOTE: These elements will be thoroughly addressed in the Comprehensive District Improvement Plan (CDIP) diagnostic and template.

See attached document



ATTACHMENTS

Attachment Name



BCPS Key Elements Chart Evidence

Attachment Summary

Attachment Name	Description	Associated Item(s)
 BCPS Key Elements Chart Evidence		• 6
 <u>Jan 2022-Dec 2022 Needs Assessment</u>		• 2 • 3 • 4 • 5

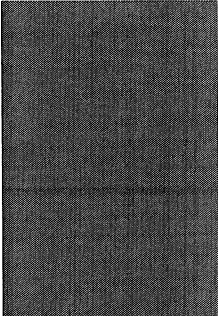
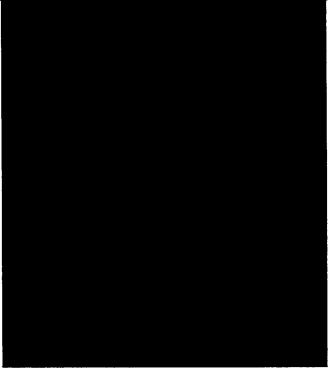
Academic Data	2020-2021	Anecdotal Notes 2018-2019	K-PREP 2018-2019	CASE Data, Winter 19-20	CASE Data, Fall 2020
Elementary Reading (all students)	Trends were not examined for the 2020-2021 school year due to the unique circumstances brought on by the COVID-19 pandemic that greatly impacted state required testing. Due to a shortened test, uneven participation, interrupted learning models, and changes in learning opportunities direct comparisons cannot be made of assessment data from prior years. BCPS is using this data to serve as baseline for academic needs coming out of the pandemic	Trend data from 2015 shows a decline in the percentage of P/D students in reading; decreasing from 56.2% P/D to 53.9% P/D (for all elementary students). The percentage of elementary students that are PD and economically disadvantaged also decreased from 28.7% to 23.4%. Trend data from 2015 for our students with disabilities is slightly higher, increasing from 28.2% to 28.7%. This is not a significant gain. However, the percent of students with disabilities increased from 23.4% PD in 2015 to 28.7% in 2019.	53.9% P/D	47.9% P/D	47.6% P/D
Elementary Math (all students)		Trend data from 2015 shows a decline in the percentage of P/D students in math; decreasing from 49.8% P/D to 44.1% PD (for all elementary students). The percentage of elementary students that are PD and economically disadvantaged also decreased from 37.6% in 2015 to 33.7% in 2019. The percentage of students with disabilities decreased from 23.6% in 2015 to 20% in 2019.	44.1% P/D	47.8 % P/D	40.4% P/D
Elementary Writing (all students)		Trend data from 2015 shows a slight decrease in the percentage of students scoring P/D in the area fo writing for all students; decreasing from 40.9% in 2015 to 40.6% in 2019. Trend data for the economically disadvantaged decrease as well; decreasing from 32.7% in 2015 to 31.9% in 2019. Trend data for students with disabilities increased from 12.1% in 2015 to 14.9% in 2019.	40.6% P/D	NA	NA
Elementary Science (all students)		Trend data from 2018 to 2019 shows an increase in the percentage of students scoring P/D from 26.7 to 29.4 and a decrease in the percentage of students scoring novice from 15.8 to 13.9	29.4% P/D	NA	NA
Elementary Social Studies (all students)		Trend data from 2018 to 2019 shows a decrease in the percentage of students scoring P/D dropping from 44.9 to 43.9 and an increase in the percentage of students scoring novice from 15.7 to 18.1.	43.9% P/D	NA	NA
		Anecdotal Notes 2018-2019	K-PREP 2018-2019	CASE Data, Winter 19-20	CASE Data, Fall 2020
Middle School Reading (all students)		Trend data from 2015 shows the percent scoring P/D increased from 52.1% to 61.9% and novice decreased from 21.3% to 17.4%.	61.9% P/D	52.3% P/D	48.7% P/D
Middle School Math (all students)		Trend data from 2015 shows the percent scoring P/D increased from 37.2% to 49.1% and novice decreased from 17.0% to 12.8%.	49.1% P/D	39.5% P/D	41.7% P/D
Middle School Writing (all students)		Trend data from 2015 shows the percent scoring P/D decreased from 38.8% to 27.% and novice increased from 15.0% to 18.0%. Trend data shows the percent of apprentice increased from 46.2% to 54.7%.	27.3 % P/D	NA	NA
Middle School Science (all students)		Trend data from 2018 to 2019 shows a decrease in the percentage of students scoring P/D dropping from 26.0 to 21.8 and an increase in the percentage of students scoring novice from 18.3 to 22.8.	21.8% P/D	NA	NA
Middle School Social Studies (all students)		Trend data from 2018 to 2019 shows an increase in the percentage of students scoring P/D from 54.8 to 58.3 nd an increase in the percentage of students scoring novice from 7.0 to 9.1.	58.3% P/D	NA	NA
		Anecdotal Notes 2018-2019	K-PREP 2018-2019		Pre-ACT (9th Grade); 10th Grade; 11th Grade
High School Reading (all students)		Trends from 2018 to 2019 the percent scoring P/D decreased from 42.5% to 39.8%	39.8% P/D		17.6; 17.8; 18.9
High School Math (all students)		Trends from 2018 to 2019 the percent scoring P/D decreased from 34.6% to 32.1%	32.1% P/D		16.7; 17.6; 18.7
High School English/Writing (all students)		Trends from 2018 to 2019 the percent scoring P/D increased from 47.9% to 50.1%	50.1% P/D (writing)		14.8; 16.6; 18.1 (english)
High School Science (all students)		Trend data from 2018 to 2019 shows a decrease in the percentage of students scoring P/D dropping from 26.2 to 21.7 and an increase in the percentage of students scoring novice from 27.9 to 29.9.	21.7% P/D		16.3; 18.1; 18.9
High School Social Studies (all students)		Not assessed at high school level.	NA		NA
		2018-2019			2019-2020
Transition Ready (include all subgroups)		Transition Readiness (All - 88.4) (White - 89.4) (African American - 64.3) (Hispanic - 81.3) (Two or More Races - 68.2) (Economically Disadvantaged - 80.3) (Students w/disabilities - 57)	Transition Readiness (All - 88.4) (White - 89.4) (African American - 64.3) (Hispanic - 81.3) (Two or More Races - 68.2) (Economically Disadvantaged - 80.3) (Students w/disabilities - 57)		Positive Trend - Students earning High Demand Industry Certifications have increased from 42 in 2017-2018, to 50 in 2018-2019 to 192 in 2019-2020. This shows a positive trend to meet the local and regional employment needs. Opportunity for Improvement Trend - Students with disabilities continues to perform below all other subgroups.
		2019			2020

Graduation Rate	4-Year Graduation Cohort has increased from 89% in 2018 to 92.3 % in 2019	4-Year Graduation Cohort rate is 92.3%; 5-Year Graduation Cohort rate is 91.8%; Graduation Indicator is 92.1%		4-Year Cohort: 90.9%; 5-Year Cohort: 93.5%; Graduation Indicator: 92.2%
		K-PREP 2018-2019	CASE Data, Winter 19-20	CASE Data, Fall 2020
	Trend data from 2017 to 2019 indicates only slight progression for students with disabilities scoring P/D. 18.8% of students with disabilities scored P/D in 2017, progressing to only 20.9% in 2019. There is a notable decrease in the percentage of students with disabilities scoring Novice from 2017-2019. 58.2% of students with disabilities scored Novice in 2017, decreasing to 51.9% in 2019.			
Students w/Disabilities Reading (all levels)		20.9% P/D	NA	NA
Students w/Disabilities Reading (elementary)		29.2% P/D	29.3% P/D	31.5% P/D
Students w/Disabilities Reading (middle)		18.9% P/D	22.4% P/D	22.8% P/D
	Trend data from 2017 to 2019 indicates a decrease in the number of student with disabilities scoring P/D. 16.8% of students with disabilities scored P/D in 2017, decreasing to 13.8% in 2019. There is a comparable increase in the percentage of students with disabilities scoring Novice from 2017-2019. 47.9% of students with disabilities scored Novice in 2017, increasing to 51.2% in 2019.			
Students w/Disabilities Math (all levels)		13.8% P/D	NA	NA
Students w/Disabilities Math (elementary)		20.2% P/D	31.7% P/D	26.6% P/D
Students w/Disabilities Math (middle)		10.5% P/D	8.3% P/D	17.9% P/D
	Trend data from 2017 to 2019 indicates only slight progression for students with disabilities scoring P/D. 12.3% of students of disabilities scored P/D in 2017, progressing to only 12.7% in 2019. There is a slight increase in the percentage of students with disabilities scoring Novice from 2017-2019. 55.9% of students with disabilities scored Novice in 2017, increasing to 58.1% in 2019.			
Students w/Disabilities Writing (all levels)		12.7% P/D	NA	NA
	Trend data from 2018 to 2019 indicates a decrease in the number of students scoring P/D and an increase in the number scoring novice. 10.8% of students with disabilities scored P/D in 2019 compared to 13.3 in 2018 while 41.4 scored novice in 2019 compared to 40.5 in 2018.			
Students w/Disabilities Science (all levels)		10.8% P/D	NA	NA
Students w/Disabilities Social Studies (elem/middle only)	Trend data from 2018 to 2019 shows a decrease in P/D from 19.8% to 19.1% at the middle school level and increase in P/D from 12.2% to 14.2% at the elementary level. Trend data shows an increase in novice for both middle and elementary.			
		16.7% P/C	NA	NA
		K-PREP 2018-2019	CASE Data, Winter 19-20	CASE Data Fall 2020
EL Elementary Reading		42.3% P/D	17.6% P/D	13.9% P/D
EL Middle Reading		12% P/D	10.5% P/D	10% P (0% D)
EL Elementary Math		36.5% P/D	27.4% P/D	19.4% P/D
EL Middle Math		0% P/D	10% P/D	5% P (0% D)
		K-PREP 2018-2019	CASE Data, Winter 19-20	CASE Data Fall 2020
	Trend data from 2018-2019 shows students at the high school level there was a decrease in P/D from 29.4% to 25.1% and an increase in novice from 43.1% to 53.1%. Trend data shows students at the middle school level there was an increase in P/D from 46.6% to 49.6% and a decrease in novice from 28.2% to 24.8%. Trend data shows at the elementary level there was an increase in P/D from 43.5% to 44.6% and a decrease in novice from 30.1% to 25.8%.			
Economically Disadvantaged Reading (all levels)		39.8% P/D	NA	NA
Economically Disadvantaged Reading (elementary)		44.6% P/D	40.7% P/D	41.8% P/D
Economically Disadvantaged Reading (middle)		49.6% P/D	42.6% P/D	41.9% P/D
	Trend data from 2018-2019 shows students at the high school level there was a decrease in P/D from 21.2% to 18.0% and an increase in novice from 42.8% to 46.9%. Trend data shows students at the middle school level there was an increase in P/D from 30.8% to 36.6% and a decrease in novice from 20.1% to 19.2%. Trend data shows at the elementary level there was an decrease in P/D from 35.8% to 33.7% and a slight increase in novice from 27.4% to 27.9%.			
Economically Disadvantaged Math (all levels)		29.4% P/D	NA	NA
Economically Disadvantaged Math (elementary)		33.7% P/D	38.9% P/D	31.8% P/D
Economically Disadvantaged Math (middle)		36.6% P/D	29.6% P/D	34.6% P/D
	Trend data from 2018-2019 shows students at the high school level there was a decrease in P/D from 29.4% to 25.1% and an increase in novice from 43.1% to 53.1%. Trend data shows students at the middle school level there was an increase in P/D from 46.6% to 49.6% and a decrease in novice from 28.2% to 24.8%. Trend data shows at the elementary level there was an increase in P/D from 43.5% to 44.6% and a decrease in novice from 30.1% to 25.8%.			
Economically Disadvantaged Writing (all levels)		28.7% P/D	NA	NA

Economically Disadvantaged Science (all levels)		Trend data from 2018-2019 shows students at the high school level there was a slight increase in P/D from 36.7% to 37.1% and an increase in novice from 26.9% to 31.2%. Trend data shows students at the middle school level there was an decrease in P/D from 25.6% to 17.2% and an increase in novice from 25.8% to 26.6%. Trend data shows at the elementary level there was an increase in P/D from 23.2% to 31.9% and an increase in novice from 27.7% to 35.9%.	15.1% P/D	NA	NA
Economically Disadvantaged Social Studies (elem. & middle)		Trend data from 2018-2019 shows students at the middle school level there was an increase in P/D from 42.2% to 45.6% and an increase in novice from 11.1% to 15.1%. Trend data shows at the elementary level there was an increase in P/D from 32.8% to 33.1% and an increase in novice from 23.0% to 25.4%.	39.4% P/D	NA	NA
			K-PREP 2018-2019	CASE Data, Winter 19-20	CASE Data Fall 2020
		Trend data from 2018-2019 shows students at the high school level there was a increase in P/D from 14.3% to 21.1% and an decrease in novice from 71.4% to 63.2%. Trend data shows students at the middle school level there was an increase in P/D from 41.5% to 51.6% and a decrease in novice from 36.6% to 23.4%. Trend data shows at the elementary level there was an decrease in P/D from 47.4% to 33.8% and a increase in novice from 35.1% to 27.7%.			
Homeless Students Reading (all levels)			35.5% P/D	NA	NA
Homeless Students Reading (elementary)			33.8% P/D	34.9% P/D	41.1% P/D
Homeless Students Reading (middle)			51.6% P/D	34.5% P/D	29.4% P/D
		(*Data suppressed at high school level for math.) Trend data shows students at the middle school level there was an increase in P/D from 29.3% to 35.9% and a increase in novice from 17.1% to 21.9%. Trend data shows at the elementary level there was an decrease in P/D from 28.1% to 22.1% and a slight increase in novice from 22.8% to 40.3%.			
Homeless Students Math (all levels)			22.7% P/D	NA	NA
Homeless Students Math (elementary)			22.1% P/D	20.9% P/D	16.7% P/D
Homeless Students Math (middle)			35.9% P/D	24.2% P/D	25% P/D (0% D)
		(*Data suppressed at high school and middle school level.) Trend data shows at the elementary level there was an decrease in P/D from 14.3% to 13.8% and a increase in novice from 38.1% to 58.6%.			
Homeless Students Writing (all levels)			11.4% P/D	NA	NA
Homeless Students Science (all levels)		(*Data suppressed at high school level.) Trend data shows students at the middle school level there was an decrease in P/D from 19.0% to 13.8% and a increase in novice from 14.3% to 41.4%.	10.8% P/D	NA	NA
Homeless Students Social Studies (elem. & middle)			31.9% P/D	NA	NA
			K-PREP 2018-2019	CASE Data Fall 2020	
			Combined index for all levels in reading: 119.1; Combined index for all levels in math: 114.3; Combined index for all levels in writing: 90.7; Combined index for elementary and middle in social studies: 111.6; Combined index for all levels in science: 91.7		
		Trend data from 2018 to 2019 shows that the combined index for all levels in reading increased from 114.2 to 119.1; the combined index for all levels in math decreased from 116.4 to 114.3; the combined index for all levels in writing decreased from 95.1 to 90.7; the combined index for elementary and middle in social studies decreased from 112.2 to 111.6; (Data was suppressed at elementary and middle level for science in 2018); trend data for science at the high school level index decreased from 102 to 78.4	97.8% P/D		NA
Gifted and Talented (all levels)			NA		82.0% P/D
Gifted and Talented Reading (elementary)			100% P/D		78.8% P/D
Gifted and Talented Reading (middle)			98.8% P/D		NA
Gifted and Talented Reading (high)			99.1% P/D		75% P/D
Gifted and Talented Math (elementary)			NA		72.8% P/D
Gifted and Talented Math (middle)					NA
Gifted and Talented Math (high)					
Non-Academic Data			2018-2019	2019-2020	
				85% of students have zero behavior referrals. The number of students with at least one behavior referral did increase in the 19-20 school year previous from the past 2-3 years. See attachment for more specific information.	
Behavior		See attached	The district averages around 85 percent of students do not have one behavior referral.		
			The district yearly average percent present for 18-19 was 94.55%.	The district yearly average percent present for 19-20 was 94.58%.	
Student Attendance		Yearly Average Percent Present had declined over the last three years: 2016-2017 94.99%, 2017-2018 94.69%, 2018-2019 94.55%. The yearly average percent present for 2019-2020 showed a slight increase at 94.58%. This percentage was on reflective through March 2020 due to the pandemic.			

Teacher Attendance		NA	The average certified teacher attendance is 94.53%. <i>(This includes emergency, personal, and sick leave only.)</i>	The average certified teacher attendance for the 2019-2020 school year (up until March 13 - when schools were shut down due to the COVID-19 pandemic) was 86.5%.	
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Academic Data	2018-2019	2019-2020	2020-2021				
Elementary Level	Increases in P/D in reading and decreases in novice in reading; increase in writing for students scoring P/D; increase in students scoring P/D in science and a decrease in novice	None noted	Writing P/D increased across all elementary and novice decreased				
Middle Level	Increase P/D in reading and decrease in novice reading; increase in P/D in reading and decrease in novice reading;	None noted	Writing P/D increased across all middle and novice decreased				
Transition Ready	Transition ready grew by 11 points and all subgroups increased in transition ready rates	ACT scores for the district increased across all categories	improved from 19-20 school due to students having more in-person learning as compared to the 19-20 school year; ACT scores remained steady which is a positive considering the pandemic				
Students w/Disabilities	Transition ready rate increased for students with disabilities	Small increases in P/D from KPREP 18-19 to Fall CASE 2020 for students with disabilities in reading and math	None noted				
Gifted and Talented	Gifted and Talented indices in reading, math, and social studies continue to be over 100	None noted	None noted				
Non-Academic Data	2018-2019	2019-2020	2020-2021				
Behavior	Bullying findings (reports that were investigated and confirmed) were down about half from the 17-18 school year to the 18-19 school year. The focus for the 19-20 year is to increase knowledge of trauma-informed practices, integrate strategies that will de-escalate behaviors, therefore reducing the amount of suspension rates and missing school. Social emotional programs will be integrated in all classrooms.	The focus for the 2020-2021 school year is to use trauma-responsive strategies and skills trained by our AWARE staff, PBIS classroom and school-wide expectations to have a clear multi-tiered system of supports for students to reduce the number of suspensions of students. Additionally, the increase of cultural responsiveness and diversity training will indicate a reduction in suspension rates in target groups.	Due to the pandemic, behavior data was very minimal				
Student Attendance	Starting with the 2019-2020 school year, each school's attendance improvement plan includes monthly Attendance PLC meetings to focus on chronic absenteeism and truancy. Interventions are being implemented and monitored for chronically absent and truant students. District social workers and the DPP are attending conferences on chronic absenteeism and drop out prevention in order to gain additional strategies for implementation.	Starting with the 2020-2021 school year, the district has developed an optional remote learning program that allows families wishing to receive instruction virtually, access to a rigorous remote learning instructional model. This model also includes virtual face-to-face time with school staff to promote social community connections. BCPS has also developed a remote learning participation process to identify students not meeting the remote learning participation expectations and implement interventions to increase engagement.					

 <p>Teacher Attendance</p>	<p>Staff attendance is comparable to student attendance. In most schools, we average about 95% staff and student attendance.</p>	<p>Our teacher attendance dropped this school year, on average, to lower than our average student attendance. However, the data is only collected up to March 13, 2020. We began a recruitment effort to hire subs by attending community events and having a large social media push, explaining the minimum requirements and how to obtain an emergency teaching license. We also are continuing to hire subs and offer in-person training during the time of the pandemic, when surrounding districts are choosing not to employ substitutes this year (2020/2021). We have mailed flyers to diverse community organizations (African American and Hispanic Professional Organizations) in an attempt to gain a diverse workforce of qualified substitutes.</p>						
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AVERAGE COMPOSITE SCORE						AVERAGE COMPOSITE SCORE				
	BCPS	BCHS	BEHS	NBHS			BCPS	BCHS	BEHS	NBHS
PreACT	16.5	15.6	17.2	16.4		10th ACT	17.6	16.8	18.2	17.4
10th ACT	17.4	16.3	18.3	16.7		11th ACT	18.1	17.1	18.7	17.9
AVERAGE ENGLISH SCORE						AVERAGE ENGLISH SCORE				
	BCPS	BCHS	BEHS	NBHS			BCPS	BCHS	BEHS	NBHS
PreACT	14.8	14.2	15.3	14.6		10th ACT	16.6	16.1	17.2	16.0
10th ACT	16.3	15.6	16.9	15.6		11th ACT	17.4	16.5	18.2	17.2
AVERAGE MATHEMATICS SCORE						AVERAGE MATHEMATICS SCORE				
	BCPS	BCHS	BEHS	NBHS			BCPS	BCHS	BEHS	NBHS
PreACT	16.7	15.9	17.2	16.7		10th ACT	17.6	16.7	18.1	17.3
10th ACT	17.3	16.2	18.2	16.4		11th ACT	17.8	16.5	18.7	17.5
AVERAGE READING SCORE						AVERAGE READING SCORE				
	BCPS	BCHS	BEHS	NBHS			BCPS	BCHS	BEHS	NBHS
PreACT	17.6	16.8	18.3	17.5		10th ACT	17.8	16.8	18.5	17.7
10th ACT	17.7	16.4	18.7	17.0		11th ACT	18.5	17.6	18.9	18.5
AVERAGE SCIENCE SCORE						AVERAGE SCIENCE SCORE				
	BCPS	BCHS	BEHS	NBHS			BCPS	BCHS	BEHS	NBHS
PreACT	16.3	15.0	17.3	16.3		10th ACT	18.1	17.2	18.6	18.0
10th ACT	17.9	16.5	18.8	17.2		11th ACT	18.1	17.5	18.5	17.8

10th Grade AVERAGE ACT SCORE						10th Grade Percent Meeting College Readiness Benchmarks					
DISTRICT						DISTRICT					
Year	English	Mathematics	Reading	Science	Composite	Year	English	Mathematics	Reading	Science	Met All Four
2018-2019	*NO DATA					2018-2019	*NO DATA				
2019-2020	16.6	17.6	17.8	18.1	17.6	2019-2020	38	21	26	18	10
2020-2021	16.3	17.3	17.7	17.9	17.4	2020-2021	38	16	25	15	9
Gain/Loss 2020 to 2021						Gain/Loss 2020 to 2021	0				

10th Grade AVERAGE ACT SCORE						10th Grade Percent Meeting College Readiness Benchmarks					
BULLITT CENTRAL						BULLITT CENTRAL					
Year	English	Mathematics	Reading	Science	Composite	Year	English	Mathematics	Reading	Science	Met All Four
2018-2019	*Did not test					2018-2019	*Did not test				
2019-2020	16.1	16.7	16.8	17.2	16.8	2019-2020	34	12	20	13	6
2020-2021	15.6	16.2	16.4	16.5	16.3	2020-2021	32	7	16	8	3
Gain/Loss 2020 to 2021						Gain/Loss 2020 to 2021					

10th Grade AVERAGE ACT SCORE						10th Grade Percent Meeting College Readiness Benchmarks					
BULLITT EAST						BULLITT EAST					
Year	English	Mathematics	Reading	Science	Composite	Year	English	Mathematics	Reading	Science	Met All Four
2018-2019	17.7	18.6	19.4	18.6	18.7	2018-2019	47	24	34	22	12
2019-2020	17.2	18.1	18.5	18.6	18.2	2019-2020	43	26	29	18	10
2020-2021	16.9	18.2	18.7	18.8	18.3	2020-2021	41	23	30	18	11
Gain/Loss 2020 to 2021		0.1	0.2	0.2	0.1	Gain/Loss 2020 to 2021			1	0	1

10th Grade AVERAGE ACT SCORE						10th Grade Percent Meeting College Readiness Benchmarks					
NORTH BULLITT						NORTH BULLITT					
Year	English	Mathematics	Reading	Science	Composite	Year	English	Mathematics	Reading	Science	Met All Four
2018-2019	15.4	17.2	17.2	17.5	17	2018-2019	29	15	19	14	7
2019-2020	16.0	17.3	17.7	18.0	17.4	2019-2020	33	18	25	17	9
2020-2021	15.6	16.4	17.0	17.2	16.7	2020-2021	34	11	22	14	6
Gain/Loss 2020 to 2021						Gain/Loss 2020 to 2021	1				

11th Grade AVERAGE ACT SCORE						11th Grade Percent Meeting College Readiness Benchmarks					
DISTRICT						DISTRICT					
Year	English	Mathematics	Reading	Science	Composite	Year	English	Mathematics	Reading	Science	Met All Four
2018-2019	17.4	18.0	18.6	18.3	18.2	2018-2019	44	19	29	21	11
2019-2020	18.1	18.7	18.9	18.9	18.7	2019-2020	52	28	34	23	16
2020-2021	17.4	17.8	18.5	18.1	18.1	2020-2021	47	21	31	17	9
Gain/Loss 2020 to 2021						Gain/Loss 2020 to 2021					

11th Grade AVERAGE ACT SCORE							11th Grade Percent Meeting College Readiness Benchmarks						
BULLITT CENTRAL							BULLITT CENTRAL						
Year	English	Mathematics	Reading	Science	Composite		Year	English	Mathematics	Reading	Science	Met All Four	
2018-2019	16.5	17.3	17.6	17.5	17.4		2018-2019	39	13	24	16	7	
2019-2020	16.0	17.0	17.2	17.4	17.0		2019-2020	38	16	24	15	9	
2020-2021	16.5	16.5	17.6	17.5	17.1		2020-2021	41	14	26	15	6	
Gain/Loss 2020 to 2021	0.5		0.4	0.1	0.1		Gain/Loss 2020 to 2021	3		2	0		
11th Grade AVERAGE ACT SCORE							11th Grade Percent Meeting College Readiness Benchmarks						
BULLITT EAST							BULLITT EAST						
Year	English	Mathematics	Reading	Science	Composite		Year	English	Mathematics	Reading	Science	Met All Four	
2018-2019	18.6	18.9	19.9	19.3	19.3		2018-2019	52	26	35	28	16	
2019-2020	20.0	19.9	20.3	19.8	20.1		2019-2020	66	40	42	30	21	
2020-2021	18.2	18.7	18.9	18.5	18.7		2020-2021	51	27	34	18	11	
Gain/Loss 2020 to 2021							Gain/Loss 2020 to 2021						
11th Grade AVERAGE ACT SCORE							11th Grade Percent Meeting College Readiness Benchmarks						
NORTH BULLITT							NORTH BULLITT						
Year	English	Mathematics	Reading	Science	Composite		Year	English	Mathematics	Reading	Science	Met All Four	
2018-2019	17.1	17.5	18.2	18.1	17.9		2018-2019	41	17	26	20	11	
2019-2020	17.9	18.7	18.5	19.1	18.7		2019-2020	50	24	32	21	13	
2020-2021	17.2	17.5	18.5	17.8	17.9		2020-2021	46	17	28	14	8	
Gain/Loss 2020 to 2021			0				Gain/Loss 2020 to 2021						

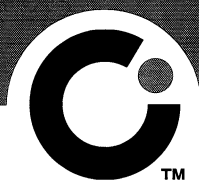
Academic Data	K-PREP 2020-2021	CASE Data, Spring 2021	State Data 2020-2021	K-PREP 2018-2019
Elementary Reading (all students)	43.2% P/D	47.6% P/D	39.5% P/D	53.9% P/D
Elementary Math (all students)	30.5% P/D	41.2% P/D	31.4% P/D	44.1% P/D
Elementary Writing (all students)	49.0% P/D		39.8% P/D	40.6% P/D
Elementary Science (all students)	25.9% P/D		25.1%P/D	29.4% P/D.
Elementary Social Studies (all students)				43.9% P/D
	K-PREP 2020-2021	CASE Data, Spring 2021	State KPREP 2020-2021	K-PREP 2018-2019
Middle School Reading (all students)	42.7% P/D	50.0% P/D	44.0% P/D	61.9% P/D
Middle School Math (all students)	26.6% P/D	37.0% P/D	27.8% P/D	49.1% P/D
Middle School Writing (all students)	58.5% P/D		50.9% P/D	27.3 % P/D
Middle School Science (all students)	18.9% P/D		20.9% P/D	21.8% P/D
Middle School Social Studies (all students)				58.3% P/D
	K-PREP 2020-2021		State KPREP 2020-2021	K-PREP 2018-2019
High School Reading (all students)	31.1% P/D		37.9% P/D	39.8% P/D
High School Math (all students)	33.1 %P/D		30.3% P/D	32.1% P/D
High School English/Writing (all students)	48.4% P/D		57.2% P/D	50.1% P/D (writing)
High School Science (all students)	16.2% P/D		26.5% P/D	21.7% P/D
High School Social Studies (all students)				NA
	2020-2021	2019-2020 (incomplete data due to pandemic; data below is dated 3/13/20)	State KPREP 2020-2021	2018-2019
Transition Ready (include all subgroups)	<u>2020-2021 Transition Data</u> (All- 78%) (White: 71%) (African American-50%) (Hispanic-62%) (Two or More Races-75%) (Students w/Disabilities-28%) (Economically Disadvantaged- 31%) (EL Students-14%)	<u>2019-2020 Data</u> (All- 74%) (White - 72%) (African American - 44%) (Hispanic - 68%) (Two or More Races - 55%) (Economically Disadvantaged -61%) Students with Disabilities 29%)	*No state transition data available	Transition Readiness (All - 88.4) (White - 89.4) (African American - 64.3) (Hispanic - 81.3) (Two or More Races - 68.2) (Economically Disadvantaged - 80.3) (Students w/disabilities - 57)
	2021	2020	State KPREP 2020-2021	2019
Graduation Rate	4-Year Cohort: 89.2%; 5-Year Cohort: 92.2%	4-Year Cohort: 90.9%; 5-Year Cohort: 93.5%; Graduation Indicator: 92.2%	4-Year Cohort: 90.0%; 5-Year Cohort: 92.3%	4-Year Graduation Cohort rate is 92.3%; 5-Year Graduation Cohort rate is 91.8%; Graduation Indicator is 92.1%
	K-PREP 2020-2021	CASE Data, Spring 2021	State KPREP 2020-2021	K-PREP 2018-2019
Students w/Disabilities Reading (elementary)	23.5% P/D	30.0% P/D	25.5% P/D	29.2% P/D
Students w/Disabilities Reading (middle)	17.6% P/D	21.6% P/D	20.1% P/D	18.9% P/D
Students w/Disabilities Reading (high school)	11.4% P/D		12.6% P/D	12.2% P/D
Students w/Disabilities Math (elementary)	11.5% P/D	20.5% P/D	21.4% P/D	20.2% P/D
Students w/Disabilities Math (middle)	7.4% P/D	13.7% P/D	17.9% P/D	10.5% P/D
Students w/Disabilities Math (high school)			19.2% P/D	8.2% P/D
Students w/Disabilities Writing (elementary)			16.6% P/D	14.9% P/D
Students w/Disabilities Writing (middle)			13.6% P/D	8.5% P/D
Students w/Disabilities Writing (high)	18.4% P/D		16.5% P/D	14.6% P/D
Students w/Disabilities Science (elementary)			17.4% P/D	13.6% P/D

Academic Data	K-PREP 2020-2021	CASE Data, Spring 2021	State Data 2020-2021	K-PREP 2018-2019
Students w/Disabilities Science (middle)			8.4% P/D	9.3% P/D
Students w/Disabilities Science (high)			7.3% P/D	9.4% P/D
Students w/Disabilities Social Studies (elem/middle only)				16.7% P/D
	K-PREP 2020-2021	CASE Data Spring 2021	State KPREP 2020-2021	K-PREP 2018-2019
EL Elementary Reading	35.7% P/D	16.7% P/D	23.7% P/D	42.3% P/D
EL Middle Reading		26.9% P/D	16.4% P/D	12% P/D
EL High Reading			6.4% P/D	0.0% P/D
EL Elementary Math		11.7% P/D	19.1% P/D	36.5% P/D
EL Middle Math		3.8% P/D	9.0% P/D	0% P/D
EL High Math			6.0% P/D	0.0% P/D
	K-PREP 2020-2021	CASE Data Spring 2021	State KPREP 2020-2021	K-PREP 2018-2019
Economically Disadvantaged Reading (high)	21.6% P/D		27.7% P/D	25.1% P/D
Economically Disadvantaged Reading (elementary)	34.9% P/D	39.4% P/D	30.4% P/D	44.6% P/D
Economically Disadvantaged Reading (middle)	33.8% P/D	39.9% P/D	34.2% P/D	49.6% P/D
Economically Disadvantaged Math (high)	19.8% P/D		21.4% P/D	18.0% P/D
Economically Disadvantaged Math (elementary)	19.4% P/D	29.2% P/D	17.9% P/D	33.7% P/D
Economically Disadvantaged Math (middle)	17.6% P/D	26.5% P/D	19.2% P/D	36.6% P/D
Economically Disadvantaged Writing (elementary)	43.2% P/D		30.5% P/D	31.9% P/D
Economically Disadvantaged Writing (middle)	45.9% P/D		39.7% P/D	17.2% P/D
Economically Disadvantaged Writing (high)	37.3% P/D		46.9% P/D	37.1% P/D
Economically Disadvantaged Science (elementary)	18.0% P/D		17.9% P/D	18.7% P/D
Economically Disadvantaged Science (middle)	13.6% P/D		13.1% P/D	12.7% P/D
Economically Disadvantaged Science (high)	10.7% P/D		17.9% P/D	14.0% P/D
Economically Disadvantaged Social Studies (elem. & middle)				39.4% P/D
	K-PREP 2020-2021	CASE Data Spring 2021	State KPREP 2020-2021	K-PREP 2018-2019
Homeless Students Reading (high)			20.3% P/D	21.1% P/D
Homeless Students Reading (elementary)	25.0% P/D	25.0% P/D	24.5% P/D	33.8% P/D
Homeless Students Reading (middle)	36.1% P/D	37.1% P/D	29.7% P/D	51.6% P/D
Homeless Students Math (high)			12.9% P/D	10.0% P/D
Homeless Students Math (elementary)	8.9% P/D	13.3% P/D	14.7% P/D	22.1% P/D
Homeless Students Math (middle)		29.3% P/D	13.7% P/D	35.9% P/D
Homeless Students Writing (high school)			37.8% P/D	10.5% P/D
Homeless Students Writing (middle)			31.2% P/D	10.0% P/D
Homeless Students Writing (elementary)			23.2% P/D	13.8% P/D
Homeless Students Science (high)			14.1% P/D	0.0% P/D
Homeless Students Science (middle)			13.0% P/D	20.0% P/D
Homeless Students Science (elementary)			15.6% P/D	12.5% P/D
Homeless Students Social Studies (elem. & middle)				31.9% P/D
	K-PREP 2020-2021	CASE Data Spring 2021	State KPREP 2020-2021	K-PREP 2018-2019

Academic Data	K-PREP 2020-2021	CASE Data, Spring 2021	State Data 2020-2021	K-PREP 2018-2019
Gifted and Talented Reading (elementary)		79.4% P/D	94.3% P/D	97.8% P/D
Gifted and Talented Reading (middle)		77.8% P/D	95.2% P/D	NA
Gifted and Talented Reading (high)			86.1% P/D	100% P/D
Gifted and Talented Math (elementary)		77.8% P/D	90.1% P/D	98.8% P/D
Gifted and Talented Math (middle)		67.2% P/D	88.0% P/D	99.1% P/D
Gifted and Talented Math (high)			88.3% P/D	NA
Non-Academic Data	2020-2021	2019-2020	State Data 2020-2021	2018-2019
Behavior	96.9% of students do not have behavior events	The district averages 86.6% of students that do not have one behavior referral	3.1% of students have behavior events	The district averages around 88 percent of students who do not have one behavior referral.
Student Attendance	Chronic Absenteeism is not comparable to prior years and not reported in the SRC for 2020-21 due to traditional attendance not being collected. Chronic absenteeism data based on daily student participation can be found on the Student and Enrollment Data webpage.	The district yearly average percent present for 19-20 was 94.58%. (Through March 16, 2020. After March 16, 2020 was participation only due to the pandemic.)	Chronic Absenteeism is not comparable to prior years and not reported in the SRC for 2020-21 due to traditional attendance not being collected. Chronic absenteeism data based on daily student participation can be found on the Student and Enrollment Data webpage.	The district yearly average percent present for 18-19 was 94.55%.
Teacher Attendance	The average daily attendance for certified teachers was 94.7. (This Includes virtual instruction due to Quarantines and NTI.) However, substitutes had to be secured for virtual instruction when students were in person and the regular teachers were ordered to quarantine.	86.5% (Up until March 13)		The average certified teacher attendance is 94.53%. (This includes emergency, personal, and sick leave only.)

Academic Data		K-PREP 2020-2021	CASE Data, Spring 2021	K-PREP 2018-2019
Elementary Reading (all students)	Elementary Reading (all students)	30.6% N	26.9% N	46.1% Novice and Apprentice
	Elementary Math (all students)	28.7% N	23.8% N	55.9% Novice and Apprentice
	Elementary Writing (all students)	7.4% N		59.4% Novice and Apprentice
	Elementary Science (all students)	17.1% N		70.6% Novice and Apprentice
	Elementary Social Studies (all students)			56.1% Novice and Apprentice
		K-PREP 2020-2021	CASE Data, Spring 2021	K-PREP 2018-2019
Middle School Reading (all students)	Middle School Reading (all students)	31.2% N	23.8% N	38.1% Novice and Apprentice
	Middle School Math (all students)	29.1% N	18.5% N	41.2% Novice and Apprentice
	Middle School Writing (all students)	11.5% N		72.7% Novice and Apprentice
	Middle School Science (all students)	34.7% N		78.2% Novice and Apprentice
	Middle School Social Studies (all students)			41.7% Novice and Apprentice
		K-PREP 2020-2021		K-PREP 2018-2019
High School Reading (all students)	High School Reading (all students)	41.0% N		60.2% Novice and Apprentice
	High School Math (all students)	34.7% N		66.4% Novice and Apprentice
	High School English/Writing (all students)	16.8% N		49.9% Novice and Apprentice (writing)
	High School Science (all students)	41.0% N		78.3% Novice and Apprentice
	High School Social Studies (all students)			Not Assessed
		K-PREP 2020-2021	2019-2020	2018-2019
Transition Ready (Indicators of subgroups)	Transition Ready (Indicators of subgroups)	Students with disabilities and economically disadvantaged students are a top priority for transition readiness as they are scoring 50 percentage points below all students transition readiness rates.	Students with disabilities continue to perform significantly below all other subgroups. The circumstances in the spring of 2019 did not allow numerous students to potentially become academic or career ready. In March, 29% of students with disabilities obtained transition readiness.	Students with disabilities are significantly below all students based on a 31.4 percentage point difference as compared to all students who are transition ready. African American students are 24.1 percentage points lower as compared to all students and 25.1 percentage points below as compared to White students.
		K-PREP 2020-2021	2019-2020	2018-2019
		There was a slight decrease from 80.9% to 89.2% for our 4-Year cohort. 5-Year cohort had a slight drop from 93.0% to 92.2%, overall considering the pandemic the drops were minimal.	4-Year Cohort dropped from 92.3 to 90.9 which is a 1.4 decrease. 93.6% of Economically Disadvantaged students graduated in 4-year cohort. 77 % of Students w/Disabilities graduated in 4-year cohort. 69% of students considered homeless graduated in 4-year cohort.	Our 2019 Graduation Indicator is 92.1% falls in the low indicator range. 2019 4-Year Graduation Cohort for Students with Disabilities 82.1%, 2019 5-Year Graduation Cohort for Students with Disabilities 82.0%, 2019 Graduation Indicator for Students with Disabilities 82.1%. 2019 4-Year Graduation Cohort for Hispanic Students 73.1%
	Graduation Rate	K-PREP 2020-2021	CASE Data, Spring 2021	K-PREP 2018-2019
	Students w/Disabilities Reading (elementary)	48.7% N	41.4% N	41.5% Novice
Students w/Disabilities Reading (middle)	Students w/Disabilities Reading (middle)	65.6% N	53.6% N	50.8% Novice
	Students w/Disabilities Reading (high)			63.3% Novice
	Students w/Disabilities Math (elementary)	46.9% N	43.1% N	44.2% Novice
	Students w/Disabilities Math (middle)	52.8% N	46.0% N	42.4% Novice
	Students w/Disabilities Math (high)			67.0% Novice
	Students w/Disabilities Writing (elementary)			58.1% Novice
	Students w/Disabilities Writing (middle)			57.4 Novice
	Students w/Disabilities Writing (high)	46.1% N		52.1% Novice
	Students w/Disabilities Science (elementary)			
	Students w/Disabilities Science (middle)			
	Students w/Disabilities Science (high)			
	Students w/Disabilities Social Studies (element/middle only)			37.3% Novice
		K-PREP 2020-2021	CASE Data, Spring 2021	K-PREP 2018-2019
Elementary Reading	Elementary Reading	54.8% N		68.4% Novice and Apprentice
	Elementary Math	65.4% N		100% Novice and Apprentice
	Elementary Writing			100% Novice and Apprentice
	Elementary Science	44.2% N		71.1% Novice and Apprentice
	Elementary Social Studies	50.0% N		100% Novice and Apprentice
		K-PREP 2020-2021	CASE Data, Spring 2021	K-PREP 2018-2019
Economically Disadvantaged Reading (elementary)	Economically Disadvantaged Reading (elementary)	39.4% N	34.4% N	55.4% Novice/Apprentice
	Economically Disadvantaged Reading (middle)	39.3% N	31.2% N	50.4% Novice/Apprentice
	Economically Disadvantaged Reading (high)	52.1% N		74.9% Novice/Apprentice
	Economically Disadvantaged Math (elementary)	38.1% N	30.5% N	66.3% Novice/Apprentice
	Economically Disadvantaged Math (middle)	38.0% N	27.2% N	63.5% Novice/Apprentice
	Economically Disadvantaged Math (high)	45.2% N		82.0% Novice/Apprentice
	Economically Disadvantaged Writing (elementary)	10.1% N		68.0% Novice/Apprentice
	Economically Disadvantaged Writing (middle)	19.2% N		82.4% Novice/Apprentice
	Economically Disadvantaged Writing (high)	26.0% N		62.9% Novice/Apprentice
	Economically Disadvantaged Science (elementary)	22.1% N		81.4% Novice/Apprentice
	Economically Disadvantaged Science (middle)	42.2% N		87.3% Novice/Apprentice
	Economically Disadvantaged Science (high)	49.6% N		86.1% Novice/Apprentice
	Economically Disadvantaged Social Studies (element & middle)			60.6% Novice/Apprentice
		K-PREP 2020-2021	CASE Data, Spring 2021	K-PREP 2018-2019
Homeless Students Reading (elementary)	Homeless Students Reading (elementary)	55.4% N	46.7% N	37.7% Novice
	Homeless Students Reading (middle)	40.3% N	35.5% N	23.4% Novice
	Homeless Students Reading (high)			63.2% Novice
	Homeless Students Math (elementary)	44.6% N	48.3% N	40.3% Novice
	Homeless Students Math (middle)		24.6% N	21.9% Novice
	Homeless Students Math (high)			75.0% Novice
	Homeless Students Writing (elementary)			58.6% Novice
	Homeless Students Writing (middle)			25.0% Novice
	Homeless Students Writing (high)			78.9% Novice
	Homeless Students Science (elementary)			25.0% Novice
	Homeless Students Science (middle)			20.0% Novice
	Homeless Students Science (high)			52.6% Novice
	Homeless Students Social Studies (element & middle)			68.1% Novice/Apprentice
		K-PREP 2020-2021	CASE Data, Spring 2021	K-PREP 2018-2019
Gifted and Talented (all levels)	Gifted and Talented (all levels)	2.4% of high school students scored novice in reading and only 78.3 scored proficient/distinguished.	5.5% of elementary students scored novice and 6.7% of middle school students scored novice.	25% of elementary, 40.6% of middle and 18.8% of high school students scored Novice/Apprentice in Writing. 37.6% of high school students scored Novice/Apprentice in Science.
		19.4% of high school students scored novice in science with only 51.6 scoring proficient/distinguished.		
Non-Academic Data		2020-2021	2019-2020	
Behavior	Behavior	The district priority for the 21-22 school year is to streamline and improve the consistency of behavior entry in the student data system, as well as providing a system of interventions for restorative practices for students and to decrease punitive resolutions that do not resolve behavior infractions.	See attached. The district priority for the 20-21 school year was a consistency in entering behavior in IEC so that the definition of the behavior are understood across all schools in the district.	See attached. The district priority for the 19-20 school year is to streamline and improve the consistency of behavior entry in the student data system providing an accurate baseline measure in order to determine needs and progress.

Student Attendance		<p>While BCPS overall Non-Traditional Instruction (NTI) participation was 86.9%, the main priority/concern is addressing the percent of participation from select students.</p> <p>BCPS state placement by annual attendance percentage fell from 61 of 173 KY districts in 2017-2018 to 71 of 173 KY districts in 2018-2019.</p>
Teacher Attendance	<p>Teachers were allowed to telework during NTI days and also during Ordered Quarantines. This put a strain on our already short pool of substitutes. Classroom teachers were in constant rotations of covering for absent peers. Permanent Guest Teachers aka Preferred substitutes were utilized on a daily basis, with the plan of creating permanent sub positions for the next school year.</p>	<p>We continued to have a serious substitute shortage for the 2019-2020 school year. Despite recruitment efforts to employ subs in and out of the district, we averaged about 8-10 unfilled certified absences a day, up until the global pandemic which caused us to shut down JCPS, the larger school district next to us, offered incentives for subs on Mondays and Fridays, causing us to lose some of our faithful substitute employees.</p> <p>Also, on average, we have 8-10 daily unfilled substitute positions. (This includes those teachers out on any type of leave): Mondays, Fridays, and just before an extended break are the hardest times to find subs.</p>



Jan 2022-Dec 2022 Phase Two: District Assurances

2021-22 Phase Two: District Assurances

Bullitt County
Jesse Bacon
1040 Hwy 44 E
Shepherdsville, Kentucky, 40165
United States of America

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2021-22 Phase Two: District Assurances

Introduction

Assurances are a required component of the CDIP process (703 KAR 5:225). Please read the assurance and indicate whether your district complies by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

District Assurances

The district hereby ensures that the FY 2021-2022 District Funding Assurances have been signed by the local superintendent, submitted to the Kentucky Department of Education, and remain on file with the local board of education.

☒ **Yes**

☐ No

☐ N/A

COMMENTS

Attachment Summary

Attachment Name	Description	Associated Item(s)
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Jan 2022-Dec 2022 Phase Two: District Safety Report

2021-22 Phase Two: District Safety Report

Bullitt County
Jesse Bacon
1040 Hwy 44 E
Shepherdsville, Kentucky, 40165
United States of America

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2021-22 Phase Two: District Safety Report

District Safety Report

Pursuant to KRS 158.162, the local board of education shall require the school council or, if none exists, the principal in each school to adopt an emergency plan that must be utilized in case of fire, severe weather, earthquake, or a building lockdown and that: establishes evacuation routes; identifies the best available severe weather zones; develops earthquake protocols for students; and, develops and adheres to practices controlling access to the school building. The emergency plan shall be annually reviewed by the council, principal, and first responders and revised as needed.

In addition to the emergency plan requirements in KRS 158.162, KRS 158.164 requires the local board of education to direct the school council or, if none exists, the principal in each school to establish procedures to perform a building lockdown and to invite local law enforcement to assist in establishing lockdown procedures.

KRS 158.162 also requires the emergency plan be discussed with all school staff prior to the first instructional day of the school year and provided, along with a diagram of the facility, to appropriate first responders. Further, the principal in each school shall conduct, at a minimum, the following emergency response drills within the first 30 instructional days of the school year and again during the month of January: one severe weather drill, one earthquake drill, and one lockdown drill. In addition, required fire drills shall be conducted according to administrative regulations promulgated by the Department of Housing, Buildings and Construction.

Finally, pursuant to KRS 158.162, local Superintendents must submit verification to the Kentucky Department of Education that all schools are in compliance by November 1 each year. This diagnostic is the means by which this reporting requirement is fulfilled.

Questions Related to the Adoption and Implementation of the Emergency Plan

1. Has the local board adopted a policy requiring the school council or, if none exists, the principal in each school to adopt and implement an emergency plan as required by KRS 158.162?

Please reference the appropriate board policy number(s) and/or title(s) in the comment box.

Yes

2. Has each school council or, where applicable, principal adopted an emergency plan in accordance with local board policy and in compliance with the specifications in KRS 158.162(3)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box. Please note that Senate Bill 1 (2019) and Senate Bill 8 (2020) amended KRS 158.162(3)(d) to require, for example, classroom doors remain closed and locked during instructional time as well as classroom doors with windows be equipped with material to quickly cover the window during a building lockdown. Schools are encouraged to comply with these changes as soon as practicable but, if needed, have until July 1, 2022 to fully implement. Accordingly, failure to comply with KRS 158.162(3)(d), as amended, should not be reported herein until the 2022-2023 school year and beyond.

YES.

3. Has each school provided local first responders with a copy of the school's emergency plan along with a diagram of the school as required by KRS 158.162(2)(b)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

4. Has each school posted primary and secondary evacuation routes in each room by any doorway used for evacuation as required by KRS 158.162(3)(a)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

YES

5. Has each school posted the location of severe weather safe zones in each room as required by KRS 158.162(3)(b)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

Yes

6. Have practices for students to follow during an earthquake been developed as required by KRS 158.162(3)(c)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

YES

7. Are practices in place to control access to each school building, including but not limited to controlling outside access to exterior doors during the school day; controlling the main entrance of the school with electronically locking doors, a camera, and an intercom system; controlling access to individual classrooms; requiring classroom doors to remain closed and locked during instructional time (with limited exceptions outlined in statute); requiring classroom doors with windows to be equipped with material to quickly cover the windows during a lockdown; requiring all visitors to report to the front office of the building, provide valid identification, and state the purpose of the visit; and providing a visitor's badge to be visibly displayed on a visitor's outer garment as required by KRS 158.162(3)(d)?

If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

YES

8. Was each school's emergency plan reviewed following the end of the prior school year by the school council, principal, and first responders and revised as needed as required by KRS 158.162(2)(c)?

Please provide the most recent date of review/revision of the emergency plan for each school in the district in the comment box. If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

YES

9. Did each principal discuss the emergency plan with **all** school staff prior to the first instructional day of the current school year and appropriately document the time and date of such discussion as required by KRS 158.162(2)(d)?

Please provide the date each school in the district completed this discussion in the comment box. If all schools in the district have NOT met the requirement, respond "no" and please explain further in the comment box.

YES

10. During the first 30 instructional days of the current school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

YES

11. During the month of January during the prior school year, did the principal in each school within the district conduct at least one severe weather drill, one earthquake drill, and one lockdown drill as required by KRS 158.162(5)?

If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.


YES

12. Over the immediately preceding twelve months, did each school within the district conduct fire drills in accordance with administrative regulations promulgated by the Department of Housing, Buildings and Construction as required by KRS 158.162(5)?

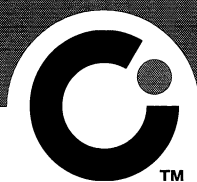
If all schools in the district did NOT meet the requirement, respond "no" and please explain further in the comment box.

YES

Attachment Summary

Attachment Name	Description	Associated Item(s)
 District Responses		.

[illegible]



Jan 2022-Dec 2022 Phase Three: Professional Development Plan for Districts

2021-22 Phase Three: Professional Development Plan for Districts

Bullitt County
Jesse Bacon
1040 Hwy 44 E
Shepherdsville, Kentucky, 40165
United States of America

Bullitt County

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2021-22 Phase Three: Professional Development Plan for Districts

The purpose of this diagnostic is to support the district in designing and implementing a professional development plan that aligns to the goals established in KRS 158.6451 and the local needs assessment. The basis of the professional development plan aligns to 704 KAR 3:035, which states the following:

Annual Professional Development Plan:

Section 2. Each local school and district shall develop a process to design a professional development plan that meets the goals established in KRS 158.6451 and in the local needs assessment. A school professional development plan shall be incorporated into the school improvement plan and shall be made public prior to the implementation of the plan. The local district professional development plan shall be incorporated into the district improvement plan and posted to the local district Web site prior to the implementation of the plan.

Section 3. Each school and local district professional development plan shall contain the following elements:

1. A clear statement of the school or district mission
2. Evidence of representation of all persons affected by the professional development plan
3. A needs assessment analysis
4. Professional development objectives that are focused on the school or district mission, derived from the needs assessment, and specify changes in educator practice needed to improve student achievement; and
5. A process for evaluating impact on student learning and improving professional learning, using evaluation results

Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Effective professional learning not only has the potential to improve both classroom instruction and student outcomes, but also it can be effective in recruiting and retaining teachers. When designing and/or selecting HQPL at the local level, it is important to ensure alignment to the characteristics of High-Quality Professional Learning.

1. What is the district's mission?

Bullitt County Public Schools Mission: "Our Mission is to Inspire and Equip Our Students to Succeed in Life"

2. The needs assessment provides the framework for **all** districts to clearly identify their most critical areas for improvement that will be addressed in the planning process through the development of goals, objectives, strategies, and activities.

Based on the most critical areas for improvement identified in the completed needs assessment per 703 KAR 5:225 (3), what are the district's **top two priorities** for professional development that support continuous improvement?

1. Essential Standards work in the PLC process and 2. Literacy

3. How do the identified **top two priorities** for professional development relate to district goals?

1. Essential standards is related to district goals of continuing to improve the fidelity of the PLC process in all schools. This work will allow our teachers to develop a common language around what students need to know and be able to do along with providing more targeted intervention around the essential standards. 2. Early literacy is a district goal set by the local Board of Education based on data related to students experiencing loss of literacy skills due to remote learning over the past 1.5 years along with hybrid learning format. In addition, for students to be competent in BCPS Graduate Profile competencies they must be Mastery Learners related to literacy.

4a. For the first priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

The objectives for the professional development will be to provide knowledge and understanding of the essential standards process along with giving teachers and instructional coaches time to work on identifying essential standards for implementation in instruction and in the MTSS process.

4b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Intended results will be a revision of pacing guides to identify essential standards for each grade level and content.

4c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Indicators of success will be implementation of the essential standards process across the district.

4d. Who is the targeted audience for the professional development?

Principals, teachers, instructional coaches, etc.

4e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

students, teachers, principals, district leaders

4f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

staff, funding, time

4g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

coaching support through district instructional coaches; principal meetings with a focus on essential standards, school level collaborative teams utilizing the PLC process and making connections to the MTSS work at each school

4h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

PLC Look and Listen form; eleot observations, ILT review of PLC agendas, local formative assessments, etc.

5a. For the second priority need, what are the specific objectives for the professional development aligned to the district goal(s)? Consider the long and short term changes that need to occur in order to meet the goal.

The objectives for the professional development are continuing to improve in the teaching of reading at early elementary to impact reading for years to come in the life of a student as they enter middle and high school.

5b. What are the intended results? (student outcomes; educator beliefs, practices, etc.)

Student outcomes-more students on grade level and improved teaching of reading through evidence-based assessments and strategies

5c. What will be the indicators of success? Consider the completed actions or markers that need to occur that would indicate the goals and objectives have been achieved.

Indicators of success will be district benchmark data and early literacy assessment protocol data

5d. Who is the targeted audience for the professional development?

Grades K-3 teachers; elementary principals; secondary teachers wanting to learn how to teach reading; elementary district instructional coaches

5e. Who is impacted by this component of professional development? (students, teachers, principals, district leaders, etc.)

students, teachers, principals, families, etc.

5f. What resources are needed to support the professional development? (staff, funding, technology, materials, time, etc.)

funding, time, staff

5g. What ongoing supports will be provided for professional development implementation? (coaching, professional learning communities, follow up, etc.)

on-going support will be provided through the Bellarmine Literacy Project, instructional coaches, teachers trained in delivering high quality early literacy instruction, administrator literacy OFI meetings, etc.

5h. How will the professional development be monitored for evidence of implementation? Consider data (student work samples, grade-level assessments, classroom observations, etc.) that will be gathered, persons responsible and frequency of data analysis.

early literacy assessment protocol data, CASE data, DRA data, etc.

6. Optional Extension: If your district has identified additional professional development priorities that you would like to include, you may upload an attachment with the answers to question 3 and a-h as seen in questions 4 and 5. If you do not wish to include an optional extension, please list N/A in the space provided below.

NA

Attachment Summary

Attachment Name	Description	Associated Item(s)
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Jan 2022-Dec 2022 Phase Three: Comprehensive District Improvement Plan

2021-22 Phase Three: Comprehensive District Improvement Plan

Bullitt County
Jesse Bacon
1040 Hwy 44 E
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2021-22 Phase Three: Comprehensive District Improvement Plan

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. During the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps between identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

While the focus of continuous improvement is student performance, the work must be guided by the aspects of teaching and learning that affect performance. An effective improvement process should address the contributing factors creating the learning environment (inputs) and the performance data (outcomes).

Using the Comprehensive District Improvement Plan Template

The template is a complement to the Needs Assessment for Districts. Using your determined priorities, you will set both short- and long-term targets and outline the activities intended to produce the desired changes.

- a. Develop your Strategic Goals using the [Comprehensive District Improvement Plan Template](#).
- b. Upload your completed Comprehensive District Improvement Plan in the attachment area below.

Summarize the plan of action developed through your goal setting process. Describe which objectives and strategies will be maintained and which will be added or modified to address current needs as outlined in your needs assessment diagnostic, especially those of any identified gap groups.

Modifications to objectives and strategies are documented through our color-coding process/procedure on the CDIP Plan template link that is uploaded in the attachment area.

ATTACHMENTS

Attachment Name



[BCPS January-December 2022 CDIP](#)

Operational Definitions

Goal: Long-term three- to five-year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the district will focus its efforts upon, as identified in the Needs Assessment for Districts, in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma, Shipley, Baldrige, etc.*).

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

KCWP 1: Design and Deploy Standards

KCWP 2: Design and Deliver Instruction

KCWP 3: Design and Deliver Assessment Literacy

KCWP 4: Review, Analyze and Apply Data

KCWP 5: Design, Align and Deliver Support

KCWP 6: Establishing Learning Culture and Environment

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.


Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

There are six (6) required district goals:

- Proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness.

Attachment Summary

Attachment Name	Description	Associated Item(s)
 <u>BCPS January-December 2022</u> <u>CDIP</u>		.

Comprehensive District Improvement Plan (CDIP)

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the district will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma*, *Shipley*, *Baldrige*, etc.).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- KCWP 1: Design and Deploy Standards
- KCWP 2: Design and Deliver Instruction
- KCWP 3: Design and Deliver Assessment Literacy
- KCWP 4: Review, Analyze and Apply Data
- KCWP 5: Design, Align and Deliver Support
- KCWP 6: Establishing Learning Culture and Environment

Measure of Success: Criteria that shows the impact of the work. The **measures** may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and growth.
 - For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

- **Proficiency Goal-Reading**
 - *By Spring 2025, Bullitt County Public Schools will increase the percentage of all students scoring proficient and distinguished in Elementary School Reading to 66.5%, Middle School Reading to 72.3% and High School Reading to 56.2%*
- **Proficiency Goal-Math**
 - *By Spring 2025, Bullitt County Public Schools will increase the percentage of all students scoring proficient and distinguished in Elementary School Math to 59.3%, Middle School Math to 63.0% and High School Math to 50.6%*
- **Gap Goal-Reading and Math**
 - *By Spring 2025 Bullitt County Public Schools will increase the percentage of students with disabilities scoring proficient and distinguished in Elementary School Reading to 48.1%, Elementary School Math to 41.8%, Middle School Reading to 41.3%, Middle School Math to 36.9%, High School Reading to 36.1%, and High School Math to 33.2%.*
- **Growth Goal-Reading and Math**
 - *By Spring 2025, Bullitt County Public Schools will increase growth towards proficiency in Elementary to 62.9% and in Middle to 67.7%.*

LEGEND COLOR CODING

**BCPS CIA Team reviews/revises CDIP on the last Monday of each month.*

NEW/Updated District Improvement		District Improvement on Hold Due to Pandemic		In-Progress		COMPLETED
Objective (Plan-Validate need w/data)	Measure of Success (outcome)	Strategy (KCWP and DO)	Activities (Do)	Progress Monitoring (Study and Act)	Funding	Title 1 School Plan (NA if not applicable)
Based on November 2021 data, 938 eleot observations occurred between August-October which is an average of 13 eleot observations per school monthly. In addition, the environment scores are: Equitable Learning: 2.6 High Expectations: 2.42 Supportive Learning: 2.9 Active Learning: 2.35 Progress Monitoring: 2.24 Well-Managed Learning: 2.85 Digital Learning: 1.63	Increase average eleot observations to 17 observations monthly by May 2022. Increase the average score for each environment by May 2022 to: Equitable Learning: 2.86 High Expectations: 2.6 Supportive Learning: 3.2 Active Learning: 2.6 Progress Monitoring: 2.6 Well-Managed Learning: 3.0 Digital Learning: 1.75	KCWP 4 : Review, analyze and apply data results KCWP 6: Establish learning culture and environment	-Focus on one eleot environment at LTM for deeper understanding related to look fors <ul style="list-style-type: none"> ● <i>January 27: Active Learning</i> ● <i>March 17 : Active Learning</i> -review eleot PDSAs with principals -conduct walkthroughs for calibration only with new administrators to BCPS	-Review weekly eleot data reported to district (<i>restart district share in August 2022</i>) -Review monthly eleot data in CIA meetings (<i>3rd Monday of the month</i>) -Blended Learning Teacher Leader cohort will review eleot data from high expectations and digital learning environment	\$47,000 Title IV (Professional Learning for blended learning teacher leader cohort for high expectations/digital environment)	

			-district team conducting quarterly eleots in all schools -Blended Learning Teacher Leader Cohort w/ALP		
2020-2021 KPREP Data below provides percentage of students with disabilities scoring P/D: Elem Reading: 23.5% Elem Math: 11.5 % Middle Reading: 17.6 % Middle Math: 7.4 % HS Reading: [REDACTED] HS Math: [REDACTED] (HS data suppressed)	Increase the percentage of students with disabilities scoring P/D by Spring 2022: Elem Reading: 38.4% Elem Math: 30.9% Middle Reading: 32.4% Middle Math: 25.1% HS Reading: 24.2% HS Math: 20.7% <u>2022 District Needs Assessment</u>	KCWP 1: Design and Deploy Standards KCWP 2: Design and Deliver Instruction	-Special Education School Improvement Audit Visits (<i>restart August 2022</i>) <ul style="list-style-type: none"> Conduct Thought Exchange / Focus Group -Implementation of Special Education Instructional Coaches <ul style="list-style-type: none"> Coaching work --PLC Implementation to Fidelity with special education teachers participating -Continuation of Learning Strategies <ul style="list-style-type: none"> Professional Learning MiFi Devices Chromebooks, K-12 -Compensatory Education/Learning Loss Planning -Review of SWD and postsecondary readiness status per semester	-School Improvement Audit Results/Follow-Up (Kolb) <ul style="list-style-type: none"> RES 12.9.19 SES 1.7.20 MES 1.30.20 -SWD CASE Assessment Data from Fall to Spring 19-20 -SWD Fall 2020 CASE Assessment (Jan) -K-PREP Data 2019-2020 (Jan) <u>2021 Final CASE Benchmark to KPRP</u> -SWD CASE Fall 2021 -PLC Look and Listen for Data (going to leave at school level to collect data; directors check in as needed) 1.27.20 -Co-Teaching Cohort Planning Meeting Agendas (Kolb) <ul style="list-style-type: none"> 1.27.20 2.6.20 (LTM) 	\$2000, Student Learning (training, resources, etc.)

			<p>-Training in and implementing systemic instructional practices for coaches and teachers.</p> <p>-Conduct a root/cause analysis related to mathematics instruction, K-5 by Spring 2022</p> <p>-UofL partnership (CIBRIS) to study and improve instructional engagement practices.</p> <p>-Creation of Teacher Cohorts about Co-Teaching</p>	<p>- Monthly Record Review processes</p> <p>- School Coding Results from CIBRIS</p>		
<p>2020-2021 KPREP Data below provides percentage of all students scoring P/D:</p> <p>Elem Reading: 43.2% Elem Math: 30.5% Middle Reading: 42.7% Middle Math: 26.6% HS Reading: 31.1% HS Math: 33.1%</p>	<p>Increase the percentage of all students scoring P/D by Spring 2022:</p> <p>Elem Reading: 60.2% Elem Math: 51.7% Middle Reading: 67.1% Middle Math: 56.0% HS Reading: 48.0% HS Math: 41.4%</p> <p><u>2022 District Needs Assessment</u></p>	<p>KCWP 1: Design and Deploy Standards</p> <p>KCWP 2: Design and Deliver Instruction</p> <p>KCWP 3: Design and Deliver Assessment Literacy</p>	<p>-HS/ES Pacing Guide Implementation</p> <p>-MS Pacing Revision</p> <p>-Thinking Focus Cohort Work (<i>data tracking starting August 2022</i>)</p> <p>-PLC Implementation to Fidelity through Solution Tree Training</p> <ul style="list-style-type: none"> Essential Standards Training/Work <p>-Monitor HS math proficiency CASE pilot</p>	<p>-CASE Assessment Data from Fall to Spring (Jan)</p> <p>-2020 GAP Assessment Analysis (Fall 2020 CASE Assessment)</p> <p>-K-PREP Data (Jan)</p> <p>2021-2022 CASE Data</p> <p>-PLC Look and Listen for Data (going to leave at school level to collect data; directors check-in as needed) 1.27.20</p> <p>-</p>	<p>\$400,000-ESSER Student Learning (CASE, ACT, MasteryConnect, Compass/Edgenuity, etc.)</p> <p>\$5000-Title IV Well-Rounded</p> <p>\$400,000-Title 1, District Instructional Coaches</p> <p>EL Budget (\$150,000) and Title III (\$25,331), EL Staff, Core Program, Professional Learning, and Supplemental Programming Resources</p>	

			<p>-Conduct a root/cause analysis related to mathematics instruction, K-5 by Spring 2022</p> <p>Refocus Literacy K-8</p> <ul style="list-style-type: none"> Review classroom libraries in all elementary schools. Initial Classroom library review: <u>44 group</u> <u>65 group</u> Administer Class assessment to Grade 6-8 ELA teachers Create a district framework for maintaining appropriate books in each classroom library K-8. Create Literacy data dashboard Early Literacy Instruction position (K-1 classrooms). BCPS Elementary Literacy Intervention positions (ESSER). <p>-MasteryConnect implementation, K-12</p>	<p><u>44 Elementary Literacy OFI Meetings</u></p> <p><u>65 Elementary Literacy OFI Meetings</u></p> <p>-Mastery Connect Implementation Survey, K-12 (send out by end of January 2021 April)</p>	<p>\$360,000-Title II, District Instructional Coaches</p> <p>\$27,500 Bellarmine Literacy Project</p> <p>\$22,000 Title IV Funding for job-embedded technology stipends</p> <p>\$900,000 ESSER Funding (Literacy Teacher positions)</p> <p>\$617,500 ESSER Funding (BCPS Literacy Intervention Positions for 2022-2023)</p>	
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			--Continuation of Learning Strategies <ul style="list-style-type: none"> Professional Learning MiFi Devices Chromebooks, K-12 Digital Learning Coaches job-embedded support Principal Training on The Framework for Remote Teaching Implementation of Remote Learning Workshop Wheel 	2021)(Update 1/25/21)		
2021-2022 Based on Spring 2021 KPREP data, <ul style="list-style-type: none"> 90% of students feel safe at school 84% of students feel that they are a part of the school 90% of adults at my school care about me 72% of students feel their school rules are fair 67% of students feel that they are treated the same if they break rules 80% of students feel their school is an 	By April 2022, 75% of students will report that they feel their school rules are fair. By October 2022, KPREP results will report that 80% of students will report their school rules are fair. By April 2022, 72% of students will report that they feel that they are treated the same if they break the rules. By October 2022, KPREP results will report that 75% of students feel that they are treated the same if they break school rules.	KCWP 6: Establish learning culture and environment	-January 2022, all schools will disaggregate the data (January 2022) and review results with students. <ul style="list-style-type: none"> Through LTM meetings, discussion will involve how students interpret the questions of the survey. -Pilot Restorative Practices at BCPS pilot high school	<u>District KPREP Climate of Schools Survey Data</u> Fall and Spring Google Form for all schools to survey students to measure baseline progress and monitoring data from KPREP questions Data derived from pilot high school for Restorative Practices	Title IV Funds, Safe Schools Funding for Trauma and PBIS Training \$8,000 AWARE Mental Health Grant	

encouraging place			<p>-Multiple Opportunities for Students to have a Voice in Advisory Groups, VIP programs, District Advisory Council, specifically activities derived by advocacy groups to analyze the questions in the KPREP climate survey</p> <p>-Consult with CREED / Dr. Cleveland regarding audit of Code of Conduct assessing equity of rules.</p>			
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• **Separate Academic Indicator (writing and science)**

- *By Spring 2025, Bullitt County Public Schools will increase the students scoring proficient and distinguished in writing at the high school level to 63.7%, the middle school level to 60.0%* and elementary level 56.8%. (*Exceeds state goal of 47.1)*

Objective (Plan-Validate need w/data)	Measure of Success (outcome)	Strategy (KCWP and DO)	Activities (Do)	Progress Monitoring (Study and Act)	Funding	Title 1 Plan (NA if not applicable)
<p>Our 20-21 K-PREP below shows the percentage of all students scoring Proficient/Distinguished in writing:</p> <p>HS: 48.4% * MS: 58.5% ES: 49.0%</p> <p>(*High school below state average of 57.2)</p>	<p>By 2022 BCPS will increase the proficient/distinguished students in writing to:</p> <p>HS: 56.9% MS: 60.0%* ES: 52.0%*</p> <p><u>2022 District Needs Assessment</u></p> <p>(*Exceeds state goals of 37.2 for MS and 48.7 for</p>	<p>KCWP 3: Design and deliver assessment literacy</p> <p>KCWP 4: Review, analyze and apply data</p>	<p>-District Writing Leadership team will meet monthly to collaborate and plan next steps for writing instruction across levels.</p> <p>-Develop calibration process for exemplars (utilize Writing Leadership team to develop process) K-12.</p> <p>-Develop District ODW</p>	<p>-Analysis of student work samples</p> <p>-On-demand writing plan reviews</p> <p><u>District Writing Leadership Team Meetings</u></p> <p><u>BCPS K-5 ODW Plan Slide Deck</u></p> <p>04.13/21</p> <p>05.10.21 District Writing</p>	\$10,000 Student Learning	

	ES)		<p>baseline, mid-year, and end-of-year checkpoints. Timelines have been adjusted dramatically to account for instructional pandemic responses.</p> <p>-Meet with every Instructional Coach or school writing team to roll out the district ODW plan.</p> <p>-Schools submit writing on-demand plans for feedback (most schools have a plan, but many adjustments have taken place).</p> <p>-Review student work quarterly to calibrate district understanding of novice, apprentice, proficient and distinguished</p> <p>-Develop ODW resource bank for all levels</p>	<p>Committee reviewed all level's feedback and set goals for next year. Priorities were set for all schools to create the writing plan and develop the next steps for improvement.</p> <p>08.23.21: 1 hour PL for IC's: OVEC Collaboration (Lynn Schwallie) for All instructional coaches (K-12) to develop a calibration protocol for rubrics in schools.</p> <p>10.1.21: Review District student data from first round of Writing on Demand.</p> <p>11.1.21: Elementary Writing committee met to review editing and mechanics instruction for 4th & 5th grades.</p>		
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Transition Readiness/Graduation Rate Goal

- *Transition Readiness Goal-By Spring 2025, the transition readiness goal will increase to 90%.*
- *Graduation Goal-By Spring 2025, the graduation rate will increase to 92.8% (4- and 5-year combined).*

Objective	Measure of Success	Strategy	Activities	Progress Monitoring		Title 1 Plan
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(Plan-Validate need w/data)	(outcome)	(KCWP and DO)	(Do)	(Study and Act)	Funding	(NA if not applicable)
Based on 2019-2020 data, the transition readiness rate was 88.4% (According to district data, the 2020-2021 transition readiness rate was 78 %)	Increase transition rate for all students to 89.0 % by Spring 2022. <u>2022 District Needs Assessment</u>	KCWP 2: Design and Deliver Instruction KCWP 4: Review, Apply and Analyze Data	-Review of SWD and postsecondary readiness status per semester -CCR Coach Meetings to review and update data and next steps <u>CCR Coach Meetings</u> <u>CTE Bullitt Days</u> -Naviance Implementation at Middle and High Schools <ul style="list-style-type: none"> • Scope and Sequence Creation for High School -ACT "OFI" Meetings (monthly)	<u>-CCR Data Tracking on all students and subgroups</u> <u>Dual Credit Data</u> <u>KYOTE Data</u> <u>ALEKS Data</u> <u>ACT Data</u> <u>AP Data</u> <u>FAFSA Data</u> <u>Transition Status Data</u> <u>Apprenticeship Information</u> (Lee) <u>Work Based Learning Data</u> -Naviance Data <u>Naviance Report Folder</u> (Lee) <u>ACT OFI SlideDeck</u>	\$98,781-Perkins \$27,000 Title IV Well-Rounded \$75,000 General Fund (Job Coaches for SWD)	
The combined graduation rate (4 and 5-year average) was 90.7% for the 2020-2021 school year.	Increase the graduation rate to 92.2 on the 4- and 5-year average by Spring 2022. <u>2022 District Needs Assessment</u>	KCWP 1: Design and Deploy Standards KCWP 4: Review, Apply and Analyze Data	-Graduate Profile Next Generation Learning Training w/instructional coaches <u>-Strategic Planning/Key Process Work (will start back up Jan 2021)</u> -Credit Recovery Monitoring -Hoonuit Data Dashboard Implementation	<u>Instructional Coach Agendas for GP:</u> <ul style="list-style-type: none"> • PDSA Work by IC teams -Next Generation Learning Pilot Agendas (Usher) <u>-Board Aspiration Statement Measures (Cabinet)</u> <u>-Credit Recovery Tracking (Rachelle)</u> -Data Dashboard Hoonuit Dates (Usher)	\$75,000-BEAM Funding (contract and teacher stipends) \$41,500 Innovative Funds Grant; BEAM and ESSER Funding	

			-HS Graduation Requirements (1.20.21, 1.27.21, 2.3.21) -HS SWD Transition Meetings (Fall, Spring)			
The district dropped in student attendance from 65th in state to currently sitting at 75th in the state. The 2018-2019 school year student attendance ended at 94.55%	Increase the district student attendance percentage to 94.69% by Spring 2020. <u>2021 District Needs Assessment</u>	KCWP 5: Design, Align and Deliver Support KCWP 6: Establishing Learning Culture and Environment	-Attendance PLCs at the school level -Nudge letters sent to elementary parents close to habitually truant -Hand delivering all final notice attendance letters	-School monthly data percentages (Ruth) -Review of attendance PLCs at school level by DPP through attendance improvement progress monitoring in shared google doc (Ruth)	\$0	

Key Elements of the Teaching and Learning Environment - District

Key Elements	Evidence
<p>KCWP 1: Design and Deploy Standards</p> <p>What evidence is there that your district continually assesses, reviews, and revises curricula to support students' attainment of the knowledge, skills, and dispositions outlined in the Kentucky Academic Standards?</p>	<ul style="list-style-type: none"> -Calendar events for middle and high school standard alignment process -Pacing guides for elementary, middle, and high in google curriculum drive -ODW K-12 vertical alignment housed in MasteryConnect -Feedback process in place through instructional coaches from teachers to revise/adjust pacing guides and submitting resources -CTE curriculum monitored by pass rates of all courses
<p>KCWP 2: Design and Deliver Instruction</p> <p>What evidence is there that instruction is highly effective, culturally responsive, evidence-based, and provided to all students in the district?</p>	<ul style="list-style-type: none"> -Eleot data walkthrough -Thinking Focus professional learning -PLC Check-ins with principals; Solution Tree training through LTM's -Bellarmine Literacy Professional Learning -Graduate Profile Teacher Cohort -Blended Learning Teacher Cohort -THRIVE Academy-first year teachers support on best practice instruction -District instructional coaching program (special education, digital learning, and reg. education) -Key Core Process teams at district level
<p>KCWP 3: Design and Deliver Assessment Literacy</p> <p>What evidence is there that you have a balanced assessment system, including classroom assessment for student learning?</p>	<ul style="list-style-type: none"> -CASE benchmark assessment (3 times a year) -Pre-ACT for 9th grade, 10th grade ACT and 11th Grade -MasteryConnect-items banks -Industry Certifications, End of Program, College Placement Exams, KYOTE, ALEKS PPL, MindPlay, etc. -PLC Question #2 -ODW District Assessment -Early Literacy Assessment Protocol

Key Elements of the Teaching and Learning Environment - District

<p>KCWP 4: Review, Analyze and Apply Data What evidence is there that you have an established system for examining and interpreting all the data that is in schools (e.g., formative, summative, benchmark, and interim assessment data) in order to determine priorities for individual student success?</p>	<ul style="list-style-type: none"> -Monthly ACT “OFI” Meetings -ODW Trimester Data Review -CSIP Work Sessions for principals -Post-Secondary Readiness Data “Live” -SWD Post-Secondary Data Review Meetings -PLC Check-Ins -Key Core Work Process Teams -CIA weekly meeting -CCR Monthly Data Meetings
<p>KCWP 5: Design, Align and Deliver Support What evidence is there that a system is in place to monitor student data regularly and to ensure a continuous improvement model that monitors what is working to support student learning?</p>	<ul style="list-style-type: none"> -Needs assessment related to CDIP for federal funding -PBIS is in all schools-tiered fidelity report -PBIS meetings quarterly -Classified and Certified Superintendent Advisory Team -CTE Advisory Nights -PIP, Drug Prevention, -Work Ethic -Perkins 5 Stakeholder meeting
<p>KCWP 6: Establishing Learning Culture and Environment What evidence is there that your district creates, nurtures, and sustains a fair and caring learning community in which all students have optimal opportunities for academic success?</p>	<ul style="list-style-type: none"> -Vision/mission and Core Values at the district level -Implicit bias training with counselors -EL Parent Night -Transition Fair -Work-based learning at all high schools -Graduate Profile competencies -Scottish Rites Ceremony -VIP Program -Community based instruction



Jan 2022-Dec 2022 Phase Three: Executive Summary for Districts

2021-22 Phase Three: Executive Summary for Districts

Bullitt County
Jesse Bacon
1040 Hwy 44 E
Shepherdsville, Kentucky, 40165
United States of America

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2021-22 Phase Three: Executive Summary for Districts

Description of the District

Describe the district's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the district serves?

Bullitt County Public Schools (BCPS) is the 7th largest school district in the state of Kentucky. BCPS is located south of Louisville, KY and has both urban and suburban characteristics. Within Bullitt County, our district serves students and families across several communities: Hillview, Pioneer Village, Shepherdsville, Mt. Washington, Fox Chase, Hebron, Lebanon Junction, Hunters Hollow, Nichols and Clermont. The district serves approximately 12,679 children in PreK-12 and employs over 2,000 certified and classified staff. Our district consists of 23 schools made up of 13 elementary schools, 6 middle schools, 3 high schools and an alternative school. In addition, we provide two specialized programs for high school students which are the Bullitt Advanced Math and Science Academy and the Career Readiness Center. We also house a state-funded Academic Technical Center and a residential facility, Spring Meadows. BCPS offers a specialized middle school program called Discovery School for students entering 6th grade. The community and district are beginning to experience a growth in students who are identified as English Learners in the north and central areas of the county. Based on results from our 2019-2020 strategic planning initiatives, 50% of community respondents think the quality of the district has improved while living in the community and 73% of respondents were satisfied/very satisfied with the quality of the Bullitt County Public School District. The community is very supportive of the school district. Our community understands our school district is a larger school district in the state, but also wants to maintain a "small town feel" within the community and schools which represents a challenge within itself. As the education landscape changes, innovation and change may be difficult with the community holding to the desire to be a "small town". Within our community, there are three distinct areas of the district (north, central and east) that present challenges to ensure equity of opportunity and access for all students. Inexperienced teachers make up 21.7% of the certified teaching staff and turnover is at 14.8% so teacher retention and talent development are priorities for the district. According to our most recent district school report card, 89.6% of BCPS students are White, 4.5% Hispanic, 3.5% Two or More Races and 2.4% represent other races. In addition, 46% of students are economically disadvantaged. The majority of certified teachers are White at 98.4%. In addition, 78% of certified teachers are female. The Bullitt County community is made up of 94% White, 2.3%

Hispanic, 1.4% African American, and 1.6% Two or More Races. School district and county demographics are comparable in representation.

District's Purpose

Provide the district's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the district embodies its purpose through its program offerings and expectations for students.

Bullitt County Public Schools Mission: "Our Mission is to Inspire and Equip Our Students to Succeed in Life" Bullitt County Public Schools Core Values: Students Matter Most Shared Accountability Embrace Differences Future Focused Proactive Innovation Service Before Self The district embodies our mission and core values through focusing on ensuring students are ready for life outside of high school through implementation of the Bullitt County Public Schools Graduate Profile. We have a wide array of programs offered to students K-12 to help provide support for students and meet their individual needs. BCPS expects all students to be transition ready to allow a smoother transition to post-secondary education or work upon high school graduation and to develop the workforce in our county and region. Our preschool program embodies school readiness and developmentally appropriate teaching strategies to provide a solid foundation for our most at-risk students. This expectation extends academically at the elementary level with focusing on teaching the five components of reading through a collaboration effort with Bellarmine University to provide teachers with expert knowledge to students who are reading on grade level by third grade. Our district also offers an extended literacy learning program for students in K-2 on Saturdays and during the summer which targets our most at-risk early readers. Our secondary programs at the middle and high school provide support for gifted and talented and/or high achieving students through Discovery School which starts in 6th grade and the Bullitt Advanced Math and Science Academy (BAMS) which starts in 9th grade. These programs offered are housed in existing school facilities and are "schools" within a school. In addition, our district embraces the importance of careers by offering multiple pathways at all of our high schools along with a steadily growing Academic Technical Center (ATC) that provides students with hands-on learning in areas such as carpentry, welding, etc. BCPS follows a set of instructional expectations that ensure all students are receiving best practice instruction. In addition, the creation of thinking-focus classrooms is an essential part of the work related to providing students with a community learning environment where they can be gradually released for independence while experiencing genuine discourse through a focus on a set of specific thinking strategies as tools for students to discover and master content standards. To ensure that all students have a positive and safe learning environment, we have a strong safe schools program that supports Positive

Behavior Intervention Systems (PBIS). Our district is also working to embed our Graduate Profile competencies into student learning experiences across K-12 that will grow and develop our students in skills that will prepare them for life in and outside of school. The competencies that BCPS is working to instill in our students and across the community are: Effective Communicator, Innovative Problem Solver, Productive Collaborator, Community Contributor, Self-Directed Navigator, and Mastery Learner.

Notable Achievements and Areas of Improvement

Describe the district's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the district is striving to achieve in the next three years.

Notable Achievements: -Bullitt County Public Schools represented in the Local Laboratories of Learning (L3) work as an Associate Member -Grow-Your-Own Grant Recipient -Elementary Assistant Principal selected for P3 Coach Approach Pilot through KDE (1 of 15 in the state) -Elementary Teacher one of 24 recipients of a Valvoline Teacher Achievement Award -Presentation at the Kentucky Innovative Learning Network -Presentation at the Kentucky Continuous Improvement Summit -Partnership with GE Appliances for Engineering students at BAMS and our High Schools -Middle School Teacher accepted into Amazon Future Engineer program in partnership with Project STEM -Bullitt Virtual Learning Academy opens Areas of Improvement: Improving outcomes for our students with disabilities continues to be a focus for our district. In addition, we are beginning to increase our number of EL students which is an area of great improvement for us in regards to support for our teachers and students. Equity is an area of improvement for our district related to not only opportunities for students, but also ensuring success for all students. We still have progress to make ensuring all students have equitable access to guaranteed, viable curriculum through the identification of essential standards and high quality instructional resources.

Additional Information

Districts Supporting CSI/TSI (including ATSI) Schools Only: Describe the procedures for monitoring and providing support for (a) CSI/TSI school(s) so as to ensure the successful implementation of the school improvement plan.

NA

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

on 12/20/2021

Bullitt County

NA

on 12/20/2021

Bullitt County

Attachment Summary

Attachment Name	Description	Associated Item(s)
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Jan 2022-Dec 2022 Phase Three: The Superintendent Gap Assurance

2021-22 Phase Three: The Superintendent Gap Assurance

Bullitt County
Jesse Bacon
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Shepherdsville, Kentucky, 40165
United States of America

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2021-22 Phase Three: The Superintendent Gap Assurance

This district-level report fulfills KRS 158.649(9), which requires superintendents to report to the Commissioner of Education any school within the district that fails to meet its targets to reduce the gap in student achievement for any student group for two consecutive years.

The school-based decision making council, or the principal if no council exists, is required to set the school's yearly targets for eliminating any achievement gap. These targets can be found on the Comprehensive School Improvement Plan template for each school. When determining which schools did and did not meet their targets, the superintendent should review the achievement gap objectives (short-term targets) from the previous two years found on the planning template.

Gap Target Assurance

As superintendent of the district, I hereby certify either:

- **No school within my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years.**

o Pursuant to KRS 158.649(9), one or more school(s) in my district failed to meet its targets to reduce the gap in student achievement for any student group for both of the last two (2) consecutive years. If this option is selected, completion of this assurance is contingent on the name(s) of any school being reported pursuant to KRS 158.649(9). Superintendents selecting this option, must complete the supplemental form hyperlinked below.