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DATE:

5-26-23

AGENDA ITEM (ACTION ITEM):

Consider/Approve 2023 Community Based Accountability System (CBAS) Annual Review

APPLICABLE BOARD POLICY:

01.11 Powers and Duties of the Board

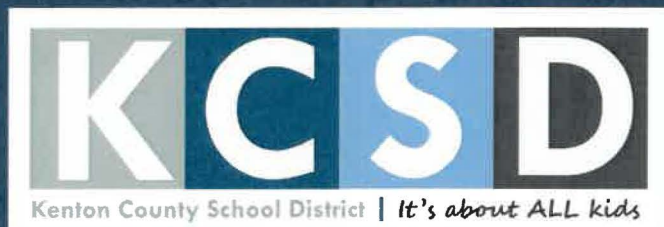
HISTORY/BACKGROUND:

The board of education adopted the CBAS model at the beginning of the 2023 school year. The CBAS model engages representatives to include staff, students, parents, business members and board members in the process of developing key questions for the district and then meeting quarterly to review the data/work to determine a rating of the progress or "signaling" This process has been extremely positive for our school district as we are valuing all facets of our district and we are now utilizing a holistic review of our work to ensure we provide a world-class education for our students. We will always value and utilize state assessments; however, this approach uses real time data/work to ensure we maintain a forward facing approach for growth. This annual review provides highlights from the work during the 2023 school year to include areas to celebrate, areas for growth and next steps. Perhaps the most important outcome of this work is the continued growth with the development and implementation of systems that ensures KCSD is a world-class school system and not a system of schools.

RECOMMENDATION:

Approve 2023 Community Based Accountability System (CBAS) Annual Review


Superintendent



CBAS Annual Report

School Year 2022-23

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**Thank you to Assured Partners
for sponsoring this luncheon**

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Introduction

The 2023 school year has been an outstanding year in the Kenton County School District. This annual report outlines some of the highlights/achievements from our wonderful students/staff and we are extremely appreciative of the unwavering support we have from our TEAM KENTON community!

Our annual report is framed utilizing the [7 Pillars of our Community Based Accountability System \(CBAS\)](#) adopted by our Board of Education at the beginning of the 2022 school year.

The CBAS model does not replace the state assessment and we will continue to value those results for growth opportunities, however, we believe that no school system or school should be measured by an annual standardized assessment alone. Rather, *true accountability* is a systemic review of multiple measures identified at the local level to determine the progress of a school district. This work is grounded in “forward facing” progress versus annual summative reviews with regards to educating the whole child and ensuring a world-class educational system. The KCSD is proud to be a state leader in this work!

We trust you will find our annual report informative and hope you celebrate with us the wonderful achievements of our students/staff and the progress of our District of Excellence. Anyone seeking more information regarding our annual report or would like to become involved in our CBAS process should contact our district office.

The KCSD CBAS model is adapted from the work of John Tanner (BravEd) and districts he is working with across the nation.



Our Schools

School	Enrollment	School	Enrollment
Beechgrove Elementary	608	Scott High School	1058
Caywood Elementary	505	Simon Kenton High School	1852
Dixie Heights High School	1538	Summit View Academy	1385
Fort Wright Elementary	444	Taylor Mill Elementary	469
Hinsdale Elementary	520	Turkey Foot Middle School	1024
Kenton Elementary	598	Twenhofel Middle School	839
Piner Elementary	301	White's Tower Elementary	597
River Ridge Elementary	867	Woodland Middle School	606
Ryland Heights Elementary	435	Total District Enrollment	13,646

2022-23 Board Highlights

- Approved a five year plan for comprehensive instructional resources in April.
- Approved a 2.5% raise for all KCSD staff



- Board Member Gene Dupin resigned in April after three years of service



- New Board Member Erin McConnell was sworn in on May 8.

KCSD Board of Education



Jessica Jehn
Chairperson



Karen Collins
Vice-Chairperson



Erin McConnell



Shannon Herold



Carl Wicklund

Our 7 Pillars

Pillar	Function
Pillar 1: Student Learning and Progress	Ensure academic success for all students, including but not limited to English Language Learners, special education students, recent immigrants, students with emotional and behavioral issues.
Pillar 2: Student Readiness	Ensure students are well prepared for their next level of education and most notably for post-secondary success, including career readiness, college readiness, and military readiness.
Pillar 3: Engaged, Well-Rounded Students	Engage students in a way that contributes to their overall development and future well-being.
Pillar 4: Community Engagement	Ensure that local citizens are a meaningful, integral part of a school community and will support their local public schools.
Pillar 5: Professional Learning and Quality Staff	Ensure that every student has quality teachers and adults in the schools that care about students, their learning, and their well-being.
Pillar 6: Fiscal and Operational Systems	Ensure the district is using its resources to further its mission to educate the students it serves.
Pillar 7: Student Wellbeing and Safety	Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety as well the social/emotional needs of each student.

Signaling Key

Maintain - Satisfied with current progress

Maintain - Consider a change

Minor change needed - 12 to 18 months, no \$\$

Major change - 18+ months and/or \$\$\$

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Safety and well - being



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Pillar 7 Signaling

Question	November	February	May
7.1 To what degree do students feel safe and secure in a positive school environment?			
7.2: To what degree do students perceive themselves in a positive mindset as it relates to their social, emotional, behavioral, and physical wellbeing?			
7.3: To what degree do we monitor and address the social, emotional, behavioral, and physical wellbeing of each student?			
7.4: To what degree are students provided with safe learning spaces/facilities?			
7.5: To what degree are we prepared to both mitigate and effectively respond to crisis situations?			

Pillar 7 Highlights

Coming into this school year, Pillar Seven made some adjustments to the body of evidence we were collecting and using to monitor our progress with improving and maintaining a safe and secure learning space for all building occupants.

Last year we monitored the physical construction taking place at each school location. This year we evolved our focus around full implementation and utilization of the recently installed systems.

As part of this new resolve, we organized our training program around improving all aspects of our comprehensive approach with the social and emotional well being of each child as well as the built environment. We do not plan to introduce any new systems or programs only maximize the utilization of what we have in place.



Pillar 7 Highlights

Fall 2022

7,353 students in grades 3-11 were screened for Resilience Factors

Those factors include:

- Global Satisfaction
- Positive School Experiences
- Academic/Personal Abilities
- Grit
- Hope and Leadership
- Bullying
- Ostracism.

(Grades 6-10 only):

- Anxiety/Depression
- Drug/Alcohol use
- School Violence
- Trauma

Spring 2023

7,592 students were screened for the same assessment measurements

Results

- **2%** increase in students ranked optimal or satisfactory between Fall 2022 and Spring 2023
- **8%** increase in ranked in the satisfactory or optimal category from Spring 2022 to Spring 2023
- From spring of 2022 to spring of 2023, students identified as at-risk dropped by **1%** and students identified as moderate concern decreased by **7%**

Pillar 7 Highlights



- During the 2022-2023 School Year, monthly principal leadership meetings included training around specific safety and security topics.
- Stop the Bleed kits have been deployed to each school and training has been provided.
- Each police department responsible for or located within the Kenton County School District has a keyed access available for at least one officer in the department. Most departments have a key for every officer working on the force.

Pillar 7 Next Steps



PILLAR **six**

Fiscal and Operational Systems



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Pillar 6 Signaling

Question	November	February	May
6.1: To what degree does KCSD financially support the action plan and remain fiscally solvent?			
6.2: To what degree does the district plan for and practice good stewardship of our current and future facilities and capital assets?			
6.3: To what degree is the district able to assess and solve/address needs in transportation regarding fleet size, condition, and associated repair costs?			
6.4: To what degree is the KCSD Food Service Department meeting student nutritional needs and preferences to create a healthy learning community?			
6.5: To what degree does KCSD design and maintain energy efficient buildings?			

Pillar 6 Highlights - Finance and Facilities

FINANCE



2023 Budget dedicated to CBAS Pillar objectives was **\$121,600,493**.

- **74%** of the Total 2023 Operating Budgets for the year

2023 General Fund Contingency maintained and will be available for 2024 budget

- **\$19,359,196; 16 %** of 2023 Operating Budgets
- Approx. 1.5 months of operating expenditures
- 2% is required by State of KY

Resource Management System (RMA) implementation is complete and operational. Fixed Asset tracking through RMA provides a consistent and systemic process across the District.

The District currently has **7** schools under major renovation.

- The 7 projects have a total budget of **\$79,983,583**
- An 8th project, construction of the Transportation and Support Operations Facility on the site of the old Twenhofel Middle School, recently went through the bid process

\$1.3 million was allocated out of the Capital Outlay Fund for targeted large maintenance and improvement projects.

- **98%** of these funds had been encumbered or expended district wide covering **57** requests



FACILITIES

Pillar 6 Highlights - Transportation & Food Service

TRANSPORTATION



The number of regular bus routes decreased from **98** in fiscal year 2022 to **91** in fiscal year 2023.

- Efficient routing combined with larger sized buses continues to reduce number of routes
- Staffing shortages have been partially offset by the reduction in routes

The average age of the bus fleet (regular bus route buses only) went from **5.51** years old in 2022 to **4.89** years old in 2023.

The KCSD Food Service team have provided **534,543** breakfasts and **1,064,901** lunches Districtwide through April 30 of the 2022-23 school year, equating to **33%** of all students eating a school-provided breakfast and **57%** of all students eating a school-provided lunch. Meals are prepared according to Food and Drug Administration (FDA) guidelines, ensuring every student who participates in the KCSD Meal Program are receiving a **healthy** and **nutritious** meal offering.

Students are surveyed occasionally by the Food Service team to monitor student preferences and eating habits, leading to menu changes designed to increase meal participation rates.



FOOD SERVICE

Pillar 6 Highlights - Energy



- Since 2005 the District has avoided energy costs of approximately **\$22 million** and has consistently ranked as an ENERGY STAR Partner of the Year for our sustained excellence in energy efficiency.
- During the first half of the 2022-23 school year, the District has avoided over **\$1.4 million** in energy costs, equating to **15,058,119 lbs** of CO2 reduction, the equivalent of **1,315** less cars on the roads, enough energy saved to power **1,016** homes for a year, and a natural effect of planting **175,095** trees.

Pillar 6 Next Steps

- Overcoming inflationary pressures and supply chain disruptions to keep construction projects and capital asset repairs on time and within budgetary limits
- Maintaining operational efficiency while filling staff vacancies during a time of labor shortages, retaining current staff in a business environment of increasing wages and benefit offerings, and managing the direct and indirect costs of training and retraining new staff



PILLAR *five*

Professional Learning / Quality Staff



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Pillar 5 Signaling

Question	November	February	May
5.1: To what degree are we maintaining quality staff?			
5.2: To what degree are we able to fill positions with high quality staff?			
5.3: To what degree are staff completing professional learning plans?			
5.4: To what degree are new staff provided necessary supports to grow and become high quality staff?			
5.5: To what degree are struggling staff provided necessary support to grow and become high quality staff?			

Pillar 5 Highlights



- ➔ The average monthly percentage of high-quality staff retained has been 96.63% in the last 12 months and 97.94% in the 2022-23 school year so far. This is in comparison to Commonwealth of Kentucky at a 95.5% monthly average.
- ➔ Percentages of positions filled within 60 days increased by a monthly average of 5% this school year with a monthly average of over 90% filled within 60 days of posting.
- ➔ The first KCSD Employee Stay Survey was created and administered this school year showing highlights that 87% of our employees agree that they can make a positive difference and 88% have built positive professional connections working here.
- ➔ 2nd Annual KCSD Teacher Job Fair was a great success with 130 applicants in attendance, eager to start a teaching career in KCSD!

Notable Staff Achievements



Shannon Chrisco, White's Tower, earned the KY Art Educators Association Teacher of the Year Award



Hillary Lytle, Dixie Heights, earned her National Board Certification



Jessica Fisk, Woodland/Scott, earned the School Psychologist of the Year Award from KAPS

24 teachers completed our KC-NET program for new teachers

NKY Education Council Excellence in Education



Rob Haney, Lifetime Achievement Award



Thad Dusing, Student Services Award



Summit View's **Brandon Forshey** won the Clements Award



Trisha Frazier, Scott, won the Kentucky Association of School Resource Officers 2023 Award of Merit.



Scott's **Casey Fisk** won Region 10 Athletic Director of the Year.



Jena Smiddy, River Ridge, was named to the KASA 2023 Cohort of KY Women in Education Leadership



Scott's **Laura Cole** was named a GoTeach KY Ambassador



Carrie Faulhaber, Dixie Heights, Golden Apple



Caroline Bragg, White's Tower, Golden Apple

Pillar 5 Next Steps



Classified Walk-In Wednesdays: Every Wednesday in Summer 2023 from 11:00-1:00, a Walk-In Interview Hiring Event has been established to offer on-the-spot interviews for: Transportation, Food Service, Building Operations, and Instructional Assistants.



KCSD has entered into an agreement with NKU for the first cohort of Instructional Assistants wishing to enter a collaborative program to gain their Bachelors Degree and Elementary Education certification while working as an IA. This cohort will begin Summer 2023.

KCSD
Kenton County School District | It's about ALL kids

JOIN OUR TEAM

Walk-in Wednesdays
Interviews on the spot!

**EVERY WEDNESDAY IN JUNE AND JULY
11 A.M. TO 1 P.M.**

**KENTON COUNTY SCHOOL DISTRICT
CENTRAL OFFICE
1055 EATON DRIVE, FT. WRIGHT**

**FOOD SERVICE BUS DRIVERS
BUS MONITORS
CUSTODIANS SUBSTITUTES
INSTRUCTIONAL ASSISTANTS**

Pillar 5 Next Steps



What stood out to us through the administration of Stay Survey and New Teacher Survey was a **continued focus** on **training/professional learning opportunities** and also **resources to be successful**.

- With stakeholders from across the district coming together to select **comprehensive instructional resources in reading and math**, and **KCSD Board approval to dedicate financial resources to this effort**, all schools will receive professional learning and begin the use of these comprehensive resources in Fall 2023.
- **Differentiation and varied opportunities** for professional learning will continue to **be a focus for all staff in 2023-24**. The efforts for differentiation was recognized by teachers in the final New Employee End-of-Year Survey with a **13% increase in positive responses**. This approach of differentiation and varied opportunities will be developed further within the classified employees in our schools in 2023-24 as well.

PILLAR four

Community Engagement & Partnerships



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Pillar 4 Signaling

Question	November	February	May
4.1a: To what degree does the district provide opportunities for families and the community to support student academic and SEL success?			
4.1b: To what degree do our schools engage families and the community to support academic and SEL success?			
4.1c: To what degree do our schools engage families of at risk students to support academic and SEL success?			

Pillar 4 Highlights

With their SBDM Council, each school completed a self assessment on Relationship Building and Communication on the Family Friendly and School Partnership Assessment. Schools used the evidence from the self assessment to identify a strategy they would implement during the 22-23 school year in relationship building and communication. They also identified an area and strategy to specifically target the families of at risk students. At our signaling in May:

Relationship Building

42% of schools made good progress on relationship building with 59% making some progress. This was a 35% increase in good progress from February to May.

Communication

42% of schools made good progress on communication with 59% making some progress. This was a 11% increase in good progress from February to May.

At Risk Families

30% of schools made good progress on their strategy with at-risk families while 64% of schools made some progress, and 6% made no progress. No progress was made between February and May.

Pillar 4 Highlights

In the course of a year, schools increased the number of volunteer experiences and learning opportunities for families.

- During the first signaling period in November, schools identified **70** volunteer opportunities for families and the community. This increased to **160** volunteer opportunities in May.
- During the first signaling period in November, schools identified **54** learning opportunities for families and the community. This increased to **163** learning opportunities by May.

Number of Volunteer Opportunities



Number of Learning Opportunities



Pillar 4 Highlights

School and Community Partnerships



Job embedded or career exposures



In the course of a year, schools increased the number of opportunities for the community to engage with schools through business partnerships or job embedded or career exposure experiences.

- During the first signaling period in November, schools identified **71** school and community partnerships. This increased to **143** school and community partnerships in May.
- During the first signaling period in November, schools identified **5** job embedded or career exposure experiences occurring in our schools. This increased to **102** job embedded or career exposure experiences by May.

Pillar 4 Next Steps/Adjustments

- The **Family Friendly and School Partnership Assessment** has been a positive change for Pillar 4. The self assessment allows schools to identify and focus on a critical attribute of relationships and communication and collect evidence to support the growth of community and family engagement.
- For 23-24, our team will continue using the self assessment to measure engagement. The Pillar 4 team will continue to focus on Relationship Building and Communication since they are the foundation of family engagement.
- In addition, we will provide support to all schools in selecting a high impact strategy to target their families of at risk students and align their engagement strategies to a literacy focus in P-5 and transition readiness in 6-12.



PILLAR *three*

Engaged, well-rounded students



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Pillar 3 Signaling

Question	November	February	May
3.1: To what degree are KCSD students provided with opportunities and participating in clubs, extra, and/or co-curricular activities?			
3.2: To what degree are KCSD students provided with opportunities in related arts classes (including elective classes)?			
3.3: To what degree do students have positive school experiences?			

Pillar 3 Highlights



Overall, students in grades 3-11 report that they have positive school experiences. This is an increase from last year's percentages for all grade levels. All schools are above 90% for positive school experiences!

- Grades 3-5: **93%**
- Grades 6-8: **93%**
- Grades 9-11: **92%**

The percentage of students participating in clubs, activities and/or co-curricular activities increased over 10% for all grade levels:

- Grades 3-5: 79% (Spring 2022 - 68%)
- Grades 6-8: 70% (Spring 2022 - 59%)
- Grades 9-12: 52% (Spring 2022 - 37%)
- District: 68% (Spring 2022 - 55%)

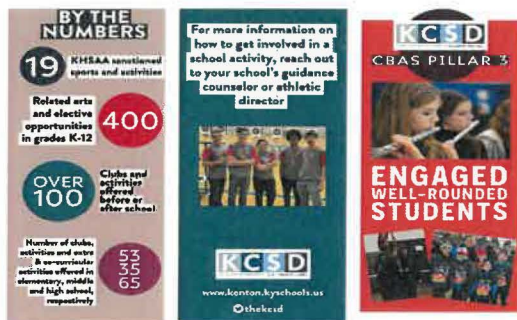


750 elementary students participated in intramural basketball and cheer this school year. We had over 200 additional participants from the previous year. **Middle school basketball intramurals was a new activity offered and over 300 students participated in the Fall and Spring.**

The Kenton County School District offers over **500** related arts and elective opportunities for students in grades K-12. **We have been able to increase the number of dual enrollment opportunities for our high school students.**



Pillar 3 Highlights



Promotional materials ([brochure](#) and [video](#)), that highlight the importance of being involved in clubs activities, and/or co-curricular activities, were developed and shared with all schools.



Engaged, Well-Rounded Students

NKY Education Council Excellence in Education Student Winners



Student Leadership
Katrina Rolfsen,
Dixie Heights



Career Technical All-Star
Adam Dizdarevic,
Dixie Heights



Against All Odds
Jamison Harris,
Dixie Heights



National Merit Finalists

Braden Alexander and Aubrey (AJ) Hopkins, Dixie Heights, were named National Merit Finalists



Athletic Achievements

Braydan Blevins, Simon Kenton, state champion in wrestling
Maddie Strong, Scott, state champion in cross country



KHSAA Student Advisory

Madeline Spencer, Scott, was chosen to serve on the KHSAA Student Advisory Panel



Leigh-Nicole Crabbe,

Twenhofel, competed in the regional National Civics Bee and finished in the Top 3.

Gavin Fleckinger,

Twenhofel, won the District Spelling Bee and finished fourth in the region.



NKY Chamber Youth Leadership Class

Tara Barkley, Dixie Heights, **Lily Pepper**, Simon Kenton and **Bryce Tillett**, Scott, were chosen for the 2023 NKY Chamber Youth Leadership Class.

Christina Gogzheyman, Scott, **Jordan Puitz**, Dixie Heights and **Ella Lauer**, Ignite/Dixie Heights were selected for the Governor's School for Entrepreneurs. **Seth Dossa**, **Celia Wallace**, **Audrey Zuziak**, Dixie Heights, and **Lydia Schmidt**, Ignite/Scott, were selected for the Governor's School for the Arts.

Engaged, Well-Rounded Students

17.2%

Minority Enrollment

46

Different languages
spoken in our District

580

EL students served this
year



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Pillar 3 Next Steps

- Assist schools in creating and running reports that identify the students not involved in activities. This will allow schools to have the ability to follow up with specific students and create a plan to get them involved.
- Continue expanding district sponsored activities that are offered at the elementary, middle and high schools.
- Create additional promotional materials that highlight specific students and schools in the district for outstanding work around Pillar 3. The highlights will be shared 2-3 times a year.
- Collaborate with schools/FRCs to assist students who may need equipment and/or materials for a specific club, activity, and/or sport.



PILLAR *two*

Student Readiness



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Pillar 2 Signaling

Question	November	February	May
2.1: To what degree are students Transition Ready (college and/or career) exiting High School?			
2.2: To what degree are students Transition Ready exiting Middle School?	N/A		
2.3: To what degree are students Transition Ready exiting Elementary School?	N/A		

91.80% - Current Rate of Transition Readiness for exiting seniors
This is an increase of **15.6%** compared to the state
Transition Ready rate of 76.2% in 2022.

Pillar 2.1 Highlights



	2022 KCSD Juniors	2022 State Data	2023 KCSD Senior Superscore
KCSD ACT Composite	18.8	18.3	19.4
KCSD Senior Average Benchmark Score by Subject			
English	18.2	17.5	19.2
Math	18.3	17.7	19.1
Reading	19.4	19.0	20.6
Science	18.9	18.6	20.1

- Shows growth over time with the progression of ACT scores from the 2022 junior year, as compared to the state, and as compared to the 2023 senior year for the same students.
- KCSD students continue to perform above the state benchmark average.
- Senior ACT scores represent a combined benchmark for the highest score obtained (i.e. superscore).

KCSD Top ACT Percentage

KCSD	ELA	Math	Reading	Science	Composite
Top 10%	31.7	28.9	33	30.1	29.5
Top 20%	28.7	26.9	30.5	27.5	27.3
Top 50%	24.2	22.7	25.8	24.1	23.5

Pillar 2.1 Highlights

Alignment of High School MTSS model to incorporate support towards ALL aspects of graduating Transition Ready.

★ High School MTSS Cycle includes:

- Three rounds of Tier I student conferences with adult advocates
- Adult advocates meet with their students individually during RTI time. During these meetings, individual student data toward transition readiness is reviewed to:
 - Check to see if the student is on track for graduation, college readiness, career readiness
 - Recognize progress toward transition readiness
 - Discuss the student's goals post graduation
 - Determine what support is needed to meet those goals
 - Submit request for additional support for students as needed with potential root cause



KCSD First Annual Work Based Learning Fair

- April 24th @ Gateway Edgewood Campus
- Over 300 KCSD Juniors and Seniors Participated
- Featured Presentations by two KCSD Paid Student Internship Students
 - Nursing Intern and Computer Science Intern
- Over 45 Companies Were Represented

Pillar 2.2 Highlights

52.56%

Current Rate of Transition Readiness for exiting middle school

First year capturing Transition Ready data for 8th graders.

Incorporated Adult Advocates into the Transition Ready process for 8th graders mid-year.

Worked with school administrators to train adult advocates on tier I conferencing with students around Transition Readiness.

Two rounds of student led conferences with adult advocates took place with an emphasis on Transition Readiness.

Goal is for three rounds of tier I conferences to take place beginning the 23-24 school year.

Pillar 2.2 Highlights

Superintendent Student Advisory Council high school students mentored over 300 8th graders starting in January 2023. This mentorship will focus on supporting 8th graders with Transition Readiness. Approximately 40 high school juniors and seniors participated.



Three rounds of mentor meetings took place at each middle school

Superintendent Student Advisory Council high school students presented to the Board of Education on the middle school mentoring program over Transition Readiness: [SSAC May Board of Education Meeting Presentation 2023](#)



According to the high school students the mentorship program did the following....

1. Helped students to grasp concepts; easier when it's coming from a peer and not an adult.
2. Led students to feeling comfortable with knowing expectations of high school.
3. Put the students at ease in making the transition to HS easier.
4. Eighth graders felt comfortable with being able to communicate with an upperclassman.
5. Helped students learn tactics to keep their grades up.
6. Relationship building, students felt comfortable enough to approach us in public.
7. Built relationships so kids are comfortable enough to express themselves.

Pillar 2.3 Highlights



67.96%

Current Rate of Transition Readiness for exiting primary

*This is an increase of **11.29%** compared
to the 21-22 school year*

Transition Readiness data at the district level captured at the 5th grade in 22-23. As a part of Transition Readiness for 5th grade, the GPA is one indicator considered. Cumulative GPA is now shown on intermediate level report cards. The inclusion of the GPA has brought forth the awareness and importance of the Cumulative GPA.

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Student Readiness For ALL Kids

143

KCSD students in the Young Scholars Academy at Northern Kentucky University

97

KCSD students participated in our JROTC program and volunteered in areas such as Color Guard, Flag Retirement, General Labor, Parades and Veteran events.

\$16 million

...and counting!
The amount of scholarship money earned by the class of 2023.

31

KCSD students named to the Governor's Scholars Program

12

KCSD students in our Aviation Maintenance Program (now in its second year) at Cincinnati State

2,585

Students completed dual credit courses

Number of Career Pathway programs offered by school:

Dixie Heights	7
Ignite	7
Scott	2
Simon Kenton	6
Gateway	6

589

Students took an AP class

315

Students earned Industry Certifications

Number of students in our paid internship program

Nursing	8
Maintenance	2
Technology	9



Pillar 2 Next Steps

Continue to build the culture around the importance of **Transition Readiness** and **communication** with stakeholders.

Continuing to build upon the support provided by adult advocates within the MTSS structure and how MTSS can enhance overall Transition Readiness.

Continued use of school dashboards to regularly monitor progress for ALL grade levels. Transition Ready impacts all students at all grade levels, P-12.

Expanding student mentoring into the elementary school setting to support Transition Readiness.

Supporting the importance of the foundational skills of literacy by incorporating literacy into the Exiting Elementary Transition Readiness model.



PILLAR one

Student Learning and Progress



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Pillar 1 Signaling

Question	November	February	May
1.1a: To what degree are all students demonstrating instructional benchmarks on assessments for and of learning in math and reading?			
1.1b: To what degree are all schools demonstrating growth on instructional benchmarks on assessments for and of learning?			
1.1c: To what degree are we closing achievement gaps for students with disabilities and English Learners?			
1.1d: To what degree are we increasing English proficiency for English Learner Students?			
1.2: To what degree are KCSD students provided opportunities to participate in accelerated/advanced coursework?			
1.3: To what degree do all KCSD schools implement the Multi-Tiered System of Supports (MTSS) with fidelity?			

Pillar 1 Highlights

Results from the 21-22 Kentucky Summative Assessment (KSA) show that in almost all levels and content areas, the percentage of students scoring proficient and distinguished in KCSD are above the state percentages. Overall there were not many surprises in the state assessment data due to the recursive structures we follow throughout the school year of using assessments for learning in real time and making adjustments.

3rd-5th			
	2021-2022 (PD)	State (PD)	PD Difference
Math AS	56	38	+18
Reading AS	59	45	+14
Science AS	44	29	+15
On-Demand AS	58	37	+21
Social Studies AS	51	37	+14
6th-8th			
	2021-2022 (PD)	State (PD)	PD Difference
Math AS	45	37	+8
Reading AS	52	43	+9
Science AS	23	22	+1
On-Demand AS	50	39	+11
Social Studies AS	46	36	+10
9th-12th			
	2021-2022 (PD)	State (PD)	PD Difference
Math AS	44	36	+8
Reading AS	50	44	+6
Science AS	13	14	-1
On-Demand AS	44	38	+6
Social Studies AS	36	34	+2

Pillar 1 Highlights

MAP

In our Spring administration of our Measures of Academic Progress (MAP) given to all K-8 students:



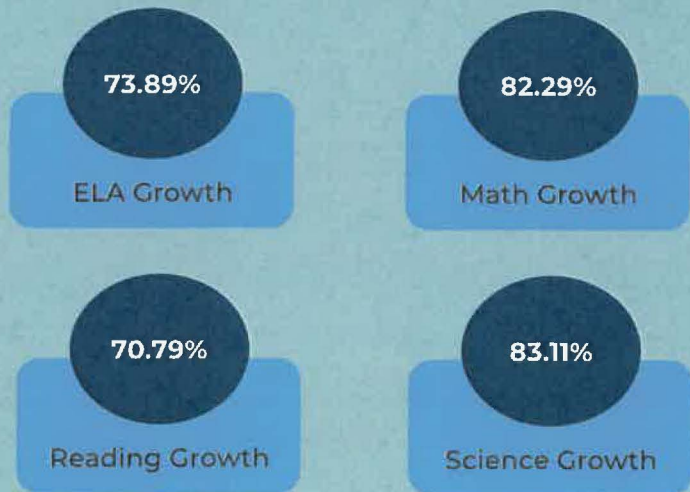
All 14 of our elementary and middle schools were in the **high achievement quadrant** for Reading. **10 of our 14** schools were **high achievement and high growth in Reading**.



All 14 of our elementary and middle schools were in the **high achievement quadrant** for Math. **9 of our 14** schools were **high achievement and high growth** in Math.

CERT

In our Spring administration of our College Equipped Readiness Tool (CERT), our 9th grade students showed growth in the following areas:



INTRO

PILLAR 1

PILLAR 2

PILLAR 3

PILLAR 4

PILLAR 5

PILLAR 6

PILLAR 7

Pillar 1 Highlights

In April of 2022 Senate Bill 1 was signed into law shifting the determination of curriculum, textbooks, and instructional materials to the local superintendent. The district implemented a **collaborative process** to comply with the law and determine trends/needs for our students and staff. As a result of this thorough review, the need for **comprehensive reading and math resources was identified as a priority**. This plan was developed after the collaborative effort of teachers, principals, and district staff and with school choice. We know **implementing a high-quality standards-based curriculum, supporting teachers with high-quality comprehensive resources, and evidence-based practices** will provide an equitable environment for all students. We are **grateful** and **proud** that our board approved a five year plan for comprehensive instructional resources.



Pillar 1 Highlights



Our team continues to improve and refine our approach to ongoing, high quality professional learning to support our staff. [KCSO Professional Learning Catalog](#) Investing in and supporting our staff is a top priority.



All students in the Kenton County School District continue to take district common assessments through an online system that generates data in real time for each student and by each standard. This system allows our students to experience the features of online testing regularly throughout the school year that mirrors the state assessment system. We will be transitioning to using this same system for all student intervention data next school year. This system generates a comprehensive data driven picture for our team to use in real time.



By describing the components of Leadership, Data-Driven Decision Making, Targeted Instruction, and Supporting Student Success, the MTSS Rubric for ALL Students serves as a district-wide informational roadmap, measures the fidelity of MTSS implementation across all tiers of instruction, and assists with school plans toward MTSS improvement. All 17 of our schools made growth through our Multi Tiered System of Support (MTSS) Fidelity Rubric from the Fall review to the Spring review.



An area of continued growth identified last year was a systemic process to ensure the individual student needs identified in plans are being met and addressed through scheduling and instruction and using the data from progress on plans to appropriately adjust in real time. This year for each monthly file review, we had compliant data ranging between 80 and 94%.

Pillar 1 Next Steps

In an effort to ensure a world class education for ALL students and better close gaps for students, specifically students with disabilities and English Learners, our team has created and strengthened several aspects in these areas that we believe in time will be evident in our data. Some examples include:

ONE

Vertically aligned Literacy Plan with instructional shifts in how reading is taught, High Quality Comprehensive Instructional Resource for ALL students K-12 in the area of Literacy. [KCSDE Literacy Guide](#)

TWO

We will continue to analyze our district standards based data to know any potential changes or adjustments that need to be made to any of our curriculum, instruction, or assessment work.

THREE

[Guidelines/Process](#) to evaluate the effectiveness of school interventions, special education programming, and English Learner programming.

Special Thanks to our CBAS Action Team Members

- KCSD Board Members
- Students
- Staff
- Parents
- Business Partners
- CO staff

About 100 people are involved in CBAS

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