

DATE:

May 24, 2024

AGENDA ITEM (ACTION ITEM):

Receive the 2024 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 2024 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.

FISCAL/BUDGETARY IMPACT:

None

RECOMMENDATION:

Receive the 2024 Community Based Accountability System (CBAS) Annual Review

CONTACT PERSON:

Henry Webb

Principal/Administrator

District Administrator



Superintendent

Use this form to submit your request to the Superintendent for items to be added to the Board Meeting Agenda. Principal –complete, print, sign and send to your Director. Director –if approved, sign and put in the Superintendent’s mailbox.

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CBAS Annual Report

School Year 2023-24



Thank you to Assured Partners for sponsoring the CBAS luncheon

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Introduction

The 2023-24 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 [6 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.



KENTON COUNTY SCHOOL DISTRICT COMMUNITY BASED ACCOUNTABILITY SYSTEM

KCSD Motto: It's About ALL Kids

Mission: The mission of the Kenton County School District is to provide a world-class education ensuring ALL students are transition ready and prepared for the 21st Century Economy.

Goals:

- Transition Readiness Rate 100%
- Attendance Rate 96.25%

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Our Schools

School	Enrollment	School	Enrollment
Beechgrove Elementary	671	Scott High School	1008
Caywood Elementary	626	Simon Kenton High School	1871
Dixie Heights High School	1529	Summit View Academy	1377
Fort Wright Elementary	524	Taylor Mill Elementary	524
Hinsdale Elementary	597	Turkey Foot Middle School	957
Kenton Elementary	674	Twenhofel Middle School	786
Piner Elementary	346	White's Tower Elementary	696
River Ridge Elementary	955	Woodland Middle School	572
Ryland Heights Elementary	448	Total District Enrollment	14,170

2023-24 Board Highlights

- Approved a 5% raise and step increase for all KCSD staff in May



23% increase in last 5 years, ranking the Kenton County School District #1 in Northern Kentucky and #4 in the state of Kentucky

- Approved resources to support literacy and numeracy for grades P-12
- Approved the purchase of an ACT exam for sophomores in the Kenton County School District (approximately 1,100 exams) for the Spring of 2024. With the use of the ACT in 10th grade, sophomores will have additional time for interventions before the end of the students' senior year in order to reach benchmark.
- Approved a renewal with the Boone County School Districts for students to attend the Ignite Institute. The 2024-2025 school year will be the sixth year for this partnership and the opportunities for students to become transition ready while at the Ignite Institute continues to grow.

KCSD Board of Education



Jesica Jehn
Chairperson



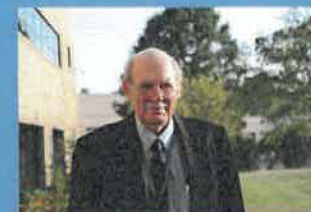
Karen Collins
Vice-Chairperson



Erin McConnell



Shannon Herold



Carl Wicklund

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Our 6 Pillars

Pillar	Function
Student Safety and Well-Being	Ensure students are educated in an optimal environment that is safe, secure, and conducive to learning. This includes both physical safety as well as the social emotional needs of each student.
Student Learning and Progress	Ensure academic success for all students so that every student reaches their maximum learning potential.
Student Readiness	Ensure all students are prepared with the knowledge, skills and dispositions to be transition ready.
Student, Family and Community Engagement	Ensure engagement of students, families and the community in ways that contribute to the overall growth and success of all stakeholders.
World Class Staff	Ensure that every student has quality teachers and adults that promote the learning and well-being of all students.
Fiscal and Operational Systems	Ensure the district is financially responsible/efficient and using its resources to further the district mission.

Signaling Key

Maintain:
Satisfied with current data results and/or action plan impact

Minor Change(s) Needed: To improve data results and/or action plan impact

Major Change(s) Needed: To significantly improve data results and/or action plan impact

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SAFETY AND WELL-BEING



Safety and Well-Being Pillar Signaling

Question	November	February	May
To what degree do schools implementation of the SEB Tier One Action Plans impact the social, emotional and behavior needs of the students?			
To what degree do schools implement the Behavior Threat Assessment and Management (BTAM) Team process?			
To what degree are students provided with safe learning spaces/facilities?			
To what degree are we prepared to both mitigate and effectively respond to crisis situations?			

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Safety and Well-Being Highlights

Restorative Practices

- **Restorative Practices** is the science of relationships and community. When applied in schools, Restorative Practices proactively improves climate and culture and provides responses to wrongdoing that focus on repairing harm. The goal is to proactively meet students' needs and have alternatives to punitive disciplinary actions.
- Over the last two years, District administrators and counselors were trained in all 8 sessions of the International Institute for Restorative Practices trainings. District Leadership then took the trainings back to their buildings to train staff.
- All schools have Restorative Practices Coordinators that help support the initiative in their schools. 16 of the 17 Restorative Practices Coordinators have been trained by International Institute for Restorative Practices for Educators.
- This is the first year the district and schools are tracking the use of Restorative Practices as a resolution for a disciplinary incident. Overall, the results are positive but this data will continue to be monitored.

735

students
received

1,224

Restorative Practices
resolutions this school
year through April
2024.

For year 1 of
implementation,
Restorative Practices
resolutions account
for

13.18%

of all office
disciplinary referrals
events.

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Safety and Well-Being Highlights

Social Emotional Behavior (SEB)

- MTSS Social Emotional Behavior Protocol was developed to guide the determination of entry/exit criteria for students in SEB interventions. Schools will implement universal progress monitoring tools to monitor student progress. The new changes will provide an opportunity for a holistic and triangulated understanding of the students' needs, data, barriers, and supports that can be provided.
- Nationwide there has been an increase in the use of Vapes/THC with school age students. In the district, we have seen a slight increase in incidents. To be proactive, the SEB Department created a comprehensive substance use prevention plan for all grade levels that will be implemented during the 2024-25 school year.
- Enhanced collaboration with outside mental health agencies to include:
 - ◆ SUN - Inpatient services and mental health toolkits for all schools
 - ◆ Family Care Counseling Solutions - New school-based therapy
 - ◆ CHNK - Intensive Outpatient Program and referrals to Partial Hospitalization Program



Safety and Well-Being Highlights

Behavior Threat Assessment and Management (BTAM)

- **School Behavior Threat Assessment and Management (BTAM)** school teams received professional learning prior to school starting and during the school year. The professional learning focused on the differences between posing a threat vs. making a threat, support for students, and the documentation/follow up necessary when incidents occur.
- BTAM End of the Year Report (August 16, 2023 to May 9 2024): There have been **234** threat assessment cases opened this school year as compared to **178** last school year (2022-2023). The primary type of threat is a **verbal threat** that was indicated in **194** of the **234** cases this school year.
- Overall, the BTAM process is mitigating potential threats in the district.

0.13%

Only .13% of all students in the district had a threat assessment resulting in high risk.

8%

Out of the 234 threat assessments, only 8% of the cases were identified as high risk

0.04%

Only .04% of all students in the district had a threat assessment resulting in imminent risk.

2.5%

Out of the 234 threat assessments, only 2.5% of the cases were identified as imminent risk.

Safety and Well-Being Highlights

Discipline

4% Decrease

in the **number of students** receiving an office discipline referral (2435) through April 2024 when compared to last school year through April 2023 (2529).

9% Decrease

in the **number of students** receiving out of school suspension as a resolution for this year through April 2024 (774) when compared to last school year through April 2023 (839).

16% Decrease

in the **number of out of school suspension events** for this school year through April 2024 (1211) when compared to last school year through April 2023 (1443).

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Safety and Well-Being Highlights

Physical Safety



- Recent KCSD construction projects have focused on safe and secure learning environments, leading to all schools having a secure vestibule, automated door access controls, and enhanced digital camera networks. KCSD continues to monitor and invest in physical safety improvements through the construction process.
- All KCSD schools have demonstrated their commitment to physical safety in 2023-24 by obtaining **100% compliance** with every element of the State Security Marshal's School Risk Assessment.

- KCSD is **#1** amongst all Kentucky public school systems in number of AED units with **121** AEDs spread across all facilities, including outdoor AED access for school and community events
- The District Safety Committee and each schools' Safety Committees meet on a regular basis to discuss a variety of physical and social emotional safety topics, then share and implement actionable steps for continuous safety improvements
- KCSD and our partnering local law enforcement agencies continue to invest in the School Resource Officer program, ensuring 100% of our schools have a **School Resource Officer**.



Safety and Well-Being Next Steps

Behavior Threat Assessment and Management (BTAM): Review and monitor the implementation checklist. Necessary adjustments to the BTAM process will be made based on district and school data and trends.

Targeted Restorative Practices training for schools identified as needing additional support.

Trauma Informed Care will be included in the Safety & Well-Being pillar and training for all KCSD staff will be required.

Monitor the implementation of the District's MTSS Social Emotional Behavior Protocol. This will include reviewing additional SEB data, progress monitoring tools and intervention effectiveness to support the overall well-being of students.

Systematic review of physical security measures and systems to maintain the safest student learning and staff working environments possible.

Collaboration between the District Safety Committee and each schools' Safety Committees leading to focused communication around physical and social emotional safety initiatives and topics.

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STUDENT LEARNING AND PROGRESS



Student Learning and Progress Pillar Signaling

Question	November	February	May
To what degree are all students reaching instructional benchmarks on assessments for and of learning in math and reading?			
To what degree are all schools demonstrating growth on instructional benchmarks on assessments for learning and of learning in math and reading?			
To what degree are all KCSD students proficiently reading at grade level in K-8?			
To what degree are we closing achievement gaps for students with disabilities and English Learners?			
To what degree are we increasing English proficiency for English Learner Students?			
To what degree do all KCSD schools implement the Multi-Tiered System of Supports (MTSS) with fidelity for ALL students?			

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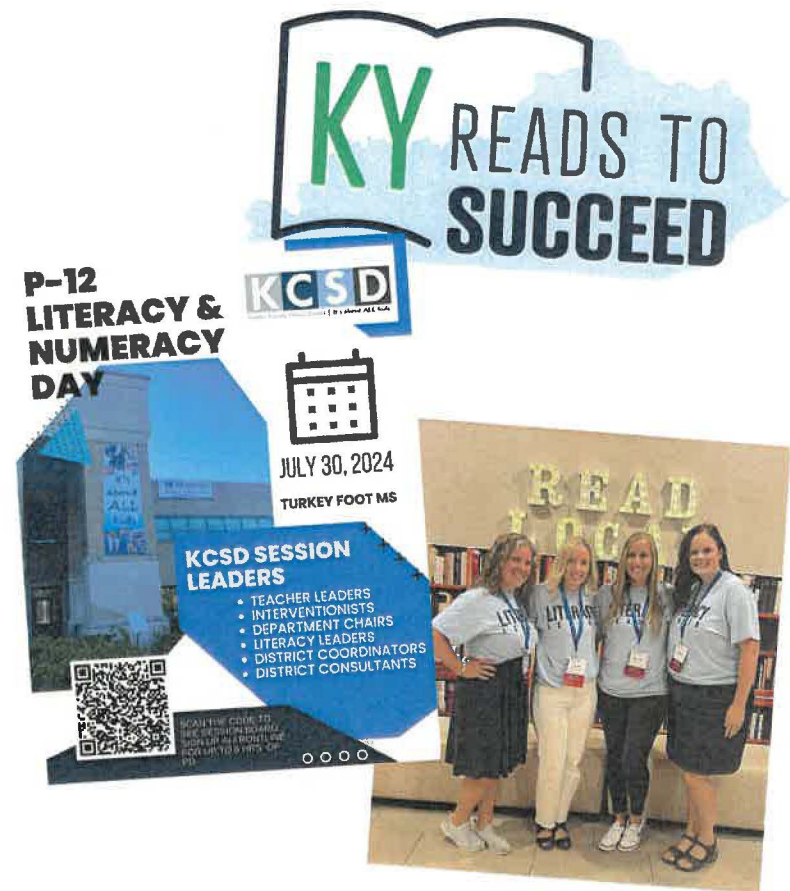
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Student Learning and Progress Highlights

- KCSD was chosen to present at the state KY Reads to Succeed Conference to provide a session titled, "Stories from the Field" in which we will share our process for implementation of a comprehensive High Quality Instructional Resource (HQIR). Additionally we've been asked to be a part of a panel style discussion at the conference.
- Kentucky Department of Education (KDE) has chosen our district to feature as a district spotlight in multiple KDE newsletters/media publications featuring our MTSS, Read to Succeed implementation, and overall instructional systems and structures.
- Our team continues to improve and refine our approach to ongoing, high quality professional learning to support our staff. Investing in and supporting our staff is a top priority. In addition, this year our team has developed a Literacy/Numeracy Professional Learning day in which many of our teachers and district staff will lead sessions targeted towards our literacy and numeracy instructional needs.
- During after-school professional learning opportunities, our instructional team reached 918 teachers this school year for a total of 186 hours of training just through the Tier 1 lens.



KCSD Professional Learning Plan 24-25

Student Learning and Progress Highlights

We collaborated and invited the **Kentucky Department of Education (KDE)** to visit our district to see the shifts we are making with literacy instruction and with our HQIR. A couple high level summary statements from the feedback of the site visit:

“Good use of instructional time- making every minute count.”

“Teacher leadership/Teachers growing teachers”

“Teacher Voice”

“Clear connection among all departments in supporting the HQIR for quality instruction.”

“Impressive”

“Model for the state”

“K-5 Coherence”

“Strong Culture of Learning.”

“It’s clear that there is an investment and support in teachers in all aspects to include strong and ongoing professional learning.”

“Systemic district structures/messaging”

“Exceptional”

“Top 1% in the state.”

“Vertical alignment”

“It’s clear that there is an investment and support in principals as the instructional leaders.”

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Student Learning and Progress Highlights

This chart summarizes fidelity of implementation for the elementary Reading High Quality Instructional Resource (HQIR). We had overall excellent implementation during this first year.

Strand	# of Lessons and % Meeting Fidelity		# of Lessons and % Meeting Fidelity with Suggestions		# of Lessons and % Not Meeting Fidelity	
	Fall	Spring	Fall	Spring	Fall	Spring
Skills (Grades K-2)	85/110 - 77%	89/109 - 82%	20/110 - 18%	19/109 - 17%	5/110 - 5%	1/109 - 1%
Knowledge (Grades K-5)	155/184 - 84%	129/164 - 79%	27/184 - 15%	35/164 - 21%	2/184 - 1%	0/164 - 0%
Total	240/294 - 82%	218/273 - 80%	47/294 - 16%	54/273 - 20%	7/294 - 2%	1/273 - <0.5%

Student Learning and Progress Highlights

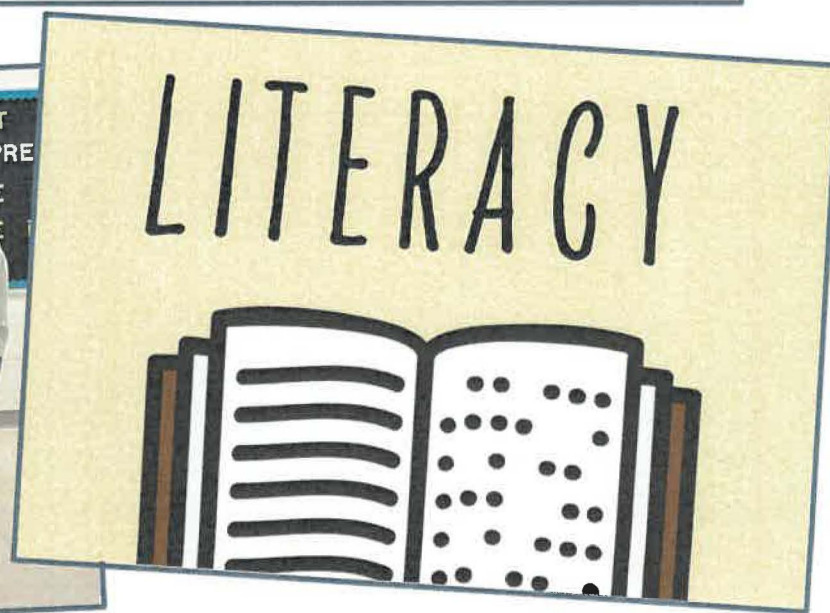
This chart summarizes fidelity of implementation for secondary Reading and Math High Quality Instructional Resource (HQIR). We had overall excellent implementation during this first year.

Overall Fidelity from Fall to Spring:

Resource	% Meeting Fidelity		% Meeting Fidelity with Suggestions		% Not Meeting Fidelity	
	Fall	Spring	Fall	Spring	Fall	Spring
Desmos 6th - Alg 1	23/37-62%	27/38-71%	10/37-27%	11/38-29%	4/37-11%	0/38-0%
HMH Into Literature 6-8	17/25-68%	20/25-80%	4/25-16%	3/25-12%	4/25-16%	2/25-8%
McGraw Hill StudySync 9-12	19/32-59%	28/32-88%	6/32-19%	2/32-6%	7/32-22%	2/32-6%

Student Learning and Progress Highlights

- For the first time our district administered a Reading Diagnostic assessment to all students in K-3 and any student scoring below the 60th percentile on our Universal MAP assessment in grades 4-8. All grade levels made growth in every school (1st-8th).
- KCSD has 89 teachers who have participated in Cohort 1 or 2 of the statewide LETRS professional learning and approximately 30 showing interest in applying for Cohort 3. Additionally we have 19 secondary teachers participate in the statewide Adolescent Literacy professional learning. These are extensive literacy professional learning opportunities. KCSD Board has approved a \$1,000 stipend for teachers participating in this professional learning.



Student Learning and Progress Highlights

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2023 KCSD School Report Card Areas of Strength:

- The percentage of students scoring Proficient and Distinguished is at or above the state in all content areas and all levels with the exception of High School Science.
- KCSD had **12** out of **18** schools performing at the Very High or High overall level.
- Elementary and middle schools' overall indicator rating for Reading and Math was at the green rating.
- Elementary, Middle Schools and High Schools' overall rating for Science, Social Studies, and Combined Writing earned a green rating.
- Students outperformed the state on the ACT in all areas.
- The 4-year Graduation Rate is up **2%** at **95.6%** and Postsecondary Readiness within the past two years has increased **25.6%**.
- KCSD reduced the number of schools with the federal classification of Targeted Support and Improvement (TSI) from eight to three. (TSI schools are those who have a subgroup performing at or below the bottom 5% of all schools.)

[KCSD Points of Pride](#)

Student Learning and Progress Highlights

ACCESS Testing for our English Learners

- Resulted in 82% of our 540 English learners showing growth with English proficiency.
- 76 students exited the program, no longer needing English Learner services/planning which is 14% of that population.
- We do not have the state data back yet, but the trend data from recent years shows that KCSD has been above the state average for students who are eligible to exit.

District-Wide Percent of Students who Showed Growth:

Year	Number of Students Tested*	Percent of Students Showing Growth
2023/24	540	82%
2022/23	510	79%
2021/22	487	82%
2020/21	437	78%

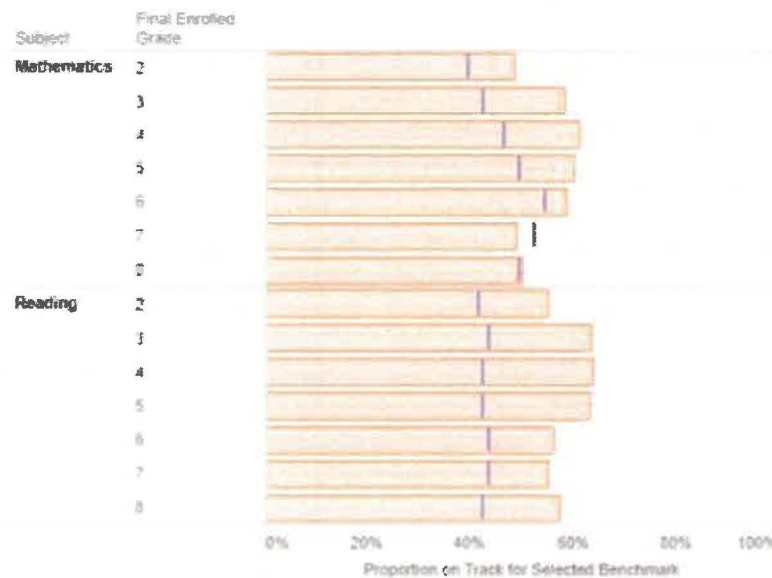
*EL Enrollment at time ACCESS was administered

Students Achieving Exit Status - District

Year	Overall Total Number Exiting	Overall Percent Exiting	State Average
2023/24	76	14%	Not yet available
2022/23	68	13.4%	9.1%
2021/22	62	13%	7.9%
2020/21	52	12%	7.4%

Student Learning and Progress Highlights

Spring MAP Proficiency Projections Report



The Proficiency Projections Report demonstrates the percentage of students projected to the proficient level on KSA per grade level in both reading and math (orange bar). The purple bar indicates the state percentage of students projected to be at proficiency on the KSA. The data is conditional representing students that took the MAP assessment at the same time intervals in the Fall of 2023 to Spring of 2024 (same number of weeks for instruction). Final state projected proficiency for Spring 2024 will not be completed until the Spring window closes for all KY schools.

All **14** elementary and middle schools reached high achievement in Reading and Math in both the Fall and Spring testing sessions for MAP

45% of students with disabilities from K-8 met their Spring Projected Growth Target on MAP in Reading (Elementary – **44%**, Middle – **49%** (measured from Spring 23 to Spring 24))

40% of students with disabilities from K-8 met their Spring Projected Growth Target on MAP in Math (Elementary – **39%**, Middle – **44%** (measured from Spring 23 to Spring 24))

→ Our work and this data shows progress and growth in this area.

Student Learning and Progress Highlights

CERT (ACT predictor) Percentage of Students Scoring at or Above Benchmark

	9th Grade CERT Fall	9th Grade CERT Spring
ELA	68.5%	81.36%
Math	10.5%	35.45%
Reading	38.5%	50.73%
Science	17%	46.88%

Student Learning and Progress Next Steps

1

Continue to build capacity around our district instructional priorities ensuring there is consistency and equity with all systems and structures.

2

Continue to increase proficiency levels for all students in all areas with placing an emphasis on schools performing below the high (green) and very high (blue) levels.

3

Improving proficiency in the Gap Subgroups is an area for growth as the district has three schools identified as Targeted Support for Improvement (TSI).

Strengthening Tier 1 Instruction

FROM VISION TO IMPACT



Effective instruction at all tiers

- Rigorous standards based instruction that generates regular checks for learning from all students (Tier 1)
- Fidelity of instruction/program that closes gaps for students with specific skill deficits (Tier II/III/Special Education)

Effective Professional Learning Communities (PLC's).

PLC meetings should allow for the use of data in real time to make intentional adjustments to instruction. This is a data driven approach that allows for all students to reach maximum learning potential and to close gaps.

- Regular student name and claim; adjustments to instruction as a result of regular review of data.

STUDENT READINESS



Student Readiness Pillar 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?			
2.3: To what degree are students Transition Ready exiting Elementary School?			

94.7% - Current Rate of Transition Readiness for exiting seniors

This is an increase of **2.9%** compared to the KCSD Transition Ready rate of 91.80% in May 2023.

Student Readiness Highlights

Transition Ready Exiting High School



	2023 KCSD Juniors	2023 State Data	2024 KCSD Senior Superscore
KCSD ACT Composite	19.3	18.7	19.4
KCSD Senior Average Benchmark Score by Subject			
English	18.9	18.1	19.2
Math	18.8	18.1	19.1
Reading	19.7	19.3	20.6
Science	19.3	18.8	20.1

KCSD Top ACT Percentage (Cohort 2024)

KCSD	ELA	Math	Reading	Science	Composite
Top 10%	31.8	28.9	32.8	30.7	29.9
Top 20%	29.3	27.7	30.4	27.9	27.8
Top 50%	25	23.5	26.1	24.6	24.1

- Shows growth over time with the progression of ACT scores from the 2023 junior year, as compared to the state, and as compared to the 2024 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).

Student Readiness Highlights

Transition Ready Exiting High School

True Graduation Rate Data
Shows an increase over time for the district and for all three high schools.

Cohorts 2022, 2023, and 2024			
	2022	2023	2024
KCSD	94.58%	95.08%	98.29%
Dixie Heights	96.71%	96.85%	99.19%
Scott	89.47%	91.77%	96.73%
Simon Kenton	96.75%	95.81%	98.42%

Student Readiness Highlights

Transition Ready Exiting High School

Effective and recursive structures with teaching and student learning as outlined in the Student Learning and Progress Pillar will determine the readiness for our students to transition through each grade level:

High School MTSS Cycle

- Three rounds of Tier I student conferences with adult advocates
- High School MTSS-Name and Claim Data Dashboards

Process for Capturing Monthly True Graduation Rate Data

Process for Capturing ACT and KYOTE Data

Process for Capturing AP and Advanced Coursework Data

Process for Capturing Civics Test Pass rates

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Student Readiness Highlights

Transition Ready Exiting High School CTE Highlights

- **KCSD Second Annual Work Based Learning Fair (October 2023)**
 - Over 500 KCSD Juniors and Seniors Participated
 - Over 45 Companies Were Represented
- **Perkins and Civil Rights Audit (March 2024)**
 - Consisted of school interviews, facilities tours, and review of approximately 30 Perkins approved pathways being offered at KCSD.
- **CTE-EOP Data**
 - KCSD pass rate increased 17.65% in 2024, as compared to the 2023 school year. Fifty-one more students passed the EOP in 2024.
 - KCSD students scored a pass rate of 63.41%, as compared to the state percentage of 59.0% (+4.41%).
- **Enzweiler Institute**
 - KCSD Board approved program for 20 students to attend the Enzweiler Institute during the 24-25 school year to specialize in the trades areas of masonry, interior and exterior carpentry, electrical, plumbing, welding, and HVAC, leading to industry certification.



ENZWEILER
BUILDING INSTITUTE

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Student Readiness Highlights

Transition Ready Exiting Middle School

57.44%

Current Rate of Transition Readiness for exiting middle school

This is an increase of **4.88% compared to the 22-23 school year.

** *Middle Schools have different indicators and measures for Student Readiness that lead to high school success.*

Superintendent Student Advisory Council high school students mentored approximately **318** 8th graders. The mentorship focuses on supporting 8th graders with Transition Readiness. Approximately **40** high school juniors and seniors participated.

- Five rounds of mentor meetings took place at each middle school.
- High School students mentored each 8th grade in 15 minute increments
- Focused on helping students become Transition Ready at the middle school level, but also helped students to make a successful transition to the 9th grade and awareness of High School Transition Readiness.



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Student Readiness Highlights

Transition Ready Exiting Elementary School

Current Rate of Transition Readiness for exiting elementary school

*** Elementary Schools have different indicators and measures for Student Readiness with an emphasis placed on students being proficient readers by the end of elementary school.*

67.53%



SLIDESMANIA.COM

Superintendent Student Advisory Council middle school students mentored approximately **428** 5th graders. The mentorship focuses on supporting 5th graders with Transition Readiness. Approximately **62** middle schoolers participated as mentors.

- Three rounds of mentor meetings took place at each elementary school.
- Middle School students mentored each 5th grade in 15 minute increments
- Focused on helping students become Transition Ready at the elementary school level, but also helped students to make a successful transition to the 6th grade and awareness of Middle School Transition Readiness.

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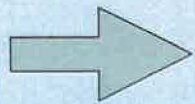
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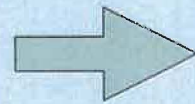
Student Readiness Highlights

Mentorship Program

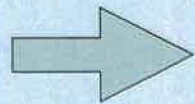
According to students the mentorship program did the following...



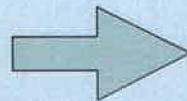
Helped students set goals and increased work ethic



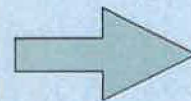
Made connections and built relationships



Students discussed career goals and future plans



Mentors supported students with helping them think about future classes, the importance of GPA, and attendance in relations to reaching goals



Many students joined clubs and extracurricular activities from the information and support they received from their mentor

Student Readiness By the Numbers

131

KCSD students in the Young Scholars Academy at Northern Kentucky University

78

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

568

Students took an AP class

30

KCSD students named to the Governor's Scholars Program

845

Students completed dual credit courses

Number of Career Pathway programs offered by school:

Dixie Heights	10
Ignite	6
Scott	6
Simon Kenton	8
Gateway	2
Cincinnati State	1

Number of students in our paid internship program

Nursing	8
English Learner Instructional Assistant	2
Technology	14
Future Educators	2

263

Students earned Industry Certifications

39

KCSD students applied for the Enzweiler Institute

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Student Readiness Next Steps

1

Continue to build the culture around the importance of Transition Readiness and communication with stakeholders. Transition Ready impacts all students at all grade levels, P-12.

2

Supporting schools with effective and recursive structures that impact teaching and student learning as outlined in the Student Learning and Progress Pillar (i.e. grade analysis, MTSS naming and claiming, etc.).

3

Implementation and use of systems and structures to include regular use of Transition Ready Data Dashboards at the school level to impact and improve tier I instruction.

4

Assess regularly the progress and root causes at the elementary and middle school level impacting the rate of Transition Readiness.

5

Ongoing meetings throughout the school year with individual principals to evaluate the progress and structures and systems in place at each school to help support students become Transition Ready.

6

Expanding student mentoring programs at all levels.

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STUDENT, FAMILY AND COMMUNITY ENGAGEMENT



Student, Family & Community Engagement Pillar Signaling

Question	November	February	May
To what degree are KCSD students provided with opportunities and participating in clubs, extra, and/or co-curricular activities?			
To what degree does the district and schools provide opportunities for ALL families to build an understanding of how to support their children's Social Emotional Behavior (SEB), academic and extra-curricular involvement?			
To what degree does our district/schools collaborate with community partners?			

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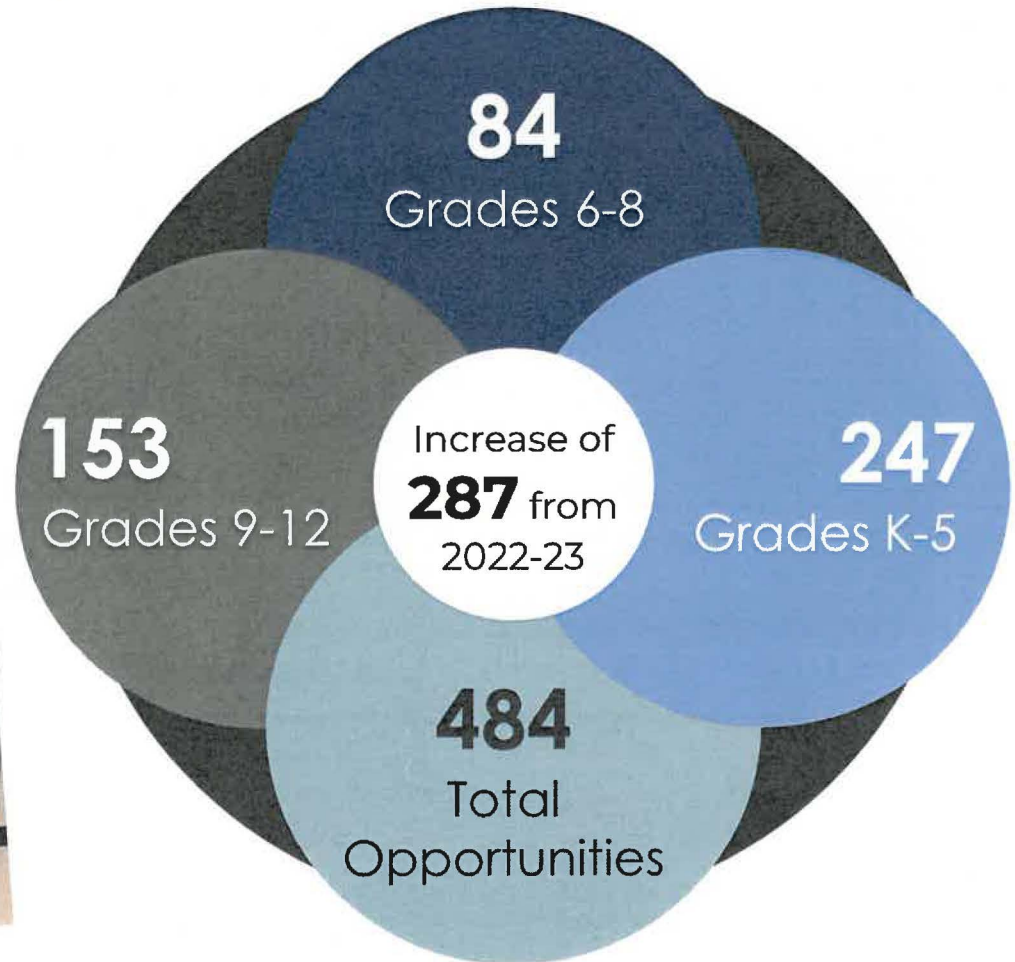
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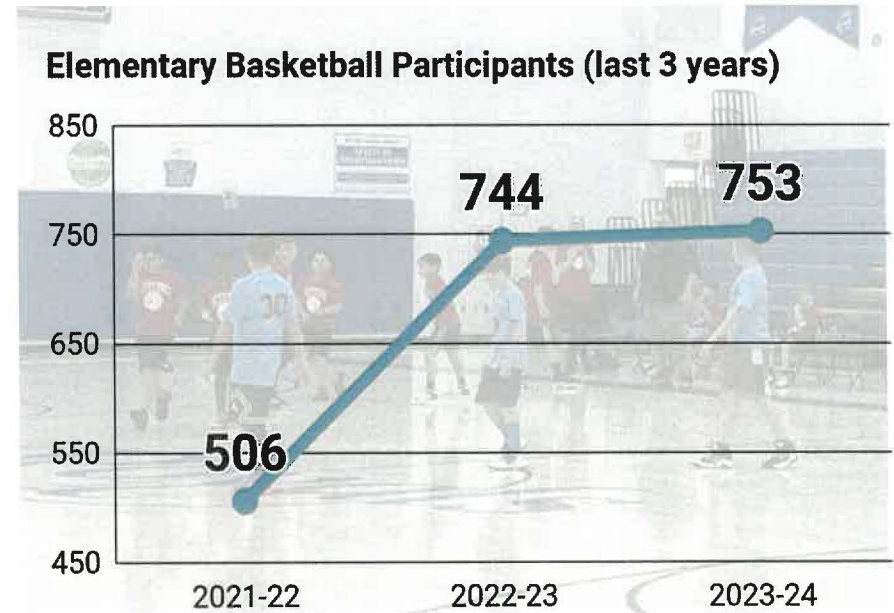
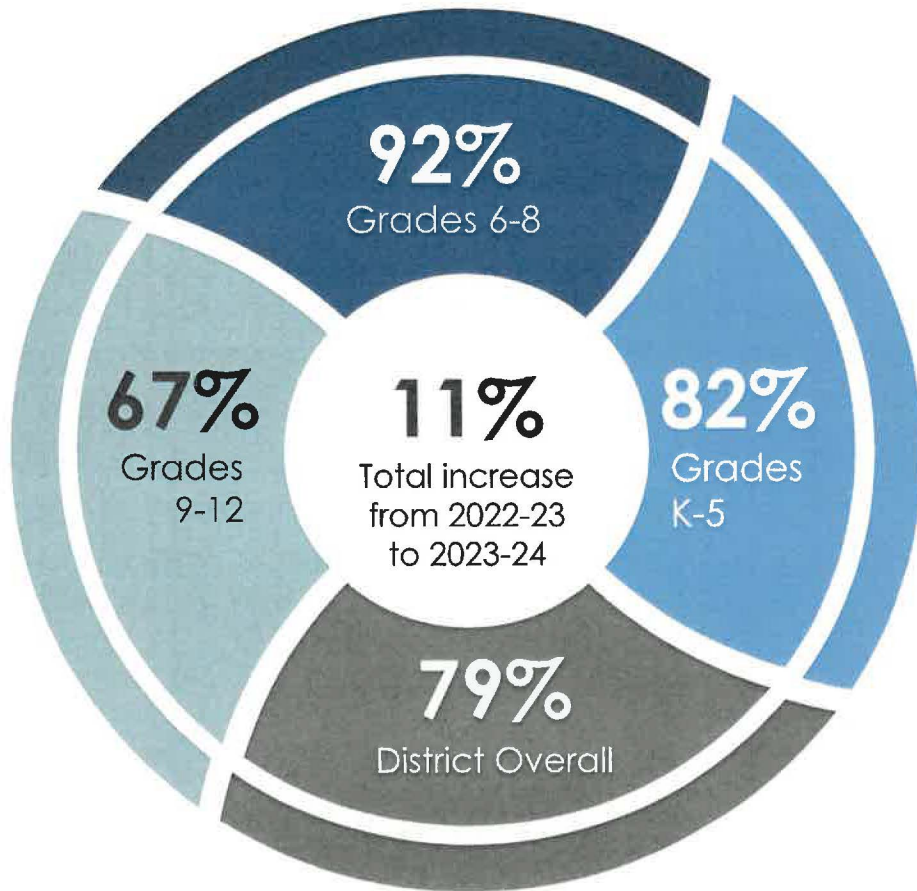
Student, Family & Community Engagement Highlights

Number of clubs, extra and/or co-curricular activities offered:



Student, Family & Community Engagement Highlights

Students participating in clubs and activities:



Student, Family & Community Engagement Highlights

Family Friendly and School Partnership Assessment

All schools completed a self assessment at the beginning and end of the year on Relationship Building and Communication on the **Family Friendly and School Partnership Assessment**. Schools used evidence from the self assessment strategy to determine areas of strength and areas for growth throughout the school year. School leaders collaborated and shared evidence to help grow each other and the district.

65%

Percentage of schools that made growth in the area of relationship building from fall to spring

82%

Percentage of schools that made growth in the area of communication from fall to spring

10%

Overall growth of all schools from fall to spring

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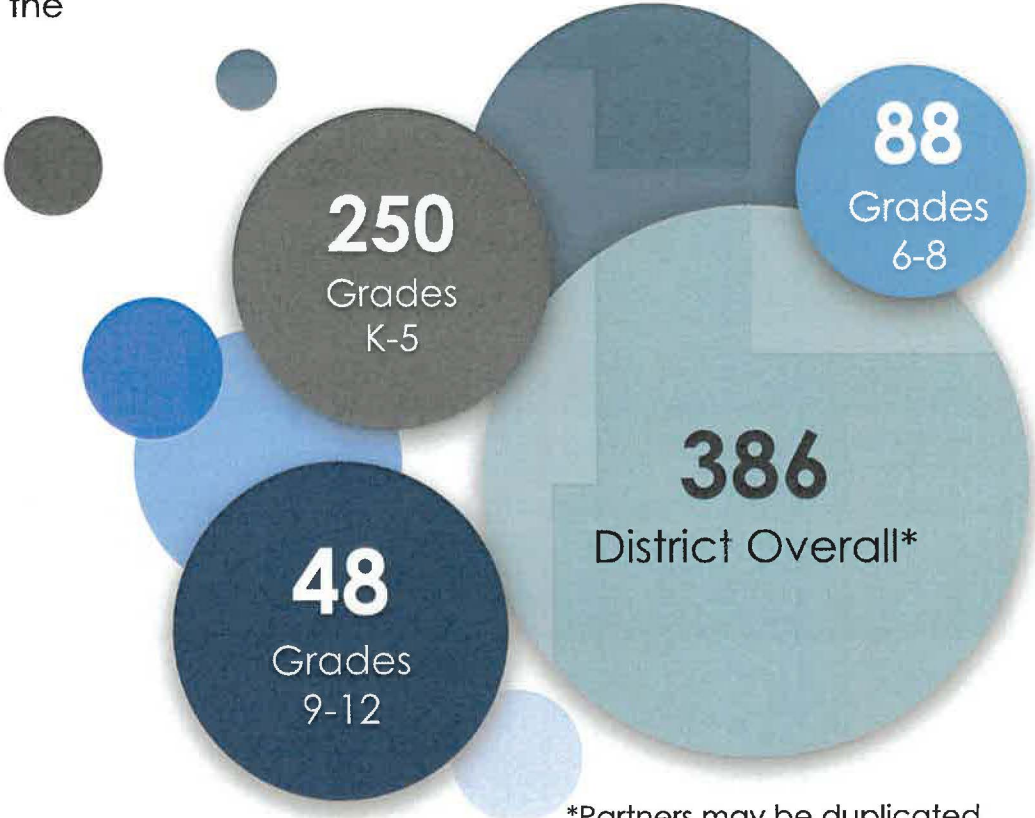
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Student, Family & Community Engagement Highlights

Community Partnerships

In the course of a year, schools have increased the collaboration between school and community partners. The KCSD has a total of **103** different partnerships in the community.



*Partners may be duplicated at various schools throughout the district.

Student, Family & Community Engagement Highlights

Attendance

Attendance Rate	1st Month	2nd Month	3rd Month	4th Month	5th Month	6th Month	7th Month	8th Month
23-24	96.65%	96.00%	95.53%	95.00%	94.88%	93.37%	94.28%	94.85%
22-23	96.47%	95.74%	94.71%	91.95%	94.45%	94.95%	95.35%	95.63%
Chronic Absenteeism Rate	1st Month	2nd Month	3rd Month	4th Month	5th Month	6th Month	7th Month	8th Month
	12.01%	11.79%	12.52%	13.98%	14.43%	14.81%	14.37%	13.71%

While we continue to make progress, there is a slight decrease in attendance from last school year. The KCSD continues to be above the state average in attendance and significantly outperforms the state in chronic absenteeism.

Students need to be present to learn and be engaged in clubs, extras, and co curricular activities.

Student Achievements

NKY Education Council Excellence in Education Student Winners



Student Leadership
Diego Torres,
Dixie Heights



Against All Odds
Alexander Wehring,
Dixie Heights

National Merit Finalists

NATIONAL MERIT SCHOLARSHIP PROGRAM
Dixie Heights High School

Owen Linstruth

Samuel Wilson



Athletic Achievements

Lexus Goff, Scott, state champion in archery
Gabriella Ocasio, Simon Kenton, state champion in wrestling



KHSAA Student Advisory Panel

Michael Smith, Scott, was chosen to serve on the KHSAA Student Advisory Panel



Gatton Academy

Roby Hardesty, Dixie Heights, and **Elaine Zeiser**, Simon Kenton, were accepted into the Gatton Academy at Western Kentucky University

Brett Bockmon Anna Vogelpohl
Morgan LaSalvia Alexander Casnellie

NKY Chamber Youth Leadership Class

Morgan LaSalvia, Dixie Heights, **Brett Bockmon** and **Anna Vogelpohl**, Simon Kenton and **Alexander Casnellie**, Scott, were chosen for the 2024 NKY Chamber Youth Leadership Class.

10 students were accepted into the **Governor's School for the Arts** and **2** were selected for the **Governor's School for Entrepreneurs**.



The **KCSD J-ROTC** ranked in the top 5% in the nation at the All-Service JROTC National Championship

Student, Family & Community Engagement Next Steps

Encourage ALL schools to incorporate CLUB days to ensure all students participate in an extracurricular opportunity. Club days also improve student attendance.

Continue expanding district sponsored activities at all grade levels.

Schools will review the list of partnerships for the district, collaborate on the connection with the established partnerships to determine if that partnership is a good fit for other schools within the district to streamline the work. In addition, clear communication with schools to ensure they include all partnerships.

The **Family Friendly and School Partnership 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. Schools will start the year with the rubric and evidence from this year and make a targeted goal for the year. Schools will revisit the assessment at multiple times throughout the year to check progress and make adjustments as needed and naturally embedded in the school action plan.

Current attendance data is 94.85% which is below the District attendance goal of 96.25%. We will continue to review and strengthen our systems and structures around attendance collectively as a district and differentiated among schools.



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WORLD CLASS STAFF



World Class Staff Pillar Signaling

Question	November	February	May
To what degree are we retaining high quality staff?			
To what degree are we able to fill positions?			
To what degree are staff provided necessary supports to continue professional growth and be high quality educators/employees?			

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World Class Staff Highlights

Retention and Employee Support/Growth

The average monthly percentage of high-quality staff retained has been 97.25% in the last 12 months (96.63% in the previous year) and 98.5% in the 2023-24 school year so far. **This is approximately 40 additional employees retained September-May of the 2023-24 SY in comparison to the previous year from September-May.**

The new 2023-24 Impact Survey showed a district increase in 78% of topics with the **greatest increases in "Emotional Well-Being & Belonging" as well as "Resources"**. KCSD's highest area **over the national average was in our "Feedback & Coaching"**.

Option 9 partnership with NKU: **Cohort 1 includes 4 KCSD employees** and we are **adding additional 7 into Cohort 2** (with more anticipated if special education is added at NKU in the Fall)

Option 9 Testimonial

"My dream came true, to work and be able to get my degree. I'm 19 years old and I am really grateful. The developmental course connections really help with pre-school. This is the best experience you can get. You have to be good with time management because you are balancing work and homework, but it's so rewarding."



-Amanda Jenkins,
Instructional Assistant,
Beechgrove Elementary

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World Class Staff Highlights

Recruitment

Walk in Wednesdays

Walk in Wednesdays generated **158 new applicants** to the district with over **50% being recommended for hire** from these events!

Teacher Job Fair

3rd Annual KCSD Teacher Job Fair was a great success with **120 applicants in attendance**, eager to start a teaching career in KCSD!

Mock Interviews

Mock Interviews Pilot Program: **Over 70% in our mock interviews have applied for positions** in the district they will hold certification for

Employee Referral Program

KCSD Employee Referral Program has generated **seven** new employees in the areas of: Building Operations, Student Nutrition, Transportation, and Special Education

Future Educator Internships

Future Educator Internship Pilot Program showed successful completion for both interns and have been **accepted into colleges majoring in education**



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World Class Staff Next Steps

Build upon University relationships:

We continue to look for ways to help build the profession with current "Education Majors" as well as with create pathways for aspiring educators in high school internships, recognitions for those committing to education while in high school as well as through alternative certifications

Our best recruiters are our current employees and parents:

Our district-wide newsletters and IC emails have reached thousands and building. We are expanding this reach through summer feeding site flyers and local LinkedIn parents and community members for hard-to-fill positions



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World Class Staff Next Steps



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

- Support continues across the district in resources for reading, math, and technology. Academic Support has extended support to schools through the vetting of high quality science and social studies resources available for use in the 2024-25 school year across K-12.
- Differentiation and varied opportunities for professional learning will continue to be a focus for all staff in 2024-25. The efforts for differentiation was recognized by teachers in both the Impact Survey and final New Employee End-of-Year Survey with an increase to both in positive responses. This approach of differentiation and varied opportunities will be developed further within the classified employees in our schools in 2024-25 as well.

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Notable Staff Achievements



Sarah Shamblin, Dixie Heights, Northern Kentucky Education Council Golden Apple Winner



Shelly Boutwell, KASSW School Social Worker of the Year



Tasha Shen, Taylor Mill, EKU MAT Cooperating Teacher of the Year



Derek Bosse, Dixie Heights, 9th Region Athletic Director of the Year



Matt Wilhoite, KHSAA Board of Control President



Emily Klare, Fort Wright, a student in the Paraeducator Pathway Program, Adult Learner of the Year for NKU



Tori Bartels

Caitlyn Yost

Emersyn Early

Tori Bartels, Summit View, **Caitlyn Yost**, River Ridge and **Emersyn Early**, Fort Wright, won the Kentucky Reading Association 30 Under 30 Literacy Award

NKU College of Education Awards



Warren Willburn, Kenton Elementary, Outstanding PK-12 Educator



Jon Heinrichs, Summit View, Outstanding MS/Secondary Educator



Natalie Goodwin, Outstanding Student Teacher

38 teachers completed our KC-NET program for new teachers

FISCAL AND OPERATIONAL SYSTEMS



Fiscal and Operational Systems Pillar Signaling

Question	November	February	May
To what degree does the KCSD financially support the district missions and remain fiscally solvent?			
To what degree does the district plan for current and future facilities and capital assets?			
To what degree is the district able to assess and address transportation needs regarding fleet size, condition, and associated repair costs?			
To what degree is the KCSD Food Service Department creating a healthy learning community?			
To what degree does KCSD design and maintain energy efficient buildings?			

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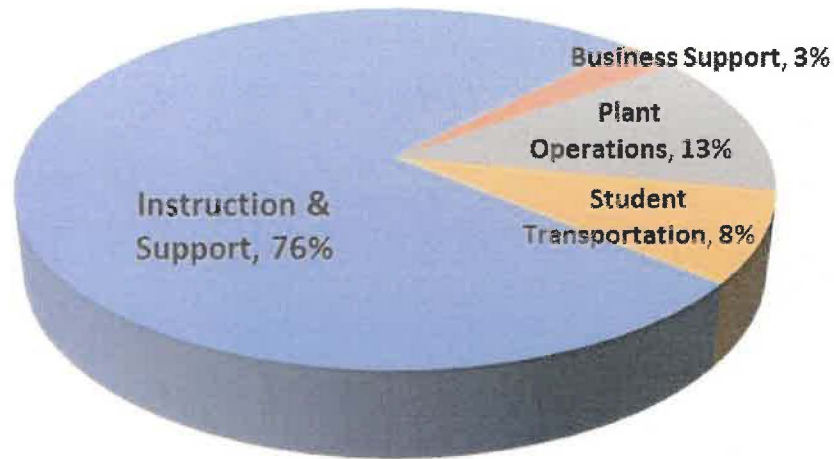
Fiscal and Operational Highlights

Fiscally Solvent

\$123,399,321

2024 Operating Revenue Collections
(4.3% increase from 2023)
90% collected YTD

2024 Operating Expenditures Budget



2024 General Fund Contingency maintained and will be available for 2025 budget

- ❖ \$26,180,650 or 20.9 % of 2024 Operating Budgets
- ❖ Approximately 1.5 months of operating expenditures
- ❖ 2% is required by State of KY

Fiscal and Operational Highlights

Future Facilities and Capital Assets



Completed the **Scott High School Phase V** project:

- New KCSD Aquatics Center
- Auditorium renovation
- Additional classroom space
- Restroom facilities
- Flooring and display cases



- New **Central Office** building construction beginning May 2024. Projected completion in December 2025.



- The **Support Operations Center** is proceeding with occupancy in early 2025

- Additional safety and security upgrades to better monitor building access are being installed throughout the District. **\$913,757.00** in Capital Outlay funds have been utilized for district needs, including: HVAC upgrades and repairs, Technology upgrades, building maintenance requests, and campus or facility upgrades

Fiscal and Operational Highlights

Transportation Needs



The number of regular bus routes decreased over 3 years



- Efficient routing combined with larger sized buses continues to reduce the number of routes.
- Staffing challenges have been partially offset by the reduction in routes
- The District will continue to address staffing challenges through focusing on retention and recruitment, as well as continuing fleet replacement with larger buses.

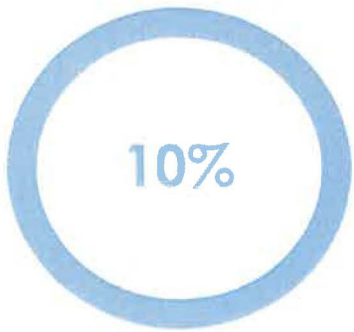
The District has provided two passenger vans to each high school to provide transportation for smaller student groups. These vehicles are driven by school staff and do not require a CDL license, which reduces demand for buses and drivers.

Fiscal and Operational Highlights

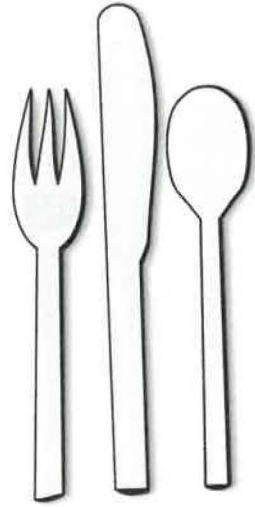
Student Nutrition



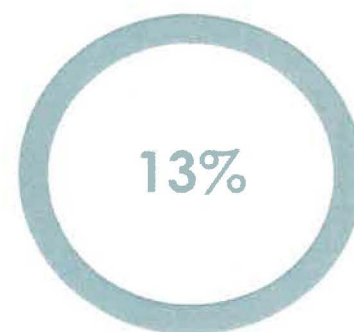
Breakfasts served in 2023-24



Increase in breakfasts from 2022-23



Lunches served in 2023-24



Increase in lunches from 2022-23



Special food days have been incorporated to increase student awareness and appreciation of varied food types and items.

Students have participated in taste tests of new items to form new menus.

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Fiscal and Operational Highlights

Energy Efficiency



In 2024, for the tenth time, the Kenton County School District was recognized as an ENERGY STAR Partner of the Year for our sustained excellence in energy efficiency.



Continuing a trend since 2015, energy costs saved has remained steady or slightly declined (approximately \$800,000.00) even as school-building square footage has increased (125,000 sq. ft).



During the first half of the 2023-24 school year, the District has avoided over \$1.3 million in energy costs, equating to a 47% savings in energy costs. This savings equates to the equivalent of 1,738 less cars on the roads, enough energy saved to power 1,341 homes for a year, and a natural effect of planting 231,370 trees.



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Fiscal and Operational Next Steps

Focusing on identifying District needs as they occur and addressing them effectively with available resources, while implementing projects defined by the District Facility Plan.



Special Thanks to our CBAS Action Team Members

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

Approximately 100 people serve on our CBAS Pillar Action Teams!

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