



Kenton County School District | *It's about ALL kids.*

ISSUE PAPER

DATE:

May 27, 2026

AGENDA ITEM (ACTION ITEM):

Receive the 2026 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 2026 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 KCS D is a world-class school system and not a system of schools.

FISCAL/BUDGETARY IMPACT:

None

RECOMMENDATION:


Receive the 2026 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.



CBAS Annual Report

School Year 2025-26



Gallagher

Insurance | Risk Management | Consulting

Thank you to Gallagher for
sponsoring the CBAS luncheon

Introduction

The Kenton County School District is in the 5th year of implementing a [Community Based Accountability System \(CBAS\)](#) to ensure we provide a World Class Education for our students and community. This model ensures that TEAM KENTON and our extended family participates in the development and analysis of the True Accountability System.

The CBAS model does not replace the Kentucky Summative Assessment (KSA) and we will continue to value those results to identify areas for celebration and growth. However, we submit that no school system or school should be measured by an annual standardized assessment. Rather, true accountability is a systemic, holistic review of the work that is grounded in *forward facing progress* versus annual summative reviews.

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.



[KDE Video Feature on CBAS](#)

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%

Our Schools

School	Enrollment	School	Enrollment
Beechgrove Elementary	683	Scott High School	977
Caywood Elementary	604	Simon Kenton High School	1845
Dixie Heights High School	1477	Summit View Academy	1330
Fort Wright Elementary	471	Taylor Mill Elementary	528
Hinsdale Elementary	553	Turkey Foot Middle School	947
Kenton Elementary	663	Twenhofel Middle School	771
Piner Elementary	383	White's Tower Elementary	708
River Ridge Elementary	839	Woodland Middle School	533
Ryland Heights Elementary	445	Total District Enrollment	13,760

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2025-26 Board Highlights

→ Approved a 3.4% raise and step increase for all KCSD staff in May



- The Kenton County School District is first in the state in pay scale for new teachers in 2025-26



- Approved clubs in 2025-26 for skilled construction trades and a partnership with TradesNKY to establish middle school skilled trades courses in 2026-27
- Approved Online Registration through Infinite Campus
- Approved Magic School as an AI resource for students and staff



Board Member Jessica Jehn was named to the KSBA Board of Directors

KCSD Board of Education



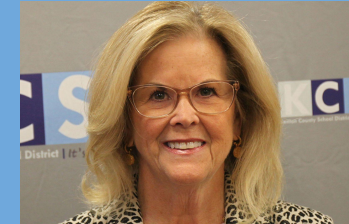
Jessica Jehn
Chairperson



Karen Collins
Vice-Chairperson



Erin McConnell



Shannon Herold



Brian Remole

Our 6 Pillars

Pillar	Function
Student Safety and Well-Being	Ensure all students are educated in a safe and secure environment that is conducive to learning. This includes physical safety as well as social emotional needs.
Student Learning and Progress	Ensure academic success and growth 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 recruitment, retention, and support of High Quality Staff
Fiscal and Operational Systems	Ensure the district is financially responsible and utilizes its resources to support all students and the KCSD personnel that serve them.

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

- SAFETY/ WELL-BEING
- STUDENT LEARNING
- STUDENT READINESS
- ENGAGEMENT
- WORLD CLASS STAFF
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SAFETY AND WELL-BEING



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Safety and Well-Being Pillar Signaling

Question	November	February	May
To what degree does Social Emotional Behavior (SEB) instruction and intervention, in all Tiers, promote positive student behavior and support student well-being?			
To what degree does the Behavior Threat Assessment and Management (BTAM) process positively impact school safety and student well-being?			
To what degree are students and staff provided with safe environments and facilities?			

Safety and Well-Being Highlights

Social Emotional Behavioral (SEB)

75

SEL walks have been completed across all elementary K-2 classrooms. Each school received individualized feedback highlighting celebrations, trends, and growth opportunities. The results of the SEL walks show high fidelity of SEL instruction, universal SEL language integration, and strong relational culture.



Celebrations:

- 96% of all classrooms observed were on track with the school pacing guide.
- 95% of all classrooms observed met the duration requirements for SEL lessons.
- 100% of all classrooms observed demonstrated student use and understanding of SEL vocabulary content.



Areas of Growth:

- Increase the use of visual supports and calming tools to improve student independence and emotional regulation.
- Increase the amount of positive reinforcement and interactions (5:1) provided.

Schools continue to implement **Restorative Practices** to strengthen school climate, build positive relationships, and promote student accountability through repairing harm and restoring relationships.



Safety and Well-Being Highlights

Social-Emotional Behavioral (SEB)

825

students received Tier II or Tier III SEB interventions in the 25-26 school year.



49%

of the students in SEB intervention received Tier 2 or 3 support from our **seven** SEB Interventionalists. This is a 16% increase from the 24-25 school year.

640

Approximate amount of students who received School Based Therapy with one of the **five** School-Based Therapy agencies that we partner with.



School teams participated in student transition meetings to support students moving from 5th to 6th grade and from 8th to 9th grade, helping bridge the communication gap between schools for students with specific SEB needs.

Safety and Well-Being Highlights

Office Discipline Referrals



There is a **4.6% increase** in the number of office discipline referral events. District-wide, school cell phone violations account for **21%** of all discipline referrals.

95.31% of students have not received out of school suspension this school year. There is a **13% decrease** in the number of out of school suspension events for this school year. This is a **37%** reduction in the last 2 years.



Restorative Practices resolutions account for **28%** of all office disciplinary referrals events this year. This is a **15% increase** since the 2023-2024 school year.

Safety and Well-Being Highlights

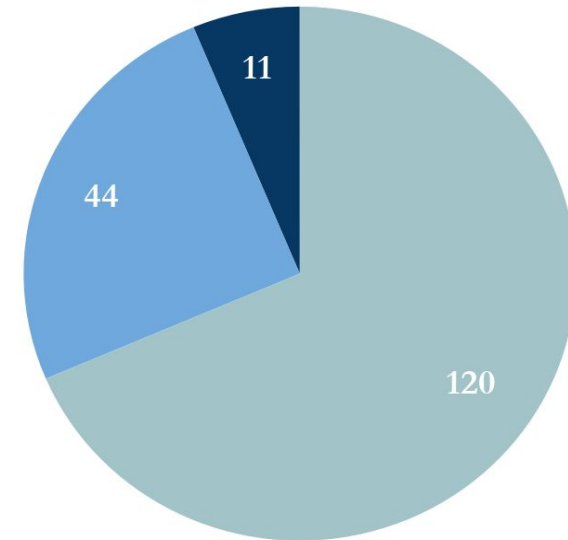
Behavior Threat Assessment and Management (BTAM)

- This school year there have been 186 threat assessment cases, which is a decrease of 53 from last year.
- In response to an increase in threat assessment cases in grades K-3, a School Safety lesson was developed and presented in these classes. In August and September, there were a total of 48 threat assessments in grades K-3. After all primary students received the safety lesson, the number of threat assessments decreased to 19 (40% decrease) in grades K-3.
- The District has placed significant emphasis on educating students and families on terroristic threats. As a result of these proactive efforts, Level 4 Terroristic Threatening discipline offenses (19 offenses) decreased by 49% compared to the 2024–2025 school year (36 offenses).

Threat Assessment Cases

- Minimal Priority
- Moderate Priority
- High Priority
- Imminent Priority (0)

The majority (89%) of threat assessment cases were assessed as minimal or moderate priority.



Based on our total student population, the percentage of threat assessment cases were as follows:

- Minimal: 0.87%
- Moderate: 0.32%
- High: 0.15%
- Imminent: 0%

Less than 2% of the student population has had a threat assessment case.

Safety and Well-Being Highlights

Safe Environments and Facilities

- All locations completed the KCSD Safety Drill Schedule for the 2025-26 school year, including the newly added CPR/AED simulation drills. Feedback on the CPR/AED drills was both positive and eye-opening on the importance of being CPR and AED aware.
- Collaboration between multiple District departments led to the development of an ordering system for district provided items for emergency kits and classroom response kits. This ordering system will be in place for the 26-27 school year.



BY THE NUMBERS

150

total number of AED devices the KCSD now has district-wide, including outdoor accessible AEDs for school and community events. The Health Services team received a grant allowing the District to purchase 23 additional AED units.

100%

of KCSD campuses are monitored by a School Resource Officer.

15 of 17

KCSD schools passed the State Security Marshal's annual risk assessment on the first attempt with the remaining two schools making the necessary corrections to bring the District pass rate to 100%.

Safety and Well-Being Next Steps

During the 2026-2027 school year, the SEB department will expand SEL walks to include all grade levels from K-12. Schools will receive recommendations and support based on the observations and data collected.

Continue to provide differentiated support to specific schools with a high percentage of referrals, suspensions, and/or threat/suicide assessments. The support provided will strengthen Tier I SEL plans, Tier II and III interventions, and Restorative Practices.

Develop additional progress-monitoring tools that provide data collection options aligned to individual student needs and interventions.



STUDENT LEARNING AND PROGRESS



Student Learning and Progress Pillar Signaling

Question	November	February	May
To what degree are all students reaching instructional benchmarks and demonstrating growth on assessments for and of learning in math and reading?			
To what degree are all K-8 students demonstrating grade-level reading proficiency across the district?			
To what degree do all KCSD schools implement the Multi-Tiered System of Supports (MTSS) with fidelity for ALL students?			

Student Learning and Progress Highlights

Strengthening Tier 1 Instruction FROM VISION TO IMPACT



KCSD Instructional Vision- All students in the KCSD will have access to the Kentucky Academic Standards through equitable, high-quality instruction through the use of HQIRs (High-Quality Instructional Resources) and the KCSD Cycle of Quality Instruction, allowing each student the opportunity to meet their maximum learning potential and to be transition ready at all levels.

Student Learning and Progress Highlights

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2025 KCSD School Report Card Areas of Strength:

- 14 of 18 schools performed at the High (Green) or Very High (Blue) levels overall.
- All three levels (elementary, middle, high) earned High (Green) overall.
- KCSD students scored Proficient/Distinguished above the state in every tested content area at all levels.
- Overall indicators for Reading, Math, Science, Social Studies, and Writing were High (Green) across all levels.
- Student Climate & Safety Survey results were High (Green) for elementary and middle and Very High (Blue) for high schools.
- The district's average ACT composite exceeded the state average.
- KCSD again had no schools designated as Targeted Support and Improvement (TSI)—a significant accomplishment for one of Kentucky's largest districts.
- Overall Scores- KCSD Elementary Schools- #40 Top 25%
- Overall Scores- KCSD Middle Schools- #48 Top 30%
- Overall Scores- KCSD High Schools- #52-Top 30%



[More KCSD Points of Pride](#)

Student Learning and Progress Highlights

- [KCSD Spotlight in Kentucky Living on Literacy](#)
- [KCSD Voices From the Field Spotlight on English Learners](#)
- [Spotlight on Ky. Early Literacy Leadership Network \(KyELLN\) KCSD Feature](#)
- KCSD was selected by KDE to host an onsite learning day for the Kentucky Early Literacy Leadership Network (KyELLN). Three school districts visited Ryland Elementary to observe literacy instruction and dialogue with teachers and administrators about literacy instruction, HQIR implementation, and all aspects of the Ky. Read to Succeed Act.



Student Learning and Progress Highlights

- We have completed our third year of implementation of the **ELA HQIR in K-12** and **Math HQIR in Grades 6-Algebra 1**.
- We will be implementing an **HQIR in Geometry and Algebra II** during the 26-27 school year.

Year 1 of Elementary Math HQIR Implementation. This chart summarizes fidelity of implementation during those instructional observations:

Overall 25/26 School Year	# of Lessons and % Meeting Fidelity	# of Lessons and % Meeting Fidelity with Suggestions	# of Lessons and % Not Meeting Fidelity
ADM Learning Walks	228/284 80%	55/284 19%	1/284 0.35%

Student Learning and Progress Highlights

MTSS Rubric/Roadmap Review

As one of the key essential questions within our District Action Plan — “To what degree do all KCSD schools implement the Multi-Tiered System of Support (MTSS) with fidelity for ALL students?”, this comprehensive review of student data, evidence, systems, and practices is critical to our continuous improvement efforts and our commitment to serving ALL students at high levels. MTSS is not simply a process or compliance measure. It is the foundation of how we ensure every student receives the level of instruction at all tiers to be successful. Strong MTSS systems create clarity, consistency, intentionality, and timely responses to student needs while strengthening Tier I instruction for all learners. This work also reinforces the importance of maintaining strong data systems and collaborative structures that allow teams to identify trends, monitor the effectiveness of instruction and interventions, and make the most informed decisions possible for students in real time throughout the school year. The goal is not simply to review data, but to respond to it with intentional action that improves outcomes for students. We continue to see encouraging growth across the district in the implementation of MTSS systems and structures. These shifts reflect meaningful progress in the consistency and implementation of MTSS practices across KCSD schools. Most importantly, they represent the collective commitment of our staff to strengthening systems that positively impact students academically, behaviorally, socially, and emotionally.



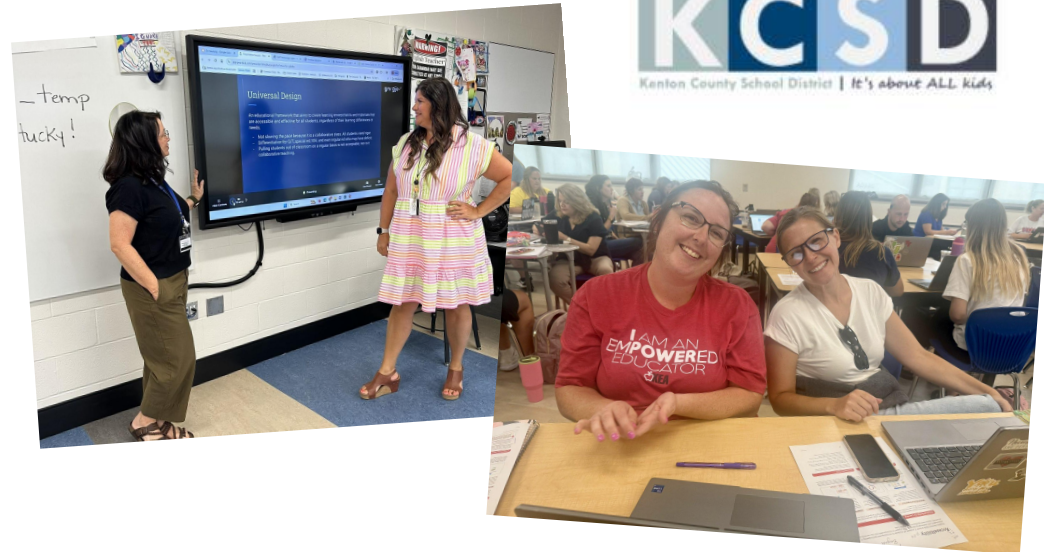
	25-50% range	50-75% range	75-100% range
Elem.	1	5	5
Middle	1	2	
High	0	3	

Student Learning and Progress Highlights

Our team continues to strengthen and refine our approach to ongoing, high-quality professional learning in support of our staff, as investing in our people remains a top priority. Designed to meet the needs of all grade levels and content areas, Team Kenton Elevated will provide educators with professional learning opportunities aligned to district priorities while also allowing for more personalized learning experiences within smaller groups. This approach ensures that staff receive targeted support, collaborate meaningfully with colleagues, and engage in relevant professional growth opportunities that directly impact teaching and learning. By balancing districtwide goals and initiatives with differentiated support, Team Kenton Elevated reflects our commitment to building capacity, strengthening instructional practices, and ensuring high-quality learning experiences for all students. In addition, the linked plan outlines the comprehensive district professional learning opportunities that will occur recursively throughout the 2026–2027 school year to ensure ongoing support, continuous growth, and sustained alignment to KCSD goals and initiatives.

Team Kenton
Elevated 
Where collaboration meets excellence.

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



[KCSD Professional Learning Plan 26-27](#)

Student Learning and Progress Highlights

DISTRICT INSTRUCTIONAL TEAM

388.5

Total hours of training offered from District Instructional Team

DISTRICT PARTICIPATION

2,906

Number of KCSD staff in attendance for professional learning during the 25-26 school year

LITERACY INITIATIVES

178

Number of KCSD teachers who have participated in Cohort 1, 2, 3 or 4 of the statewide LETRS professional learning. The state has just opened Cohort 5 and we anticipate having additional staff participate in this professional learning. We are grateful for the approval of a \$1,000 stipend by the KCSD Board

6

Staff members participated in the Secondary Literacy Science of Reading

NUMERACY INITIATIVES

24

Staff members participated in KCM Numeracy Counts

6

Staff members participated in PIMSER Numeracy Counts Administrator Academy

Student Learning and Progress Highlights

There has been significant growth across the district in the collective understanding of the purpose and value of district common assessments, increased ownership of the work at both the school and classroom levels, and measurable improvement in the percentage of students meeting district-determined benchmarks on standards-based common assessments in reading and mathematics. These gains have been particularly evident at the secondary level and reflect a continued commitment to standards-based instruction, data-informed decision-making, and ongoing monitoring of student learning.

Running Average Students Scoring 70% or above on District Common Assessments taken as of May 12, 2026		
	Reading	Math
K-5	67.94%	Did not administer this year due to implementation of new HQIR
6-8	53.36%	55.61%
9-12	62.08%	65.87%

Student Learning and Progress Highlights



As part of Kentucky's Read to Succeed Act, KCSD has remained intentional and focused on strengthening evidence-based early literacy instruction across all elementary schools. Through investments in high-quality professional learning, structured literacy practices, MTSS implementation, and standards-aligned instruction, the district continues building teacher capacity to ensure all students develop strong foundational reading skills. This intentional work is producing positive results, as our elementary literacy diagnostic assessment data showed growth in oral reading proficiency across every grade level K–5 this year. While there is still important work ahead, these gains reflect the collective commitment of our teachers, school leaders, interventionists, and support staff to ensuring every student has access to the instruction and support necessary to become a confident, capable, and proficient reader.



Student Learning and Progress Highlights

Projected student proficiency (students reaching the 65th percentile) on the **Spring MAP** assessment.

All grade levels made growth from fall to spring in both math and reading.



■ Reading ■ Math



Student Learning and Progress Next Steps

- 1.** Strengthening Instructional Consistency and Coherence
- 2.** Elevate the rigor of student products and strengthen formative assessment practices, including the intentional use of real-time data to adjust instruction and support student learning.
- 3.** Strengthen leadership capacity to analyze and trend student and instructional data while aligning professional learning and teacher growth plans to identified needs.
- 4.** Continue building consistency, coherence, and equity across all schools through implementation of the KCSD Cycle of Quality Instruction and district instructional priorities.
- 5.** Increase proficiency levels for all students and reduce, with targeted support for schools performing below High (Green) and Very High (Blue) accountability levels.
- 6.** Strengthen district and building-level professional learning through PLCs and ILTs with a focus on unit/lesson internalization, standards-based instruction, and common formative assessments.
- 7.** Continue improving outcomes for Gap Student Groups through MTSS with equitable access to rigorous Tier 1 instruction, targeted plans and interventions, and progress monitoring.

STUDENT READINESS



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Student Readiness Pillar Signaling

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

[High School Transition Readiness](#)
[Middle School Transition Readiness](#)
[Elementary School Transition Readiness](#)

96.96% - Current Rate of Transition Readiness for exiting seniors

This is consistent with the 24-25 Transition Ready rate as of May 2025

Student Readiness Highlights

Transition Ready Exiting High School



	2025 KCSD Juniors	2025 State Data	2026 KCSD Senior Superscore
KCSD ACT Composite	18.6	18.4	19.2
KCSD Senior Average Benchmark Score by Subject			
English	18	17.7	18.9
Math	18.3	17.8	19.1
Reading	19	19	20.2
Science	18.7	18.6	19.9

KCSD Top ACT Percentage (Cohort 2026)

KCSD	ELA	Math	Reading	Science	Composite
Top 10%	30.6	28.7	32.1	28.3	28.6
Top 20%	27.7	26.5	29.5	26.3	26.5
Top 50%	23.7	22.8	25.2	23.5	23.2

- Shows growth over time with the progression of ACT scores from the 2025 junior year, as compared to the state, and as compared to the 2026 senior year for the same students.
- KCSD students continue to perform at or 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

- The junior cohort of 2027 took the SAT in March of 2026, as the state required college readiness assessment.
- Kentucky implemented a major change to its college readiness assessment by replacing the ACT with the SAT as the state-required exam for high school juniors, after nearly two decades of administering the ACT.
- The SAT, or Scholastic Assessment Test, is a standardized college admissions exam that measures skills in reading, writing, and math.
- The SAT is a shorter assessment and uses an adaptive testing model, adjusting the difficulty of questions based upon student performance.
- To help sophomores be better prepared for the SAT, KCSD provided sophomores the opportunity to take the PSAT 10, which allows for gathering similar data sets to inform instructional decisions and interventions.



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, 2024, 2025 and 2026

	2022	2023	2024	2025	2026
KCSD	94.58%	95.08%	98.29%	99.36%	99.33%
Dixie Heights	96.71%	96.85%	99.19%	99.48%	99.46%
Scott	89.47%	91.77%	96.73%	99.24%	99.57%
Simon Kenton	96.75%	95.81%	98.42%	99.35%	99.10%



Student Readiness Highlights

Transition Ready Exiting High School Young Scholars Academy (YSA) Highlights

83%

of courses were completed with an A, B, or Pass for Fall Semester 2025

77%

of courses were completed with an A, B, or Pass for Spring Semester 2026

36%

of our YSA scholars are first generation college students

240

KCSD students participated in the Young Scholars Academy at Northern Kentucky University, with **283** projected to attend next year

95%

Overall retention rate for students who began the 25-26 year with us (240 of 253)

3.36

Average scholar cumulative college GPA as of Fall 2025

3.26

Average scholar cumulative college GPA as of Spring 2026

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Student Readiness Highlights

Transition Ready Exiting High School CTE Highlights

- **KCSD Fourth Annual Work Based Learning Fair (October 2025)**
 - Over 600 KCSD Juniors and Seniors Participated
 - Over 50 Companies Were Represented
- **Enzweiler Institute**
 - 32 students attended the Enzweiler Institute during the 25-26 school year, and 67 students applied for next year
- **EOP-CTE Assessments increased and are above the state averages for 25-26**
 - +11.92% above the state average
 - +7.08% increased pass rate as compared to 2025



Student Readiness Next Steps - High Schools

1

Ensuring academic success and growth for all students so that every student reaches their maximum learning potential, as aligned with the Student Learning and Progress Pillar.

2

Growing and developing the structures within the high school MTSS model and to address tiered instruction for students not meeting college readiness benchmarks.

3

Emphasis on grade analysis through the review of grading policies and calibration practices to ensure equitable grading. Use of grade analysis to support the identification of students who may require additional instruction through RTI time as needs based instruction on identified academic needs, as well as additional instruction through Extended School Services (ESS)

4

Develop and implement a districtwide framework to strengthen student agency through consistent schoolwide practices, including student-led conferences and student defenses of learning. Establish clear structures, expectations, and support systems to ensure students regularly engage in self-reflection, ownership of learning, and authentic demonstration of academic growth across all schools, including at the high school level family/student support for completion of the FAFSA.

Student Readiness Highlights

Transition Ready Exiting Middle School

58.19%

Rate of Transition Readiness for exiting middle school (as of May 2026)

Middle School Transition Ready rate ended the 24-25 school year at 61.82%

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

Literacy and Numeracy assessments are now part of the Middle School Transition Ready indicators. The literacy/numeracy indicator includes a Proficient or Distinguished KSA score from the prior year or by meeting the 45th percentile on fall or spring MAP in both reading and mathematics. This is new for the 25-26 school year and has caused the data to fluctuate.



Student Readiness Highlights

Transition Ready Exiting Middle School

Superintendent Student Advisory Council high school students mentored approximately **306** 8th graders. The mentorship focuses on supporting 8th graders with Transition Readiness. Approximately **39** high school juniors and seniors participated.

- Six rounds of mentor meetings took place at each middle school.
- 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.



Student Readiness Highlights

Transition Ready Exiting Middle School

KCSD formed a partnership with TradesNKY and started a Trades/Construction Club at each middle school.

- a. Approximately 85 students participated in the TradesNKY Club across all four middle schools.
- b. The following business partnered with schools to help facilitate the construction trades club: Valley Interior Systems, Bray Construction, Turner Construction, and O'Rourke Wrecking.
- c. Culminating projects included park benches for Kenton County Conservation District and beds for Sleep in Heavenly Peace.
- d. Growing career readiness with the addition of the middle school construction trades course for 8th grade students starting for the 26-27 school year. TradesNKY grant providing \$50,000 to each middle school

KCSD Middle School Construction Clubs



Student Readiness Next Steps - Middle School

1

Align and cross reference student data across all indicators to identify trends and root causes impacting Transition Readiness:

- Monthly analysis of transition readiness for students in grades 4 and 5 with data collection in each of the indicators.
 - Identify percentages and students who are not meeting transition readiness benchmarks, including students scoring below the 55th percentile in reading and math on the MAP assessment.
 - Identify percentages and students who did not earn Proficient or Distinguished on the KSA in reading and/or math.
 - Identify percentages and students that are not passing literacy/numeracy courses.
 - Identify percentages and students who are not obtaining a 2.8 or high GPA.
- Emphasis on grade analysis through the review of grading policies and calibration practices to ensure equitable grading. Use of grade analysis to support the identification of students who may require additional instruction through RTI time as needs based instruction on identified academic needs, as well as additional instruction through Extended School Services (ESS)
- After identifying the students that have not obtained transition readiness, identify percentages and students currently receiving intervention services in literacy and numeracy.
- Use data analysis to further identify gaps in advanced coursework participation, attendance and student engagement.

2

Ensuring academic success and growth for all students so that every student reaches their maximum learning potential, as aligned with the Student Learning and Progress Pillar.

3

Develop and implement a districtwide framework to strengthen student agency through consistent schoolwide practices, including student-led conferences and student defenses of learning. Establish clear structures, expectations, and support systems to ensure students regularly engage in self- reflection, ownership of learning, and authentic demonstration of academic growth across all schools.

Student Readiness Highlights

Transition Ready Exiting Elementary School

**Current Rate of Transition Readiness for exiting elementary school
as of May 2026**



*** Elementary Transition Readiness ended the 24-25 school year at 62.51% 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.*



Student Readiness Highlights

Transition Ready Exiting Elementary School

- Proficiency with numeracy assessments are now part of the Elementary School Transition Ready indicators, highlighting the importance of mathematics. The literacy/numeracy indicator now includes a Proficient or Distinguished KSA score from the prior year or by meeting the 55th percentile on fall or spring MAP math. The addition of the math data has caused a fluctuation with the overall percentages for elementary Transition Readiness.
- Advanced coursework opportunities will now extend to the fourth grade level, with students in the fourth grade now able to participate in prep and prep plus for ELA and math.



Student Readiness Highlights



Superintendent Student Advisory Council middle school students mentored approximately **372** 5th graders. The mentorship focuses on supporting 5th graders with Transition Readiness. Approximately **62** middle schoolers participated as mentors.

- Six rounds of mentor meetings took place at each elementary school.
- 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.



Student Readiness Highlights

Mentorship Program...in the words of our students



“The mentorship engages students and helps them think about their future.”

“Helps both the mentors and the mentees become better communicators and improves speaking and listening skills.”

“Helps students understand the district’s goal of transition readiness.”

“Students in the mentorship take ownership of their own transition readiness.”



Student Readiness Next Steps - Elementary

1

Align and cross reference student data across all indicators to identify trends and root causes impacting Transition Readiness:

- Monthly analysis of transition readiness for students in grades 4 and 5 with data collection in each of the indicators.
 - Identify percentages and students who are not meeting transition readiness benchmarks, including students scoring below the 55th percentile in reading and math on the MAP assessment.
 - Identify percentages and students who did not earn Proficient or Distinguished on the KSA in reading and/or math.
 - Identify percentages and students that are not passing literacy/numeracy courses.
 - Identify percentages and students who are not obtaining a 2.8 or high GPA.
- Emphasis on grade analysis through the review of grading policies and calibration practices to ensure equitable grading. Use of grade analysis to support the identification of students who may require additional instruction through RTI time as needs based instruction on identified academic needs, as well as additional instruction through Extended School Services (ESS)
- After identifying the students that have not obtained transition readiness, identify percentages and students currently receiving intervention services in literacy and numeracy.
- Use data analysis to further identify gaps in advanced coursework participation, attendance and student engagement.

2

Ensuring academic success and growth for all students so that every student reaches their maximum learning potential, as aligned with the Student Learning and Progress Pillar.

3

Develop and implement a districtwide framework to strengthen student agency through consistent schoolwide practices, including student-led conferences and student defenses of learning. Establish clear structures, expectations, and support systems to ensure students regularly engage in self- reflection, ownership of learning, and authentic demonstration of academic growth across all schools.

Student Readiness By the Numbers

76

KCSD students earned an associate's degree

\$22 million

Earned in scholarships by the class of 2026

54

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



Number of Career Pathway programs offered by school:

Dixie Heights	7
Ignite	6
Scott	5
Simon Kenton	10
Gateway	3

1,071

Students participated in dual credit courses, taking **5,064** classes and earning **15,192** hours of college credit

Number of students in our paid internship program:

Nursing	8
English Learner Instructional Assistant	5
Technology	11
Future Educators	6

227

KCSD students earned Industry Certifications

712

KCSD students took an AP class

26

KCSD students were named to the Governor's Scholars Program

STUDENT, FAMILY AND COMMUNITY ENGAGEMENT



INTRO

SAFETY/
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FISCAL/
OPERATIONAL

Student, Family & Community Engagement Pillar Signaling

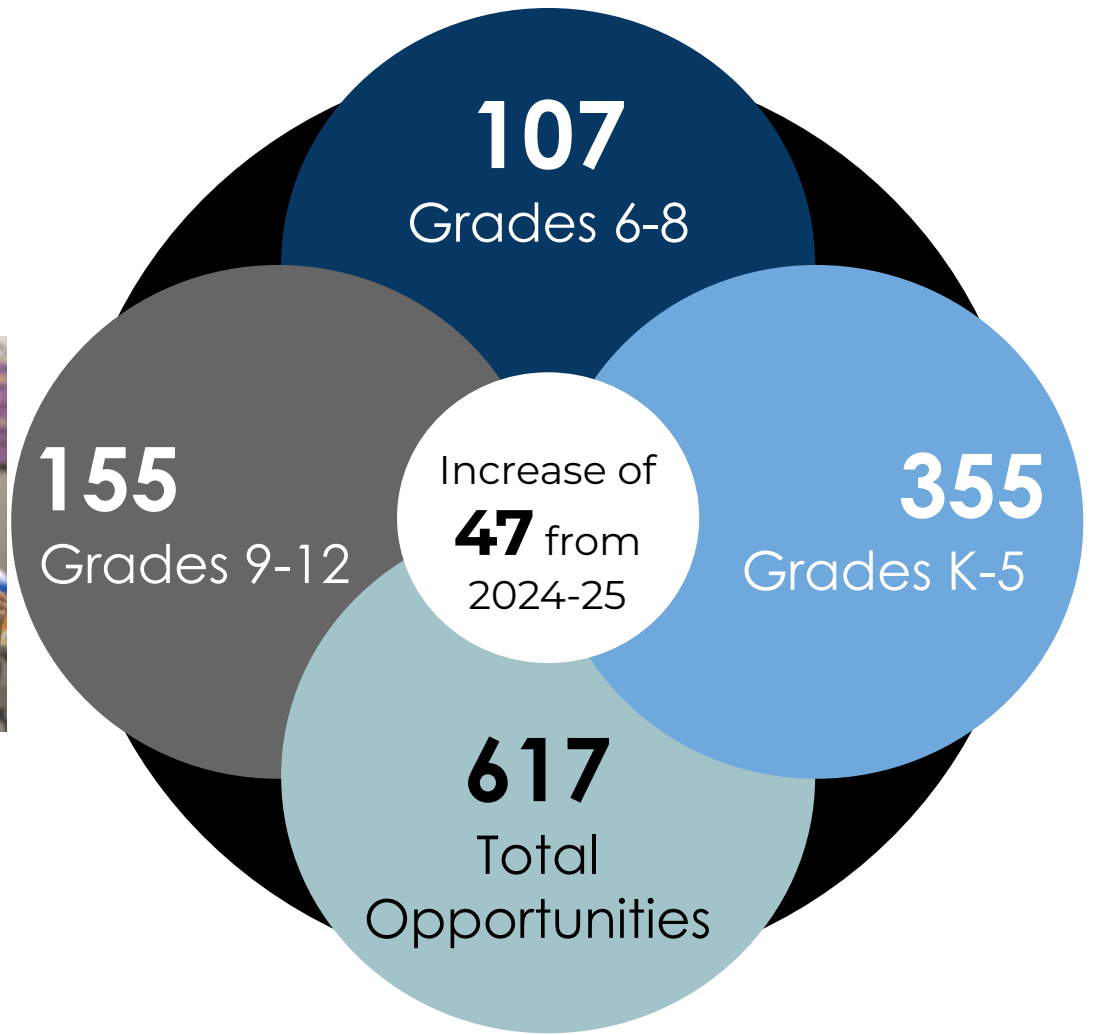
Question	November	February	May
To what degree are KCSD students provided with opportunities and participating in clubs, extra, and/or co-curricular activities?			
To what degree does the district and schools provide opportunities for ALL families to build an understanding of how to support their children's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

Student, Family & Community Engagement Highlights

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

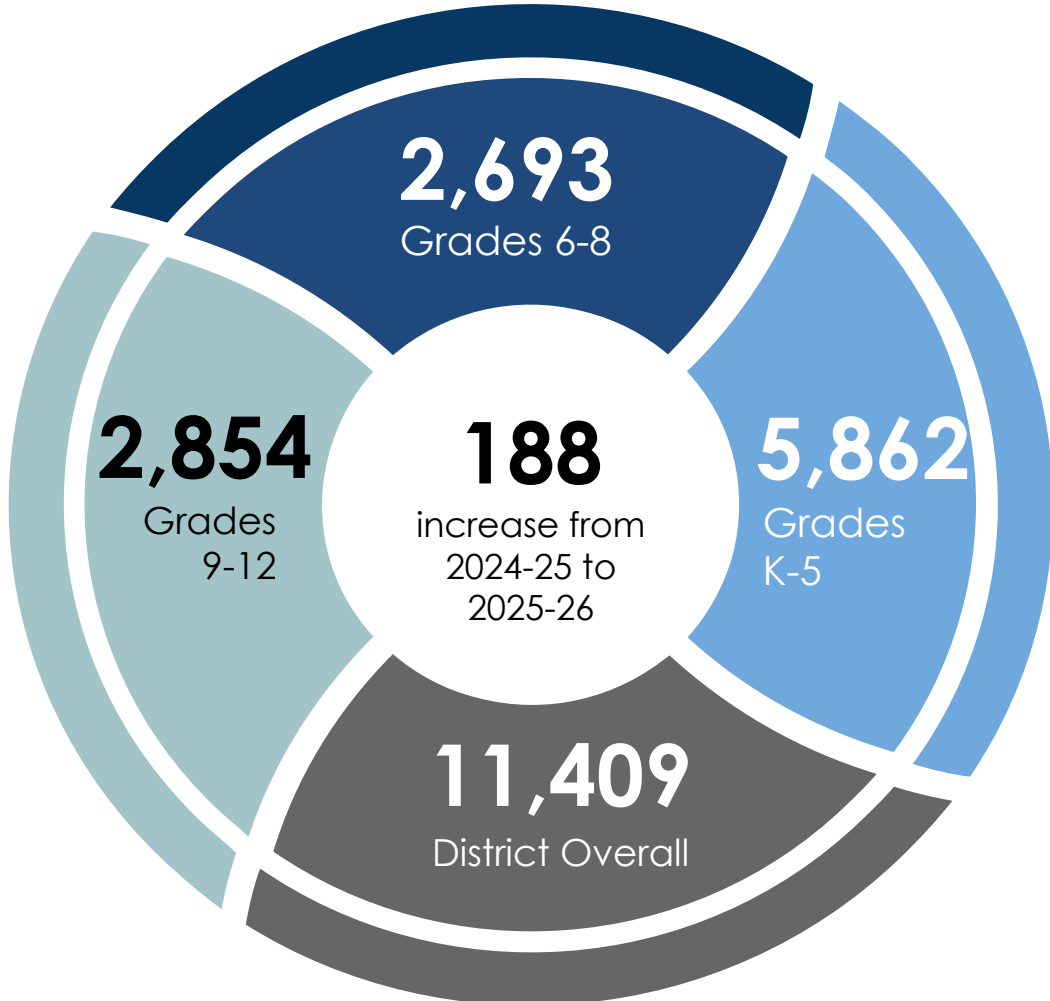


Simon Kenton added boys volleyball this year



Student, Family & Community Engagement Highlights

Students participating in clubs and activities:



Student, Family & Community Engagement Highlights

Family Friendly Certification in Action

- Schools aligned family engagement efforts with the Prichard Committee for Academic Excellence's Family Friendly Certification Framework
- Completed Kentucky Family & School Partnership self-assessments to evaluate current practices
- Established and collaborated through multidisciplinary Family Engagement Action Teams (FEAT)
- Implemented strategies focused on:
 - Meaningful family engagement
 - Equity-centered communication
 - Shared decision-making
 - Evidence-based practices
 - Elevating authentic family voice
 - Strengthening community trust
- Transitioned into the evidence collection and portfolio development phase for certification

452

Family Engagement Opportunities

- Schools are currently finalizing certification applications for submission between May–October 2026
- District leaders continue preparing for a future district-level Family Friendly Certification application
- District Family Survey Results-Family survey results show positive perceptions of school support, communication, attendance messaging, academic progress clarity, and school culture, but participation was limited at **8% of KCS D families**.

Student, Family & Community Engagement Highlights

Family Friendly Certification in Action

PARTNERING WITH FAMILIES SURVEY 2026

Districtwide Strengths



Scales:

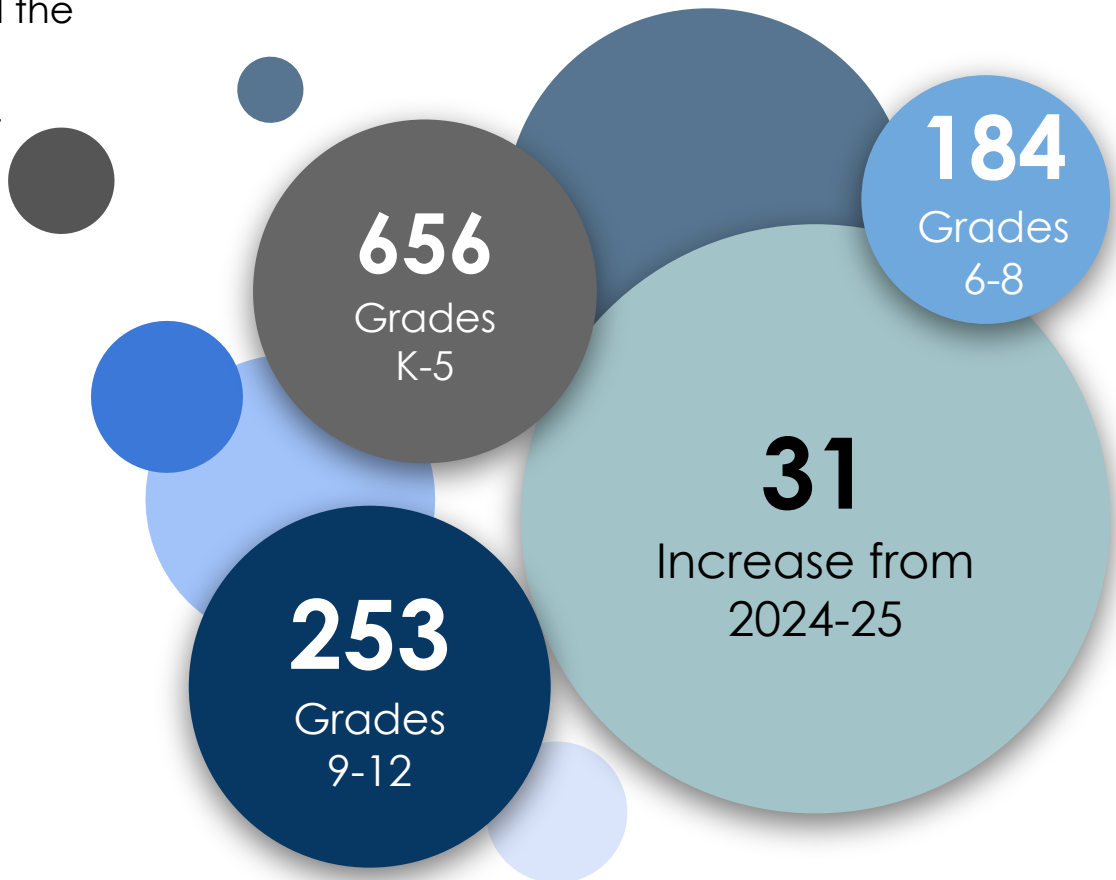
- Very Satisfied, Satisfied, Neutral, Dissatisfied
- Excellent, Good, Fair, Poor, No Communication Received
- Extremely Well, Very Well, Slightly Well, Not At All Well
- Very Clear, Somewhat Clear, Unclear, Very Unclear, I Don't Receive Progress Information
- Positive and Welcoming, Generally Positive, Mixed, Needs Improvement, Unsure

Key next steps are for principals to review individual school results and compare with other triangulated data sets, continue to strengthen two-way communication with families, and continue offering flexible engagement opportunities that meet families' schedules and needs.

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 **237** different partnerships in the community.



Student, Family & Community Engagement Highlights

Attendance

Attendance Rate	1st Month	2nd Month	3rd Month	4th Month	5th Month	6th Month	7th Month	8th Month
24-25	96.36%	95.70%	95.22%	95.02%	94.89%	93.05%	94.63%	95.19%
25-26	96.59%	95.92%	95.49%	94.96%	94.78%	93.28%	93.56%	95.35%
Chronic Absenteeism Rate	1st Month	2nd Month	3rd Month	4th Month	5th Month	6th Month	7th Month	8th Month
	12.67%	10.81%	11.31%	12.02%	12.69%	13.09%	13.58%	13.09%

- KCSD continues to outperform the state average in attendance and chronic absenteeism rates, reinforcing the district's commitment to ensuring students are present, engaged, and connected to meaningful learning experiences and activities.
- Action steps implemented this year to improve attendance included increased communication with schools and families through social media, district newsletters, and district memos; monthly High Attendance Days; and recognition of schools demonstrating strong attendance growth during Leadership meetings. In addition, a landing page was created for school RBTL admins to share incentive and recognition ideas.

Student Achievements

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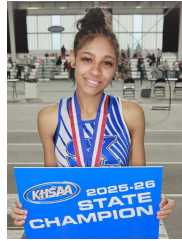
WORLD
CLASS STAFF

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FISCAL/

NKY Education Council Excellence in Education Student Winner



**Career and Technical
All-Starr**
Emma Bolen, Simon
Kenton



Athletic Achievements

Alexis Howard, Simon Kenton, state champion in long jump and triple jump in outdoor track and field

Isaiah Reinhart, Simon Kenton, regional winner in diving and 2nd in state and Midway Student-Athlete of the Year in Diving



Macy Wasson,
Woodland, won a state
championship in girls
wrestling



**Simon Kenton Girls
Basketball** won the 8th
Region and made it to
the state Final Four



Piner Archery
won the
elementary
division of the
NASP state
meet

Scholastic Gold Key in Art



Simon Kenton senior **Anna
Kelch** earned a National
Scholastic Gold Key in
Ceramics and Glass for her
piece, "Momster and Son"



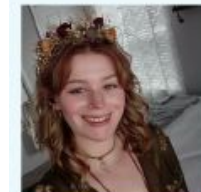
KHSAA Student Advisory Panel

Izzy Fisk, Scott, was chosen to serve on
the KHSAA Student Advisory Panel



J-ROTC

Kenton County's J-ROTC was
named an Honor Unit with
Distinction



Educators Rising

Lily Russell, Ignite/Dixie Heights
was named President of
Educators Rising

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

Student, Family & Community Engagement Next Steps

- ▶ Maintaining a strong focus on attendance improvement efforts as the district works toward its 96.25% attendance goal.
- ▶ Schools implement additional districtwide attendance initiatives at the building level, including expanding High Attendance Days and school-based engagement strategies to promote consistent student attendance.
- ▶ Continue expanding student engagement opportunities across all grade levels while strengthening systems that support meaningful collaboration between schools and community partners. Schools will review existing partnerships to ensure authentic collaboration between all stakeholders, support accurate reporting, and increase meaningful participation opportunities for students and families.
- ▶ Continuing implementation of Reading Improvement Plans and introducing Math Improvement Plans to support students requiring targeted academic interventions, while maintaining consistent two-way communication between school and home to strengthen student success across all grade levels
- ▶ Implementation of a new online registration system to streamline enrollment processes, improve accessibility for families, and enhance communication and data collection across the district.
- ▶ Supporting schools through the Family Friendly Certification submission process and ongoing portfolio development.
- ▶ Continuing to strengthen systems for tracking and monitoring family engagement opportunities and parent involvement across schools.
- ▶ Expanding opportunities for family-teacher collaboration through parent-teacher conferences, student-led conferences, and ongoing progress conversations across all school levels to support strong home-school partnerships and student achievement.
- ▶ Continuing district and school collaboration with the Prichard Committee to strengthen authentic family engagement practices and support long-term certification goals.

WORLD CLASS STAFF



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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?			

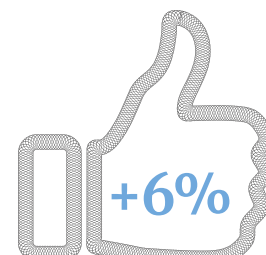
World Class Staff Highlights



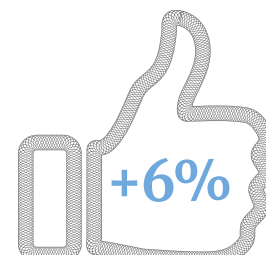
Increases in all categories between the 2023-24 Impact Survey to the 2025-26 Survey: (survey is administered every 2 years)



Overall satisfaction with "Managing Student Behavior"



Overall satisfaction with "School Climate"



Overall satisfaction with "Professional Learning"

World Class Staff Highlights

Recruitment

Walk in Wednesdays

Walk-in Wednesdays generated **230 new applicants** to the district from these events!

Teacher Job Fair

5th Annual KCSD Teacher Job Fair was a great success with **88 applicants in attendance**, eager to start a teaching career in KCSD!

Employee Referral Program

KCSD Employee Referral Program has generated **24** new employees in the areas of: Building Operations, Student Nutrition, Transportation, and Special Education, Preschool, and Math Teachers

Future Educator Internships

Future Educator Internship Program included **expansion to 7 interns including both Ignite and YSA Future Educators**

KCSD
KENTON COUNTY SCHOOL DISTRICT | KY AND ALL 504

JOIN OUR TEAM!
Walk-in Wednesdays
Interviews on the spot!

FOOD SERVICE BUS DRIVERS
BUS MONITORS CUSTODIANS
INSTRUCTIONAL ASSISTANTS
SUBSTITUTES

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

KENTON COUNTY SCHOOL DISTRICT
CENTRAL OFFICE
2044 TUSCANYVIEW DR., COVINGTON



World Class Staff Next Steps

→ All middle and high schools allocated a sponsor position to begin a Future Educators Organization

→ “World Class Concierge” on our website with exclusive offers from local business partners for our KCSD staff members



→ Using our new KCSD Instagram account to run “commercials” for “Why KCSD”

Notable Staff Achievements

Four KCSD IAs earned their teaching degrees through the Option 9 program at NKU - Emily Klare, Jennifer Buck, Amanda Jenkins and Kate Moranz



Sally Spencer, Twenhofel, Northern Kentucky Education Council Golden Apple



Jessica Poe, Ignite, Northern Kentucky Education Council Golden Apple



Hannah Sizemore, Dixie Heights, Northern Kentucky Education Council Extraordinary Service



Kellie Ponchak

Scott High School
Kentucky Women in Education Leadership
2026 Inductee



Emily Creech

Ryland Heights Elementary



TEACH KY
Ambassador

Malina Basler

KASHRM Human Resources
Professional of the Year



2025 National Board Certification



Krista Miller
Summit View Academy



Alison Peeno
Turkey Foot Middle School



April Kelshaw
Summit View Academy



Jessica Humbert
Turkey Foot Middle School

Kentucky School Counselor Association



Vivian Gonzalez-Bodden
Administrator of the Year



Pam Pitts
Helping Hand Award



21 teachers completed our KC-NET program for new teachers

FISCAL AND OPERATIONAL SYSTEMS



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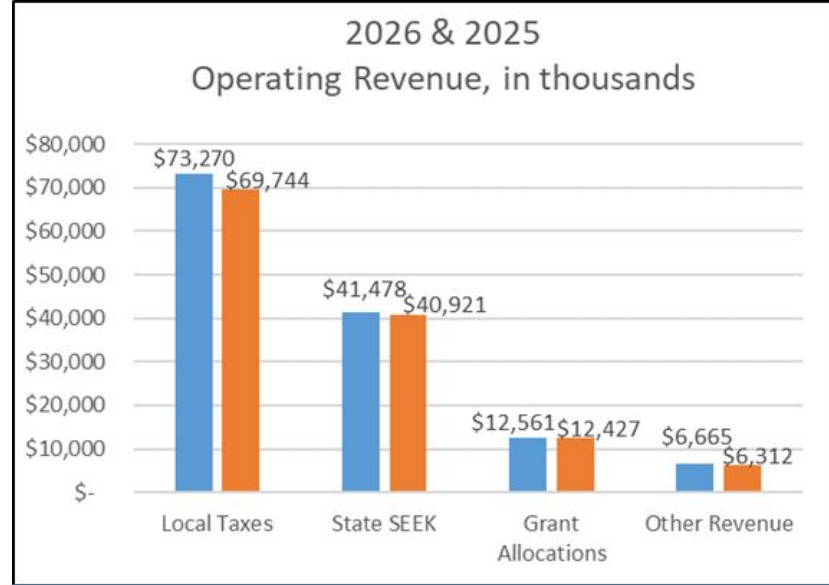
WORLD
CLASS STAFF

Fiscal and Operational Systems Pillar Signaling

Question	November	February	May
How effectively does the KCSD efficiently utilize district resources while maintaining fiscal solvency?			
To what degree does the district plan for current and future facilities and capital assets?			
How effectively does the KCSD provide a safe and reliable transportation fleet that is fiscally aligned to district goals?			
How effectively does the KCSD Student Nutrition Department support student learning and wellness through accessible and nutritious meal programs?			
How effectively does the KCSD provide technology access, including materials (hardware) and support, to promote student learning?			

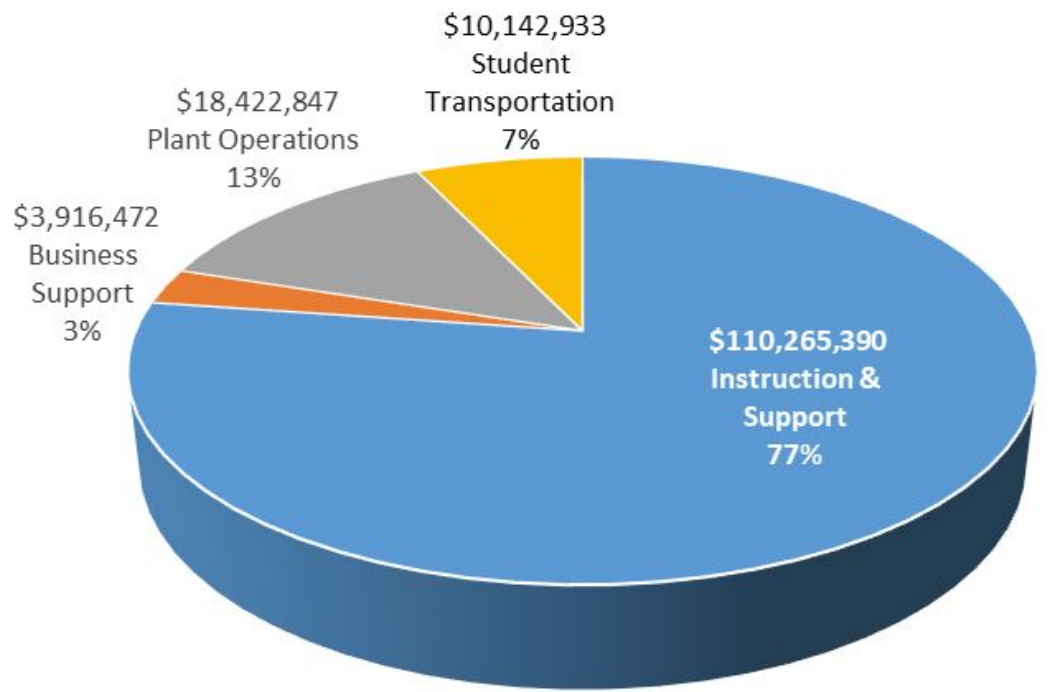
Fiscal and Operational Highlights

Fiscally Solvent



2026 Operating Revenue \$133,974,000; 88% YTD collected; 1.9% Increase over 2025

2026 Budgeted Operating Expenditures



2026 General Fund Contingency maintained and will be available for 2027 budget

- ❖ \$ 36,954,559; 20.9 % of 2026 Operating Budgets
- ❖ Approx. 2 months of operating expenditures
- ❖ 2% is required by State of KY

Fiscal and Operational Highlights

Future Facilities and Capital Assets

[KCSD Construction Forecast for 2023-2027](#)

KCSD District Office opened in January 2026



CURRENT CONSTRUCTION PROJECTS



May 2025

Hinsdale Elementary Project Start

Building Addition, remodel, roofing, HVAC upgrades.

Estimated completion: December 2026

Piner Elementary Project Start

Interior remodel, roofing and HVAC upgrades

Estimated completion: August 2026

December 2025




January 2026

White's Tower Elementary Project Start

Interior remodel, roofing and HVAC upgrades

Estimated completion: December 2026

River Ridge Elementary Project Start

Site expansion for parking and elimination of vehicle stacking

Estimated completion: January 2028

March 2026




March 2026

Ryland Elementary Project Start

Interior remodel, roofing and HVAC upgrades



Estimated completion: August 2027

Taylor Mill and Kenton Elementaries Project Start

Interior & Exterior renovations, roofing, HVAC upgrades

Estimated completion:
Taylor Mill: December 2027
Kenton Elementary: August 2027

June 2026

Fiscal and Operational Highlights

Transportation Notes



1.6 million
Miles are driven by our transportation team each school year

DID YOU KNOW?
Over 10,000 students are transported daily by the KCS D Transportation Department.

KCS D Annual Transportation Cost-Per-Pupil



Data from Kentucky Department of Education SEEK Calculation

KCS D Transportation Cost-per-Pupil is the lowest among regional county school systems. Currently sixth among the top ten districts by enrollment in the state.

Fleet upgrade continues through the surplus of older models and new bus purchases:

- Vehicle age and mileage tracked and monitored through assessment of vehicle condition
- The bus fleet continues to be updated to provide larger capacity and air conditioned buses

Fiscal and Operational Highlights

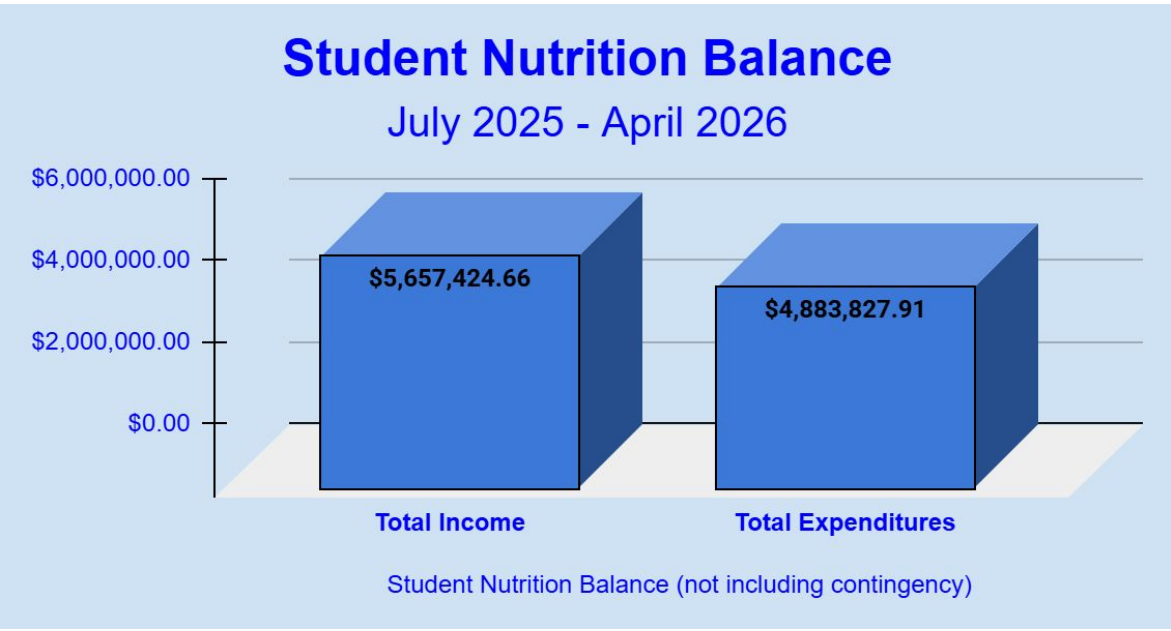
Student Nutrition

676,780
Increase of
2,677 from
24-25

**Breakfasts
served in
2025-26**

1,328,918
Increase of
35,871 from
24-25

**Lunches served
in 2025-26**



District wide CEP continuing throughout the entire district.

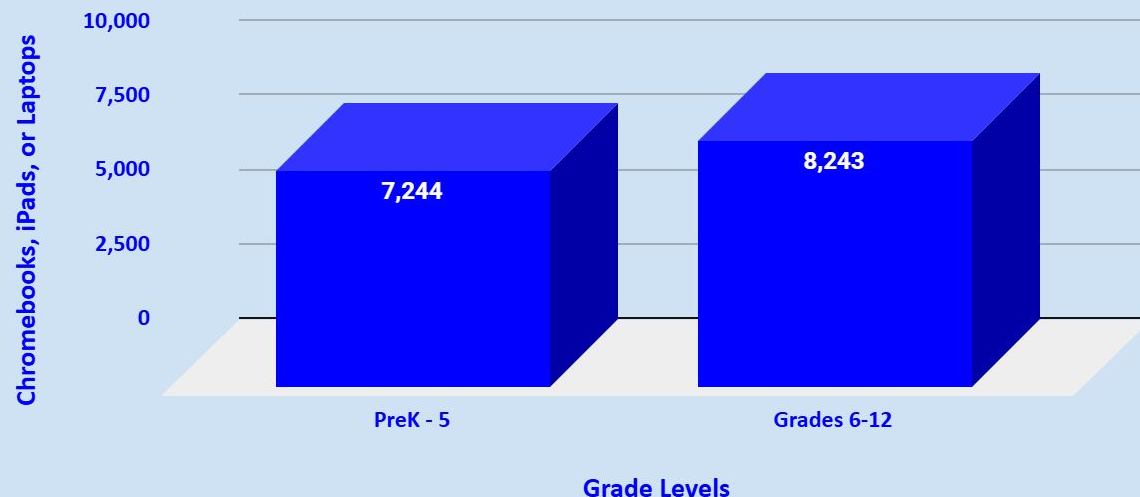
- The CEP program continues to offer no-cost breakfast and lunch to all students while maintaining positive fiscal results

[Online Menu](#) availability updated

Fiscal and Operational Highlights

Technology

KCSD Student One-To-One Technology: Number of Devices Assigned



- The KCSD Technology Department maintains over 45,000 network-connected devices
- There are over 18,000 devices assigned to students and staff
- Projects such as power system backup installation in every District building completed
- Over 8,000 technology work orders completed in 2025-2026



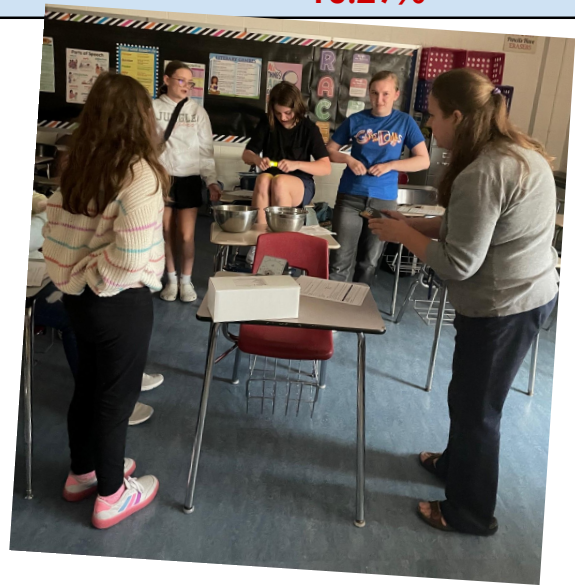
Fiscal and Operational Highlights

Energy Efficiency

- Addition of facilities (two new buildings), increased utility rates, and increased usage during off-hours caused increases in usage and cost.
 - New energy usage schedules and centralized control will reduce off-hour usage
- Construction locations experience increases during construction.
 - Construction projects include upgraded HVAC systems for greater energy efficiency

KCSD ENERGY COST	
2025 - 2026	\$2,485,704
2024 - 2025	\$2,151,382
Cost % Increase/Decrease Year-Over-Year	15.54%

KCSD ENERGY USAGE	
2025 - 2026 usage (mmBtu)	87,411,329
2024 - 2025 usage (mmBtu)	79,254,072
Usage % Increase/Decrease Year-Over-Year	10.29%



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Fiscal and Operational Next Steps

- Continued focus on intentional systems of budgetary planning to maintain a strong fiscal position for the KCSD.
- Utilizing construction and capital assets projects to continually improve the experiences of students and staff through world class facilities.
- Focusing on student needs, efficiency, and data-driven decision making to guide improvements in Transportation, Student Nutrition, and Technology services.



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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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