

Kentucky's 41 Priority Schools: What the Data Tells Us



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What questions are we trying to answer with the data?

- What kind of academic progress are the 41 Priority Schools making?
- What are the levels, trends and comparisons that will help the schools improve?

What does the data tell us?

- Overall score of the schools using the Unbridled Learning data
- Recognition category of Needs Improvement or Proficient
- Percentile rank of student performance
- Graduation rate gains
- College and Career Readiness (CCR) gains
- ACT and Explore : percentage of increase of students making Council on Postsecondary Education (CPE) benchmarks in English
- ACT and Explore: percentage of increase of students making CPE benchmarks in math
- ACT and Explore: percentage of increase of students making CPE benchmarks in reading
- Gap closing proficiency rate
- Growth based on 50% benchmark
- An overall turnaround score based on progress across three years for Cohort 1, two years for Cohort 2 and one year for Cohort 3
- A School Improvement Grant (SIG) evaluation for impact conducted by the University of Kentucky

What does the data not tell us?

- What interventions are in place in the schools
- The role that leadership has played in implementing or resisting transformational change in schools
- Which interventions work
- Why schools have or have not made the progress expected
- The degree to which quality systemic processes have been deployed in the schools and thus the impact of education recovery on the schools (30, 60, 90 day planning, classroom interventions through Classroom Assessment for Student Learning (CASL), use of Continuous Instructional Improvement Technology System (CIITS), aligned lessons, formative assessments, monitoring of processes, use of plus/delta, PDSA (plan, do, study and act), systems thinking, including all elements of the transformation or re-staffing model, vertical alignment with feeder schools, data use, how far data ownership has cascaded in the system)
- How long it takes to hardwire systems for continuous improvement
- The context of the school in terms of composition of student assignment plan in Jefferson County Public Schools (JCPS)
- Staff assignments in turnaround re-staffing model impacts on schools
- Principal turnover...all Cohort 2 schools have new principals

- Impact of union contracts as it relates to teacher absences, planning time, scope of work, professional learning
- Transient rate of many Persistently Lowest Achieving (PLA) school students
- The significance of the year the schools were identified – after the first year, it is not clear if the 2nd and 3rd cohorts learned from the earlier cohorts regarding status, accepted assistance more readily, got to work sooner or had fewer barriers to overcome
- The role the district plays/played in the improvements and focus in the school and whether it was/is helpful, a barrier or neutral
- Years of experience of teaching staff
- If initiatives and improvements can be sustained
- What professional learning experiences schools and Education Recovery (ER) teams have had
- Whether schools are a part of Professional Growth Evaluation System (PGES) Pilot or where they are in the process
- The impact of how the school is organized, including scheduling
- Expectations of staff
- Instructional programs that are implemented
- Perceptions of staff and students
- How far each school had to go to improve
- Relationship of schools to Area Technical Centers to help ensure students are career ready

What are the causes for celebration?

GROWTH

Level (current level of performance)

- 66% of the students at Metcalfe County High School showed growth in reading and math
- 65.8% of the students at Dayton Independent High School showed growth in reading and math
- 64% of students at Trimble County High School showed growth in reading and math
- 62.9% of students in Pulaski County High School showed growth in reading and math
- 62.8% of students in Lee County High School showed growth in reading and math
- 62.5% of students in Newport High School showed growth in reading and math
- 61.8% of students at Seneca High School showed growth in reading and math
- Twenty-eight of the forty-one schools showed growth for 50% or more of the students: Thomas Jefferson, Olmstead Academy North, Dayton, Knight, and Western Middle Schools; Caverna, East Carter, Christian County, Dayton, Bryan Station, Fleming County, Greenup County, Hopkins Central, Fairdale, Fern Creek, Seneca, Southern, Waggener, Lawrence County, Lee County, Leslie County, Lincoln County, Livingston Central, Metcalfe County, Newport, Pulaski County, Franklin-Simpson, and Trimble County High Schools

Trend (the rate of performance improvement or the sustainability of good performance; the breadth of the performance results)

- This is the baseline year for growth

Comparison (performance relative to appropriate comparisons, such as competitor or organizations similar to yours; performance relative to benchmarks)

- Caverna, Dayton, Fairdale, Fern Creek, Seneca, Lee County, Metcalfe County, Newport, Pulaski County, and Trimble County High Schools had student performance growth above state in reading and math

Integration (results measures address important customer, product, market, process and action plan performance requirements identified in the organization; valid indicators of future performance; harmonized across processes and work units to support organization-wide goals)

- Early stages of deployment

COLLEGE AND CAREER READINESS

Level (current level of performance)

- CCR rate increased by 35% at Leslie County High over the 3 year period
- CCR rate increased by 28% at Metcalfe County High over the 3 year period
- CCR rate increased by 33% at E. Carter High over a two year period
- CCR rate increased by 24% at Sheldon Clark High over a two year period
- CCR rate increased by 22% at Christian County High over a two year period
- CCR rate increased by 32.2% at Pulaski County High over a three year period prior to state assistance
- CCR rate increased by 23% at Lee County High over a three year period prior to state assistance
- CCR rate increased by 20% at Lincoln County High over a three year period prior to state assistance
- Twenty-one schools showed double digit gains in CCR: Fern Creek, Leslie County, Metcalfe County, Academy@ Shawnee, Western, East Carter, Christian County, Iroquois, Sheldon Clark, Newport, Southern, Dayton, Fleming, Hopkins Central, Knox Central, Lee County, Lincoln County, Livingston Central, Monticello, Pulaski County, and Bryan Station High Schools

Trend (the rate of performance improvement or the sustainability of good performance; the breadth of the performance results)

- CCR rates steadily increased over the three- year period for 17 of the 32 high schools: Fern Creek, Leslie County, Metcalfe County, Academy @ Shawnee, Western, Fairdale, Greenup County, Sheldon Clark, Seneca, Southern, Waggener, Dayton, Knox Central ,Livingston Central, Monticello, Pulaski County, and Bryan Station
- Middle school data is baseline this year

Comparison (performance relative to appropriate comparisons, such as competitor or organizations similar to yours; performance relative to benchmarks)

- Leslie County, Metcalfe County, East Carter, Sheldon Clark, Fleming County, Lee County, and Pulaski County High Schools all had CCR rates above state average of 47.2%
- Pulaski County High School had 61.25% of students CCR, which is highest compared to all Priority Schools

Integration (results measures address important customer, product, market, process and action plan performance requirements identified in the organization; valid indicators of future performance; harmonized across processes and work units to support organization-wide goals)

- Improving CCR data in PLA schools assisted the state in moving beyond its trajectory for improvement in the 2011-12 school year
- Improving CCR data connects to successful implementation of common core in many of the PLA schools
- Improving CCR data connects to use of the Progress to Graduation tool in PLA schools
- Improving CCR career data indicates integration in a few of the PLA schools with the Career and Technical Education and regional centers to support career readiness for students

ACT

Level (current level of performance)

- Trimble County High School performance on ACT English - 70.8%
- Six high schools performed at 50% or above on ACT English: Livingston Central, Hopkins Central, Leslie County, Pulaski County and Lincoln County
- Metcalfe County High School performance on ACT math - 52.6% and was the only school to score above 40%
- Trimble County High School performance on ACT reading - 57.3%
- Seven high schools performed at 40% or above on ACT reading: East Carter, Lawrence County, Leslie County, Lincoln County, Trimble County, Pulaski County and Livingston Central

Trend (the rate of performance improvement or the sustainability of good performance; the breadth of the performance results)

- The following schools show noteworthy ACT effect size gains over a two-year period
 - Greenup County High in English, math and reading
 - Hopkins Central High in English and math
 - Southern High in math
 - East Carter High in math
 - Caverna High in math
 - Dayton High in English, math and reading
 - Bryan Station High in math
 - The Academy @ Shawnee in English and math
 - Lawrence County High in English
 - Lee County High in English, math and reading
 - Leslie County High in English, math and reading
 - Lincoln County High in English, math and reading
 - Metcalfe County High in math
 - Newport High in English and math

- Perry County Central High in English
- Franklin-Simpson High in English, math and reading
- Trimble County High in English, math and reading
- Western High in English and math

Comparison (performance relative to appropriate comparisons, such as competitor or organizations similar to yours; performance relative to benchmarks)

- Greenup County High was above state average in math
- Lincoln County High was above state average in English and reading
- Metcalfe County High was above state average in math
- Pulaski County High was above state average in English and reading
- Trimble County High was above state average in English, math and reading

Integration (results measures address important customer, product, market, process and action plan performance requirements identified in the organization; valid indicators of future performance; harmonized across processes and work units to support organization-wide goals)

- Improvement in ACT scores impacts state performance on college readiness
- ACT scores are an indicator of possible successful implementation of common core in assessed grade levels with additional alignment encouraged by the Instructional Leadership Networks
- Improvement in ACT scores impacts the number of remedial courses that must be taken by entering freshmen at the university and, thus, impacts dollars necessary for these courses

EXPLORE

Level (current level of performance)

- Dayton Middle performance on Explore English was 48.8%
- Thomas Jefferson Middle performance on Explore English was 40.8%

Trend (the rate of performance improvement or the sustainability of good performance; the breadth of the performance results)

- Dayton Middle School Explore mean English score effect size over two years is .85
- Robert Frost Middle School Explore mean math effect size over two years is .55
- Stuart Middle School Explore mean effect size over two years is .7
- With mean effect size increase, the percentage of proficiency in the three schools above also increased

Comparison (performance relative to appropriate comparisons, such as competitor or organizations similar to yours; performance relative to benchmarks)

- The only Explore score that was close to state benchmark (42.2) was in reading. Dayton Middle School had 37.2% of students score at reading benchmark

Integration (results measures address important customer, product, market, process and action plan performance requirements identified in the organization; valid indicators of future performance; harmonized across processes and work units to support organization-wide goals)

- No overall data points show level or trend or comparison with Explore that assist the organization in meeting the goals around college and career readiness

GRADUATION RATE

Level (current level of performance)

- In Cohort 1, six of the eight high schools have rates above the 60% mark in 2011: Caverna, Fern Creek, Lawrence County, Leslie County, Metcalfe County and Western (3 years in PLA status)
- In Cohort 2, seven of the eleven high schools have rates above the 60% mark in 2011: East Carter, Christian County, Fairdale, Greenup County, Sheldon Clark, Newport, and Southern (2 years in PLA status)
- In Cohort 3, all 13 high schools have rates above the 60% mark in 2011: Dayton, Fleming County, Franklin-Simpson, Hopkins Central, Knox Central, Lee County, Lincoln County, Livingston Central, Monticello, Perry County Central, Pulaski County, Trimble County and Bryan Station (1 year in PLA status)

Trend (the rate of performance improvement or the sustainability of good performance; the breadth of the performance results)

- Twenty of the thirty-two high schools show a trend of gain in the graduation rate over a two-year (identified in 2010) or three-year period (identified in 2009 or 2011): Caverna, Fern Creek, Lawrence County, Metcalfe County, Valley, Western, East Carter, Christian County, Fairdale, Greenup County, Sheldon Clark, Newport, Fleming County, Franklin-Simpson, Hopkins Central, Knox Central, Lincoln County, Perry County Central, Monticello, and Bryan Station

Comparison (performance relative to appropriate comparisons, such as competitor or organizations similar to yours; performance relative to benchmarks)

- Eight schools indicate graduation rates above state average: Monticello, Livingston Central, Lincoln County, Hopkins Central, Franklin-Simpson, Fleming County, Greenup County, and East Carter

Integration (results measures address important customer, product, market, process and action plan performance requirements identified in the organization; valid indicators of future performance; harmonized across processes and work units to support organization-wide goals)

- Increase in the graduation rate for these schools gives the students heads up for hope to pursue their next level goals and dreams as well as to enter the world of work better prepared
- Raising the graduation rate percentages includes ensuring that the right students are taking the appropriate End of Course assessments and taking the right sequences of courses for accountability and equitable SEEK funding

PROFICIENCY and PERCENTILE RANK

Level (current level of performance)

- In Cohort 1, three schools have proficiency levels of 50% or better: Fern Creek, Leslie County, and Metcalfe County High Schools

- In Cohort 2, four schools have proficiency levels of 50% or better: East Carter, Christian County, Greenup County, and Sheldon Clark High Schools
- In Cohort 3, seven schools have proficiency levels of 50% or better: Pulaski County, Monticello, Lincoln County, Lee County, Hopkins Central, Franklin-Simpson, and Fleming County High Schools
- Four schools are proficient: Fleming County, East Carter, Pulaski County, and Metcalfe County High Schools
- Eight schools are above the 50th percentile rank: Pulaski County, Lincoln County, Lee County, Hopkins Central, Fleming County, East Carter, and Metcalfe County High Schools

Trend (the rate of performance improvement or the sustainability of good performance; the breadth of the performance results)

- Baseline data for new assessments

Comparison (performance relative to appropriate comparisons, such as competitor or organizations similar to yours; performance relative to benchmarks)

- Highest proficiency rate is Pulaski County High with 61.6%
- Above state level proficiency are 22 schools: Fern Creek, Lawrence County, Leslie County, Metcalfe County, East Carter, Christian County, Greenup County, Sheldon Clark, Newport, Dayton, Fleming County, Franklin-Simpson, Hopkins Central, Knox Central, Lee County, Lincoln County, Livingston Central, Monticello, Pulaski County, Trimble County, and Bryan Station High Schools; and Dayton Middle School
- Above the state 5th percentile are 24 schools, which is where they were in order to be identified as PLA: Fern Creek, Lawrence County, Metcalfe County, Leslie County, East Carter, Christian County, Fairdale, Greenup County, Sheldon Clark, Newport, Seneca, Dayton, Franklin-Simpson, Fleming County, Hopkins Central, Knox Central, Lee County, Lincoln County, Livingston Central, Pulaski County, Trimble County, Monticello and Bryan Station High Schools; and Dayton Middle School

Integration (results measures address important customer, product, market, process and action plan performance requirements identified in the organization; valid indicators of future performance; harmonized across processes and work units to support organization-wide goals)

- Proficiency levels above state average assist the Proficiency Delivery Plan strategies trajectory for improvement to be met
- Proficiency levels above state average assist the Gap Delivery Plan in closing gaps between and among subgroups
- Ideally, what is learned about how these schools accomplish getting out of the bottom 5% should inform all schools and their processes, and can be captured in the Gap Delivery Plan for Best Practices to be shared for comprehensive school and district plans

GAP

Level (current level of performance)

- In Cohort 1, Metcalfe County High has a non-duplicated subgroup proficiency performance rate of 45.2%
- In Cohort 1, Fern Creek High in Jefferson County has a non-duplicated subgroup proficiency performance rate of 36.1%
- In Cohort 2, Christian County High has a non-duplicated subgroup proficiency performance rate of 41.8%
- In Cohort 2, Fairdale High in Jefferson County has a non-duplicated subgroup proficiency performance rate of 34.1%

- In Cohort 3, four high schools have above a 42% non-duplicated subgroup proficiency performance rate: Franklin-Simpson in Simpson County, Hopkins Central, Lincoln County and Pulaski County
- Performance levels for 23 of the 41 schools are within 5 % of all student groups in those schools: Caverna High, Frost Middle, Valley High Academy @ Shawnee, Western Middle, Western High, Doss High, Fairdale High, Iroquois High, Knight Middle, Sheldon Clark High, Newport High, Southern High, Waggener High, Dayton Middle, Olmstead Academy North, Knox Central High, Leslie County High, Monticello High, Myers Middle, Stuart Middle, Thomas Jefferson Middle, and Westport Middle
- Eleven schools have one subgroup
- Ten schools have two subgroups
- Four schools have three subgroups
- Nine schools have four subgroups
- One school has five subgroups
- Five schools have six subgroups
- One school did not have subgroup calculations

Trend (the rate of performance improvement or the sustainability of good performance; the breadth of the performance results)

- In Cohort 1, nine of the ten schools have shown improvement in closing subgroup gaps for two years: Caverna High, Fern Creek High, Frost Middle, Lawrence County High, Leslie County High, Academy @ Shawnee, Valley High, Western Middle and Western High
- In Cohort 2, all 12 schools have shown improvement in closing subgroup gaps for two years: East Carter High, Christian County High, Doss High, Fairdale High, Greenup County High, Iroquois High, Knight Middle, Sheldon Clark High, Newport High, Seneca High, Southern High, and Waggener High
- In Cohort 3, seven of the nineteen schools have shown improvement in closing subgroup gaps over two years: Dayton Middle, Dayton High, Olmstead Academy North, Lee County High, Lincoln County High, Myers Middle and Trimble County High

Comparison (performance relative to appropriate comparisons, such as competitor or organizations similar to yours; performance relative to benchmarks)

- Of the 41 Priority Schools, 11 met or exceeded state average for proficiency of the non-duplicated subgroup in math and reading: Fern Creek and Fairdale High Schools in Jefferson County; Franklin-Simpson High in Simpson County; Christian County, Fleming County, Hopkins Central, Knox Central, Lee County, Metcalfe County, and Pulaski County High Schools
- Ten schools had subgroups who outperformed all students in their schools: African American students at Newport High; Hispanic students at Jefferson County Schools: Fern Creek High, Fairdale High, Iroquois High, Waggener High, Western Middle, Olmstead Academy North, Stuart Middle, Westport Middle and Myers Middle; Asian students also outperformed all students at Myers Middle

Integration (results measures address important customer, product, market, process and action plan performance requirements identified in the organization; valid indicators of future performance; harmonized across processes and work units to support organization-wide goals)

- With the contributions of the Priority Schools in closing gaps between subgroup non-duplicated count students and all students, the state is more likely to meet its proficiency, college and career readiness and graduation goals and meet trajectory targets in CCR and proficiency Delivery Plans

What are the Opportunities for Improvement?

GROWTH

Level (current level of performance)

- Less than 50% of the students made growth in the baseline year at 13 of the 41 Priority Schools: Academy@ Shawnee, Doss, Iroquois, Valley, Western, Knox Central, Sheldon Clark, Monticello, and Perry County Central High Schools; Frost, Myers, Stuart, and Westport Middle Schools
- Least growth at the high school level was 39.9% at Perry County Central High followed by Valley High at 46.4% and Monticello High at 46.3%
- Least growth at the middle school level was 42.5% at Stuart Middle followed by Frost Middle with 46.1%

Trend (the rate of performance improvement or the sustainability of good performance; the breadth of the performance results)

- 2011-12 is the first year for growth data

Comparison (performance relative to appropriate comparisons, such as competitor or organizations similar to yours; performance relative to benchmarks)

- Only 10 of 32 high schools performed at or above state percentage for growth (22 did not): East Carter, Christian County, Bryan Station, Fleming County, Greenup County, Hopkins Central, Academy @ Shawnee, Doss, Iroquois, Southern, Valley, Waggener, Western, Knox Central, Lawrence County, Leslie County, Lincoln County, Livingston Central, Sheldon Clark, Monticello, Perry County Central, and Franklin-Simpson
- None of the nine middle schools performed at or above state percentage for growth: Frost, Western, Knight, Dayton, Stuart, Westport, Myers, Olmstead Academy North, and Thomas Jefferson

Integration (results measures address important customer, product, market, process and action plan performance requirements identified in the organization; valid indicators of future performance; harmonized across processes and work units to support organization-wide goals)

- Students not making growth may impact the timeline for achieving college and career readiness , impact need for additional resources for interventions for an extended period of time and make it difficult to close gaps

COLLEGE AND CAREER READINESS

Level (current level of performance)

- One school showed negative gain in CCR over the three-year period: Franklin Simpson High
- Ten schools showed single digit gains in CCR over the two or three-year period measured: Caverna, Lawrence County, Valley, Doss, Fairdale, Seneca, Waggener, Perry County Central, Franklin-Simpson, and Trimble County High Schools

Trend (the rate of performance improvement or the sustainability of good performance; the breadth of the performance results)

- Thirteen schools show overall gain, but not steady gain across the three years: Caverna, Lawrence County, East Carter, Christian County, Doss, Iroquois, Valley, Newport, Fleming County, Franklin-Simpson, Hopkins Central, Lee County, and Lincoln County High Schools

Comparison (performance relative to appropriate comparisons, such as competitor or organizations similar to yours; performance relative to benchmarks)

- Only five of thirty-two high schools performed at or above state average in CCR in the 2011-12 school year cited under “What are the causes for celebration?”

Integration (results measures address important customer, product, market, process and action plan performance requirements identified in the organization; valid indicators of future performance; harmonized across processes and work units to support organization-wide goals)

- Single digit gains in CCR in many Priority Schools may make it difficult for the Kentucky Board of Education to reach its trajectory for CCR moving forward and negatively impact graduation rate in those schools requiring resources for intervention and impact the college-going rate of Kentucky students

ACT

Level (current level of performance)

- Overall levels of performance are below state mean on all three subtests with a few above state mean in some areas

Trend (the rate of performance improvement or the sustainability of good performance; the breadth of the performance results)

- Negative gains are reported in some subjects at Christian County, Bryan Station, Fleming County, Fern Creek, Southern, Waggener, Fairdale, Seneca, Doss, Iroquois, Knox Central, Livingston Central, Sheldon Clark, Metcalfe County, Monticello, and Pulaski County High Schools

Comparison (performance relative to appropriate comparisons, such as competitor or organizations similar to yours; performance relative to benchmark)

- Only eight high schools have performance levels above state in any of the three ACT reported areas of English, math and reading cited in “What are the causes for celebration?”
- Hopkins Central is the only one of the 32 high schools that has above state average performance in reading, math and English
- Metcalfe County is the only high school that has ACT scores reported above state average in math only

Integration (results measures address important customer, product, market, process and action plan performance requirements identified in the organization; valid indicators of future performance; harmonized across processes and work units to support organization-wide goals)

- Critical data points for CCR and for students meeting their goals and Kentucky meeting Senate Bill 1 requirements - progress is being made, but not significant at this point to the overall state goal

EXPLORE

Level (current level of performance)

- Percentage of students meeting benchmark in English ranges from 18.1% to 48%.
- Four of the nine middle schools had English benchmarks reached by students below 30% level: Dayton, Frost, Olmstead Academy North, and Western
- Percentage of students meeting benchmark in math ranges from 4.6% to 14.4%
- Five of the nine middle schools had math benchmarks reached by students below 10% level: Western, Olmstead Academy North, Knight, Frost, and Westport
- Percentage of students meeting benchmark in reading ranges from 5.7% to 37.2%
- Seven of the nine middle schools had reading benchmarks reached by students below 20% level: Westport, Frost, Jefferson, Stuart, Knight, Olmstead Academy North, and Western

Trend (the rate of performance improvement or the sustainability of good performance; the breadth of the performance results)

- English mean across two years indicates decline at Westport, Frost, Thomas Jefferson and Myers Middle Schools
- Math mean across two years indicates decline at Dayton and Myers Middle Schools
- Reading mean across two years indicates decline at Westport, Frost and Myers Middle Schools
- Decrease in mean corresponds with decrease in percentage meeting benchmarks in those areas

Comparison (performance relative to appropriate comparisons, such as competitor or organizations similar to yours; performance relative to benchmarks)

- No priority middle school met or exceeded the state % of students meeting English benchmark 60.6% - closest was Dayton at 48.8%
- No priority middle school met or exceeded the state % of students meeting math benchmark 30.5% - closest was Myers at 14.4%
- No priority middle school met or exceeded the state % of students meeting reading benchmark of 42.2% - closest was Dayton at 37.2%

Integration (results measures address important customer, product, market, process and action plan performance requirements identified in the organization; valid indicators of future performance; harmonized across processes and work units to support organization-wide goals)

- This is a critical data point for college and career readiness and meeting the CCR Delivery Plan trajectory - at this point, priority middle school data does not advance meeting the goals

GRADUATION RATE

Level (current level of performance)

- Twelve high schools show negative gains in the graduation rate over the two or three- year period: Leslie County, Academy @ Shawnee, Doss, Iroquois, Seneca, Southern, Waggener, Knox Central, Lee County, Livingston Central, Perry County Central, Pulaski County, and Trimble County
- Only 10 schools showed double digit gains in graduation rate over the measured two or three years
- Six schools have below the 60% graduation cut off level for PLA status exit: Waggener, Seneca, Iroquois, Doss, Valley and Academy@ Shawnee

Trend (the rate of performance improvement or the sustainability of good performance; the breadth of the performance results)

- Only eight of the thirty-two high schools have had an incremental growth trend across the last three school years: Metcalfe County, Newport, Greenup County, East Carter, Sheldon Clark, Fleming County, Franklin-Simpson, and Hopkins Central

Comparison (performance relative to appropriate comparisons, such as competitor or organizations similar to yours; performance relative to benchmarks)

- Seven of the thirty-two high schools indicate graduation rates above the state average as mentioned in “What are the causes for celebration?”
- None of the three cohorts have all schools showing overall positive gain in graduation percentage

Integration (results measures address important customer, product, market, process and action plan performance requirements identified in the organization; valid indicators of future performance; harmonized across processes and work units to support organization-wide goals)

- Inconsistency in graduation rate may indicate that there is not a consistent intervention system in place to ensure student success - graduation rate impacts and informs all of the delivery

PROFICIENCY and PERCENTILE

Level (current level of performance)

- Range of percentile rank is from 1st to the 82nd percentile
- Sixteen schools remain at 5th percentile or below: Caverna, Academy @ Shawnee, Valley, Western, Doss, Iroquois, Perry County Central, Southern, and Waggener High Schools; Frost, Knight, Olmstead Academy North, Myers, Stuart, Thomas Jefferson, and Western Middle Schools
- Overall scores range from 29.3% to 62.2%
- Twenty-six schools remain below 50% in overall score: Caverna, Academy @ Shawnee, Valley, Western, Doss, Fairdale, Lawrence County, Iroquois, Newport, Seneca, Southern, Waggener, Knox Central, Livingston Central, Perry County Central, Trimble County, Bryan Station, and Dayton High Schools; Frost, Western, Knight, Myers, Olmstead Academy North, Stuart, Thomas Jefferson, Westport, and Dayton Middle Schools
- Thirty-seven schools are in the Needs Improvement Category: Caverna, Fern Creek, Lawrence County, Leslie County, Academy @ Shawnee, Valley, Western, Christian County, Doss, Fairdale, Greenup County, Iroquois, Sheldon Clark, Monticello, Newport, Seneca, Southern, Waggener, Franklin-Simpson, Hopkins Central, Knox Central, Lee County, Lincoln County, Livingston Central, Perry County Central, Trimble County, Dayton and Bryan Station High Schools; Frost, Knight, Western, Myers, Olmstead Academy North, Stuart, Thomas Jefferson, Westport and Dayton Middle Schools

Trend (the rate of performance improvement or the sustainability of good performance; the breadth of the performance results)

- Baseline data year

Comparison (performance relative to appropriate comparisons, such as competitor or organizations similar to yours; performance relative to benchmarks)

- Thirty-five schools did not meet state benchmark of 55.2% Overall Score (see chart)
- Twenty-five schools did not meet state benchmark of 50th percentile rank (see chart)

Integration (results measures address important customer, product, market, process and action plan performance requirements identified in the organization; valid indicators of future performance; harmonized across processes and work units to support organization-wide goals)

- This is a key indicator for ability to turnaround schools since percentile rank is one of the criteria for entering and exiting priority status

GAP

Level (current level of performance)

- Gap group in Priority Schools combined reading and math percentage proficient/distinguished ranges from 12.2 to 42.6
- Twenty-seven schools have gap group performance below 30%: Caverna, Lawrence County, Leslie County, Academy @ Shawnee, Valley, Doss, East Carter, Greenup County, Iroquois, Newport, Waggener, Dayton, Livingston Central, Monticello, Perry County Central, Trimble County, and Bryan Station High Schools; Frost, Knight, Olmstead Academy North, Myers, Stuart, Thomas Jefferson, Western, and Westport Middle Schools

Trend (the rate of performance improvement or the sustainability of good performance; the breadth of the performance results)

- Two-year trend for closing gaps indicates 10 schools have not consistently closed gaps across the two-year period

Comparison (performance relative to appropriate comparisons, such as competitor or organizations similar to yours; performance relative to benchmarks)

- Thirty schools have gap group performance below the state average for gap groups (see chart)
- Seventeen schools have larger than 5% points difference between gap group and all student performance: Fern Creek, Lawrence County, Metcalfe County, East Carter, Christian County, Greenup County, Seneca, Fleming County, Franklin-Simpson, Hopkins Central, Lee County, Lincoln County, Livingston Central, Perry County Central, Pulaski County, Trimble County, and Bryan Station High Schools
- Even in schools where gaps are small, the overall proficiency is low for all students and subgroups

Integration (results measures address important customer, product, market, process and action plan performance requirements identified in the organization; valid indicators of future performance; harmonized across processes and work units to support organization-wide goals)

- Closing gaps is essential for proficiency measures and determines where interventions are required and where funding must be directed

Progress of Schools Identified as Priority Over the Past Three Years...Trend

The data may appear overwhelming. So, what does it all mean? The summary sheet is an attempt to identify from the data the key elements that need to improve for academic success. It is a summary in that it gives a level of needed performance and where each school is in the journey. Of course, in all of the schools there are tremendous non-academic factors that influence what goes on in the schools. Planning that is comprehensive includes the learning climate and how people work together to meet the needs of students. Comprehensive Response to Intervention, senior interventions, interventions in classrooms are part of the daily work not measured here. This sheet is just a quick picture of the summative data points over the course of the three year SIG initial funding.

The 2012 Annual Evaluation Report for School Improvement Grant from the University of Kentucky Human Development Institute

- This evaluation is to examine the impact of the SIG on instructional and leadership climates in the schools and the impact of SIG on student outcomes.
- The themes from interviews and teacher survey data are:
 - Data driven processes
 - Professional development tailored to emerging and individual needs
 - Student engagement and involvement in learning
 - External barriers
- In general, the work of Education Recovery in all three regions of Kentucky centers on the above mentioned themes. East and West Education Recovery work is more systematic and comprehensive than in the Central region where the work is most often defined by tasks as opposed to over-all recovery.
- Recommendations:
 - Periodic reflection of data processes to ensure deployment with fidelity and if it is flexible enough to adjust to the data
 - Professional development feedback...more formative process for effectiveness
 - Action plan for sustainability
 - Everyone read the report in its entirety - differences in practices within regions is distinctive

From the Kentucky TELL Survey in 2011 Findings:

- Year 1 Cohorts are generally more positive than their year 2 counterparts, more intervention necessary
- Teachers in District 180 Priority Schools are less likely to stay requiring better support to novice teachers
- District 180 Priority schools teachers are significantly less positive than their state counterparts with regard to student conduct in understanding school policy and procedures, enforcing rules and the consistent enforcement of rules.
- When considering community engagement, District 180 Priority School teachers are uniformly less positive. Additionally, only seven out of 10 District 180 Priority School educators agree that parents are influential decision makers while nearly nine out of 10 teachers across the state believe this condition is in place.
- Only six out of ten District 180 Priority School educators agree that teachers are assigned classes that maximize student success, while nearly eight in 10 statewide agree.
- Seven out of 10 District 180 Priority School educators report that teachers are trusted to make sound educational decisions compared to eight out of 10 statewide.
- Nearly six out of 10 District 180 Priority School educators agree that teachers are encouraged to try new things to improve instruction compared to nearly seven out of 10 statewide.

What are our next steps?

1. Share summary report with Commissioner and Board of Education
2. Share report with Education Recovery Directors, who will use it as a data resource guide for conversations with the schools and the districts for analysis and needed changes in their setting
 - a. Schools will review 30, 60, 90 day action steps to ensure data is being addressed.
 - Build formative evaluation for professional learning experiences to ensure ER team is meeting the needs of staff
 - Review data processes to ensure data turns in to valuable instructional practices
 - b. Cohort 1 and 2 schools will write sustainability plans for the next three years...goals and action steps for the next year.
 - c. Districts will review supports for sustainability as education recovery staff exits the cohorts. Focus on Cohort 1 and 2 schools still in lowest 5th percentile. District ownership of the data and information particularly in the Cohort 1 schools not deemed to be making acceptable progress as defined by percentile ranking three years in to the process.
 - d. Encourage participation in 2013 TELL survey of Priority School educators to see if findings from 2011 survey have been effectively addressed in Priority Schools.
3. Share report with Centers for Learning Excellence (CLE), who have provided support over the three-year period
4. Share report with partners as appropriate
5. At the Kentucky Department of Education (KDE) level...Office of Next Generation Schools and Districts will:
 - a. Collaborate with CPE/JCPS/District 180 staff to build leadership development cadre for turnaround.
 - b. With partners, continue development of statewide sustainability plan for use of available funds to provide support for Priority Schools moving forward.
 - c. Develop plan for key hub schools (from any of the three cohorts) to continue to be an incubator for innovation to support the regional schools and model systems for improvement as funding diminishes.
 - d. Define roles and relationships with CLE.
 - e. Develop and deploy a process for data monitoring in the Division of Student Success to provide annual update of Priority School progress.
 - f. Continue collaboration for deployment of PGES in Priority Schools.
 - g. Continue collaboration with AdvancEd for diagnostic review process.

Appendix I Education Recovery Funding and Sustainability

The Cost of Education Recovery and Related Funding Sources

COHORT	Year Identified	# of Schools	Year 1	YEAR 2	YEAR 3	TOTAL	
1	2009	10	\$5 million	\$5 million	\$5 million	\$15 million	Distributed to schools
2	2010	12	\$8.2 million	\$8 million	TBD	\$16.2 million	Distributed to schools
3	2011	19	\$950,000	TBD	TBD	TBD	Distributed to schools
	Total now Priority Schools	41					

Annual Cost of Educational Recovery Staff

COHORT	Number of positions	2013	Source	2014	Source
1	30 Positions	\$2.7 million salary & fringe + \$600,000 operating costs	General Fund	\$3 million salary & fringe + \$600,000 operating costs	TBD
2	44 Positions	Approximately \$4 million salary & fringe	School Improvement Grant Title I, 1003(g) \$8 million mentioned in chart above	Will apply for repeated funding	SIG if granted
3	57 Positions (not all filled)	\$6.4 million salary & fringe + \$450,000 operating cost	Title I, 1003(a)	\$6.8 million salary & fringe + operating cost	TBD, possibility of district waiver for Title I, 1003(a)

Education Recovery Staff Funding

- **Cohort 1 Dollars** were from federal School Improvement Grants (SIG Title I, 1003(g)). Funds were distributed directly to schools based on SIG grant process. Those grant applications that were funded as well as the leadership assessments results conducted after their identification are on the KDE website. The funding was divided across three years... 2012-13 is the final year for these funds.
 - In Cohort 1, each school has three ER staff that includes: Education Recovery Leader, Education Recovery Specialist in Literacy and Education Recovery Specialist in Math, which are hired on Memorandums of Agreement (MOA) between employee's home district and KDE. Costs were covered from general fund remaining from Highly Skilled Educator (HSE) Program before line item was deleted. KDE has continued to maintain the cost of Cohort 1 staff (30 positions).
- **Cohort 2 Dollars** were from federal School Improvement Grants (SIG Title I, 1003 (g)). Funds were distributed directly to schools based on SIG grant process. Only one year was awarded. KDE has been able to reapply for the funds annually, so far. Funding has occurred for two years. We anticipate being able to apply for the dollars for year three for this group.
 - In order to have ER staff, these schools were asked to write the positions into the SIG grant. These could not be KDE employees because it would be supplanting since the similar positions had been paid from state funds the year before. Since these ER staff members are employees of the school district they are assigned to, the MOA is between the home district and the district they are serving. JCPS opted to have no education recovery leaders in Cohort 2 in order to provide more direct money to schools. Many of ER staff members were already JCPS employees.
- **Cohort 3 Dollars** - There were no more new SIG dollars. Cohort 3 was identified due to the PLA process required in Kentucky statute. Since Kentucky has the No Child Left Behind (NCLB) waiver and we are able to look at funding more flexibly, school improvement dollars from Title I were redirected to assist in serving Cohort 3 schools. Each school received \$50,000 for which they were required to write a plan.
 - ER staff: Assigned in teams of three and paid as in Cohort 1, but from Title I, 1003 (a) funds.

Sustainability

703 KAR 5:225 defines Priority Schools. These 41 Priority Schools from Cohorts 1, 2, and 3, formerly known as PLA schools, will remain in priority status until they have made their Annual Measureable Objective (AMO) for three years. Prior to the new accountability model, Leslie County High School had made Adequate Yearly Progress (AYP) twice; Caverna High School, Sheldon Clark High School, East Carter High School, Academy @ Shawnee, and Western High School had each made AYP once. After this reset year, it is possible that Leslie County High School could make AMO and be out of the priority status and be replaced by the next school in line. In 2015, it would be possible for five more to exit and, thus, five more schools to be identified as priority.

SIG funding will be gone. What we envision for support in Year 4 and following is a network of support created around these schools while at the same time the successful ones contribute from their learning to the entire pool. The CLE located at Western Kentucky University (WKU), Eastern Kentucky University (EKU) and the University of Louisville (U of L) are in their final year of funding, but relationships have been built to create communication and support. Education Recovery Director (ERD) funds will be in place for one more year. One each is stationed at WKU, EKU and U of L. We anticipate that the work for ERDs next year will be about building hubs of support that can run in collaboration with cooperatives, special education cooperatives and

the schools themselves. Some processes are in place for monitoring and those will be refined at the state level (quarterly reports with feedback); priority strategy in CCR delivery plan; data analysis and contract with University of Kentucky study. Several other individual professors from universities have specific studies on these schools also. For example, Dr. Robert Thomas at EKU has initiatives with automaticity and his restructure of math based on where students are in Greenup County and East Carter High Schools.

The KDE and CPE are collaborating with U of L on a turnaround leadership-building training cadre to provide principals for these schools in the future. U of L is being chosen since most of the principal need is in JCPS, but trainers will be developed for each region.

Both statute and regulation speak to a group of HSEs being available and KDE providing services to these schools moving forward. We would like to maintain a group of these highly skilled people (ER Staff) of at least 15 in Cohort 1; entire contingent of ER staff in Cohort 2 for 2014; and entire contingent of ER staff in Cohort 3 for 2014.

The notable difference between ER personnel and HSEs is that ER personnel are in teams of three and there every day, and their mission is to be gone, leaving the school with sustainable systems for continuous improvement. They also monitor implementation, a process frequently missing. How well that is occurring is based on the following: a) The leadership of the school and district to accept and even welcome the help, b) The ability of the highly skilled trio to become a team with data as an improvement focus, and c) How quickly the adult drama ceases to derail process development. It is hard, grueling, intensive work to determine root cause in the chronically low-performing areas of the Commonwealth. They must be willing to solve it together instead of individually surviving. Couple the task of first order (technical) change with implementation of common core and focus on CCR and it is easy to see why there can be push back. There are some educators who get past that more quickly than others and we are beginning to see second order (cultural) change.

Growth Baseline Year

DISTRICT	High School	Growth Reading & Math	State	Middle School	Growth Reading & Math	State
Caverna Ind.	Caverna HS	59.6	58.5			
Carter County	East Carter HS	57.2				
Christian County	Christian County HS	55.9				
Dayton Ind.	Dayton Ind. HS	65.8				
Fayette County	Bryan Station HS	57				
Fleming County	Fleming County HS	54.2				
Greenup County	Greenup County HS	57.9				
Hopkins County	Hopkins County Central HS	57.9				
Jefferson County	Academy @ Shawnee	42.4		Frost MS	46.1	60.4
Jefferson County	Doss HS	48.8		Western MS	58.1	
Jefferson County	Fairdale HS	59.3		Knight MS	52	
Jefferson County	Fern Creek Traditional HS	59.5		Dayton MS	55.5	
Jefferson County	Iroquois HS	47		Olmstead Academy N.	50	
Jefferson County	Seneca HS	61.8		Myers MS	46.6	
Jefferson County	Southern HS	51.5		Stuart MS	42.5	
Jefferson County	Valley Traditional HS	46.4		Thomas Jefferson MS	53.2	
Jefferson County	Waggener Traditional HS	55.8		Westport MS	49.1	
Jefferson County	Western HS	47.8				
Knox County	Knox Central HS	46.9				
Lawrence County	Lawrence County HS	52.4				
Lee County	Lee County HS	62.8				
Leslie County	Leslie County HS	52.6				
Lincoln County	Lincoln County HS	56.8				
Livingston County	Livingston Central HS	51.6				
Martin County	Sheldon Clark HS	49.3				
Metcalfe County	Metcalfe County HS	66				
Monticello Ind.	Monticello HS	46.3				
Newport Ind.	Newport HS	62.5				
Perry County	Perry County Central HS	39.9				
Pulaski County	Pulaski County HS	62.9				
Simpson County	Franklin-Simpson County HS	55.2				
Trimble County	Trimble County HS	64				

Kentucky Priority Schools Graduation Rate by Cohort and CCR %

Graduation Rate						CCR			
Cohort 1 District	School	2009	2010	2011	Gain/Loss	2009-10	2010-11	2011-12	Gain/Loss
Caverna Ind.	Caverna HS	58.5	74.3	68.5	10.0	13	2	17	4.0
Jefferson	Fern Creek HS	65.8	64.6	67.4	1.6	19	26	37.5	18.5
Jefferson	Frost MS	NA			NA			15.4	
Lawrence	Lawrence Co. HS	58.5	57.3	69.2	10.7	21	28	28	7
Leslie	Leslie Co. HS	70.2	73.8	66.5	-3.7	15	36	50	35
Metcalfe	Metcalfe Co. HS	59.6	65.9	76.3	16.7	23	33	51	28
Jefferson	Academy @ Shawnee	44.8	47.2	42.3*	-2.5	4	6	14.9	10.9
Jefferson	Valley HS	49.8	52.6	52.4*	2.6	4	4	10.9	6.9
Jefferson	Western MS	NA			NA			10.8	
Jefferson	Western HS	60.3	52.5	68.3	8.0	4	11	17.4	13.4
Cohort 2 District	School	2009	2010	2011	Gain/Loss	2009-10	2010-11	2011-12	Gain/Loss
Carter	East Carter HS	73.5	81.1	81.8	0.7	28	24	57	33
Christian	Christian Co. HS	72.5	64.6	77	12.4	24	24	46	22
Jefferson	Doss HS	64.1	60.9	59.5*	-1.4	11	8	12.9	4.9
Jefferson	Fairdale HS	71.1	62.1	76.5	14.4	9	20	22.8	2.8
Greenup	Greenup HS	77	80.3	81.1	0.8	26	31	46	15
Jefferson	Iroquois HS	48.3	40.5	40.2*	-0.3	10	9	24.8	15.8
Jefferson	Knight MS	NA			NA			20.2	
Martin	Sheldon Clark HS	65.8	69.9	70.1	0.2	19	27	51	24
Newport Ind.	Newport HS	52.8	62	64.1	2.1	22	21	36	15
Jefferson	Seneca HS	68.9	64.9	59.7*	-5.2	19	31	33.6	2.6
Jefferson	Southern HS	62.7	61.9	61.3	-0.6	11	13	24.9	11.9
Jefferson	Waggener HS	54.2	59.2	59.1*	-0.1	13	18	27.9	9.9
Cohort 3 District	School	2009	2010	2011	Gain/Loss	2009-10	2010-11	2011-12	Gain/Loss
Dayton Ind.	Dayton HS	52.6	63.3	63.2	10.6	13	21	31	18
Dayton Ind.	Dayton MS	NA						32.6	
Fleming	Fleming Co. HS	69	73	84.2	15.2	38	32	57	19
Simpson	Franklin Simpson HS	72.2	75.3	81.9	9.7	35	25	31	-4
Jefferson	Olmstead Academy	NA						15.1	
Hopkins	Hopkins Central HS	72.9	73.4	77.8	4.9	32	30	44	12
Knox	Knox Central HS	74.6	68.6	69.4	-5.1	19	29	30.3	11.3
Lee	Lee Co. HS	71.4	71.8	68.6	-2.8	28	26	51	23
Lincoln	Lincoln Co. HS	70	69.9	88.8	18.8	23	23	43	20
Livingston	Livingston Co. HS	88.3	83.3	81.7	-6.5	22.0	32.0	35.0	13
Monticello	Monticello HS	84.1	77.4	95.8	11.7	19.0	27.0	35.0	16
Jefferson	Myers MS	NA						23.9	
Perry	Perry Co. Central HS	81.5	73.3	77.4	-4.9	18.0	23.0	22.6	4.6
Pulaski	Pulaski Co. HS	78.4	80.9	76.4	-2	29.0	36.0	61.2	32.2
Jefferson	Stuart MS	NA						21.4	
Jefferson	Thomas Jefferson MS	NA						24.0	
Trimble	Trimble Co. HS	66.9	70.3	65.9	-1	23.0	44.0	31.0	8
Jefferson	Westport MS	NA						18.4	
Fayette	Bryan Station HS	64.6	71.6	75.2	10.6	24.0	28.0	34.2	10.2
State				77.8				47.2	

Year identified

*Below 60%

ACT

Year	Code	School	Title I	Cohort	Number	Transform/ Restaff	Mean English	% English Bench	Mean Math	% Math Bench	Mean Reading	% Reading Bench
2010	105120	East Carter Co HS		2	202	Transform	16.8	43.6%	16.7	24.8%	18.0	37.1%
2011	105120	East Carter Co HS			193		17.1	44.6%	17.5	26.4%	18.0	32.6%
2012	105120	East Carter Co HS			184		17.3	45.7%	17.5	27.2%	18.6	42.9%
		Two-Year Change					0.5	2.10%	0.8	2.40%	0.6	5.80%
		Two-Year Effect Size					0.26		0.49		0.32	
2010	113030	Caverna HS		1	52	Transform	14.6	21.2%	16.0	5.8%	16.8	23.1%
2011	113030	Caverna HS			49		14.6	24.5%	16.1	10.2%	16.5	18.4%
2012	113030	Caverna HS			53		15.2	28.3%	16.8	17.0%	16.7	28.3%
		Two-Year Change					0.6	7.10%	0.8	11.20%	-0.1	5.20%
		Two-Year Effect Size					0.3		0.49		-0.05	
2010	115030	Christian Co HS		2	304	Transform	16.4	42.8%	17.2	27.3%	18.0	35.2%
2011	115030	Christian Co HS			283		16.2	36.0%	17.1	20.1%	17.2	24.4%
2012	115030	Christian Co HS			273		16.1	38.5%	17.5	25.6%	17.2	27.8%
		Two-Year Change					-0.3	-4.30%	0.3	-1.70%	-0.8	-7.40%
		Two-Year Effect Size					-0.16		0.2		-0.43	
2010	147010	Dayton HS	Yes	3	49	Transform	14.8	28.6%	15.7	14.3%	16.4	20.4%
2011	147010	Dayton HS	Yes		59		15.7	33.9%	16.6	15.3%	16.5	23.7%
2012	147010	Dayton HS	Yes		60		17.5	46.7%	17.7	30.0%	17.6	31.7%
		Two-Year Change					2.7	18.10%	2	15.70%	1.2	11.30%
		Two-Year Effect Size					1.4		1.2		0.65	
2010	165170	Bryan Station HS	Yes	3	396	Transform	16.3	35.9%	17.0	24.2%	17.5	30.3%
2011	165170	Bryan Station HS	Yes		390		16.5	37.4%	17.6	28.2%	18.2	32.1%
2012	165170	Bryan Station HS	Yes		430		16.2	34.0%	17.8	29.8%	17.2	30.0%
		Two-Year Change					-0.1	-1.90%	0.8	5.60%	-0.3	-0.30%
		Two-Year Effect Size					-0.05		0.49		-0.16	

ACT

Year	Code	School	Title I	Cohort	Number	Transform/ Restaff	Mean English	% English Bench	Mean Math	% Math Bench	Mean Reading	% Reading Bench
2010	171035	Fleming Co HS		3	186	Transform	16.2	34.9%	17.7	30.1%	17.0	28.0%
2011	171035	Fleming Co HS			166		16.4	40.4%	17.5	26.5%	17.7	30.1%
2012	171035	Fleming Co HS			182		16.4	38.5%	17.5	26.4%	17.7	33.0%
		Two-Year Change					0.2	3.60%	-0.2	-3.70%	0.7	5.00%
		Two-Year Effect Size					0.1		-0.12		0.38	
2010	221027	Greenup Co HS		2	208	Transform	16.3	37.5%	17.3	26.4%	17.7	31.3%
2011	221027	Greenup Co HS			226		17.1	45.6%	17.5	31.4%	18.4	35.4%
2012	221027	Greenup Co HS			186		17.6	48.4%	18.1	30.1%	18.7	38.7%
		Two-Year Change					1.30	0.11	0.8	0.04	1.00	0.07
		Two-Year Effect Size					0.68		0.49		0.54	
2010	265130	Hopkins Co Central HS		3	218	Transform	16.8	43.6%	17.1	26.6%	18.5	36.2%
2011	265130	Hopkins Co Central HS			219		17.1	46.6%	17.6	25.6%	18.6	37.0%
2012	265130	Hopkins Co Central HS			183		18.1	51.9%	18.4	38.8%	18.9	37.2%
		Two-Year Change					1.30	8.30%	1.30	12.20%	0.40	1.00%
		Two-Year Effect Size					0.68		0.79		0.22	
2010	275012	Fern Creek Traditional HS		1	293	ReStaff	17.0	44.7%	17.3	29.0%	18.2	36.5%
2011	275012	Fern Creek Traditional HS			295		15.9	34.6%	17.6	30.8%	17.4	27.1%
2012	275012	Fern Creek Traditional HS			321		16.6	40.2%	17.8	31.2%	18.0	32.4%
		Two-Year Change					-0.40	-4.50%	0.50	2.20%	-0.20	-4.10%
		Two-Year Effect Size					-0.21		0.30		-0.11	
2010	275031	Southern HS	Yes	2	250	ReStaff	14.2	21.2%	16.1	17.2%	16.0	20.8%
2011	275031	Southern HS	Yes		256		13.9	18.4%	16.6	20.7%	15.9	19.5%
2012	275031	Southern HS	Yes		276		15.0	27.2%	17.2	25.4%	15.9	19.2%
		Two-Year Change					0.80	6.00%	1.10	8.20%	-0.10	-1.60%
		Two-Year Effect Size					0.42		0.67		-0.05	

ACT

Year	Code	School	Title I	Cohort	Number	Transform/ Restaff	Mean English	% English Bench	Mean Math	% Math Bench	Mean Reading	% Reading Bench
2010	275033	Valley HS	Yes	1	191	Transform	13.0	15.7%	15.1	6.3%	14.8	10.5%
2011	275033	Valley HS	Yes		185		14.3	22.7%	15.6	8.6%	15.8	17.3%
2012	275033	Valley HS	Yes		177		13.8	20.9%	15.7	9.0%	15.4	18.1%
		Two-Year Change					0.80	5.20%	0.60	2.70%	0.60	7.60%
		Two-Year Effect Size					0.42		0.37		0.32	
2010	275051	Waggener HS	Yes	2	195	ReStaff	14.9	31.3%	16.5	20.5%	16.7	28.7%
2011	275051	Waggener HS	Yes		184		14.6	27.2%	17.1	25.5%	16.4	21.2%
2012	275051	Waggener HS	Yes		176		14.9	31.3%	16.9	22.2%	16.2	23.9%
		Two-Year Change					0.00	0.00%	0.40	1.70%	-0.50	-4.80%
		Two-Year Effect Size					0.00		0.24		-0.27	
2010	275057	Fairdale HS Mca	Yes	2	203	ReStaff	14.5	27.1%	16.7	21.2%	16.4	23.6%
2011	275057	Fairdale HS Mca	Yes		195		14.8	25.1%	17.0	23.1%	17.0	24.6%
2012	275057	Fairdale HS Mca	Yes		234		14.1	23.5%	16.8	20.1%	15.7	15.8%
		Two-Year Change					-0.40	-3.60%	0.10	-1.10%	-0.70	-7.80%
		Two-Year Effect Size					-0.21		0.06		-0.38	
2010	275073	Seneca High	Yes	2	324	ReStaff	16.7	40.7%	17.4	30.6%	18.0	34.9%
2011	275073	Seneca High	Yes		291		15.3	35.1%	17.0	19.9%	17.5	30.6%
2012	275073	Seneca High	Yes		324		16.2	35.8%	17.5	25.9%	17.0	25.3%
		Two-Year Change					-0.50	-4.90%	0.10	-4.70%	-1.00	-9.60%
		Two-Year Effect Size					-0.26		0.06		-0.54	
2010	275084	Western HS	Yes	1	205	ReStaff	12.7	10.2%	15.3	7.8%	14.7	12.2%
2011	275084	Western HS	Yes		160		12.4	11.9%	15.7	10.0%	14.7	10.6%
2012	275084	Western HS	Yes		174		14.4	22.4%	16.1	13.8%	14.9	11.5%
		Two-Year Change					1.70	12.20%	0.80	6.00%	0.20	-0.70%
		Two-Year Effect Size					0.89		0.49		0.11	

ACT

Year	Code	School	Title I	Cohort	Number	Transform/ Restaff	Mean English	% English Bench	Mean Math	% Math Bench	Mean Reading	% Reading Bench
2010	275100	Doss High	Yes	2	191	ReStaff	14.3	20.9%	16.0	14.7%	15.9	18.3%
2011	275100	Doss High	Yes		190		13.8	20.5%	16.3	17.9%	15.4	14.2%
2012	275100	Doss High	Yes		202		13.7	18.3%	16.1	13.9%	15.4	14.9%
		Two-Year Change					-0.60	-2.60%	0.10	-0.80%	-0.50	-3.40%
		Two-Year Effect Size					-0.31		0.06		-0.27	
2010	275335	Iroquois HS	Yes	2	207	ReStaff	13.0	18.4%	15.5	11.1%	14.9	15.0%
2011	275335	Iroquois HS	Yes		218		13.4	18.3%	16.2	13.3%	15.4	16.1%
2012	275335	Iroquois HS	Yes		228		12.9	13.6%	15.9	11.0%	14.6	12.7%
		Two-Year Change					-0.10	-4.80%	0.40	-0.10%	-0.30	-2.30%
		Two-Year Effect Size					-0.05		0.24		-0.16	
2010	275590	Academy @ Shawnee	Yes	1	72	ReStaff	12.7	15.3%	14.8	5.6%	14.3	9.7%
2011	275590	Academy @ Shawnee	Yes		83		12.5	9.6%	15.8	13.3%	14.2	6.0%
2012	275590	Academy @ Shawnee	Yes		102		13.7	21.6%	15.6	7.8%	14.7	9.8%
		Two-Year Change					1.00	6.30%	0.80	2.20%	0.40	0.10%
		Two-Year Effect Size					0.52		0.49		0.22	
2010	301410	Knox Central HS	Yes	3	238	Transform	16.6	41.6%	17.4	29.0%	17.3	31.1%
2011	301410	Knox Central HS	Yes		194		15.3	31.4%	17.1	23.2%	17.1	25.3%
2012	301410	Knox Central HS	Yes		218		17.0	42.7%	17.3	25.7%	17.4	29.8%
		Two-Year Change					0.40	1.10%	-0.10	-3.30%	0.10	-1.30%
		Two-Year Effect Size					0.21		-0.06		0.05	
2010	315260	Lawrence Co HS	Yes	1	205	Transform	16.3	38.5%	16.6	20.0%	18.1	35.1%
2011	315260	Lawrence Co HS	yes		168		16.5	36.9%	16.3	11.9%	18.1	28.6%
2012	315260	Lawrence Co Hs	yes		144		17.5	43.1%	16.8	23.6%	18.7	41.0%
		Two-Year Change					1.20	4.60%	0.20	3.60%	0.60	5.90%
		Two-Year Effect Size					0.63		0.12		0.32	

ACT

Year	Code	School	Title I	Cohort	Number	Transform/ Restaff	Mean English	% English Bench	Mean Math	% Math Bench	Mean Reading	% Reading Bench
2010	321050	Lee Co HS	Yes	3	53	Transform	15.9	30.2%	16.3	9.4%	17.0	18.9%
2011	321050	Lee Co HS	Yes		84		15.7	29.8%	16.9	20.2%	16.8	23.8%
2012	321050	Lee Co HS	Yes		80		17.4	45.0%	17.8	33.8%	18.4	37.5%
		Two-Year Change					1.50	14.80%	1.50	24.40%	1.40	18.60%
		Two-Year Effect Size					0.79		0.91		0.75	
2010	325350	Leslie Co HS		1	135	Transform	15.8	35.6%	16.9	21.5%	17.7	32.6%
2011	325350	Leslie Co HS			114		16.2	36.0%	17.2	27.2%	17.6	29.8%
2012	325350	Leslie Co HS			125		18.0	53.6%	17.7	25.6%	18.9	42.4%
		Two-Year Change					2.20	0.18	0.80	0.04	1.20	0.10
		Two-Year Effect Size					1.15		0.49		0.65	
2010	341095	Lincoln Co HS		3	249	Transform	16.6	39.4%	17.6	31.3%	18.3	36.1%
2011	341095	Lincoln Co HS			245		16.7	39.2%	17.1	22.0%	18.5	34.7%
2012	341095	Lincoln Co HS			236		18.7	56.8%	18.4	37.3%	19.5	47.9%
		Two-Year Change					2.10	17.40%	0.80	6.00%	1.20	11.80%
		Two-Year Effect Size					1.10		0.49		0.65	
2010	345050	Livingston Central HS		3	77	Transform	17.8	50.6%	18.0	37.7%	19.2	42.9%
2011	345050	Livingston Central HS			88		18.3	50.0%	17.2	20.5%	18.4	36.4%
2012	345050	Livingston Central HS			104		18.2	53.8%	17.8	30.8%	18.5	41.3%
		Two-Year Change					0.40	3.20%	-0.20	-6.90%	-0.70	-1.60%
		Two-Year Effect Size					0.21		-0.12		-0.38	
2010	385250	Sheldon Clark HS		2	143	Transform	15.7	32.2%	16.2	16.8%	18.0	36.4%
2011	385250	Sheldon Clark HS			143		15.1	30.1%	16.1	11.9%	17.4	30.8%
2012	385250	Sheldon Clark HS			163		14.6	27.0%	16.2	16.0%	16.8	27.6%
		Two-Year Change					-1.10	-5.20%	0.00	-0.80%	-1.20	-8.80%
		Two-Year Effect Size					-0.58		0.00		-0.65	

ACT

Year	Code	School	Title I	Cohort	Number	Transform/ Restaff	Mean English	% English Bench	Mean Math	% Math Bench	Mean Reading	% Reading Bench
2010	425050	Metcalfe Co HS		1	118	Transform	17.9	53.4%	17.1	28.0%	18.5	38.1%
2011	425050	Metcalfe Co HS			105		17.9	46.7%	19.3	46.7%	19.4	42.9%
2012	425050	Metcalfe Co HS			97		16.3	34.0%	19.5	52.6%	17.6	32.0%
		Two-Year Change					-1.60	-19.40%	2.40	24.60%	-0.90	-6.10%
		Two-Year Effect Size					-0.84		1.46		-0.48	
2010	436010	Monticello HS	Yes	3	59	Transform	15.9	30.5%	16.8	25.4%	16.7	23.7%
2011	436010	Monticello HS	Yes		71		15.5	31.0%	17.3	21.1%	17.5	29.6%
2012	436010	Monticello HS	Yes		50		14.8	24.0%	16.0	14.0%	16.2	26.0%
		Two-Year Change					-1.10	-6.50%	-0.80	-11.40%	-0.50	2.30%
		Two-Year Effect Size					-0.58		-0.49		-0.27	
2010	452070	Newport HS		2	127	Transform	15.2	27.6%	16.7	25.2%	16.9	25.2%
2011	452070	Newport HS			112		16.0	35.7%	17.1	24.1%	17.5	29.5%
2012	452070	Newport HS			100		16.6	35.0%	17.7	28.0%	17.0	25.0%
		Two-Year Change					1.40	7.40%	1.00	2.80%	0.10	-0.20%
		Two-Year Effect Size					0.73		0.61		0.05	
2010	485250	Perry Co Central HS		3	219	Transform	8.8	25.1%	8.9	16.9%	9.5	24.2%
2011	485250	Perry Co Central HS			214		15.6	32.7%	16.4	17.8%	17.3	27.1%
2012	485250	Perry Co Central HS			208		17.1	47.6%	17.0	21.6%	17.8	36.5%
		Two-Year Change					1.50	14.90%	0.60	3.80%	0.50	9.40%
		Two-Year Effect Size					0.79		0.37		0.27	
2010	501380	Pulaski Co HS		3	267	Transform	17.9	49.1%	18.6	39.7%	19.2	45.7%
2011	501380	Pulaski Co HS			265		17.7	48.7%	17.9	30.9%	19.5	46.8%
2012	501380	Pulaski Co HS			248		18.4	56.0%	18.5	37.9%	19.0	43.1%
		Two-Year Change					0.50	6.90%	-0.10	-1.80%	-0.20	-2.60%
		Two-Year Effect Size					0.26		-0.06		-0.11	

ACT

Year	Code	School	Title I	Cohort	Number	Transform/ Restaff	Mean English	% English Bench	Mean Math	% Math Bench	Mean Reading	% Reading Bench
2010	535040	Franklin-Simpson HS	Yes	3	226	Transform	16.6	39.4%	17.5	26.1%	17.6	31.9%
2011	535040	Franklin-Simpson HS	Yes		226		16.8	38.1%	17.7	25.7%	17.7	27.9%
2012	535040	Franklin-Simpson HS	Yes		219		17.7	49.8%	18.3	32.0%	18.6	37.4%
		Two-Year Change					1.10	10.40%	0.80	5.90%	1.00	5.50%
		Two-Year Effect Size					0.58		0.49		0.54	
2010	561030	Trimble Co HS		3	104	Transform	17.2	45.2%	17.9	36.5%	18.5	44.2%
2011	561030	Trimble Co HS			89		18.6	50.6%	17.9	24.7%	19.5	41.6%
2012	561030	Trimble Co HS			89		20.9	70.8%	19.8	46.1%	20.7	57.3%
		Two-Year Change					3.70	25.60%	1.90	9.60%	2.20	13.10%
		Two-Year Effect Size					1.94		1.16		1.18	

Kentucky Priority Middle School EXPLORE Subtest Means 2010-12

Year	Code	School	Title I	Cohort	Transform/ Restaff	Number	Mean English	% English Bench	Mean Math	% Math Bench	Mean Reading	% Reading Bench
2010	147010	Dayton High School	Yes	3	Transform	60	12.00	36.7%	14.10	23.3%	12.90	31.7%
2011	147010	Dayton High School	Yes			67	12.60	40.3%	13.20	7.5%	12.60	22.4%
2012	147010	Dayton High School	Yes			43	13.10	48.8%	14.00	11.6%	13.50	37.2%
		Two-Year Change					1.10	12.1%	-0.10	-11.7%	0.60	5.5%
		Two-Year Effect Size					0.85		-0.08		0.44	
2010	275077	Westport Middle School	Yes	3	Transform	220	12.40	41.8%	13.20	23.6%	12.30	26.8%
2011	275077	Westport Middle School	Yes			240	12.00	36.3%	13.50	13.8%	12.30	18.8%
2012	275077	Westport Middle School	Yes			266	11.80	30.8%	13.20	8.6%	12.20	17.7%
		Two-Year Change					-0.60	-11.0%	0.00	-15.0%	-0.10	-9.1%
		Two-Year Effect Size					-0.46		0.00		-0.07	
2010	275085	Robert Frost Middle	Yes	1	ReStaff	151	11.50	27.8%	11.80	7.9%	11.90	14.6%
2011	275085	Robert Frost Middle	Yes			156	10.80	25.6%	11.90	3.8%	11.00	9.0%
2012	275085	Robert Frost Middle	Yes			130	11.10	25.4%	12.50	4.6%	11.80	13.1%
		Two-Year Change					-0.40	-2.4%	0.70	-3.3%	-0.10	-1.5%
		Two-Year Effect Size					-0.31		0.55		-0.07	
2010	275090	Thomas Jefferson Middle	Yes	3	ReStaff	263	12.50	44.1%	13.30	16.7%	12.60	25.9%
2011	275090	Thomas Jefferson Middle	Yes			321	11.40	34.3%	13.10	10.0%	12.10	15.9%
2012	275090	Thomas Jefferson Middle	Yes			326	12.30	40.8%	13.60	12.6%	12.80	19.9%
		Two-Year Change					-0.20	-3.3%	0.30	-4.1%	0.20	-6.0%
		Two-Year Effect Size					-0.15		0.23		0.15	
2010	275144	Stuart Middle	Yes	3	Transform	334	11.90	35.6%	12.40	15.3%	12.00	17.4%
2011	275144	Stuart Middle	Yes			338	11.90	35.8%	12.80	13.9%	12.30	18.3%
2012	275144	Stuart Middle	Yes			311	12.00	37.0%	13.30	10.0%	12.30	19.0%
		Two-Year Change					0.10	1.4%	0.90	-5.3%	0.30	1.6%
		Two-Year Effect Size					0.08		0.70		0.22	
2010	275159	Myers Middle School	Yes		Transform	286	12.20	39.2%	13.60	26.6%	12.70	24.5%
2011	275159	Myers Middle School	Yes			238	11.50	31.9%	13.10	15.1%	12.00	16.0%
2012	275159	Myers Middle School	Yes			257	12.00	37.0%	13.40	14.4%	12.60	23.0%
		Two-Year Change					-0.20	-2.2%	-0.20	-12.2%	-0.10	-1.5%
		Two-Year Effect Size					-0.15		-0.16		-0.07	

Kentucky Priority Middle School EXPLORE Subtest Means 2010-12

Year	Code	School	Title I	Cohort	Transform/ Restaff	Number	Mean English	% English Bench	Mean Math	% Math Bench	Mean Reading	% Reading Bench
2010	275163	Knight Middle School	Yes	2	ReStaff	167	11.50	27.5%	12.50	11.4%	12.30	22.2%
2011	275163	Knight Middle School	Yes			201	11.30	31.8%	12.60	8.0%	11.50	11.9%
2012	275163	Knight Middle School	Yes			143	11.90	35.7%	13.00	8.4%	12.30	16.1%
		Two-Year Change					0.40	8.2%	0.50	-3.0%	0.00	-6.1%
		Two-Year Effect Size					0.31		0.39		0.00	
2010	275620	Olmsted Academy North	Yes	3	Transform	230	10.70	20.9%	12.00	12.2%	11.40	10.9%
2011	275620	Olmsted Academy North	Yes			219	10.80	25.1%	12.50	9.6%	11.50	12.8%
2012	275620	Olmsted Academy North	Yes			295	11.00	25.4%	12.30	8.5%	11.40	12.5%
		Two-Year Change					0.30	4.5%	0.30	-3.7%	0.00	1.6%
		Two-Year Effect Size					0.23		0.23		0.00	
2010	275710	Western Middle School	Yes	1	Restaff	140	10.50	14.3%	11.50	5.0%	11.30	11.4%
2011	275710	Western Middle School	Yes			122	10.20	17.2%	12.00	3.3%	11.10	3.3%
2012	275710	Western Middle School	Yes			87	10.60	18.4%	12.00	9.2%	11.40	5.7%
		Two-Year Change					0.10	4.1%	0.50	4.2%	0.10	-5.7%
		Two-Year Effect Size					0.08		0.39		0.07	

Two-year **change** is computed by subtracting the **2010** mean EXPLORE subtest score from the **2012** mean EXPLORE subtest score. Two-year **effect size** is computed by dividing the two-year change by the 2010 school-level standard deviation computed across all schools. This allows changes in all subtests to be compared with each other and across years.

No Kentucky Priority middle school achieved a two-year **effect size** of 0.50 or above in all three EXPLORE subtests. Experts consider an effect size of 0.50 to be large and noteworthy. Notice that in most cases a large two-year effect size is accompanied by a substantial increase in the percentage of students reaching the CPE benchmark points. Green highlighting indicates that a school has achieved a two-year effect size on one or two EXPLORE subtests. Yellow highlighting is used to indicate that the school has achieved an effect size of .3 standard deviations on more than one subtest. Red outline indicates a negative effect size.

$$\text{Effect Size} = \frac{\text{Mean}_{(2012)} - \text{Mean}_{(2010)}}{\text{Standard Deviation}}$$

Standard deviations were computed across all Kentucky high schools (except nonA1). They are: **English: 1.30 Math: 1.28 Reading: 1.37** The effect size estimates the distance on the measurement scale that an individual school score has moved in terms of standard-deviation units. These units

SD English	SD Math	SD Reading
1.3	1.28	1.37

Priority Schools Proficiency Level and Percentile Rank 2012

Priority School	District	Model	Overall Score	Percentile (started below 5 th %)
Caverna HS	Caverna Ind.	Transformation	40.6	3
Fern Creek HS	Jefferson	Re-Staff	50.4	26
Robert Frost MS	Jefferson	Re-staff	29.3	1
Lawrence County HS	Lawrence	Transformation	46.5	15
Leslie County HS	Leslie	Transformation	51.1	32
Metcalfe County HS	Metcalfe	Transformation	60.6 Proficient	78
Academy at Shawnee	Jefferson	Re-staff	27.9	1
Valley HS	Jefferson	Re-staff	31	1
Western MS	Jefferson	Re-staff	37	4
Western HS	Jefferson	Re-staff	40.3	3
East Carter HS	Carter	Transformation	58 Proficient	71
Christian County HS	Christian	Transformation	51.1	32
Doss HS	Jefferson	Re-staff	35.8	2
Fairdale HS	Jefferson	Re-staff	46	13
Greenup County HS	Greenup	Transformation	53.2	42
Iroquois HS	Jefferson	Re-staff	34.4	1
Knight MS	Jefferson	Re-staff	35.9	3
Sheldon Clark HS	Martin	Transformation	50.6	27
Newport HS	Newport Ind.	Transformation	48.1	19
Seneca HS	Jefferson	Re-staff	45.7	12
Southern HS	Jefferson	Re-staff	41.2	4
Waggener HS	Jefferson	Re-staff	41.7	6
Dayton HS	Dayton Ind.	Transformation	46.2	13
Dayton MS	Dayton Ind.	transformation	46.5	19
Fleming County HS	Fleming	Transformation	58.3 Proficient	71
Franklin-Simpson HS	Simpson	Transformation	53.7	45
Olmstead Academy North	Jefferson	Transformation	33.8	2
Central HS	Hopkins	Transformation	56.6	62
Knox Central HS	Knox	Transformation	46.8	16
Lee County HS	Lee	Transformation	55.4	57
Lincoln County HS	Lincoln	Transformation	57.6	67
Livingston County HS	Livingston	Transformation	49.5	23
Monticello HS	Monticello	Transformation	51.5	32
Myers MS	Jefferson	Transformation	35.5	3
Perry County Central	Perry	Transformation	41.3	5
Pulaski County HS	Pulaski	Transformation	61.6 proficient	82
Stuart MS	Jefferson	Transformation	31.8	1
Thomas Jefferson MS	Jefferson	Re-staff	36.4	4
Trimble County HS	Trimble	Transformation	48.7	20
Westport MS	Jefferson	Transformation	35.5	3
Bryan Station HS	Fayette	Transformation	47.17	17

Yellow: Cohort 1, 2009

Green: Cohort 2, 2010

Blue: Cohort 3, 2011

All now PRIORITY SCHOOLS

Gap Data

Cohort 1 District	School	Subgroups in School	Closing Gap under Previous Acct. Sys. 2010-11	Gap Group This School Prof/Dis	All Students This school Prof/Dis	GAP this School Between Subgroup/All	<5 Gap Between Groups in This School	Subgroup Score Above All Students 2012
Caverna Ind.	Caverna HS	FR	yes	28.3	30.5	2.2	x	
Jefferson	Fern Creek HS	AA/HS/FR/SWD	yes	36.1	45.1	9.0		Hispanic
Jefferson	Frost MS	AA/HS/FR/SWD	yes	12.2	12.6	0.4	x	
Lawrence	Lawrence Co. HS	FR	yes	23.9	37.9	14.0		
Leslie	Leslie Co. HS	FR	yes	24.3	27.6	3.3	x	
Metcalfe	Metcalfe Co. HS	FR	no	45.2	51.4	6.2		
Jefferson	Academy @ Shawnee	AA/FR/SWD	yes	11.4	15.8	4.4	x	
Jefferson	Valley HS	AA/FR	yes	17.2	18.4	1.2	x	
Jefferson	Western MS	AA/HS/LEP/FR	yes	23.8	25.6	1.8	x	Hispanic
Jefferson	Western HS	AA/FR/SWD	yes	30.2	31.8	1.6	x	
Cohort 2 District	School	Subgroups in School	Closing Gap under Previous Acct. Sys. 2010-11	Gap Group this School Prof/Dis	All Students this school Prof/Dis	GAP this School Between Subgroup/All	<5 Gap Between Groups in this school	Subgroup Score Above All Students 2012
Carter	E. Carter HS	FR/SWD	yes	28.4	38.0	9.6		
Christian	Christian Co. HS	AA/FR/SWD	yes	41.8	49.6	7.8		
Jefferson	Doss HS	AA/FR/SWD	yes	25.8	28.4	2.6	x	
Jefferson	Fairdale HS	AA/HS/FR/SWD	yes	34.1	36.2	2.1	x	Hispanic
Greenup	Greenup HS	FR	yes	26.1	38.7	12.6		
Jefferson	Iroquois HS	AA/HS/AS/LEP/FR/SWD	yes	27.6	27.7	0.1	x	Hispanic
Jefferson	Knight MS	AA/HS/FR/SWD	yes	12.9	15.4	2.5	x	
Martin	Sheldon Clark HS	FR	yes	30.5	32.5	2.0	x	
Newport Ind.	Newport HS	AA/FR	yes	25.1	25.0	-0.1	x	African American
Jefferson	Seneca HS	AA/HS/FR/SWD	yes	31.1	39.9	8.8		
Jefferson	Southern HS	AA/His/FR/SWD	yed	33.0	36.5	3.5	x	
Jefferson	Waggener HS	AA/HS/FR/SWD	yes	29.4	33.2	3.8	x	Hispanic

Gap Data

Cohort 3 District	School	Subgroups in School	Closing Gap under Previous Acct. Sys. 2010-11	Gap Group this School Prof/Dis	All Students this school Prof/Dis	GAP this School Between Subgroup/All	<5 Gap Between Groups in this school	Subgroup Score Above All Students 2012
Dayton Ind.	Dayton HS (R 22.9)		yes					
Dayton Ind.	Dayton MS	FR/SWD	yes	21.8	25.0	3.2	x	
Fleming	Fleming Co. HS	FR	no	34.6	42.9	8.3		
Simpson	Franklin Simpson HS	AA/FR	no change	42.7	53.5	10.8		
Jefferson	Olmstead Academy	AA/HS/AS/LEP/FR/SWD	yes	14.3	14.8	0.5	x	Hispanic
Hopkins	Hopkins Central HS	AA/FR	no	42.8	48.2	5.4		
Knox	Knox Central HS	FR/SWD	no	35.1	37.3	2.2	x	
Lee	Lee Co. HS	FR	yes	34.9	41.9	7		
Lincoln	Lincoln Co. HS	FR/SWD	yes	42.1	49.8	7.7	x	
Livingston	Livingston Co. HS	FR	no	27.2	38.1	10.9		
Monticello	Monticello HS	FR	no	26.8	29.7	2.9	x	
Jefferson	Myers MS	AA/HS/AS/LEP/FR/SWD	yes	17.3	20.0	2.7	x	Hispanic/Asian
Perry	Perry Co. Central HS	FR/SWD	no	23.9	30.9	7		
Pulaski	Pulaski Co. HS	FR/SWD	no	42.6	52.6	10		
Jefferson	Stuart MS	AA/HS/AS/FR/SWD	no	17.3	20.0	2.7	x	Hispanic
Jefferson	Thomas Jefferson MS	AA/HS/AS/LEP/FR/SWD	no	15.1	17.6	2.5	x	
Trimble	Trimble Co. HS	FR	yes	22.9	35.7	12.8		
Jefferson	Westport MS	AA/HS/AS/LEP/FR/SWD	no change	17.2	20.1	2.9	x	Hispanic
Fayette	Bryan Station HS	AA/His/FR/SWD	no	27.5	35.3	7.8		

State Average for Middle School: 31.8

State Average for High School: 33.2

Above State Average

AA: African American

AS: Asian

FR: Fre/Reduced Meals

LEP: Limited English Proficient

SWD: Students with Disabilities

Progress of School Identified as Priority Over the Past Three Years...Trend

Priority School	Overall Score Above 50% (1 yr) *	Proficient/NI(1 yr) *	Percentile Above 5% (3 years) {4 pts}	Graduation Gain > 5% (3 years) *	CCR gain >10 (3 yrs) *	ACT/Explore % English Bench 2 yr Change Above 5 Percentage Points *	ACT/Explore% Math Bench 2 yr Change Above 5 Percentage Points *	ACT/Explore% Reading Bench Change Above 5 Percentage Points *	State or Above for P/D for Gap Group *	Growth Above 50% *	Turn-around Points *
Caverna HS	no	NI	no	yes	no	yes	yes	yes		yes	5 pts/13
Fern Creek HS	yes	NI	yes	no	yes	no	no	no	yes	yes	8 pts/13
Robert Frost MS	no	NI	no	NA	NA	no	no	no		no	0 pts/11
Lawrence County HS	no	NI	yes	yes	no	no	no	yes		yes	7 pts/13
Leslie County HS	yes	NI	yes	no	yes	no	no	no		yes	7 pts/13
Metcalfe County HS	yes	proficient	yes	yes	yes	no	yes	no	yes	yes	11 pts/13
Academy at Shawnee	no	NI	no	no	yes	yes	no	no		no	2 pts/13
Valley HS	no	NI	no	no	no	yes	no	yes		no	2 pts/13
Western MS	no	NI	no	NA	NA	no	no	no		yes	1 pt/11
Western HS	no	NI	no	yes	yes	yes	yes	no		no	4 pts/13
East Carter HS	yes	proficient	yes	no	yes	no	no	yes		yes	9 pts/13
Christian County HS	yes	NI	yes	yes	yes	no	no	no	yes	yes	9 pts/13
Doss HS	no	NI	no	no	no	no	no	no		no	0 pt/13
Fairdale HS	no	NI	yes	yes	no	no	no	no	yes	yes	7 pts/13
Greenup County HS	yes	NI	yes	no	yes	no	no	no		yes	7 pts/13
Iroquois HS	no	NI	no	no	yes	no	no	no		no	1 pt/13
Knight MS	no	NI	no	NA	NA	yes	no	no		yes	2 pts/11
Sheldon Clark HS	yes	NI	yes	no	yes	no	no	no		no	6 pts/13
Newport HS	no	NI	yes	no	yes	yes	no	no		yes	7 pts /13
Seneca HS	no	NI	yes	no	no	no	no	no		yes	5 pts/13
Southern HS	no	NI	no	no	yes	yes	yes	no		yes	4 pts/13
Waggenger HS	no	NI	yes	no	no	no	no	no		yes	5 pts/13

Progress of School Identified as Priority Over the Past Three Years...Trend

Priority School	Overall Score Above 50% (1 yr) *	Proficient/NI(1 yr) *	Percentile Above 5% (3 years) {4 pts}	Graduation Gain> 5% (3 years) *	CCR gain >10 (3 yrs) *	ACT/ Explore % English Bench 2 yr Change Above 5 Percentage Points *	ACT/ Explore% Math Bench 2 yr Change Above 5 Percentage Points *	ACT/ Explore% Reading Bench Change Above 5 Percentage Points *	State or Above for P/D for Gap Group *	Growth Above 50% *	Turn-around Points *
Dayton HS	no	NI	yes	yes	yes	yes	yes	yes		yes	10 pts/13
Dayton MS	no		yes		NA	yes	no	yes		yes	7 pts/11
Fleming County HS	YES	proficient	yes	yes	yes	no	no	yes	yes	yes	11 pts/13
Franklin-Simpson HS	yes	NI	yes	yes	no	yes	yes	yes	yes	yes	8 pts/13
Olmstead Academy N.	no	NI	no		NA	no	no	no		yes	1 pt/11
Central HS	yes	NI	yes	no	yes	yes	yes	no	yes	yes	10 pts/13
Knox Central HS	no	NI	yes	no	yes	no	no	no	yes	no	6 pts/13
Lee County HS	yes	NI	yes	no	yes	yes	yes	yes	yes	yes	11 pts/13
Lincoln County HS	yes	NI	yes	yes	yes	yes	yes	yes	yes	yes	12 pts/13
Livingston County HS	no	NI	yes	no	yes	no	no	no		yes	6 pts/13
Monticello HS	yes	NI	yes	yes	yes	no	no	no		no	7 pts/13
Myers MS	no	NI	no		NA	no	no	no		no	0 pt/11
Perry County Central	no	NI	no	no	no	yes	no	yes		no	2 pts/13
Pulaski County HS	yes	proficient	yes	no	yes	yes	no	no	yes	yes	10 pts/13
Stuart MS	no	NI	no	NA	NA	no	no	no		no	0 pt/11
Thomas Jefferson MS	no	NI	no	yes	NA	no	no	no		yes	2 pts/11
Trimble County HS	No	NI	yes	no	no	yes	yes	yes		yes	8 pts.13
Westport MS	NO	NI	no	NA	NA	no	no	no		no	0 pt/11
Bryan Station HS	NO	NI	yes	yes	yes	no	yes	no		yes	8 pts/13

State Average or Above

*** 1 Point**