

MEMORANDUM

To: Dr. Holliday
From: Karen Dodd, Commissioner's Delivery Unit
Date: October 31, 2012
Subject: Stocktake Summary for Proficiency Delivery Plan

OVERVIEW

Baseline figures were still embargoed at the time of this stocktake, but the results have since been released and were discussed at this stocktake. While our baseline numbers are much lower than what we have seen in previous years, this was expected and widely communicated. The new assessment, K-PREP (Kentucky Performance Rating for Educational Progress), which was taken for the first time in the spring of 2012 is prepared by Pearson and is aligned to EXPLORE, PLAN and ACT. This ensures that the proficiency rates we report are directly correlated to college readiness.

OVERALL LIKELIHOOD OF DELIVERY

Strategy	Feb '12	Apr '12	June '12	Aug '12	Oct '12
Curriculum, Assessment & Alignment	●	●	●	●	●
CIITS	●	●	●	●	●
KSI/RTI	●	●	●	●	●
Collection & Use of Data: Program Reviews	●	●	●	●	●
Literacy Initiative	●	●	●	●	●
Math Initiative	●	●	●	●	●
Unbridled Learning Accountability Model	●	●	●	●	●
School Readiness and Early Progress	●	●	●	●	●

Stocktake Summary

Goals:

- Increase the average combined reading and math Kentucky Performance Rating for Educational Progress (K-PREP) scores for elementary and middle school students from 44% in 2012 to 72% in 2017.
- Increase the percentage of children ready for kindergarten from 28.1% in 2012 to 64.1% in 2015-16.
- Increase the average combined reading and math Kentucky Performance Rating for Educational Progress (K-PREP) scores for 3rd grade students from 46.1% in 2012 to 73.1% in 2016.
- Increase the percentage of proficient and distinguished programs in the arts, practical living/career studies and writing from ___% in 2013 to ___% in 2017 as measured on

Program Reviews. Dr. Holliday indicated Ken Draut will share distribution of Program Reviews in mid-November, and this goal will be established.

At this time, we believe the strategies listed below will be the most impactful. These could change based on the trajectory workshop being facilitated by the Commissioner's Delivery Unit on November 15, 2012.

- Continuous Instructional Improvement System (CIITS)
- Kentucky System of Intervention/Response to Intervention (KSI/RTI)
- Literacy Initiative
- Math Initiative

Strategy Discussions:

School Readiness and Early Learning Strategy

- Data is needed on districts given waivers for K-programs of 2-day sessions per week and compare the data to those with 4/5-day sessions per week K-programs.
- Review K-screener pilot district reports to determine if pre-school programs are getting children ready for kindergarten.
- Compare K-screener data and the preschool program review.
- Do a correlation between the preschool program review, K-screener, and K-3 program reviews.
- Ensuring children are school-ready upon entry is our interest and not keeping child care centers open.

Collection and Use of Data

- Program Reviews – We are not asking for a crosswalk, but instead for an approach for schools to consider the use of last year's scores and evidence without having to go through a full review for all three program review areas.

Read to Achieve (RTA) and Mathematics Achievement Fund (MAF)

- Are there any real measurable outcomes from these two groups? Do we consider redistributing these funds so that they make the biggest impact? We may need to consider a new Request for Applications (RFA) for districts.
- Is it equitable? What have districts done with the money?
- We need data (attendance reports, individual students served); what are the results? What are the real benefits? We need this information for this summer's budget discussions.

Key Issues:

- Program Reviews should not have a positive or negative effect.
- School Readiness and Early Learning standard setting should be in development; the Office of Assessment and Accountability (OAA) is working on this.
- Curriculum and Assessment Alignment - Networks will continue to be funded with Senate Bill 1 funds. The focus will be on Science standards in the next year. Since Social

Studies standards is only a framework, it will require standards development eventually; however, don't start the work yet. KDE has to ask for funds to pursue this line of work.

Action Items:

School Readiness and Early Learning Strategy

- Need data on districts given waivers for K-programs of 2-day sessions per week and compare it to those with 4/5-day sessions per week (ONGL).
- Review K-screener pilot district reports to determine if pre-school programs are getting children ready for kindergarten (ONGL).
- Compare K-screener data and the preschool program review (ONGL).
- Do correlation between preschool program review, K-screener, and K-3 program reviews (CDU).

Read to Achieve (RTA) and Mathematics Achievement Fund (MAF)

- Are there any real measurable outcomes from these two groups? Do we consider redistributing these funds so they make the biggest impact? We may need to consider a new RFA. (ONGL)
- Is it equitable? What have districts done with the money? (ONGL)
- We need data (attendance reports, individual students served); what are the results? What are the real benefits? We need this information for this summer's budget discussions. (ONGL)