2013 Annual Evaluation Report
Kentucky School Improvement Grant

UNIVERSITY OF KENTUCKY
HUMAN DEVELOPMENT INSTITUTE

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Evaluating Practice, Programs, and Policies

Acknowledgements

Executive Summary

On April 21, 2010 the U.S. Department of Education awarded SIG funds to the Commonwealth of Kentucky to help turn around its persistently lowest-achieving schools. Ten schools were identified as Tier I or II, and 97 in Tier III in the 2010-2011 academic year (Cohort 1). Twelve schools were placed in Tier I and II for the 2011-2012 academic year. There were no schools identified for Tier III for the 2011-2012 academic year (Cohort 2). Tier I and II schools were grouped in three regions—Eastern, Western, Central/Jefferson.

The main supports provided to the Tier I and II schools were a team of experts called Education Recovery Teams (ERTs). The ERTs were made up of an Education Recovery Leader (ERL), an Educational Recovery Specialist (ERS) for Reading, and an ERS for Math at each school to support the administration and teachers in the implementation of their School Improvement plans and to provide mentoring and embedded professional development (PD). Each ERT was supported by the Educational Recovery Director (ERD) in their region.

The summative evaluative question was to examine the impact of the SIG on instructional and leadership climates in the schools and the impact of SIG on student outcomes. Data on instructional and leadership climates were obtained through: 1) semi-structured interviews with principals, 2) plus delta reports submitted monthly to the Kentucky Department of Education (KDE), and 3) teacher survey data. The following paragraphs highlight the common themes across all regions and cohorts. However, it is important to note that each region has its own unique socio-cultural context that presents unique challenges. Additionally, within a particular region the participating schools have certain challenges that are unique to them due to various factors e.g. location of the school within the region, the communities they serve, rural versus urban etc. The report includes a more detailed analysis of the findings as well as 'voices' of the SIG schools.

The following were the main themes from the interviews with principals, plus delta reports, and teacher survey data:

- **ER Teams:** The role of ER teams varied by school. They were involved in analyzing walkthrough and student data, building College and Career Readiness (CCR) systems through ACT prep, compass interventions, and professional development concerning CCR benchmarks, providing training to leaders of Professional Learning Communities (PLCs), and coaching to improve teachers' pedagogical skills. Most principals praised their ER teams declaring them "*instrumental,*" "*almost part of the staff*", "*invaluable,*" and "*phenomenal.*" Several principals complained that changing ER personnel before the 2012-2013 academic year had slowed their schools' progress.

- **Data Systems:** All schools placed more emphasis on collecting and analyzing data as a result of the SIG. To varying degrees teachers were using formative assessment data to guide instruction and to group students for interventions. All schools had emphasized administrative walkthroughs and were using them to monitor the use of instructional best practices, to identify widespread needs for professional development, and to provide constructive feedback to teachers.

- **Status of PLCs:** In all regions, both principals and ER staff believed that PLCs had improved since the previous year. In most cases, principals reported that they were functioning well and were completely teacher led. In some cases, ER teams tended to think that PLCs needed more support. In particular, they thought some schools did not make planning for PLCs a high enough priority. Teachers in Cohort 1 of the Eastern region rated the opportunities PLCs gave them to learn from their peers relatively low (3.65).

- **Internal barriers:** ER teams emphasized two internal barriers that they believed hindered school improvement. In some regions there was a concern that teachers and ER teams were not provided enough voice in decisions made by administrators. In addition, a lack of flexibility in scheduling made it difficult to match students with the academic interventions they needed.

- **Impact of the SIG:** In all schools, principals believed that the culture of their schools had improved because of the SIG. They spoke of increased attendance, more student engagement, fewer disciplinary issues, and higher teacher morale. Many expressed that the main driver of the change was a higher emphasis on providing individualized supports and attention to their students. Several expressed gratitude to the assistance the SIG had provided them in improving their own leadership capacity. They claimed that most teachers were receptive to changes brought by the SIG despite the fact that the experience had been difficult and taxing for them.

  To examine the impact of the SIG on student outcomes, the annual assessment data was analyzed. The scores from the 2013 Kentucky Core Content Test (CORE) indicated that both Cohort 1 and Cohort 2 had significant positive change in the average percentage of students scoring proficient and above in reading. Cohort 1 schools also had significant positive change in math and had a slightly higher average percentage of students scoring proficient and above in mathematics than the state. The fact that Cohort 1 schools outperformed Cohort 2 schools in reading and math in the mean percent of students scoring proficient and above may reflect the positive effects of the SIG; schools with more years of financial and structural support outperformed their peers who have only had the SIG in their schools for two years.

  In order to further understand the college and career readiness of the SIG school students, the graduation rate and CCR rates were examined. The baseline graduation rate substantially increased for four of the eight Cohort 1 schools and eight of the eleven Cohort 2 schools. In addition, the trend line pattern for the majority of SIG schools showed great gains in the preparation of students for College and Career Readiness. Five schools (all in the Eastern Region) exceeded the average CCR rate for all schools in the state.

  Finally, an online survey was administered to Tier III principals. The Tier III principal survey focused on identifying the types of information and services received by the schools and how these resources impacted best practices in their schools. In 2013 all principals reported curriculum changes had been made in reading and math. The principals rated the overall receptivity of key stakeholders slightly higher this year than the previous year. At the same time, a higher percentage of respondents identified a lack of funding as a barrier to school improvement efforts in 2013. This was the third year in a row that respondents identified the

disproportionate number of struggling learners in their schools as the greatest barrier to ensuring that all students are college and career ready.

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Introduction

On April 21, 2010 The U.S. Department of Education awarded SIG funds to the Commonwealth of Kentucky to help turn around its persistently lowest-achieving schools. According to HB 176, these are the lowest 5 percent of Title I schools (based on averaging the percentage of students receiving proficient or higher in reading and mathematics on the state assessments) that fail to meet Adequate Yearly Progress (AYP) for three consecutive years; non-Title I schools grades 7-12 with a 35 percent or higher poverty rate failing to meet AYP for three consecutive years; and high schools with a 60 percent or lower graduation rate for three or more years. Beginning with the state assessment results for the school year 2011-12, these are schools in the lowest 5 percent of all schools that fail to meet the achievement targets of the state accountability system for at least three consecutive years.

Ten schools were identified as Tier I or II, and 97 in Tier III in the 2010-2011 academic year (Cohort 1). Twelve schools were placed in the Tier I and II for the 2011-2012 academic year. There were no schools identified for Tier III for the 2011-2012 academic year (Cohort 2). Tier I and II schools were grouped in three regions—Eastern, Western, Central/Jefferson. Cohort 1 schools include: Lawrence County High and Leslie County High in the East; Caverna High and Metcalfe County High in the West; and Fern Creek High, Valley High, Western High, the Academy at Shawnee, Western Middle, and Frost Middle in the Central region. Cohort 2 schools include: East Carter High, Newport Independent, Sheldon Clark High and Greenup High in the East; Christian County High school in the West; and Knight Middle, Seneca High, Southern High, Fairdale High, Waggener High, Doss High and Iroquois High schools in the Central region.

The main supports provided to the Tier I and II schools were a team of experts called ERTs. The ERTs were made up of an ERL, an ERS for reading, and an ERS for Math at each school to support the administration and teachers in the implementation of their School Improvement plans and to provide mentoring and embedded PD. Each ERT was supported by the ERD in their region.

Of the 97 Tier III schools, 36 schools were in the Eastern region, 25 in the Central (20 schools were Jefferson County Public schools, 5 were non- Jefferson County Public schools), and 36 in the Western region. During the 2010-2013 school years, principals from the Tier III schools received information on best practices from the SIG. In December of 2010 a contract was awarded to the Evaluation Unit of the Human Development Institute (HDI) at the University of Kentucky to evaluate the SIG on behalf of KDE. **The main evaluative question was to examine the impact of the SIG on instructional and leadership climates in the schools and document how the changes in instructional practices and leadership have impacted student outcomes**. The evaluative question was examined from four distinct perspectives for each region:

1. School instructional and leadership climates from the Educational Recovery Staff Perspective
2. School instructional and leadership climates from the Principal Perspective
3. School instructional and leadership climates from the Teacher Perspective
4. Academic and Non- academic student outcomes

Evaluation Methodology

In order to examine the impact of the SIG on instructional practice and school leadership, the evaluators employed a mixed method design. The evaluators collected data from three key groups for the 3 regions:

1. Educational Recovery Staff perspective

In early Fall 2011, the staff at the KDE Division of Student Success worked with the evaluators to develop an online Plus Delta Form. The purpose was to help KDE, ERD, ER staff and school leadership identify areas that had helped with the work in the previous month (Pluses) and barriers that need further improvement (Deltas). The ER staff completed these logs on a monthly basis, starting from October 2011. In order to get a snapshot of the areas of success and improvement, the evaluators quantified the text entries made in the online plus delta report form. A selected sample of the plus delta reports and each sample were coded separately by 3 different coders. The coders individually created broad coding frames, segmented the text, and categorized the text into the broad coding frames. After each coder developed broad coding categories, they discussed among themselves how they developed the broad frames and their reasoning behind categorization of a segment of the text. Based on the discussion, the coders developed revised coding frames with subcategories and established consensus for the definition of the coding categories. Using the revised categories, the plus delta entries were coded. A frequency analysis was done on the number of times each code was used. The frequency analysis was conducted across time and categories. The results of the frequency analysis were summarized by Cohorts for each of the three regions. The below figure displays the coding and analysis processes used to analyze the data obtained from the monthly logs.
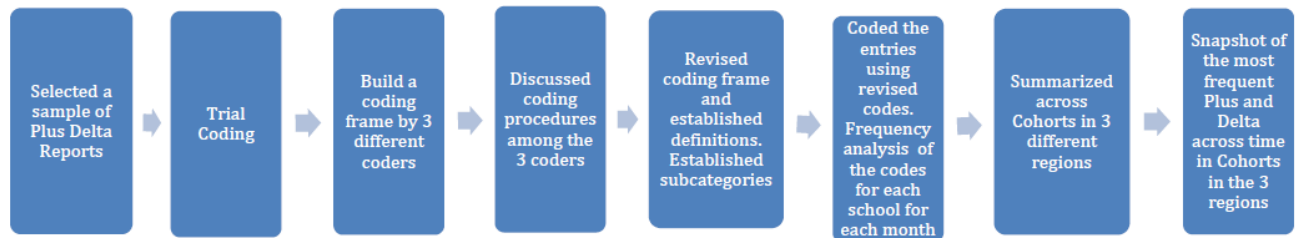
2. School instructional and leadership climates from the Principal Perspective

Semi-structured interviews were conducted with 19 principals. The interviews were conducted in Spring-Summer 2012. The purpose of the interviews was to gather the principals' perspective not only on the instructional and leadership climates within the school but also their perspective on the impact of the SIG. Additionally, interviews provided the opportunity to obtain "mini-stories" from respondents in which themes often ran consistently through responses to even different questions. In this sense, they were more holistic than surveys. These interviews were coded and entered into a qualitative data entry spreadsheet in Microsoft Excel and then analyzed to discover the major themes emergent from the perceptions of participants.

3. School instructional and leadership climate from the Teacher Perspective

An electronic survey was administered to teachers in all the SIG schools and to Tier III principals. The survey items were created based on the Center on Innovation and Improvement's Indicators of Effective Practice.

4. Academic and non-academic public data

Quantitative data was gleaned from the state-wide assessment for 2010-2013 and non-academic KDE public data sources (graduation and college and career readiness data). Assessment data for reading and math was compared across 2009, 2010, 2011, 2012 and 2013 to identify the trends in Tier I and II Cohort 1 schools. Assessment data for reading and math was compared across 2010, 2011, 2012 and 2013 to identify the trends in Tier I and II Cohort 2 schools.

The 2013 Adjusted Freshman Graduation Rates (AFGRs), CCR percentages, and Reading and Mathematics performance measures were accessed from the KDE website (http://applications.education.ky.gov/src/DataSets.aspx) on September 23, 2013. Previous data referenced in this report comes from the *2012 KY School Improvement Grant Annual Evaluation Report Dec 7 2012* (whose data was accessed from the KDE website (http://applications.education.ky.gov/src/DataSets.aspx) on October 30, 2012.

The evaluation findings are organized by findings from the plus delta reports, principal interviews and results from teacher surveys for each region. The final section of the report includes the trend analysis of the academic and non-academic student outcomes.

Eastern Region: Instruction and Leadership Education (Recovery Staff Perspectives)

Beginning in October of 2012, ER teams began submitting monthly logs to KDE describing the successes (pluses) and challenges (deltas) that had been encountered during recovery work. The monthly reports were analyzed quantitatively using ten broad categories order to identify the most common areas in which schools identified pluses and deltas. The processes used to identify the categories are described in detail in the evaluation methodology section. The ten broad categories were College and Career Readiness, Outcomes, Feedback, Professional Learning Communities, Non-instructional content PD, Data Use, Instruction and Curriculum, District, Administrative Leadership, and Resource Development. Detailed description and examples of each category are included in Appendix A. The following section provides the results of this analysis as well as representative thematic examples of the qualitative comments submitted in the reports. In the quotes that follow, evaluators have summarized some of the essential insights as necessary to protect respondent's anonymity.

Eastern Region Cohort 1 ER Staff

"It is our job to grow our teachers; we believe this is foundational to student achievement." – ER staff in Eastern Region Cohort 1 SIG School

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There were thirteen plus-delta logs submitted by the Eastern Region Cohort 1 ER teams during the 2013 project year. An analysis of these logs identified successful practices and common barriers encountered during the academic year. Four key themes were prominent: the use of ER teams to provide personalized PD to teachers, the use of walkthrough data, the status of PLCs, and the use of ER staff to develop CCR systems.

Eastern cohort one schools made improving teacher competencies a priority and used ER staff in coordination with school and district administrators to increase their pedagogical skills. *"It is our job to grow our teachers; we believe this is foundational to student achievement"*, one school leadership team reported. Another stated, *"All new teachers are assigned a resource teacher to spend time training, coaching, supporting all required mapping, curriculum paths, PLC processes and protocols. As well this system also allows Principals to assign veteran teachers to be supported, assisted in professional development as deemed necessary from the building principal if there is an area of concern and/or need."*

Data from the logs show that ER staff provided supports and differentiation strategies to co-teaching teams, e.g. *"Co-teaching efforts are being expanded to include all special education teachers to assist in ensuring the differentiation of instruction for all students."* ER Staff also attempted to train in the use of a

variety of instructional techniques by all teachers and the consistent use of Response To Intervention (RTI) time to focus on specific skills.

Cohort 1 also stressed the importance of walkthroughs. As one school noted, *"Administration . . . agreed that daily walkthrough(s), coaching and feedback to all teachers is their number one goal."* Thus, it is not surprising that schools utilized ER teams to analyze school wide walkthrough data. Trends identified in the data were shared with teachers in multiple formats to inform them about professional development. Data was also used to identify common PD needs throughout the building, e.g. *"Walkthrough data indicate{d} that student use of technology is a weak area, along with differentiated instruction that includes real world examples"* and *"grading, school-wide, remains inconsistent and about behavior more than skill mastery."*

PLCs met regularly in the Eastern Region Cohort 1 schools, and they were teacher led. One ER noted that PLC minutes were shared with their principal, but that regular principal feedback was still necessary. PLCs were transitioning from an agenda of deconstructing standards to one focused on student data analysis. ER staff regularly presented data to PLC groups so that the teachers were empowered to plan student interventions. One plus delta entry noted *"PLC groups have utilized data to make curriculum changes and revisions, move students to different sections or placements and to request further intervention measures."*

Principals relied heavily on ER staff to build systems regarding CCR. ER staff assisted Principals in building school wide awareness for staff and students-- efforts included ACT prep, compass interventions, professional development and increased community support (e.g., local business and vocational colleges supporting). ERLs had fostered a culture of self-reflection among administrative teams. Daily *"fires"* and student behavior issues had often distracted the administrators from instructional leadership processes and administrators had now begun to create specific action steps to combat these barriers. ER staff noted that there was continuing evidence of an academic and behavior gap between special education and general education students, but that district leadership (from the Superintendent to school principals) were engaged in finding solutions.

The Cohort 1 schools of the Eastern Region observed a large number of pluses from October to April in Instruction and Curriculum and Data Use. In fact, 47% of the pluses listed came from these two categories. This focus became apparent from the very first month and continued across the year. A linkage between the two categories in which the use of data informed instructional decisions appeared in the comments of these schools, e.g. *"After the constructed response scores reduced our scores so dramatically, a new urgency has been placed on instructional implications that are directly related"* and *"Data Questions helping to identify students for interventions."* Other examples of pluses included: *"Critical questioning strategies have already been modeled in classrooms and embedded into during-school groups,"* "Co-teaching efforts are being expanded to include ALL special education teachers to assist in ensuring the differentiation of instruction for ALL students", and "Some teachers are using peer grading of practice questions as a method of giving students ownership and experience in what is expected in order to answer these questions completely." The primary sub-categories of pluses were Instructional Strategies and Student academic data.

Barriers observed over time also focused primarily on Instruction and Curriculum; 50% of the deltas reported were in this category. While another 22% were evenly divided among Administrative Leadership and Outcomes. Examples of deltas in Instruction and Curriculum included: *"Writing, speaking and listening standards are still not being addressed across the content areas," "There is still a lack of consistency in using a variety of instructional techniques,"* and *"Grading, school-wide, remains inconsistent and about behavior more than skill mastery."* Administrative deltas stressed the importance of leaders using the processes that had been developed with consistency instead of allowing *"issues or daily fires to detract from instructional practice such as daily walk through(s), coaching and feedback."* Outcomes included *"Attendance rates are down"* and *"Special Education students continue to be an identified gap area...academically and behaviorally."* Primary sub-categories were Instructional Strategies, Administration, and Student Academic and Non-Academic Outcomes.

Table 1: Eastern region cohort 1 plus main categories

Main Categories	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	Total
Instruction and Curriculum	7*	1	4	1	5	5	1	24
Data Use	4	3	4	1	1	4	1	18
College and career readiness	2		4	1	2	1	2	12
Administrative Leadership	2	1		2	1	2	3	11
Outcomes	1		1	1	5		1	9
Feedback		2	1	1	1			5
Non-instructional content PD		2		2	1			5
Resource Development			1	1			1	3
Professional Learning Communities				1				1
District			1					1
Total	16	9	16	11	16	12	9	89

*Sum of the frequencies

Table 2: Eastern region cohort 1 delta main categories

Main Categories	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	Total
Instruction and curriculum	3	4	2	1	5	2	1	18
Administrative Leadership				2	1	1		4
Outcomes			2		1		1	4
College and career readiness				2				2
Feedback	1				1			2
Resource Development							2	2
Professional Learning Communities		1						1
Data use					1			1
PD								
District								
Total	4	5	4	7	9	3	4	36

Table 3: Subcategories of two most common pluses

Instruction	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	Total
Instructional Strategies	6	1	3		4	3	1	18
Interventions	1		1	1	1	1		5
Curriculum						1		1
Total	7	1	4	1	5	5	1	24
Data Use	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	Total
Student academic data	3	1	4	1	1	3		13
Student Non-Academic Data	1	1				1		3
Undifferentiated/General							1	1
Teacher Data		1						1
Total	4	3	4	1	1	4	1	18

Table 4: Subcategories of three most common deltas

Instruction and curriculum	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	Total
Instructional Strategies	2	1	1	1	2	2	1	10
Interventions		1	1		2			4
Curriculum	1	2			1			4
Total	3	4	2	1	5	2	1	18
Administrative Leadership	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	Total
Administration				1	1	1		3
Communication				1				1
Planning								
Total				2	1	1		4
Outcomes	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	Total
Student Academic Outcomes			1				1	2
Student Non-Academic Outcomes			1		1			2
Teacher Attitude								
Celebration								
Recognition								
Teacher Instruction								
Total			2		1		1	4

Eastern Region Cohort 2 ER Staff

"The PLC work has assisted in getting teachers to focus on instruction and learning through LDC/MDC, formative assessments and data analysis." – ER staff in Eastern Region Cohort 2 SIG School

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There were twenty-nine plus-delta logs submitted by the Eastern region Cohort 1 ER teams during the 2013 project year. Six themes stood out—the use of ER teams to collect and analyze student data, the inclusion of teachers in decision-making, the use of walkthroughs, the building of teacher leaders in PLCs, scheduling issues, and standards-based grading.

ERSs often augmented administrator's needs for consistent and efficient collection and analysis of student data. They observed teachers, noting them discussing, *"individual student performance on various assessments, reviewing student work in relation to a tuning protocol and determining next instructional steps for the department."* As teacher competencies matured, ERs created new data analysis worksheets built around questions that *"have facilitated more in depth analysis and teacher discussions."* Plus delta reports suggest that data drove decisions within the majority of eastern cohort two schools: *"teachers and administration teams are taking data from MAP and EPAS results and planning RTI and other programs based on this data."* Data driven instruction had permeated the professional culture within the schools and had resulted in students taking ownership of their own data. One ER reported, *"Student data notebooks are becoming an effective tool for student ownership and accountability."*

Levels at which teachers were included in decision-making by administrators varied among the Eastern Region Cohort 2 schools. One ER commented that the administrators *"shared leadership in all decisions (8 department chairs and all administrators and ER team) makes the buy-in happen school-wide"* versus another school where *"11th hour decisions by principal are causing much anxiety by staff."* While many administrators were very effective consensus builders, comments from plus delta reports suggested that the Eastern Region Cohort 2 schools could still develop stronger instructional feedback systems. Teacher decision making from the data had not always been given enough support. In one case, *"decisions involving PRIDE, student placement and RTI are being made by principal and counselors, more often the counselors, with absolutely no input by teachers."*

Administrators were beginning to prioritize systemic walkthroughs as they became better instructional leaders, *"monitor[ing] teaching and varied instructional strategies during formal and informal classroom observations."* One district supported the principal by sending additional central office staff to conduct walkthroughs so that there was a larger data set available for analysis in leadership team meetings. The majority of administrators used ER staff to provide professional development and coaching to increase the

level of instructional rigor—walkthroughs allowed administrators to monitor the success of those efforts. However, ER teams still saw a need for principals to be more detailed and consistent in their feedback efforts so that walkthroughs better informed teacher development.

The majority of ERs were tasked with recruiting new teacher-leaders and building capacity in existing teacher-leaders, but there continued to be a need for formal teacher mentoring systems and improved PLCs. The most effective PLCs were led by teacher leaders. One ER credited their PLC's success to having regular meetings where they could coach/facilitate cross-disciplinary PLC leaders sharing data team successes. *"The PLC work has assisted in getting teachers to focus on instruction and learning through LDC/MDC, formative assessments and data analysis."* The majority of PLCs were given the autonomy to plan their own meetings and most had teachers willing to share with one another. Book studies were common within PLC meetings.

Scheduling was identified as the greatest obstacle to school improvement efforts. An ER commented, *"The current schedule limits skill development, continuity in learning and use of formative/summative assessment to drive instruction and CCR."* Schools were collecting data *"to better inform the scheduling needs and systems"* for intervention programs, but there was not enough flexibility to minimize the conflicts for students who required multiple interventions. ER teams believed schools should continue changing schedules so that PLCs could look at student work, design and analyze assessments, and develop intervention strategies on a daily basis. ERs expressed that the schools that did not make PLCs a planning priority frustrated their teaching staffs.

Finally, several schools adopted a standards-based grading system and many others were considering making the change. *"Standards based grading,"* an ER commented, *"is improving failure rates and increasing student learning and achievement."*

For Cohort 2 in the East Instruction and Curriculum remained the most frequently observed plus; 25% of the pluses were coded in this category mostly in the sub-categories of Instructional Strategies and Interventions. However, instead of Data Use, Outcomes was the second most recurrent category. About one-fifth of pluses had to do with Outcomes, mostly detailing improvements in Student Academic Outcomes (38%), Student Non-Academic Outcomes (26%), and Teacher Attitudes (18%). Some Instruction and Curriculum pluses listed included: *"Science department has embraced literacy instruction and have implemented many strategies in class to improve reading skills", "Reading teachers are providing literacy support to all content areas",* "*Focus on student achievement and improvement of academic expectations",* *"Addition of an ESS teacher to work with small groups of students in ELA/Reading/Writing and Math - Students are assigned to needs based interventions and learning gaps are being addressed"* and *"Designing our RTI program (Red Zone) to meet the individual needs of students in each grade level."* Examples of Outcomes were *"Positive gains in state assessment", "Overall a well behaved, respectful student body",* and *"More teacher ownership of student success and school improvement."*

Barriers listed were most recurrent in Administrative Leadership (37%) and Outcomes (25%). Administrative Leadership deltas included: *"The current schedule limits skill development, continuity in learning and use of*

formative/summative assessment to drive instruction and College and Career Readiness", "Fewer things to do that don't really impact student achievement", "Still need to learn to look ahead and plan for little things" and *"Time available to meet with staff. Only one department meeting and one faculty meeting each month, limited time to meet and get work accomplished."* Outcomes barriers focused mostly on the sub-categories of Teacher Attitudes (60%) and Student Non-Academic Outcomes (26%). Teacher Attitude deltas listed comments like *"Continued negative attitude of some staff members"* and *"Time wasted dealing with frivolous grievances filed by the union, no sense of urgency among the staff."* Student Non-Academic Outcomes focused on problems with student attendance.

Table 5: Eastern region cohort 2 plus main categories

Main Categories	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	Total
Instruction and Curriculum	17	8	14	9	13	5	7	73
Outcomes	10	9	6	8	12	7	9	61
Administrative Leadership	10	9	9	6	2	6	9	51
Data Use	5	5	3	5	4	1	2	25
Non-instructional content PD	3	2	5	2	4	1	3	20
District	3	2	2	2	4		1	14
Feedback	1	2	3	3	3	1	1	14
Resource Development	1	2	3	1	2	2	2	13
College and career readiness	1	1	1	3	2	2		10
Professional Learning Communities	4		1	1	1	1		8
Total	55	40	47	40	47	26	34	289

*Sum of the frequencies

Table 6: Eastern region cohort 2 delta main categories

Main Categories	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	Total
Administrative Leadership	4	6	16	10	3	9	15	63
Outcomes	8	8	8	4	4	6	4	42
Instruction and curriculum	5	3	6	4	3	4	3	28
Data use	2	1	1		1	1	2	8
PD		2	3	1	1			7
Feedback	1	1	1		1	2		6
Professional Learning Communities			1	1		1	2	5
Resource Development		1	1	2			1	5
College and career readiness	1			1			1	3
District			1	1		1		3
Total	21	22	38	24	13	24	28	170

Table 7: Subcategories of two most common pluses

Instruction and Curriculum	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	Total
Instructional Strategies	11	5	12	4	9	2	6	49
Interventions	3	2	2	5	2	3	1	18
Curriculum	3	1			2			6
Total	17	8	14	9	13	5	7	73
Outcomes	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	Total
Student Academic Outcomes	4	4	2	2	1	3	7	23
Student Non-Academic Outcomes	1	2	3	5	4	1		16
Teacher Attitude	4	1	1	1	1	2	1	11
Celebration		1			6	1	1	9
Recognition	1	1						2
Total	10	9	6	8	12	7	9	61

Table 8: Subcategories of two most common deltas

Administrative Leadership	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	Total
Administration	2	3	14	8	2	4	13	46
Communication	1	1	2	2	1	3		10
Planning	1	2				2	1	6
Total	4	6	16	10	3	9	15	63
Outcomes	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	Total
Teacher Attitude	6	5	4	2	1	4	3	25
Student Non-Academic Outcomes	1	2	4		1	2	1	11
Student Academic Outcomes		1		1	1			3
Celebration				1	1			2
Recognition	1							1
Total	8	8	8	4	4	6	4	42

Eastern Region: Instruction and Leadership (Principal Perspectives)

Eastern Region Cohort 1 Principals

"That's the biggest thing – people (the ER team) being here, in the building, spending time on the ground, having enough people and resources to find the resources that you need . . ." – Principal in Eastern Cohort 1 SIG School

"Even using data doesn't help if you don't know what to do with it." – Principal in Eastern Cohort 1 SIG School

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Interviews were held with both of the two principals from Cohort 1 of the Eastern Region. Each agreed that the climate within their schools had greatly improved, and they were extremely positive about the SIG process and their ER teams. They also thought that most teachers had become receptive to the ER teams' contributions. As a result, the students in the Cohort 1 schools were demonstrating more motivation and were taking on more responsibility for their education. The principals continued to suggest that administrative practices and curriculum need to be aligned across the district so that the students did not start high school so far behind. They also continued to worry about the loss of staff after the end of the SIG funds and the effects that teacher turnover could have on all the progress that was made during the past three years. Although both principals stated that overall improvements needed to continue, the impact of the SIG in the Eastern Region Cohort 1 schools appeared to have been very positive according to the principals.

Impact of the SIG on School Culture

Both schools in Cohort 1 reported a positive school climate that was *"dramatically"* improved over previous years. "*Climate has gone up tremendously*", remarked one principal. Student motivation had improved in the schools, and one principal spoke of the incentives they used to inspire College and Career Readiness around the school. According to the principals, the students in Cohort 1 received more individual attention, and one principal spoke of their "*need to look at the students in an individual way.*" Teacher turnover was moderate in the Cohort 1 schools. Although high rates of teacher turnover can be challenging to the school culture, one principal remarked that the high turnover rate at her school allowed her to bring in new teachers that were interested in the new instructional techniques: *"[They] come in with the expectations that I tell them. They don't understand why other teachers or older teachers are complaining.*" Although the overall climate at the Eastern Region Cohort 1 schools was much improved, both principals noted room for improvement and both distinctly remarked, *"We're not there yet."*

Impact of the SIG on Principals

Eastern Region Cohort 1 Principals reported an increase in their leadership capacity with their staff. One principal touted the SIG experience: *"[It] helped me understand that [in] being an instructional leader and the leader of a school, you have to also have strong leadership around you."* The relationships between the principals and the ER teams were very positive, and the principals attributed this support to the growth of their leadership abilities. One principal said that is was extremely helpful to have a *"rock-solid person in my corner."* Another commented, *"When things were falling apart . . . [my ERL] was always there."* Finally, one of the principals stated that an ERL or a similar position as a *"principal coach"* should be instituted at the district level.

The use of formative assessment had a profound impact on the principals from Cohort 1 of the Eastern Region as they observed the benefits of data collection among the teachers and the students. The data demonstrated to the teachers that their instructional strategies were working. Also, the students in Cohort 1 were aware of their test scores and appeared to be "*taking ownership*" of their data and the responsibility for their education. *"More than anything,"* one principal commented, *"[the SIG] has brought data to the forefront."* However, one principal did remark that the data is not useful unless *"you know what to do with it."* Principals expressed a growing frustration with uneven district practices, because the students were not adequately prepared for the high school curriculum. At the same time, one principal gladly reported that some of the data collection practices were *"trickling down"* to the middle and elementary schools in his district. During the interviews, both principals emphasized CCR benchmarks and how to tackle CCR challenges, indicating that CCR is a high priority to these administrators.

Impact of the SIG on Students

Eastern Region Cohort 1 principals reported positive effects on the students including higher attendance rates and an increase in student accountability. Further, one principal noted that the students appear to feel safe in his school. One school expected an 80% graduation rate for their senior class. The SIG funds had also allowed the schools to introduce more technology into the school for both the students and the teachers to use.

The principals attributed this success to shifting the focus of instruction towards individual students instead of the classroom as a whole. Formative assessment had been a large part of this concentration on the individual students and the students were now beginning to "*own*" their data. *"The kids know what the data means to them"* and *"they're seeing the worth,"* they remarked. One principal noted that students were even asking to retake tests in order to improve their scores.

Impact of the SIG on Teachers

Teachers in Cohort 1 had a positive experience with the SIG. As one principal phrased it, the instructional changes introduced by the SIG had become "*second nature*" to most teachers. Principals in Cohort 1 reported that the teachers also found formative assessment to be a useful instructional tool. "*The data has showed the teachers that their instructional strategies are working . . . They are upset about the fact that we can't report more data*," exclaimed one principal. The instructional changes, however, had been difficult

for the teachers. After three years of hard work there was a sense of fatigue in the school. "*It's hard to maintain that level of urgency, enthusiasm,*" stated one principal. At one school, the principal positively reported that the demands were not as *"intense"* in the third year of the program and said *"I'm not sure that's a bad thing."* Nevertheless, one of the principals admitted that there was still some resistance from a few teachers in the school: *"I think they're still hoping that [the new system] will go away . . . once the money runs out."*

Relationship of the ER Teams with School Leadership and Teachers

Principals in Cohort 1 spoke highly of their ER teams and the support that they had provided. The teams were described as *"instrumental"* and *"almost part of the staff"* by both principals. One suggested that teachers had come to feel that *"the ER team is truly in the role of helping us instead of trying to catch us doing something."* Both principals admitted that this had not always been the case. One wryly pointed out that *"right when you start to like them, you get to lose them."* Although the staff was initially suspicious of the ER team and uncomfortable with the changes they suggested, the ERTs were now trusted and embraced as part of the school's staff.

Trends in Eastern Region Cohort 1 Schools

According to the principal interviews over the past three years, the school climates in the Eastern Region Cohort 1 schools improved through the duration of the SIG. Before the SIG, school climate was "*not good at all*" with low teacher morale and dismal student motivation. One principal said that the climate before the SIG at her school was more adult centered rather than student centered. Principals remarked on the importance of formative assessment more often in the third year, and they indicated that teachers had become more comfortable with the evaluation-guiding-teaching process. The Cohort 1 principals continued to praise their ER teams and their support within the schools. They saw great value in the SIG throughout the grant despite the challenges. As one phrased it, "*it's been a good experience for us*."

Eastern Region Cohort 2 Principals

"Our ER staff is a group that is just going to roll up their sleeves and get in there and help any way they can." – Principal in Eastern Cohort 2 SIG School

"Managing changes along with other state initiatives is overwhelming sometimes and our teachers feel that pressure." – Principal in Eastern Cohort 2 School

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Interviews were held with two of the five principals within Cohort 2 of the Eastern Region. Both principals were positive about the SIG experience, and they reported that there were gains within their schools in regard to student performance and teachers' instructional capacities. One principal said that the changes were quite effective, rating the instructional initiatives as *"4 out of 5."* He argued that the school staff had done *"a pretty good job for the most part,"* but that *"there's always room for improvement."* Student performance was improving and some small gains were observed in math and literacy in the Cohort 2 schools. The principals were still concerned about the termination of SIG support. *"What happens when the ER leaves?"* asked one principal. In preparation for that day, the Cohort 2 schools worked to develop sustainable practices with mentorship programs, book rooms, teacher training, and developing positive relationships between students and teachers. The principals thought that more progress needed to be made in their schools, but they were proud of the changes that had been enacted already. As one principal stated, *"We've made some strides, but we're definitely not where we want to be. We're happy where we are, but we're not satisfied . . . We've put some good things in place and now we've got to do some more things, better things."*

Impact of the SIG on School Culture

Both principals in Cohort 2 specifically reported that the culture in their school was better than last year and that the school had *"made strides."* One principal described school morale as *"pretty good, but not great"* and that disciplinary issues in the school occurred less frequently. Another said that approximately 80% of her staff had "*really bought-in*" to the introduced instructional changes. Cohort 2 schools emphasized student-focused education and worked to enhance the classroom experience as well as reaching out to the students to *"let them know we're here for them."* The Cohort 2 principals said that their staff focused on the student-teacher relationships as a way to enact individual-based education. In one school, students met with individual teachers every other Friday as a way to build mentor-mentee relationships.

Impact of the SIG on Principals

Principals in Cohort 2 embraced their role as instructional leaders in year two of the SIG. One principal led a book study with his teachers and another principal spent time counseling many members of the staff. She said, *"It's hard work and sometimes you just need to sit and listen to the problems that teachers have."* They described the role of the principal as being that of a facilitator and a *"coach"* for the entire school staff. Overall, principals in Cohort 2 appeared expressed having high morale.

Impact of the SIG on Students

Principals in Cohort 2 said that their students greatly benefited from the SIG in many different ways. The students now had a closer relationship with the faculty because the schools emphasized individualized education. "*We want[ed],*" one principal said, to *"let them know we're here for them."* There was a biweekly mentoring program in one of the schools where each student had a one-on-one meeting with a teacher. The staff were working towards *"being advocate[s] for the student[s]."* The schools were also spending more time on ACT prep and identifying the content that the student's didn't know. Encouraging literacy became a priority, and one school had a book room with *"interesting things for [the students] to read."*

Impact of the SIG on Teachers

The teachers in Cohort 2 were working very hard, and the principals suggested that staff were receptive to the introduced instructional changes. SIG funds were used in the Cohort 2 schools to purchase books and software programs to enhance instruction as well as to provide an RTI coordinator and training on using student response technology (clickers). One school created a resource book room for teachers. The Cohort 2 teachers, however, felt the fatigue from two years of changes and *"there are some days when they're just worn out."* Due to various restrictions it was still difficult to make time for PD. Although most teachers in Cohort 2 were supportive of the new instructional initiatives, there were still some teachers who were resistant to new teaching methods and, overall, there was *"still too much lecturing."*

Relationship of the ER Teams with School Leadership and Teachers

Principals in Cohort 2 reported very positive interactions with their ER teams, who helped them become more focused, manage data, and give teachers new strategies. Terms such as *"invaluable"* and *"phenomenal"* were used to describe the ERTs. One principal commented, *"I can't put a price tag on what they've meant to us here at this school."* Although there was some initial hesitation about the outside ER teams, the *"ice melted"* after the first year of the SIG and most teachers were now *"tremendously receptive."* At the same time, both principals reported that some teachers in their schools were still resistant to the changes introduced by the ER teams.

Trends in Eastern Region Cohort 2 Schools

Although the overall school culture in Eastern Region Cohort 2 schools still had areas to address, the school climates were much improved through the two years of the SIG. The students in Cohort 2 schools faced a culture of low expectations prior to the SIG, and this was addressed through the mentorship programs and the overall emphasis on individual-based education. In the first year of the SIG, Cohort 2 principals reported that the *"money"* and material resources provided were the greatest impact of the SIG. In year two,

however, the principals attributed much of their successes to the ER teams and new educational initiatives within the school in addition to other resources provided by the SIG grant. The relationship of the ER teams with the teachers in the Cohort 2 schools appeared to have improved in the second year of the grant. In year one, many teachers were more hesitant about the ER teams and the changes that had been introduced. In the second year of the SIG, however, the principals said that the teachers were much more receptive to the changes and that the *"ice melted."* The principals also indicated that student morale and motivation increased in the second year, and they did not remark on resistance to educational changes as they did in year one. Principals continued to suggest that changes should be made through the districts and that the students need to be better prepared for the high school curriculum.

Eastern Region: Instruction and Leadership (Teacher Perspectives)

Eastern Region Cohort 1 Teachers

"I strongly feel as if the ERS and SIG involvement has been the BEST thing to ever happen to our school. . . . and we thought that our test scores were the best that they could be with what we had. However, {the ERS'} involvement illustrated to us that we can be a top school and really made the staff and students believe that. . . . I have now internalized the importance of using data to guide my instruction and I use it daily with my students. This year I actually began handing over some of the data tracking to the students, which has proved to be very successful. I can proudly say that at any time I can tell anyone where any student of mine stands regarding standards and progress. The students in my classes can also tell you where they stand as well!" – Teacher in Eastern Cohort 1 SIG School

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A follow-up survey was given to Cohort 1 teachers in the Eastern region. Nineteen teachers responded. The survey asked teachers to rate statements related to four major aspects-- the leadership environment in their schools, their instructional practices, current classroom management, and educational recovery efforts. Teachers were asked to express their agreement with statements on a five-point scale with 5 representing 'Strongly Agree' and 1 representing 'Strongly Disagree'. The overall means for all four major variables were high, with mean ratings above 3.6 on a 5 point scale. The 'instructional practices' variable had a higher overall mean (4.57) and the 'School Leadership' variable had a relatively lower overall mean (3.66) relative to other variables.

School Leadership: Cohort 1 Teacher Follow-Up Survey Eastern Region

Respondents in Cohort 1 were asked to rate statements related to their school's leadership. Results indicate that they agreed school personnel are open to change (Mean 3.95). In addition, they positively agreed that the principal participated actively with the school's Instructional Teams (Mean 3.74). Teachers rated the statement 'Our principal spends a significant portion of their time working directly with teachers to improve instruction' the lowest, with an average of 'Somewhat Agree' (Mean 3.47). Table 9 provides the ratings for all the statements concerning school leadership.

Table 9: School leadership: Cohort 1 teacher follow-up survey region

Please rate your level of agreement:		2013		2012
	N	Std. Dev.	Mean	Mean (avg. N = 40.8)
Our school personnel are open to change and to interventions for school improvement.	19	1.471	3.95	3.56
The Principal participates actively with our school's Instructional Teams.	19	1.485	3.74	4.17
Our Principal models and continuously communicates high expectations for significantly improved student achievement.	19	1.707	3.63	3.88
Our Principal closely monitors curriculum and classroom instruction.	19	1.571	3.63	3.71
Our school leadership actively collaborates with faculty in reviewing progress and making recommendations for change.	19	1.712	3.53	3.29
Our Principal spends a significant portion of time working directly with teachers to improve instruction.	19	1.679	3.47	3.24
Average		**3.66**		**3.64**

1= Strongly Disagree, 5= Strongly Agree

Instructional Practices: Cohort 1 Teacher Survey Eastern Region

Respondents were asked to rate statements about their classroom instructional practices. Teacher responses were positive in all statements related to classroom instructional practices. The statements receiving the highest level of agreement were 'I frequently assess my students using a variety of evaluation methods' (Mean 4.81) and 'I individualized instruction based on formative assessments to provide learning support for some and enhance learning opportunities for others' (Mean 4.63). In addition to these positive ratings, teachers agreed that they were using student performance data to plan instruction (Mean 4.53), that the school's leadership regularly monitored school-level student performance data (Mean 4.50) and that the instructional team developed standards-aligned units of instruction for math and literacy at each grade level (Mean 4.40). Table 10 provides the rating statements provided for the area of classroom instructional practices.

Table 10: Instructional practices: Cohort 1 teacher survey eastern region

Please rate your level of agreement:		2013			2012
	N	**Std. Dev.**	**Mean**		**Mean** (avg. N = 35)
I frequently assess my students using a variety of evaluation methods.	16	0.403	4.81		4.45
I individualize instruction based on the results of formative assessments to provide learning support for some students and to enhance learning opportunities for others.	17	0.493	4.63		4.39
My Instructional Team uses student performance data to plan instruction.	17	0.828	4.53		4.21
My school's leadership regularly monitors school-level student performance data.	16	1.033	4.50		4.18
My Instructional Team develops standards-aligned units of instruction for math and literacy at each grade level.	15	0.800	4.40		4.50
Average		**4.57**			**4.35**

*1= Strongly Disagree, 5= Strongly Agree

Classroom Management: Cohort 1 Teacher Survey Eastern Region

Respondents from Cohort 1 were asked to rate statements about their classroom management practices. Ratings were fairly high for all statements, with most teachers agreeing that they clearly informed students of lesson objectives and expected learning outcomes (Mean 4.76) and that they engaged all students in classroom discussions and activities (Mean 4.76). Other areas that were high include 'Teaching practices reflect that different learners learn differently' (Mean 4.59) and that 'I balance instruction in my classroom between lecturing and small group activities' (Mean 4.47). Teachers rated lowest their maintaining records of student performance on formative assessment (Mean 4.41) and differentiating assignments in response to student performance on formative assessment (Mean 4.24).The overall results here, however, were still quite positive. Table 11 provides the ratings for statements concerning classroom instructional practices.

Table 11: Classroom management: Cohort 1 teacher survey eastern region

Please rate your level of agreement:	2013			2012
	N	Std. Dev.	Mean	Mean (avg. N = 38.5)
I clearly inform students of lesson objectives and expected learning outcomes.	17	0.562	4.76	4.58
I engage all students in classroom discussions and activities (e.g., encourage silent students to participate).	17	0.437	4.76	4.50
My teaching practice reflects that different learners learn differently.	17	0.507	4.59	4.38
I balance instruction in my classroom between lecturing and having students work in small group activities.	17	0.514	4.47	4.32
I maintain a record of each student's mastery of specific learning objectives.	17	0.795	4.41	3.79
I differentiate assignments (individualize instruction) in response to student performance on formative assessment.	17	0.562	4.24	3.82
Average		**4.54**		**4.23**

*1= Strongly Disagree, 5= Strongly Agree

Educational Recovery Efforts: Cohort 1 Teacher Survey Eastern Region

Respondents were asked to rate statements about educational recovery efforts. Teachers overall agreed that there were specific areas in their instructional practice in which their ERS could help them improve (Mean 4.25) and that since working with their ERS, they had a better understanding of how to use formative assessment data in planning classroom instruction (Mean 4.19). Another statement with a relatively high rating was 'Math and literacy teachers in this school are open to having the ERS work with them to improve instructional practice (Mean 4.12). Rated slightly lower were the statements 'My ERS supports me in a constructive and non-judgmental manner' (Mean 4.00) and 'My ERS and I have established a positive collaboration in working on classroom practices' (Mean 3.94). The area receiving the lowest rating was the statement 'The Professional Learning Community in which I'm engaged provides me opportunities to learn from my peers'(Mean 3.65). Table 12 provides the ratings for the statements for educational recovery efforts.

Table 12: Educational recovery efforts: Cohort 1 teacher survey western region

Please rate your level of agreement:	2013			2012
	N	Std. Dev.	Mean	Mean (avg. N = 32.4)
There are specific areas in my instructional practice which my ERS can help me improve.	16	1.183	4.25	3.71
Since working with my ERS, I have a better understanding of how to use formative assessment data in planning classroom instruction.	16	1.471	4.19	3.94
Math and literacy teachers in this school are open to having the ERS work with them to improve instructional practice.	17	1.269	4.12	4.46
I am becoming a more effective teacher due to the assistance in instruction from my ERS.	16	1.482	4.06	3.42
My ERS supports me in a constructive and non-judgmental manner.	16	1.549	4.00	3.71
My ERS and I have established a positive collaboration in working on classroom practices.	16	1.526	3.94	3.78
The Professional Learning Community in which I'm engaged provides me opportunities to learn from my peers.	17	1.367	3.65	4.03
Average		4.03		3.86

*1= Strongly Disagree, 5= Strongly Agree

Eastern Region Cohort 2 Teachers

Ten teachers from Cohort 2 schools in the Eastern Region responded to a survey which asked respondents to rate statements related to the leadership environment in their schools, their instructional practices, and educational recovery efforts. Teachers were asked to express their agreement with statements on a five-point scale with 5 representing 'Strongly Agree' and 1 representing 'Strongly Disagree'. Similar to Eastern Cohort 1 ratings, the overall means for all four major variables in Eastern Region Cohort 2 were high, with mean ratings above 3.5 on a 5 point scale. The 'classroom management' variable had a higher overall mean (4.29) and the 'ER efforts' variable had a relatively lower overall mean (3.88) relative to other variables.

School Leadership: Cohort 2 Teacher Survey Eastern Region

Respondents were asked to rate statements related to their school's leadership. Results indicate that they believed strongly that their principal participates actively with the schools instructional team (Mean 4.70). In addition, they mostly supported the statement that their principal models and continuously communicates high expectations for significantly improved student achievement (Mean 4.10). Teachers assessed school personnel's openness to change and to interventions for school improvement the lowest (Mean 3.40). Table 13 provides the ratings for all the statements concerning school leadership.

Table 13: School leadership: Cohort 2 teacher survey eastern region

		2013		2012
Please rate your level of agreement:	**N**	**Std. Dev.**	**Mean**	**Mean** (avg. N = 40.2)
The Principal participates actively with our school's Instructional Teams.	10	0.483	4.70	4.05
Our Principal models and continuously communicates high expectations for significantly improved student achievement.	10	0.876	4.10	4.40
Our Principal closely monitors curriculum and classroom instruction.	10	0.943	4.00	3.92
Our school leadership actively collaborates with faculty in reviewing progress and making recommendations for change.	10	1.197	3.90	3.70
Our Principal spends a significant portion of time working directly with teachers to improve instruction.	10	0.843	3.60	3.73
Our school personnel are open to change and to interventions for school improvement.	10	0.843	3.40	3.76
Average		**3.95**		**3.93**

*1= Strongly Disagree, 5= Strongly Agree

Instructional Practices: Cohort 2 Teacher Survey Eastern Region

Respondents were asked to rate statements about their classroom instructional practices. Teacher responses were positive in all statements related to classroom instructional practices. The statements receiving the highest level of agreement were 'My school's leadership regularly monitors school-level performance data to plan instruction' (Mean 4.63) and 'My Instructional Team uses student performance data to plan instruction' (Mean 4.44). In addition to these positive ratings, the teachers agreed that they

frequently assessed their students using a variety of evaluation methods (Mean 4.33), individualized instruction based on the results of formative assessments to provide learning support for some students and to enhance learning opportunities for others (Mean 4.13), and that their instructional teams developed standards-aligned units of instruction for math and literacy at each grade level (Mean 3.78). Table 14 provides the rating statements provided for the area of classroom instructional practices.

Table 14: Instructional practice: Cohort 2 teacher survey eastern region

		2013		2012
Please rate your level of agreement:	**N**	**Std. Dev.**	**Mean**	**Mean** (avg. N = 36.6)
My school's leadership regularly monitors school-level student performance data.	8	0.518	4.63	4.05
My Instructional Team uses student performance data to plan instruction.	9	0.833	4.44	4.11
I frequently assess my students using a variety of evaluation methods.	9	0.707	4.33	4.63
I individualize instruction based on the results of formative assessments to provide learning support for some students and to enhance learning opportunities for others.	9	0.601	4.13	4.44
My Instructional Team develops standards-aligned units of instruction for math and literacy at each grade level.	9	0.527	3.78	4.13
Average		**4.26**		**4.23**

*1= Strongly Disagree, 5= Strongly Agree

Classroom Management: Cohort 2 Teacher Survey Eastern Region
Respondents from Cohort 2 were asked to rate statements about their classroom management practices. Ratings were fairly high for all statements, with most teachers agreeing that they balanced instruction in the classroom between lecture and small group activities (Mean 4.56) and that they engaged all students in classroom discussions and activities (Mean 4.50). Other statements with high positive responses were 'Teaching practices reflect that different learners learn differently' (Mean 4.40) and 'I clearly inform students of lesson objectives and expected learning outcomes' (Mean 4.30). Teachers gave the lowest ratings to their ability to differentiate assignments in response to student performance on formative assessment (Mean 4.20) and their record maintenance of student mastery on learning objectives (Mean 3.80), although the results here were still quite positive. Table 15 provides the ratings for statements concerning classroom instructional practices.

Table 15: Classroom management practices: Cohort 2 teacher survey western region

Please rate your level of agreement:	N	2013 Std. Dev.	Mean	2012 Mean (avg. N = 36.3)
I balance instruction in my classroom between lecturing and having students work in small group activities.	9	0.527	4.56	4.23
I engage all students in classroom discussions and activities (e.g., encourage silent students to participate).	10	0.527	4.50	4.51
My teaching practice reflects that different learners learn differently.	10	0.699	4.40	4.31
I clearly inform students of lesson objectives and expected learning outcomes.	10	0.675	4.30	4.58
I differentiate assignments (individualize instruction) in response to student performance on formative assessment.	10	0.632	4.20	3.92
I maintain a record of each student's mastery of specific learning objectives.	10	0.789	3.80	3.57
Average		**4.29**		**4.19**

*1= Strongly Disagree, 5= Strongly Agree

Educational Recovery Efforts: Cohort 2 Teacher Survey Eastern Region

Finally, respondents from Cohort 2 in the Eastern region were asked to rate statements related to ERS practices. Teachers rated educational recovery efforts fairly positively, though ratings for education recovery efforts were lower than instructional practices and school leadership. In general, the teachers agreed that math and literacy teachers in the school were open to having the ERS work with them to improve instructional practices (Mean 4.30) and that they have established positive collaborations with their ERS on classroom practices (Mean 4.00). However, the teachers gave lower ratings to the statements that since working with the ERS they had a better understanding of how to use formative assessment data in planning classroom instruction (Mean 3.70) and that they became more effective teachers due to the assistance in instruction from their ERS (Mean 3.67). Table 16 provides the ratings for all the statements concerning educational recovery efforts.

Table 16: Educational recovery efforts: Cohort 2 teacher survey western region

Please rate your level of agreement:	2013			2012
	N	Std. Dev.	Mean	Mean (avg. N = 23.9)
Math and literacy teachers in this school are open to having the ERS work with them to improve instructional practice.	10	0.949	4.30	4.05
My ERS and I have established a positive collaboration in working on classroom practices.	10	0.816	4.00	3.57
My ERS supports me in a constructive and non-judgmental manner.	10	1.370	3.90	4.00
The Professional Learning Community in which I'm engaged provides me opportunities to learn from my peers.	10	1.229	3.80	4.06
There are specific areas in my instructional practice which my ERS can help me improve.	10	1.033	3.80	3.75
I am becoming a more effective teacher due to the assistance in instruction from my ERS.	10	1.252	3.70	3.14
Since working with my ERS, I have a better understanding of how to use formative assessment data in planning classroom instruction.	9	1.225	3.67	3.23
Average		**3.88**		**3.69**

*1= Strongly Disagree, 5= Strongly Agree

Western Region: Instruction and Leadership (Education Recovery Staff Perspectives)

"The attendance has gone up in the school. Kids are willing to spend time after school to improve (ACT prep, etc.)." – ER Staff in Western Region SIG School

"Teachers are "encouraging students to self-assess and edit." —ER staff in Western Region SIG School

"The biggest success is their school culture has really made some big changes. (In the past) They had some very disruptive atmosphere, a lot of discipline problems. (Now) kids are very respectful."—ER staff in Western Region SIG School

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There were seventeen plus-delta logs submitted by the Western Region Cohort 1 and 2 ER teams during the 2013 project year. Data for both cohorts were aggregated because there was only one Cohort 2 school. Three main themes emerged from plus delta reports in the West—the importance of data from varied assessments, the need for clearer communication and more inclusive decision-making, and issues impacting PLCs.

School personnel found value in using varied assessments (MAP, Compass, ACT, KYOTE, EOC) as they used those data to inform decisions concerning daily classroom practices and building-wide support systems. Many ERs noted the successful use of data within Response to Intervention (RTI) and Instructional Leadership Teams (ILT). Data was commonly used to regroup students and prescribe interventions; one school *"used specific data to identify intervention students and intentionally schedule students."* Administrators saw these regrouping efforts as very important, but scheduling structures lacked the flexibility to best match students with intervention strategies. Many schools saw gains as teachers across contents used assessment and CCR prep resources for longer periods prior to the testing date; a formalized year-round prep plan that integrated across content was identified as a future target.

The necessity for more cross-stakeholder inclusion and clearer communication as decisions were being made was identified by ERTs as major barriers that weakened school improvement efforts. They believed that not all ERTs and ILTs were empowered to advocate for interventions. Some ERTs noted that district level leadership sometimes seemed unsupportive to administrators and teacher leaders. Recovery staff believed that adult rivalries sometimes got in the way of doing what was in the best interests of students.

Western region SIG schools have routine systemic common planning times, but cross region fidelity of PLCs was not observed by ER staff. ER staff rarely had the authority to guide the structure and agenda of these meetings. PLCs were best implemented when they were directly linked to professional development on instructional rigor and regular administrative walk-throughs. Given the high percentage of novice teaching staff, there was a need for intensive ER support and professional development. In one case, *"New teacher workshops that meet monthly were established to help these teachers with content and expectations."* There were groups of more experienced teachers who found it difficult to accept ER input on their lesson plans and assessments.

The greatest number of pluses from October to April listed in the Western Region were in the areas of Outcomes and College and Career Readiness. In short, 51.7% of the total pluses came from these two categories. Within the Outcomes category, the most frequently reported success was in Student Academic Outcomes (82%). Representative examples of Outcomes included: *"Junior teachers have been very focused on assisting students in preparation for the ACT"* and *"ACT scores returned with marked improvements in all areas, greatest improvement in reading."* The primary sub-category within College and Career Readiness (CCR) was Student Activity (61.9%). Some examples were identified as: *"Operation Preparation Career Fair was well received and attended", "To date, the percentage of students identified CCR has increased from 15% last year to 29% this year"* and *"Overall assessment scores were positive with considerable improvements in CCR and graduation rate."*

Nearly half of the most recurrent barriers observed from October through April were focused on Outcomes (27.4%) and Administrative Leadership (20.9%). The barriers within Outcomes focused mostly on the sub-category of Student Non-Academic Outcome (29.4%) and Student Academic Outcome (29.4%). Some examples of Outcomes included: *"Continued classroom interruptions are causing teacher frustration and a decline in academic momentum", "Some teachers are reluctant to write daily lesson plans. In the past, teachers have only been asked to create unit plans"* and "*We continue to work with new teachers who are struggling to understand the systems and expectations."* The Planning sub-category of Administrative Leadership had the greatest frequency of deltas (53.8%). Some Administrative Leadership deltas identified were: *"The main barrier identified by the ER team is that leadership does not consistently monitor, guide and follow through in initiatives begun by leadership which would improve overall student achievement", "The principal continues to make decisions without getting Board, Superintendent, Leadership Team or advisory council approval, i.e., hiring, field trips, programs, rewards"* and *"Teachers on the teacher leadership team sometimes feel that the principal tells them what they are to do rather than seeking their opinions."*

Table 17: Western region cohort 1 plus main categories

Main Categories	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	Total
Outcomes	2	7		10	7	6	7	39
College and career readiness	1	2			5	7	6	21
Administrative Leadership	3	3	2	5	2	3	2	20
Data Use	2	1	2	1	1	1	2	10
Instruction and Curriculum	2	4				2	0	8
Feedback	1			2	1	3	1	8
Professional Learning Communities	2					1	1	4
Non-instructional content PD					2		1	3
District						1	1	2
Resource Development				1				1
Total	13	17	4	19	18	24	21	116

*Sum of the frequencies

Table 18: Western cohort 1 delta main categories

Main Categories	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	Total
Outcomes	2	2	2	4	1	3	3	17
Administrative Leadership		1		1		3	8	13
Instruction and curriculum	2	3		2	2		1	10
Resource Development	1				2	2	1	6
College and career readiness				1	1	3		5
Professional Learning Communities	1			1	1			3
PD	1			1			1	3
District					1	2		3
Data use	1							1
Feedback						1		1
Total	8	6	2	10	8	14	14	62

Table 19: Subcategories of two most common pluses

Outcomes	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	Total
Student Academic Outcomes		4		10	7	6	5	32
Teacher Instruction	2	1						3
Teacher Attitude		1					1	2
Celebration		1					1	2
Total	2	7		10	7	6	7	39
College and career readiness	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	Total
Student Activity		1			2	5	5	13
Teacher Activity	1	1			1	2	1	6
School Activity					2			2
Total	1	2			5	7	6	21

Table 20: Subcategories of two most common deltas

Outcomes	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	Total
Student Non-Academic Outcome				1	1	2	1	5
Student Academic Outcome		1		2		1	1	5
Teacher Instruction	1		2	1				4
Teacher Attitude	1	1					1	3
Total	2	2	2	4	1	3	3	17
Administrative Leadership	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	Total
Planning				1		1	5	7
Communication						1	3	4
Administration		1				1		2
Total		1		1		3	8	13

Western Region: Instruction and Leadership (Principal Perspectives)

"This school will only be as good as the collective group of teachers makes it." – Principal in Western Region SIG School

"When we do our part the vast majority of kids will do theirs too." – Principal in Western Region SIG School

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Interviews were conducted with all three of the principals within the Western Region. The principals agreed that the SIG had brought positive changes to their schools. Two principals reported *"tremendous"* gains while the other argued that the efforts of the SIG had only partially addressed the challenges of a culture where many of the students come from low-income households. This principal suggested that additional supports may need to be enacted in the schools with high FRL (Free and Reduced Lunch) populations. Western Region schools had varied experiences with the ER teams. While all the principals supported the ideas behind RTI and other instructional changes, they were, at times, disappointed with certain aspects of the ER teams. One principal was not impressed with the quality of his ER team. Another principal expressed frustration with the turnover of staff between school years. Finally, the principals were also highly concerned about aligning administrative practices and curriculum across the district so that students did not start high school so far behind.

Impact of the SIG on School Culture
All principals reported that the school culture had improved as a result of the SIG, but the degree of this change varied among the schools. One principal described the school morale as "*incredible*", but another principal reported that there were still many challenges to overall morale: *"The culture that surrounds our district is one of low expectations from parents. [There is a] low value on education."* Another principal commented that worries and rumors about a state intervention had been circulating among the teachers, which had created a negative environment.

Impact of the SIG on Principals
The SIG permitted the principals in the Western Region to be more involved in classroom and teacher evaluation as well as the time to develop instructional relationships with students. Overall, the principals in the West dealt with fewer student behavioral issues than in previous years and spent more time working with their teachers and with students. One principal noted that because the ERT took care of the paperwork and the bureaucracy, he could focus on instructional leadership. This principal highly praised his ER team and feared losing them. However, the impact of the SIG on two of the three principals was trying.

They mentioned interpersonal challenges with the ERT, and one principal was particularly distressed with the strained relationship.

Impact of the SIG on Students

The impact of the SIG on students was very positive in all three Western Region high schools. *"The shift in mindset among the kids has really hit home this year . . . that intrinsic motivation in the kids is starting to take hold this year,"* one principal commented. Attendance rates were up at all the schools, and one principal also noted that failure rates had significantly decreased. Principals reported that the students were getting involved in their own education through activities such as putting up posters to promote ACT preparation. Some school level universal screener averages increased in the Western District and one principal boasted that the sophomores in her school had the *"highest PLAN scores"* ever. SIG funds were used to purchase educational resources for the students such as graphing calculators and Kindles. One district made efforts through the SIG to keep a school library open throughout the entire summer, benefiting the students and the community.

Impact of the SIG on Teachers

All three principals commented that great teachers were the key to overall school success and that most of their teachers were now embracing the instructional changes introduced by the SIG. The teachers were *"receptive"* and they *"see that the ER team is valuable."* One principal noted that teacher attendance was up as a result of the SIG, and another said that she had *"the best Math department in the state."* The instructional changes, however, had been difficult and taxing on teachers. *"[These changes don't] meet our adult needs at all,"* one principal remarked. *"They're stressed,"* said another principal. *"We push them. They're on edge. They feel like they're hitting their heads against the walls."* Teacher turnover had been high at one school where the principal had let go of teachers that did not perform – *"I'm not looking for good. These kids have to have great,"* he said.

Relationship of the ER Teams with School Leadership and Teachers

Principals in the Western region also had mixed opinions about the relationship of the ER teams with themselves and their staff. One principal said that the ERT brought the kids into the educational changes in an *"encouraging way."* She also mentioned that the ERT *"keep[s] us on track"* and that they were supportive of the ways that her staff was changing assessment. Another principal, however, complained that the team would *"constantly jab at me and my leadership team"* and that the ER team in his school was full of *"mean, disrespectful people."* Part of the challenge in the Western region is that some schools had to start over with new ER teams in the middle of the SIG. As one principal explained, *"The big issue I have is that they walked into something the last year when they are supposed to be stepping back."* Another principal commented*, "In year three they're supposed to become just sheer support. They're not supposed to be taking a lead on anything and that didn't sit well with them."* Finally, one principal said that she did not think the team was prepared for the challenging work in a low-performing high school: *"They stepped into a bad situation."*

District Needs and Sustainability

The sustainability of the new instructional practices after the end of the SIG grant was a large concern for the principals in the Western Region. As one principal stated, *"We've got to get a one district, one mind, one goal approach and we don't have it yet."* Another principal commented that many of the students were entering high school so far behind the expected reading level that it was almost impossible to help them reach their benchmarks.

Trends in Western Region Schools

According to the principals, teacher morale in the Western Region further improved in 2012-2013. Teachers were more comfortable with the introduced instructional changes, and they were working very hard to improve the academic expectations within the schools. Students in the Western Region continued to struggle with the impact of *"poverty"* on their learning – *"it's the one thing we've got to get a handle on,"* one principal said. She further explained, *"The culture that surrounds our district is one of low expectations from parents. [There is a] low value on education."* Some principals continued to express their concerns about sustainability and district education. One principal continued to be very concerned about support from the district office and, in particular, the level of funding they were willing to provide.

The relationship of the ER team with the principals and teachers remained positive at one Western Region school, but the other two principals said that those relationships were strained this year. One school in Cohort 1 had to begin the third year of the SIG with an entirely new ER team, disrupting the processes that were already in place. Another principal commented that the ER team did not appear prepared for the conditions within the school.

Western Region: Instruction and Leadership (Teacher Perspectives)

"The ERS have been invaluable in helping us track each student's progress in becoming College and Career Ready. They have been able to analyze student's individual scores on PLAN and ACT tests and have conferenced individually with each student. This has been very beneficial for our students and the teachers. With the number of students each teacher has during the day, this is impossible for a single teacher to do." – Teacher in Western Region SIG School

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A follow-up survey was given to teachers in the Western Region. Fifty-nine individuals responded to this follow-up survey, which asked the teachers to rate statements related to the leadership environment in their schools, their instructional practices, current classroom management, and educational recovery efforts. Teachers were asked to express their agreement with statements on a five-point scale with 5 representing 'Strongly Agree' and 1 representing 'Strongly Disagree'. With the exception of the 'ER effort' variable, all other three major variables had overall mean ratings above 3.75 on a 5 point scale. The 'instructional practices' variable had a higher overall mean (4.35) and the 'ER efforts' variable had a relatively lower overall mean (3.63) relative to other variables.

School Leadership: Teacher Survey Western Region

Respondents were first asked to rate statements related to their school's leadership. Results indicate they agreed that their principal modeled and continuously communicated high expectations for significantly improved student achievement (Mean 4.54). In addition, the teachers agreed that the principal participated actively with the school's instructional team (Mean 4.46) and that the principal spent a significant portion of his or her time working directly with teachers to improve instruction (Mean 4.14). Teachers gave the lowest rating to the statement that their school personnel were open to change and to interventions for school improvement (Mean 3.98). Table 21 provides the ratings for all the statements concerning school leadership.

Table 21: School leadership: Cohort 1 teacher survey western region

		2013		2012
Please rate your level of agreement:	**N**	**Std. Dev.**	**Mean**	**Mean** (avg. N = 35)
Our Principal models and continuously communicates high expectations for significantly improved student achievement.	59	0.857	4.54	4.40
The Principal participates actively with our school's Instructional Teams.	59	0.877	4.46	4.34
Our Principal spends a significant portion of time working directly with teachers to improve instruction.	58	1.052	4.14	3.83
Our Principal closely monitors curriculum and classroom instruction.	59	1.074	4.14	4.17
Our school leadership actively collaborates with faculty in reviewing progress and making recommendations for change.	59	1.073	4.11	3.88
Our school personnel are open to change and to interventions for school improvement.	58	1.217	3.98	4.11
Average			**4.23**	**4.12**

*1= Strongly Disagree, 5= Strongly Agree

Instructional Practices: Teacher Survey Western Region

Next, respondents were asked to rate statements about their classroom instructional practices. Teacher responses were positive in all statements related to classroom instructional practices. The statements receiving the highest level of agreement were 'I frequently assess my students using a variety of evaluation methods' (Mean 4.54), 'My school's leadership regularly monitors school-level student performance data' (Mean 4.35) and 'I individualized instruction based on formative assessments to provide learning support for some and enhance learning opportunities for others' (Mean 4.35). In addition to these positive ratings, teachers agreed with the statements 'The instructional team develops standards-aligned units of instruction for math and literacy at each grade level' (Mean 4.26) and 'My instructional team uses student performance data to plan instruction' (Mean 4.23). Table 22 provides the ratings for statements concerning classroom instructional practices.

Table 22: Instructional practices: Cohort 1 teacher survey western region

Please rate your level of agreement:	N	2013		2012
		Std. Dev.	Mean	Mean (avg. N = 31.2)
I frequently assess my students using a variety of evaluation methods.	57	0.770	4.54	4.49
My school's leadership regularly monitors school-level student performance data.	58	0.834	4.35	4.50
I individualize instruction based on the results of formative assessments to provide learning support for some students and to enhance learning opportunities for others.	58	0.821	4.35	4.27
My Instructional Team develops standards-aligned units of instruction for math and literacy at each grade level.	58	0.965	4.26	4.03
My Instructional Team uses student performance data to plan instruction.	57	0.953	4.23	4.03
Average			**4.35**	**4.26**

*1= Strongly Disagree, 5= Strongly Agree

Classroom Management: Teacher Survey Western Region

Ratings were fairly high for most statements regarding classroom management, with most teachers agreeing that they clearly informed students of lesson objectives and expected learning outcomes (Mean 4.51) and that they engaged all students in classroom discussions and activities (Mean 4.40). Other statements rated high by the teachers were that they balanced between instruction/lecturing and having students work in small group activities (Mean 4.32) and that their teaching practices reflected that different learners learn differently (Mean 4.31).

Teachers rated the item regarding maintenance of a record of student mastery of specific learning objectives (Mean 3.58) the lowest. Table 23 provides the ratings for statements concerning classroom management practices.

Table 23: Classroom management: Cohort 1 teacher survey western region

Please rate your level of agreement:	2013			2012
	N	Std. Dev.	Mean	Mean (avg. N = 30.3)
I clearly inform students of lesson objectives and expected learning outcomes.	58	0.814	4.51	4.39
I engage all students in classroom discussions and activities (e.g., encourage silent students to participate).	58	0.807	4.40	4.39
I balance instruction in my classroom between lecturing and having students work in small group activities.	56	0.915	4.32	4.37
My teaching practice reflects that different learners learn differently.	57	0.843	4.31	4.17
I differentiate assignments (individualize instruction) in response to student performance on formative assessment.	58	0.912	4.13	3.81
I maintain a record of each student's mastery of specific learning objectives.	57	1.258	3.58	3.43
Average			**4.21**	**4.09**

*1= Strongly Disagree, 5= Strongly Agree

Educational Recovery Efforts: Teacher Survey Western Region

Respondents in the Western region were asked to rate statements related to ERS functions. Teachers rated educational recovery efforts lower than instructional practices and school leadership. The teachers, on average, agreed that math and literacy teachers in the school were open to having the ERS work with them to improve instructional practices (Mean 3.83) and that their ERSs supported them in a constructive and non-judgmental manner (Mean 3.81).Teachers also agreed that the PLCs in which they were engaged provided them with opportunities to learn from their peers (Mean 3.76) and they had positive collaboration with their ERS when working on classroom practices (Mean 3.66). However, teachers disagreed with the statement 'I am becoming a more effective teacher due to the assistance in instruction from my ERS.' (Mean 3.36). Table 24 provides the ratings for all the statements concerning educational recovery efforts.

Table 24: Educational recovery efforts: Cohort 1 teacher survey western region

Please rate your level of agreement:	2013			2012
	N	Std. Dev.	Mean	Mean (avg. N = 29.6)
Math and literacy teachers in this school are open to having the ERS work with them to improve instructional practice.	56	1.235	3.83	4.00
My ERS supports me in a constructive and non-judgmental manner.	56	1.266	3.81	3.42
The Professional Learning Community in which I'm engaged provides me opportunities to learn from my peers.	56	1.271	3.76	3.95
My ERS and I have established a positive collaboration in working on classroom practices.	56	1.349	3.66	3.64
There are specific areas in my instructional practice which my ERS can help me improve.	55	1.166	3.59	3.67
Since working with my ERS, I have a better understanding of how to use formative assessment data in planning classroom instruction.	56	1.166	3.41	3.56
I am becoming a more effective teacher due to the assistance in instruction from my ERS.	56	1.351	3.36	3.19
Average		**3.63**		**3.63**

*1= Strongly Disagree, 5= Strongly Agree

Central/Jefferson Region: Instruction and Leadership (Education Recovery Staff Perspectives)

> *"Now teachers and students are thriving under the intervention plan."* – ER staff in Central Region Cohort 1 SIG School
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Central/Jefferson Region Cohort 1

There were thirty-eight plus-delta logs submitted by the Eastern region Cohort 1 ER teams during the 2013 project year. Major themes included the use of data, the importance of PLCs, scheduling for interventions, and the use of ER staff to construct CCR systems.

Numerous submissions suggested that data collection and analysis had become the backbone of classroom decision making in the central one cohort. Examples included: *"teachers have successfully posted the student data for each class in their classrooms as well as having student data folders "*, *"looking at previous taught standards from earlier in the year and will be creating flash back activities to be used during bell work time to review those standards that are not ongoing"*, *"creating SMART goals based on the RDA data collected to design and implement specific instruction based on the standards"*, and *"a data room has been formed in the school for teachers to post all formative assessment data so teachers can have discussions regarding individual students and their progress (or lack thereof) in every content area."* Administrators were monitoring data use in the PLCs and in the classroom, but ER staff felt that teachers still needed more one-on-one feedback and coaching. *"Ideally,"* one ER suggested, *"the observer completing the walkthrough would schedule time to sit down with the teacher to discuss what was observed. Due to time constraints, we are limited to only providing a descriptive narrative as a source of feedback."*

The professional learning communities were seen as an integral part of school improvement efforts. One ER staff person remarked that the *"leadership [was] recognizing needs of PLCs and working to realign structures."* Teacher leaders were essential to PLC work, but administrative monitoring ensured that the *"PLCs [were] following protocols and enacting strategies set forth in our CSIP."* ER staff said that implementation fidelity was linked strongly with instructional leadership teams having consistent meetings, regular PLC meetings with formal agendas (often derailed by staff and ERT turnover), PLCs having leaders who *"[felt] responsible for next steps and follow up"*, and PLC and classroom walkthrough instruments that *"include[d] the rigor and relevance framework as the primary focus."* Professional development efforts were varied, flexible and gave teachers the choice of which PLC to participate in. Overall, the most effective PLCs included book studies and peer-to-peer best practices.

There was considerable school/staff buy in concerning the necessity of academic interventions, but many ER staff referenced logistical barriers to scheduling intervention opportunities for students. They remarked, *"There is not enough flexibility in the schedule to allow all students who need a reading and math intervention class to have one before taking the first COMPASS test"* and *"The administration is looking for ways to incorporate additional intervention courses into next year's schedule."* Early intervention adopters shared the challenges of motivating students to attend out-of-class enrichment opportunities and the need to adopt systems that *"insure students sign up for appropriate enrichment activities and interventions."*

Principals relied heavily on ER staff to build effective systems regarding College and Career Readiness. ER staff assisted Principals in building school-wide awareness for staff and students, and these efforts included ACT prep, Compass interventions using experienced staff, professional development to integrate CCR benchmarks across curriculums, CCR data walls and establishing monitoring protocols that name a specific oversight administrator.

The chief pluses listed in Cohort 1 of the Central region were in Outcomes (25%) and Income and Curriculum (24%). Positive Outcomes primarily appeared in Student Academic Outcomes (55%), while pluses in Instruction and Curriculum were identified in Instructional Strategies (50%) and Interventions (40%). Examples of Student Academic Outcomes included: *"Students in the English and reading intervention courses vastly outperformed peers on the COMPASS online exam", "The Tier II vocabulary initiative has been very successful. Students have really bought in and continue to utilize these words throughout various content areas", "The implementation of interventions in Math, English and Reading has resulted in increased percentages of students meeting CPE benchmarks"* and *"Average Freshmen Graduation rate increased by over 17%."* Some of the pluses in Instructional Strategies were: *"Since the math teams have begun to send common assessments…we have noticed an increase in rigor and an improvement in problem solving type questions", "The Common Core shifts have allowed teachers to consider changes in instructional practice beyond learning targets in ELA and Math", "Overwhelming majority of teachers are posting student friendly learning targets and instruction is congruent with the posted learning targets"* and *"A guide will be created to assist content teachers in re-enforcing skills for On-Demand such as analyzing directions, timed work sessions, and providing evidence to support an answer."* Successes in Interventions included: *"Sixth and Seventh grade regrouping students for the purpose of interventions", "Now teachers and students are thriving under the intervention plan"* and *"To help our Seniors who are struggling to pass the Math COMPASS, we have freed up one of our best Algebra teachers to remediate these students during the school day."*

Barriers observed over time were also grouped chiefly in the same two categories—Outcomes (26%) and Instruction and Curriculum (25%). Primary sub-categories for Outcomes were Student Academic Outcomes (34%) and Student Non-Academic Outcomes (24%), while deltas for Instruction and Curriculum were mainly identified in Instructional Strategies (55%). Student Academic Outcome deltas included: *"2.2% proficient in science of latest 8th grade proficiency, 34% proficient in social studies of latest 8th grade proficiency – both are down from first quarterly report data", "Students lack some of the basic skills necessary to be successful on assessments"* and *"Honor roll students are not demonstrating proficiency."* Some examples of Student

Non-Academic deltas were *"Student attendance for seniors seems to be a barrier for the staff to overcome"*, *"Growing number of students in the hallways during instructional time"* and *"Student Engagement - how to motivate students to be here."* Barriers in Instructional strategies included: *"Students need to do most of the talking during class"*, *"In some classrooms, lack of bell to bell instruction"*, *"Lack of differentiation in instruction based on observations"* and *"Rubrics are not posted consistently in classrooms."*

Table 25: Central region cohort 1 plus main categories

Main Categories	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	Total
Outcomes	3	6	9	1	11	13	12	64
Instruction and Curriculum	7	12	4	2	11	12	12	6
College and career readiness	5	2	3	4	7	6	4	31
Administrative Leadership	1	5	2	2	2	2	8	22
Data Use	3	3	1	3	6	3	2	21
Professional Learning Communities	4	3	3	3	2	2	2	19
Non-instructional content PD	2	5	3		3	2	3	18
Feedback	3	3	2					8
Resource Development	2				4	1	1	8
District	1	1	2					4
Total	31	40	29	24	46	41	44	255

Table26: Central region cohort 1 delta main categories

Main Categories	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	Total
Outcomes	8	6	7	1	1	1	8	5
Instruction and curriculum	6	6	3	2	1	4	9	31
Administrative Leadership	3		1	3	4	1	4	16
Data use	2	1		6	1	3	2	15
Resource Development		2		4		2	1	9
Professional Learning Communities	1	2	1		2	1	1	8
District			1		1	1	1	4
College and career readiness					1	1	1	3
Feedback	2		1					3
PD	1							1
Total	23	17	14	16	2	23	27	14

Table 27: Subcategories of two most common pluses

Outcomes	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	Total
Student Academic Outcomes	1	3	7	5	6	10	3	35
Teacher Instruction	1	1	1	1	1	2	4	11
Celebration					3	1	4	8
Student Non-Academic Outcomes	1	1		3	1			6
Recognition		1	1					2
Teacher Attitude				1			1	2
Total	3	6	9	10	11	13	12	64
Instruction and Curriculum	**Oct.**	**Nov.**	**Dec.**	**Jan.**	**Feb.**	**March**	**April**	**Total**
Instructional Strategies	3	8		2	5	5	7	30
Interventions	3	3	3		5	5	5	24
Curriculum	1	1	1		1	2		6
Total	7	12	4	2	11	12	12	60

Table 28: Subcategories of two most common deltas

Outcomes	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	Total
Student Academic Outcomes	1		3		6	3	4	17
Student Non-Academic Outcomes	3	2	1	1	1	3	1	12
Teacher Attitude	2	1			1	3	1	8
Celebration	1					1	1	3
Recognition					1			1
Teacher Instruction	1	3	3		1		1	9
Total	8	6	7	1	10	10	8	50
Instruction and Curriculum	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	Total
Instructional Strategies	4	3	1		1	3	5	17
Interventions	2	1	2	2			2	9
Curriculum		2				1	2	5
Total	6	6	3	2	1	4	9	31

Central/Jefferson Region Cohort 2

"This work is pushing teacher thinking forward and creating opportunities for them to grow as instructional leaders. Students are feeling supported through the monitoring of data and adjustment of instruction, which is done through the PLC teams." – ER Staff in Central Region Cohort 2 SIG School

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There were forty-seven plus-delta logs submitted by the Eastern Region Cohort 1 ER teams during the 2013 project year. Key themes included the collaboration with teacher s and ER staff for decision-making, the use of ERTs to support PLCs, efforts to increase student engagement and academic rigor in the classroom, the use of walkthroughs, and the implementation of standards-based grading.

Most administrators included ER staff and teachers in the decision making process. The schools where administrators most empowered ER teams had emerging systems that fostered teacher ownership. Many administrators in central cohort two included PLC teacher leaders in the decision-making process, which facilitated the spread of work throughout interdisciplinary departments.

The primary focus of ER teams was the ongoing support of PLCs. Teachers were generating common formative assessments, creating targeted interventions, and actively participating in book studies. There was increased evidence that teachers shared data with students: *"a one-on-one conversation with students regarding their test data has encouraged student accountability and ownership."* This was particularly the case for data that aided the students in their college and career readiness goal setting. ERTs were trying to bridge the gaps as the PLCs matured, monitoring PLC reporting to administrators, and coaching administrators in how to assess reports and proffer appropriate feedback. Exemplary PLC work was observed when a culture was in place that created *"expectations that PLCs identify learning standards, assess progress towards standards, and provide interventions for those not meeting standards."*

Administrators identified student engagement and academic rigor as school level barriers to overall improvement. ER staffs varied their approaches towards removing these barriers. Some ERTs provided intensive professional development to novice teachers or educators working with the most vulnerable students, where *"ERS continued to offer professional development opportunities to Freshman Academy teachers on Learning Labs and Thinking Strategies."* Some ERTs saw an increase in teacher leadership and accountability as they facilitated teacher -led PD. Professional development activities were based on teacher needs data that were collected through walkthroughs, coaching sessions and previous trainings.

Many ERTs identified the necessity for administrative buy-in as most critical to the development of rigorous, scaffolded learning targets: *"The focus on rigor and relevance this month through administrative*

team meetings and presentations has been a plus that has assisted in preparing administrators to build capacity as instructional coaches toward improved classroom instruction."

ER teams in Central Region Cohort 2 advocated the implementation of systemic administrative walkthroughs. One ER Team provided their administration with a protocol for walkthroughs and as a team were *"working on [a] system for monitoring implementation and a long-term goal of assisting administration with providing feedback and coaching for teachers based on results of [the] walkthrough."* An ERL also noted that there is *"some inconsistency displayed in classroom walkthroughs; there are differing viewpoints of levels of rigor/relevance amongst administrative staff and teachers."* Various administrative duties such as discipline and building management often overshadowed regular classroom walkthroughs. Administrators needed continued support and systems that allowed them to prioritize their instructional leadership role.

Many schools were engaged in some level of standards-based grading, but the grading systems were not aligned across schools. Some schools had been unable to adopt a uniform interdepartmental grading instrument which confused students and parents. ER staff also indicated that teachers had varying precision in applying standards-based grading in their classroom as some teachers had been extremely resistant to the process. The inability to create an intentional master schedule was also a barrier to intervention efforts within the standards grading system.

The Cohort 2 schools of the Central Region observed a large number of pluses from October to April in the following categories Instruction and Curriculum, Outcomes, and College and Career Readiness. In fact, 53% of the total pluses listed came from these three categories. Pluses were reported in these categories from the very first months and continued across the year. Further analysis of the Outcome category shows that most of the pluses were related to student academic outcomes. Some examples of improved student outcomes were: *"We increased its overall graduation rate from 59 to 70%"*, *"freshmen data reflected that 97% of students meet competency on their English standards"*, *"Junior data reflected that 95% of students meet competency on their English standards prior to the ACT on March 5th."* Similarly to Cohort 1, heavy emphasis was placed on improving instructional and intervention strategies. Following are examples of statements that shows the work of the ER staff and school teams to improve instruction: *"Our professional development rotational sessions are educating teachers on how to plan rigorous lessons for increased learning and engagement"*, *"Strategies were developed for specific students to help them be successful in the least restrictive environment"* and *"Scheduled PD for differentiated instruction to strengthen classroom instruction with follow up PLC support."* In addition to providing strategies to improve overall instruction, specific professional development was provided to improve CCR rates. Following are examples of such efforts*: "ER Team working with BAC and College Readiness Coordinator on a system to implement interventions and provide COMPASS and KYOTE testing for seniors who did not meet ACT benchmarks"* and *"Teachers of seniors will continue to receive instruction related to the CCR standards within their Math and English courses."*

Similarly to the pluses, barriers observed over time also focused on Instruction and Curriculum and Outcomes. 52% of the total deltas reported were from these categories. The majority of the barriers reported within outcomes were related either to student non-academic or academic issues. Examples of the Outcome category included: *"Our Freshmen and Sophomore attendance numbers are still significantly lower than our juniors and seniors ,"" Too many students are not in class due to the high number of referrals"* and *"Need to reduce the number of African American students suspended, assigned to SOS, and ISAP."* Examples of deltas in the Instruction category included: *"Implementation of differentiated instructional strategies is an area for further improvement", "Tier 1 intervention there continues to be a need for additional training"* and *"Effective school wide intervention continues to need additional training."*

Table 29: Central cohort 2 plus main categories

Main Categories	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	Total
Outcomes	6	21	1	1	2	2	6	93
Instruction and Curriculum	13	1	6	18	15	11	19	92
College and career readiness	3	7	8	9	8	6	1	51
Administrative Leadership	4	8	9	9	2	5	1	47
Data Use	9	8	5	2	6	4	6	4
Non-instructional content PD	3	5	2	5	8	1	4	37
Feedback	1	5	5	2	6	3	6	28
Professional Learning Communities	7	3	2	4	6	3	3	28
Resource Development		1	3		4	2	1	2
District	2	1	1	1				5
Total	48	69	51	6	75	64	74	441

*Sum of the frequencies

Table 30: Central cohort 2 delta main categories

Main Categories	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	Total
Instruction and curriculum	6	5	8	12	13	12	12	68
Outcomes	7	5	8	7	11	8	9	55
Administrative Leadership	5	7	2	1	6	5	4	3
Data use	2	4	6	2	1	2	7	24
College and career readiness	3	2	2	3	2	1	3	16
Feedback	1	3	2	2	3	3	2	16
PD	1			3	2		2	8
Resource Development	1			1	1	3	2	8
Professional Learning Communities	4	1		1		1		7
District			1		3			4
Total	3	27	29	32	42	35	41	236

Table 31: Subcategories of two most common pluses

Outcomes	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	Total
Student Academic Outcomes	2	8	6	6	13	5	4	44
Student Non-Academic Outcomes	2	5			3	9	1	2
Celebration	2	3	4	1	3	1	1	15
Teacher Instruction		1		2		3		6
Recognition		2		1	1	1		5
Teacher Attitude		2				1		3
Total	6	21	1	1	2	2	6	93
Instruction and Curriculum	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	Total
Instructional Strategies	9	6	4	12	5	4	12	52
Interventions	4	4		6	7	4	7	32
Curriculum			2		3	3		8
Total	13	1	6	18	15	11	19	92

Table 32: Subcategories of two most common deltas

Instruction and Curriculum	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	Total
Instructional Strategies	3	3	4	4	6	8	7	35
Interventions	3	1	3	5	5	3	4	24
Curriculum		1	1	3	2	1	1	9
Total	6	5	8	12	13	12	12	68
Outcomes	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	Total
Student Non-Academic Outcomes	3	1	3	3	4	4	3	21
Student Academic Outcomes	1	2	3	2	2	2	4	16
Teacher Attitude	1	1	1		3	2	2	1
Teacher Instruction	1	1	1	2	2			7
Recognition	1							1
Total	7	5	8	7	11	8	9	55

Central/Jefferson Region: Instruction and Leadership (Principal) Perspectives

Central/Jefferson Region Cohort 1 Principals

"Everyone at this school works hard at keeping the faith that every kid can learn in this building." –
Principal in Central Region Cohort 1 SIG School

"I think we have a good turn-around model here. I think the SIG has been helpful. The way I approached it is that I frontloaded that first year with lots of money, the second year a little bit less, and this year with hardly anything just to prepare. So we have sustainable practices that are going to be happening." –
Principal in Central Region Cohort 1 SIG School

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Interviews were conducted with all five principals from the Cohort 1 of the Central Region. These principals reported a positive experience with the SIG and said that there were encouraging changes within their schools as a result of SIG funding and instructional support. They indicated that the school climates were more positive than they were before the SIG, although one principal noted that her school was already seeing positive gains before the SIG. Teacher morale was increased and turnover was drastically decreased. The SIG funds in Central Cohort 1 schools were often used to hire more teachers, thus lightening the student load on each individual teacher. The principals were not particularly reflective on the impact of the SIG on themselves, but rather spoke about the changes within the schools from the students' and teachers' perspectives. Central Region Cohort 1 schools had an overall positive relationship with the ER teams and the principals, although one principal was frustrated with ER staff changes in the third year of the SIG.

Impact of the SIG on School Culture

Principals in Central Region Cohort 1 noted that their schools' cultures were generally positive and that the climates had improved during the three years of the SIG. They said that there were gains with many students due to the improving quality of the teachers and an increasing focus on the needs of individual students. One principal commented that the culture of her school was already improving prior to the SIG, but that the resources from the SIG helped her school with material resources and implementing PLCs.

The principals specifically discussed the improved morale among the teachers, where the retention rate had significantly improved. *"We're all moving in the same direction and we only have a few dissenters,"* said one principal. Another principal remarked, *"Before I came [to the school], we had 50% of teachers asking for transfers. The second year, we were asked to replace 50% of teachers . . . This year we had no transfers."*

Still another principal said that the teachers were working really hard and that she *"hasn't lost anyone in three years."*

Impact of the SIG on Principals

The Cohort 1 principals said that SIG resources benefited instruction in their schools through the addition of new staff. They stated, *"It helped me because it gave me more teachers"* and *"The SIG helped me to add more teachers to the staff."* Principals did not directly remark on their individual gains. Like previous years, the Central Region Cohort 1 principals led their staff in a more indirect fashion, focusing on putting strong teachers in the classroom and facilitating support structures such as PLCs.

Impact of the SIG on Students

The SIG provided valuable classroom resources for the students such as document cameras and smartboards, but the principals indicated that the most significant impact of the SIG was the addition of more teachers in each school. There were more teachers per students in this third year as opposed to previous years, and the students had more personalized instruction. This had led, from the principals' perspective, to positive changes in students. One principal commented that students were in the classroom, they were engaged, and they were more receptive to the instruction and their post-secondary options. There were high ACT gains at some schools, although ACT prep was still a large challenge across the district. One principal reported that his math teachers were now teaching more advanced concepts in lower level math classes because students had a better handle on fundamentals. However, in principals' minds the students in the Central Region still faced many structural disadvantages such as poverty and a frequently disengaged community.

Impact of the SIG on Teachers

When it came to teachers, one principal reported that teacher stamina was up and that teachers were less stressed because they had fewer students in each class. SIG funds were used to obtain more teachers in Central Region Cohort 1 schools, including interventionists and data managers. The teachers in Cohort 1 were receptive to constructive feedback and criticism and now they led the PLCs with limited administrative and ER interference. Some teachers, however, still struggled with classroom management.

Relationship of the ER Teams with School Leadership and Teachers

Cohort 1 principals were pleased with many of the instructional changes introduced by the ER teams including ACT and core quality alignments, the creation of a data wall, formative assessment, and support for students in special education. They did not indicate that there were any frustrations with the ER teams, and the principals and the staff seemed to be supportive of the ER teams' initiatives. One school, however, did begin the third year of the SIG with an entirely new ER team, and the principal believed they had lost a significant amount of momentum with the staff change: *"The old ER had good relationships with us and had institutional memory . . . [The new ER staff] had to spend time in building relationships and had to learn where we were coming from."*

Trends in Central Region Cohort 1 Schools

According to the principals, the classroom learning environment improved throughout the course of the SIG in the Central Region Cohort 1 schools. Although many of the principals said that their schools still needed work, all five principles stated that the overall morale in their schools was much improved. Teachers became more receptive to the instructional changes by the second year and by the third year they were proficient in formative assessment and intervention. The addition of more staff in the Cohort 1 schools lightened the burden on teachers, which contributed to increased teacher morale in these schools. The principals also reported that the staff continued to support their ER teams' initiatives, although one school had to make some adjustments with a new ER team.

Central/Jefferson Region Cohort 2 Principals

"We looked at our beautiful facts and our brutal facts and we put a plan in place with the ER team helping us." – Principal in Central Region Cohort 2 SIG School

"I am a seed. My ERL person – she has to water me, she gives me food, and if I need pruning she prunes me." – Principal in Central Region Cohort 2 SIG School

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Interviews were conducted with six of the seven principals in Cohort 2 of the Central Region. All principals were generally positive about the SIG experience and the impact on their schools. School culture in Cohort 2 was somewhat improved in regards to teacher morale, a collaborative atmosphere, and student motivations, but there were still many concerns about student behavior and the effects of a highly impoverished community. Principals were incredibly positive about the ER team and spoke very highly of their efforts to help the schools improve their performance. Teachers also worked well with the ER teams, and there were only a few instances where teachers were resistant to the instructional changes implemented by the ER teams. The principals and teachers respected the ER teams because of their efforts and because they were already familiar to the Jefferson County School District. Staff PLCs had been successful in the Cohort 2 schools and were now in the hands of the teachers themselves with limited input from the administration and relatively no aid from the ER teams.

Impact of the SIG on School Culture

School culture in Central Region Cohort 2 varied in the second year of the SIG. There were gains in some of the schools and principals mentioned improved morale, a College and Career Readiness atmosphere, increased teacher collaboration, positive peer tutoring programs, and overall improvements in student awareness and motivation. *"We are a school that believes in continuous improvement,"* said one principal; another described his school as having a *"no excuse, no failure climate."*

Other principals, however, reported low attendance rates, continuing challenges from the community and home environments. Student motivation continued to be a challenge in Central Region Cohort 2, and one principal said, *"The hardest challenge is motivating students to want to be involved in their own success."* They believed there were also still many social and behavioral issues to manage in the classroom.

Impact of the SIG on Principals

The impact of the SIG on principals was positive, and they were particularly responsive to the instructional coaching support from the ER teams. One principal reported that she used the ER team's knowledge base and their strengths to implement PD and instructional coaching throughout the school. Principals' effort towards school climate and instructional improvement seemed to be easier in the second year of the SIG as

everyone was now familiar with the new system. One principal told his staff that there would be "*no more winging it*" in regards to instruction. He added, *"If I had brought this up last year [the staff] would have revolted and walked out . . . But now they have some more experience. We can now ratchet up the complexity of classes and the expectations of the rigor in the classrooms."*

Impact of the SIG on Students

The SIG had some positive impacts on the students in the Central Region Cohort 2, although there were still many challenges that persisted. Principals reported that the students were less frustrated, were making gains, were showing up for school more often, and were showing more understanding of the importance of tests. The peer tutoring program in one school was particularly effective at de-escalating student frustration and empowering students to be academic leaders.

Students in Central Region Cohort 2, however, were still struggling in certain areas. One principal commented that the students did not show much ambition to go to college and that there were still many suspensions. Many of the students were still not reaching benchmarks in math and reading, and principals said that the students did not have the appropriate prerequisites when they entered high school. One principal estimated that 20% - 30% of his students needed intervention beyond tier two.

Impact of the SIG on Teachers

Principals reported that teachers in Central Region Cohort 2 were generally collaborating more often. SIG funds had been used to hire substitute teachers at times so that the faculty could have time to work in collaborative groups. One school used the funds to hold a summer retreat where the staff could build focus and purpose for the upcoming school year. The teachers now had more experience with the new teaching techniques and, overall, had become more comfortable with the instructional changes introduced by the ER teams. Many of the teachers in Central Region Cohort 2, however, were still new to teaching, often with less than three years of experience in the classroom. One principal held biweekly one-on-one meetings with the teachers to encourage their efforts and work on ways to improve instruction.

The PLCs had also been a positive experience for the teachers this year and principals described most of the groups as *"high-functioning"*, *"very grassroots"*, and entirely teacher-led. At times administrators observed the groups and provided resources, but the teachers were the ones managing the groups and making the decisions. The ER team was no longer involved in PLCs, which met the staff's expectations. The teachers used the meetings to look at formative assessment data and come up with strategies for instruction. Prowess between PLCs varied. One principal reported that some groups were *"high flying"* while other just filled out the paperwork and followed protocol. The level of excitement about PLCs seemed to vary by school, department, and individual teacher personalities.

Relationship of the ER Teams with School Leadership

The relationship of the ER teams with the school leadership and the teachers in Central Region Cohort 2 had been very positive. The principals reported strong faith in the credentials and mission of the ER teams, saying, "*They are the experts and we need to use them*" and *"when the ERL makes suggestions I do it because I value their input and because we are a team."* Another principal provided an analogy for the

relationship that she had with her ERL: *"I'm a seed. My ERL person, she has to water me, she gives me food, and if I need pruning, she prunes me."* There was a great deal of respect for the ER teams in the schools, partially due to the fact that many of the ERLs and ERSs were staff from Jefferson County that already had credibility with the faculty.

Trends in Central Region Cohort 2 Schools

Principal attitudes on their schools' climates did not change much between the first and second year of the SIG. In both years, the principals gave mixed reports about the culture within each of their schools. They continued to speak about student motivation issues and the struggle of working with inexperienced staff. Overall, the ER teams continued to be embraced and respected by the principals and the staff.

By year two of the SIG, the teachers in the Cohort 2 schools were more receptive to the instructional changes introduced through the SIG. The teachers in the Cohort 2 schools pushed their students to work harder and the principals said that they are noticing improvements. One principal remarked that in his first year at the school the teachers were ok with the students keeping their heads down, or "*let[ting] the sleeping dogs lie."* In the second year of the SIG, however, the students were more alert, in his mind, because the teachers worked to keep the students engaged. Many of teachers in Cohort 2 schools were new to teaching and several challenges persisted throughout both years of the SIG. This year many principals worked with their teachers on classroom management skills and building instructional capacity. The PLCs also aided teacher development and one principal even sent most of her teachers to a "PLCs that Work" conference.

Central/Jefferson Region: Instruction and Leadership (Teacher Perspectives)

Central/Jefferson Region Cohort 1 Teachers

> *"The additional support is very welcome. All of the staff works to capacity and beyond. . . . As a result, a majority of our time is spent building relationships, responding to daily and on-going needs as they arise. It is beneficial to have support with the time consuming tasks of data entry, school goal-setting in the areas of learning targets and standards; met and unmet." –Teacher in Central Region Cohort 1 SIG School*
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A follow-up survey was given to Cohort 1 teachers in the Central region. Sixty-three teachers responded to this follow-up survey, which asked teachers to rate statements related to the leadership environment in their schools, their instructional practices, current classroom management, and educational recovery efforts. Teachers were asked to express their agreement with statements on a five-point scale with 5 representing 'Strongly Agree' and 1 representing 'Strongly Disagree'. The overall means for all four major variables were high, with mean ratings above 3.5 on a 5 point scale. The 'instructional practices' variable had a higher overall mean (4.39) and the 'leadership' variable had a relatively lower overall mean (3.95) relative to other variables.

School Leadership

Respondents in Cohort 1 were asked to rate statements related to their school's leadership. Table 33 shows the ratings in comparison to 2012, when teachers in Cohort 1 in the Central region took the survey for the second time. In the follow-up survey, they agreed that their principal participates actively with their school's instructional team (Mean 4.25), a 0.32 increase from the previous year. Teachers, in the follow-up survey, rated the statements 'Our Principal models and continuously communicates high expectations for significantly improved student achievement' (Mean 4.38), 'Our school personnel are open to change and to interventions for school improvement' (Mean 4.17),and 'Our principal closely monitors curriculum and classroom instruction' (Mean 4.07) with an average of "Agree." Each of these three statements had an increased rating over the 2012 responses. The statement 'Our principal spends a significant portion of time working directly with teachers to improve instruction' (Mean 3.80) was continually rated lowest from 2011 to 2013.

Table 33: School leadership: Cohort 1 teacher survey central/Jefferson region

Please rate your level of agreement:	2013			2012
	N	Std. Dev.	Mean	Mean (avg. N = 45.8)
Our Principal models and continuously communicates high expectations for significantly improved student achievement.	58	0.988	4.38	4.07
The Principal participates actively with our school's Instructional Teams.	58	1.072	4.25	3.93
Our school personnel are open to change and to interventions for school improvement.	63	0.925	4.17	3.83
Our Principal closely monitors curriculum and classroom instruction.	57	1.193	4.07	3.84
Our school leadership actively collaborates with faculty in reviewing progress and making recommendations for change.	62	1.152	4.02	3.79
Our Principal spends a significant portion of time working directly with teachers to improve instruction.	56	1.299	3.80	3.40
Average			**4.12**	**3.81**

*1= Strongly Disagree, 5= Strongly Agree

Instructional Practices

Next, respondents were asked to rate statements related to instructional practices. Table 34 shows the ratings in comparison to 2012. In the follow-up survey, teachers strongly agreed that their instructional team developed standards-aligned units of instruction for math and literacy at each grade level (Mean 4.45), a slight drop from 2012. Another statement receiving an average of 'Strongly Agree' was 'I frequently assess my students using a variety of evaluation methods' (Mean 4.43). Teachers rated the statements 'My school's leadership regularly monitors school-level student performance data' (Mean 4.37) and 'My instructional team uses student performance data to plan instruction' (Mean 4.35) with an average rating of 'Agree. The statement 'I individualize instruction based on the results of formative assessments to provide learning support for some students and to enhance learning opportunities for others' (Mean 4.33) received the lowest rating although the rating was still quite high.

Table 34: Instructional practices: Cohort 1 teacher survey central/Jefferson region

Please rate your level of agreement:	2013			2012
	N	Std. Dev.	Mean	Mean (avg. N = 43.8)
My Instructional Team develops standards-aligned units of instruction for math and literacy at each grade level.	56	0.966	4.45	4.54
I frequently assess my students using a variety of evaluation methods.	53	0.694	4.43	4.48
My school's leadership regularly monitors school-level student performance data.	60	0.920	4.37	4.30
My Instructional Team uses student performance data to plan instruction.	55	1.008	4.35	4.47
I individualize instruction based on the results of formative assessments to provide learning support for some students and to enhance learning opportunities for others.	53	0.872	4.33	4.51
Average			**4.39**	**4.46**

*1= Strongly Disagree, 5= Strongly Agree

Classroom Management

In the third section, the teachers in Cohort 1 were asked to rate statements related to classroom management. Table 35 shows the ratings in comparison to 2012. In the follow-up survey, they strongly agreed that they clearly informed students of lesson objectives and expected learning outcomes (Mean 4.55), a 0.23 decrease from 2012. This statement received the highest rating in 2011, 2012, and 2013. Other statements receiving a fairly high rating were 'I engage all students in classroom discussions and activities' (Mean 4.51) and 'I balance instruction in my classroom between lecturing and having students work in small group activities' (Mean 4.47). Both statements had increased ratings from 2012 to 2013. The statement 'I maintain a record of each student's mastery of specific learning objectives' (Mean 3.75) was rated lowest with a 0.36 decrease from 2012 to 2013.

Table 35: Classroom management: Cohort 1 teacher survey central/Jefferson region

Please rate your level of agreement:	2013			2012
	N	Std. Dev.	Mean	Mean (avg. N = 45.3)
I clearly inform students of lesson objectives and expected learning outcomes.	52	0.639	4.55	4.78
I engage all students in classroom discussions and activities (e.g., encourage silent students to participate).	52	0.700	4.51	4.47
I balance instruction in my classroom between lecturing and having students work in small group activities.	50	0.789	4.47	4.43
My teaching practice reflects that different learners learn differently.	54	0.690	4.42	4.48
I differentiate assignments (individualize instruction) in response to student performance on formative assessment.	50	0.872	4.10	4.20
I maintain a record of each student's mastery of specific learning objectives.	49	1.104	3.75	4.11
Average		**4.30**		**4.42**

*1= Strongly Disagree, 5= Strongly Agree

Educational Recovery Efforts

Finally, respondents in Cohort 1 were asked to rate statements related to education recovery efforts. Table 36 shows the ratings in comparison to 2012. Overall, teachers agreed that the PLC in which they were engaged provided them with opportunities to learn from their peers (Mean 4.44). This is a slight gain from 2012 to 2013. They also agreed that their math and literacy teachers in their school are open to having the ERS work with them to improve instructional practice (Mean 4.33), an increase of 0.30 from 2012 to 2013. The statements 'My ERS supports me in a constructive and non-judgmental manner' (Mean 3.98) and 'My ERS and I have established a positive collaboration in working on classroom practices' (Mean 3.88) both saw a drop of 0.07 and 0.15 respectively from 2012 to 2013. Teachers gave a lower rating to the statement 'Since working with my ERS, I have a better understanding of how to use formative assessment data in planning classroom instruction' (Mean 3.63) with a drop of 0.37 from 2012 to 2013. The area receiving the lowest rating in the follow-up survey was the statement 'I am becoming a more effective teacher due to the assistance in instruction from my ERS' (Mean 3.55).

Table 36: Educational recovery efforts: Cohort 1 teacher survey central/Jefferson region

Please rate your level of agreement:	2013			2012
	N	Std. Dev.	Mean	Mean (avg. N = 37.1)
The Professional Learning Community in which I'm engaged provides me opportunities to learn from my peers.	50	0.884	4.44	4.23
Math and literacy teachers in this school are open to having the ERS work with them to improve instructional practice.	48	0.883	4.33	4.03
My ERS supports me in a constructive and non-judgmental manner.	44	1.067	3.98	4.05
My ERS and I have established a positive collaboration in working on classroom practices.	43	1.117	3.88	4.03
There are specific areas in my instructional practice which my ERS can help me improve.	41	1.131	3.85	3.63
Since working with my ERS, I have a better understanding of how to use formative assessment data in planning classroom instruction.	41	1.220	3.63	4.00
I am becoming a more effective teacher due to the assistance in instruction from my ERS.	40	1.239	3.55	3.64
Average		**3.95**		**3.94**

*1= Strongly Disagree, 5= Strongly Agree

Central/Jefferson Region Cohort 2 Teachers

Fifty-four teachers from Cohort 2 schools in the Central region responded to a survey which asked respondents to rate statements related to the leadership environment in their schools, their instructional practices, and educational recovery efforts. Teachers were asked to express their agreement with statements on a five-point scale with 5 representing 'Strongly Agree' and 1 representing 'Strongly Disagree'. The overall means for all four major variables were high, with mean ratings above 3.5 on a 5 point scale. The 'management practices' variable had a higher overall mean (Mean 4.18) and the 'ER efforts' variable had a relatively lower overall mean (Mean 3.66) relative to other variables

School Leadership

Respondents from Cohort 2 in the Central region were asked to rate statements related to their school's leadership in a survey. They agreed that their principal modeled and continuously communicated high expectations for significantly improved student achievement (Mean 4.24). In addition, they gave a positive rating to the statement that their principal participates actively with our school's Instructional Teams (Mean 4.13). Teachers also rated the statement 'Our school leadership actively collaborates with faculty in reviewing progress and making recommendations for change' with an average of "Agree". The statement 'Our Principal spends a significant portion of time working directly with teachers to improve instruction' was rated lowest (Mean 3.59). Table 37 provides the ratings for all the statements concerning school leadership.

Table 37: School leadership: Cohort 2 teacher survey central/Jefferson region

Please rate your level of agreement:	2013			2012
	N	Std. Dev.	Mean	Mean (avg. N = 32.8)
Our Principal models and continuously communicates high expectations for significantly improved student achievement.	54	1.181	4.24	4.79
The Principal participates actively with our school's Instructional Teams.	54	1.214	4.13	4.64
Our school leadership actively collaborates with faculty in reviewing progress and making recommendations for change.	54	1.437	3.83	4.44
Our school personnel are open to change and to interventions for school improvement.	54	1.194	3.83	4.73
Our Principal closely monitors curriculum and classroom instruction.	53	1.236	3.83	4.48
Our Principal spends a significant portion of time working directly with teachers to improve instruction.	54	1.381	3.59	4.21
Average		**3.91**		**4.55**

*1= Strongly Disagree, 5= Strongly Agree

Instructional Practices

Second, respondents were asked to rate statements about their classroom instructional practices. Teacher responses were positive in all statements related to classroom instructional practices. Teachers strongly agreed that their school's leadership regularly monitored school-level student performance data' (Mean 4.46). Statements that received an average of agree were 'I frequently assess my students using a variety of evaluation methods' (Mean 4.31), 'My instructional team uses student performance data to plan instruction' (Mean 4.22), and 'I individualize instruction based on results of formative assessments to provide learning support for some students and to enhance learning opportunities for others' (Mean 4.08). In addition to these positive ratings, teachers agreed that their instructional team developed standards-aligned units of instruction for math and literacy at each grade level (Mean 3.83). Table 38 provides the ratings for statements concerning classroom instructional practices.

Table 38: Instructional practices: Cohort 2 teacher Survey central/Jefferson region

		2013		2012
Please rate your level of agreement:	**N**	**Std. Dev.**	**Mean**	**Mean** (avg. N = 31.4)
My school's leadership regularly monitors school-level student performance data.	52	0.917	4.46	4.63
I frequently assess my students using a variety of evaluation methods.	49	0.940	4.31	4.66
My Instructional Team uses student performance data to plan instruction.	50	1.208	4.22	4.63
I individualize instruction based on the results of formative assessments to provide learning support for some students and to enhance learning opportunities for others.	50	1.074	4.08	4.71
My Instructional Team develops standards-aligned units of instruction for math and literacy at each grade level.	42	1.036	3.83	4.23
Average		**4.18**		**4.57**

*1= Strongly Disagree, 5= Strongly Agree

Classroom Management

Third, respondents were asked to rate statements on classroom management. Teachers strongly agreeing that their teaching practices reflected that different learners learn differently (Mean 4.35), that they engaged all students in classroom discussions and activities (Mean 4.35), and that they clearly informed students of lesson objectives and expected learning outcomes (Mean 4.33). Other areas that were rated high were balancing instruction in their classroom between lecturing and having students work in small group activities (Mean 4.29) and differentiating assignments (individualize instruction) in response to student performance on formative assessment (Mean 3.86). Teachers gave the lowest rating to the statement that they maintained a record of each student's mastery of specific learning objectives (Mean 4.52). Table 39 provides the ratings for statements concerning classroom instructional practices.

Table 39: Classroom management: Cohort 2 teacher survey central/Jefferson region

Please rate your level of agreement:	2013			2012
	N	Std. Dev.	Mean	Mean (avg. N = 31.8)
My teaching practice reflects that different learners learn differently.	49	0.948	4.35	4.66
I engage all students in classroom discussions and activities (e.g., encourage silent students to participate).	49	0.948	4.35	4.72
I clearly inform students of lesson objectives and expected learning outcomes.	48	0.975	4.33	4.41
I balance instruction in my classroom between lecturing and having students work in small group activities.	48	1.010	4.29	4.81
I differentiate assignments (individualize instruction) in response to student performance on formative assessment.	49	1.080	3.86	4.72
I maintain a record of each student's mastery of specific learning objectives.	46	1.402	3.65	4.52
Average		**4.14**		**4.64**

*1= Strongly Disagree, 5= Strongly Agree

Educational Recovery Efforts

Finally, teachers were asked to rate statements about educational recovery efforts. Teachers strongly agreed that the PLCs in which they were engaged provided them with opportunities to learn from their peers (Mean 3.95) and they agreed that their ERS treated them in a constructive and non-judgmental manner (Mean 3.71). Teachers gave a lower rating (but still with an average rating of "Agree") to the statement 'There are specific areas in my instructional practice which my ERS can help me improve' (Mean 3.69). Rated slightly lower were the statements 'Math and literacy teachers in their school were open to having the ERS work with them to improve instructional practice' (Mean 3.67) and 'My ERS and I have established a positive collaboration in working on classroom practices' (Mean 3.60). The areas that received the lowest rating were the statements 'Since working with my ERS, I have a better understanding of how to use formative assessment data in planning classroom instruction' (Mean 3.57) and 'I am becoming a more effective teacher due to the assistance in instruction from my ERS' (Mean 3.40). Table 40 provides the ratings for the statements for educational recovery efforts.

Table 40: Educational recovery efforts: Cohort 2 teacher survey central/Jefferson Region

Please rate your level of agreement:	2013			2012
	N	Std. Dev.	Mean	Mean (avg. N = 28.1)
The Professional Learning Community in which I'm engaged provides me opportunities to learn from my peers.	44	1.257	3.95	4.74
My ERS supports me in a constructive and non-judgmental manner.	35	1.405	3.71	3.29
There are specific areas in my instructional practice which my ERS can help me improve.	36	1.261	3.69	3.64
Math and literacy teachers in this school are open to having the ERS work with them to improve instructional practice.	33	1.267	3.67	4.04
My ERS and I have established a positive collaboration in working on classroom practices.	35	1.397	3.60	3.18
Since working with my ERS, I have a better understanding of how to use formative assessment data in planning classroom instruction.	35	1.335	3.57	2.93
I am becoming a more effective teacher due to the assistance in instruction from my ERS.	35	1.439	3.40	2.89
Average		**3.66**		**3.53**

*1= Strongly Disagree, 5= Strongly Agree

Comparison of Teacher Perspectives between Cohorts 1 and 2- All Regions

For the Central region, Cohort 1 teachers rated all survey items higher than Cohort 2 teachers in 2013. Their opinion of their ERS was the lowest overall, but it was the only category that maintained or saw no declines in its average means when compared to responses from 2012. Most other categories when analyzed at the cohort-region level saw minor increases/decreases from 2012-2013, but Central Cohort 2 teachers felt less positively about their school's Leadership (-0.64), Instruction (-0.39), and Management (-0.5). Figures 1, 2, and 3 display the results by category, cohort and year for the Central, Eastern, and Western regions respectively.

Figure 1: Comparison of teachers' perspectives in the central/Jefferson region

Central/Jefferson

	Cohort 1 Leadership	Cohort 1 Instruction	Cohort 1 Management	Cohort 1 ERS	Cohort 2 Leadership	Cohort 2 Instruction	Cohort 2 Management	Cohort 2 ERS
2012	3.81	4.46	4.42	3.94	4.55	4.57	4.64	3.53
2013	4.12	4.39	4.3	3.95	3.91	4.18	4.14	3.66
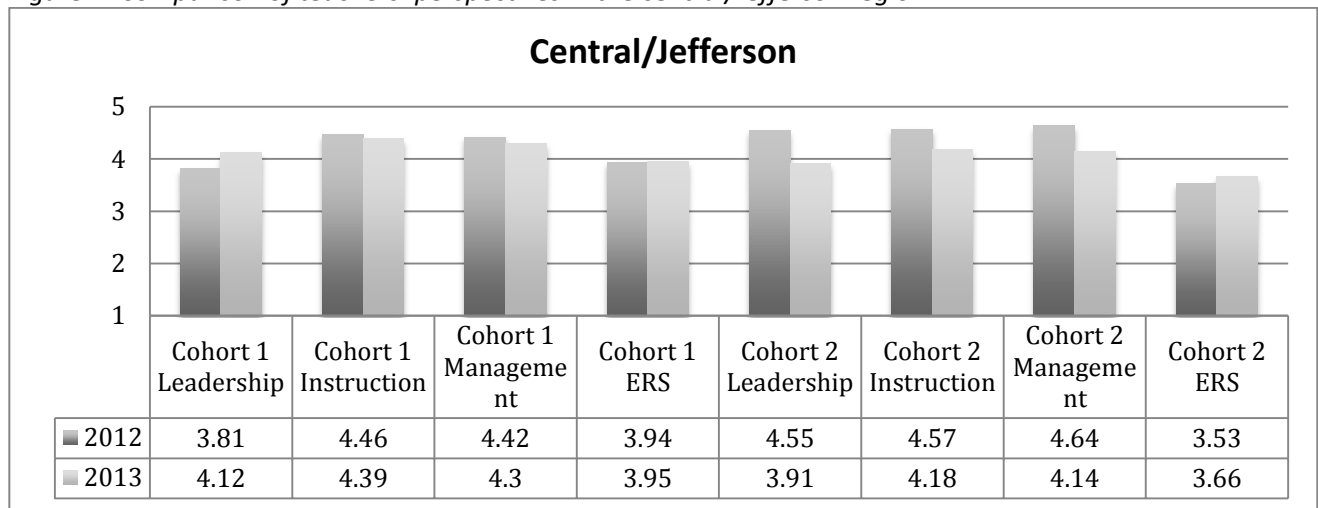
Figure 2: Comparison of teachers' perspectives in the eastern region

Eastern

	Cohort 1 Leadership	Cohort 1 Instruction	Cohort 1 Management	Cohort 1 ERS	Cohort 2 Leadership	Cohort 2 Instruction	Cohort 2 Management	Cohort 2 ERS
2012	3.64	4.35	4.23	3.89	3.93	4.23	4.19	3.69
2013	3.66	4.57	4.54	4.03	3.95	4.26	4.29	3.88
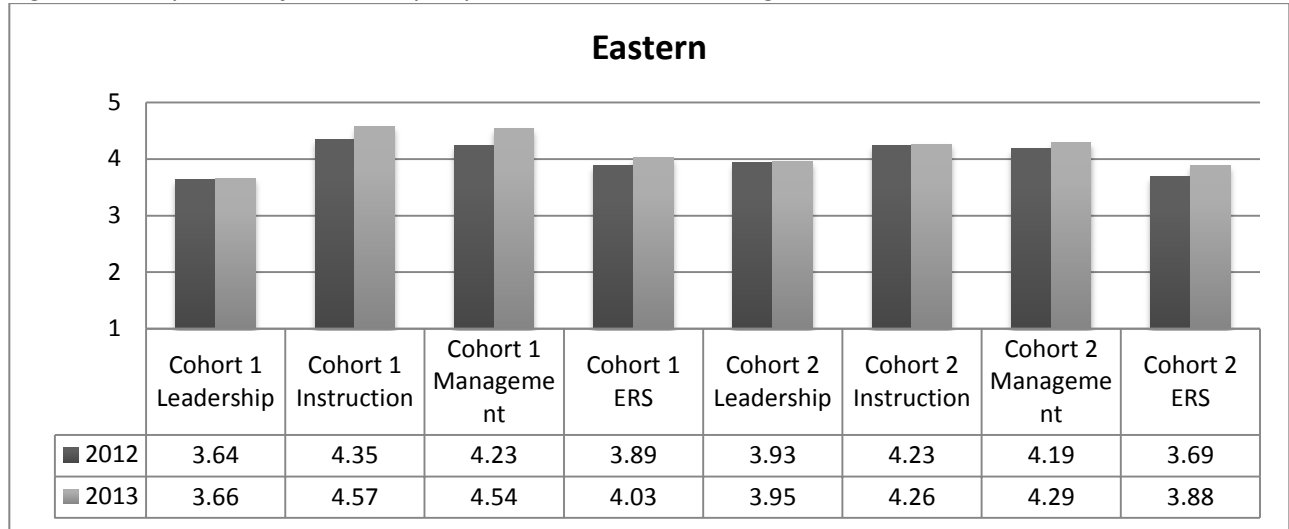
Figure 3: Comparison of teachers' perspectives in the western region

Western

	Cohorts Leadership	Cohorts Instruction	Cohorts Management	Cohorts ERS
2012	4.12	4.26	4.09	3.63
2013	4.23	4.35	4.21	3.63
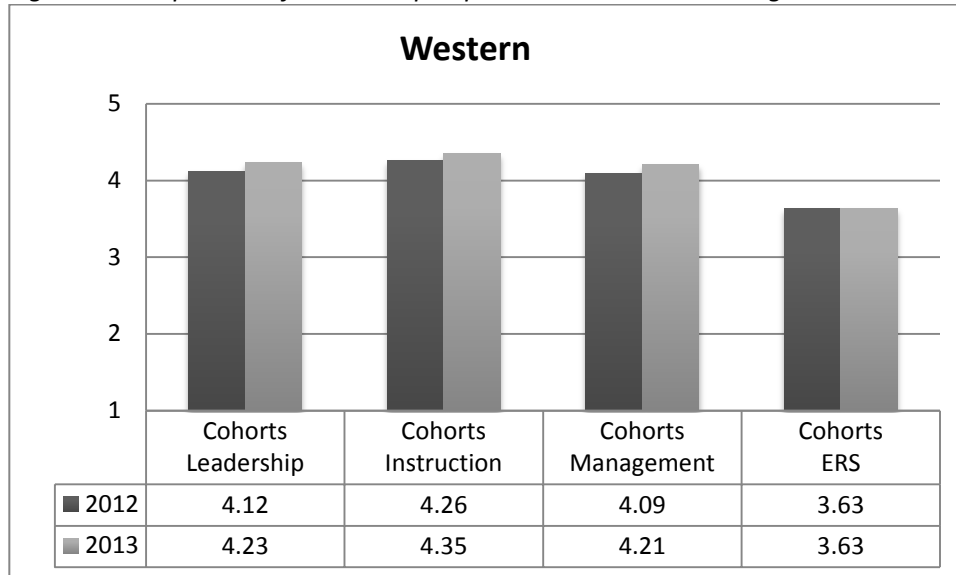
TIER III Schools: Leadership

"The focus on math and literacy helped our school drill down to the individual student and give the necessary interventions to make them successful. We started each day with a 20 minute focus on math or literacy skills. Which helped improve overall student success."—Principal in Tier III SIG

_____

As a part of the School Improvement Grant, ninety-seven schools were identified as Tier III schools. This category contained Title 1 schools not identified as Tier I or II that were in need of school improvement, corrective action or restructuring. Appendix B contains a list of Cohort 1 Tier III schools. Of the 97 Tier III schools, 36 were in the Eastern region, 25 in the Central (20 schools were Jefferson County public schools, 5 were non- Jefferson County public schools), and 36 in the Western region. As a follow up to the question about types of services received from the SIG, Tier III principals were asked to rate the degree of impact of the services on the development and implementation of their school improvement plan. The overall mean rating for the impact of the SIG in the implementation of the School Improvement Plan was similar for 2011 and 2012. While in 2011 25% of the principals reported that they had not yet implemented curriculum changes in math, only 4% of principals reported that curriculum changes in math were not yet implemented in 2012, and full implementation was reported in 2013. Similarly in 2011 approximately 22% of the principals reported not having implemented curriculum changes in reading, only 4% of the principals reported not having implemented curriculum changes in reading in 2012 and full implementation was reported in 2013. The principals rated the overall receptivity of key stakeholders slightly higher this year than the previous year. At the same time, a higher percentage of respondents identified a lack of funding as a barrier to school improvement efforts in 2013 (41.7%) than the previous years (33.3%, 20.5 %). This was the third year in a row that respondents identified the disproportionate number of struggling learners in their schools (41.7%) as the greatest barrier to ensuring that all students are college and career ready.

Impact of the SIG services on the Development and Implementation of the School Improvement Plan
Principals were asked to rate the impact of the SIG services on various items. All were given a mean rating greater than 3.0 in 2013; overall impacts had a mean of 3.47 on a five point scale with 1 being the lowest and 5 the highest. This was the third year in a row that respondents identified 'Changes in behavioral interventions' (Mean 3.20) as having the lowest impact. In 2012, the respondents had felt that the SIG had the most impact on the instructional methods in the classroom (Mean 3.75). However, in the 2013 follow-up survey, respondents felt the SIG had the most impact on use of formative assessment to inform instruction (Mean 3.81). There was a decrease in rating of the impact of the SIG on policies and procedures to improve school performance of nearly 0.43 from 2011 to 2013. Table 41 and Figure 4 display the descriptive data of the individual impact items.

Table 41: Impact of the SIG services on the development and implementation of the school improvement plan TIER III principal survey

	2011			2012			2013		
	N	Mean	Std. Dev	N	Mean	Std. Dev	N	Mean	Std. Dev
Changes in the use of formative assessment data to inform instruction	38	3.82	1.136	52	3.69	1.147	21	3.81	0.906
Changes in instructional methods in the classroom	39	3.67	1.177	51	3.75	1.129	22	3.77	0.950
Providing you with information about school improvement	37	3.49	1.096	51	3.47	1.222	20	3.45	0.973
Development of your school's improvement plan	38	3.58	1.106	53	3.47	1.17	20	3.35	0.963
Changes in policies and procedures to improve school performance	37	3.68	1.132	53	3.37	1.244	20	3.25	1.178
Changes in behavioral interventions	36	2.94	1.094	48	3.29	1.254	20	3.20	1.030
Average		3.53			3.51			3.47	

*1= No impact, 5= Very large impact

Figure 4: Impact of the SIG services on the development and implementation of the school improvement plan: Tier III principal survey

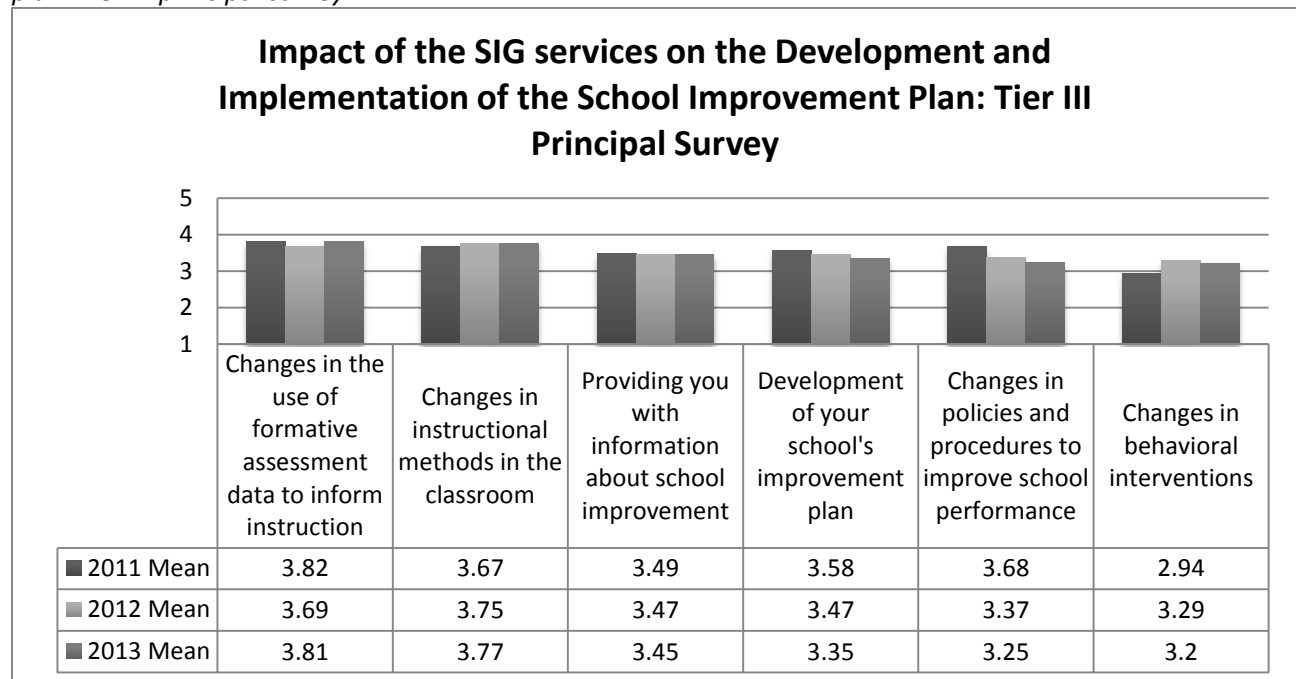**Impact of the SIG services on the Development and Implementation of the School Improvement Plan: Tier III Principal Survey**

	Changes in the use of formative assessment data to inform instruction	Changes in instructional methods in the classroom	Providing you with information about school improvement	Development of your school's improvement plan	Changes in policies and procedures to improve school performance	Changes in behavioral interventions
2011 Mean	3.82	3.67	3.49	3.58	3.68	2.94
2012 Mean	3.69	3.75	3.47	3.47	3.37	3.29
2013 Mean	3.81	3.77	3.45	3.35	3.25	3.2

Implementation of Instructional Best Practices in Reading and Math

In order to further examine the changes made as a result of school improvement plans, the respondents were asked to identify the best practices that were implemented in their math and reading classrooms. Tables 42-43 show the results of the surveys taken in 2012 and 2013 for math and reading respectively. All best practices experienced an increase in full participation from 2012-2013 with the exception of regular math PLC meetings (75%) and use of assessment data to drive math (54.2%) and reading (58.3%) classroom instruction. 'Formative testing of students at least three times during year to track progress in achievement' (100%, 95.8%) and 'Increased involvement of school leadership in monitoring school performance' (91.7%, 91.7%)) had the highest percentages of full implementation in both math and reading.

Table 42: Implementation of instructional best practices in Math: Tier III principal survey

Math	2012 (n=55)			2013 (n=24)		
	No	Partial	Full	No	Partial	Full
Formative testing of students at least three times during year to track progress in achievement		10.7%	89.3%			100.0%
Increased involvement of school leadership in monitoring school performance		14.3%	85.7%		8.3%	91.7%
Stronger alignment of standards, curriculum, instruction and assessment		32.1%	67.9%		25.0%	75.0%
Regular meetings of Professional Learning Communities		16.1%	83.9%		25.0%	75.0%
Curriculum changes	3.6%	42.9%	51.8%		37.5%	62.5%
Development of Instructional Teams at each grade-level		35.7%	62.5%	8.3%	29.2%	62.5%
Use of assessment data to drive classroom instruction		41.1%	58.9%		45.8%	54.2%

* No=No implementation, Yes= Implemented, Partial or Full=Partial or Full implementation

When it came to reading, no best practices featured in the survey were being fully implemented in every school. However, there was an increase in the occurrence of each best practice except for the 'Use of assessment data to drive classroom instruction' which was virtually unchanged. The best practices most frequently identified by Tier III principals as present in their schools was 'Formative testing of students at least three times during year to track progress in achievement' (95.8%) and 'Increased involvement of school leadership in monitoring school performance' (91.7%).

Table 43: Implementation of instructional best practices in reading: Tier III principal survey

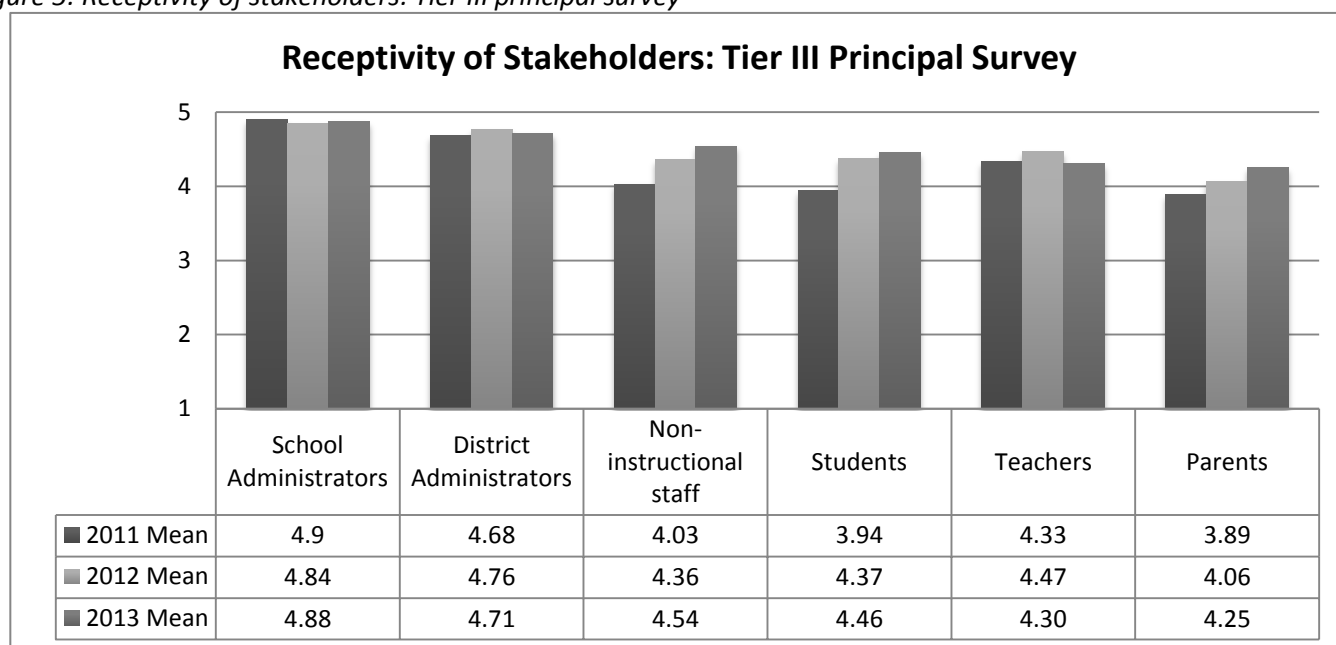| Reading	2012 (n=55)			2013 (n=24)		
	No	Partial	Full	No	Partial	Full
Formative testing of students at least three times during year to track progress in achievement		10.7%	89.3%		4.2%	95.8%
Increased involvement of school leadership in monitoring school performance		14.3%	85.7%		8.3%	91.7%
Regular meetings of Professional Learning Communities		19.6%	80.4%		16.7%	83.3%
Stronger alignment of standards, curriculum, instruction and assessment		30.4%	69.6%	4.2%	20.8%	75.0%
Development of Instructional Teams at each grade-level		37.5%	60.7%	8.3%	25.0%	66.7%
Curriculum changes	3.6%	39.3%	55.4%		37.5%	62.5%
Use of assessment data to drive classroom instruction		41.1%	58.9%		41.7%	58.3%

Receptivity of stakeholders

Since the Tier III schools had to make changes, as outlined in their school improvement plan, the principals were asked to rate the receptivity of stakeholders to the various changes that had been made in their schools. Table 44 and Figure 5 show the ratings in these areas for the 2011-2013 surveys. Respondents in 2013 rated the receptivity of all stakeholders as high (all ratings above a 4.0 on a 5 point scale); teachers (Mean 4.30), non- instructional staff (Mean 4.54), school administrators (Mean 4.88), district administrators (Mean 4.71), parents (Mean 4.25), and students (Mean 4.46). In comparison, respondents taking the survey in 2011 also rated the receptivity of the stakeholders highly, with exception of parents (Mean 3.89) and students (3.94). All ratings, with the exception of a slight drop for school administrators and teachers, saw an increase in ratings from 2011-2013. Large rating increases were evident from 2011-2013 for non-instructional staff (13%), students (13%), and parents (9%).

Table 44: Receptivity of stakeholders: Tier III principal survey

	2011			2012			2013		
	N	Mean	Std. Dev.	N	Mean	Std. Dev.	N	Mean	Std. Dev.
School Administrators	39	4.9	0.447	55	4.84	0.420	24	4.88	0.331
District Administrators	38	4.68	0.739	51	4.76	0.551	24	4.71	0.611
Non-instructional staff	37	4.03	1.013	53	4.36	0.653	24	4.54	0.999
Students	36	3.94	1.013	54	4.37	0.734	24	4.46	0.644
Teachers	39	4.33	0.955	55	4.47	0.663	23	4.30	0.748
Parents	35	3.89	1.051	50	4.06	0.793	24	4.25	0.829
Overall Average		4.30			4.48			4.52	

*1= Not at all receptive, 5= Highly receptive

Figure 5: Receptivity of stakeholders: Tier III principal survey

Receptivity of Stakeholders: Tier III Principal Survey

	School Administrators	District Administrators	Non-instructional staff	Students	Teachers	Parents
2011 Mean	4.9	4.68	4.03	3.94	4.33	3.89
2012 Mean	4.84	4.76	4.36	4.37	4.47	4.06
2013 Mean	4.88	4.71	4.54	4.46	4.30	4.25

Barriers to college and career readiness

Finally, respondents were asked to identify the barriers they faced in ensuring that all their students are college and career ready. Table 45 shows the results of the survey when principals took it for the first time in 2011 and results from the follow-up surveys in 2012 and 2013. A higher percentage of respondents identified a lack of funding as a barrier to school improvement efforts in 2013 (41.7%) than the previous years (33.3%, 20.5 %). This was the third year in a row that respondents identified the disproportionate

number of struggling learners in their schools (41.7%) as the greatest barrier to ensuring that all students are college and career ready. Tier III principals continued to identify a need for more professional development in their schools. Rated nearly as highly was the teachers' need for more professional development in best practices in math and literacy instruction.

Table 45: Barriers to college and career readiness: Tier III principal survey

Barriers	2011 Frequency	2012 Frequency	2013 Frequency
Lack of funding for school improvement efforts	20.5%	33.3%	41.7%
School has disproportionate number of struggling learners	52.3%	50.0%	41.7%
Teachers' need for more professional development in best practices in math and literacy instruction	36.4%	43.9%	33.3%
Lack of teacher experience in adopting effective instructional interventions	36.4%	50.0%	29.2%
Lack of knowledge regarding implementing formative assessment testing and use	27.3%	28.8%	16.7%
Resistance change from key stakeholder groups	11.4%	19.7%	16.7%

Academic Outcomes

During the grant period, Kentucky adopted a new assessment and accountability system, 'Unbridled Learning: College/Career- Ready for All'. As a part of the new accountability system, a new statewide assessment was first administered in 2012. While comparisons are made across years, it should be noted that the assessments were different in 2012 from the previous years. The data should be cautiously interpreted across years and post-2012 state level data would be more applicable for comparison purposes. Table 46 compares the average percent of students scoring proficient and above in reading and math in SIG Cohort 1 and 2 schools versus the state. Similar to the state, there was a significant drop in the number of students scoring proficient and above in 2012 for both Cohort 1 and 2 schools. Cohort 1 schools had a slightly higher average percentage of students scoring proficient and above in reading than Cohort 2 schools. Both Cohort 1 and Cohort 2 had significant positive change in the average percentage of students scoring proficient and above in reading, but this growth is still much lower than that of the state as a whole. Cohort 1 schools had a slightly higher average percentage of students scoring proficient and above in mathematics than the state and also outpaced the state in annual growth rate.

Table 46: Overall change in mean percent of students scoring proficient and above in SIG schools*

Reading					
	2010	2011	2012	2013	Change from '12 to '13
SIG Cohort 1 schools	54.89	64.84	31.64	41.15	9.51
SIG Cohort 2 schools	43.89	57.51	30.72	38.26	7.54
State	61.34	65.91	38.40	55.80	17.40
Mathematics					
	2010	2011	2012	2013	Change from '12 to '13
SIG Cohort 1 schools	24.49	41.07	24.36	36.99	12.63
SIG Cohort 2 schools	26.79	37.31	35.58	26.97	-8.61
State	40.28	45.98	27.90	36.00	8.10

*Cohort 1 and 2 middle schools were not included in the calculation

A trend analysis was done for each cohort in a region involving a two-step comparative analysis of the academic outcomes. The first step explored the trend in students scoring proficient and above on the annual Kentucky Core Content Test. The mean percent of students scoring proficient and above in each region was compared to the state mean percent of students scoring proficient and above. In the Central Region, since there are a large number of high schools and middle schools in Jefferson County, the overall SIG data was also compared to the overall district outcome data. In the second step, the trends of students scoring below proficient were examined.

The scores from the 2013 Kentucky Core Content Test indicated that SIG schools closed the gap in reading and math in many instances, but, overall, the SIG schools continued to perform below the state average. The Western cohorts had the most pronounced academic gains in 2013 with math scores that exceeded the state average by 17.4%, but the reading scores from the Western schools remained consistently below the state averages from 2010 to 2013. Central Region Cohort 1 and 2 schools never scored above the state or district averages in either reading or math. Eastern Region schools also consistently performed below state averages with the exception of Cohort 1's reading scores in 2011. What is clear from these trends is that some schools have made gains in reading and math from year to year, but the SIG schools are still performing below state averages.

There are some promising trends, however, that reflect the positive effects of the SIG. Cohort 1 schools outperformed Cohort 2 schools in reading and math in the mean percent of students scoring proficient and above. Perhaps having time to adjust to new procedures and initiatives benefited the Cohort 1 schools. It is possible that the same positive outcomes might be observed in the Cohort 2 schools in future years.

Because of the new Kentucky assessment and accountability system a true comparative data analysis cannot be done for previous years.

Eastern Region Cohort 1

Reading

The mean percent of students scoring proficient and distinguished in Cohort 1 Eastern schools was below (47.55%) the state average (55.8%). The mean percent scoring novice or below was higher than the state average by 11%.

Figure 6: Mean percent of students scoring proficient and distinguished in reading (eastern cohort 1 high schools)
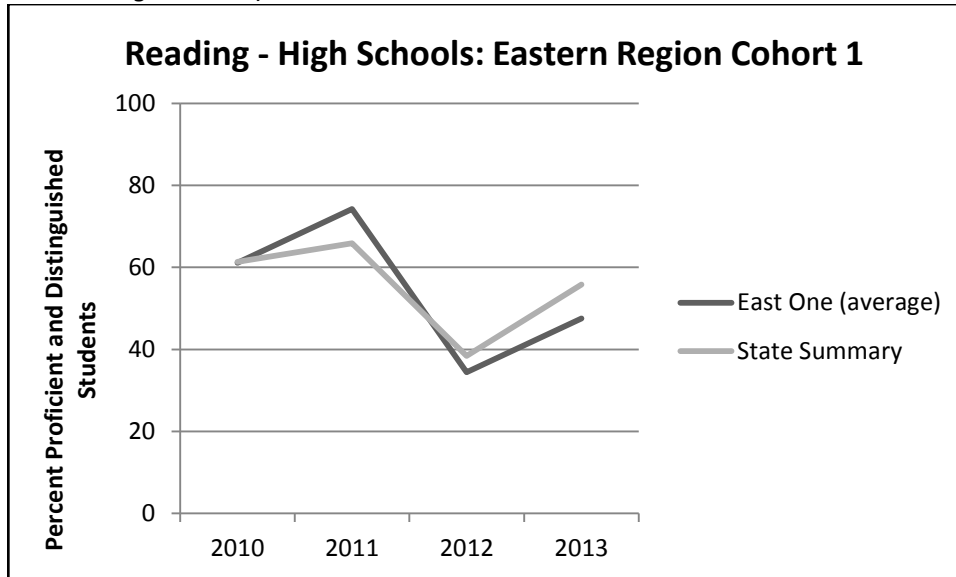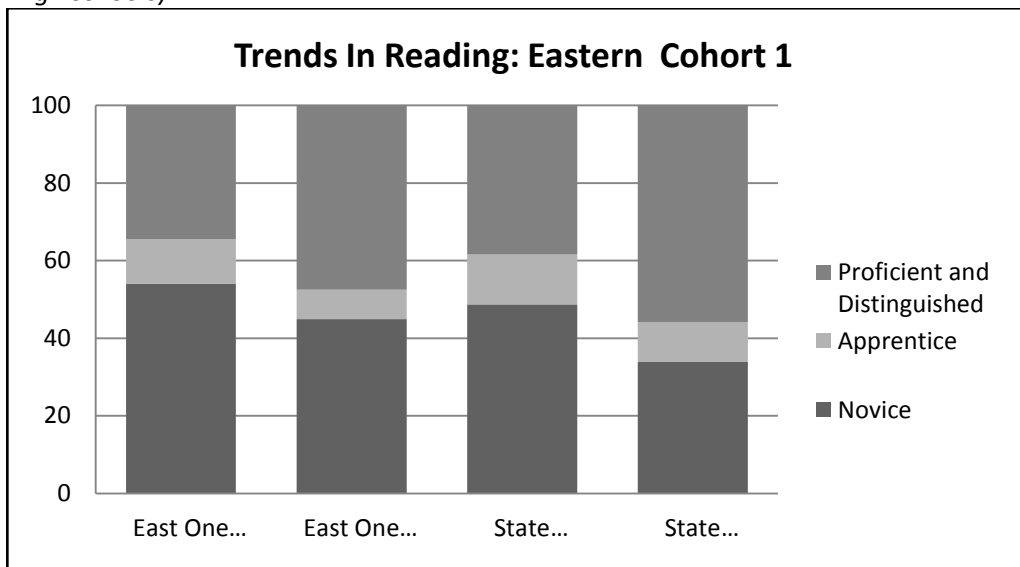

Figure 7: Mean percent of students scoring novice and apprentice in reading (eastern cohort 1 high schools)

Math

The mean percent of students scoring proficient and distinguished in Cohort 1 Eastern schools was below (27.80%) the state average (36.0%). The mean percent scoring novice was approximately 6.5% higher than the state average. However, the mean percent scoring apprentice was similar to the state average.

Figure 8: Mean percent of students scoring proficient and distinguished in math (eastern cohort 1 high schools)
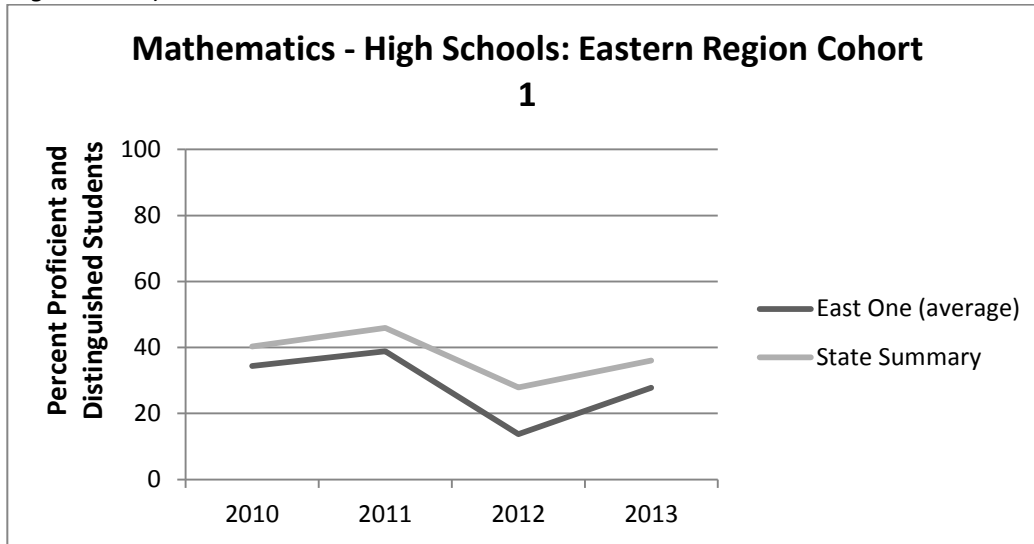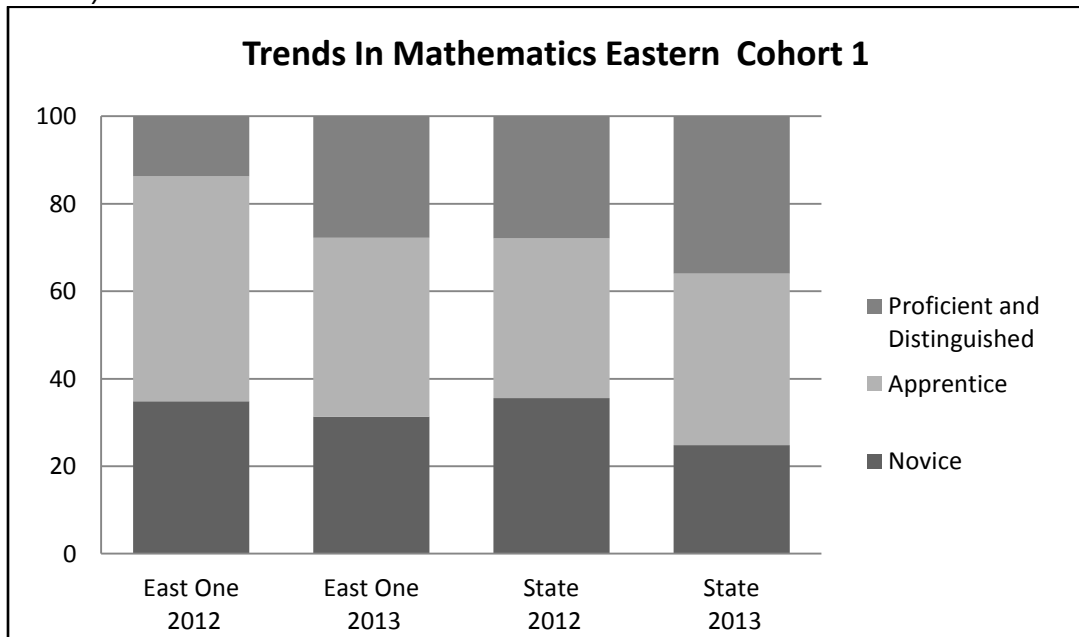

Figure 9: Mean percent of students scoring novice and apprentice in math (eastern cohort 1 high schools)

Eastern Region Cohort 2

Reading

The mean percent of students scoring proficient and distinguished in Cohort 2 Eastern schools was below (43.48%) the state average (55.8%). The mean percent scoring novice was higher than the state by 11.8%.

Figure 10: Mean percent of students scoring proficient and distinguished in reading (eastern cohort 2 high schools)
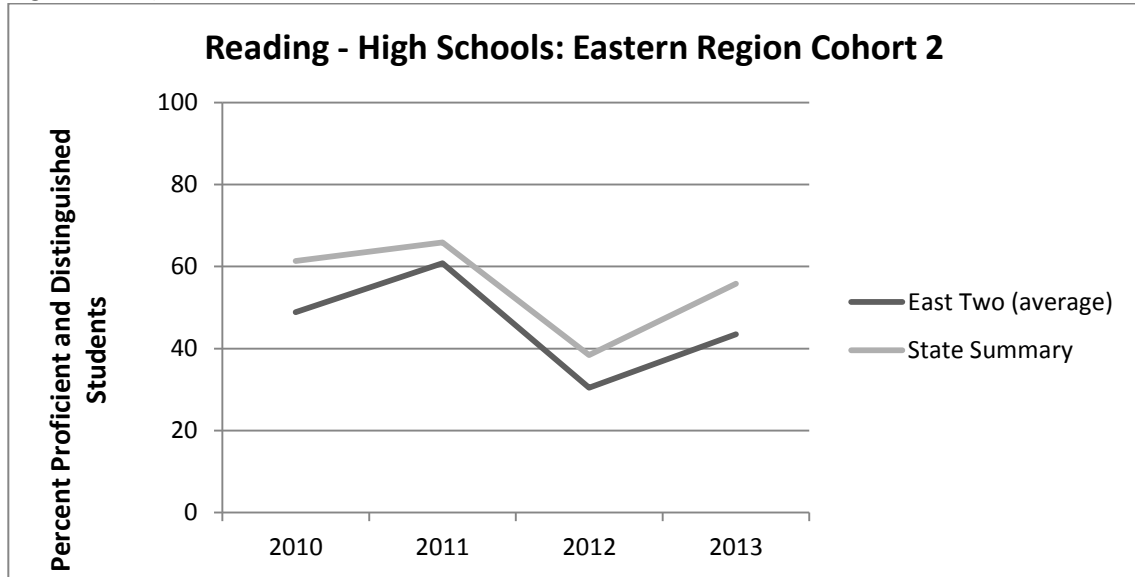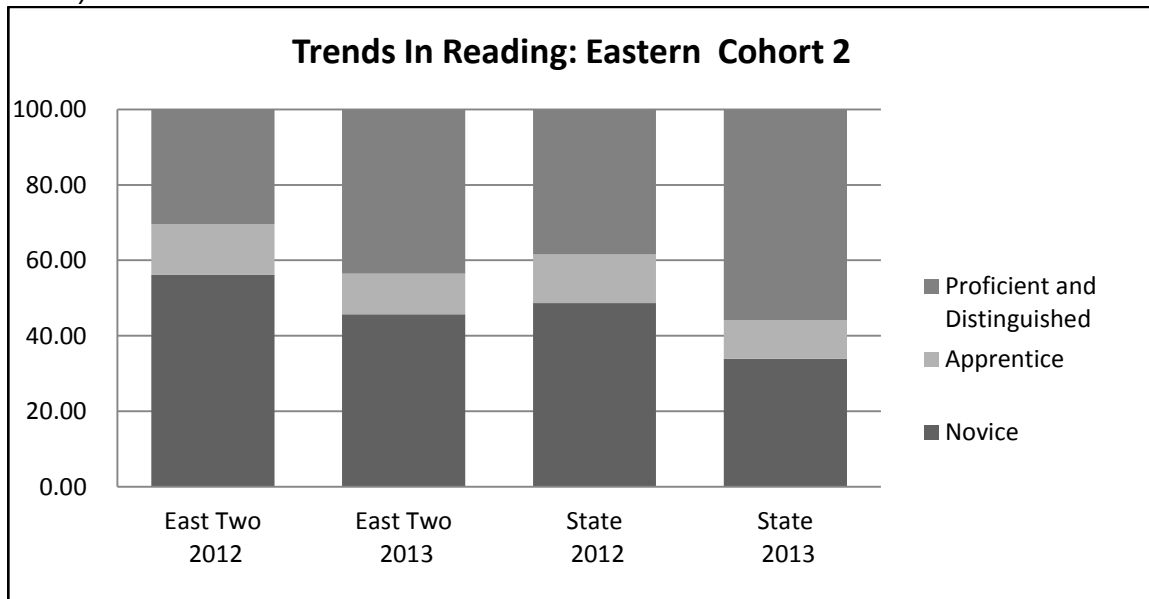

Figure 11: Mean percent of students scoring novice and apprentice in reading (eastern cohort 2 high schools)

Math

The mean percent of students scoring proficient and distinguished in Cohort 2 Eastern schools was below (27.4%) the state average (36.0%). The mean percent scoring novice was slightly higher (27.3%) than the state average (24.8%).

Figure 12: Mean percent of students scoring proficient and distinguished in math (eastern cohort 2 high schools)
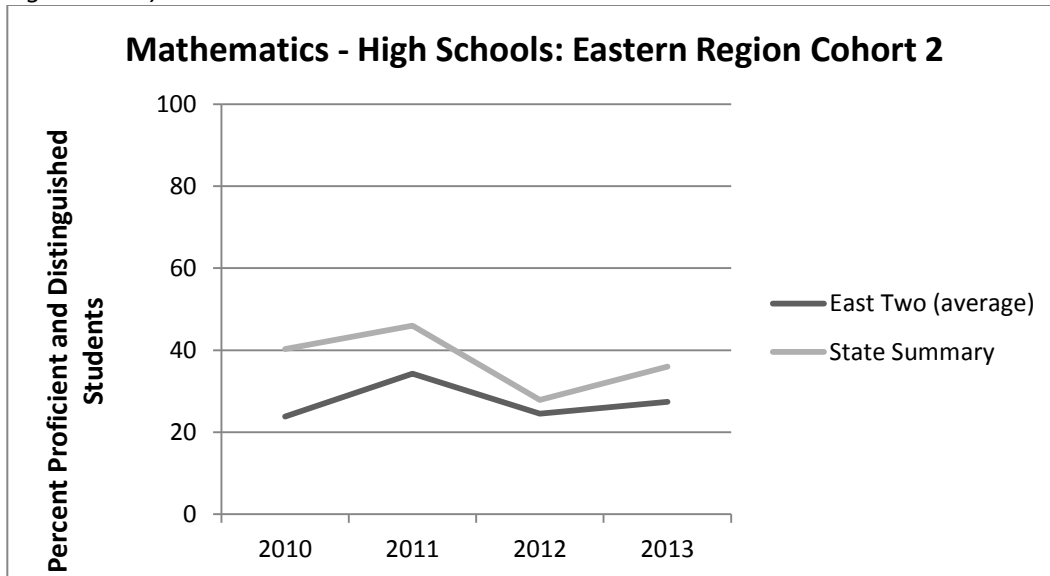

Figure 13: Mean percent of students scoring novice and apprentice in math (eastern cohort 2 high schools)

Western Region Cohorts

Reading

The mean percent of students scoring proficient and distinguished in Western schools was below (49.58%) the state average (55.8%). The mean percent scoring novice was similar to the state average. The mean percent scoring apprentice was higher than the state average by 4.3%

Figure 14: Mean percent of students scoring proficient and distinguished in reading (western cohort 1 high schools)

Figure 15: Mean percent of students scoring novice and apprentice in reading (western cohort 1 high schools)

Math

The mean percent of students scoring proficient and distinguished in Western schools was much higher (53.4%) than the state average (36.0%). The weighted mean for the combined cohorts (38.6%) was more closely aligned with the state total percentage (36.0%) as result of an outlier school. The mean percent scoring novice (11.5%) was well below the state average (24.8%).

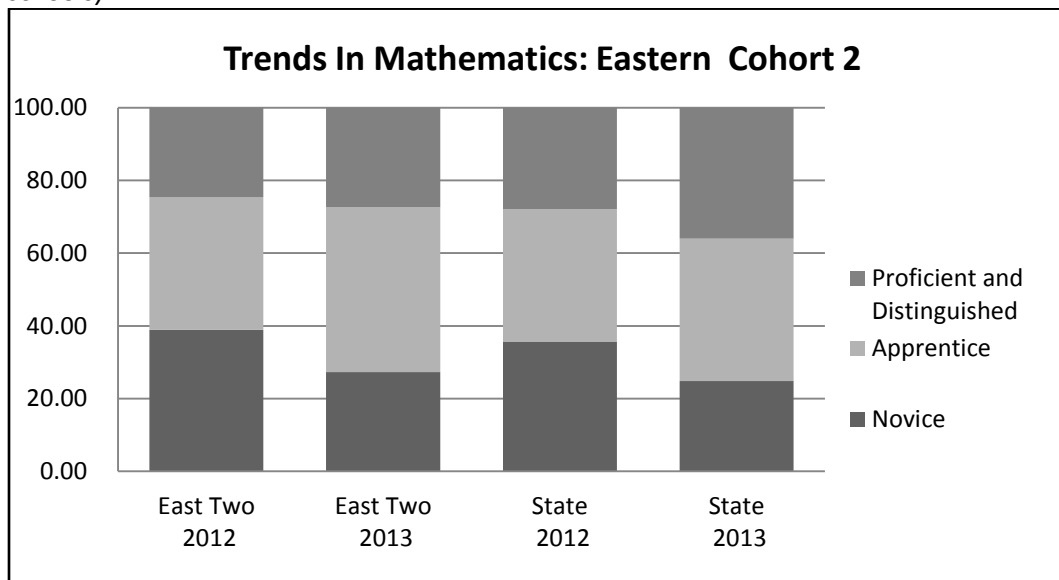*Figure 16: Mean percent of students scoring proficient and distinguished in math (western cohort 1 high schools)*

Mathematics - High Schools: Western Region Cohorts

Figure 17: Mean percent of students scoring novice and apprentice in math (western cohort 1 high schools)

Trends in Mathematics:Western Cohorts

Central/Jefferson Region Cohort 1

Reading High Schools

The mean percent of students scoring proficient and distinguished in Cohort 1 Central schools was below (30.8%) the state and district average (55.8%). The mean percent scoring novice (56.24%) was much higher than the state average (33.9%).

Figure 18: Mean percent of students scoring proficient and distinguished in reading (central/Jefferson cohort 1 high schools)
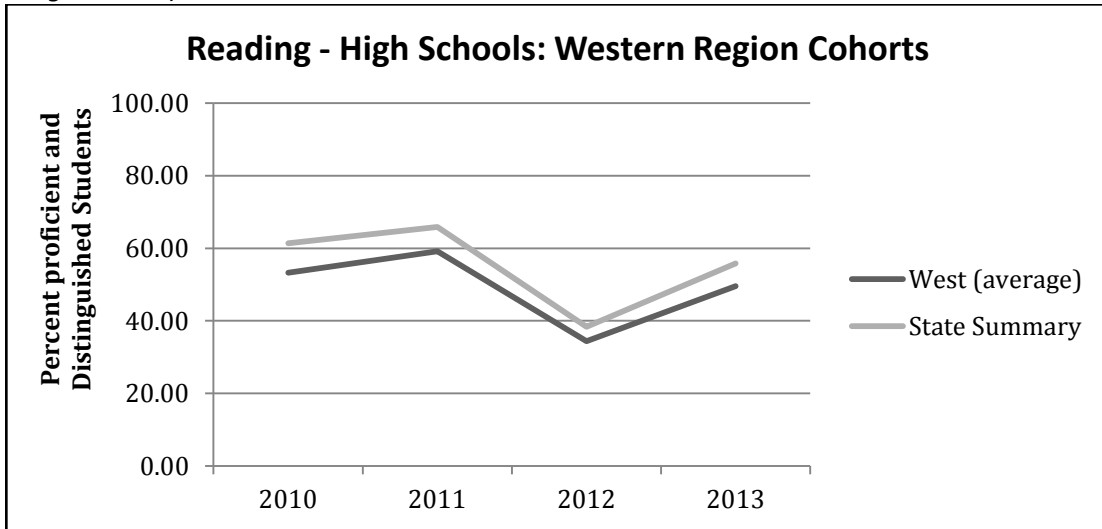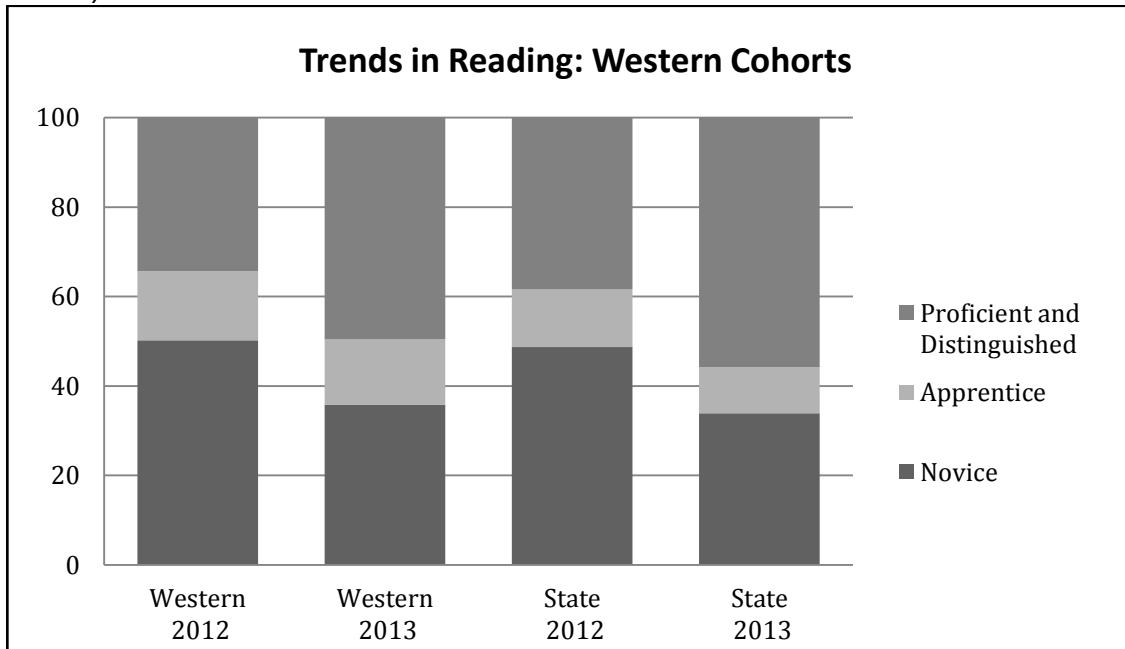

Figure 19: Mean percent of students scoring novice and apprentice in reading (central/Jefferson cohort 1 high schools)

Math High Schools

The mean percent of students scoring proficient and distinguished in Cohort 1 Central schools was well below (16.52%) the state (36.0%) and district average (35.1%). The mean percent scoring novice (41.2%) was much higher than the state average (24.8%).

Figure 20: Mean percent of students scoring proficient and distinguished in math (central/Jefferson cohort 1 high schools)
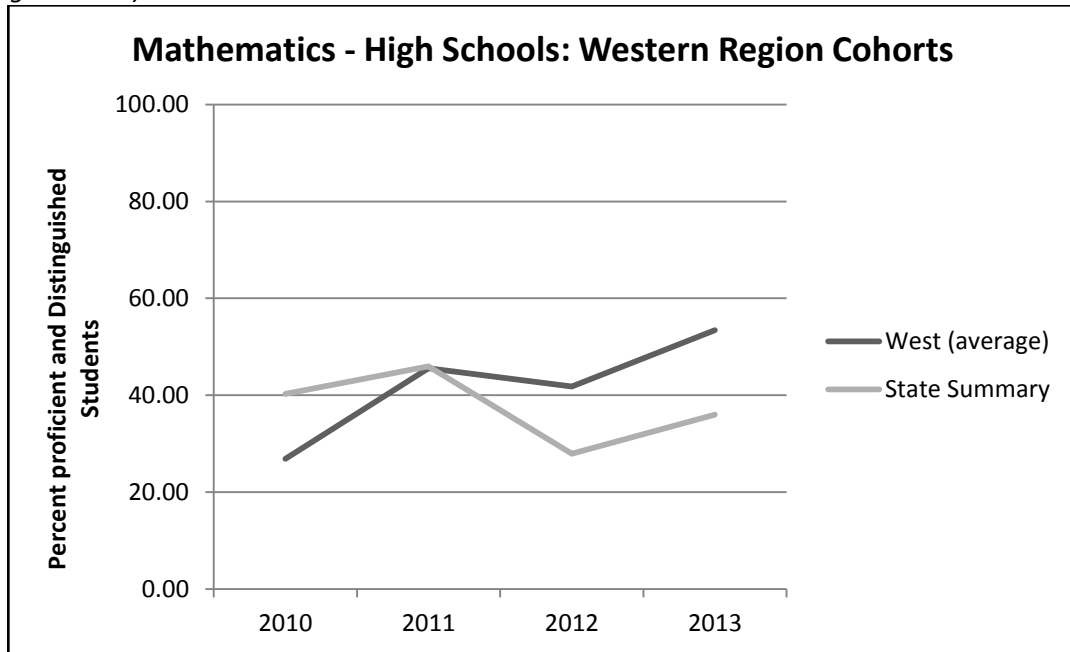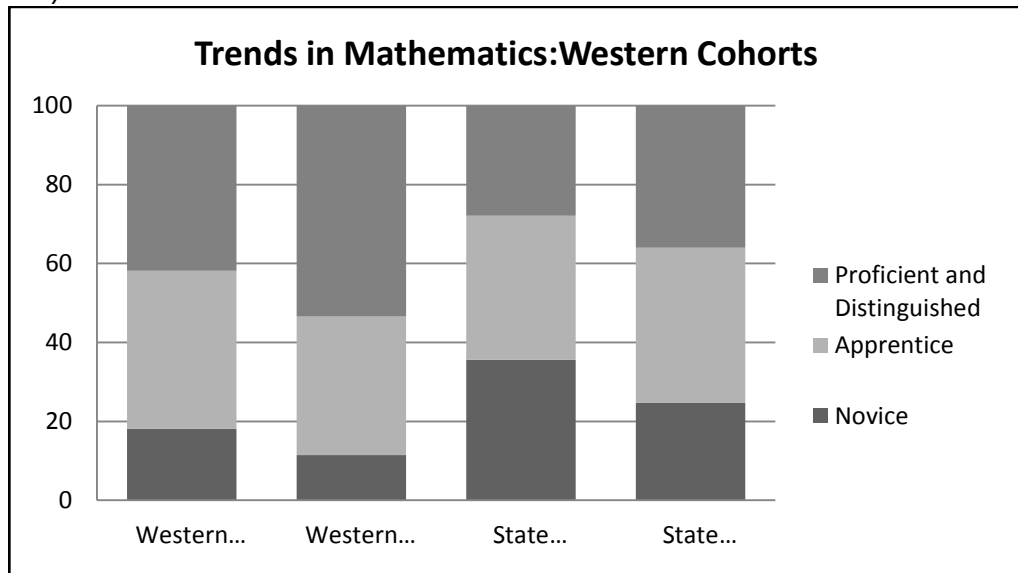

Figure 21: Mean percent of students scoring novice and apprentice in math (central/Jefferson cohort 1 high schools)

Central/Jefferson Region Cohort 2

Reading High Schools

The mean percent of students scoring proficient and distinguished in Cohort 2 Central schools was below (33%) the state (55.8%) and district average (52.9%). The mean percent scoring novice (56.47%) was much higher than the state average (33.9%).

Figure 22: Mean percent of students scoring proficient and distinguished in reading (central/Jefferson cohort 2 high schools)
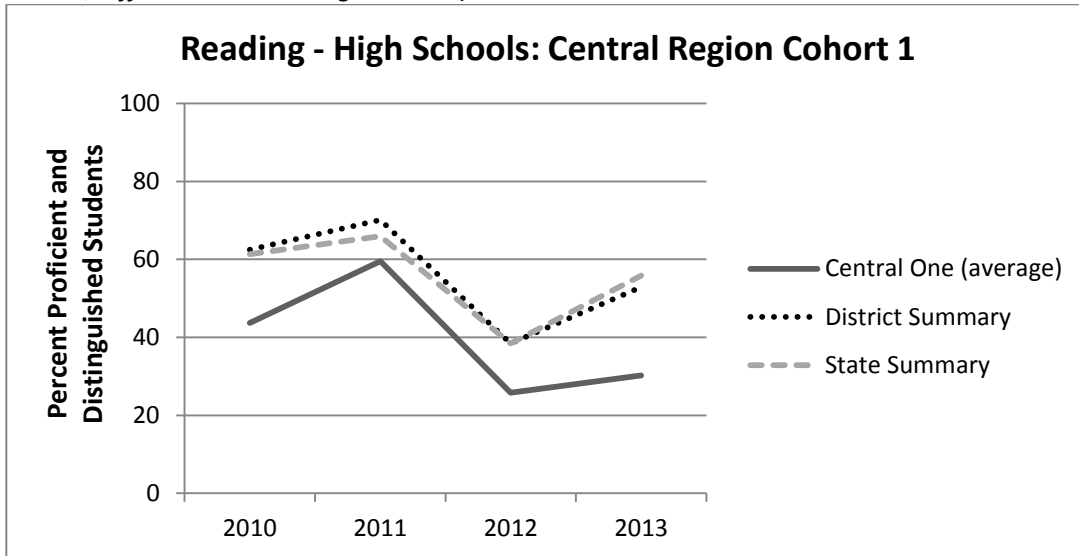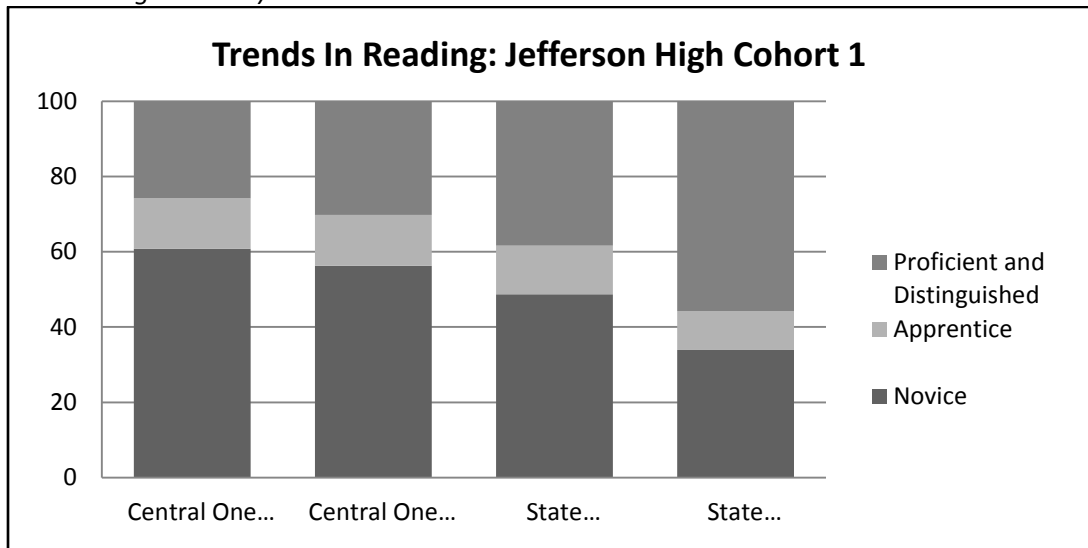

Figure 23: Mean percent of students scoring novice and apprentice in reading (central/Jefferson cohort 2 high schools)
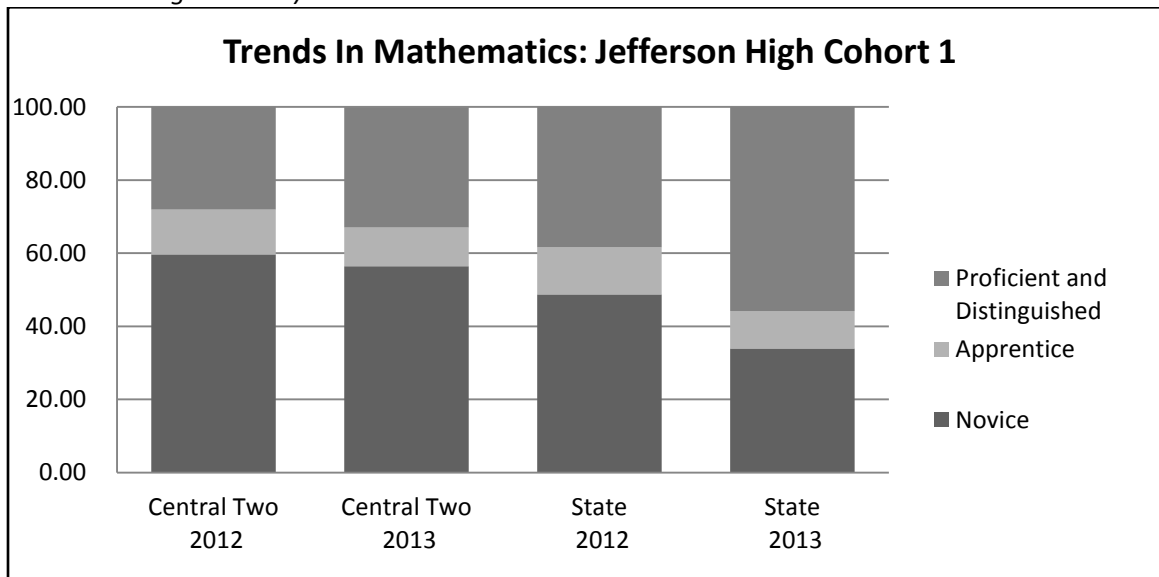
Math High Schools

The mean percent of students scoring proficient and distinguished in Cohort 2 Central schools was lower(26.37%) than the state (36.0%).The mean percent scoring novice (29.75%) was higher than the state average (24.8%).

Figure 24: Mean percent of students scoring proficient and distinguished in math (central/Jefferson cohort 2 high schools)
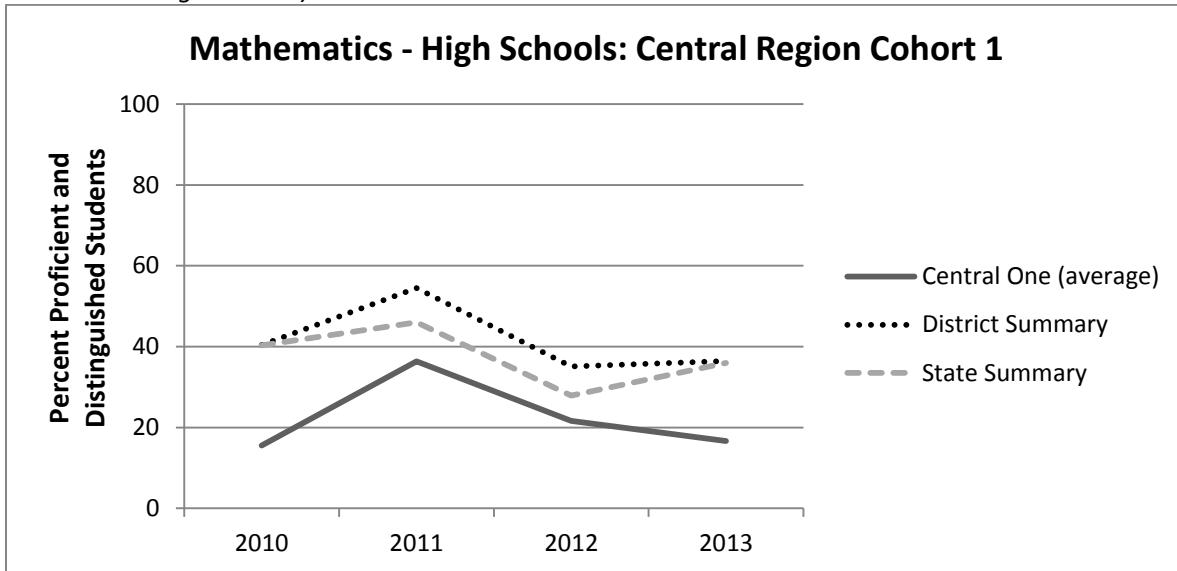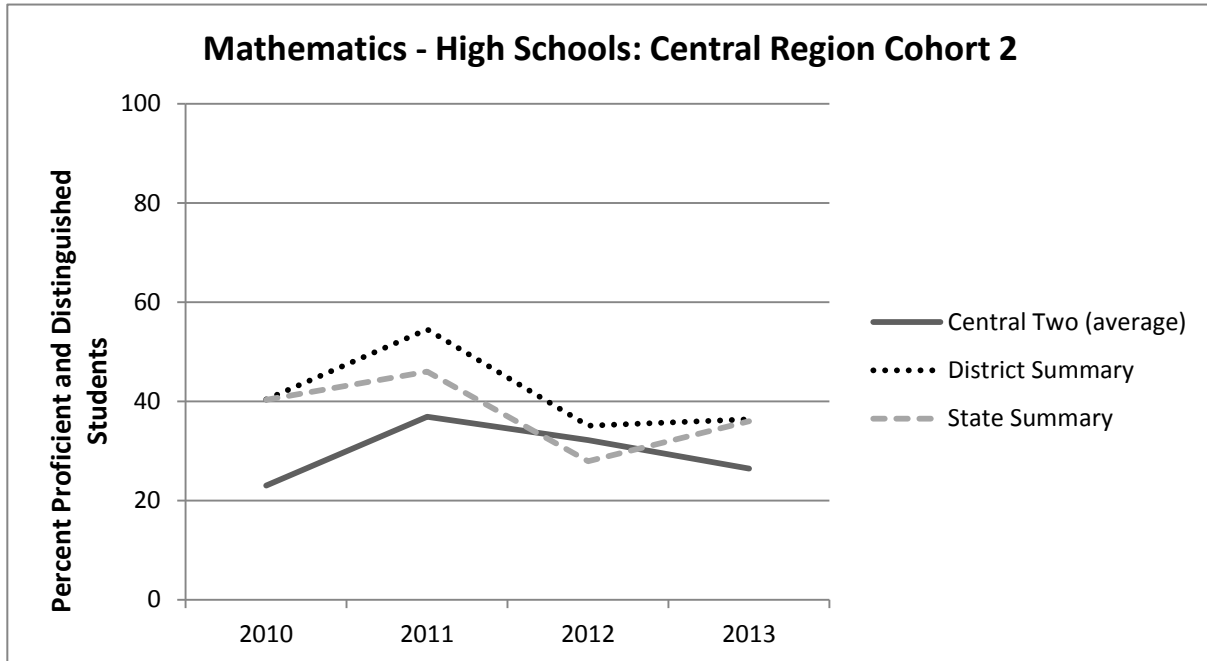

Figure 25: Mean percent of students scoring novice and apprentice in math (central/Jefferson cohort 2 high schools)
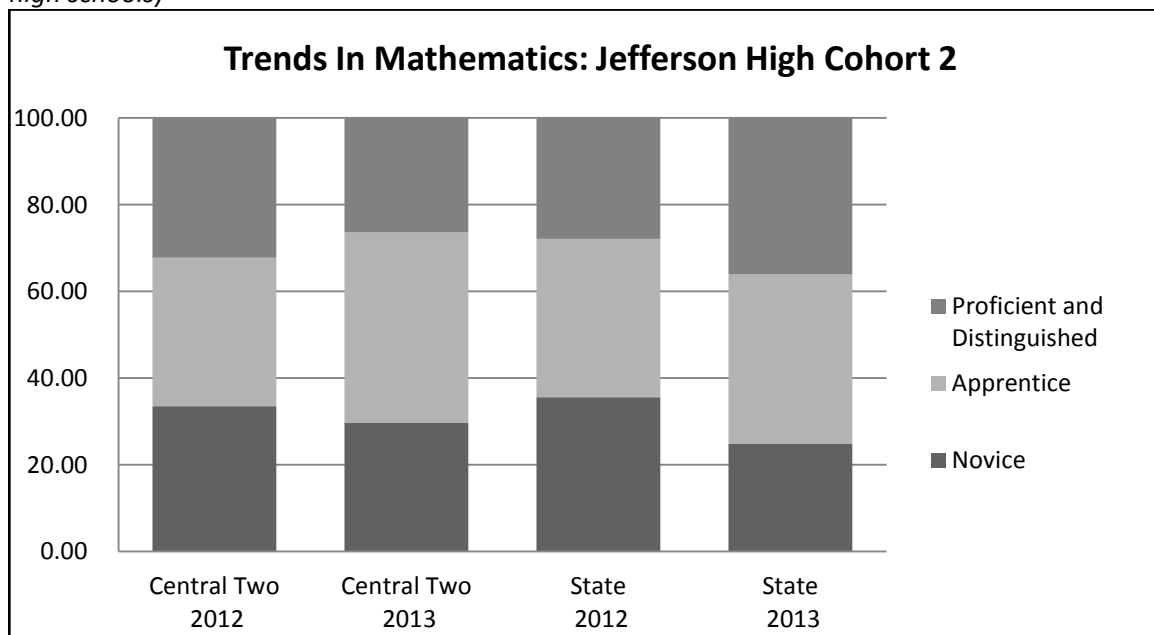
Central/Jefferson Region Cohorts: Academic Outcomes

Reading Middle Schools

The mean percent of students scoring proficient and distinguished in Central Cohort Middle Schools was much lower (27.23%) than the state (51.1%) and district average (42.1%). The mean percent scoring novice (47.07%) was higher than the state average (25.0%).

Figure 26: Mean percent of students scoring novice and apprentice in reading (central/Jefferson cohort 2 middle schools)
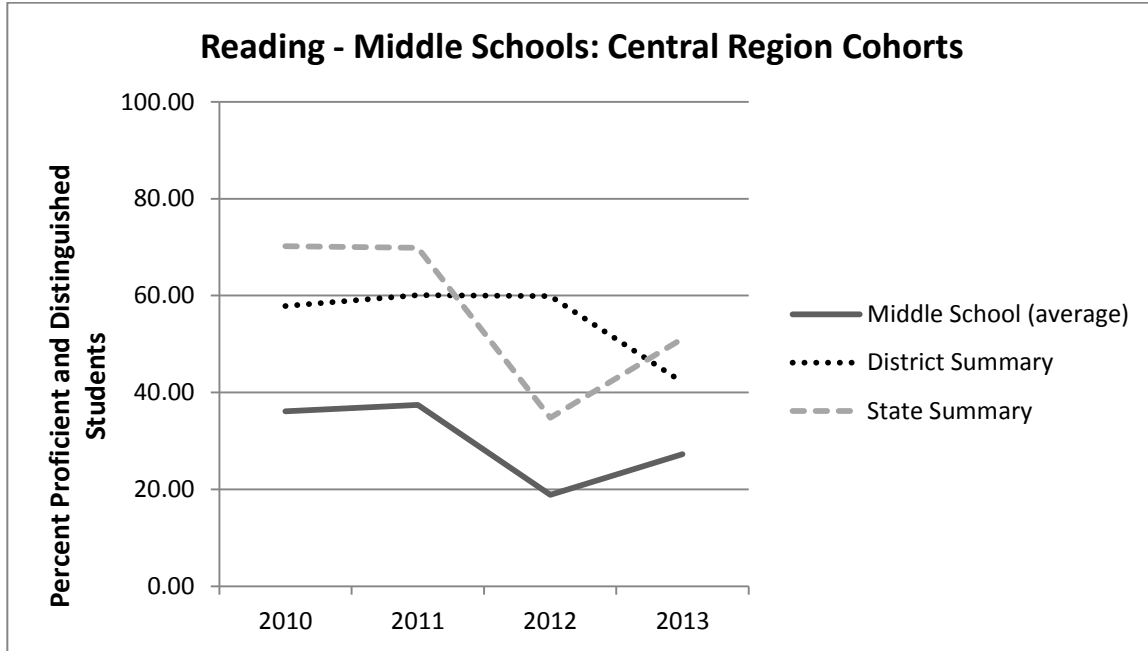
Figure 27: Mean percent of students scoring proficient and distinguished in reading (central/Jefferson cohort 2 middle schools)

Math Middle Schools

The mean percent of students scoring proficient and distinguished in Central Cohort Middle Schools was below (18.97%) the state (40.7%) and district average (33.2%). The mean percent scoring novice (31.9%) was higher than the state average (16.7%).

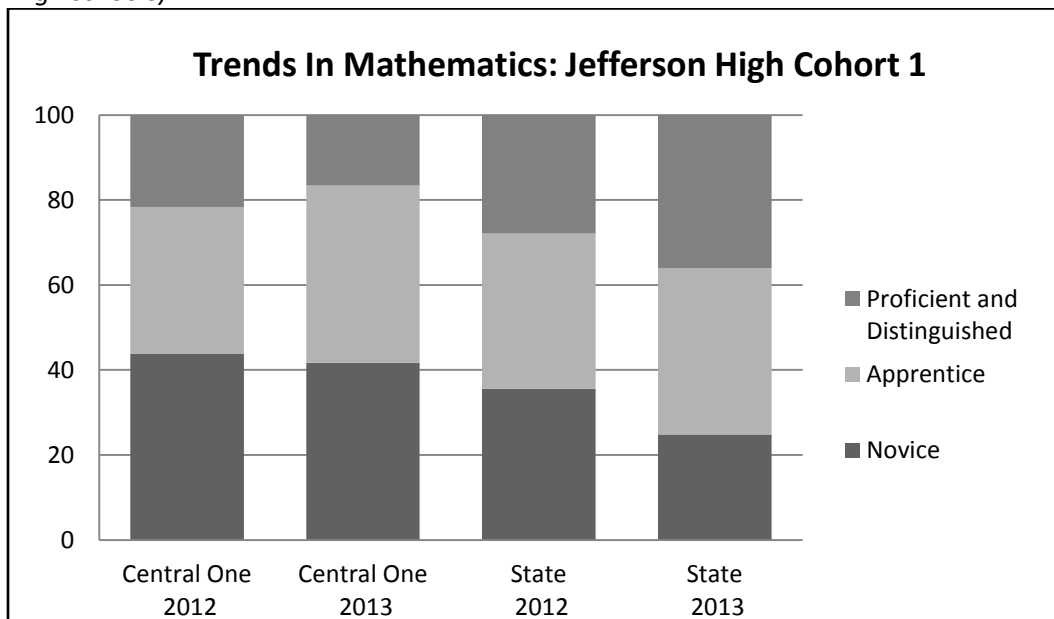*Figure 28: Mean percent of students scoring novice and apprentice in math (central/Jefferson cohort 2 middle schools)*
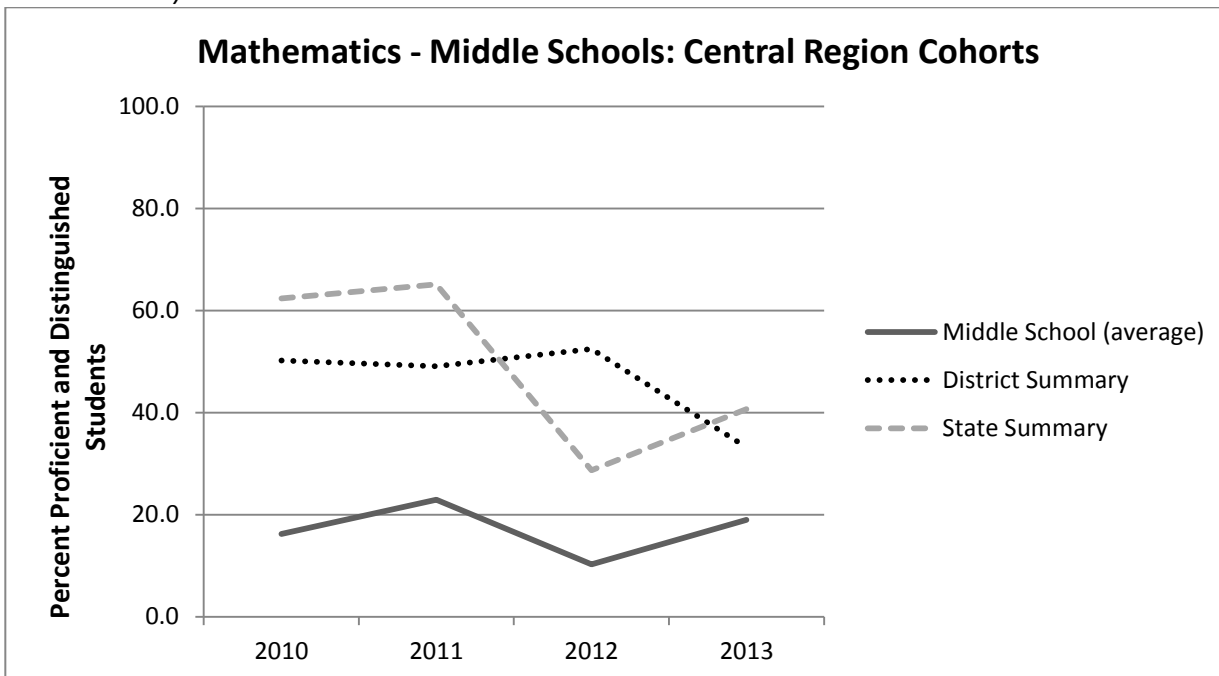
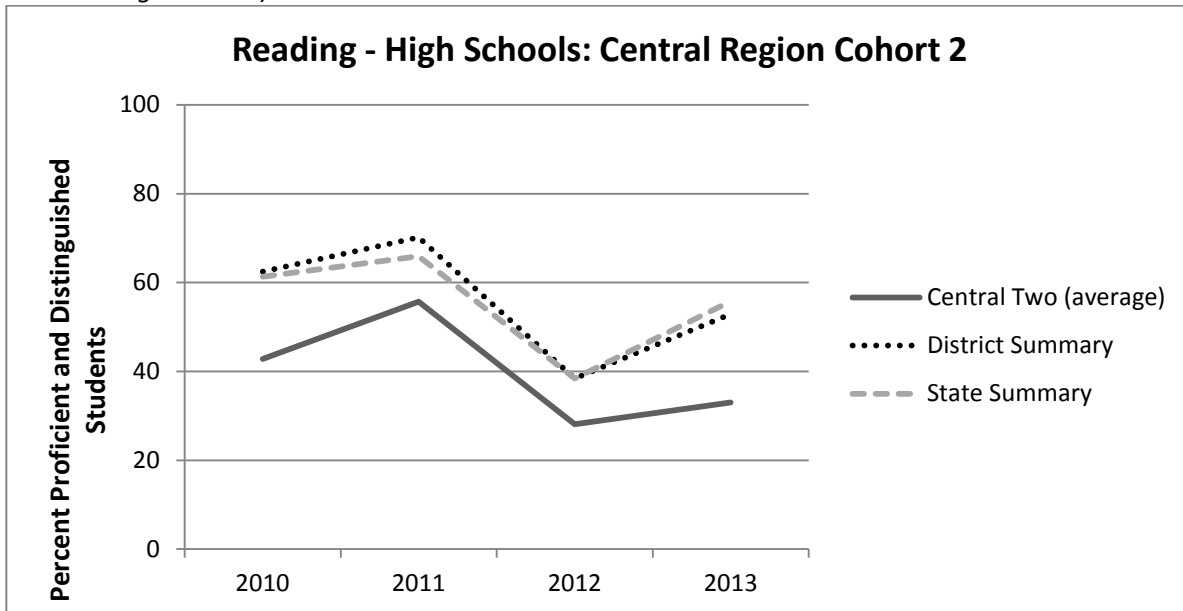*Figure 29: Mean percent of students scoring novice and apprentice in math (central/Jefferson cohort 2 middle schools)*
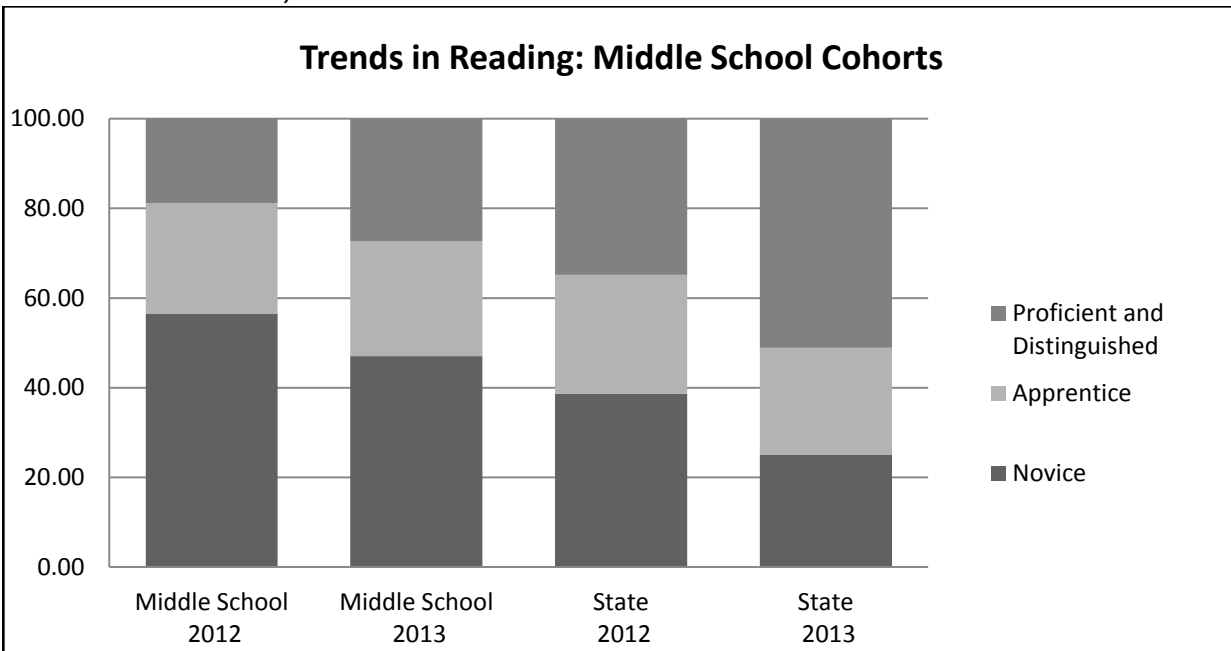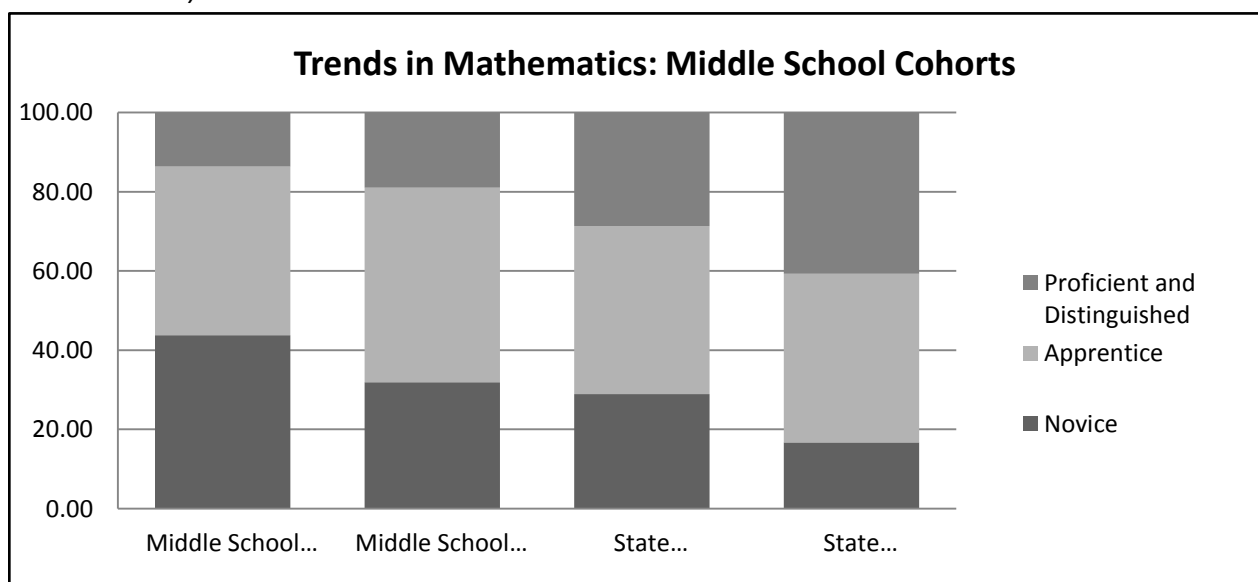
Nonacademic Data

Graduation

In order to further understand the college and career readiness of the SIG school students, the graduation rate and college and career readiness rates were examined. The baseline graduation rate substantially increased for four of the eight Cohort 1 schools and eight of the eleven Cohort 2 schools. Sheldon Clark High School and Greenup High School were the only SIG schools with a higher graduation rate than the state. Leslie County High School had the greatest decline in graduation rate over the past few years from 73.8% in 2010 to 65.2% in 2013. Tables 48 and 49 display the graduation rates for Cohort 1 and 2 schools respectively.

Table 47: KY averaged freshman graduation rate (AFGR) for cohort 1 SIG schools

School Name	KY AFGR (2010-11)	KY AFGR (2011-12)	KY AFGR (2012-13)	% Change from '12 to '13
Western				
Caverna High School	74.3	68.5	67.2	-1.3
Metcalfe County High School	65.9	76.3	70.1	-6.2
Eastern				
Lawrence County High School	57.3	69.2	73.1	3.9
Leslie County High School	73.8	66.5	65.2	-1.3
Central (Jefferson County)				
Fern Creek Traditional High	64.6	67.4	78.5	11.1
Valley Traditional High	52.6	52.4	69.7	17.3
Western High School	52.5	68.3	66.9	-1.4
The Academy @ Shawnee	47.2	42.3	58.9	16.6
STATE TOTAL	76.7	77.8	78.9	1.1

Table 48: KY averaged freshman graduation rate (AFGR) for cohort 2 SIG schools

School Name	KY AFGR (2010-11)	KY AFGR (2011-12)	KY AFGR (2012-13)	% Change from '12 to '13
Western				
Christian County High School	64.6	77.0	75	-2
Eastern				
East Carter High School	81.1	81.8	77.6	-4.2
Greenup High School	81.1	80.3	82.2	1.9
Sheldon Clark	69.9	70.1	80	9.9
Newport Independent	62.0	64.1	68.1	4
Central (Jefferson County)				
Iroquois High School	40.5	40.5	46.8	63
Doss High School	60.9	59.5	70	10.5
Seneca High School	64.9	59.7	66.8	71
Southern High School	61.9	61.3	68.8	75
Fairdale High School	62.1	76.5	71.9	-4.6
Waggener High School	59.2	59.1	73.5	14.4
STATE TOTAL	**76.7**	**77.8**	78.9	1.1

College and Career Readiness Data

The College and Career Readiness (CCR) rate includes students who have met college or career ready benchmarks. Students who have reached benchmark scores on a college placement test or COMPASS are considered to be "*college ready.*" A student who is preparatory in a "*Career and Technical Education career major and has reached the benchmarks on WorkKeys or ASVAB and KOSSA or an Industry Certification*" is considered to be career ready. The CCR rate was obtained from the KDE website and only non-duplicated counts were considered for the analysis.

Cohort 1 Schools

In 2013 CCR rates increased for every school in Cohort 1 except for Metcalfe County and The Academy at Shawnee. Metcalfe County's rate grew sizably between 2011 and 2012 but plateaued; the rate at The Academy at Shawnee remained relatively flat from 2011 to 2013. Four schools—Caverna, Western High, Lawrence County, and Leslie County—grew more than twenty points between 2012 and 2013. Leslie County grew at the fastest rate and exceeded the rate for the state as a whole. Table 49 and Figure 30 depict the CCR rates for all Cohort 1 schools across 2011-2013. In that same time period, the state CCR scores grew at an average annual rate of 8.05%. Six of the eight Cohort 1 schools grew faster than the state average. Figure 31 compares the growth rates of each school with the state average.

Table 49: Three year college and career readiness (CCR) rates for SIG cohort 1 schools

	2011 CCR	2012 CCR	2013 CCR
Western			
Caverna High School	2	17.4	37.5
Metcalfe County High School	36	51.3	50
Central/Jefferson			
Fern Creek Traditional High	26	37.5	49.2
The Academy @ Shawnee	6	14.9	9.9
Valley High School	4	10.9	22.8
Western High School	11	17.4	42.7
Eastern			
Lawrence County High School	28	28.4	50
Leslie County High School	36	50	74.4
STATE TOTAL	**38**	**47.2**	**54.1**

Cohort One CCR Rate

	Caverna High School	Metcalfe County High School	Fern Creek Tradition al High	The Academy @ Shawnee	Valley High School	Western High School	Lawrence County High School	Leslie County High School	STATE TOTAL
2011 CCR	2	36	26	6	4	11	28	36	38
2012 CCR	17.4	51.3	37.5	14.9	10.9	17.4	28.4	50	47.2
2013 CCR	37.5	50	49.2	9.9	22.8	42.7	50	74.4	54.1

Cohort One Average Annual CCR Growth Rates

	The Academy @ Shawnee	Metcalfe County High School	STATE TOTAL	Valley High School	Lawrence County High School	Fern Creek Traditional High	Western High School	Caverna High School	Leslie County High School
■ Avg Growth Rate	1.95	7	8.05	9.4	11	11.6	15.85	17.75	19.2

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Cohort 2 Schools

In Cohort 2 schools during 2013, CCR rates increased for all schools. Four schools in the East region—East Carter County, Fleming County, Greenup County, and Sheldon Clark—exceeded the CCR rate for the state as a whole. Table 50 and Figure 32 depict the CCR rates for all Cohort 2 schools from 2011-2013. Eight of the twelve Cohort 2 schools also grew faster than the state average. Figure 33 compares the annual growth rates of each school with the state average.

Table 50: Three year college and career readiness (CCR) rates for SIG cohort 2 schools

	2011 CCR	2012 CCR	2013 CCR
Western			
Christian County High School	24	36.4	52.7
Central/Jefferson			
Doss High	8	12.9	20.5
Fairdale High School MCA	20	22.8	34.7
Iroquois High	9	24.8	32
Seneca High	31	33.6	45.2
Southern High School	13	24.9	33.6
Waggener High School	18	27.9	32.8
Eastern			
East Carter County High School	24	57	68.7
Fleming County High School	31	56.7	64.9
Greenup County High School	31	45.9	58.1
Newport High School	21	36.7	48.4
Sheldon Clark High School	27	51	56.3
STATE TOTAL	**38**	**47.2**	**54.1**

Figure 32: Cohort 2 CCR rate

Cohort Two CCR Rate

	Christian County High School	Doss High	Fairdale High School MCA	Iroquois High	Seneca High	Southern High School	Waggener High School	East Carter County High School	Fleming County High School	Greenup County High School	Newport High School	Sheldon Clark High School	STATE TOTAL
2011 CCR	24	8	20	9	31	13	18	24	31	31	21	27	38
2012 CCR	36.4	12.9	22.8	24.8	33.6	24.9	27.9	57	56.7	45.9	36.7	51	47.2
2013 CCR	52.7	20.5	34.7	32	45.2	33.6	32.8	68.7	64.9	58.1	48.4	56.3	54.1

Figure 33: Cohort 2 average annual CCR growth rate

Cohort Two Average Annual Growth Rates

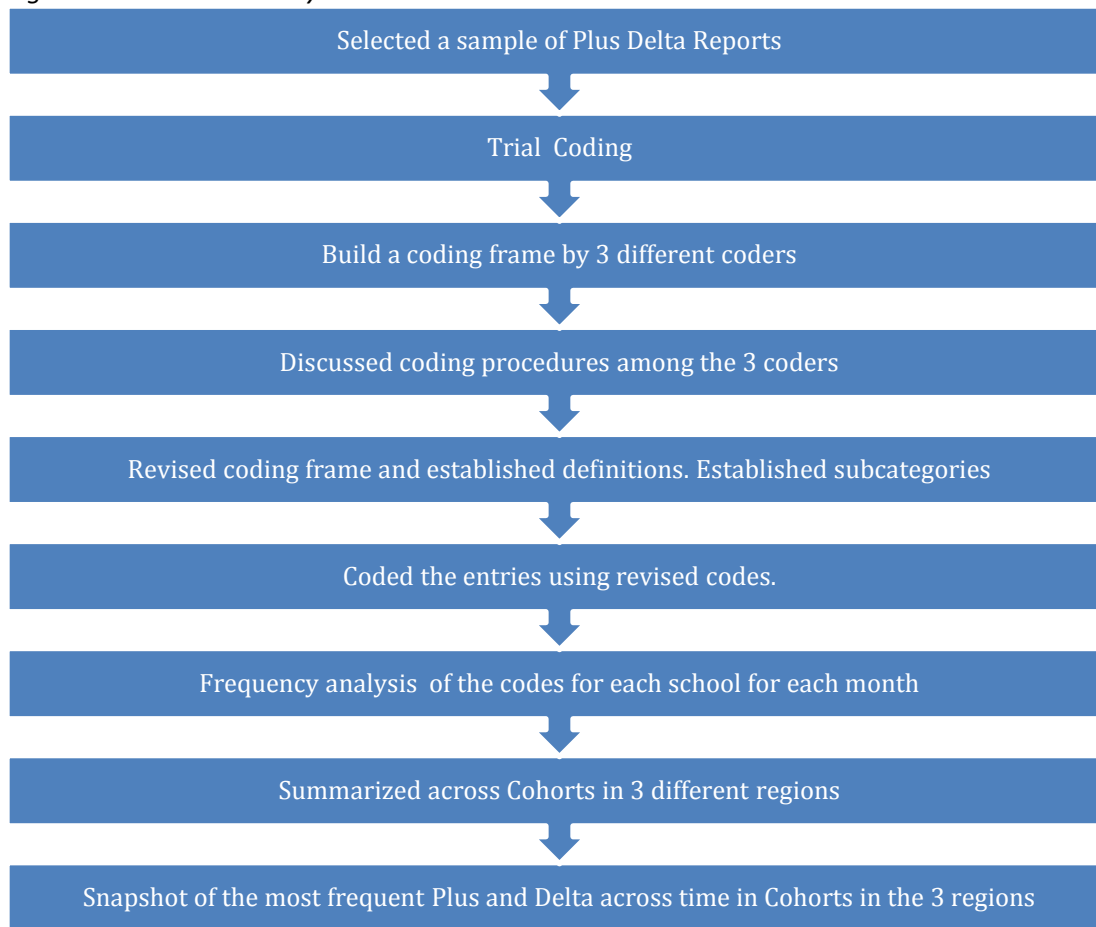|	Doss High	Seneca High	Fairdale High School MCA	Waggener High School	STATE TOTAL	Southern High School	Iroquois High	Greenup County High School	Newport High School	Christian County High School	Sheldon Clark High School	Fleming County High School	East Carter County High School
Avg Growth Rate	6.25	7.1	7.35	7.4	8.05	10.3	11.5	13.55	13.7	14.35	14.65	16.95	22.35

Appendix A: Expanded ER Evaluation Methodology

In early Fall 2012, the staff at the KDE Division of Student Success worked with the evaluators to develop an online Plus Delta Form. The purpose was to help KDE, ERDs, ER staff and school leadership identify areas that had helped with the work in the previous month (Pluses) and barriers that need further improvement (Deltas). The ER staff completed these logs on a monthly basis, starting from October 2012.

In order to get a snapshot of the areas of success and improvement, the evaluators quantified the text entries made in the online plus delta report form. A selected sample of the plus delta reports and each sample were coded separately by 3 different coders. The coders individually created broad coding frames, segmented the text, and categorized the text into the broad coding frames. After each coder developed broad coding categories, they discussed among themselves how they developed the broad frames and their reasoning behind categorization of a segment of the text. Based on the discussion, the coders developed revised coding frames of ten main themes with subcategories and established consensus for the definition of the coding categories. Using the revised categories, the plus delta entries were coded. A frequency analysis was done on the number of times each code was used. The frequency analysis was conducted across time and categories. The results of the frequency analysis were summarized by Cohorts for each of the three regions. Results of the analysis show the most common Pluses and Deltas across the seven months of data, the most common Plus and Delta areas for each month, and the sub-categories for the two most common Pluses and Deltas.

Figure 34: Plus delta analysis structure

Selected a sample of Plus Delta Reports

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Trial Coding

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Build a coding frame by 3 different coders

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Discussed coding procedures among the 3 coders

↓

Revised coding frame and established definitions. Established subcategories

↓

Coded the entries using revised codes.

↓

Frequency analysis of the codes for each school for each month

↓

Summarized across Cohorts in 3 different regions

↓

Snapshot of the most frequent Plus and Delta across time in Cohorts in the 3 regions

Description of Codes

Major categories	Sub categories	Description and examples
1. College and Career Readiness (CCR)	Student Activity	This refers to activities where students were directly involved in improving their CCR goal. *Example of plus*: Students participated in an ACT boot camp. *Example of delta*: Need of supports for students in special education to become College and Career Ready
	Teacher Activity	This refers to supports and activities done by the staff to improve CCR rates. *Example of plus*: Presence of qualified teachers that are invested in helping students achieve their CCR goals and they work with seniors who have not met CCR benchmarks. *Example of delta*: Counselors and CTE staff need to work more collaboratively to develop career pathway course structure
	School Activity	This refers to supports and activities that promote a school infrastructure that ensures that all students achieve their CCR goals. *Example of plus*: Developed a CCR roadmap. *Example of delta*: There is a lack of a school-wide system of incentives for College and Career Readiness
2. Outcomes	Celebration	This refers to celebration activities conducted by the school to motivate and sustain good student behavior and outcomes. *Example of Plus*: The faculty, School Based Resource Team and PLC Leads developed a "Top Dawg Attendance-Every Student, Every Day" recognition program *Example of delta*: Need increased focus on student motivation and celebrations of successes within the classrooms
	Recognition	This refers to recognition of the school's accomplishments by outside entities

		Example of Plus: Profile has been completed for the US Department of Education on Leslie's accomplishments in the area of using data to drive decisions.
	Student Academic	This includes statements that talk about student achievement on core content formative and summative assessments, College Prep tests and graduation.

Example of plus: The benefits of the English and reading intervention courses are starting to show up in the data. Students in the English and reading intervention courses vastly outperformed peers on the COMPASS online exam.

Example of delta: Data shows a significant decline in students meeting benchmark in Reading on the PLAN test as compared to the previous year. |
| | Student Non-Academic | This includes statements about student behavior, morale, perception and attendance

Example of plus: Hallways have been more orderly especially 8th grade hall

Example of delta: Our Freshmen and Sophomore attendance numbers are still significantly lower than our juniors and seniors |
| | Teacher Attitudes | This includes statements about teacher morale, perception etc.

Example of plus: Teachers are beginning to accept and own the changes needed for improvement

Example of delta: Low expectations for student |
| | Teacher Instruction | This includes statements about instructional behavior.

Example of plus: Math teacher is doing standards based feedback with all 6th grade students. Several teachers have been observed implementing overt instruction – |

		checking in with EVERY student during the class period
		Example of delta: Teachers do not feel confident in using best practices type instruction (i.e., small group, cooperative groups, etc.) for fear of losing control of their classrooms
3. Feedback	To Teachers	This includes statements about activities which provide feedback to teachers on their instruction
		Example of plus: Administrative learning walks are increasing and becoming more calibrated
		Example of delta: Ideally, the observer completing the walkthrough would schedule time to sit down with the teacher to discuss what was observed. Due to time constraints, we are limited to only providing a descriptive narrative as a source of feedback.
	To Leaders	This includes statements about activities which provide feedback to principals and district administrators on their leadership
		Example of plus: Principal/Assistant Principal Growth: Capacity/competency reaffirmed in Diagnostic Review
		Example of delta: Some district staff is focusing on negative language in the management audit and has caused them to lose focus
4. Professional Learning Communities (PLCs)		This includes statements about PLCs
		Example of plus: During Math PLCs teachers are studying math practices while developing more rigorous lessons around those practices! During ELA PLCs teachers have been focusing on developing SMART goals tied to student growth. The goals are being revisited during every PLC to monitor progress.
		Example of delta: 8th grade PLC is still struggling with using data to guide their instruction.
5. Non-instructional content	Technology	This includes statements about the use of

		technology for instruction, assessments etc.
		Example of plus: Wireless hubs are to be installed in each classroom this summer
		Example of delta: Model and implement more technology in ePD.
	Grading	This includes statements about grading
		Example of plus: Dr. Thomas Guskey is confirmed to do training on Standards Based Grading in August.
		Example of delta: Need to follow-up and finish 6th and 7th grade portfolios.
	Teacher Effectiveness	This includes statements about activities that are targeted at evaluating teachers for overall effectiveness?
		Example of plus: Faculty work sessions held to begin the teacher awareness/implementation of the Teacher Growth and Effectiveness System (TGES) program.
		Example of delta: Some staff struggling with the Program Review expectations and time management of documentation
	Leadership for administrators	This includes statements about activities that are targeted on overall administrators' effectiveness
		Example of plus: Embedded PD: Walkthrough with Leadership
		Example of delta: PGES Certification for administrators took a tremendous amount of time from daily responsibilities.
	Behavior	This includes statements about activities that address student behavior inside and outside the classroom
		Example of plus: The School Response Team (SBRT) that focuses on Attendance and Behavior SMART goals have made great strides in meeting goals in terms of behavior

		interventions by mentoring "red" kids who last year demonstrated repeated behavioral occurrences *Example of delta*: Consistent behavior expectations across the school are not evident
	Peer training	This includes statements about professional development activities provided by teachers to teachers *Example of plus*: Teacher to teacher learning walks have begun utilizing Marzano research based protocol *Example of delta*: Need to utilize peer to peer learning walk data to develop teacher driven professional development.
6. Data Use	Academic	This includes statements about activities that use student academic data to inform decision making *Example of plus*: Algebra II students have been regrouped based on student data *Example of delta*: Teachers are not fully aware of students' preparedness for CCR benchmark tests and are not being intentional in the testing of targeted students. Additionally, results from testing are not being used effectively to guide instruction in all CCR classes
	Non-Academic	This includes statements about activities that use student non-academic data (suspension rates, attendance etc.) to inform decision making *Example of plus*: We make daily announcements on attendance totals *Example of delta*: Consistency among APs in calibration of assigned suspensions regarding number of days and why students are suspended – district data compares number of suspensions versus percentages
	Teacher	This includes statements about instructional behavior.

		Example of plus: Sharing/Celebrating successful instructional strategies with faculty during rounds. *Example of delta*: Need to collect data on teacher implementation
	General	This includes statements about instructional behavior. *Example of plus*: Data Enhancement -- Real-time tracking of student outcomes within a school of study or major will allow for immediate interventions and directing of resources *Example of delta*: The issue for sustainability is a theme that keeps coming up and that is who will create those data sets when the ER team is gone
7. Instruction and Curriculum	Interventions	This includes statements about professional development activities on intervention *Example of plus*: Intervention time created by Plus Schedule has proven successful as evidenced by the number of students receiving interventions. *Example of delta*: Teachers report the Plus Schedule has created the need for additional planning for both interventions and enrichment
	Instructional Strategies	This includes statements about professional development activities on instructional strategies *Example of plus*: Rigorous Instructional Strategies professional development by ER staff and teachers on Tuesday afternoons (rotational basis) *Example of delta*: Some teachers still need additional formative assessment training in order to design differentiated instruction.
	Curriculum	This includes statements about professional

			development activities on curriculum
			Example of plus: The English/Reading CCR curriculum designed in collaboration with teachers helped a great deal of students meet their CCR goals during the 1st trimester. Elements of this proven curriculum will provide important elements to the spring CCR interventions.
			Example of delta: Curricular adjustments in senior English must be made to ensure more students meet the English benchmark on the ACT and pass the reading COMPASS.
8. District	Alignment		This includes statements about the aligning of curricula, standards, and processes across schools within a district
			Example of plus: Vertical curriculum alignment began with 6-12th grade in math and science
			Example of delta: The school will continue to push for alignment within the district to streamline goals, processes, and lines of communication.
	Support to Districts		This includes statements about support school leaders or ER staff provided to the district.
			Example of plus: ELA Specialist (from the high school) worked with Reading teachers to create units and pacing guides that span from October through March for both 7th and 8th Grades
			Example of delta: Need to increase our collaboration with district leadership
	Support from Districts		This includes statements about support the districts gave to priority schools
			Example of plus: The ER Team has met with district level support to offer Lunch and Learns for all teachers in the use of Study Island
			Example of delta: Lack of coherent focus for support and planning across priority schools within the district

9. Administrative Leadership	Administration Support	This includes statements about administrative leadership support *Example of plus*: The principal, administrative dean, and communications committee are on point with the communication plan *Example of delta*: School administration does not buy in to the changes and subsequently the sustainability of those changes
	Planning	This includes statements about planning for school wide instructional and other systems *Example of plus*: Completion of CSIP- merging with the 30/60/90 plan *Example of delta*: The principal does not have a well-defined plan to monitor the effectiveness of his administrative team.
	Communication	This includes statements about communication to school personnel, parents and students *Example of plus*: Principal has met with Instructional leadership Team to share goals of new CSIP *Example of delta*: The leadership at High School, although very hardworking, often communicates in-congruent or confusing messages to the staff
10. Resource Development		This includes statements about statements about grants, products, human resources etc. *Example of plus*: The school has purchased Study Island, trained the ER team and have created accounts for all students to access the program *Example of delta*: The new budget is in and it appears that school has lost two ECE teacher spots for next year.

Appendix B: Tier III Schools

DISTRICT NAME	SCHOOL NAME
Jefferson County Public School	Thomas Jefferson Middle
Jefferson County Public School	Doss High
Jefferson County Public School	Iroquois High
Jefferson County Public School	Knight Middle School
Jefferson County Public School	Stuart Middle
Jefferson County Public School	Conway Middle School
Jefferson County Public School	Fairdale High School MCA
Jefferson County Public School	Lassiter Middle School
Jefferson County Public School	Myers Middle School
Jefferson County Public School	Westport Traditional Middle
Jefferson County Public School	Moore Traditional School
Jefferson County Public School	Waggener Traditional High School
Jefferson County Public School	Central High School
Jefferson County Public School	Farnsley Middle
Jefferson County Public School	Southern High School
Jefferson County Public School	Stonestreet Elementary
Jefferson County Public School	Whitney Young Elementary
Jefferson County Public School	Lincoln Elementary Performing Arts
Jefferson County Public School	Rangeland Elementary
Jefferson County Public School	Coral Ridge Elementary
Adair County	Adair County Middle School
Allen County	Allen County Intermediate Center
Berea Independent	Berea Community Middle School
Boone County	Hillard Collins Elementary School
Bowling Green Independent	Bowling Green Junior High
Boyd County	Boyd County Middle School
Breckinridge County	Breckinridge County Middle School
Bullitt County	Bullitt Lick Middle School
Bullitt County	Zoneton Middle School

Bullitt County	Hebron Middle School
Calloway County	Calloway County High School
Carroll County	Carroll County Middle School
Carter County	East Carter Middle School
Carter County	Heritage Elementary School
Christian County	North Drive Middle School
Christian County	Christian County Middle School
Christian County	Hopkinsville Middle School
Christian County	Martin Luther King Jr. Elementary School
Clark County	Central Elementary School
Clay County	Clay County Middle School
Cumberland County	Cumberland County Elementary School
Estill County	Estill County High School
Fayette County	Bryan Station High School
Fayette County	Russell Cave Elementary School
Fayette County	Crawford Middle School
Fayette County	Tates Creek Middle School
Fayette County	Leestown Middle School
Fayette County	Cardinal Valley Elementary School
Floyd County	South Floyd High School
Floyd County	Betsy Layne High School
Fulton County	Fulton County High School
Garrard County	Garrard Middle School
Grayson County	Grayson County Middle School
Hardin County	Bluegrass Middle School
Hardin County	North Hardin High School
Hardin County	John Hardin High School
Hardin County	East Hardin Middle School
Hardin County	Meadow View Elementary School
Hardin County	Central Hardin High School

Hardin County	North Middle School
Hardin County	James T Alton Middle School
Hardin County	Parkway Elementary School
Hardin County	West Hardin Middle School
Hardin County	Vine Grove Elementary School
Henderson County	Henderson County South Middle School
Hopkins County	Browning Springs Middle School
Hopkins County	James Madison Middle School
Jackson County	Jackson County High School
Jackson County	Jackson County Middle School
Jessamine County	East Jessamine Middle School
Jessamine County	Rosenwald Dunbar Elementary School
Knott County	Beaver Creek Elementary School
Knox County	Lynn Camp High School
Knox County	Knox Central High School
Knox County	Knox County Middle School
Knox County	West Knox Elementary School
Lee County	Lee County Middle School
Livingston County	Livingston County Middle School
McCreary County	McCreary Central High School
McCreary County	McCreary County Middle School
Middlesboro Independent	Middlesboro High School
Monroe County	Monroe Co Middle
Morgan County	Morgan County Middle School
Newport Independent	Newport Middle School
Oldham County	South Oldham Middle School
Owsley County	Owsley County High School
Paducah Independent	Paducah Tilghman High School
Paducah Independent	Paducah Middle School
Robertson County	Deming School
Russellville Independent	R E Stevenson Elementary School

Silver Grove Independent	Silver Grove School
Taylor County	Taylor County High School
Taylor County	Taylor County Middle School
Trimble County	Trimble County Middle School
Union County	Union County Middle School
Union County	Morganfield Elementary School
Whitley County	Whitley County Middle School
Wolfe County	Wolfe County High School