












MEMORANDUM

To: Dr. Holliday
From: Karen Dodd, Chief Performance Officer
Date: March 28, 2014
Subject: Stocktake Summary

OVERVIEW

Our goal of every child **college & career ready** (CCR) continues to have a strong focus throughout the state as is evidenced in the steady and impressive increase each year. We anticipate that we will likely meet the CCR goal again this year. As we rebaselined the **graduation** goal using the cohort rate, it is difficult at this point to estimate how the numbers will fall out this spring. We believe we will continue to see incremental improvement, but as our rate rises, it becomes increasingly difficult to achieve an increase of more than 1% per year; therefore, we have this goal in yellow. **Proficiency, gap and 3rd grade proficiency** have all been placed in red. There is a lack of evidence which would demonstrate that enough intentional work has been done this year to move more students into the proficient or distinguished categories. Additionally, new metrics are still being identified which will help us to predict better in the future. **Kindergarten readiness** was rebaselined this past fall. While there is increased awareness around this goal, work is still needed to determine metrics that will provide evidence that this goal is moving forward in a significant way. We believe we will see improvement in the number of children ready for kindergarten next fall, but are unable to estimate that number and, therefore, have put this goal in yellow. The development of a state-wide **teacher effectiveness** system has been an enormous effort. All teachers will be on the new system starting in the fall; therefore, this goal has been placed in green. Once a baseline has been established for teacher effectiveness in spring 2015, we will begin to report likelihood for increasing the percentage of effective teachers. The work around the **principal effectiveness** system has and continues to lag and is therefore in yellow. **Program Reviews** were baselined in 2013. As with other goals, we do not have trend data yet to tell us how quickly programs will be improved. The lack of predictability puts the goal for all three program reviews in yellow.

LIKELIHOOD TO DELIVER ON GOALS

GOALS	Mar '14	Jun '14	Sept '14	Dec 14
College & Career Readiness				
Graduation				
Proficiency				
Gap Proficiency				
3 rd Grade Proficiency				
Kindergarten Readiness				
Teacher Effectiveness				
Principal Effectiveness				
Arts & Humanities Program Reviews				
Writing Program Reviews				
Practical Living/ Career Studies Program Reviews				

ISSUES AND ACTIONS BEING TAKEN

Career Readiness Pathways (CCR, Grad, Program Reviews)

This strategy continues to grow opportunities for students to become career ready by adding more pathways. While the numbers may be flat or slightly improved for this year's seniors, there are an increasing number of students enrolling in CTE programs which indicates more students are likely to reach preparatory status next year and in future years which indicates we are still on track to meet our 5-year CCR goal. Evidence shows that 98% of students who enroll in career pathways graduate; thus, this strategy is a major contributor to helping meet the graduation goal.

Persistence to Graduation (CCR, Grad, Proficiency)

This strategy appears to be showing the greatest impact on CCR as evidenced by the continued increase in students taking and passing COMPASS/KYOTE. However, in order to continue to push on graduation, it is essential to identify the root cause of students dropping out and being retained (across all grade levels). Dr. Holliday stressed that we want a predictive model (persistence to graduation tool). SchoolNet (vendor for CIITS) is working with Florida to build an early warning indicator system within their teacher dashboard. KDE is awaiting the results of this work to determine if it can follow suit. In the meantime our researchers need to identify the most predictive early warning indicators. In order for this strategy to push on proficiency we need to identify where students are before 3rd grade and determine what guidance to give schools and districts on how to use the persistence to graduation report.

Integrated Methods for Learning (Proficiency, Gap, 3rd Grade Proficiency)

Currently comparing K-12 data in Infinite Campus (IC) on blended/digital instruction to face-to-face instruction. Researching what types of digital math opportunities need to be provided to increase overall proficiency and close the achievement gap. The offices of ONGL and ONGSD are to identify 2-3 research-based professional learning experiences that address the needs of each gap group. This information is to be loaded into PD 360 by Memorial Day. Moving forward we should track the following to determine impact: who takes the professional learning, how they rate the value of it, whether or not it is implemented in the classroom, and its impact on student learning.

Early Learning (3rd Grade Proficiency, K-Ready, Program Reviews)

Team is determining how to coach schools/districts to use data to design interventions and communicate with preschools and communities. Districts should be using Comprehensive District Improvement Plan (CDIP) to answer questions about how they are tracking K-3 students; how many students are still not ready? KDE should examine which aspect of the program review rubric is leading so many programs being rated in need of improvement in order to help schools improve in their K-3 programs.

Professional Learning & Support (Proficiency, Gap, Teacher, Principal, Program Reviews)

Staff is working on determining the quality of professional development in PD 360 that pertains to exceptional children, English learners and economically disadvantaged students. Dr. Holliday stressed that PD needs to align to the teacher effectiveness domains. We need a tool that can track student growth goals throughout the year. Additionally, the Commissioner has directed that within 60 days two to three interventions are identified for each gap area; then, identify the corresponding PD in PD 360. If PD cannot be identified, identify a vendor to provide it. We should be able to tie teacher student growth goals to program reviews. Dr. Holliday suggested that on the CIITS summative rating page we should have principals/teachers indicate what they are mostly teaching. We should then be able to correlate student growth goals to program review scores.

Learning Systems (CCR, Grad, Gap, 3rd Grade Proficiency)

The scope of this strategy is being trimmed down to focus on what will make the greatest impact on the goals it is impacting. The team has been directed to focus on Response to Intervention (RtI) with particular emphasis on Focus schools, ELL and special needs students.