

## MEMORANDUM

**To:** Dr. Holliday  
**From:** Karen Dodd, Chief Performance Officer  
**Date:** October 31, 2014  
**Subject:** Stocktake Summary

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### OVERVIEW

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Strategy teams did a very good job bringing data to this quarter's assessments. All kinds of data have been pinned to the "data wall" on the 18<sup>th</sup> floor. Most strategy leads seemed to understand that it is essential to look at, share and discuss data as a means of providing evidence of progress. Our challenge now is to help the strategy teams synthesize the data in a meaningful way so that presentations can be concise and, as an agency, we can learn what is truly working and where we need to change direction or remove roadblocks.

A next step is to move the "data wall" to an electronic format. A project is in place for this purpose. Several strategy leads have taken the initiative to work with the Office of Knowledge, Information and Data Services (KIDS) to begin this work. Amanda Ellis is the sponsor of this project. Simultaneously, I had asked the Office of KIDS to help me identify a Performance Management tool that would roll up strategy-level data to the goal level and produce leadership reports. Amanda and I have discussed the need to coordinate these two projects.

In order to help strategy teams understand how to synthesize data, three "data day" sessions are being scheduled. Topics will include: 1) How do we evaluate the effectiveness of our work when we are so far removed from student outcomes?, 2) How do we move past "admiring the data" to systematically reviewing new data sources and use it to drive our work?, and 3) How do we know if we're on track to reach our goals?

Below is the current status of each goal and information regarding the strategies that are making the greatest impact or that need additional support.

## LIKELIHOOD TO DELIVER ON GOALS

GOALS	Mar '14	Jun '14	Sept '14	Dec 14
College & Career Readiness				
Graduation				
Proficiency				
Gap Proficiency				
3 <sup>rd</sup> Grade Proficiency				
Kindergarten Readiness				
Teacher Effectiveness				
Principal Effectiveness				
Program Reviews				

## STRATEGY STRENGTHS, ISSUES AND ACTIONS BEING TAKEN

### ***Career Readiness Pathways (CCR, Graduation)***

Enrollment numbers for students entering career pathways continue to support that we are on track for the 2014/15 school year. This strategy team also is starting to look at the Free Application for Federal Student Aid (FAFSA) data to learn more about who is applying to colleges. This data will be looked at on a monthly basis and a heat map generated to show which districts have more students applying to colleges.

### ***Persistence to Graduation (CCR, Graduation, Proficiency)***

Evidence shows that KYOTE and COMPASS placement tests are still having the greatest impact on students being college-ready. Third year Focus Schools, all high school students not “on track” and students enrolled in Extended School Services (ESS) are to be entered into the Infinite Campus (IC) Intervention Tab. 33 districts have not entered anything into the tab yet. This strategy team is following up with those districts. Data analysis for the tab is in the very early stages. In December, a letter will be sent to districts with a 5% or higher dropout rate. A heat map will also be generated to show where Kentucky has the greatest rate of dropouts.

### ***Integrated Methods for Learning (Proficiency, Gap)***

The scope of this work has been narrowed to better utilize resources and focus on collecting the most appropriate data that will tell us if we have integrated classroom methods which are helping students to become more proficient and close achievement gaps. Those methods include Literacy Design Collaborative (LDC), Math Design Collaborative (MDC), Co-Teaching, and Universal Design for Learning and Culturally Responsive Teaching. Each of these methods needs to utilize digital learning and needs to ensure that student gap groups, particularly English language learners, are receiving appropriate methods for learning.

***Learning Systems (CCR, Graduation, Gap, 3<sup>rd</sup> Grade Proficiency)***

Much effort has gone into determining what the “systems” are that the state needs to focus on and apply resources toward. The team has been directed to focus on Academic Rtl, Behavior Rtl, and Dual Credit and to use the overall “framework” of the Kentucky System of Intervention (KSI) to measure access, finance, quality, and sustainability.

In order to ensure that Program Reviews are rated with efficacy, audits will be occurring. KDE will be looking particularly at those programs that are rated proficient or distinguished, but their student outcomes show results below the state average. State and/or federal funding will be withheld from districts that seem to be inflating Program Review scores.

***Principal Professional Growth & Effectiveness System (Teacher Effectiveness, Principal Effectiveness)***

Ongoing issues with the system/vendor continue to raise concerns. KDE needs to feel assured that the data in the system is ACCURATE or we cannot set a baseline in the spring.

***Stakeholder Engagement (Teacher Effectiveness, Principal Effectiveness, K-Ready)***

Dr. Holliday directed this strategy team to focus on ensuring the right topics are discussed in all of his advisory councils and that concerns of the councils are brought back to KDE leadership. A process has been established to better facilitate getting topics onto the agendas. The process also includes having each presenter summarize their notes and action items and sending those to the council liaison within a few days of the meeting. All summaries will be posted to the Commissioner’s webpage. The result should be that KDE is more effective in receiving and utilizing stakeholder feedback in order to make improvements to the work of each strategy on a timely basis.