Strategic Plan Update
October 8, 2013

AGENDA

- Results for 2012-2013

- Stocktake Summaries

College & Career Readiness

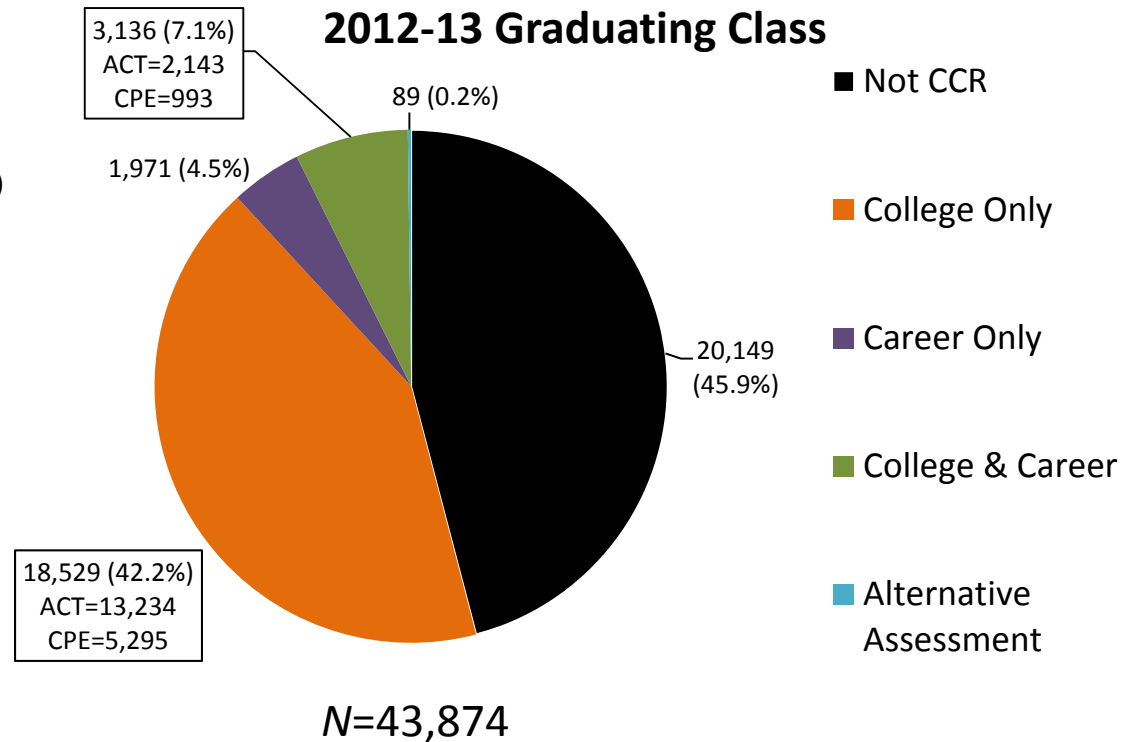Increase the percentage of students who are college- and career-ready from 34% in 2010 to 67% in 2015.

Legend:
- Early Graduation
- Career Readiness Pathways
- Priority Schools
- College & Career Advising
- Unbridled Learning Accountability Model
- Course & Assessment Alignment
- Acceleration - Advanced Placement
- Targeted Interventions

Data labels: 34%, 35%, 36%, 36%, 37%, 38%, 39%, 38%, 40%, 49%, 58%, 67%, 47.2%, 54.1%, 38%

X-axis: 09-10, 10-11, 11-12, 12-13, 13-14, 14-15

2011-12 & 2012-13 Graduate Outcomes

2011-12 Graduating Class

1,966 (4.6%)
ACT=1,433
CPE=533

137 (0.3%)

1,463 (3.4%)

22,755 (52.8%)

16,800 (39.0%)
ACT=12,822
CPE=3,978

N=43,121

2012-13 Graduating Class

3,136 (7.1%)
ACT=2,143
CPE=993

89 (0.2%)

1,971 (4.5%)

20,149 (45.9%)

18,529 (42.2%)
ACT=13,234
CPE=5,295

N=43,874

- Not CCR
- College Only
- Career Only
- College & Career
- Alternative Assessment
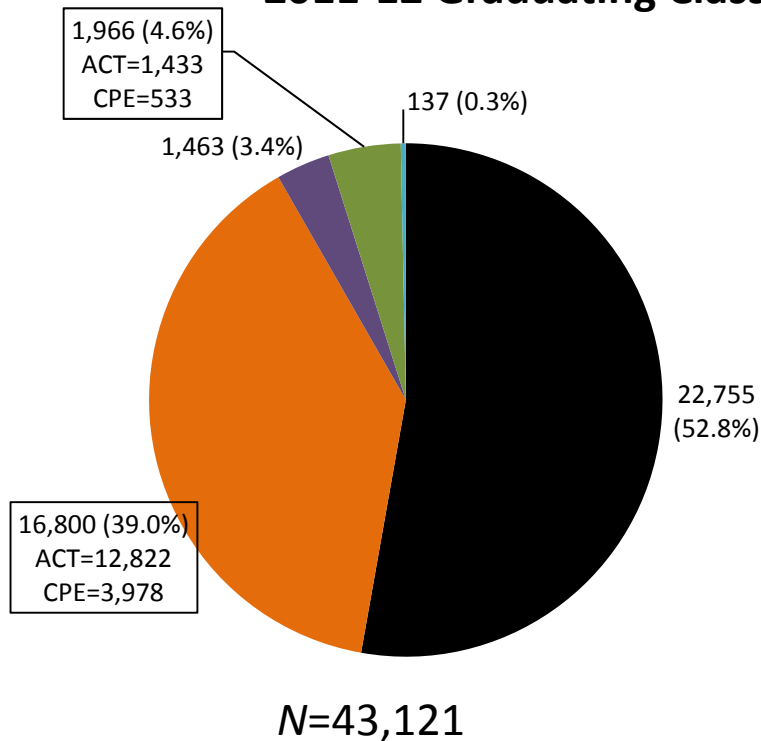
2012-13 Demographics by CCR Status

3,136 (7.1%)
ACT=2,143
CPE=993

89 (0.2%)

1,971 (4.5%)

20,149
(45.9%)

18,529
(42.2%)
ACT=13,234
CPE=5,295

- ■ Not CCR
- ■ College Only
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- ■ Alternative Assessment
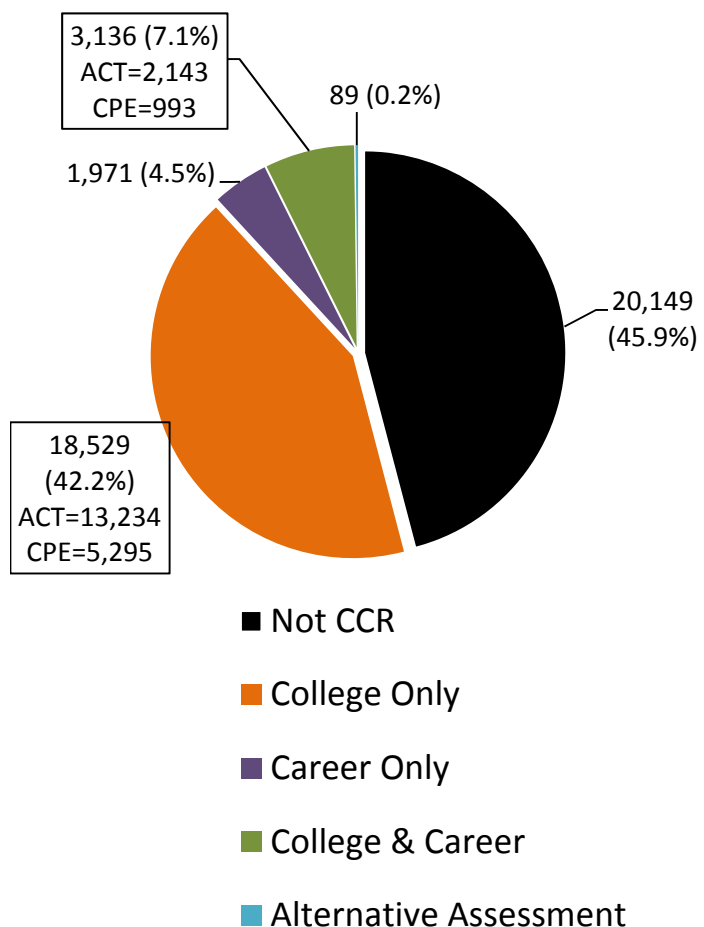
Demographic	Not CCR	CCR
Caucasian	42.4	57.6
African American	67.8	32.2
Hispanic	58.3	41.8
Asian	36.1	63.9
American Indian/Alaska Native	62.0	38.0
Native Hawaiian/Other Pacific Islander	66.7	33.3
Two or more races	53.0	47.0
Free/Reduced-Price Meals	59.8	40.2
Limited English Proficiency	95.7	4.3
Students with Disability	84.1	15.9

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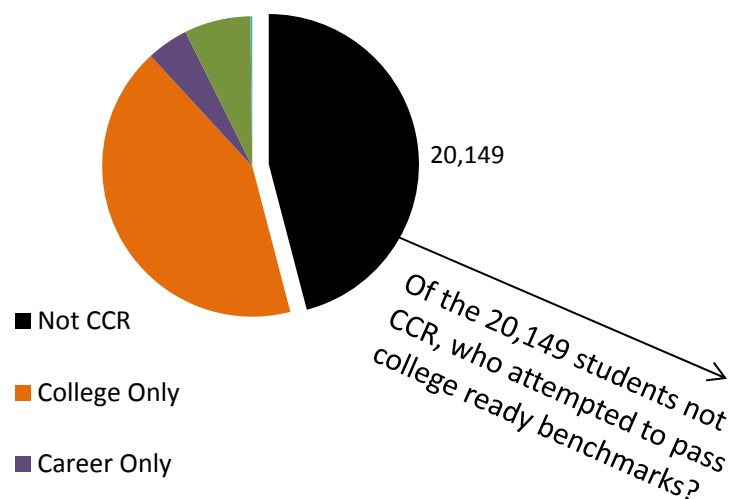# 2012-13 Graduates that were "Not CCR": Outcome of Junior Year ACT Assessment

Not CCR
College Only
Career Only
College & Career
Alternative Assessment

20,149 (45.9%)

Of the 20,149 students "not CCR"

1,874 (9%)
1,336 (7%)
396 (2%)
85 (0%)
1,808 (9%)
677 (3%)
791 (4%)
13,182 (65%)

Need Math only
Need English only
Need Reading only
Need Math & Reading
Need English & Reading
Need English & Math
Need All 3
Missing test score

6
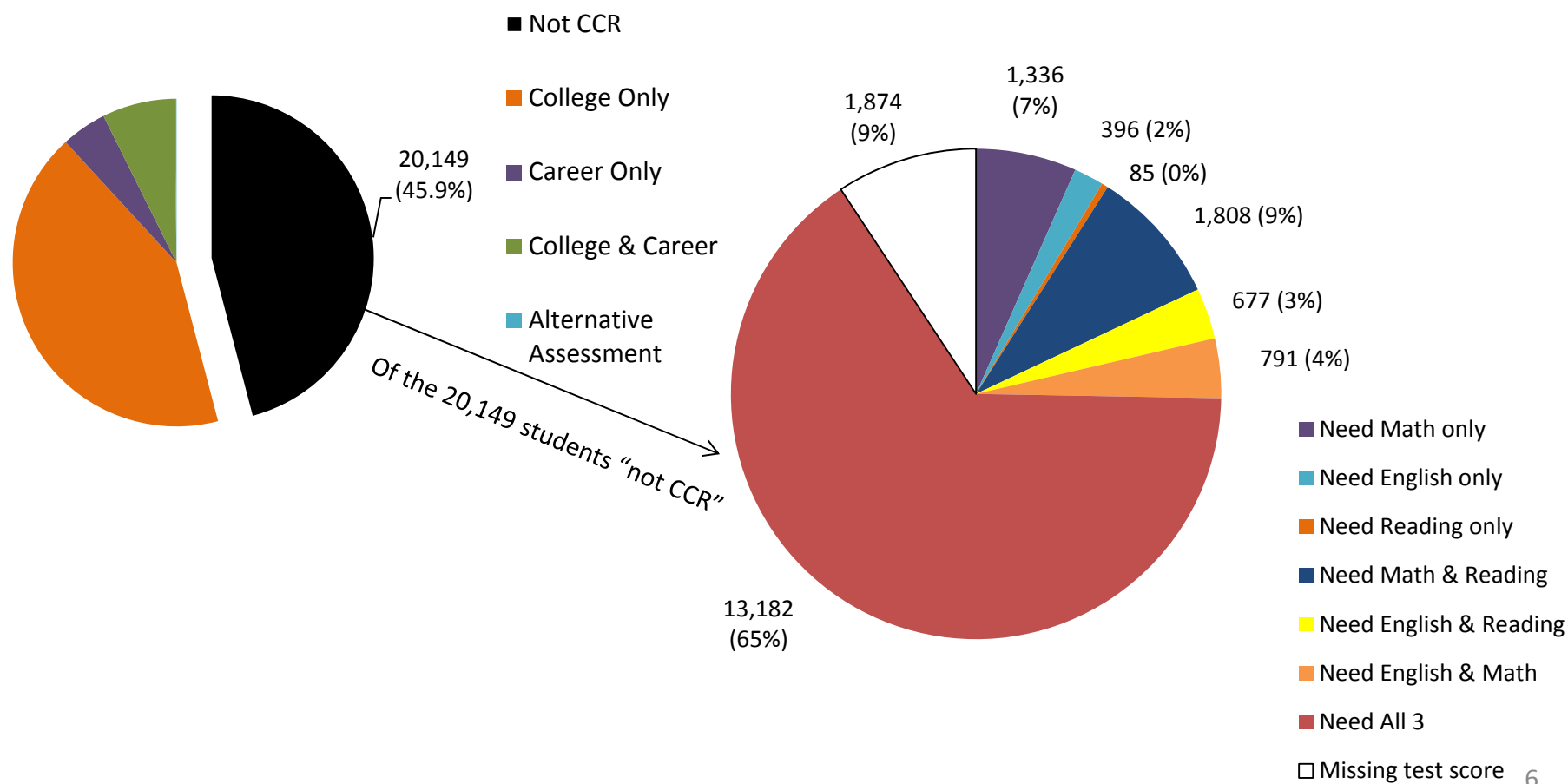
2013 "Not CCR":
Points from Junior Year ACT Assessment

Students who need only **1content area** to be college ready

Pie chart labels:
- 1,336 (7%)
- 396 (2%)
- 85 (0%)
- 1,808 (9%)
- 677 (3%)
- 791 (4%)
- 1,874 (9%)
- 13,182 (65%)

Legend:
- Need Math only
- Need English only
- Need Reading only
- Need Math & Reading
- Need English & Reading
- Need English & Math
- Need All 3
- Missing test score

Bar chart legend: 1 Point, 2 Points, 3+ Points

Y-axis: Students (0–700)

English only — 22% 32% 46% — N=85
Reading only — 26% 12% 61% — N=396
Math only — 25% 26% 49% — N=1,336

Did the "Not CCR" Students Retake an Assessment?

Retook ACT   Compass/KYOTE

Not CCR

College Only

Career Only

College & Career

Alternative Assessment

20,149

Of the 20,149 students not CCR, who attempted to pass college ready benchmarks?

☐ Do not know

■ Previously met benchmark

■ Did not attempt

■ Did not pass

■ Passed

English

Retook ACT: 0.2%, 3.4%, 9.3%, 17.6%, 69.7%

Compass/KYOTE: 11.2%, 9.3%, 17.6%, 23.2%, 38.8%

Reading

Retook ACT: 0.2%, 3.4%, 9.3%, 11.0%, 76.2%

Compass/KYOTE: 7.7%, 9.3%, 11.0%, 23.0%, 49.0%

Math

Retook ACT: 0.2%, 1.4%, 9.3%, 5.7%, 83.4%

Compass/KYOTE: 13.1%, 9.3%, 5.7%, 22.2%, 49.7%

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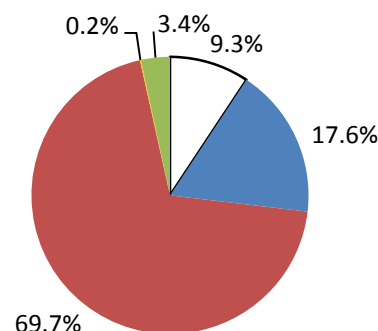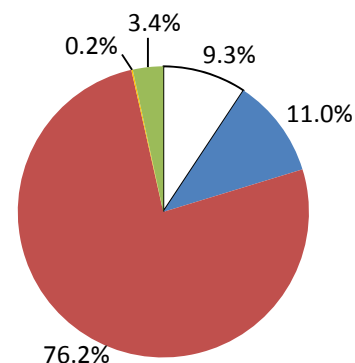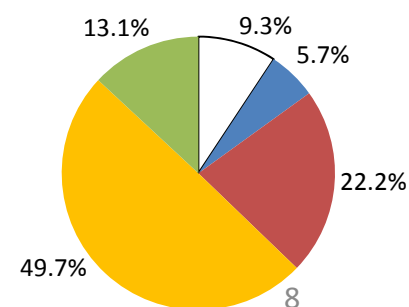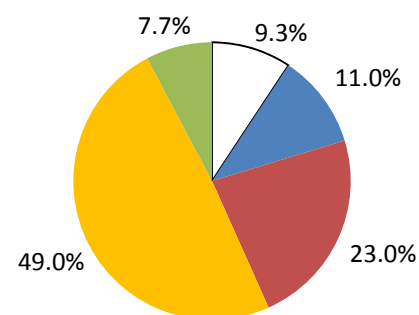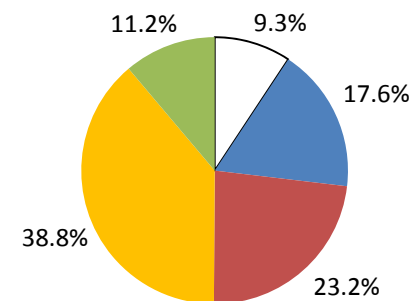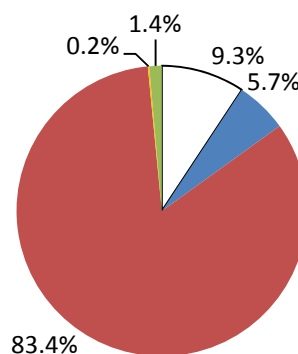
2012-13 Graduating Class EPAS Trends

2008-09 EXPLORE

20%
39%
12%
1%
7%
17%
2%
3%

2010-11 PLAN

20%
35%
19%
0%
4%
17%
1%
4%

2011-12 ACT

28%
40%
10%
1%
6%
8%
4%
3%
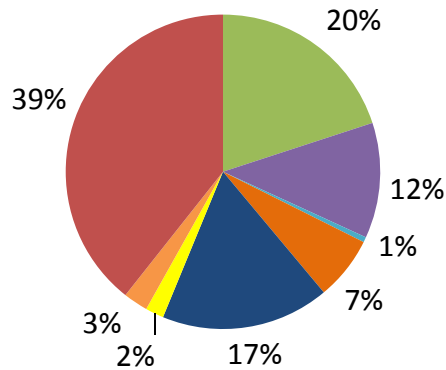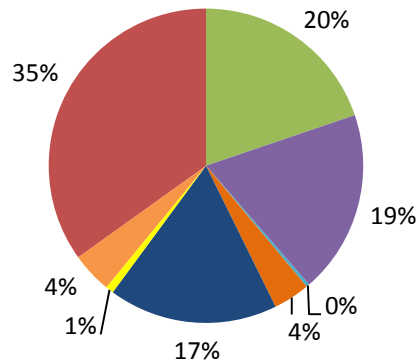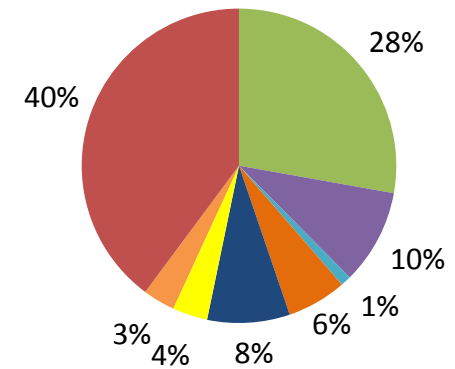
2012-13 Graduates
Benchmarks Needed to be College Ready

0% 0%
24%
3%
5%
5%
2%
4%
8%
49%
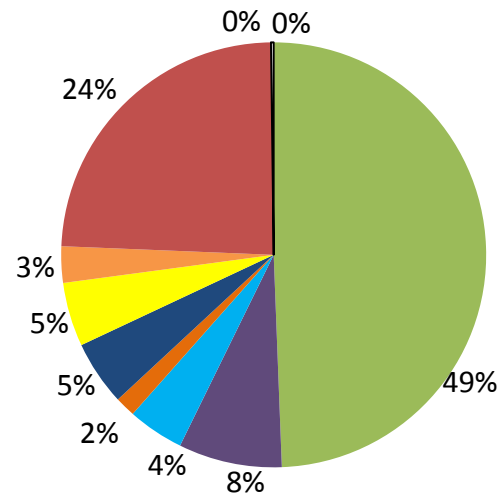
- ■ Benchmarks Needed
- ■ College Ready
- ■ Need Math only
- ■ Need English only
- ■ Need Reading only
- ■ Need Math & Reading
- ■ Need English & Reading
- ■ Need English & Math
- ■ Need All 3
- □ Missing test score/Alternative Assessment

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Outcome of Junior Year State ACT Assessment

2012-13 Graduating Class

5%
28%
9%
6%
1%
8%
3%
3%
37%
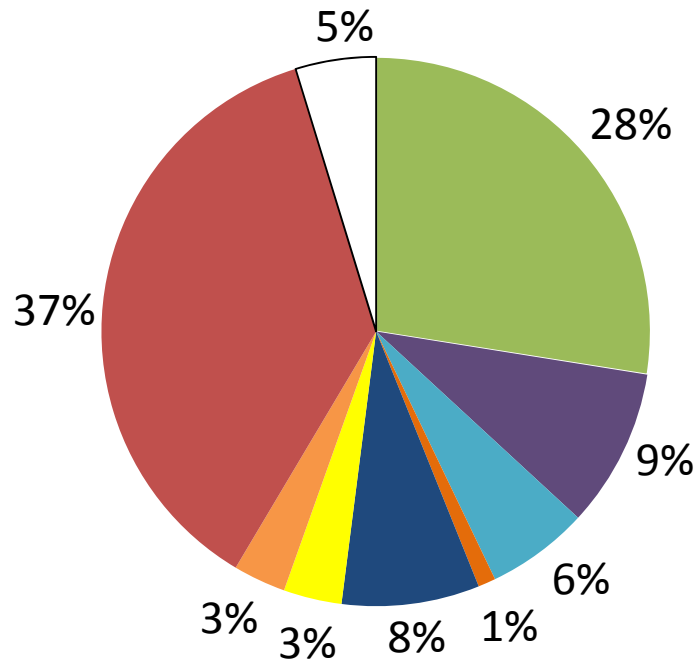
2013-14 Graduating Class

0%
29%
10%
6%
1%
8%
4%
4%
38%
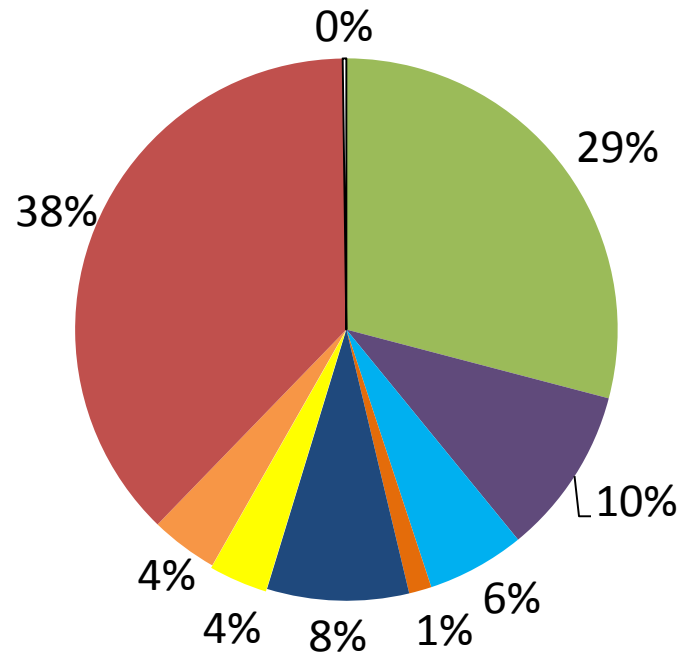
- College Ready
- Need Math only
- Need English only
- Need Reading only
- Need Math & Reading
- Need English & Reading
- Need English & Math
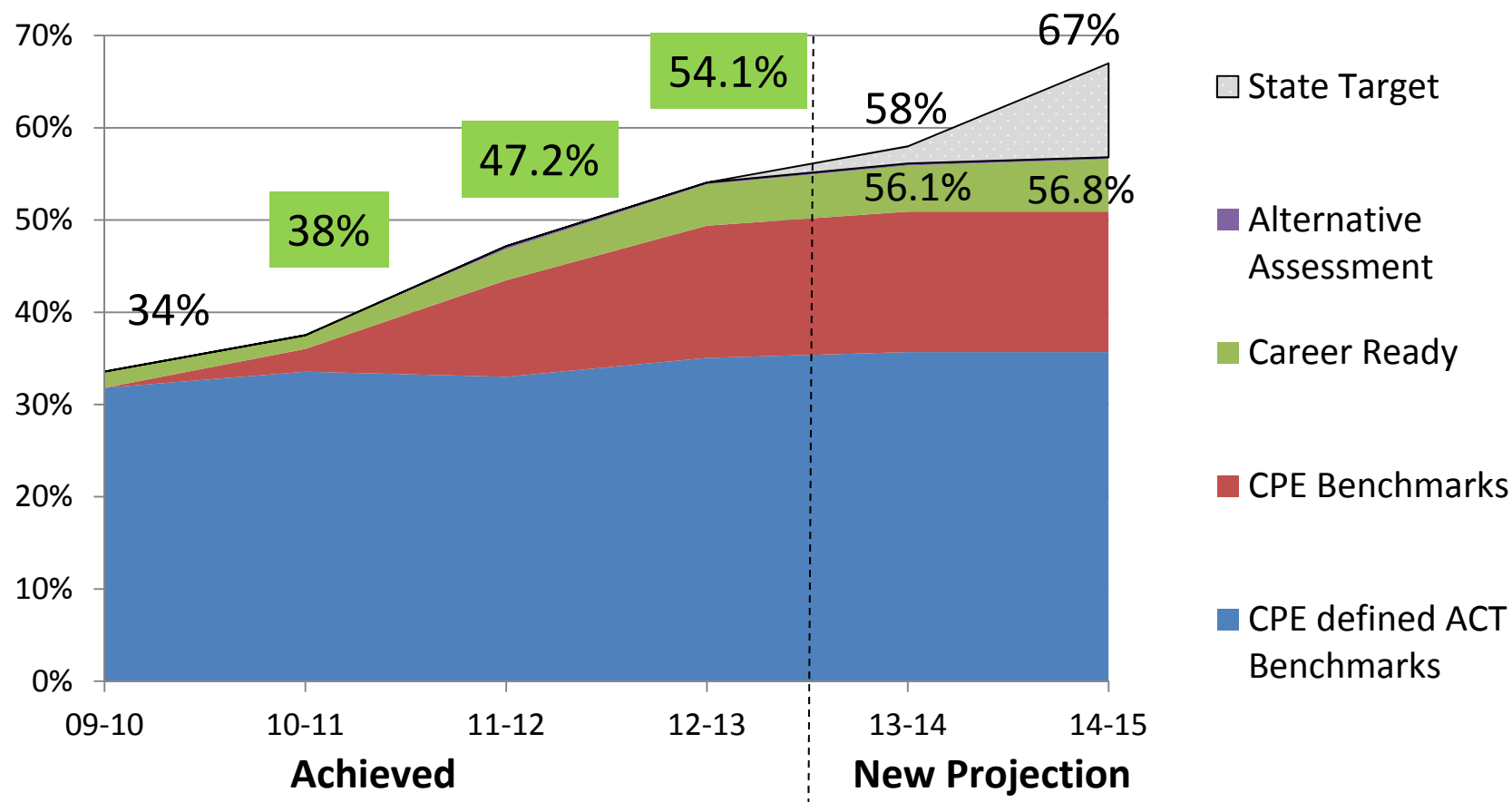- Need All 3
- Missing test score

Career Ready: Top 10 Pathways

	KOSSA	Industry Cert	Total Certs	ASVAB	WorkKeys	Total Career Ready
	Technical			Academic		
Health Sciences	331	854	942	180	813	656
Welding	355	245	479	92	424	330
Administrative Support	325	338	623	328	454	306
Animal Systems	629	0	629	244	364	274
Consumer and Family Management	764	2	766	202	318	267
Automotive Technology	251	213	396	63	378	246
Army/JROTC/ROTC	0	426	426	216	145	237
Horticulture and Plan Sciences	436	0	436	220	350	220
Carpentry	210	157	312	75	300	202
Early Childhood Education	408	372	612	108	138	166

Predicted CCR Trajectory

(Adjusted 4-Year Cohort) Grad Rate

Increase the adjusted four-year cohort graduation rate from 86.1% in 2013 to 88.7% in 2015.

Legend:
- Career Readiness Pathways
- Priority Schools
- College & Career Advising
- Unbridled Learning Accountability Model
- Raising Compulsory Attendance
- Collection and Use of Data: Persistence to Graduation

Data points: 86.1%, 87.4%, 88.7%

Years: 12-13, 13-14, 14-15
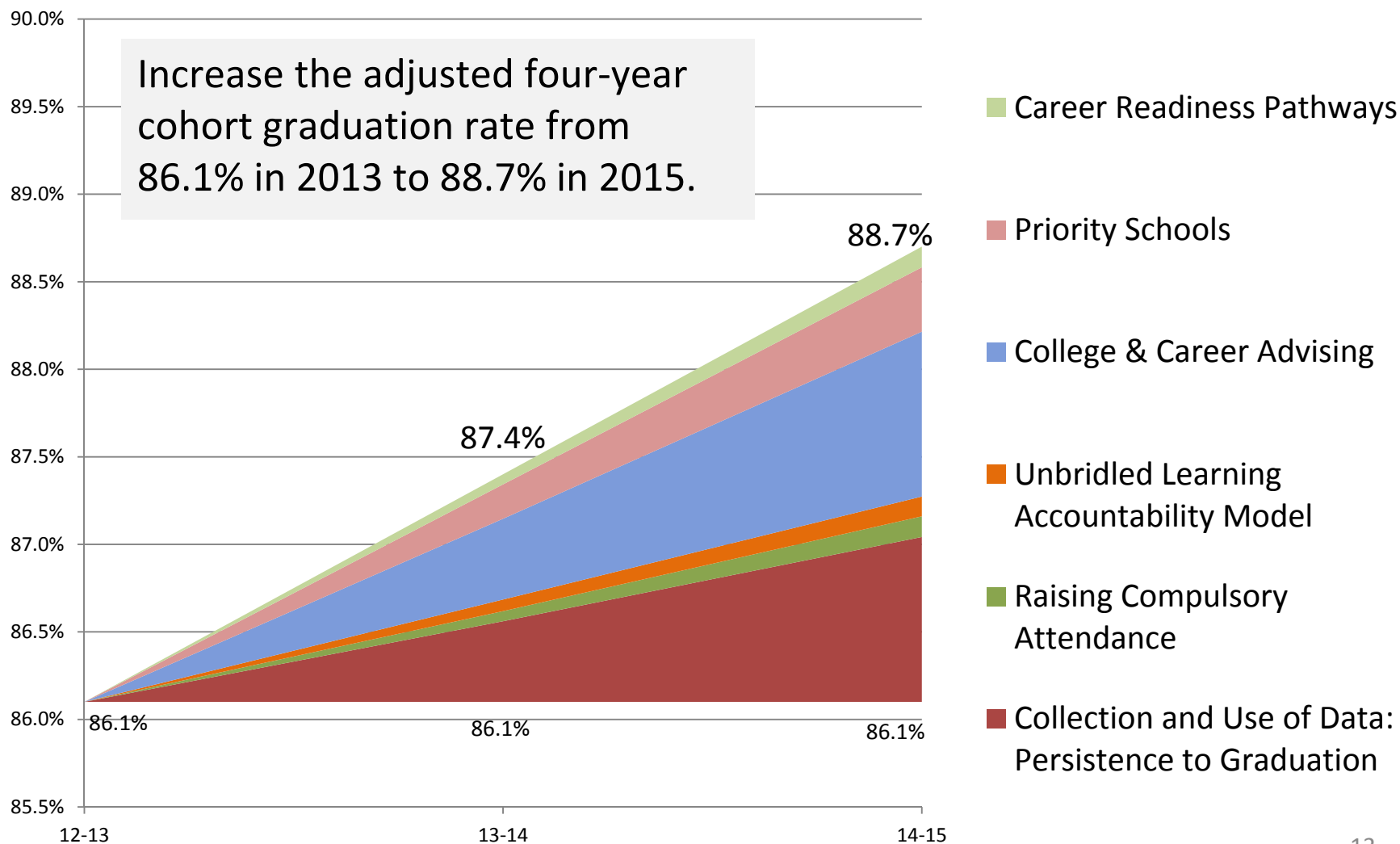
2012-13 Early Graduates
Students who graduated in less than 4 years

7 (0.8%) 0% 1 (0.1%)

152 (17.8%)

- ■ Not CCR
- ■ College Only
- ■ Career Only
- ■ College & Career
- ■ Alternative Assessment

695
81.3%

N=855

14
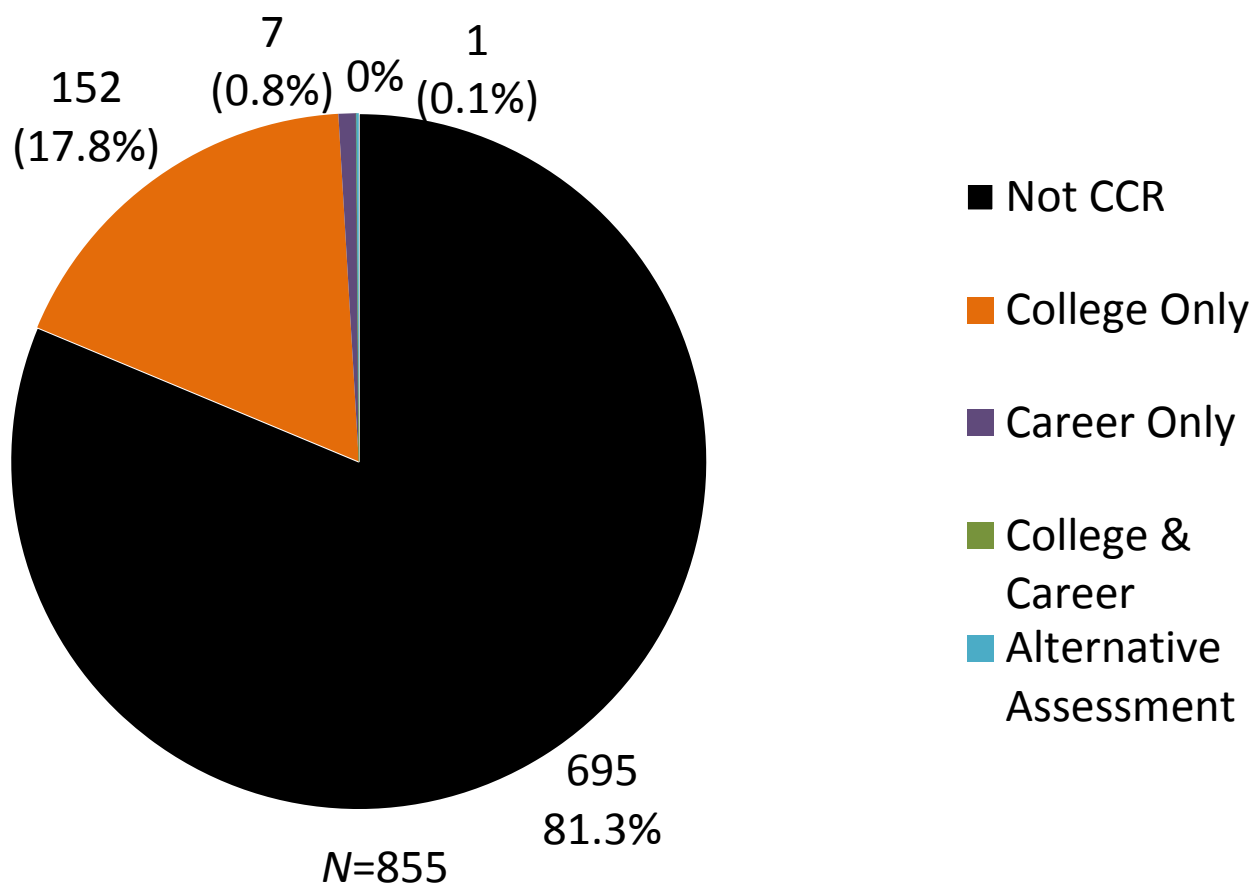
Estimated Prior Years' Cohort Grad Rate

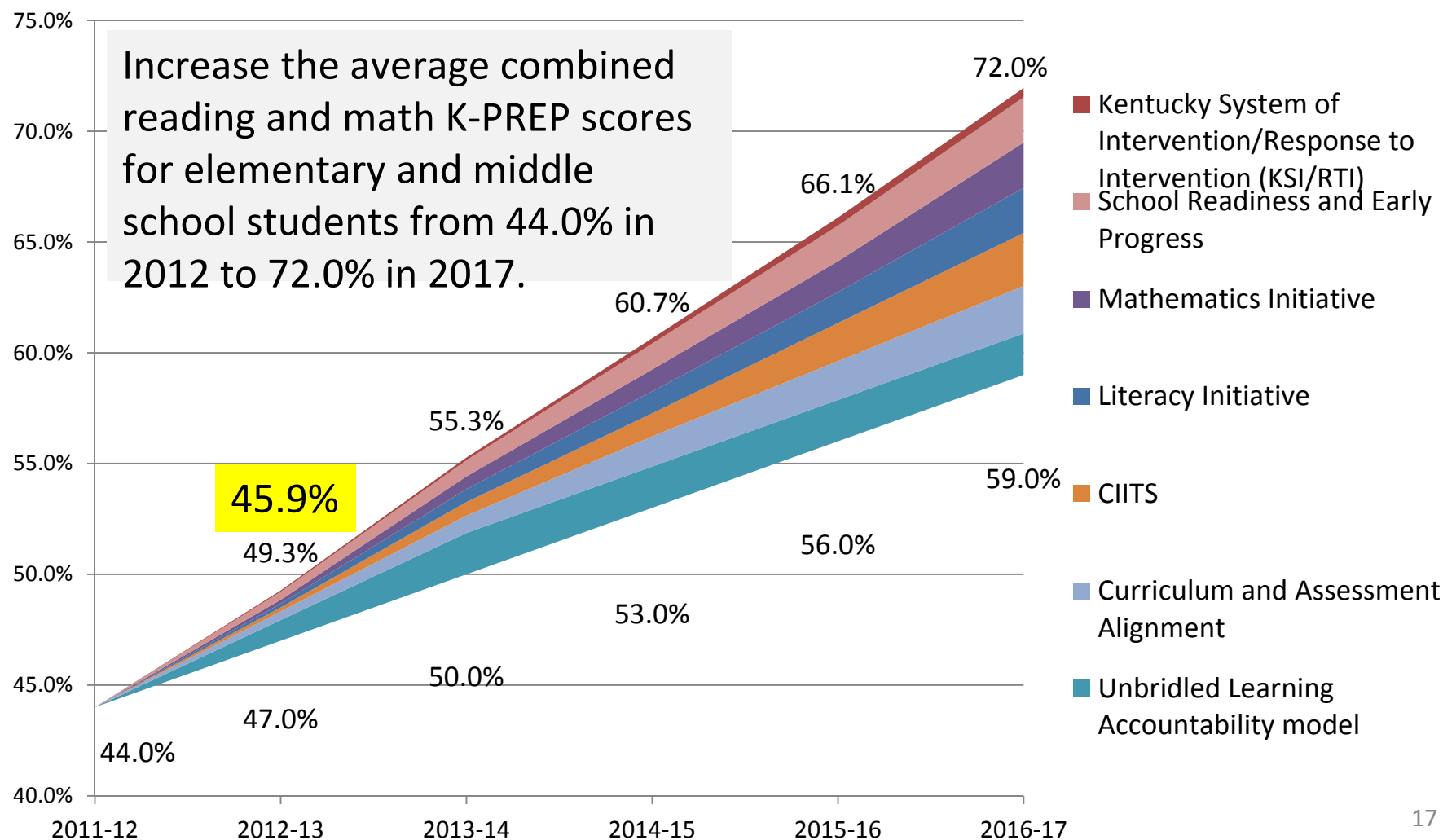| Year	~ # of 8th Graders	~ # of Grads	Estimated Cohort Grad Rate
2005-06 ('10 grads)	52,200	41,600	80%
2006-07 ('11 grads)	51,700	41,800	81%
2007-08 ('12 grads)	51,200	43,100	84%
2008-09 ('13 grads)	51,100	43,900	86%

CCR Stocktake Summary

- A lot of the right things are happening which lead us to reaching our annual target.
- Demographic results show cause for concern.
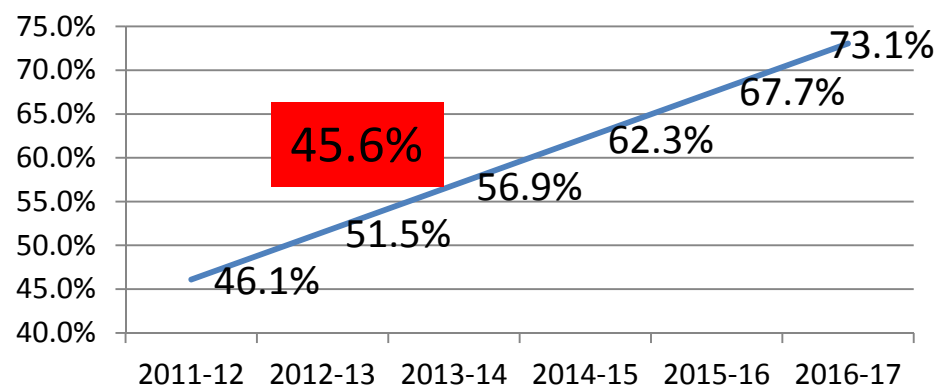- We need to continue to focus on math and earlier interventions.

Proficiency (Grades 3-8 Combined)

Increase the average combined reading and math K-PREP scores for elementary and middle school students from 44.0% in 2012 to 72.0% in 2017.

Legend:
- Kentucky System of Intervention/Response to Intervention (KSI/RTI)
- School Readiness and Early Progress
- Mathematics Initiative
- Literacy Initiative
- CIITS
- Curriculum and Assessment Alignment
- Unbridled Learning Accountability model

Chart values:
- 2011-12: 44.0%
- 2012-13: 47.0%, 45.9%, 49.3%
- 2013-14: 50.0%, 55.3%
- 2014-15: 53.0%, 60.7%
- 2015-16: 56.0%, 66.1%
- 2016-17: 59.0%, 72.0%

Proficiency Indicators

- Increase the average combined reading and math K-PREP scores for **3rd grade** students from 46.1% in 2012 to 73.1% in 2016.

Chart (3rd grade K-PREP):
- 2011-12: 46.1%
- 2012-13: 51.5%
- 2013-14: 56.9%
- 2014-15: 62.3%
- 2015-16: 67.7%
- 2016-17: 73.1%
- (45.6% highlighted)

- Increase the percentage of children **ready for kindergarten** from 28.1% in 2012-13 to 64.1% in 2015-16.

Chart (ready for kindergarten):
- 2012-13: 28.1%
- 2013-14: 40.1%
- 2014-15: 52.1%
- 2015-16: 64.1%
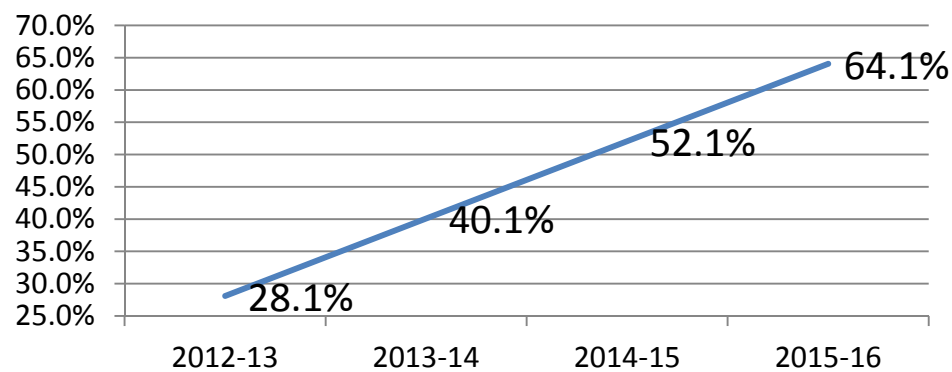
Proficiency Rates

	Reading	Math	Average: (R+M)/2
Grade 3	47.6	43.5	45.6
Grades 3-8	--	--	45.9
Elementary School	47.8	43.9	45.9
Middle School	51.1	40.7	45.9
High School	55.8	36.0	45.9

Proficiency Rates (3-8) by Cohort

Graduating Class of	Math			Reading		
	2011-12	2012-13	Δ	2011-12	2012-13	Δ
2021-22 (2012-13: 3rd grade)	--	43.5	--	--	47.6	--
2020-21 (2012-13: 4th grade)	42.8	43.9	+1.1	49.4	48.8	-0.6
2019-20 (2012-13: 5rd grade)	39.6	44.3	+4.7	47.1	47.1	0.0
2018-19 (2012-13: 6th grade)	38.9	38.5	-0.4	47.5	46.3	-1.2
2017-18 (2012-13: 7th grade)	41.6	38.6	-3.0	46.0	54.7	8.7
2016-17 (2012-13: 8th grade)	38.6	45.1	6.5	47.8	52.4	4.6
2015-16 (2012-13: 9th grade)	41.6	--	--	46.7	--	--

Algebra II End-of-Course
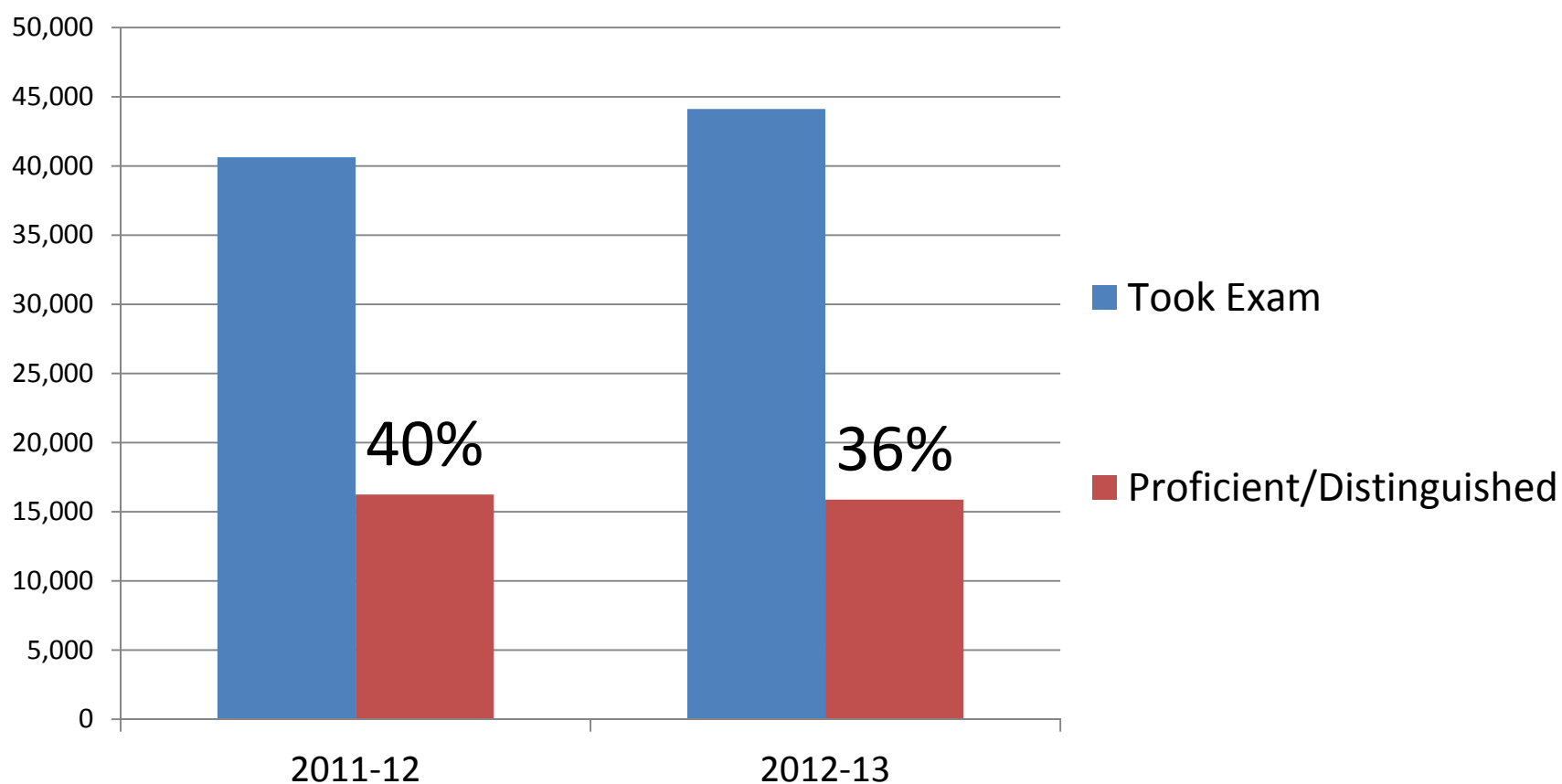
Proficiency Stocktake Summary

- It will take 3-5 years of common core implementation before we see the results reflected in K-PREP scores (we have just entered year three).
- We recognize the need to change our approach with some strategies and consolidate some efforts.
- A new plan will be established by December.

Next Generation Professionals

Increase the percentage of effective **teachers** from ___% in 2014-15 to ___% in 2019-20.

Increase the percentage of effective **principals** from ___% in 2014-15 to ___% in 2019-20.

PGES Estimated vs. Actual Sample 2013-2014

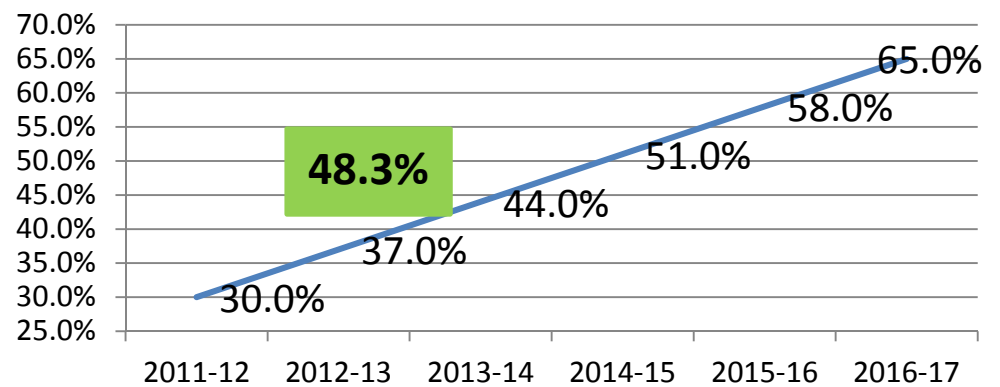| Type of participants	Estimated Number of Participants	Actual Number of Participants	Participation
All Participants	~1200-2000	5140	TPGES full Participation
Number of Teachers	~1000-1800	3077	TPGES full Participation
Number of Principals	~200	931 395	TPGES full Participation PPGES Participation
Number of Assessed Teachers	~400-800	1490 (801 ELA, 689 Math)	TPGES full Participation
Number of Non-Assessed Teachers	~400-800	1143	TPGES full Participation
Number of Special-Ed Teachers	~200	478	TPGES full Participation
Number of Schools	~200	703 324	TPGES full Participation PPGES Participation

Next Generation Professionals Summary

- The NGP delivery plan is still baselining in 2014-2015; personnel decisions using PGES begin in 2015-2016.
- Local Student Growth Goals must be rigorous, comparable across districts and tied to program reviews.
- For teachers to get a better understanding of the Danielson tool, principals need to share exemplars of good practice with teachers; this can be done via video.
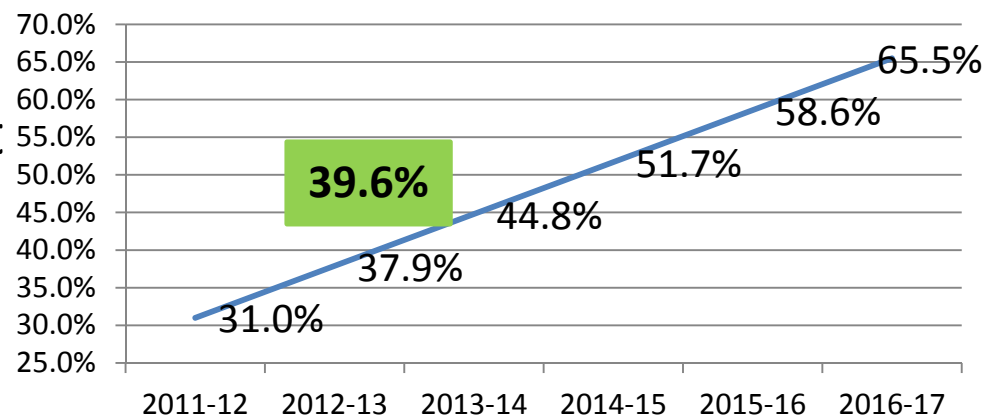- Perception data on professional learning needs to be collected via EDS.

Next Generation Schools & Districts

Increase the percentage of **districts** at or above proficient from 30% in 2012 to 65% in 2017 as measured by the Unbridled Learning Accountability Model.

Chart — Districts at or above proficient:
- 2011-12: 30.0%
- 2012-13: 37.0%
- (target box) 48.3%
- 2013-14: 44.0%
- 2014-15: 51.0%
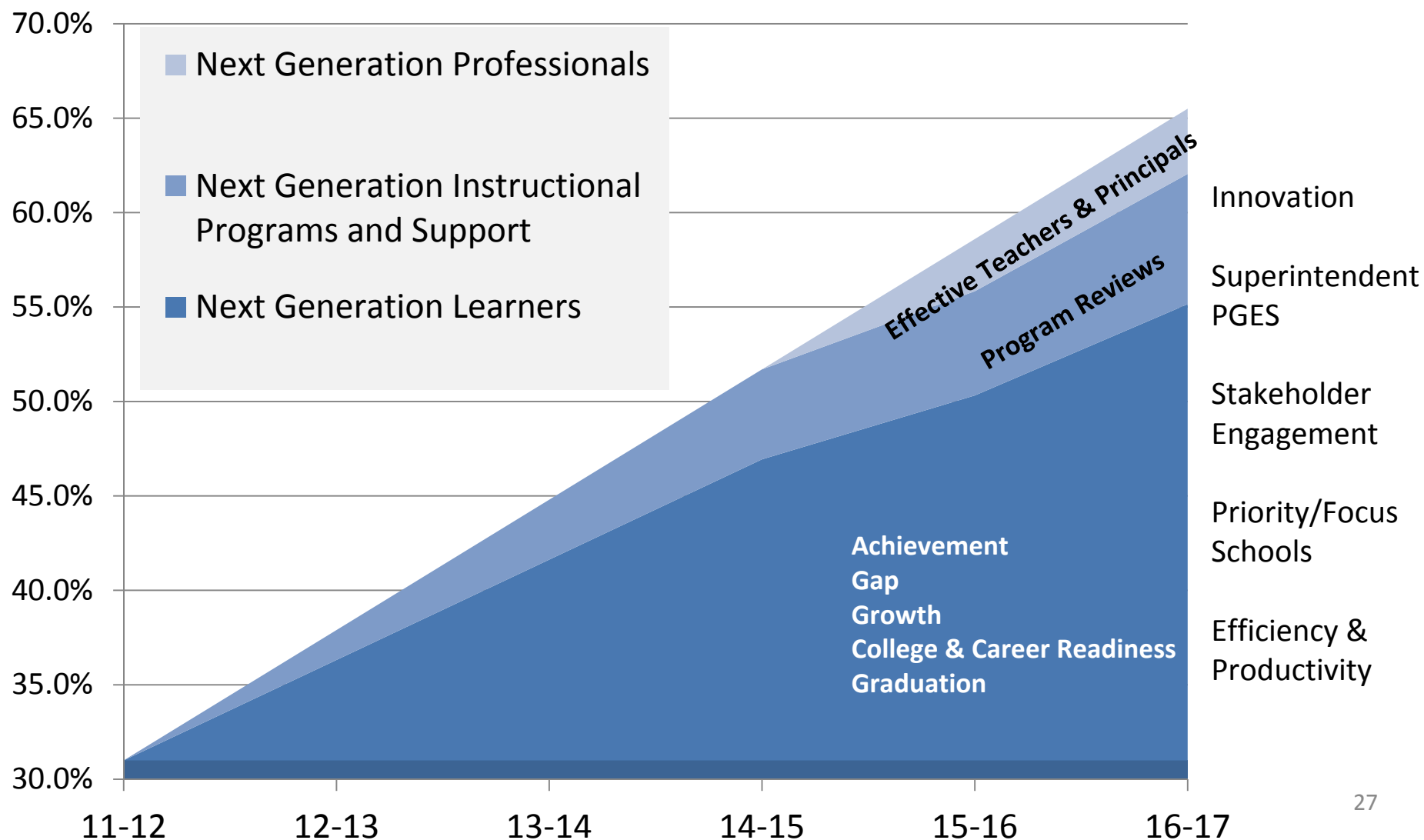- 2015-16: 58.0%
- 2016-17: 65.0%

Increase the percentage of **schools** at or above proficient from 31% in 2012 to 65.5% in 2017 as measured by the Unbridled Learning Accountability Model.
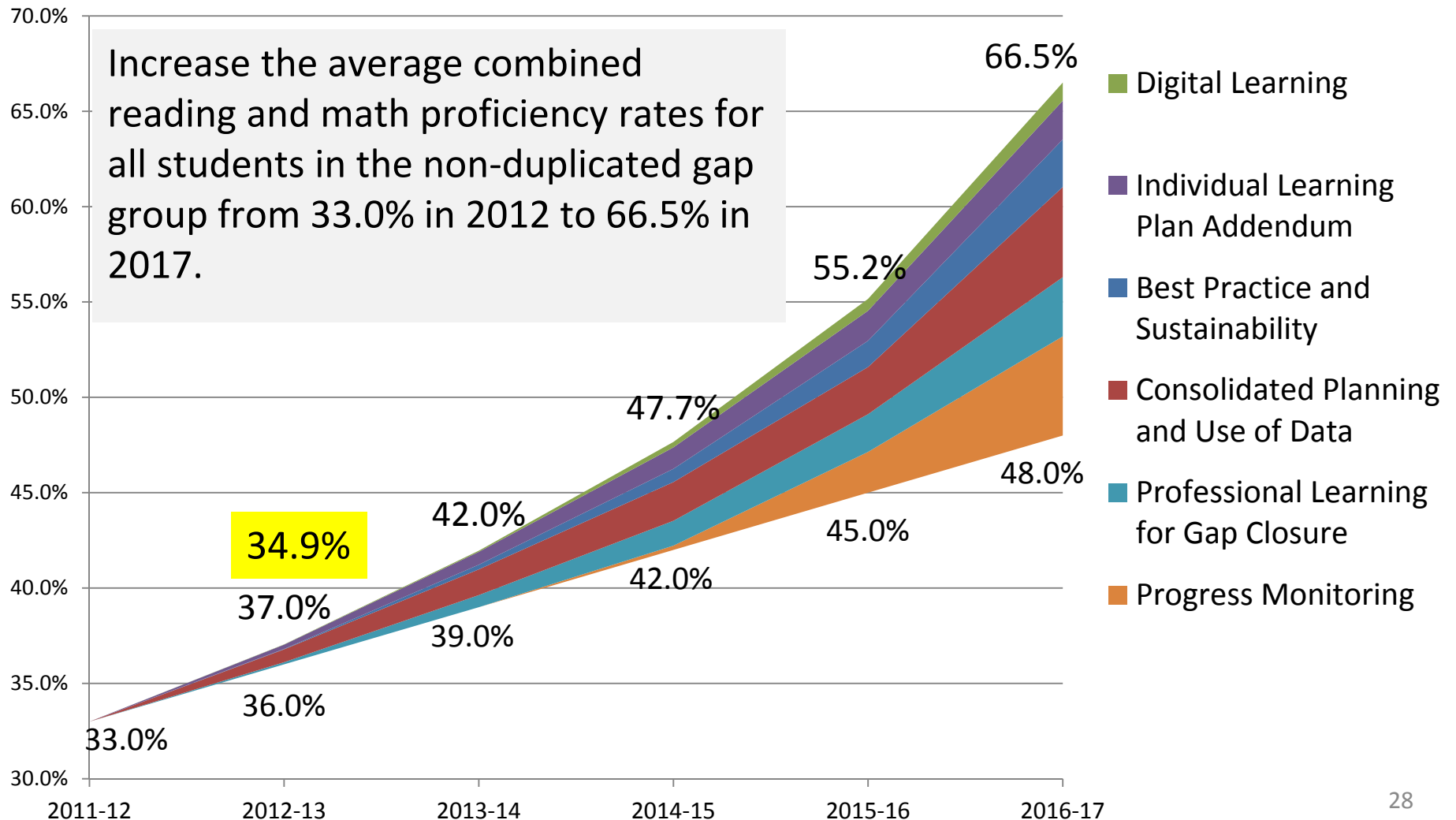

Chart — Schools at or above proficient:
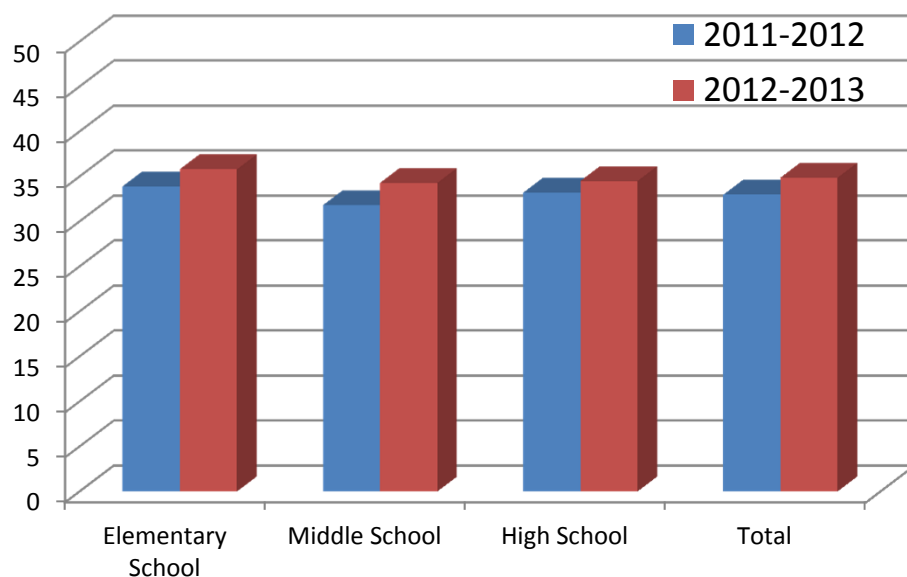- 2011-12: 31.0%
- 2012-13: 37.9%
- (target box) 39.6%
- 2013-14: 44.8%
- 2014-15: 51.7%
- 2015-16: 58.6%
- 2016-17: 65.5%

Next Generation Schools & Districts

Legend:
- Next Generation Professionals
- Next Generation Instructional Programs and Support
- Next Generation Learners

Y-axis: 30.0% to 70.0%

X-axis: 11-12, 12-13, 13-14, 14-15, 15-16, 16-17

Effective Teachers & Principals

Program Reviews

Achievement
Gap
Growth
College & Career Readiness
Graduation

Innovation

Superintendent PGES

Stakeholder Engagement

Priority/Focus Schools

Efficiency & Productivity

Closing the Achievement Gap (Grades 3-12)

Increase the average combined reading and math proficiency rates for all students in the non-duplicated gap group from 33.0% in 2012 to 66.5% in 2017.

66.5%

55.2%

47.7%

48.0%

42.0%

34.9%

42.0%

45.0%

37.0%

39.0%

36.0%

33.0%

- Digital Learning
- Individual Learning Plan Addendum
- Best Practice and Sustainability
- Consolidated Planning and Use of Data
- Professional Learning for Gap Closure
- Progress Monitoring

2011-12   2012-13   2013-14   2014-15   2015-16   2016-17

Combined Reading/Math: Difference in Gap Proficiency Rates

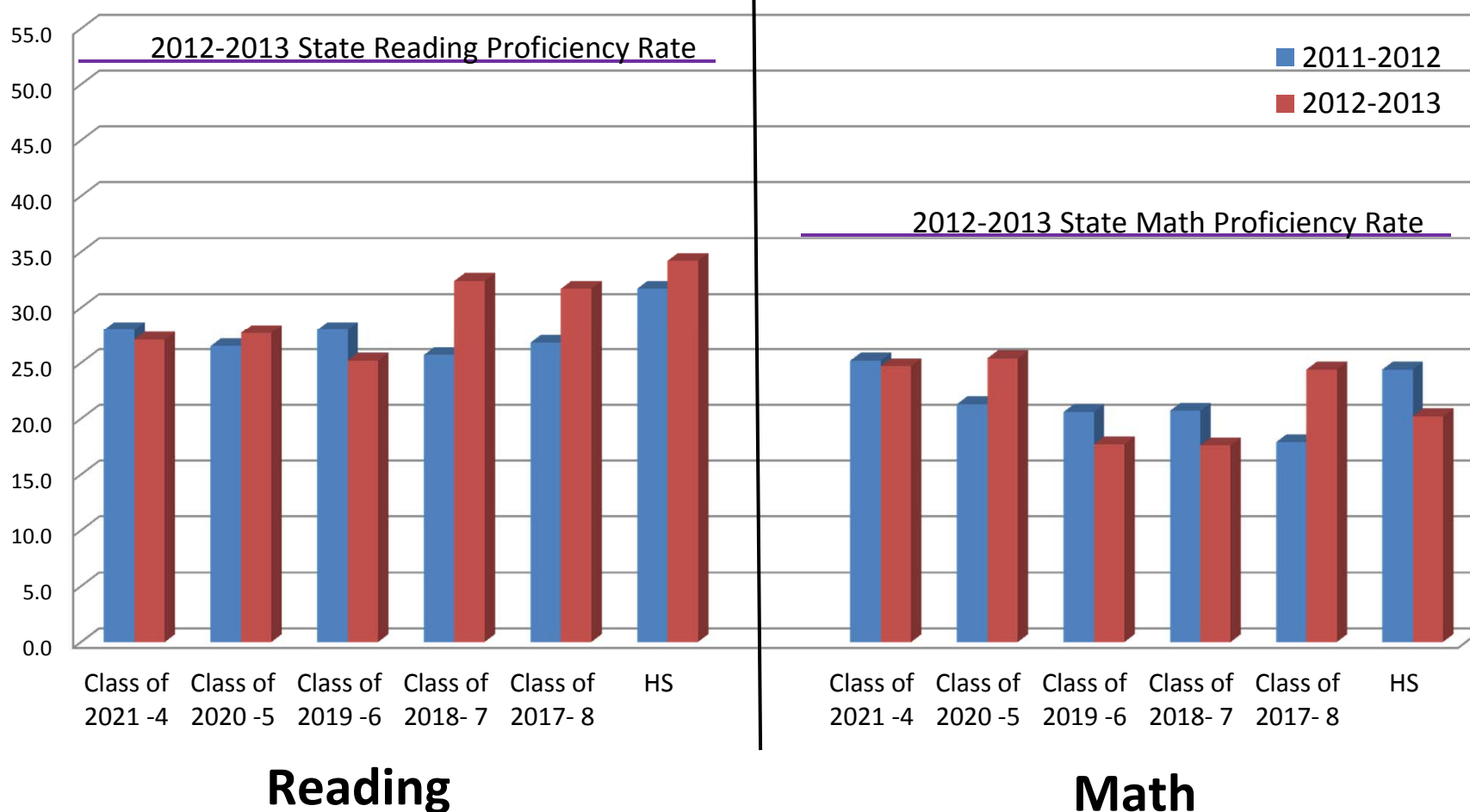| Difference in Proficiency Rates for Non-Duplicated Gap Students 2012-2013			
Level	2011-2012	2012-2013	Difference
Elementary	33.9	35.8	1.9
Middle	31.8	34.3	2.5
High	33.2	34.5	1.3
Total	33.0	34.9	1.9

Proficiency Rates of Duplicated Gap Groups (Grades 3-12)
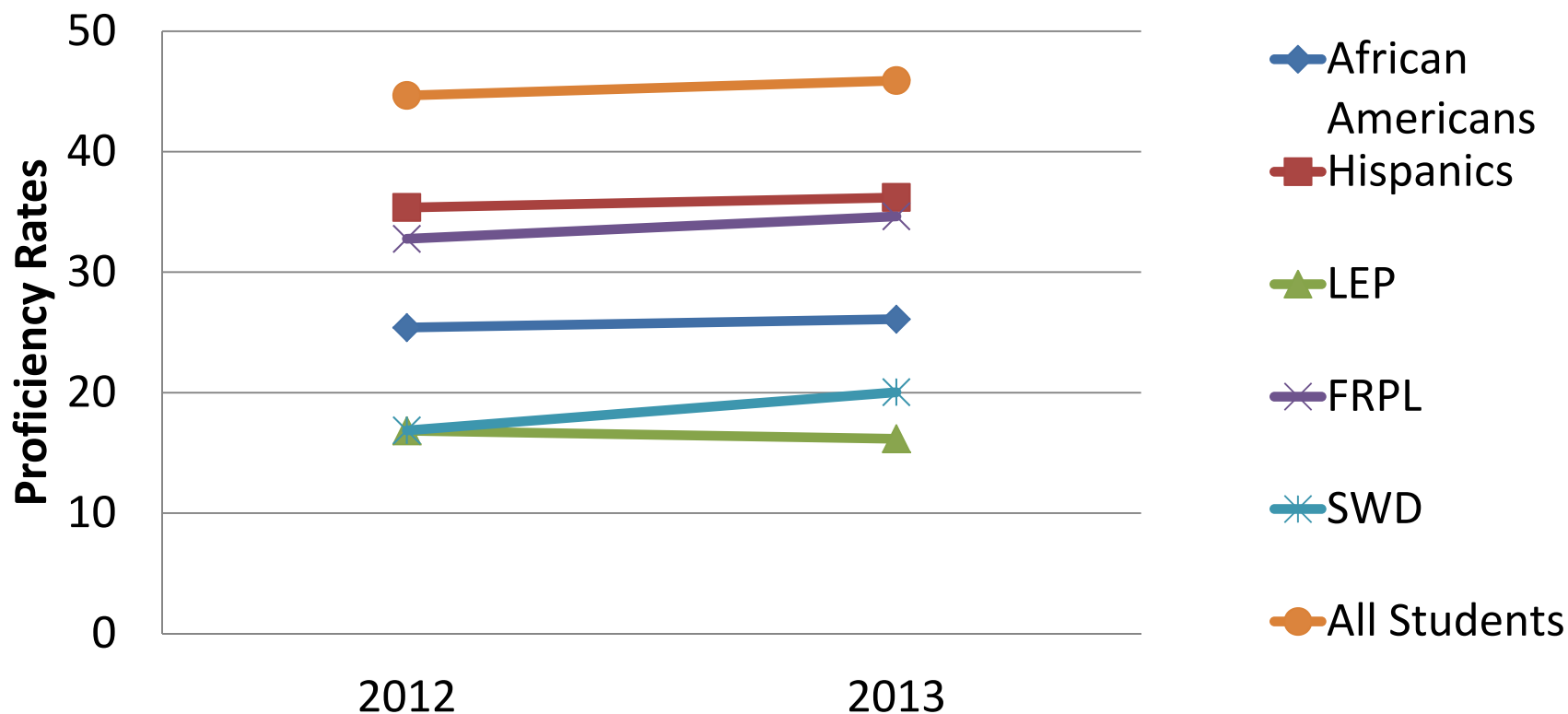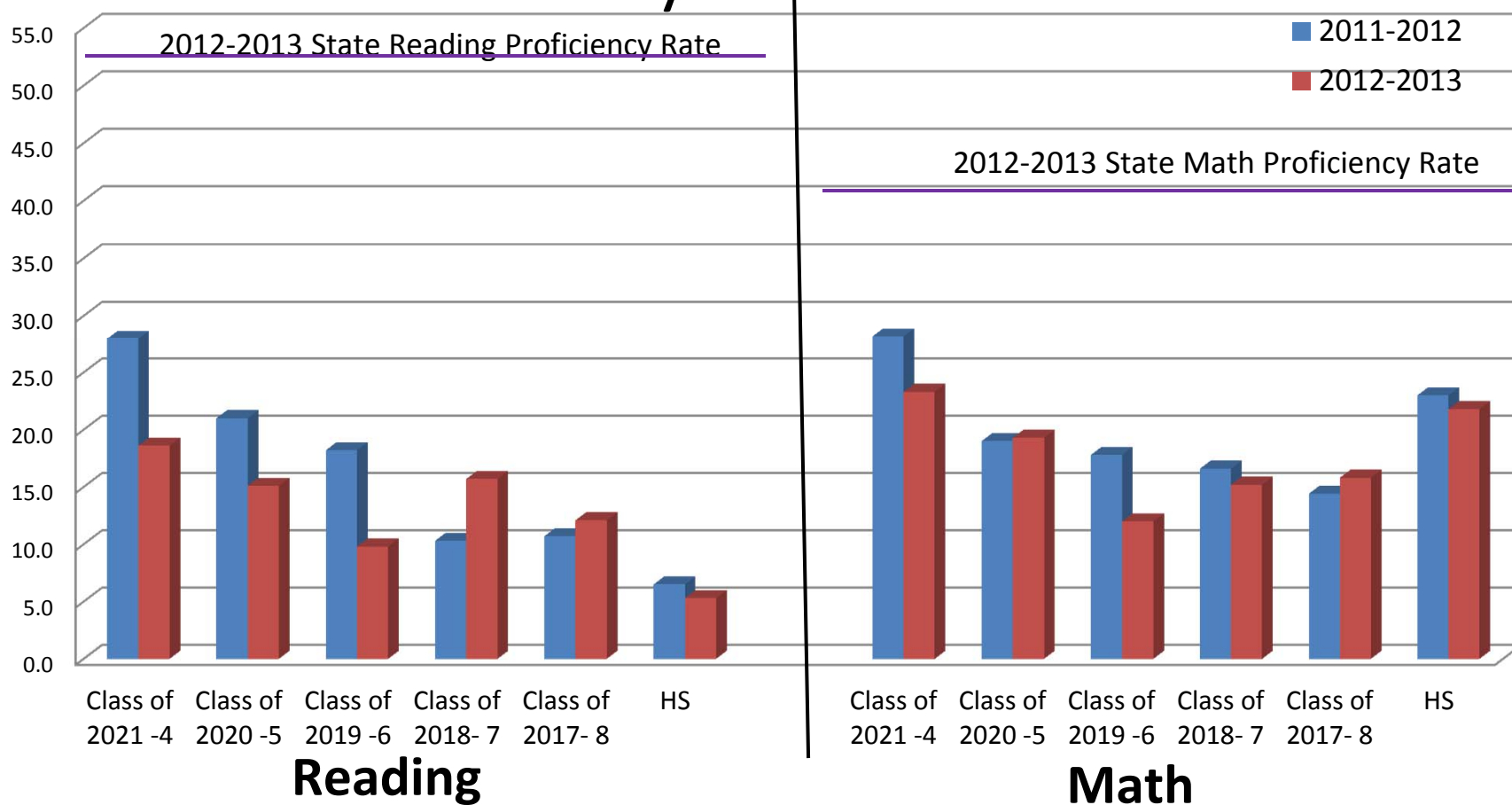
African American Proficiency Rates by Cohort

Reading

Math

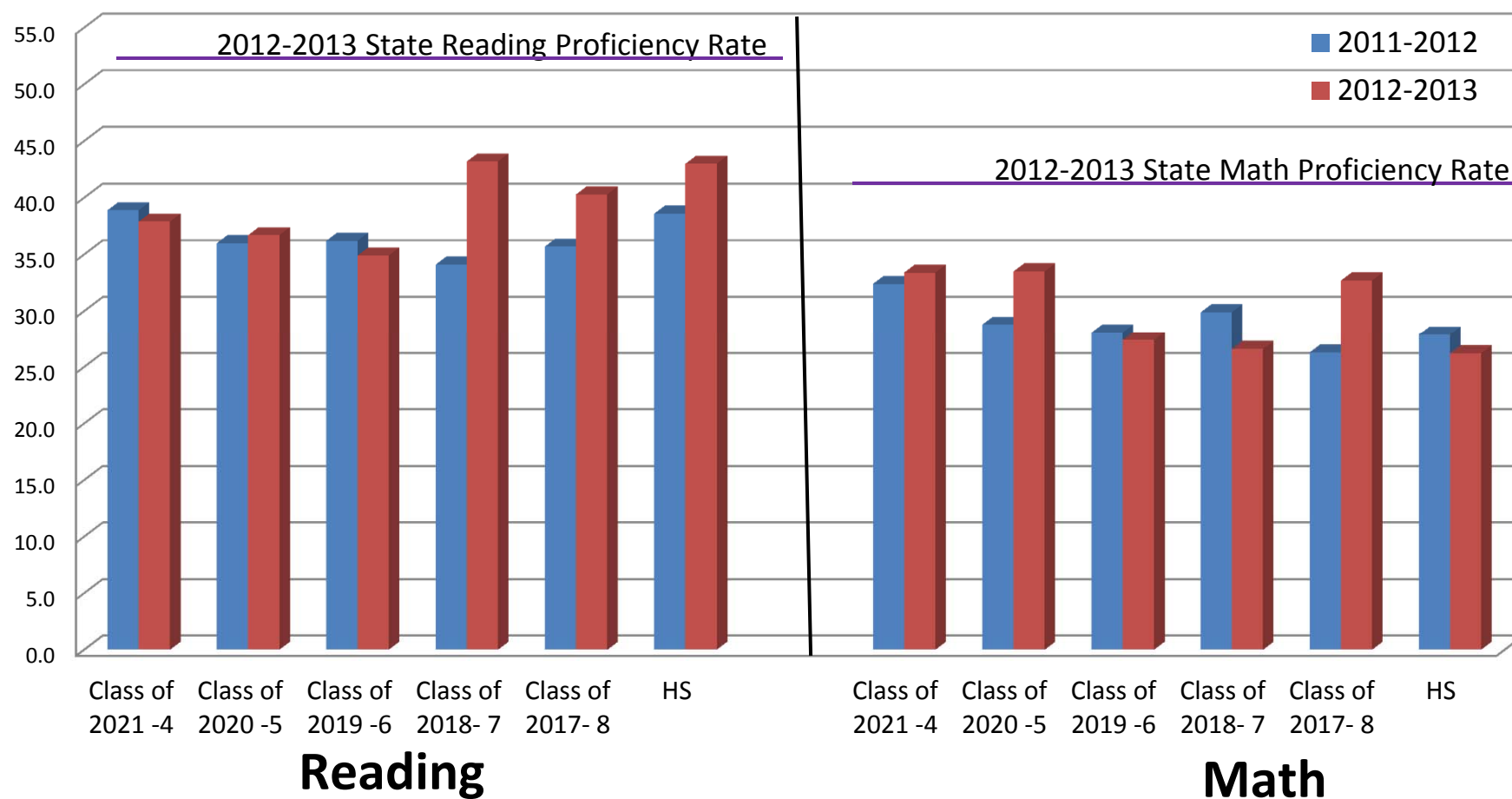# Hispanic Proficiency Rates by Cohort
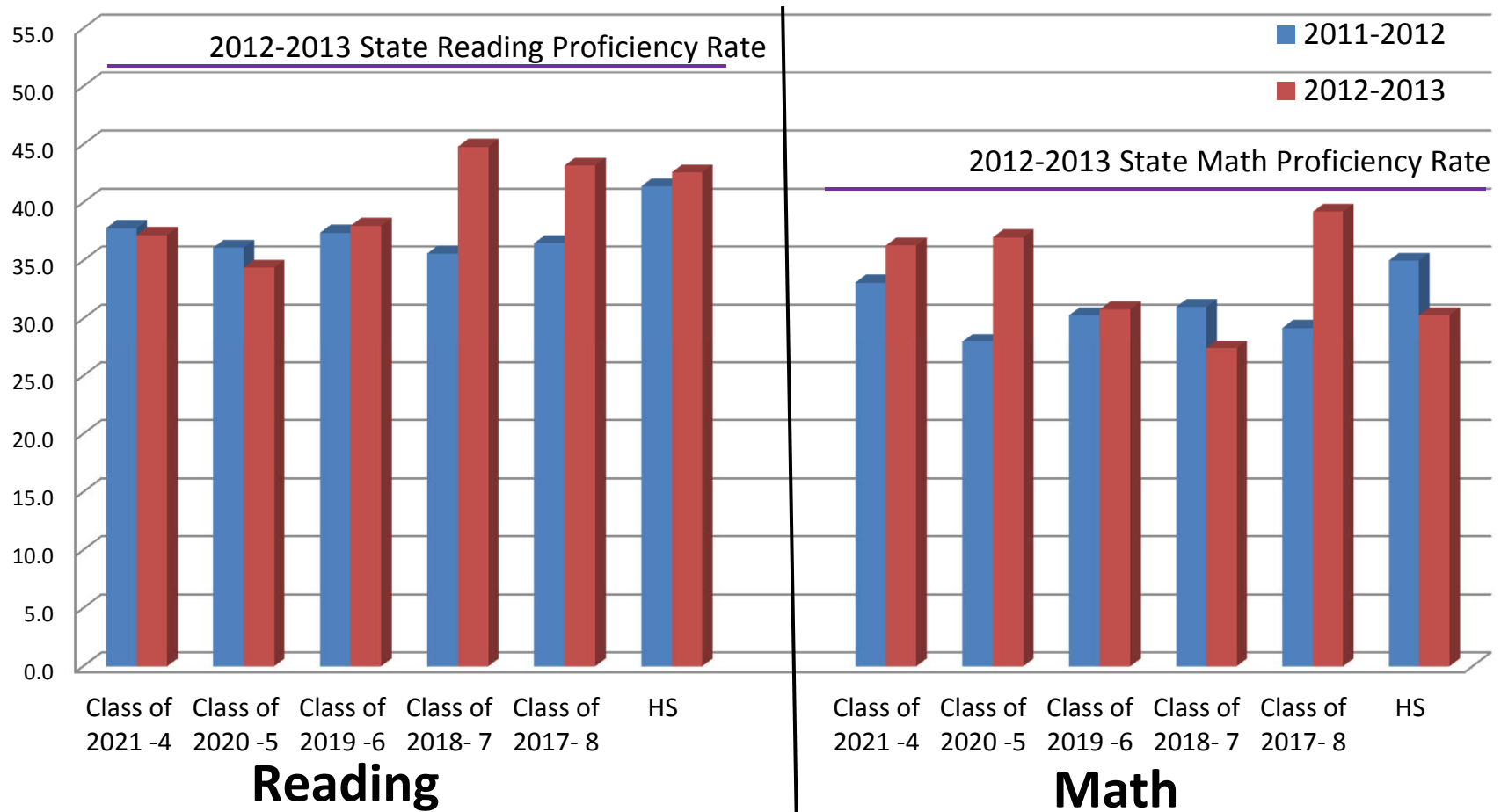
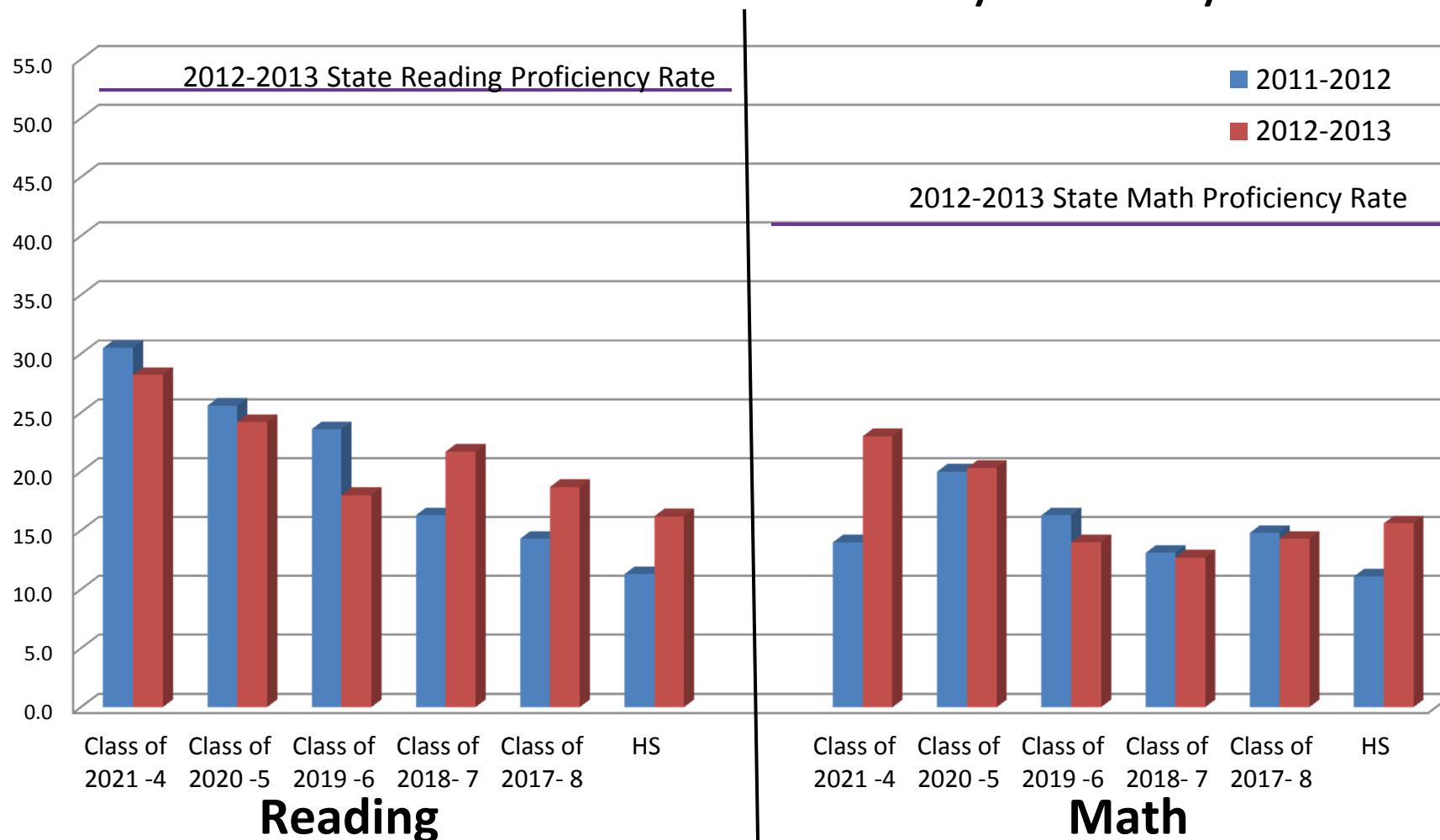# Limited English Proficient (LEP) Proficiency Rates by Cohort

Free/Reduced Lunch Proficiency Rates by Cohort

Students with Disabilities Proficiency Rates by Cohort

Closing Achievement Gap Stocktake Summary

- Further analysis is occurring to fully understand what is working and what is not.
- We recognize that the ramp-up time for so many new initiatives should have been more fully considered; thus, the impact would be less the first 3-5 years.
- We need an increased focus on professional learning opportunities and best practices around gap groups and Response to Intervention (RTI).
- We recognize an urgent need to modify our strategies and work is beginning immediately to determine where success was achieved and how we can duplicate those pockets of success.

UNBRIDLED
LEARNING

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College/Career Readiness for All

Updated Delivery Plans

- Plans updated and posted to the KDE Delivery website

http://education.ky.gov/CommOfEd/CDU/Pages/Delivery_Reports.aspx

Questions?