**Northern Kentucky Cooperative for Educational Services**

**RSIP Quarterly Report: Fall 2014**

**Closing the Gap and Accelerate Learning**

**Professional Learning for Consultants**

**Regional/District/School PD Referral-Based Technical Assistance**

**Close the Gap Accelerate Learning**

**Data Analysis**

**State Initiatives and Task Groups**

**Regional/District/School PD**

* Instructional Coaching, Data Retreat, High Impact Instruction, Standards-Based Grading, Summer Institute

**Referral-Based Technical Assistance**

* Assistive Technology, Behavior, ASD, Literacy, Math, Transition, CCR

**State Initiatives**

* CBB, SPLASH, CT4GC, ASD Training Sites, CCR for the 1%, Peer Support Networks, TAALC

**State Task Groups and Projects**

* Progress Monitoring, RtI Behavior, Indicator 13, Writing, Adapted Student Voice Survey, PGES

**Data Analysis**

* KPREP, CDIPs, TELL Survey, Evaluation Feedback, State Initiative Data

**Professional Learning for Consultants**

* NKCES staff attend high-quality professional learning opportunities to enrich services provided to the region (e.g., Instructional Coaching, High Impact Instruction, Bob Pike Train-the-Trainer, Continuous Classroom Improvement, Standards-Based Grading, Understanding Learning ELL, Understanding By Design, Mathematics Coaching, Early Childhood)

**Data Analysis**

**NKCES Data Analysis**

NKCES uses a data analysis process to develop goals and activities.

**Data Retreat: 5- Step Process**

Data Retreat was derived from the work of Dr. Judy Sargent, School Improvement Director at Cooperative Educational Service Agency #7. The process uses multiple forms of data to analyze organizational effectiveness. Use of the process occurs during a dedicated time when leadership teams collaboratively analyze data relevant to student/school/district performance to determine primary concerns for improvement. Identifying data-driven questions is a critical step in the analysis process, prior to implementing the 5-step process (pre-planning phase).

**5-Step Process for Data Analysis:**

1 – Table – organize your data into a table

2 – Graph – graphing your data helps you get a picture of what’s happening.

3 – Observation – identify patterns and make statements of FACT (What’s the pattern and over what period of time?)

4 – Hypothesis of Practice (HOPs) - Develop statements about your practice that MAY explain observed data patterns (begin statement with “It could be that we…”). These are statements about practices that can be altered, not characteristics of individuals or unalterable factors.

5 – Connections – Begin a list that captures your immediate ideas about next steps including additional data need – keep this “ongoing”

NKCES uses this 5-step process to consider and discuss priorities, gaps, and solutions before setting specific measurable goals for improvement.

**Integrated Service Delivery Plans (ISDPs)**

**Regional/District/School PD Referral-Based Technical Assistance**

**Professional Learning for Consultants**

**Data Analysis**

For the last three school years, NKCES has developed an Integrated Services Delivery Plan for each of our 17 districts.  The process starts with a review of each district's comprehensive improvement plan (CDIP).  During the review of districts’ CDIPs, goals are identified and activities are prioritized to provide district support to accelerate learning, build capacity, and close the gap, specifically for students with disabilities.  In the spring of each year, NKCES staff meets with each district to develop a plan of action which includes those targeted goals/activities as well as other district-identified priorities.  In addition to mid-year reviews, revisions can be made to the action plan at any time during the school year.  Consultants report monthly on the status of the goals/activities identified in the ISDP. NKCES staff meets with each district the following spring to go over the results of the ISDP as well as to develop another plan for the upcoming school year.

**NKCES Infrastructure Analysis: 3 Strategies**

**1. Comprehensive District Improvement Plans (CDIPs)**

**Regional/District/School PD Referral-Based Technical Assistance**

* Reviewed CDIPs and completed a needs analysis
* Met with each district’s leadership team to validate prior/on-going/scale-up support (including a review of the abovementioned work)
* Development/Refinement of Integrated Service Delivery Plans (based on needs analysis and district identified needs)
* Offer mid-year implementation checks
* End-of-year review and planning for following year

**2.** **Regional Data Analysis**

**NKCES Data Analysis**

* Developed a criteria for identifying schools and districts to support in closing the gap in MS Math
* Used the criteria to create a list of schools for MS Math to close the gap
* NKCES staff made direct contacts to schools who met the identified criteria to offer support for MS Math

**3. NKCES PD Evaluations**

**Regional/District/School PD Referral-Based Technical Assistance**

**Professional Learning for Consultants**

* On-going collection and analysis of evaluations by all consultants for planning and developing follow-up

**Current NKCES Infrastructure:**

* Behavior/CT4GC Consultant (1)
* Literacy Consultant (1)
* CT4GC and Data Consultant (1)
* Math Consultants (2)
* CCR/Transition Consultant (1)
* Low Incidence and Autism Spectrum Disorder Consultant (1)
* Assistive Technology (part-time)

**Regional Identified Measurable Results**

**State Initiatives and Task Groups**

**NKCES Data Analysis**

* The goal of NKCES is to positively impact the proficiency rate of students with disabilities in MS math as measured by KPREP scores. *NKCES is still in the process of developing the measurable component for this goal.*
* Analysis of professional learning evaluations is used to determine increased teacher knowledge and degree of implementation which impacts the proficiency rate for student with disabilities.
	+ The goal of NKCES is to have 85% (or more) of the participants reporting that their knowledge has increased as a result of the professional learning opportunity.
	+ The goal of NKCES is to have 85% (or more) of the participants reporting a plan to implement content from the professional learning opportunity.

**Regional/District/School PD Referral-Based Technical Assistance**

* NKCES will complete 100% of the activities/services identified on the districts’ ISDPs (including any addenda that were added over the course of the year).

**Coherent Improvement Strategies**

**State Initiatives and Task Groups**

**NKCES Data Analysis**

* NKCES identified MS math to support the state focus on math.
* NKCES staff has developed criteria for identifying schools with the largest gap in MS math achievement for students with disabilities.
* NKCES staff contacted schools who met the identified criteria to offer support for math.
* One line of support offered to the region and identified schools will be the Conceptual Building Blocks (CBB) math modules for elementary and MS teachers.
* In addition to the CBB math modules, identified schools will be offered direct support (as identified by school administration).
* *NKCES is still in the process of developing the measurable component for intermediate outcomes.*

**Regional/District/School PD Referral-Based Technical Assistance**

* Analysis of professional learning evaluations is used to measure the impact of training and communicated to district leadership at end-of-year meetings.
* NKCES staff use training evaluation data to determine follow-up/support/technical assistance needs.
* *NKCES is still in the process of developing the measurable component for intermediate outcomes.*

**Theory of Action:**

**If NKCES participates in state initiatives and task groups,**

**then**

**If NKCES participates in professional learning,**

**and**

**If NKCES analyzes evaluation and summative data, and**

**services will reflect the use of evidence-based practices**

**If NKCES provides high-quality, evidence-based training/support/technical assistance for districts/schools/teachers,**

**then**

**participants will increase knowledge in evidence-based practices**

**If participants of NKCES professional learning opportunities implement the evidence-based practices,**

**then**

**proficiency rate of students with disabilities will increase.**