2014 Annual Evaluation Report
Kentucky School Improvement Grant

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UNIVERSITY OF KENTUCKY
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Evaluating Practice, Programs, and Policies

Executive Summary

On April 21, 2010 the U.S. Department of Education awarded School Improvement Grant (SIG) funds to the Commonwealth of Kentucky to help turn around its persistently lowest-achieving (PLA) schools. Ten schools were awarded SIG funds in the 2010-2011 academic year (Cohort 1), and twelve schools were made SIG schools for the 2011-2012 academic year (Cohort 2). Schools were grouped in three regions—Eastern, Western and Central/Jefferson. In addition, state funds were used to create a third cohort of eighteen schools in the 2012-2013 academic year. One of the eighteen Cohort 3 schools was later closed. The remaining seventeen Cohort 3 schools were granted federal funds in the 2013-2014 school year and were added to the evaluation.

One of the main supports provided to the SIG schools were a team of experts called Educational Recovery (ER) teams. In general, the ER teams consisted of an Educational 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). It should be noted that many schools did not have a full complement of ER staff, electing to receive only an ERL and an ERS or two ERSs. In addition, some schools have shared ERLs or occasionally ERSs. In each case, the ER team was supported by the Educational Recovery Director (ERD) in their region.

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 Kentucky Department of Education (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**. Data on instructional and leadership climates were obtained through a concurrent mixed method design in which results were triangulated to examine the impact of the SIG. A qualitative interview method was used to understand the successes and challenges seen in SIG schools from the perspectives of SIG recovery staff and principals. Quantitative survey data was used to collect perspectives from teachers. Student outcome data was gleaned from the state-wide assessments for 2012-2014 and other KDE public data sources, e.g. graduation and College and Career Readiness (CCR) data.

Interview and survey data for 2014 were organized in five groups for analysis in order to protect respondent anonymity. These groups were Cohort 2 of the Eastern Region, Cohort 3 of the Eastern Region, the Western Region, Central Region High Schools, and Central Region Middle Schools. Table 1 on the following page depicts the distribution of schools within these groups. Student proficiency data were analyzed by cohort and group. CCR data were analyzed at the group, cohort, and individual school level.

Table 1: Distribution of schools by group

Group	School
Eastern Region Cohort 2	East Carter County High
	Greenup County High
	Newport High
	Sheldon Clark High
Eastern Region 3	Bryan Station High School
	Dayton High School
	Fleming High School
	Knox Central High School
	Lee County High School
	Lincoln County High School
	Perry County High School
	Pulaski County High School
	Trimble County High School
Western Region	Christian County High School
	Franklin-Simpson High School
	Hopkins County Central High School
	Livingston Central High School
Central Region High Schools	Doss High School
	Fairdale High School
	Iroquois High School
	Seneca High School
	Southern High School
	Waggener High School
Central Region Middle Schools	Frederick Law Olmstead Academy North
	Knight Middle School
	Myers Middle School
	Stuart Middle School
	Thomas Jefferson Middle School
	Westport Middle School

In general, ERLs across regions who were interviewed saw positive improvements in principal leadership. Many agreed that their principals had strong teaching skills and were attempting to model these skills for their teachers. Others stressed the improvements principals had made in setting and monitoring higher expectations for classroom instruction. ERLs in the East and Central high schools also observed improvements in teacher effectiveness. In particular, they were encouraged that teachers in these regions were becoming more collaborative and learning from one another.

Greater differences were reported by ERLs when it came to the continuing challenges schools faced. ERLs in the East and West emphasized the need to continue to build on improvements in instructional leadership by principals. Eastern ERLs felt principals needed to improve the feedback they provided to teachers. Western ERLs worried that principals had not completely embraced all the changes that had been made. In contrast, ERLs in the Central Region at both the high school and middle school levels tended to identify challenges within the

domain of teachers. They related that teachers were relatively inexperienced which increased the PD that was required and made the task of creating sustainable systems more difficult. Middle school ERLs also emphasized a need to overcome continued teacher resistance to reforms, while high school ERLs spoke of the need for their schools to more actively utilize the resources their district provided.

ERSs in cohort 3 of the East Region, the West Region, and in high schools of the Central Region all agreed that professional learning communities (PLCs) had improved within their schools. An ERS in Cohort 3 called their PLC process "*the greatest success we've seen*." Western ERSs reported that teachers and administrators had increased their support for PLCs. Central high school ERSs believed teachers had come to see their value and had started "*to reflect on their own practices*." At the same time, many of the ERSs in high schools across regions reported increases in the percentage of CCR students. Specialists also described improved instructional practices by teachers in high schools in the East, West, and Central Regions.

At the same time, ERSs differed in their perception of the impact of school reform efforts upon administrative leaders within schools. Only Specialists in the East region reported widespread improvement in leadership practices. Additionally, the views of middle school ERSs within the Central region differed greatly from the rest. Many of them were much less positive about the improvements within their schools and saw PLCs as an area of weakness rather than strength.

Principals in all five groups reported academic gains among students on formative and summative assessments. High school principals also were enthusiastic about increases in CCR rates, and they related that the culture of their buildings had become more academic focused and student centered. In many cases, they described schools in which discipline referrals and suspensions were down and students increasingly believed that they could learn. High school principals in Cohort 3 of the Eastern Region, the Western Region, and the Central Region also spoke positively of improvements in classroom instruction, while principals in Cohort 2 of the Eastern Region (and again in the Central Region) were excited about the ways intervention periods were remediating student skill deficits. Middle school principals expressed the importance of the coaching and mentoring systems that existed at their schools for teachers.

The greatest concern of principals in most regions was sustainability. In Cohort 2 of the Eastern Region and the high schools of the Central Region, principals worried about whether or not the changes they saw were sustainable without the support of SIG funds. In the West, principals expressed concern about how deeply the changes were embedded into their school culture and feared that schools could easily revert to the way they had been before. At the same time, Cohort 3 principals in the Eastern Region believed their greatest challenges were improving their school's technology and instruction, while Central Region middle school principals worried about finding the funding to continue to support teacher coaching, the magnitude of what it took to improve classroom instruction, and the continuing large skill deficits of students entering their buildings in sixth grade.

The online teacher survey asked respondents 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'. In teacher surveys, all groups of teachers rated their own practices more highly than those of principals or Educational Recovery staff. Teachers' mean ratings for the Instructional Practice domain (4.32) and the Classroom Management domain (4.26) contrasted with means for the School Leadership domain (4.06) and Educational Recovery domain (3.93). However, teachers in Central

region high schools rated all domains higher than their peers in other groups, and all groups of teachers rated themselves relatively lower on the item 'I maintain a record of each student's mastery of specific learning objectives'.

The items in the survey rated with an overall mean rating lower than 4 on a 5 point scale were:

- Our principal closely monitors curriculum and classroom instruction (3.97)
- I maintain a record of each student's mastery of specific learning objectives (3.96)
- My ERS and I have established a positive collaboration in working on classroom practices (3.93)
- There are specific areas in my instructional practice in which my ERS can help me improve (3.87)
- Since working with my ERS, I have a better understanding of how to use formative assessment data in planning classroom instruction (3.86)
- I am becoming a more effective teacher due to the assistance in instruction from my ERS (3.74)
- Our principal spends a significant portion of time working directly with teachers to improve instruction (3.65)

Across the past three years, there has been a great deal of consistency in teacher responses to the survey. Two of the three lowest rated items in the 2014 survey—'I am becoming a more effective teacher due to the assistance in instruction from my ERS' and 'Since working with my ERS, I have a better understanding of how to use formative assessment data in planning classroom instruction'—were also rated lowest in 2012 and 2013. Similarly, two of the three highest rated items in 2014—'I clearly inform students of lesson objectives and expected learning outcomes' and 'I engage all students in classroom discussions and activities (e.g., encourage silent students to participate)'—were also rated highest in 2012 and 2013. Table 2 delineates the three highest rated items across years; Table 3 on the following page presents the three lowest rated items across years.

Table 2: Highest rated items in the teacher survey across years

2012	2013	2014
I clearly inform students of lesson objectives and expected learning outcomes.	I clearly inform students of lesson objectives and expected learning outcomes.	I clearly inform students of lesson objectives and expected learning outcomes.
I frequently assess my students using a variety of evaluation methods.	I engage all students in classroom discussions and activities (e.g., encourage silent students to participate).	I engage all students in classroom discussions and activities (e.g., encourage silent students to participate).
I engage all students in classroom discussions and activities (e.g., encourage silent students to participate).	I frequently assess my students using a variety of evaluation methods.	I balance instruction in my classroom between lecturing and having students work in small group activities.

Table 3: Lowest rated items in the teacher survey across years

2012	2013	2014
I am becoming a more effective teacher due to the assistance in instruction from my ERS.	I am becoming a more effective teacher due to the assistance in instruction from my ERS.	Our Principal spends a significant portion of time working directly with teachers to improve instruction.
Since working with my ERS, I have a better understanding of how to use formative assessment data in planning classroom instruction.	Since working with my ERS, I have a better understanding of how to use formative assessment data in planning classroom instruction.	I am becoming a more effective teacher due to the assistance in instruction from my ERS.
My ERS and I have established a positive collaboration in working on classroom practices.	I maintain a record of each student's mastery of specific learning objectives.	Since working with my ERS, I have a better understanding of how to use formative assessment data in planning classroom instruction.

Student proficiency outcomes were mixed. Both Cohort 2 and Cohort 3 high schools had a lower average percentage of students scoring proficient and above in reading compared to the state. Cohort 2 had negative growth in reading between 2013 and 2014; Cohort 3 high schools remained about the same. However, both Cohort 2 and Cohort 3 high schools had significant positive change between 2013 and 2014 in the average percentage of students scoring proficient and above in mathematics with growth higher than that of the state as a whole. Cohort 3 high schools also had a higher percent of students scoring proficient and above in mathematics than the state.

Analysis revealed that the gap in students scoring proficient and distinguished between SIG schools and the state decreased only in Eastern Cohorts 2 and 3 in mathematics. In all other areas the divide remained steady or increased. However, Eastern Cohort 2 and Central middle schools also saw a decrease in the percentage of students scoring novice in math and reading between 2012 and 2014. GAP group analysis also revealed that in Cohort 2 of the Eastern Region and the Western Region GAP students outperformed GAP students statewide in math.

Graduation data showed that between 2012-2013 and 2013-2014 the graduation rate increased for seven of the eleven Cohort 2 schools and eleven of the twelve Cohort 3 schools. None of the Cohort 3 SIG high schools had a negative change from 2013 to 2014, and more than half of all of the SIG schools had a higher graduation rate than the state. Additionally, in Cohort 2 and 3 of the Eastern Region and in the Western Region, GAP students had a higher rate of graduation than GAP students statewide.

Finally, in 2014 CCR non-bonus rates increased for all but one school in Cohort 2. Two schools in the East region—East Carter County and Greenup County—exceeded the CCR non-bonus rate for the state as a whole. Three schools—Doss, Fairdale, and Southern—grew more than twenty percentage points between 2013 and 2014. Every Cohort 2 high school between 2012 and 2014 had a greater positive change in CCR non-bonus rates than the state. In Cohort 3 schools during 2014, CCR non-bonus rates increased for all high schools, and eight of the twelve high schools exceeded the CCR rate for the state as a whole. Two schools in the Western region— Franklin-Simpson and Livingston Central—grew more than twenty points between 2013 and 2014. All of the Cohort 3 high schools grew faster than the state average between 2012 and 2014, indicating that, for the four schools with rates below the state, their CCR gap with the state was being closed. Additionally, in Cohorts 2 and 3

of the Eastern Region and in the Western Region, GAP students had higher CCR scores than GAP students statewide.

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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 PLA schools. According to House Bill 176, these schools are the lowest five 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 failed 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 five percent of all schools that failed to meet the achievement targets of the state accountability system for at least three consecutive years.

Ten schools were awarded SIG funds in the 2010-2011 academic year (Cohort 1), and twelve schools were made SIG schools for the 2011-2012 academic year (Cohort 2). Schools were grouped in three regions—Eastern, Western and Central/Jefferson. In addition, state funds were used to create a third cohort of eighteen schools in the 2012-2013 academic year. One of the eighteen Cohort 3 schools was later closed. The remaining seventeen Cohort 3 schools were granted federal funds in the 2013-2014 school year and were added to the evaluation.

One of the main supports provided to the SIG schools were a team of experts called ER teams. In general, the ER teams consisted 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. It should be noted that many schools did not have a full complement of ER staff, electing to receive only an ERL and an ERS or two ERSs. In addition, some schools have shared ERLs or occasionally ERSs. In each case, the ER team was supported by the ERD in their region.

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 student outcomes

Evaluation Methodology

The evaluation of the Kentucky SIG utilized a concurrent mixed method design in which results were triangulated to examine the impact of SIG. A qualitative method was used to understand the successes and challenges seen in SIG schools from the perspectives of SIG recovery staff and principals. Qualitative data was gathered in the spring of 2014 through semi-structured interviews of twenty ERLs, thirty-eight ERSs in math and reading, and twenty-four school principals. These interviews were coded using the Coding Analysis Toolkit (CAT), a qualitative data coding tool hosted by the University Center for Social and Urban Research at the University of Pittsburgh and the College of Social and Behavioral Sciences at the University of Massachusetts Amherst. The coded interviews were then analyzed to discover the major themes emergent from the perceptions of participants concerning the methods and impact of the SIG on change in instructional strategy and practice in classrooms. Quantitative and qualitative data was used to collect perspectives from teachers. An online survey was administered in the spring of 2014 to teachers in Cohort 2 and 3 schools. Principals at each school were sent a link to the survey to distribute to the teachers in their buildings and were provided with a follow-up reminder two weeks later. 417 teachers responded to these surveys. Survey items were created based on the results of background interviews and the Center on Innovation and Improvement's Indicators of Effective Practice. Student outcome data was gleaned from the state-wide assessments for 2012-2014 and other KDE public data sources, e.g. graduation and CCR data. Assessment data was compared across 2012, 2013, and 2014 to identify the trends in Cohort 2 and 3 schools. State level data was used for comparison purposes. CCR and graduation data were also compared at the group, school, and state levels.

Eastern Region Cohort 2

Introduction

Cohort 2 of the Eastern Region was made up of four high schools: East Carter County High School, Greenup County High School, Newport High School, and Sheldon Clark High School. Three are rural schools and one is urban. In 2013-14 the average number of students was 645, and about half the students in all four schools were eligible for free meals. All were Community Eligibility Provision (CEP) participating schools.

East Carter County High School is a rural high school in the Carter County school district which consisted in 2013-14 of about 54 teachers and an enrollment of 794 students. 45% of students were directly certified for free meals, and 73% of lunches served at East Carter County High School were free.

Greenup County High School is an urban high school in the Greenup County school district which contained approximately 55 teachers and an enrollment of 835 students. 43% of students were directly certified for free meals; 66% of lunches served at Greenup County High School were free.

Newport High School is an urban high school in the Newport Independent school district which included approximately 29 teachers and an enrollment of 401 students. 53% of students were directly certified for free meals, and 100% of lunches served at Newport High School were free.

Sheldon Clark High School is a rural high school in the Martin County school district which consisted of approximately 40 teachers and an enrollment of 551 students. At Sheldon Clark, 54% of students were directly certified for free meals, and 88% of lunches served at Sheldon Clark High School were free.

Within the four schools, a total of five ERSs and one ERL served in 2013-2014. All were interviewed by evaluation staff, and three of the four principals participated in interviews as well. Because only one ERL served in this group of schools, his interview was included in the analysis of Eastern Cohort 3 schools. Gender of pronouns was randomized to preserve respondent anonymity.

Eastern Region Cohort 2: Principal Perspectives

"You know we wanted to make sure that our teachers were trained properly in order to deliver a quality lesson each day, and we had some instructional non-negotiables that we gave our teachers from the beginning and asked them to stick to those things, and you know that was kind of the beginning of the process, and it got us off on a very strong foot"

-Principal, Eastern Region Cohort 2

Summary

Principals in Cohort 2 of the Eastern Region reported successes in school culture, academic gains by students, and effective interventions. Schools were described as "*instructionally*" focused. Proficiency and CCR rates had improved. Students were more aware of what they needed to do to be successful, and schools were armed with resources to address their skill deficits. At the same time, principals expressed concern about sustaining these successes without SIG resources.

Successes

School Culture

Principals agreed that the culture in their schools had improved tremendously. Their schools had changed from places that were "*very chaotic*" and focused on *"getting behavior and discipline under control."* Now principals described their schools as "*instructionally-focused*" or "*academically-focused*." Instruction had become better, in some cases drastically, and student behavior had improved markedly as a result. One principal reported that her school's graduation rate had increased. Another principal used these words, "*I think the climate is a lot better. I think the students know what the expectations are and they're doing a better job, and the teachers are working with the students a little bit better now. Building is clean, and it's a different feel."*

Academic Success

Principals also related that their schools had observed various levels of academic success. One principal boasted, "*We went from the ninth percentile to proficient in basically two years."* Another said their CCR rates had started at 19% and had increased to 68%. A third reported increases in math scores on formative assessments. In addition to these objective measures of academic success, principals also took note of less tangible changes they observed in students. One principal said students were "*more aware of where they (were academically) and what they (needed) to do*." Another stated their students cared "*about being successful now*."

Interventions

In addition, principals expressed pride in the interventions that had been infused into their schools to address the skill deficits students brought with them into high school. Each school had built an intervention period into the weekly schedule. Resources such as Read Right and Read 180 had been purchased, and principals argued that these programs had been particularly successful. In the words of one principal, "*We have several kids that made huge gains in their reading scores."* Several students in his school tested out of the interventions within two years and no longer needed extra assistance.

Continuing Challenges

Sustainability Issues

The biggest challenges principals mentioned during interviews concerned sustainability. As leaders of Cohort 2 schools, principals were apprehensive concerning the loss of SIG funds and ER staff. Principals were excited about their progress, but expressed some doubt as to whether or not it could continue. Some intervention resources that had worked well for schools could not be continued without SIG funds. As one principal described the issue, "*We're looking at other things that are cheaper, that may be even free online…but there again because we've never used them we're unsure about the effectiveness.*" One principal expressed concern about the potential loss of a data coordinator who had played an integral part in identifying students' needs for interventions. Another worried that teacher leaders in which the SIG had invested might not prove to be ready. As he phrased it, "*My concern is…if the three administrators get bogged down in the office, and we can't attend every PLC every week, is that sustainable leadership real?*" In addition, a third principal reported he still faced considerable teacher resistance to the need to change.

Eastern Region Cohort 2: Education Recovery Leadership Staff Perspectives

Of the four Cohort 2 schools only one employed an ERL in their third year of SIG funding; previous ERLs left the initiative as a result of retirement or acceptance of district leadership positions. To maintain anonymity, the Eastern Cohort 2 and 3 ERL interviews have been combined. For the Eastern Region Education Recovery Leadership Staff Perspectives, see page 26.

Eastern Region Cohort 2: Education Recovery Specialist Perspectives

"They (the school) really have a very strong, knowledgeable leadership team…the leadership itself, whether we're talking administrators or we're talking school or teacher leaders…everybody's stepping up and really taking charge"

- ERS staff, Eastern Region Cohort 2

Summary

ERSs in Cohort 2 of the Eastern Region related that the SIG had a positive impact on their schools, noting improved communication and practice by leadership teams, increased percentages of students who were CCR, academic achievement, teacher buy in and collaboration, and student engagement. The leadership teams were thought to be particular strengths of the schools. At the same time ERSs were concerned about the impact of district budgets on school staffing and saw a need to get parents and communities more involved.

Successes

Leadership and Communication

ERSs described the leadership teams as strengths within their cohort of schools. In part, this was because of improved communication. One ERS stated, *"Communication is a big strength. The first year there was very little communication between the school and stakeholders"*. As a result of this improvement, stakeholders were exhibiting greater teamwork and unity in their efforts. In addition, many of the ERSs referred to improvements within leadership teams, using words like "*evolving*" and *"stepping up."* Another ERS commented on the leadership team in his school, saying, *"they really have a very strong, knowledgeable leadership team…the leadership itself, whether we're talking administrators or we're talking school or teacher leaders…everybody's stepping up and really taking charge".*

Walkthroughs and instructional monitoring by the school leadership teams were also noted to have increased. One ERS related that the proportion of walkthroughs conducted by administrators rather than members of the ER team had become 60:40, a large increase from the previous school year. These walkthroughs, along with the monitoring of student assessment data, the review of lesson plans, and the planning within PLC's were all believed to be responsible for improving academic rigor at the schools. One ERS noted, "W*e do a lot of walk-throughs. (Principals) spend a lot of time in the classroom… so the teachers get immediate feedback from their walk-through. And then, you know, if there's a need to follow up based on what we're seeing, then we get to the teacher for some coaching during their planning time."*

CCR

Most of the ERSs interviewed noted that one of the biggest successes they had seen was in the area of CCR. One ERS described an increase in the percentage of students who were CCR, saying, "We *were actually higher than we were last year, and I think we ended up about sixty-eight percent CCR last year. We're on target to be higher than that, eighty percent is our goal this year."* Other ERSs interviewed emphasized the systems created to

monitor student progress in the area of CCR throughout the school year and the interventions that were set in place to help students meet benchmarks.

Culture and Climate

In addition, all the ERSs in this cohort described a positive impact from the SIG on the culture and climate of their schools. Increases in teacher "*buy-in*" were noted by all ERSs interviewed. Teachers were working collaboratively as allies to move their schools forward. One ERS described the atmosphere this way, "*We're at a place right now where we feel really comfortable with the staff that we have in each of the departments…they work well together…teachers trying to help each other to grow. There's been a lot of coaching with the new evaluation system. They've done a lot of observations with each other."* ERSs also mentioned that teachers were implementing instruction with greater "*rigor*" and "*fidelity*."

All the ERSs also referred to an increase in student achievement and engagement in their schools. One said that students were talking about their benchmarks and "*owning their data*". Another ERS admitted that his school had been implementing student data notebooks since the beginning of their involvement with the SIG, but were only now seeing success from them as students were starting to do *"a lot more with their data notebooks.*" He also related with excitement that more students were talking about benchmarks. It was encouraging "*just being able to talk to students and hear them talk about benchmarks…especially students who really hadn't thought about going to college and then after interventions being able to take the Compass or take ACT again and hit benchmark and realize that 'Yeah I can go to college'.*"

Continuing Challenges

The ERSs also described some continuing challenges that existed within their schools. Many referred to the impact of '*the budget'* (district budgets) on retaining teaching positions. One ERS stated that the impact of this was "*We may lose, you know, four or five teachers next year and when you do that…then you increase the numbers in some of the other classes and then you know sometimes that limits you to class offerings. So that's probably the biggest challenge I think right now is…just budget cuts."* Another ERS described the challenge of gaining "*parent-community support… getting more parents involved*."

Eastern Region Cohort 2: Teacher Perspectives

> *"The SIG has provided resources for our students that otherwise would not be at their disposal. . . and the trainings/resources it provided helped us to reach these children in a way that was relevant to them and engaged them in their own learning process allowing them to be academically successful."*
>
> *- Teacher, Eastern Region Cohort 2*

Summary

A survey was given to Cohort 2 teachers in the Eastern Region. Sixty-six teachers responded to the online survey. 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 3.75 on a 5 point scale. The 'Instructional Practices' variable had a higher overall mean (4.22) and the 'Educational Recovery Efforts' variable had a relatively lower overall mean (3.76) relative to other variables.

School Leadership

Respondents in Cohort 2 were asked to rate statements related to their school's leadership. Results indicate that they agreed that the principal participated actively with the school's Instructional Teams (Mean 4.22). In addition, they agreed that the principal modeled and continuously communicated high expectations for significantly improved student achievement (Mean 4.08). Teachers rated the statement 'Our principal spends a significant portion of time working directly with teachers to improve instruction' the lowest (Mean 3.53). Table 4 provides the ratings for all the statements concerning school leadership.

Table 4: School leadership: Cohort 2 teacher survey eastern region

		2014	
Please rate your level of agreement:	**n**	**Std. Dev.**	**Mean**
The Principal participates actively with our school's Instructional Teams.	65	0.868	4.22
Our Principal models and continuously communicates high expectations for significantly improved student achievement.	64	1.203	4.08
Our school personnel are open to change and to interventions for school improvement.	64	0.992	4.02
Our school leadership actively collaborates with faculty in reviewing progress and making recommendations for change.	64	1.161	3.89
Our Principal closely monitors curriculum and classroom instruction.	64	1.125	3.78
Our Principal spends a significant portion of time working directly with teachers to improve instruction.	62	1.201	3.53
Average		**3.92**	

1= Strongly Disagree, 5= Strongly Agree

Instructional Practices

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 4.41) and 'My Instructional Team develops standards-aligned units of instruction for math and literacy at each grade level' (Mean 4.27). In addition to these positive ratings, teachers agreed that they were using student performance data to plan instruction (Mean 4.17), that the school's leadership regularly monitored school-level student performance data (Mean 4.16) and that they individualized instruction based on the results of formative assessments (Mean 4.08). Table 5 provides the rating statements provided for the area of classroom instructional practices.

Table 5: Instructional practices: Cohort 2 teacher survey eastern region

Please rate your level of agreement:		2014	
	n	Std. Dev.	Mean
I frequently assess my students using a variety of evaluation methods.	61	0.857	4.41
My Instructional Team develops standards-aligned units of instruction for math and literacy at each grade level.	49	1.045	4.27
My Instructional Team uses student performance data to plan instruction.	63	0.918	4.17
My school's leadership regularly monitors school-level student performance data.	64	1.019	4.16
I individualize instruction based on the results of formative assessments to provide learning support for some students and to enhance learning opportunities for others.	59	0.979	4.08
Average		**4.22**	

*1= Strongly Disagree, 5= Strongly Agree

Classroom Management

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 engaged all students in classroom discussions and activities (Mean 4.37) and that they clearly informed students of lesson objectives and expected learning outcomes (Mean 4.37). Other areas that were high include 'I balance instruction in my classroom between lecturing and having students work in small group activities' (Mean 4.31) and 'My teaching practice reflects that different learners learn differently' (Mean 4.25). Teachers rated lowest their maintaining records of each student's mastery of specific learning objectives (Mean 3.81) and differentiating assignments in response to student performance on formative assessment (Mean 3.80). Table 6 provides the ratings for statements concerning classroom management practices.

Table 6: Classroom management: Cohort 2 teacher survey eastern region

Please rate your level of agreement:	n	2014 Std. Dev.	Mean
I engage all students in classroom discussions and activities (e.g., encourage silent students to participate).	59	0.686	4.37
I clearly inform students of lesson objectives and expected learning outcomes.	59	0.800	4.37
I balance instruction in my classroom between lecturing and having students work in small group activities.	59	0.742	4.31
My teaching practice reflects that different learners learn differently.	59	0.679	4.25
I maintain a record of each student's mastery of specific learning objectives.	59	1.228	3.81
I differentiate assignments (individualize instruction) in response to student performance on formative assessment.	59	0.879	3.80
Average		**4.15**	

*1= Strongly Disagree, 5= Strongly Agree

Educational Recovery Efforts

Respondents were asked to rate statements about educational recovery efforts. Teachers agreed overall that the PLCs in which they were engaged provided them opportunities to learn from their peers (Mean 4.22) and that math and literacy teachers in their school were open to having the ERS work with them to improve instructional practice (Mean 4.09). Another statement with a relatively high rating was 'My ERS and I have established a positive collaboration in working on classroom practices' (Mean 3.72). Rated slightly lower were the statements 'My ERS supports me in a constructive and non-judgmental manner' (Mean 3.64) and 'There are specific areas in my instructional practice which my ERS can help me improve' (Mean 3.64). The area receiving the lowest rating was the statement 'I am becoming a more effective teacher due to the assistance in instruction from my ERS' (Mean 3.39). Table 7 provides the ratings for the statements for educational recovery efforts.

Table 7: Educational recovery efforts: Cohort 2 teacher survey eastern region

	2014		
Please rate your level of agreement:	**n**	**Std. Dev.**	**Mean**
The Professional Learning Community in which I'm engaged provides me opportunities to learn from my peers.	55	0.985	4.22
Math and literacy teachers in this school are open to having the ERS work with them to improve instructional practice.	47	0.895	4.09
My ERS and I have established a positive collaboration in working on classroom practices.	53	1.497	3.72
My ERS supports me in a constructive and non-judgmental manner.	53	1.518	3.64
There are specific areas in my instructional practice which my ERS can help me improve.	50	1.338	3.64
Since working with my ERS, I have a better understanding of how to use formative assessment data in planning classroom instruction.	52	1.389	3.62
I am becoming a more effective teacher due to the assistance in instruction from my ERS.	49	1.523	3.39
Average		**3.76**	

*1= Strongly Disagree, 5= Strongly Agree

Eastern Region Cohort 3

Introduction

Cohort 3 of the Eastern Region was composed of nine high schools: Bryan Station High School, Dayton High School, Fleming High School, Knox Central High School, Lee County High School, Lincoln County High School, Monticello High School, Perry County High School, and Pulaski County High School. However, Monticello High School merged with Wayne County and exited the SIG. Of the remaining schools, six are rural and two are urban. In 2013-14 the average number of students was 846, and a majority of students in all schools, apart from Pulaski County, were eligible for free or reduced lunch. Five were Community Eligibility Provision (CEP) participating schools.

Bryan Station High School is an urban high school in the Fayette County school district which consisted of approximately 112 teachers and an enrollment of 1,707 students. 65% of the students at Bryan Station High School qualified for free or reduced lunch in 2013-14.

Dayton High School is an urban high school in the Dayton Independent school district composed of approximately thirty-four teachers and an enrollment of 342 students. As a CEP participating school, 55% of students were directly certified for free meals, and 79% of lunches served at Dayton High School were free.

Fleming County High School is a rural high school in the Fleming County school district made up of approximately fifty-four teachers and an enrollment of 642 students. 60% of the students received free or reduced lunch.

Knox Central High School is a rural high school in the Knox County school district which included approximately sixty-one teachers and an enrollment of 832 students. As a CEP participating school, 58% of students were directly certified for free meals and 93% of lunches served were free.

Lee County High School is a rural high school in the Lee County school district which consisted of approximately seventeen teachers and an enrollment of 309 students. Lee County High School is a CEP participating school; 62% of students were directly certified for free meals, and 99% of lunches served at Lee County High School were free in 2013-14.

Lincoln County High School is a rural high school in the Lincoln County school district made up of approximately fifty teachers and an enrollment of 1,020 students. 65% of the students were eligible for free or reduced lunch.

Perry County Central High School is a rural high school in the Perry County school district which consisted of approximately seventy-three teachers and an enrollment of 858 students. As a CEP participating school, 57% of students were directly certified for free meals, and 98% of lunches served at Perry County Central High School/Alternative High School were free.

Pulaski County High School is a rural high school in the Pulaski County school district which consisted of approximately sixty-two teachers and an enrollment of 1,060 students. Pulaski County is a CEP participating school; 44% of students were directly certified for free meals, and 61% of lunches served were free in 2013-14.

In addition to Cohort 3 schools of the Eastern Region this section includes the analysis of interview data from Trimble County High School in the Central Region. There was a concern on the part of evaluators that Trimble's demographic profile differed from other schools in the Central Region in such a way that quotes from Trimble

might identify respondents. With the concurrence of the SIG leadership at KDE, the decision was made to report their interviews with Cohort 3 in the East instead.

Trimble County High School is a rural high school in the Trimble County school district which consisted of approximately twenty-eight teachers and an enrollment of 394 students in 2013-14. 50% of the students at Trimble County High School were eligible for free or reduced lunch.

Within the nine schools in this section, a total of thirteen ERSs and eight ERLs served in 2013-2014. In addition, as referred to previously, one ERL from Cohort 2 of the Eastern Region was included in this analysis for the sake of anonymity. Twelve ERSs and all of the ERLs were interviewed by evaluation staff. Seven of the nine principals participated in interviews as well. Gender of pronouns was randomized to preserve respondent anonymity.

Eastern Region Cohort 3: Principal Perspectives

> *"We've had freshmen, sophomores, numerous of them, taking ACT, and you hear conversations in the bathroom and hallway: 'Did you meet your benchmark; what'd you get?' It used to be, 'We're going to go smoke', now it's, 'How did you do in reading; are you going to take it again?'"*
>
> *- Principal, Eastern Region Cohort 3*

Summary

Principals in Cohort 3 of the Eastern Region were excited about improvements in their schools' climate and culture. Suspension and discipline referral rates had decreased, and students were in classrooms instead of roaming school hallways. In addition, students had begun to believe that school could benefit their futures and were striving to become CCR. At the same time, principals saw a need to continue to improve instructional practices as well as their schools' technology resources.

Successes

School Culture

Principals expressed a belief that their school climate and culture had improved substantially. Several said this was "*the first thing*" they focused on at their schools. Principals reported that suspension rates were "*down*", as were discipline referrals. One principal reported that referrals had "*dropped 60%*." Another boasted that 86% of her students had no referrals, and another 11% had five or fewer. Students were also much more likely than in previous years to be in class instead of roaming the halls in these schools. As one principal put it, "*We have kids in classes; there's never any students in the hallway.*" Another said, "*They go to class; they're doing their work.*"

Principals attributed these changes in part to improvements in instruction and systems for monitoring student behavior. One argued that teaching "*bell to bell*" had reduced tardiness. Some thought students also appeared to be more "*engaged*" during instruction. Another said students were responding to a greater "*consistency*" in instruction. Several pointed out that administrators and teachers were doing a better job of being visible in the hallways. One principal pointed out that they had "*really worked hard*" to ensure "*that no matter what consequence you're giving to students it can't be that they don't have to do the work.*" In this way, students were no longer being rewarded for negative behaviors.

Student Attitudes

However, principals primarily credited the improvements to changing attitudes among students. One principal said, "*Several years ago the atmosphere here among students was complete apathy. 'I don't care'; 'school's a joke', that kind of thing. And with some students we still fight that barrier. But collectively as a school kids have bought in to what we're trying to do. And the approach that we've taken has been a 'what's in this for you?' not 'what's in this for your school?' but 'what is in this for you?' 'Why does this matter for you?' And kids have bought into that.*" Another principal pointed out, "*I tell people it doesn't matter if all of us want it, but if the kids don't want it, it won't happen. I believe they're proving they do want a good education.*"

Principals believed that these changed attitudes had occurred for several reasons. Schools had seen success through efforts to convince students that striving to CCR could benefit their futures. As one principal phrased it, *"You've got a student body that has embraced the changes. They want to get an education and have a chance to leave (Name Redacted) County and make a living."* In addition, several believed teaching students what the benchmarks were and giving them regular feedback concerning their progress had increased buy-in. One principal related, *"(Students are) starting to set goals, and they want to know, they want immediate results when they take a practice, they want to know how they did."* Similarly, another principal argued that creating data notebooks for students had been *"the biggest piece."* Others emphasized the importance of organizing *"lots of celebrations for academics."*

Academic Success

As a result of these changes, principals reported varying degrees of academic success particularly in CCR. One principal boasted, *"Test scores are soaring."* Another had seen a great deal of growth in the number of students taking multiple Advanced Placement (AP) classes and shared that her school's *"ACT composite score just keeps going up."* A third principal was seeing CCR rates twenty-six percentage points higher than at the same time in the previous year, while a fourth reported hitting benchmarks for CCR by November.

Continuing Challenges

Principals stressed the need to continue to improve in instruction and technology. They complained that there was still too much *"sit and get or stand and talk type of instruction."* One principal spoke of the need to *"create this idea of personalized learning."* Another mentioned the need to implement *"more high-yield strategies."* A third referred to teachers who needed *"a lot of guidance on formative assessments and using that to plan tomorrow's lessons or making adjustments based on what was already planned."* A fourth mentioned the need to *"attack literacy in the content area."* Principals agreed that instruction had improved, but as one phrased it, *"The next thing is to get outstanding instruction and engagement practices to be systemic because there are good pockets of it right now. But it's not really systemic yet and once that occurs then that'll be our next big jump."*

Principals also emphasized the lack of adequate technology resources at their schools. One principal needed additional Plato licenses in order to enable students to participate in credit recovery opportunities. Others spoke of a need for more computers and computer labs to create a more *"engaging"* or *"personalized"* learning environment. Two principals spoke of computers that were nearly a decade old; one of them referred to some of the school's computers as *"basically junk that we hold together with duct tape."* Another put it more simply, *"Our technology here is really weak."*

> *"We went from the bottom 5% to 55%. That definitely spoke volumes. I think it was at that point that they started saying, 'Okay, it may be okay to listen, we're okay now'"*
>
> *- ERL staff, Eastern Region*

Summary

Of the four Cohort 2 schools only one employed an ERL in their third year of SIG funding; previous ERLs left the initiative as a result of retirement or acceptance of district leadership positions. To maintain anonymity, the Eastern Cohort 2 and 3 ERL interviews have been combined.

In their interviews, ERLs in the Eastern Region identified a number of improvements within the schools that they served. Successes were noted in the areas of instructional leadership from principals, relationships between the district and schools, gains in CCR, teacher effectiveness, and student buy-in. At the same time, ERLs noted that principals still needed additional support to grow as instructional leaders and expressed concern at the impact ER staff turnover was having on the principals' rate of growth.

Successes

Instructional Leadership

Many of the ERLs stressed the importance of the principal providing instructional leadership within their buildings. They were very cognizant of the importance of the principal's support to enable their work to be successful. One ERL related that the ER team members were viewed as "*outsiders coming in"* by many of the teachers in their school with an attitude of "*this too shall pass*". However, he felt the principal "*stood firm*" on the commitment to make things better. Several ERLs were also very positive concerning the pedagogical skill principals brought to their buildings. One reported that her principal was teaching math in one of their intervention periods. Another stated that his principal had been "*a math teacher and really loved that role*." In both cases, ERLs reported that principals had a great deal of credibility in addressing issues of instruction with their teachers and had tools that they could impart to them. Other ERLs indicated that their principals were not yet functioning as strong instructional leaders but were growing rapidly in this area. As one phrased it, "*I think that she's made great strides in (instructional leadership). She's in class doing walkthroughs and giving feedback. It was slow out of the gate, but we're in a place where it's being consistent, and she's asking assistant principals to step up to the plate to do the same thing. So we're finally rolling."*

Relationships between Schools and Districts

ERLs in the Eastern Region also described the positive relationship that had developed between the districts and schools. One stated emphatically how important this relationship had been. "*The leadership, the leadership is crucial in setting the tone for that (support for the ER team), and I felt like this school and this district did as much as they could to try to set a good tone (saying) 'We need help. We want to grow. We want to get better. Help*

guide us in that area'. So I think they did a nice job of that." Another ERL described the relationship between the school, administrators, and the district as "*strong…they've been very supportive.*"

College and Career Readiness (CCR)

All ERLs in the Eastern Region reported increases in CCR scores in their schools. One ERL noted, "*We are way above CCR percentage based on this time last year. We are already ahead. And that was the two things that kept us afloat (last year) was our graduation rate which was 94% and our CCR which was 82%.*" Another ERL, when describing CCR in their school before the SIG, stated, "*The first year, which I think was one year or two years before we came they had seven kids, not 7%, seven kids considered college ready. Our percentage last year including the bonus was seventy-one or somewhere in that neighborhood.*" A third ERL enthusiastically described CCR as one of the biggest successes at his school to date saying, "*This year one of the things that spread across the* (school) *is that…kids* (are becoming) *college ready or college and career ready… we're already past the number for our CCR last year at the end of the year, we're already past that at this time during the year.*" Another ERL believed that the awareness of CCR had increased from the previous year. She stated, "*There was very little emphasis on College and Career Readiness and now I believe whether it's students, teachers, admins, whoever, the level of awareness and the level of importance placed upon College and Career Readiness has grown by leaps and bounds.*"

Teacher Effectiveness and Student Buy-in

Many of the ERLs attributed the academic gains they saw to more effective classroom instruction and students' ownership of their progress. As one ERL reflected, "S*tudent progress has shown in their assessment results. But more importantly than the assessment results you go in the classrooms now and see things happen. You see sharing of information between colleagues. You see if I have a concern about individuals I know where to go rather than every man for himself. Everyone knows what to do to help these kids be successful."* Additionally, all the ERLs in the Eastern Region noted the increase in "*student ownership*" of their progress. One ERL stated, "*It's been a culture shift here really to get the students to buy in to what CCR means to them.*"

Continuing Challenges

Though ERLs believed that principals had grown as instructional leaders, they stated in interviews that this remained an area in which principals needed further support. In particular, ERLs indicated that principals needed to improve in the feedback they provided to teachers after walkthroughs. One ERL mentioned that teachers in their school had expressed concerns like, "*We don't get enough feedback in our instruction in general or our assessment to help us"* The ERL felt this was true of district walkthroughs as well, saying "*Even at the district level the teachers are not getting feedback from central office about instruction assessment".* Other ERLs suggested that feedback from principals and other leaders needed to become "*more consistent.*" ERLs also identified a need for principals to mentor assistant principals to build their capacity in instructional leadership.

Because of the need for consistent support to principals, ERLs also expressed frustration at the turnover of ER staff within their schools and the reduction in the number of ER team members in some cases. One ERL passed on the words of his principal, "*We've had a lot of people in our building and a lot of offers for assistance, but with the structure of putting the ER teams in place now to support us, KDE finally got that right."* According to the ERL, this same principal was now concerned that this "*solid structure (would not be) left in place continually for the total of those three years.*" Another ERL spoke of his principal's difficulty in developing the same level of

"comfort" after ER turnover that he had with previous members of the ER team. This delayed reform efforts as partners were forced once again to work through the trust building stage and to learn how to work together.

Eastern Region Cohort 3: Education Recovery Staff Perspectives

> *"These teachers are starting, are looking at their data and they're putting faces on numbers and they're taking ownership of kids and they're helping them be successful in ways that they have not been successful."*
>
> *- ERS staff, Eastern Region Cohort 3*

Summary

ERSs in Cohort 3 of the Eastern Region saw improvements in school leadership, student engagement and achievement, instruction, PLCs, and the culture within their buildings. Challenges varied from school to school and included resistance from pockets of teachers, communication challenges between schools and districts, and a need to better identify and work with GAP students—student groupings mandated by federal guidelines; i.e. African-American, Hispanic, Native American, students with disabilities, poverty (students qualifying for free or reduced-price lunches), and limited English proficiency.

Successes

Leadership and the ER staff

The ERSs in Cohort 3 of the Eastern region were quite positive about the improvement in school leadership that they observed. One ERS praised his leadership team as being "*100 percent dedicated to student learning*", while another emphasiszed that "*every decision in the school is based on students…the leadership team is very, very strong".* A third ERS spoke of *"amazing leadership (from) the principal, not me."* ERSs were particularly pleased that principals at their schools were willing to pursue an open "*side-by-side*"collaboration with the ER Team.

Academic Improvement

ERSs were also very encouraged by what they perceived as improved student attitudes and academic gains over the last year. Several of these schools had instituted school-wide intervention periods within their school calendar that were believed to be particularly effective. One ERS described an intervention period designed to help students meet benchmark on the Compass exam that started as "*a class of eighteen at the beginning of the trimester, and then by the end of the trimester (there were) like four…that's really exciting. You know that you're being able to impact that many students."* Another ERS said the use of the ALEKS program in her school had moved students "*to a 67% success rate*" in math from a 40% rate the year before.

Additionally, all of the ERSs described a positive change in students' attitudes. One ERS said their team had been working on *"building up that sense of ownership within the teachers, but also with the students because the students…for them to realize that they can do it and really make it happen and be successful…it opens up new doors for them"*. He related that students were now walking the hallways saying, *"Oh, what did you get on your test?"* and *"You know I made it into the honors class because I…"* Another ERS said the biggest success in her school was, "*the students taking ownership of their learning."*

Teaching and Instruction

ERSs also reported improvements in teaching and instruction. All shared that teachers were embracing the idea of using data to plan and assess student learning. Teachers were said to be "*learning to use data more effectively*" and "*embracing using some data to move kids*." ERSs also related that teachers were setting goals for their classes and their students. One ERS described the positive change she had seen in teachers who were previously struggling, saying "*I am seeing increased teacher leadership. I'm seeing, instead of being asked 'What should I do in this process?', they're coming to me with an idea saying 'What do you think?' So they're thinking through stuff…They're being more proactive rather than reactive*."

PLCs, Culture, and Climate

ERSs were particularly excited about growth in PLCs and supports for staff. One described the PLC process as "*the greatest success we've seen*." Another enthusiastically described how the PLC process was "*now in their (the teacher's) hands…it's not something we're dictating anymore…they have taken ownership of it and they're running it themselves.*" In addition, growth in the culture and climate at the schools was described by all ER staff interviewed. One shared, "*I think one of the greatest strengths of this school is that they have a very positive learning environment. I think that there's a lot of comradery in this building. I think there are some excellent, excellent teachers in this building. And I think that more and more the students feel like they are really a part of a family at this school.*"

Continuing Challenges

Challenges identified by ERSs differed across schools and therefore few themes appeared across the group. Some ERSs spoke of pockets of teachers who saw "*PD as a waste of their time.*" Others mentioned barriers to communication and shared expectations between schools and districts. Several ERSs expressed concern that capacity was not being built quickly enough within districts to create sustainable improvement. Finally, one ERS related a need to identify GAP students and meet their needs.

Eastern Region Cohort 3: Teacher Perspectives

> *"This opportunity has opened doors for our school that may have never been opened before. Our school climate has changed and is more focused on teaching and learning. We have developed stronger PLCs which has helped us design better lessons for our students. We are improving because we have the ERS and KY SIG involvement; otherwise I don't think our growth would have occurred or could continue to occur!"*
>
> *- Teacher, Eastern Region Cohort 3*

Summary

117 teachers from Cohort 3 schools in the Eastern Region responded to the survey which asked respondents 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'. Similar to Eastern Cohort 2 ratings, the overall means for all four major variables in Eastern Region Cohort 3 were high, with mean ratings above 3.8 on a 5 point scale. The 'Classroom Management' variable had a higher overall mean (4.20) and the 'School Leadership' variable had a relatively lower overall mean (3.88) relative to other variables.

School Leadership

Respondents were asked to rate statements related to their school's leadership. Results indicated that they believed that their principal modeled and continuously communicated high expectations for significantly improved student achievement (Mean 4.14). In addition, they mostly supported the statements that their principal participated actively with their school's Instructional Teams (Mean 4.11) and their school personnel were open to change and to interventions for school improvement (Mean 4.09). Teachers assessed the statement 'Our Principal spends a significant portion of time working directly with teachers to improve instruction' the lowest (Mean 3.38). Table 8 provides the ratings for all the statements concerning school leadership.

Table 8: School leadership: Cohort 3 teacher survey eastern region

Please rate your level of agreement:	2014		
	n	Std. Dev.	Mean
Our Principal models and continuously communicates high expectations for significantly improved student achievement.	116	1.224	4.14
The Principal participates actively with our school's Instructional Teams.	116	1.244	4.11
Our school personnel are open to change and to interventions for school improvement.	114	1.072	4.09
Our school leadership actively collaborates with faculty in reviewing progress and making recommendations for change.	115	1.161	3.79
Our Principal closely monitors curriculum and classroom instruction.	113	1.241	3.77
Our Principal spends a significant portion of time working directly with teachers to improve instruction.	114	1.347	3.38
Average			**3.88**

*1= Strongly Disagree, 5= Strongly Agree

Instructional Practices

Respondents were asked to rate statements about their classroom instructional practices. Teacher responses were positive on all these statements. The statements receiving the highest level of agreement were 'I frequently assess my students using a variety of evaluation methods.' (Mean 4.26) and 'My Instructional Team uses student performance data to plan instruction' (Mean 4.21). In addition to these positive ratings, the teachers agreed that they individualized instruction based on the results of formative assessments to provide learning support for some students and to enhance learning opportunities for others (Mean 4.18), their Instructional Teams developed standards-aligned units of instruction for math and literacy at each grade level (Mean 4.17), and their school's leadership regularly monitored school-level student performance data (Mean 4.16). Table 9 provides the rating statements provided for the area of classroom instructional practices.

Table 9: Instructional practice: Cohort 3 teacher survey eastern region

	2014		
Please rate your level of agreement:	**n**	**Std. Dev.**	**Mean**
I frequently assess my students using a variety of evaluation methods.	109	0.971	4.26
My Instructional Team uses student performance data to plan instruction.	105	0.973	4.21
I individualize instruction based on the results of formative assessments to provide learning support for some students and to enhance learning opportunities for others.	108	0.921	4.18
My Instructional Team develops standards-aligned units of instruction for math and literacy at each grade level.	95	1.033	4.17
My school's leadership regularly monitors school-level student performance data.	114	1.167	4.16
Average		**4.19**	

*1= Strongly Disagree, 5= Strongly Agree

Classroom Management

Respondents from Cohort 3 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 4.43) and that they clearly informed students of lesson objectives (Mean 4.41). Other statements with high positive responses were 'I engage all students in classroom discussions and activities' (Mean 4.37) and 'My teaching practice reflects that different learners learn differently' (Mean 4.31). Teachers gave the lowest ratings to their ability to differentiate assignments in response to student performance on formative assessment (Mean 4.02) and their record maintenance of student mastery on learning objectives (Mean 3.65). Table 10 provides the ratings for statements concerning classroom management practices.

Table 10: Classroom management practices: Cohort 3 teacher survey eastern region

Please rate your level of agreement:	2014		
	n	Std. Dev.	Mean
I balance instruction in my classroom between lecturing and having students work in small group activities.	95	0.854	4.43
I clearly inform students of lesson objectives and expected learning outcomes.	103	0.841	4.41
I engage all students in classroom discussions and activities (e.g., encourage silent students to participate).	99	0.799	4.37
My teaching practice reflects that different learners learn differently.	103	0.801	4.31
I differentiate assignments (individualize instruction) in response to student performance on formative assessment.	102	0.970	4.02
I maintain a record of each student's mastery of specific learning objectives.	100	1.161	3.65
Average	**4.20**		

*1= Strongly Disagree, 5= Strongly Agree

Educational Recovery Efforts

Finally, respondents from Cohort 3 in the Eastern Region were asked to rate statements related to ERS practices. Teachers rated educational recovery efforts fairly positively, though ratings for educational recovery efforts were lower than instructional practices and classroom management practices. In general, the teachers agreed that the PLCs in which they were engaged provided them with opportunities to learn from their peers (Mean 4.25) and that math and literacy teachers in the school were open to having the ERS work with them to improve instructional practices (Mean 4.23). 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 3.93) and that they became more effective teachers due to the assistance in instruction from their ERSs (Mean 3.90). Table 11 provides the ratings for all the statements concerning educational recovery efforts.

Table 11: Educational recovery efforts: Cohort 3 teacher survey eastern region

Please rate your level of agreement:		2014	
	n	Std. Dev.	Mean
The Professional Learning Community in which I'm engaged provides me opportunities to learn from my peers.	91	1.085	4.25
Math and literacy teachers in this school are open to having the ERS work with them to improve instructional practice.	77	1.237	4.23
My ERS supports me in a constructive and non-judgmental manner.	89	1.268	4.18
My ERS and I have established a positive collaboration in working on classroom practices.	87	1.227	4.15
There are specific areas in my instructional practice which my ERS can help me improve.	82	1.128	4.09
Since working with my ERS, I have a better understanding of how to use formative assessment data in planning classroom instruction.	84	1.307	3.93
I am becoming a more effective teacher due to the assistance in instruction from my ERS.	82	1.419	3.90
Average		4.10	

*1= Strongly Disagree, 5= Strongly Agree

Western Region

Introduction

The Western Region was composed of one Cohort 2 school--Christian County High School--and three Cohort 3 schools: Franklin-Simpson High School, Hopkins County Central High School, and Livingston Central High School. Because there is only one school in Cohort 2, all four schools were grouped together for interview analysis to protect anonymity of responses. Christian County is an urban school, and the rest are rural. About half of the students in the rural schools and about 70% of the students at Christian County are eligible for free or reduced lunch.

Christian County High School is an urban high school in the Christian County school district which consisted in 2013-2014 of approximately seventy-five teachers and an enrollment of 1,213 students. 72% of the students at Christian County High School were eligible for free or reduced lunch.

Franklin-Simpson High School is a rural high school in the Simpson County school district which was made up of approximately fifty-two teachers and an enrollment of 830 students. 52% of the students at Franklin-Simpson High School qualified for free or reduced lunch.

Hopkins County Central High School, a rural high school in the Hopkins County school district included approximately sixty-two teachers and an enrollment of 862 students. 50% of the students at Hopkins County Central High School qualified to receive free or reduced lunch.

Livingston Central High School is a rural high school in the Livingston County school district which consisted of approximately twenty-seven teachers and an enrollment of 318 students. 49% of the students at Livingston Central High School were eligible for free or reduced lunch.

Within the four schools in this section, a total of five ERSs and four ERLs served in 2013-2014. All were interviewed by evaluation staff. All of the four principals participated in interviews as well. Gender of pronouns was randomized to preserve respondent anonymity.

Western Region: Principal Perspectives

"So for me what I've done personally is I go into any classroom. I actually model this for the teachers. We have it recorded so it goes on a teacher share. Teachers can look at it… So I go in and I actually model that. I coach it, I talk to it. At this stage we do not force it on people because it wouldn't be any different than what's been done it the past"

- Principal, Western Region

Summary

Principals in the Western Region were proud of the improvements in instruction and culture they had observed in their schools. They believed these improvements were driving increases in CCR rates and school scores. Nevertheless, they worried about whether or not these changes were sustainable.

Successes

Instruction

Across the board, principals reported that instructional practices were improving within their schools. One said the grant helped instruction "*change for the better*" because it "*emphasize(d) the importance of good instruction in the classroom.*" Another said "*just better instruction in the classrooms*" was the main driver of the successes his school was seeing in student scores and CCR. A third agreed in a more guarded fashion, "*Bottom line is teachers are not where I would want them to be. They're not where I think they could be at this time, but at the same time I think they're probably still ahead of the curve.*"

School Culture

Principals also agreed that their school cultures had improved. One said it had become "*a student-centered culture.*" Teachers were involving students in instruction and focusing on "*making relationships*" with students. Student pictures were being hung in hallways, and student successes were being celebrated. As one principal put it, "*We really want (students) to know that…this school is about them. It's not about the adults in the building.*"

As a result, principals reported that discipline referrals had dropped dramatically. Attendance had increased. Suspensions had gone down. Student engagement had improved. One principal said, "*Two or three years ago you would walk down the hall and you know you'd see kids that wouldn't be engaged, had their head down in class. You just don't see that much anymore. Our discipline rate's a lot lower than it had been you know three or four years ago.*" Another shared, "*Our students want to do well. I mean that's the …night and day difference … kids come running and show you they passed a Compass test, and now they've become CCR, and they're wanting to please you. And that's, that's been the thing, their drive to be successful is a plus. And they're wanting, they're working as hard as the teachers are working.*"

Academic Success

Principals believed that the combination of improved instruction and the desire of students to improve were leading to increased academic success. Several reported that CCR rates had improved, some markedly. One principal shared that ACT scores had risen. Another principal bragged, "*We were in the bottom five percent two years ago. We are now in the top three percent. We're the twelfth rated high school in Kentucky. Our college and career readiness rate has gone from 30% to 85%. And we have 136 seniors out of 180 currently as of March 13th at 9:15 a.m. Central Standard Time that are either College or Career Ready.*"

Continuing Challenges

At the same time, principals worried about whether or not the changes were sustainable. Several reported that they had lost staff positions, personnel they needed for "*more individualized instruction.*" The students coming from area middle schools were still performing well below grade level which made every year a new challenge. One principal expressed the fear that, "*While we have some things on the surface that are right and cleaned up and much improved from the standpoint of behavior and student accomplishment…I can tell you that is not what's deeply embedded in them.*" He continued, "*This group here, you know, just because of the improvement that we've had, I can assure you, we are not automatic, and if we don't continue to apply the forces that have been applied up into this point, kids will revert back to what is much more deeply engrained in them. Right now, you know, we're at a superficial level of doing all the things that we should be doing, but I promise you without those consistent forces, every direction that we turn, I can assure you that people will revert back to what they know best.*"

Western Region: Education Recovery Leadership Staff Perspectives

> *"The leadership is starting to become more within the building instead of within us."*
>
> *- ERL staff, Western Region*

Summary

The ERLs in the Western Region described their roles as evolving from that of a "*mentor*" to more of a "*coaching*" role. Most of the ERLs described their principals as "*growing*" in their capacity as instructional leaders and discussed their increasing leadership in PLCs and CCR. In addition to these increasing roles, the principals were described as becoming more and more independent. At the same time, ERLs agreed that principals still had room for further growth.

Successes

Changing Roles of the ER Team

ERLs spoke of two positive changes in the ways they interacted with administrators and teachers. First, school personnel were increasingly willing, or at least resigned, to work with ER staff as their role in the buildings became better understood and accepted. As one ERL phrased it, "*Teachers are knowing how to use us more and how to come to us more. Admin is coming to …both of us, but me (especially) this year… they're coming like 'oh okay this is something I have to do so let's get working on it.'*" Secondly, the ER staff found their role as directive leaders decreasing as their supporting role increased. All ERLs said that principals were taking a more active leadership role within the building. One ERL described it, "S*o the leadership is starting to become more within the building instead of within us."* They reported that this increasingly active leadership was seen in meetings with leadership staff, walkthroughs, curriculum, and PLC's.

Growth of the Principals as Instructional Leaders

The principal's role in instruction was described by the ERLs as "*growing*". One ERL described the principal and the ER staff's role in instruction (from the perspective of the teachers) as "*dynamic, supportive, encouraging, hands-on … It is not a gotcha culture, it is a coaching culture."* Another ERL stated that the leadership was improving; the ERL believed that the principal was taking "*baby steps"* and focusing more on the "*whole process*" (program review process, professional growth, and PGES). Another was encouraged that the principal was very deliberate in having a system in place for weekly administrative meetings and had begun to work more with the content area teachers in looking at lesson plans and data. ERLs also praised the actions of principals who were "*doing more and more things independently*" and had "*changed the instructional focus to common assessments and the analysis of those assessments for further instruction*".

In addition, principals were described by ERL's as more focused on PLCs and CCR. One ERL emphatically referred to her principal's leadership role in CCR as, *"heavy, heavy, heavy."* She described the CCR activities they

conducted together--"*We have a chart and every day, every time a student passes or meets benchmark on one of the Compass content subjects that goes up. Every week we look at how many students are now career ready, college ready, both, so our percentages continue to rise.*" Another ERL, referring to the principal's lead role in PLCs, said *"so we put him at the head, and we do that for a reason, and he takes it on because he understands it. We help feed him what he needs and he does research on his own too. He's a go-getter. He takes that lead in those roles."*

Continuing Challenges

Areas for Continued Principal Growth

For ERLs, the flipside of praising the principals' growth was that they still had more growing to do. Principals still had not completely embraced changes that the ER teams were leading. One ERL said they faced the challenge of "*trying to get the principal to take more ownership of the systems that we put in place last year. And moving those forward more on his own.*" Another stated that they had experienced some "*pushback*" from the principal in the words, "*Don't overwhelm my people. Don't; no, we can't do one more thing.*" This ERL worried that changes would not be sustainable if resources were pulled out *"too fast.*"

Western Region: Education Recovery Specialist Perspectives

"We're trying to foster a more collaborative spirit, thinking that the answers are in the building. We just have to get them connected so that they can continue to, you know, solve any problems that do come up."

- ERS staff, Western Region

Summary

ERSs in the Western region described increased support for PLCs by both administrators and teachers. As a result, principals were monitoring PLCs' practices and teachers were embracing them as a source of help and advice. In addition, ERSs felt that instruction had improved. Teachers were more effectively engaging students, using more literacy and math strategies, developing better lesson plans, and doing a better job of meeting individual student needs. At the same time, ERSs worried that changes might not yet be sustainable and expressed concern about high rates of teacher turnover.

Successes

Growth in Support for PLCs

Most of the ERSs in the Western Region believed that they had seen growth within teachers and administrators, particularly in their support for PLCs. As one ERS phrased it, "*I would say our staff as a whole has grown greatly…because they really do seem to want to do what is best for their kids.*" In particular, ERSs described an increase in support from administrators towards PLCs which made them stronger and even more focused. Because of their increased support, principals were also more focused on monitoring PLCs' quality. One ERS described the change thusly, "*And now this year they are (analyzing student data) in their PLCs and they are turning in that work to (the principal) and then he gives it to us and we help him look through it to make sure it's being, you know, we're monitoring to make sure it's happening. But that's how it's changed really from last year to this year. The PLCs last year were… they tried to have a focus, but the focus could be in lots of different ways. This year it's solely focused on looking at data, at student work and making decisions based upon the data.*"

In addition, the ERSs suggested that most of the teachers had also developed a positive attitude toward PLCs and understood the importance of *"buy in"* to "*turn things around.*" One ERS described the attitude of the teachers in his school towards PD and PLCs as, *"For the most part they are (responsive). There's a few that feel like, you know, they're giving time up. But it's a small minority. It's very small minority."* This was particularly true when teachers were leading *"their own PLCs"* and the material was "*stuff that they need and they want to work on, that they're struggling with and need advice (about) from each other.*"

Improvements in Teaching and Instruction

ERSs described teachers as being more engaged with students and working towards improving classroom management to increase "*active engagement*". One ERS said, "*Classroom management is better …We've had outside people that have worked with this district come back and they see a change. So that means a lot to us*

because they were here before us, you know." Another ERS stated that many teachers who were at first resistant had really *"come along"; a third concurred saying*, *"They are listening to our coaching points, they're using them."*

Instructional practices had also improved because teachers were utilizing more literacy and math strategies in their teaching and there was increasing accountability for teachers to develop effective lesson plans. One ERS said, "*We're continuing to monitor weekly, daily lesson plans and weekly overviews. They still send those to us and we look over them and provide feedback.*" Another believed that teachers had not been held accountable in his school for daily and weekly lesson plans to "*a high degree*" prior to the arrival of the ER team.

Gains in using data to improve practice, guided planning, walkthroughs, academic engagement, and focusing on student needs were also observed by the ERS staff. One ERS stated, "*We've got a lot of good things going on. Celebrations, really looking at data, PLCs, guided planning, walkthroughs, which are really intentional. The focus is very intentional.*" Another ERS believed that more students were meeting benchmarks in reading because of targeted interventions and focusing on the students' individual needs. "*We've come up with kind of a process that we use with students when … they still need to meet benchmark in reading...it's kind of been a … painful growing thing that we've done. But we've come up kind of with a process to get them to benchmark in the area of reading.*"

Continuing Challenges

Many of the continuing challenges described by the ERSs centered on sustainability of the programs and the impact of the turnover of teachers on reform efforts. One ERS described his fear of what would happen when the ERS team left the school. "*My biggest fear is when we're gone balls start to get dropped a few more each time and pretty soon we're back to where we were before we came here. So I would say that our biggest thing is have we created the sustainability with the right people to keep things going in the right direction?*" Other ERSs described the difficulty of training new teachers in an environment with a great deal of personnel turnover. As one phrased it, "*We have, unfortunately, a pretty large teacher turnover, so (we) have to revisit some things from year to year to get those new teachers caught up*".

Western Region: Teacher Perspectives

"I have benefited from the individual attention from the ERS. They have helped me with lesson plans, learning targets and to obtain resources for my classroom."

- Teacher, Western Region

Summary

In the Western Region, eighty-three teachers responded to the online survey which asked them 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 4.25 on a 5 point scale. The 'Instructional Practices' variable had a higher overall mean (4.29), and the 'ER Efforts' variable had a lower overall mean (3.86) relative to other variables.

School Leadership

Respondents were first asked to rate statements related to their school's leadership. Results indicated they agreed that their principal modeled and continuously communicated high expectations for significantly improved student achievement (Mean 4.52). In addition, the teachers agreed that the principal participated actively with the school's Instructional Team (Mean 4.43) and that the school's leadership actively collaborated with faculty in reviewing progress and making recommendations for change (Mean 4.34). Teachers gave the lowest rating to the statement that their principal spent a significant portion of his or her time working directly with teachers to improve instruction (Mean 3.97). Table 12 provides the ratings for all the statements concerning school leadership.

Table 12: School leadership: Teacher survey western region

		2014	
Please rate your level of agreement:	**n**	**Std. Dev.**	**Mean**
Our Principal models and continuously communicates high expectations for significantly improved student achievement.	81	0.995	4.52
The Principal participates actively with our school's Instructional Teams.	82	1.082	4.43
Our school leadership actively collaborates with faculty in reviewing progress and making recommendations for change.	82	1.073	4.34
Our Principal closely monitors curriculum and classroom instruction.	82	1.121	4.24
Our school personnel are open to change and to interventions for school improvement.	82	1.146	4.17
Our Principal spends a significant portion of time working directly with teachers to improve instruction.	79	1.211	3.97
Average		**4.28**	

*1= Strongly Disagree, 5= Strongly Agree

Instructional Practices

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 'My school's leadership regularly monitors school-level student performance data' (Mean 4.43), 'I frequently assess my students using a variety of evaluation methods' (Mean 4.30) and 'I individualized instruction based on formative assessments to provide learning support for some and enhance learning opportunities for others' (Mean 4.29). In addition to these positive ratings, teachers agreed with the statements 'My Instructional Team develops standards-aligned units of instruction for math and literacy at each grade level' (Mean 4.24) and 'My Instructional Team uses student performance data to plan instruction' (Mean 4.19). Table 13 provides the ratings for statements concerning classroom instructional practices.

Table 13: Instructional practices: Teacher survey western region

		2014	
Please rate your level of agreement:	**n**	**Std. Dev.**	**Mean**
My school's leadership regularly monitors school-level student performance data.	80	1.010	4.43
I frequently assess my students using a variety of evaluation methods.	73	0.932	4.30
I individualize instruction based on the results of formative assessments to provide learning support for some students and to enhance learning opportunities for others.	73	0.929	4.29
My Instructional Team develops standards-aligned units of instruction for math and literacy at each grade level.	58	1.277	4.24
My Instructional Team uses student performance data to plan instruction.	77	1.163	4.19
Average		**4.29**	

*1= Strongly Disagree, 5= Strongly Agree

Classroom Management

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 4.59) and that they engaged all students in classroom discussions and activities (Mean 4.57). Other statements rated highly by the teachers were that they balanced instruction in their classroom between lecturing and having students work in small group activities (Mean 4.42) and that their teaching practices reflected that different learners learn differently (Mean 4.30). Teachers rated the item regarding maintenance of a record of student mastery of specific learning objectives (Mean 3.75) the lowest. Table 14 provides the ratings for statements concerning classroom management practices.

Table 14: Classroom management: Teacher survey western region

Please rate your level of agreement:	2014		
	n	Std. Dev.	Mean
I clearly inform students of lesson objectives and expected learning outcomes.	68	0.732	4.59
I engage all students in classroom discussions and activities (e.g., encourage silent students to participate).	65	0.701	4.57
I balance instruction in my classroom between lecturing and having students work in small group activities.	64	0.806	4.42
My teaching practice reflects that different learners learn differently.	67	0.864	4.30
I differentiate assignments (individualize instruction) in response to student performance on formative assessment.	64	0.952	4.00
I maintain a record of each student's mastery of specific learning objectives.	64	0.952	3.75
Average		**4.27**	

*1= Strongly Disagree, 5= Strongly Agree

Educational Recovery Efforts

Respondents in the Western Region were asked to rate statements related to ERS functions. Teachers rated educational recovery efforts lower than instructional practices, classroom management, and school leadership. The teachers, on average, agreed that the PLCs in which they were engaged provided them with opportunities to learn from their peers (Mean 4.23) and that math and literacy teachers in the school were open to having the ERS work with them to improve instructional practices (Mean 4.06). Teachers also agreed that their ERSs supported them in a constructive and non-judgmental manner (Mean 3.90) and that since working with their ERSs, they had a better understanding of how to use formative assessment data in planning classroom instruction (Mean 3.89). However, teachers agreed less with the statement 'There are specific areas in my instructional practice which my ERS can help me improve.' (Mean 3.56). Table 15 provides the ratings for all the statements concerning educational recovery efforts.

Table 15: Educational recovery efforts: Teacher survey western region

Please rate your level of agreement:	2014		
	n	Std. Dev.	Mean
The Professional Learning Community in which I'm engaged provides me opportunities to learn from my peers.	60	1.160	4.23
Math and literacy teachers in this school are open to having the ERS work with them to improve instructional practice.	50	1.207	4.06
My ERS supports me in a constructive and non-judgmental manner.	60	1.274	3.90
Since working with my ERS, I have a better understanding of how to use formative assessment data in planning classroom instruction.	57	1.150	3.89
My ERS and I have established a positive collaboration in working on classroom practices.	57	1.302	3.75
I am becoming a more effective teacher due to the assistance in instruction from my ERS.	55	1.256	3.64
There are specific areas in my instructional practice which my ERS can help me improve.	55	1.276	3.56
Average		**3.86**	

*1= Strongly Disagree, 5= Strongly Agree

Central Region (Jefferson County) High Schools

Introduction

Central Region High Schools originally consisted of six Cohort 2 high schools in Jefferson County and one Cohort 3 high school in Trimble County. As related in a previous section, there was a concern on the part of evaluators that quotes from Trimble might identify respondents because Trimble was the only rural school in the Central Region. With the concurrence of leadership at the KDE, the decision was made to report their interviews with Cohort 3 in the East instead. The remaining six schools are: Doss High School, Fairdale High School, Iroquois High School, Seneca High School, Southern High School, and Waggener High School. All are urban, large, and contain a sizable percentage of students from poverty. The average number of students in 2013-2014 was 1,036, and three-quarters or more of the student body were eligible for free or reduced lunch pricing.

Doss High School consisted of approximately 63 teachers and an enrollment of 978 students. 81% of the students at Doss High School qualified for free or reduced lunch.

Fairdale High School employed approximately 70 teachers and has an enrollment of 1,049 students. 77% of the students at Fairdale High School were eligible for free or reduced lunch.

Iroquois High School was made up of approximately 78 teachers and an enrollment of 982 students. 91% of the students at Iroquois High School met the requirements for free or reduced lunch.

Seneca High School (Seneca Binet) included approximately 89 teachers and an enrollment of 1,429 students. 74% of the students at Seneca Binet School were eligible for free or reduced lunch.

Southern High School consisted of approximately 80 teachers and an enrollment of 1,068 students. 74% of the students at Southern High School met the federal requirements for free or reduced lunch.

Waggener High School was made up of approximately 61 teachers and an enrollment of 709 students. 75% of the students at Waggener High School qualified for free or reduced lunch.

Within the six schools, a total of nine ERSs and three ERLs served in 2013-2014. All but one ERS were interviewed by evaluation staff, and five of the six principals participated in interviews as well. Gender of pronouns was randomized to preserve respondent anonymity.

Central Region (Jefferson County) High Schools: Principal Perspectives

"We've created a culture of continuous improvement, expectations have risen for students, a lot more focus on CCR. We talk about that a lot. More students taking the ACT more often, more students meeting those benchmarks, just in a nutshell we've been able to create a more academic culture."

- Principal, Central Region (Jefferson County) high school

Summary

Principals in high schools of the Central Region were pleased with the improvements they observed in instruction and interventions at their schools. They believed that teachers were working more collaboratively and were being more successful at engaging students and meeting their individual needs. These principals had also observed positive skill gains among many students who were involved in interventions. In addition, they reported that students had begun to believe in their ability to learn, which was transforming the culture of their buildings. The combination of these factors was leading to improved test scores and CCR rates. However, principals universally believed that these improvements were jeopardized by the loss of SIG funding at the end of the academic year.

Successes

Instruction and Interventions

Principals expressed positive opinions concerning the improvements in instruction within their schools and the successful use of interventions to improve students' skill gaps. They reported that teachers had become more "*collaborative*" in their teaching. Several praised the improvements in PLC work and the impact they were having on student learning. As one principal phrased it, "*There's more conversations between different grade level teachers about, like 'We're seeing a breakdown here in this whatever particular topic' and . . . 'That's something that, you know, we know they covered last year. Let's go back and let's see how that was taught and see if we can come up with a better way to bridge that gap so that kids are retaining it for the next year or maybe a better way of teaching it in the first place.'*"

One principal believed the posting of learning targets and closing formative assessments was helping students to understand what they were expected to learn each day. Another mentioned the positive impact of teacher-initiated standards-based grading policies. Principals also reported seeing more students engaged in "*purposeful talk with one another as opposed to question and answer from teacher to student*", "*differentiated instruction*", and "*teachers reward(ing) success and effort.*" One principal said the data they collected weekly showed "*that teachers are evaluating their common formative data, recommending students for intervention, finding ways to teach differently to those students.*"

Several principals were particularly proud of the progress they were seeing from the intervention periods they had created to help students remediate literacy and math skills. One principal said that 80% of students were "*meeting the standard learning targets at the end of intervention.*" Another related observing students "*Do*

some targeted interventions during advisory time…and their score (on the Compass) increases eleven points…so we have kids that we know are (being impacted) instructionally."

Student Culture

Principals were also seeing improvements within the culture of the students in their buildings. Before, students had appeared defeated and did not believe they could learn. They knew that their schools had received bad press concerning student achievement and seemed ashamed to be there. Now principals related changes like: "*Students are proud to be at (this school) now*", "*Kids were (observed telling visitors that) they feel like the school is more inviting, that the teachers care more*", "*Kids wrote letters to teachers that had made a difference for them…I saw a lot of smiles as they read the notes from the kids*", and "*We've had kids turning in bill folds with money, cell phones, helping kids, (the cultural change) has really taken hold.*"

For many students, attitudes toward learning had really changed. One principal related that the number of students in AP classes had risen from 156 to 560. Another said, "*We have really changed that culture and that mindset about it is cool to be smart.*" A third spoke of "*more students taking the ACT more often.*" A fourth had "*every one of our seniors apply to a college, and every time they get an acceptance letter they run to me or they run to a senior counselor, the senior (Assistant Principal), and they'll show us they got accepted.*"

Principals believed these improvements had occurred in part because of the modifications to instructional practices. Students' language had changed; they now spoke of "*missing learning targets*" or making up a "*standard*" that they hadn't mastered. Kids now understood the purpose of "*taking all these tests*" because teachers were "*being more intentional about giving them feedback.*" One principal phrased the change this way, "*The culture's changed for the students for sure, them taking more ownership of their learning, when we really started to not just talk about standards-based teaching and learning, but share that with the kids to where they took ownership of it. I've got kids coming in now that, you know, may be struggling in a class or failing and before they'd just say 'I don't understand any of it. The teacher don't teach and I don't get it and I ain't never gonna be'… whatever. Now they're coming in and saying 'I never made up that particular standard for Ms. So-and-so in my English class, and that's why my grade is low'. And then we can work on a plan.*"

Academic Success

As a result of the positive culture changes, principals were reporting improvements in measures of academic success. Some principals related gains on the "*Unbridled accountability model.*" Several also mentioned improvements in CCR. One said, "*One thing we feel great about right now is CCR. If you set markers and benchmarks and look at them we're sitting at CCR where we were at the end (of last year). And we're 27 kids from reaching our delivery target right now for CCR.*" Another related that CCR had risen "*from nine percent two, three years ago, up to I think we're up to thirty-five percent.*" A third told interviewers, "*We had 37 seniors to pass the Compass yesterday, and they had set a goal for 30, and it was amazing.*"

Continuing Challenges

Every one of the principals in Central Region high schools stressed that the biggest challenge to continued improvement in their schools was funding. They had seen improvements in instruction, but many of their teachers were still inexperienced and needed continuing coaching and data support. Freshmen continued to arrive with large skills deficits and needed intensive interventions. Several noted that SIG funds had paid for coaches, assessment coordinators, intervention coordinators, and data coordinators that would be lost at the end of the school year. Attempts had been made to coach others to perform their tasks, but none of the

principals believed that these efforts would be successful because none of the remaining staff had sufficient time to devote to these time-intensive activities. Each expressed frustration with the loss of SIG funding.

One said, "*My assessment coordinator was funded through SIG, I had a retired counselor supporting students with special needs and try to again just be an additional resource and support. All of those people now I've had to either absorb or overstaff. And that does not even include my ER staff, who I'm losing. So yeah it's going to be a profound impact to us next year.*" Another stressed, "*this is our last year of funding and I'm concerned about next year and not having those specialists because I think they, yes, with 3 years and we've shown a lot of growth, but with that in hand when you start removing resources that help, and yes we're supposed to build sustainability , but our enrollment is increasing, so we need more (teachers) inside the classroom and we don't have the money to have a lit or math coach.*" A third was very forthright, "*I just think it's entertaining that we give schools these large portions of money, and then we take it all away at one time and think people can sustain systems. That's not rational. And I have the same beef with Jefferson County as I do with the state with the whole thing, it just doesn't make sense. You know here's 800,000 dollars. Here's 800,000 dollars. Here's almost 400,000 dollars. Here's no dollars. Keep doing the same work, good luck…and I understand building systems that can continue, but with kids like this it's not about the fact that we're trying to build better teachers. I understand that completely. It's not about building better curriculum, also get that. But you know things like having resources, having coaches for teachers. You know I can't necessarily build all the effective systems that I needed to do within, you know, because we have had some inconsistencies with staff. . .I mean some of the people I've got this year are new to (this school). So they've only had one year with (our ER staff). It's not like in the perfect world they want to dream about that I have the same ER person and the same Algebra II staff all three years of turnaround.*"

Central Region (Jefferson County) High Schools: Education Recovery Leadership Staff Perspectives

"I see them taking more ownership. They're taking ownership of the work, responsibility for achievement."

- ERL staff, Central Region (Jefferson County) high school

Summary

In the high schools of the Central Region, ERLs reported positive improvements in teaching and in the quality of principals' leadership. Both principals and teachers were said to be taking more ownership of student success and were working more collaboratively. In addition, ERLs felt that school climates had improved and expected academic improvements in metrics like CCR rates. At the same time, they expressed concern at the level of sustainability for these changes and suggested that some schools were not utilizing supports available through Jefferson County Public Schools to the extent that they should.

Successes

Teaching and Instruction

ERLs emphasized that positive changes were happening among teachers within Central Region high schools. Several spoke of increased "*ownership*" by teachers, that they were "*taking more responsibilities for student learning*", and that they were holding "*themselves more accountable.*" Teachers were also becoming more "*collaborative*"; they were "*learning to trust each other and more willing to learn from others*", instead of each teacher operating independently. One ERL believed teacher "*confidence*" was increasing. These factors, in addition to leadership development among department heads and principals, had led to PLCs that were, in the words of one ERL "*really in good shape.*" Morale was rising, and one ERL boasted that at a school formerly plagued by teacher turnover people were now "*choosing to be here.*"

As teachers learned together, instruction within classrooms was also improving. Teachers were becoming "*more intentional about standards-based instruction.*" Some PLCs were "*looking at data*" and using their analysis to plan "*the next unit of instruction.*" One ERL suggested they were "*more systematic in the way they think*"; another believed their interactions with students were improved. Another ERL claimed that "*cultural competency*" was increasing. As a result, several ERLs expected CCR rates to increase, and one predicted an improvement in end of course exams.

Principal Leadership

ERLs also believed that principals were growing as school leaders. Several suggested that principals were "*more collaborative*", both with ER teams and other administrators. One ERL said her principals were also "*more open, more willing to involve their teachers.*" She argued that they now "*saw the value in collaborating with teachers or collaborating with ER staff and using those people as resources as opposed to seeing them as people that*

(were) there to monitor them." Because of this teacher morale had improved, a feeling of trust had begun to grow in buildings, and this had encouraged teachers to "*isolate themselves*" less.

Principals were also credited with building an improved climate in their schools. Several ERLs saw them "*taking more ownership of the work, responsibility for achievement."* One called her principal "*a cheerleader for kids*" who still had "*very high expectations for behavior*." Another believed the principal had succeeded in creating an environment where kids felt more welcome and were "*more happy to be here than they were 3 years ago.*" Several agreed that there had been "*dramatic change*" in "*behavior issues*" and "*discipline problems*."

Continuing Challenges

Creating Sustainable Systems

Despite the successes they were seeing, ERLs remained concerned about whether or not the changes were sustainable. As one phrased it, "*One of the challenges was building the structures of support so when the interventionists (funded by the grant) aren't there anymore the work will continue*." The creation of systems was made even more difficult because of staff turnover. ERLs were trying to create systems that could survive even if personnel changed, but they admitted that this had been difficult and was not complete. Instead, several schools remained full of "*a lot of new teachers*" and lacked "*a lot of experienced people*." One ERL bluntly admitted, "*If you want a flat out answer, if this school will be ready to let go of us and be okay…no , I don't (think so); the school will still need our support…three years is too short to get things in place and then pull out.*"

Use of District Resources

At the same time, ERLs spoke very highly of the capacity of the Jefferson County Public Schools to provide support to principals and teachers at PLA schools. They used words like "*fantastic*" to describe district resources and spoke warmly concerning "*so many people at Central Office available to he*lp." They also praised the willingness of assistant superintendents to provide supports to their schools. Nevertheless, some were frustrated because schools were not utilizing these resources as they should. One ERL worded the problem this way, "*I think that any person in this position is leery of getting a reputation of being a whiner. So it matters how many times you go back to the well. He's gone back several times to try to get things that are needed for the school, but he always tries to be very mindful of how many times he does that.*"

Central Region (Jefferson County) High Schools: Education Recovery Specialist Perspectives

"They're moving in the right direction. They've got a good plan. They're for the most part following through with it. They're making some solid improvement"

- ERS staff, Central Region (Jefferson County) high school

Summary

ERSs in the high schools of the Central Region believed that teachers were improving both as classroom instructors and leaders. They stated that teachers were improving in their use of interventions, their lesson planning, and their use of student data. ERSs also felt teachers were more positively engaged in PLCs. Additionally, ERSs were excited about improvements in CCR, particularly in the way that students had embraced the idea. At the same time, ERSs felt that the monitoring system within schools needed enhancement and that further improvements in instruction were necessary.

Successes

Teacher Growth

Most of the ERSs emphasized that teachers were visibly improving in their craft. One ERS praised them for having "*done a very good job of really looking at what students need and changing what they're doing instead of going ahead."* Another said teachers now knew, "*how to disaggregate the data a lot better for one…how to provide interventions."* A third said of the teachers in her building, "*they really want to follow a lesson, they like kids, they put a lot into their lessons, they're very enthusiastic, they have learning targets, they have student work on the walls, they have good lessons for the most part, really solid lessons, sometimes a bit more teacher-oriented than needs to be. But they're planning, very intentional, this is what we're going to learn, this is what you need to be successful, I'm there for you, that kind of thing."* In addition, most ERSs said teachers were "*receptive*" to PD and coaching, had cooperative relationships with leaders and colleagues, and were stepping up as leaders. One ERS went so far as to say, "*I think our teacher leaders are a huge strength. They're driving our work."*

Teacher leadership was particularly evident, according to most ERSs, in PLCs. The majority of ERSs agreed that PLCs had become "teacher-driven." Participation in PLCs had gone from "*compliance to commitment.*" One ERS said he could tell teachers had learned to value their PLC because teachers were "*bringing great ideas and great strategies into (them).*" As a result, PLCs were becoming more effective. Within the meetings, data was now "*driving (their) decision-making.*" Teachers were said to be "*using the student work to try to drive the conversation*", and schools were beginning to get teachers "*to reflect on their own practices.*" One ERS called teachers' PLC work at his school "*phenomenal.*" Teachers used their PLC time to "*develop their plans, their intervention plans, their learning targets, their assessments*"; they analyzed "*the formative data and the misconceptions*"; and they looked "*at the summative data from a proficiency standpoint.*" One ERS suggested

that support for PLCs in her school was strong enough that they would be "*sustainable*" even if outside support for them disappeared.

CCR

Many ERSs were also very enthusiastic about the improvements they saw in CCR. Several said CCR rates were rising; some said they had already surpassed the rates of the entire previous year. ERSs were particularly excited about how students were embracing CCR. One ERS commented, "*We have in a pretty short amount of time developed more of a culture where students understand what College and Career Readiness is and why it should matter to them.*" Another argued, "*That's the biggest success of CCR, the seniors understanding why we do CCR.*" As a result, ERSs believed students were buying into the idea of becoming CCR and were cooperating with the interventions that had been built to help them get there.

Continuing Challenges

Monitoring Systems

Several ERSs believed that the systems within their schools used to monitor compliance and growth needed to improve. One ERS said the leadership of her school had clearly communicated the vision and mission of the school but still struggled with "*getting out and seeing it through*." A system for walkthroughs had been created in most buildings, but in many cases they were still evolving in their formats and implementation. As a result, one ERS expressed the concern that walkthroughs were not always "*effective*." Some ERSs used words like "*intimidated*", "*tension*", and "*fear*" to describe teachers' reaction to walkthroughs; teachers were still concerned that walkthroughs would be used evaluatively instead of providing them with feedback to improve instruction.

Instruction

Even though ERSs expressed that instruction had improved within their schools, they still recognized a need for continued growth in this area. Teachers were giving formative assessments and using the data to identify needs for reteaching, but struggled to present the material differently rather than just repeating it. Some ERSs thought that "*rigor*" remained too low. One felt teachers still were "*struggling to understand the standards*." However, the biggest need ERSs identified was for instruction to become more student-driven. One ERS expressed it in these words, "*The teachers work very hard …they're presenting the info, but they're not doing as much letting the kids explore or taking the risks they need to let the kids take on the learning themselves.*" Another said teachers needed to improve at creating "*lessons that are a little more student-oriented where the students are really directing the learning, not being afraid to step out of the box and let kids be in charge of their learning.*"

Central Region (Jefferson County) High Schools: Teacher Perspectives

*Our ERS helps us to develop data-driven lessons and interventions based on student need.
She is an expert at helping us collect, sort, and re-group data which saves individual teachers
a lot of time (time which translates into better planned lessons). She also willingly shares
any materials she used when she taught and professional resources."*

- Teacher, Central Region (Jefferson County) high school

Summary

114 teachers in Central Region high schools responded to the online 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 4.1 on a 5 point scale. The 'Classroom Management' variable and the 'Instructional Practices' variable had the highest overall means (4.47) and the 'School Leadership' variable had a lower overall mean (4.15) relative to other variables.

School Leadership

Respondents were asked to rate statements related to their school's leadership. In the survey, high school teachers agreed that their principal modeled and continuously communicated high expectations for significantly improved student achievement (Mean 4.50). Teachers rated the statements 'Our school personnel are open to change and to interventions for school improvement' (Mean 4.36), 'Our school leadership actively collaborates with faculty in reviewing progress and making recommendations for change' (Mean 4.34), and 'The Principal participates actively with our school's Instructional Teams' (Mean 4.34) with an average of 'Agree.' The statement 'Our principal spends a significant portion of time working directly with teachers to improve instruction' (Mean 3.79) was rated lowest by teachers. Table 16 provides the ratings for all the statements concerning school leadership.

Table 16: School leadership: High school teacher survey central region

Please rate your level of agreement:	2014		
	n	Std. Dev.	Mean
Our Principal models and continuously communicates high expectations for significantly improved student achievement.	113	0.997	4.50
Our school personnel are open to change and to interventions for school improvement.	113	0.922	4.36
Our school leadership actively collaborates with faculty in reviewing progress and making recommendations for change.	112	0.978	4.34
The Principal participates actively with our school's Instructional Teams.	112	1.074	4.34
Our Principal closely monitors curriculum and classroom instruction.	111	1.126	4.11
Our Principal spends a significant portion of time working directly with teachers to improve instruction.	111	1.238	3.79
Average	**4.24**		

*1= Strongly Disagree, 5= Strongly Agree

Instructional Practices

Next, respondents were asked to rate statements related to instructional practices. In the survey, teachers agreed that their school's leadership regularly monitored school-level student performance data (Mean 4.54). Teachers, on average, also agreed that their Instructional Teams used student performance data to plan instruction (Mean 4.46) and that their Instructional Teams developed standards-aligned units of instruction for math and literacy at each grade level (Mean 4.46). Teachers rated the statements 'I frequently assess my students using a variety of evaluation methods' (Mean 4.44) and '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 4.44) with an average rating of 'Agree'. Table 17 provides the ratings for all the statements concerning instructional practices.

Table 17: Instructional practices: High school teacher survey central region

Please rate your level of agreement:	2014		
	n	Std. Dev.	Mean
My school's leadership regularly monitors school-level student performance data.	112	0.844	4.54
My Instructional Team uses student performance data to plan instruction.	109	0.862	4.46
My Instructional Team develops standards-aligned units of instruction for math and literacy at each grade level.	91	0.953	4.46
I frequently assess my students using a variety of evaluation methods.	110	0.804	4.44
I individualize instruction based on the results of formative assessments to provide learning support for some students and to enhance learning opportunities for others.	109	0.893	4.44
Average		**4.47**	

*1= Strongly Disagree, 5= Strongly Agree

Classroom Management

In the third section, teachers were asked to rate statements related to classroom management. In the survey, they strongly agreed that they clearly informed students of lesson objectives and expected learning outcomes (Mean 4.62). Other statements receiving a high rating were 'I maintain a record of each student's mastery of specific learning objectives' (Mean 4.54), 'I engage all students in classroom discussions and activities' (Mean 4.50), and 'I balance instruction in my classroom between lecturing and having students work in small group activities' (Mean 4.50). The statement 'I differentiate assignments (individualize instruction) in response to student performance on formative assessment' (Mean 4.21) was rated lowest, although the rating was still quite high with an average rating of 'Agree'. Table 18 provides the ratings for all the statements concerning classroom management.

Table 18: Classroom management: High school teacher survey central region

Please rate your level of agreement:		2014	
	n	Std. Dev.	Mean
I clearly inform students of lesson objectives and expected learning outcomes.	104	0.655	4.62
I maintain a record of each student's mastery of specific learning objectives.	100	0.754	4.54
I engage all students in classroom discussions and activities (e.g., encourage silent students to participate).	103	0.695	4.50
I balance instruction in my classroom between lecturing and having students work in small group activities.	102	0.776	4.50
My teaching practice reflects that different learners learn differently.	104	0.706	4.46
I differentiate assignments (individualize instruction) in response to student performance on formative assessment.	103	0.808	4.21
Average		4.47	

*1= Strongly Disagree, 5= Strongly Agree

Educational Recovery Efforts

Finally, respondents from central high schools were asked to rate statements related to educational recovery efforts. Overall, teachers strongly agreed that the PLCs in which they were engaged provided them with opportunities to learn from their peers (Mean 4.48). They also agreed that their math and literacy teachers in their schools are open to having the ERS work with them to improve instructional practice (Mean 4.43). The statements 'My ERS supports me in a constructive and non-judgmental manner' (Mean 4.19) and 'There are specific areas in my instructional practice which my ERS can help me improve' (Mean 4.06) also were rated fairly high. 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 3.97), and 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 3.91). Table 19 provides the ratings for all the statements concerning educational recovery efforts.

Table 19: Educational recovery efforts: High school teacher survey central region

	2014		
Please rate your level of agreement:	**n**	**Std. Dev.**	**Mean**
The Professional Learning Community in which I'm engaged provides me opportunities to learn from my peers.	92	0.891	4.48
Math and literacy teachers in this school are open to having the ERS work with them to improve instructional practice.	75	0.968	4.43
My ERS supports me in a constructive and non-judgmental manner.	81	1.238	4.19
There are specific areas in my instructional practice which my ERS can help me improve.	79	1.236	4.06
My ERS and I have established a positive collaboration in working on classroom practices.	81	1.252	4.01
Since working with my ERS, I have a better understanding of how to use formative assessment data in planning classroom instruction.	78	1.240	3.97
I am becoming a more effective teacher due to the assistance in instruction from my ERS.	78	1.283	3.91
Average		**4.15**	

*1= Strongly Disagree, 5= Strongly Agree

Central Region (Jefferson County) Middle Schools

Introduction

Central Region middle schools consists of five Cohort 3 and one Cohort 2 middle schools in Jefferson County. Their interviews were analyzed together to protect the anonymity of respondents at the Cohort 2 school. The six schools are: Frederick Law Olmstead Academy North, Knight Middle School, Myers Middle School, Stuart Middle School, Thomas Jefferson Middle School, and Westport Middle School. All are urban and contain a sizable percentage of students from poverty. In 2013-2014 the average number of students was 753, and over 70% of their student bodies were eligible for free or reduced lunch pricing.

Frederick Law Olmsted Academy North consisted of approximately 72 teachers and an enrollment of 653 all-male students. 91% of the students at Frederick Law Olmsted Academy North qualified for free or reduced lunch.

Knight Middle School was the smallest school with approximately 32 teachers and an enrollment of 413 students. 79% of the students at Knight Middle School met the federal requirements for free or reduced lunch.

Myers Middle School was made up of approximately 49 teachers and an enrollment of 721 students. 83% of the students at Myers Middle School were eligible for free or reduced lunch.

Stuart Middle School included approximately 63 teachers and an enrollment of 983 students. 86% of the students at Stuart Middle School qualified for the free or reduced lunch program.

Thomas Jefferson Middle consisted of approximately 63 teachers and an enrollment of 834 students. 90% of the students at Thomas Jefferson Middle School were eligible for free or reduced lunch.

Westport Middle School was made up of approximately 63 teachers and an enrollment of 913 students. 71% of the students at Westport Middle School qualified for free or reduced lunch.

Within the six schools, a total of nine ERSs and four ERLs served in 2013-2014. All but one ERS were interviewed by evaluation staff, and five of the six principals participated in interviews as well. Gender of pronouns was randomized to preserve respondent anonymity.

Central Region (Jefferson County) Middle Schools: Principal Perspectives

"I think my teacher's instructional practice is higher quality than people at other schools that even have higher test scores."

- Principal, Central Region (Jefferson County) middle school

Summary

Principals in middle schools of the Central Region spoke positively of the coaching and mentoring systems that were supporting teachers in their schools to improve instruction. They also described positive gains in students' academic achievement. However, they also related the difficult challenges posed to their schools from students who entered with large skill deficits, described the magnitude of the task to change teachers' instructional practices, and wished for additional financial support to provide their staff with sustainable coaching.

Successes

Coaching and Mentoring Teachers

Middle school principals said they were focused on improving the instruction in their buildings through coaching and mentoring teachers. Principals saw this as their job first. One said his role was "*just being out and active and monitoring and seeing what's going on and reporting trends and talking with teachers and, you know, coaching them. And so you know I'm doing that every day.*" However, the majority of coaching fell to Resource Coaches, and in some schools ER staff. Most of the principals said that coaching for teachers was one of the primary ways they utilized SIG funds.

Coaches worked with individual teachers to help them set goals and improve their instructional practice. Some of the PD they provided was formal, at other times it occurred as needed during the regular school day. One principal reported holding regular paid PD after school on a weekly basis. Another was very enthusiastic about a formal PD session in which PD was provided in a way that modelled the kind of instruction that was expected in the classroom—teachers were provided with modules to complete but were given the choice of multiple methods of instruction in which to learn the content and skills. In general, principals believed the coaching was effective and was improving instruction. One went so far as to say, "*We get better every year at differentiating instruction and allowing that kind of choice and responsibility and movement in the classroom for kids.*"

Student Academic Gains

Principals were also positive concerning the gains they saw in student academic performance. One said emphatically, "*I do know data, and my data says we're making improvements and we're moving students.*" Principals related that students came to them so substantially below grade level in reading and math that it was very difficult to move them to proficiency. Their goal in most cases was to help students achieve "*atypical growth*" instead, with the hope of moving students to proficiency by the end of eighth grade. Another principal described the change in her school's mindset, "*We used to say …'How many kids can we get up to proficient to*

raise our score up so we can…raise reading and math?' Now we've got, *'Every kid's got to grow. Every kid's got to move.'"*

Continuing Challenges

Student Skill Deficits

With this in mind, it is no surprise that all principals identified the skill deficit that students brought to their schools as the largest challenge they faced. One principal complained that some of their classes had "*no proficient or distinguished kid(s)*" and spoke of how difficult it was to tell "*a teacher at the beginning of the school year, okay none of them are showing up proficient, but you've got to get forty of them proficient before May.*" Another reported that, "*About two-thirds of our sixth graders were below grade level in reading, about three-fourths were below grade level in math. So that right off the bat is a big challenge.*" A third spoke soberly about the impact of these deficits on teachers, "*The reason why I think out here it's a struggle is because the learning needs and deficits are so great. Teachers just feel overwhelmed, and so then they give up because they don't know… it becomes too much, and they just become overwhelmed.*"

Changing Instructional Practices

Principals also spoke about the continuing challenge to improve their teachers' instruction. One said, "*You can go to some rooms and they're really doing well, and then you go to others and they're trying, but they're not quite there yet.*" Some teachers struggled because of the fear of change and losing control of the classroom. One principal related that the challenge was just "*getting them to understand that sometimes you have to let go and experiment, which might mean you might fail at times to really get change.*" Other teachers saw no need to change because they had low expectations of students. One principal described the issue saying, "*How do I get somebody to understand. Student says 'Well I don't have that paper with me'. Well it's more important to create that no excuse zone and tell that kid well, 'Guess what? In this class I have a high expectation, so I'm making a note that you don't have this paper, and I'm going to talk to your parent about that, but in the meantime go get that paper off my desk because you're still responsible for my work'. Versus a kid saying, 'I don't have my paper 'and the teacher saying, 'Well I guess you're out of luck, so go sit'.*"

Sustainable Coaching Support for Teachers

As a result, principals were emphatic about the need for continued coaching support to teachers. One principal argued, "*You know teachers are not going to get better if people aren't in the classroom with them sort of showing them how.*" However, principals also felt that there was a difficult trade-off in hiring coaches because it decreased the number of teachers they could hire. Several of them reported that they had requested "*additional funding*" to continue the coaching teachers were receiving. In addition, a few principals expressed a great deal of frustration with a lack of stability among ER staff. They found that the regular transfer of staff made them less effective as teacher coaches.

Central Region (Jefferson County) Middle Schools: Education Recovery Leadership Staff Perspectives

"I think just it takes time to create systems and time to implement them effectively so that you know that when you walk away it's going to be there."

- ERL staff, Central Region (Jefferson County) middle school

Summary

In the middle schools of the Central Region, ERLs pointed to limited successes that were serving to move their schools toward improvement. In particular, most had positive impressions of the leadership of principals within the middle schools. Some also saw improvements in student behavior and the use of data for decision making. At the same time, ERLs noted vexing challenges that faced their schools including teacher resistance to reform, teacher inexperience exacerbated by a large number of transfers of experienced personnel, and the magnitude of the need for student remediation.

Successes

ERLs in Central Region middle schools identified incremental improvements within their schools that were moving reform in the right direction. Nearly all reported positive relationships with their principals and had positive things to say about their leadership. One ERL stated that the principal in his school was "*driving*" improvements in literacy and math instruction. Another said her principal was "*very much a leader in instruction*" and "*had done an excellent job in hiring…the right teachers.*" A third was encouraged by the changes a principal was making to get "*input from all stakeholders.*" Two ERLs remarked that student behavior had improved; one of them added that "*kids like coming here…they take pride in their school.*" In addition, a couple of ERLs believed their schools had become "*more data-driven.*" One was very positive concerning a new data system that had been created to "*track every student*", and embedded PD was being provided to help teachers learn "*to use the data to make instructional decisions.*" In regards to instructional improvements, one ERL believed efforts to get "*buy in*" regarding content area reading to improve literacy were bearing fruit. Another was very positive about the impact of "*a coaching team of resource teachers*" who were "*conducting the embedded professional development and coaching to make sure that (best practices) get into the classroom.*"

Continuing Challenges

At the same time ERLs reported robust difficulties that remained within the schools they served. In particular, they identified teacher resistance, teacher inexperience, and the scope of the need for student remediation as particularly vexing challenges in these middle schools.

Teacher Resistance

Several ERLs believed that teacher resistance to reform efforts was a challenge to improvements within their schools. Some believed this was caused by the difficulty of teaching in a PLA environment. One ERL bluntly said,

"*(We've) got to get the teachers wanting to be there and wanting to work with kids. And if we don't tackle that I'm afraid we're never going to get anywhere.*" Another expressed concern that teachers resisted change because they "*think they're better than they are.*" For these teachers the big issue was simply "*not seeing the need.*" A third ERL believed teachers in his school avoided high expectations out of a misdirected loyalty to their students. In his estimation, teachers "*(bent) over backwards to support our kids*" and tried "*to be their friend.*" These teachers, in their attempts to be emotionally supportive toward students, had trouble accepting that they could "*support them by challenging them.*" Instead, the ERL worried that they were "*enabling the kids to continue to be low-performing.*"

Teacher Inexperience

At the same time, ERLs related that improvements were challenged by the relative lack of experience among teachers within these schools. As one put it, "*We've got a young faculty, and they don't know what they don't know.*" Another pointed out that no one in her school had more than "*seven or eight years*" of classroom experience. Because of this, teachers had not had an opportunity to learn instructional or classroom management skills by trial and error and needed increased amounts of PD.

This state of affairs existed, according to ERLs, because of transfers of experienced personnel away from PLA schools. One ERL complained, "*The low achieving schools are constantly turning over staff simply because better ones are opting to go to other middle schools.*" ERLs expressed frustration that a great deal of effort was poured into teachers and leaders who did not stay long enough to help improve the PLA schools.

Scope of the Need for Remediation

Finally, ERLs pointed to the magnitude of the need for student remediation as a continuing challenge to their schools. A large percentage of their students were entering middle school several academic years behind their peers. For these students, one ERL opined, learning seventh grade standards was "*like hearing a foreign language.*" ERLs recognized that this was a difficulty in all schools, but they felt that the challenge was greater in their schools because of the scale. As one put it, "*that's not just a small portion of our school…it's the bulk of our school.*"

Central Region (Jefferson County) Middle Schools: Education Recovery Specialist Perspectives

"Another strength I see is...the commitment of the teachers."

- ERS staff, Central Region (Jefferson County) middle school

Summary

ERSs in the middle schools of the Central region believed that most of the teachers in their schools were committed to improving their practices and wanted to do what was best for their students. At the same time, several ERSs identified PLCs, classroom management, and instructional rigor as particular challenges for their teachers and schools.

Successes

ERSs varied greatly in their impressions of the successes that were occurring in their schools. Some were very positive concerning the leadership provided by the principal; some believed administrators were "*dragging their feet.*" Some were excited about the academic successes they saw; others were pessimistic. However, all agreed that teachers in their buildings really wanted to improve their instruction and help their students to be successful.

Teacher Commitment

Several ERSs were very enthusiastic concerning the commitment of their teachers toward the students in their schools. One called them "*so receptive and open*" and "*phenomenal*"; he believed they "*just (wanted) good...for the students.*" Another ERS said, "*Adults are truly, truly there for... kids, and they really want ...kids to learn.*" A third agreed, stating, "*There is no doubt that they are there for the students.*" As a result, most ERSs believed that teachers were, for the most part, willing to attempt difficult changes in instruction and school practices. In fact, one ERS believed teachers in her building were more willing to embrace change than the administrative staff. Even the ERS who was the most critical of teachers' skills agreed that they were "*very cooperative.*"

Continuing Challenges

There was greater agreement among ERSs when it came to the challenges their schools faced. In particular, many identified PLCs, classroom management, and instructional rigor as areas that needed improvement.

PLCs

Several ERSs expressed dissatisfaction with the PLCs in their schools. In part this was because the groups met relatively infrequently. One said PLCs only met in her school "*twice a month.*" Another complained that they were scheduled once a month*, "but for whatever reason things get usurped by, you know, a faculty meeting or you know things get canceled because of this or that and so they end up only getting the opportunity to collaborate sometimes once every two months."* In addition, when PLCs did meet they were not consistently structured. For this reason, teachers were unsure concerning the meetings' purpose. Some teachers complained

that PLCs were robbing them of "*planning*" time. One ERS related that a teacher in his school publicly stated "*I'm just kind of tired of this PLC stuff*" because he saw no value in what was being produced in the sessions; even the ERS ruefully admitted during his interview that the PLCs as currently structured were "*a waste of time*." He agreed that teachers were meeting, but "*professional learning*" was not occurring. However, the efficacy of PLCs varied between schools. A couple of ERSs believed their schools' PLCs were quite strong and were having a strong impact on the quality of lesson planning and instruction.

Classroom Management

A number of ERSs also pointed to classroom management as a particular challenge for their schools. One ERS said, "*Classroom management is an issue*" and complained that teachers struggled with "*masses of tough kids. They're rude, they cuss.*" Another ERS agreed, stating, "*We're really struggling with classroom management and discipline.*" She was very concerned that "*(teachers) don't have control of their classrooms (as late as) January.*" A third ERS explained, "*I see a lot of students who want to learn, but because there is a lack of structure in classrooms in terms of management and just basic, you know, procedural knowledge and teaching. The students, I mean they can be very wild and it's very inconsistent from room to room. Very wild in one room and no respect for the teacher or anything in the room.*"

Instructional Rigor

Finally, several ERSs also identified a need to increase the instructional rigor within classrooms. Each agreed that rigor in their schools was "*low*." One called rigor "*the next thing*" their school needed to improve. Another referred to rigor as "*the biggest weakness*" at his school. He argued that teachers confused rigorous instruction with teaching at a higher grade level. As he put it, "*We have to be careful because they have, I don't know, they're kind of confused about where the kids are when they come in and they think if they're on a lower grade level then they can't be rigorous. You know they're still confusing rigor with the level of math that they're teaching. . .So we still need to work on rigor.*"

> *""The (ER) team is invaluable. They work closely with every teacher and are so approachable."*
>
> *- Teacher, Central Region (Jefferson County) middle school*

Summary

Thirty-seven teachers from middle schools in the Central region responded to the survey which asked respondents to rate statements related to the leadership environment in their schools, their instructional practices, 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 fairly high, with mean ratings above 3.75 on a 5 point scale. The 'Instructional Practices' variable had a higher overall mean (Mean 4.42) and the 'ER Efforts' variable had a slightly lower overall mean (Mean 3.77) relative to other variables.

School Leadership

Respondents from middle schools in the Central region were asked to rate statements related to their school's leadership. They agreed that their principal participated actively with their school's Instructional Teams (Mean 4.22). In addition, they gave a positive rating to the statement that their school leadership actively collaborates with faculty in reviewing progress and making recommendations for change (Mean 4.08). Teachers also rated the statement 'Our school personnel are open to change and to interventions for school improvement' (Mean 4.06) 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 3.61). Table 20 provides the ratings for all the statements concerning school leadership.

Table 20: School leadership: middle school teacher survey central region

Please rate your level of agreement:	2014		
	n	Std. Dev.	Mean
The Principal participates actively with our school's Instructional Teams.	36	0.975	4.22
Our school leadership actively collaborates with faculty in reviewing progress and making recommendations for change.	36	1.064	4.08
Our school personnel are open to change and to interventions for school improvement.	36	0.941	4.06
Our Principal models and continuously communicates high expectations for significantly improved student achievement.	37	1.114	4.05
Our Principal closely monitors curriculum and classroom instruction.	35	1.222	3.86
Our Principal spends a significant portion of time working directly with teachers to improve instruction.	36	1.318	3.61
Average			3.98

*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 they individualized instruction based on the results of formative assessments to provide learning support for some students and to enhance learning opportunities for others (Mean 4.52). The statements 'I frequently assess my students using a variety of evaluation methods' (Mean 4.48), 'My instructional team uses student performance data to plan instruction' (Mean 4.46), and 'My school's leadership regularly monitors school-level student performance data' (Mean 4.41) were also rated highly by teachers. In addition to these positive ratings, teachers also agreed that their instructional team developed standards-aligned units of instruction for math and literacy at each grade level (Mean 4.24). Table 21 provides the ratings for statements concerning instructional practices.

Table 21: Instructional practices: middle school teacher survey central region

		2014	
Please rate your level of agreement:	**n**	**Std. Dev.**	**Mean**
I individualize instruction based on the results of formative assessments to provide learning support for some students and to enhance learning opportunities for others.	31	0.561	4.52
I frequently assess my students using a variety of evaluation methods.	33	0.702	4.48
My Instructional Team uses student performance data to plan instruction.	35	0.805	4.46
My school's leadership regularly monitors school-level student performance data.	34	0.844	4.41
My Instructional Team develops standards-aligned units of instruction for math and literacy at each grade level.	33	0.986	4.24
Average		**4.42**	

*1= Strongly Disagree, 5= Strongly Agree

Classroom Management

Third, respondents were asked to rate statements on classroom management. Teachers agreed that they balanced instruction in their classrooms between lecturing and having students work in small group activities (Mean 4.45), that they clearly informed students of lesson objectives and expected learning outcomes (Mean 4.39), and that their teaching practice reflected that different learners learn differently (Mean 4.35). Other areas that were rated highly were engaging all students in classroom discussions and activities (Mean 4.34) and differentiating assignments (individualize instruction) in response to student performance on formative assessment (Mean 4.00). Teachers gave the lowest rating to the statement that they maintained a record of each student's mastery of specific learning objectives (Mean 3.73). Table 22 provides the ratings for statements concerning classroom management practices.

Table 22: Classroom management: middle school teacher survey central region

Please rate your level of agreement:	n	Std. Dev.	Mean
I balance instruction in my classroom between lecturing and having students work in small group activities.	29	0.674	4.45
I clearly inform students of lesson objectives and expected learning outcomes.	31	0.790	4.39
My teaching practice reflects that different learners learn differently.	31	0.650	4.35
I engage all students in classroom discussions and activities (e.g., encourage silent students to participate).	29	0.708	4.34
I differentiate assignments (individualize instruction) in response to student performance on formative assessment.	30	0.856	4.00
I maintain a record of each student's mastery of specific learning objectives.	26	1.094	3.73
Average		4.21	

*1= Strongly Disagree, 5= Strongly Agree

Educational Recovery Efforts

Finally, teachers were asked to rate statements about educational recovery efforts. Teachers agreed most with the statement 'The Professional Learning Community in which I'm engaged provides me opportunities to learn from my peers' (Mean 4.15). They also agreed that their ERSs supported them in a constructive and non-judgmental manner (Mean 3.78) and they had established a positive collaboration in working on classroom practices with their ERSs (Mean 3.78). Teachers gave a lower rating (but still with an average rating of 'Agree') to the statement 'Math and literacy teachers in this school are open to having the ERS work with them to improve instructional practice.' (Mean 3.74). Rated slightly lower were the statements 'There are specific areas in my instructional practice which my ERS can help me improve' (Mean 3.71) and 'Since working with my ERS, I have a better understanding of how to use formative assessment data in planning classroom instruction' (Mean 3.68). The area that received the lowest rating was the statement 'I am becoming a more effective teacher due to the assistance in instruction from my ERS' (Mean 3.52). Table 23 provides the ratings for the statements for educational recovery efforts.

Table 23: Educational recovery efforts: middle school teacher survey central Region

		2014	
Please rate your level of agreement:	**n**	**Std. Dev.**	**Mean**
The Professional Learning Community in which I'm engaged provides me opportunities to learn from my peers.	26	1.231	4.15
My ERS supports me in a constructive and non-judgmental manner.	23	1.502	3.78
My ERS and I have established a positive collaboration in working on classroom practices.	23	1.382	3.78
Math and literacy teachers in this school are open to having the ERS work with them to improve instructional practice.	23	1.421	3.74
There are specific areas in my instructional practice which my ERS can help me improve.	21	1.608	3.71
Since working with my ERS, I have a better understanding of how to use formative assessment data in planning classroom instruction.	22	1.578	3.68
I am becoming a more effective teacher due to the assistance in instruction from my ERS.	21	1.531	3.52
Average		**3.77**	

*1= Strongly Disagree, 5= Strongly Agree

Student Outcomes

In the year before Cohort 2 schools received SIG funds, Kentucky adopted a new assessment and accountability system, 'Unbridled Learning: College/Career- Ready for All'. The Kentucky Board of Education set four student achievement objectives: 'All students perform at or above proficiency and show continuous improvement", "All students will succeed", "Every student will graduate from high school", and "Every student will graduate from high school college/career ready." Student goals were set by KDE for each objective. By 2017, the state goals are for 72% of eighth graders to be proficient in reading and math and 65.5% proficient in the non-duplicated gap group. By 2015, KDE's goals are an 89.2% graduation rate and 67% of students college/career ready. (Sources for all Quantitative Data referenced in this report are provided in Appendix A.)

Academic Proficiency

Table 24 compares the average percent of students scoring proficient and above in reading and math in SIG Cohort 2 and 3 high schools versus the state. Both Cohort 2 and Cohort 3 high schools had a lower average percentage of students scoring proficient and above in reading compared to the state. Cohort 2 had negative growth in reading between 2013 and 2014; Cohort 3 high schools and the state averages remained about the same for reading, each with a change of less than half of a percent. At the same time, both Cohort 2 and Cohort 3 high schools had significant positive change between 2013 and 2014 in the average percentage of students scoring proficient and above in mathematics with growth higher than that of the state as a whole. Cohort 3 high schools also had a higher percent of students scoring proficient and above in mathematics than the state.

Table 24: Overall change in mean percent of students scoring proficient and above in SIG high schools

Reading – HIGH				
	2012	*2013*	*2014*	*Change from '13 to '14*
SIG Cohort 2 High Schools	*34.91*	*39.76*	*37.17*	*-2.59*
SIG Cohort 3 High Schools	*49.89*	*49.78*	*49.94*	*0.16*
State	*52.20*	*55.80*	*55.40*	*-0.40*
Mathematics – HIGH				
	2012	*2013*	*2014*	*Change from '13 to '14*
SIG Cohort 2 High Schools	*35.16*	*27.73*	*32.38*	*4.65*
SIG Cohort 3 High Schools	*33.28**	*32.27*	*38.45*	*6.18*
State	*40.00*	*36.00*	*37.90*	*1.90*

* Dayton High School math scores were not available through the KDE report card for 2012

Table 25 compares the average percent of students scoring proficient and above in reading and math in SIG middle schools versus the state. SIG middle schools, like the state, had a higher average percentage of students scoring proficient and above in both reading and mathematics in 2014 than in 2013. However, SIG middle schools did not see growth higher than that of the state as a whole and continued to exhibit proficiency rates in both math and reading that were less than half of the state rate. As a result, the gap between SIG middle schools and the state grew.

Table 25: Overall change in mean percent of students scoring proficient and above in SIG middle schools

Reading – MIDDLE				
	2012	*2013*	*2014*	*Change from '13 to '14*
SIG Middle Schools	20.03	23.92	25.17	1.25
State	46.80	51.10	53.20	2.10
Mathematics – MIDDLE				
	2012	*2013*	*2014*	*Change from '13 to '14*
SIG Middle Schools	14.63	16.67	18.93	2.26
State	40.60	40.70	44.80	4.10

Quantitative outcome, graduation, and CCR data were organized in five groups for analysis in order to preserve consistency with the grouping of interview and survey data. These groups were Cohort 2 of the Eastern Region, Cohort 3 of the Eastern Region, the Western Region, Central Region High Schools, and Central Region Middle Schools. Table 26 on the following page depicts the distribution of schools within these groups.

Group	School
Eastern Region Cohort 2	East Carter County High
	Greenup County High
	Newport High
	Sheldon Clark High
Eastern Region 3	Bryan Station High School
	Dayton High School
	Fleming High School
	Knox Central High School
	Lee County High School
	Lincoln County High School
	Perry County High School
	Pulaski County High School
	Trimble County High School
Western Region	Christian County High School
	Franklin-Simpson High School
	Hopkins County Central High School
	Livingston Central High School
Central Region High Schools	Doss High School
	Fairdale High School
	Iroquois High School
	Seneca High School
	Southern High School
	Waggener High School
Central Region Middle Schools	Frederick Law Olmstead Academy North
	Knight Middle School
	Myers Middle School
	Stuart Middle School
	Thomas Jefferson Middle School
	Westport Middle School

The scores from the 2014 Kentucky statewide assessments indicated that SIG schools closed some of the gap in reading and math in many instances, but overall, the majority of SIG schools continued to perform below the state average. The Western Region had the most pronounced academic gains in math in 2014 with a percent of students scoring proficient and above 16.9% higher than the state as a whole, but the reading scores from the Western schools remained consistently below the state averages from 2012 to 2014. Eastern Cohort 2 and Central Middle Schools also saw a decrease in the percentage of students scoring novice in math and reading between 2012 and 2014Eastern Region Cohort 2

Reading

The mean percent of students scoring proficient and distinguished in Cohort 2 Eastern schools (47.0%) was below the state average (55.4%), while the mean percent scoring novice was higher than the state average by 7.4%. From 2012 to 2014 East Cohort 2 schools saw a decrease in students scoring novice of 8 percentage

points. There was also a significant jump from 2012 to 2013 of students scoring proficient and distinguished (12.8 percentage points), which leveled out in 2014 to an increase of 9.5 percentage points in reading from 2012 (a decrease from 2013 of 3.3 percentage points). Table 27 and Figure 1 depict the mean percent of students scoring novice, apprentice, and proficient & distinguished in reading. Figure 2 compares their rates of proficiency to the state.

Table 27: Mean percent of eastern cohort 2 students scoring novice, apprentice, proficient and distinguished in reading

Year	Novice	Apprentice	Proficient & Distinguished
2012	48.9	13.7	37.5
2013	41.5	8.3	50.3
2014	40.9	12.1	47.0

Figure 1: Mean percent of students scoring novice and apprentice in reading (eastern cohort 2 high schools)

Trends in Reading : Eastern Region Cohort 2

	Novice	Apprentice	Proficient and Distinguished
2012	48.9	13.7	37.5
2013	41.5	8.3	50.3
2014	40.9	12.1	47.0
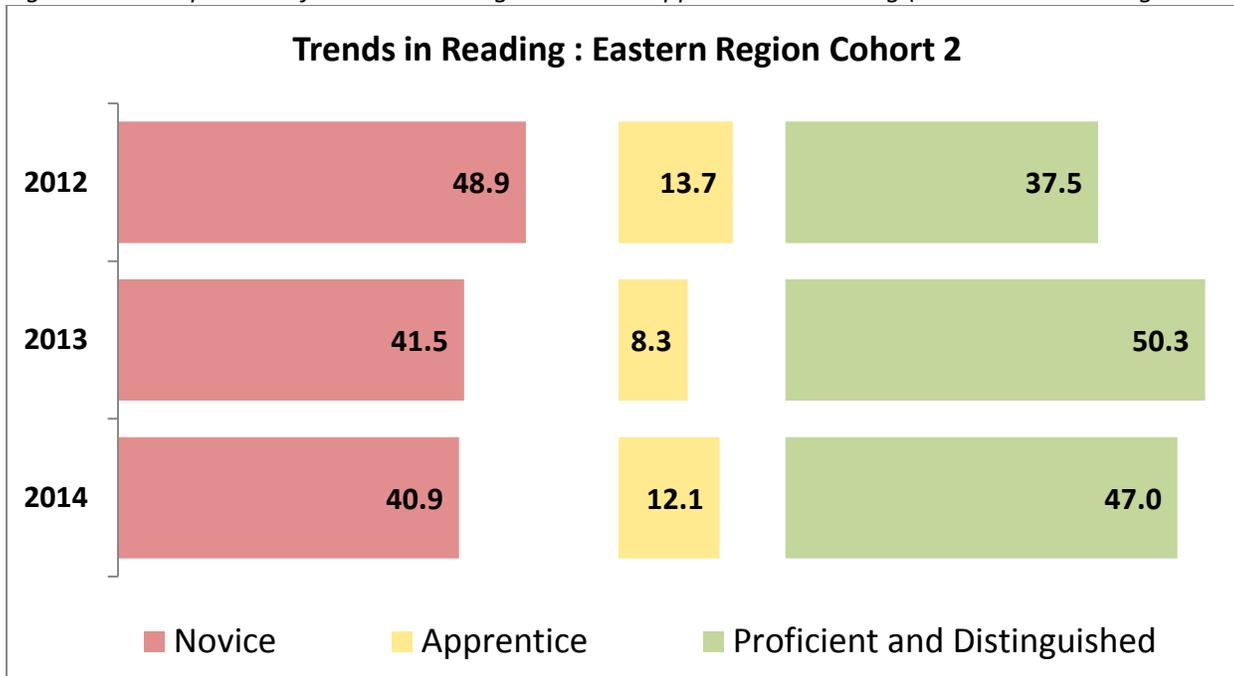
Reading - High Schools: Eastern Region Cohort 2
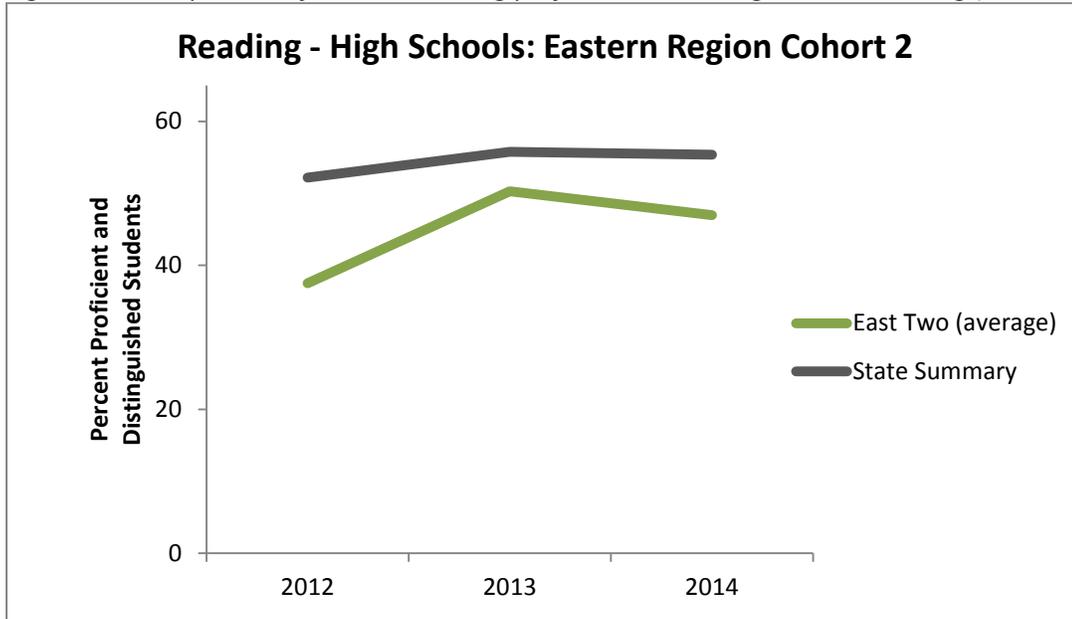
Math

The mean percent of students scoring proficient and distinguished in math in Cohort 2 Eastern schools (34.9%) was below the state average (37.9%). Eastern Cohort 2 schools saw no change in the percentage of students scoring novice from 2013 to 2014, but had an increase of 5 percentage points for students scoring proficient and distinguished in mathematics from 2012 to 2014. As a result the gap in math proficiency rates between Eastern Cohort 2 and the state decreased. Table 28 and Figure 3 depict the mean percent of students scoring novice, apprentice, and proficient & distinguished in mathematics. Figure 4 compares their rates of proficiency to the state.

Table 28: Mean percent of eastern cohort 2 students scoring novice, apprentice, proficient and distinguished in mathematics

Year	Novice	Apprentice	Proficient & Distinguished
2012	32.6	37.8	29.6
2013	24.0	46.0	29.9
2014	24.0	41.1	34.9

Figure 3: Mean percent of students scoring novice and apprentice in math (eastern cohort 2 high schools)

Trends in Mathematics : Eastern Region Cohort 2

Year	Novice	Apprentice	Proficient and Distinguished
2012	32.6	37.8	29.6
2013	24.0	46.0	29.9
2014	24.0	41.1	34.9
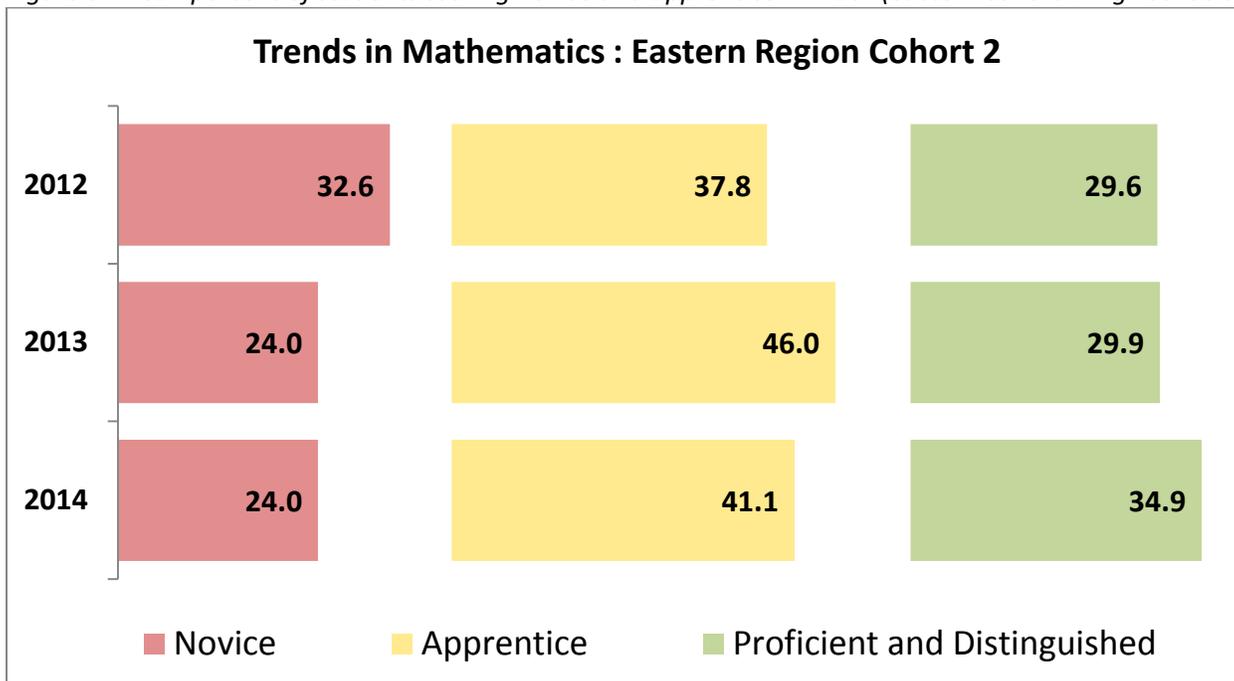
Figure 4: Mean percent of students scoring proficient and distinguished in math (eastern cohort 2 high schools)

Mathematics - High Schools: Eastern Region Cohort 2
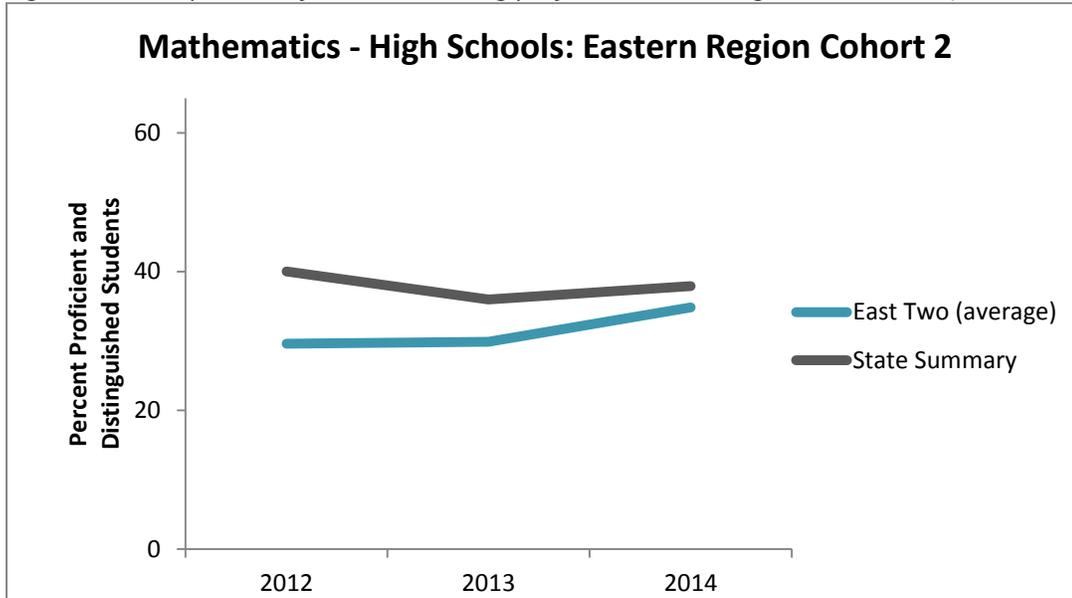
Eastern Region Cohort 3

Reading

The mean percent of students scoring proficient and distinguished in Cohort 3 Eastern schools (48.2%) was below the state average (55.4%), and the mean percent scoring novice was higher than the state by 6.6%. Eastern Cohort 3 schools saw little to no change in percentages of students scoring novice, apprentice, and proficient and distinguished in reading for the 2012 to 2014 time period. Table 29 and Figure 5 depict the mean percent of students scoring novice, apprentice, and proficient & distinguished in reading. Figure 6 compares their rates of proficiency to the state.

Table 29: Mean percent of eastern cohort 3 students scoring novice, apprentice, proficient and distinguished in reading

Year	Novice	Apprentice	Proficient & Distinguished
2012	40.6	11.2	48.2
2013	39.4	11.8	48.7
2014	40.1	11.8	48.2

Figure 5: Mean percent of students scoring novice and apprentice in reading (eastern cohort 3 high schools)
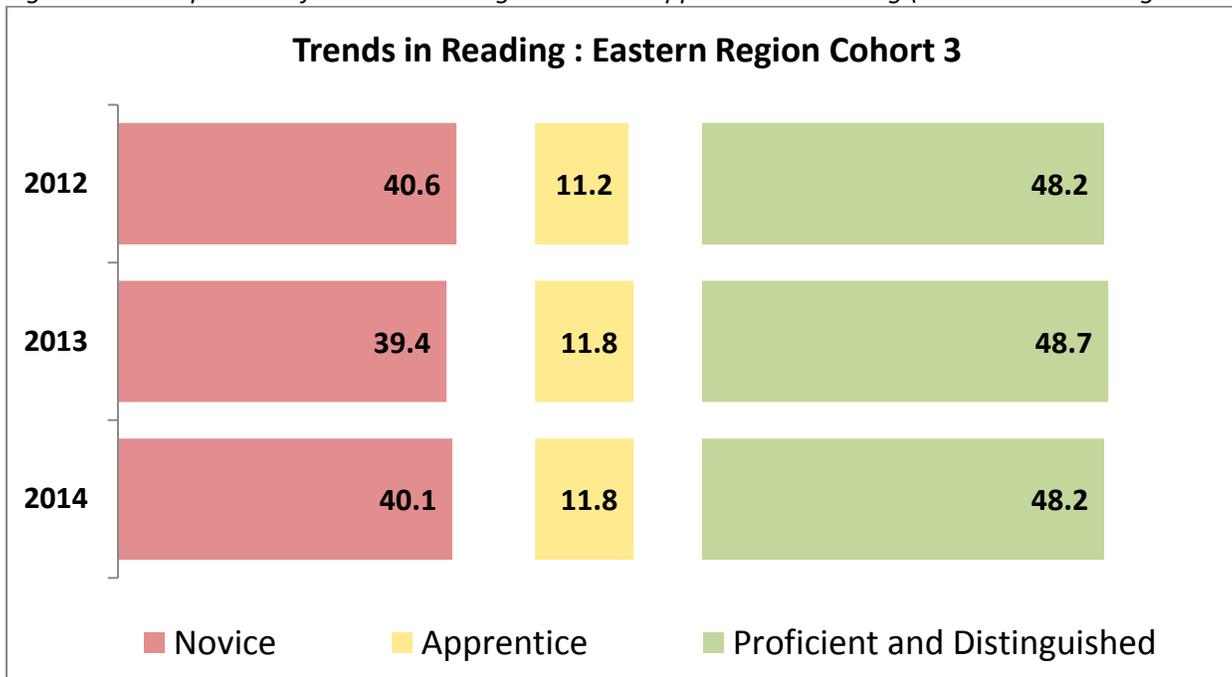
*Figure 6: Mean percent of students scoring proficient and distinguished in reading (eastern cohort 3 high schools)*

Reading - High Schools: Eastern Region Cohort 3
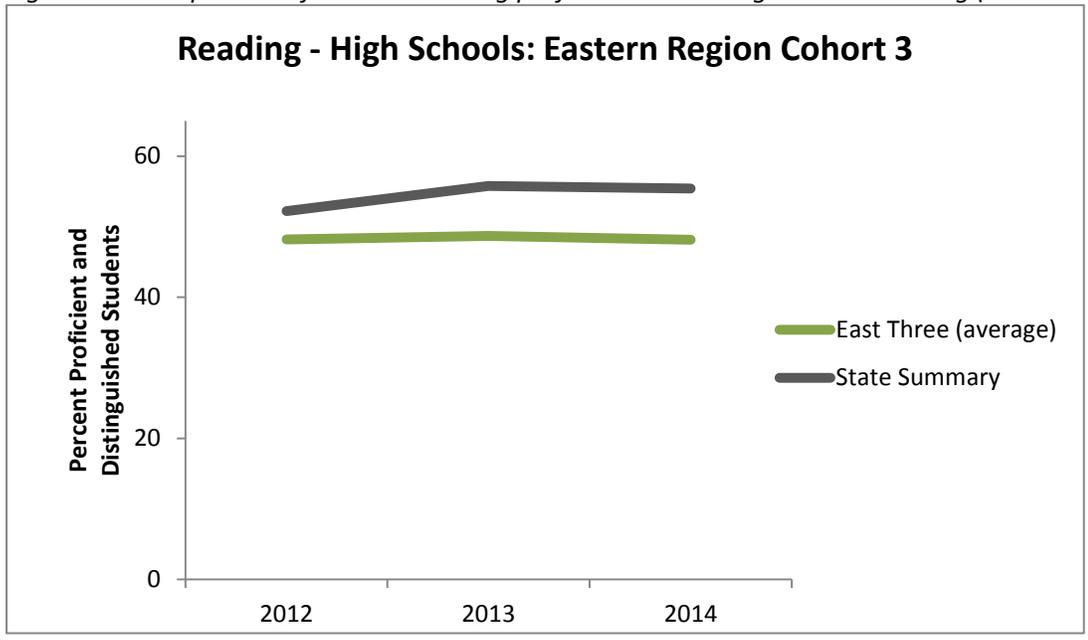
Math

In math the mean percent of students scoring proficient and distinguished in Cohort 3 Eastern schools (31.7%) was below the state average (37.9%), and the mean percent scoring novice was higher than the state average by 6.4%. Eastern Cohort 3 schools saw a decrease of 4 percentage points for students scoring proficient and distinguished from 2012 to 2013, but were able to regain the ground in 2014 and reduced their gap with the state. However there was no significant increase from 2012 to 2014 in percentage of students scoring proficient and distinguished in mathematics. Table 30 and Figure 7 depict the mean percent of students scoring novice, apprentice, and proficient & distinguished in mathematics. Figure 8 compares their rates of proficiency to the state.

Table 30: Mean percent of eastern cohort 3 students scoring novice, apprentice, proficient and distinguished in mathematics

Year	Novice	Apprentice	Proficient & Distinguished
2012*	29.2	39.4	31.4
2013	29.9	42.7	27.4
2014	30.8	37.5	31.7

*Dayton High School math scores were not available through the KDE report card

*Figure 7: Mean percent of students scoring novice and apprentice in math (eastern cohort 3 high schools)**

Trends in Mathematics : Eastern Region Cohort 3

	Novice	Apprentice	Proficient and Distinguished
2012	29.2	39.4	31.4
2013	29.9	42.7	27.4
2014	30.8	37.5	31.7
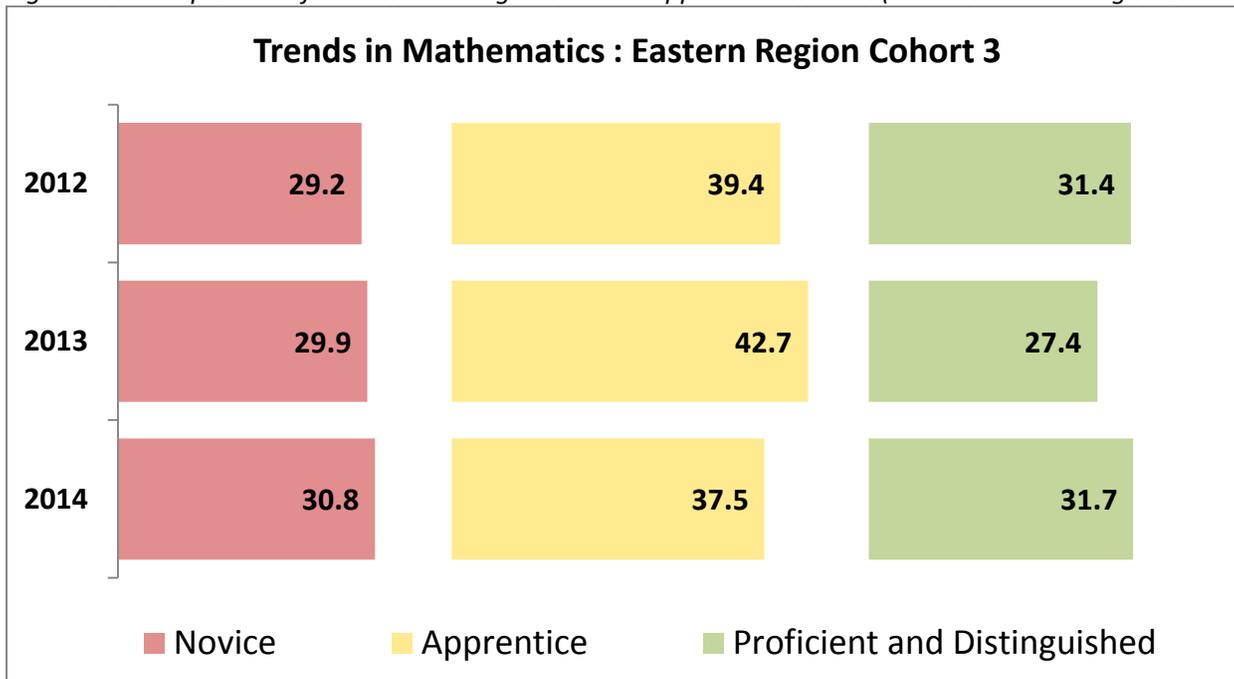
* Dayton High School math scores were not available through the KDE report card for 2012

Figure 8: Mean percent of students scoring proficient and distinguished in math (eastern cohort 3 high schools)*

Mathematics - High Schools: Eastern Region Cohort 3
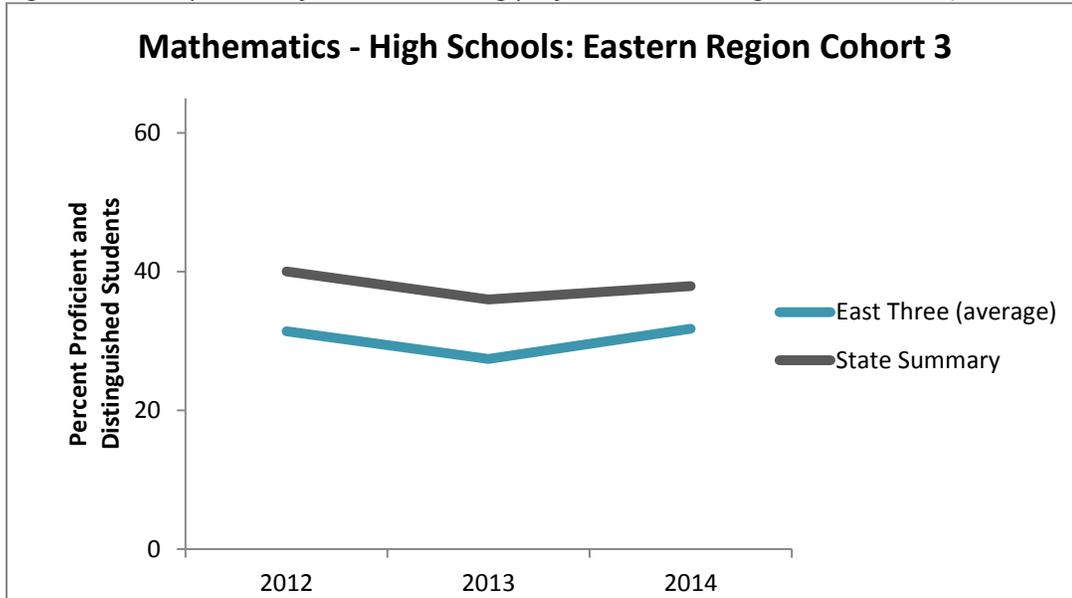
* Dayton High School math scores were not available through the KDE report card for 2012

Western Region

Reading

The mean percent of students scoring proficient and distinguished in reading in Western Region schools (50.9%) was below the state average (55.4%), and the mean percent scoring novice was higher than the state average by approximately 3.3%. The mean percent scoring apprentice was similar to the state average. Western schools saw no significant change in students scoring novice or proficient and distinguished in reading for the 2012 to 2014 time period. Table 31 and Figure 9 depict the mean percent of students scoring novice, apprentice, and proficient & distinguished in reading. Figure 10 compares their rates of proficiency to the state.

Table 31: Mean percent of western students scoring novice, apprentice, proficient and distinguished in reading

Year	Novice	Apprentice	Proficient & Distinguished
2012	36.9	11.3	51.9
2013	36.7	13.9	49.3
2014	36.8	12.3	50.9

Figure 9: Mean percent of students scoring novice and apprentice in reading (western high schools)
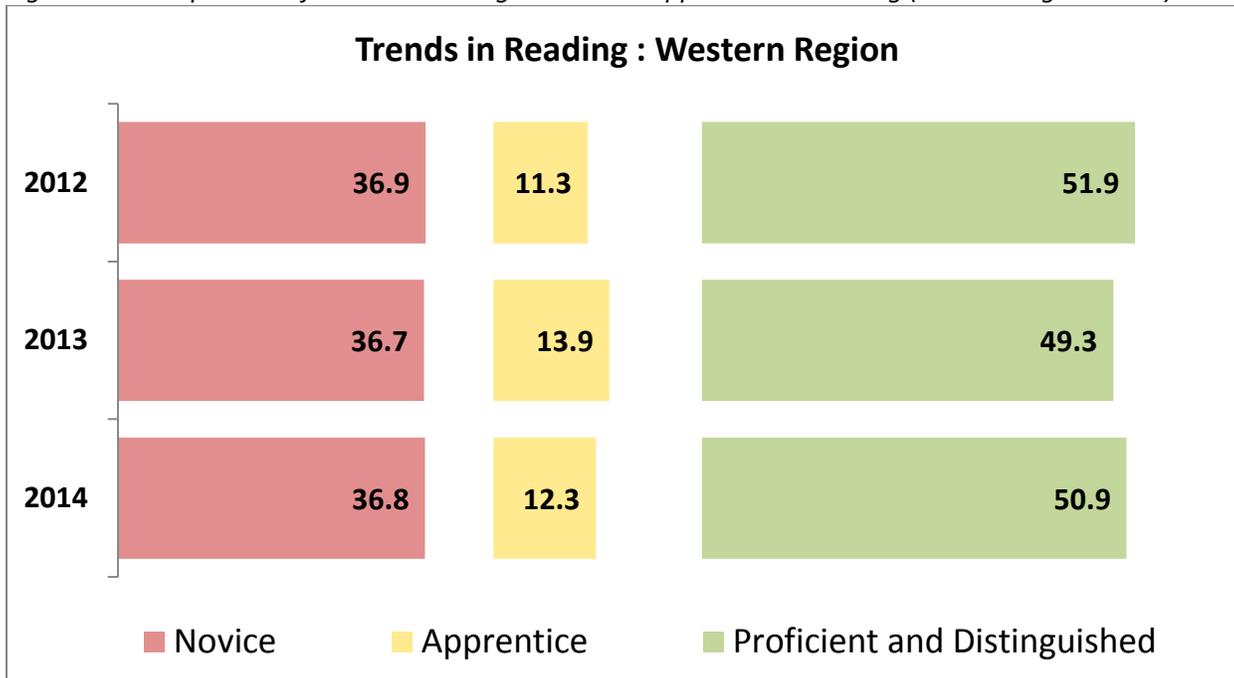
*Figure 10: Mean percent of students scoring proficient and distinguished in reading (western high schools)*

Reading - High Schools: Western Region

West (average)
State Summary
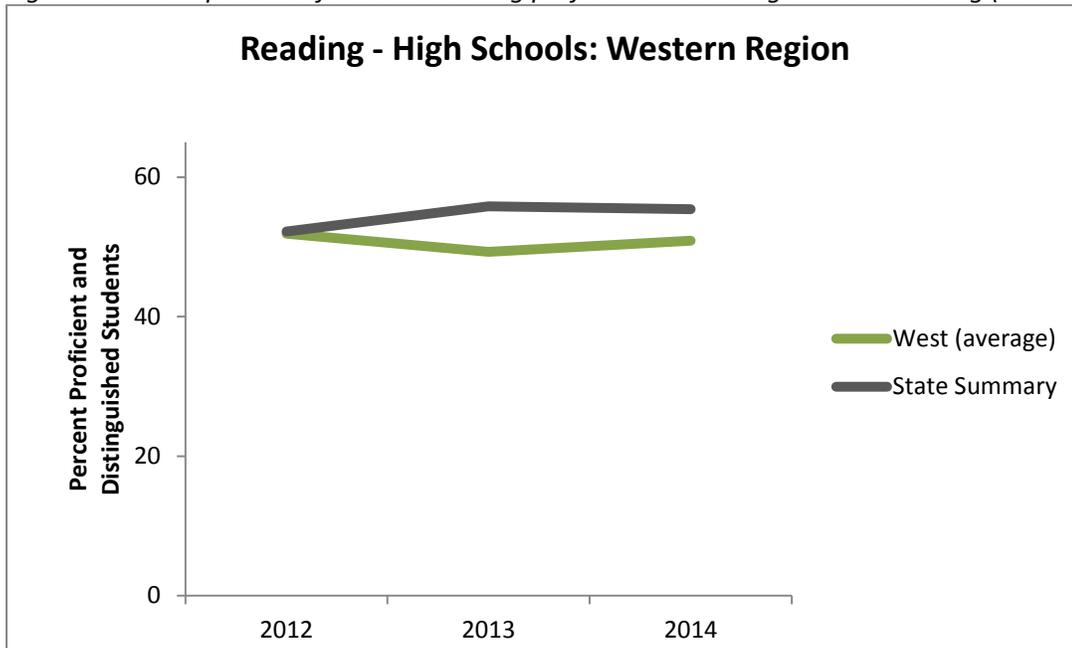
Math

In math the mean percent of students scoring proficient and distinguished in Western schools (54.8%) was much higher than the state average (37.9%), while the mean percent scoring novice (14.3%) was well below the state average (24.4%). Western region cohorts saw a decrease in students scoring novice in mathematics of 10.4 percentage points from 2012 to 2014. High schools of the Western Region also had an increase in students scoring proficient and distinguished in mathematics of 12 percentage points from 2012 to 2014. Table 32 and Figure 11 depict the mean percent of students scoring novice, apprentice, and proficient & distinguished in mathematics. Figure 12 compares their rates of proficiency to the state.

Table 32: Mean percent of western students scoring novice, apprentice, proficient and distinguished in mathematics

Year	Novice	Apprentice	Proficient & Distinguished
2012	24.7	32.5	42.8
2013	22.8	35.2	42.0
2014	14.3	31.0	54.8

Figure 11: Mean percent of students scoring novice and apprentice in math (western high schools)
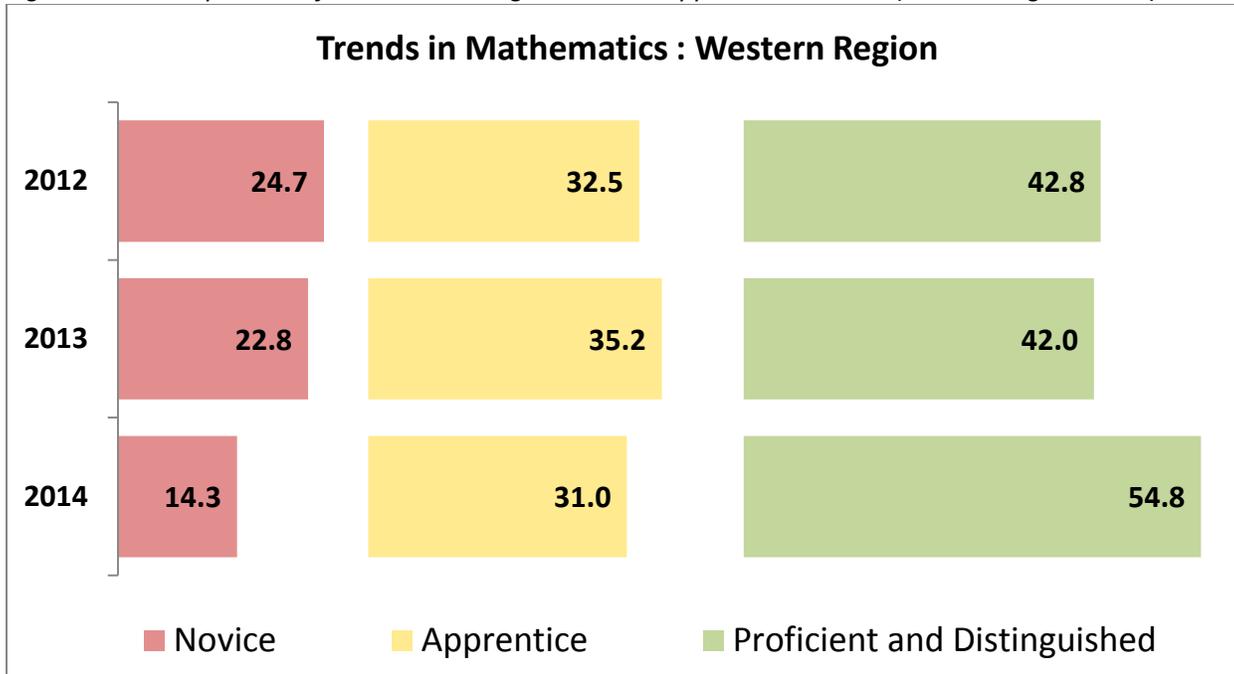
Mathematics - High Schools: Western Region
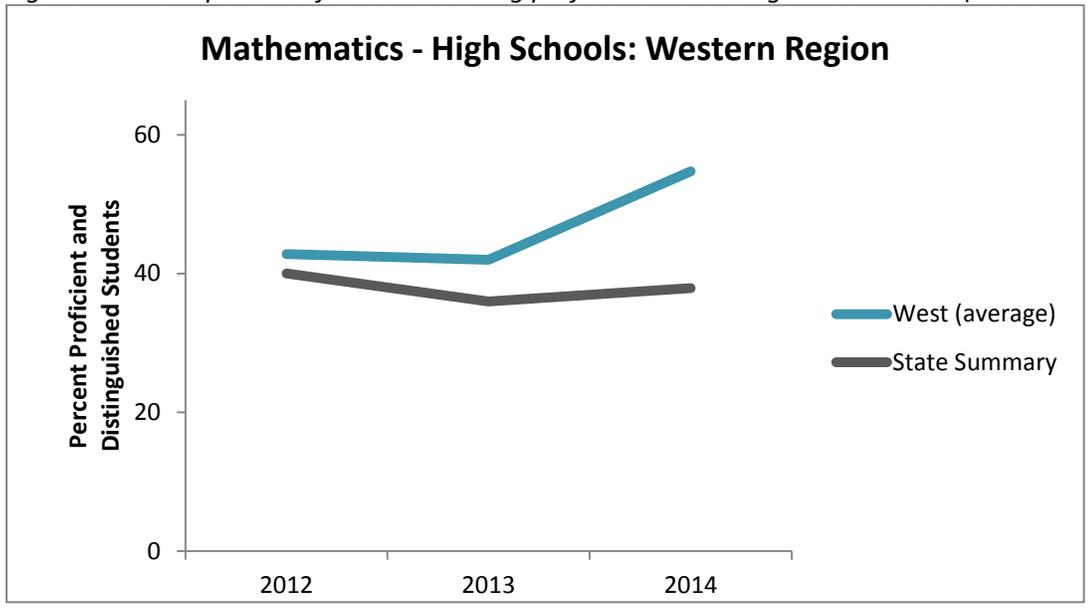
Central Region High Schools

Reading

In reading the mean percent of students scoring proficient and distinguished in Central high schools (30.5%) was below the state (55.4%), and the mean percent scoring novice (58.6%) was much higher than the state average (33.5%). High schools in the Central Region saw a slight increase in percentage of students scoring proficient and distinguished in reading of 1.1 percentage points from 2012 to 2013. However, the numbers fell in 2014 resulting in a decrease in percentage of students scoring proficient and distinguished of 2.5 percentage points for the 2012 to 2014 time period. This led to an increase in the gap between the Central Region high schools and the state proficiency rates. Central high schools also saw a slight increase in the percentage of students scoring novice in reading of 2.4 percentage points. Table 33 and Figure 13 depict the mean percent of students scoring novice, apprentice, and proficient & distinguished in reading. Figure 14 compares their rates of proficiency to the state.

Table 33: Mean percent of central high school students scoring novice, apprentice, proficient and distinguished in reading

Year	Novice	Apprentice	Proficient & Distinguished
2012	56.2	11.9	31.9
2013	56.5	10.5	33.0
2014	58.6	10.9	30.5

Figure 13: Mean percent of students scoring novice and apprentice in reading (central high schools)

Trends in Reading : Central Region High Schools

Year	Novice	Apprentice	Proficient and Distinguished
2012	56.2	11.9	31.9
2013	56.5	10.5	33.0
2014	58.6	10.9	30.5
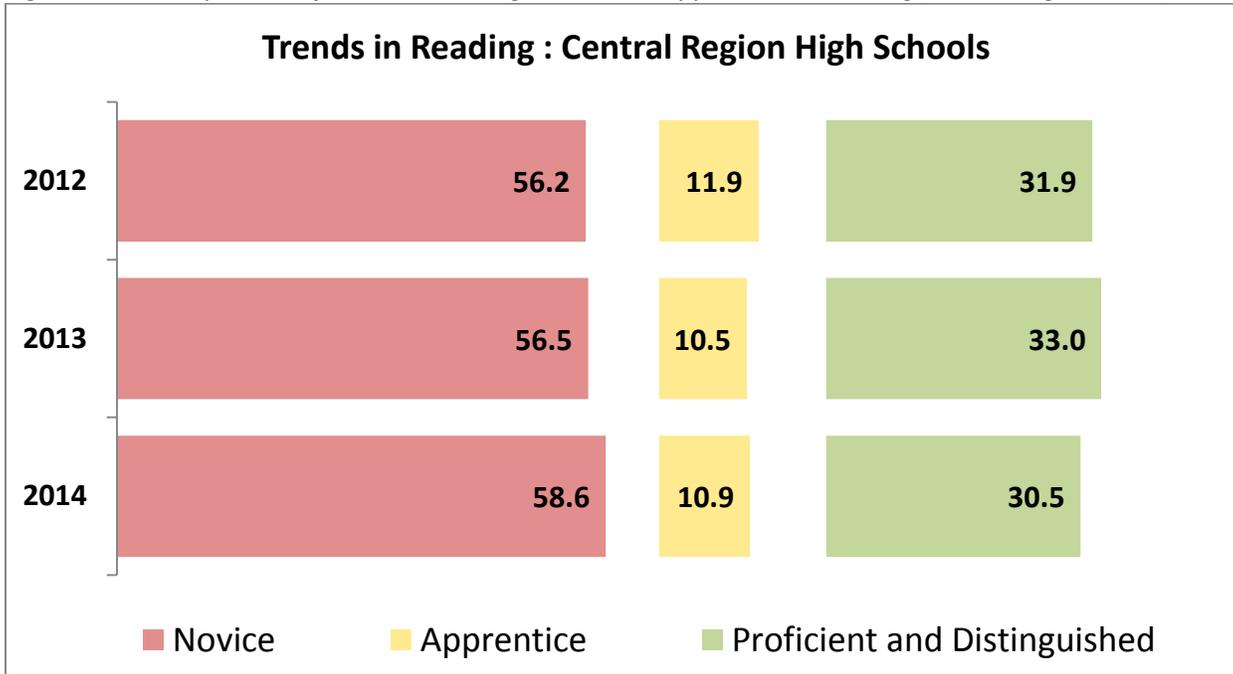
Figure 14: Mean percent of students scoring proficient and distinguished in reading (central high schools)

Reading - High Schools: Central Region

- Central (average)
- State Summary
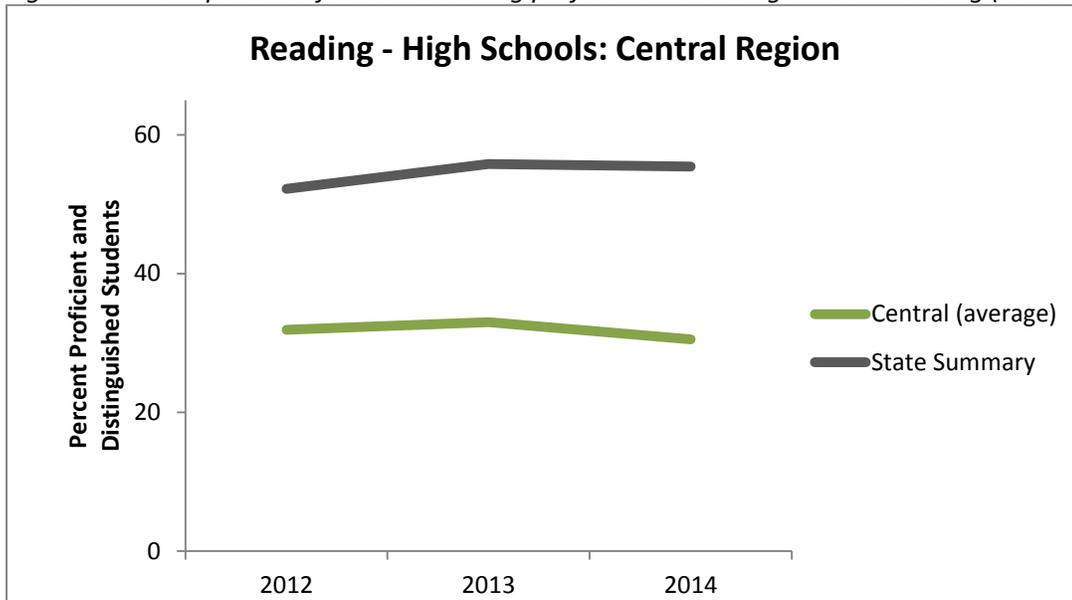
Math

The mean percent of students scoring proficient and distinguished in math in Central high schools (28.9%) was below the state (37.9%), and the mean percent scoring novice (31.2%) was much higher than the state average (24.4%). High schools in the Central Region saw a decrease in the percentage of students scoring proficient and distinguished in mathematics of 8.9 percentage points from 2012 to 2013. They were able to regain some ground in 2014, but not as much as was lost, resulting in a decrease of 6.4 percentage points from 2012 to 2014. Central Region high schools saw very little change in the percentage of students scoring novice in mathematics from 2012 to 2014. Table 34 and Figure 15 depict the mean percent of students scoring novice, apprentice, and proficient & distinguished in reading. Figure 16 compares their rates of proficiency to the state.

Table 34: Mean percent of central high school students scoring novice, apprentice, proficient and distinguished in mathematics

Year	Novice	Apprentice	Proficient & Distinguished
2012	30.9	33.9	35.3
2013	29.8	43.9	26.4
2014	31.2	39.9	28.9

Figure 15: Mean percent of students scoring novice and apprentice in math (central high schools)

Trends in Mathematics : Central Region High Schools

Year	Novice	Apprentice	Proficient and Distinguished
2012	30.9	33.9	35.3
2013	29.8	43.9	26.4
2014	31.2	39.9	28.9
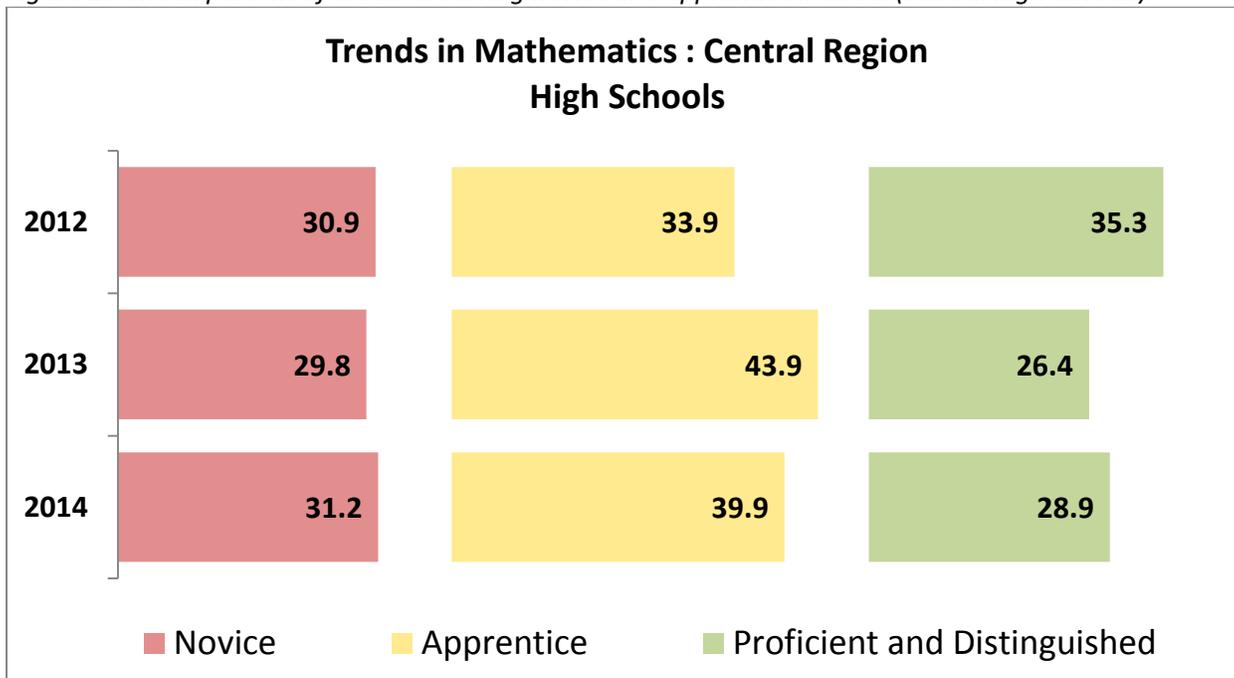
Figure 16: Mean percent of students scoring proficient and distinguished in math (central cohorts high schools)

Mathematics - High Schools: Central Region

Legend:
- Central (average)
- State Summary
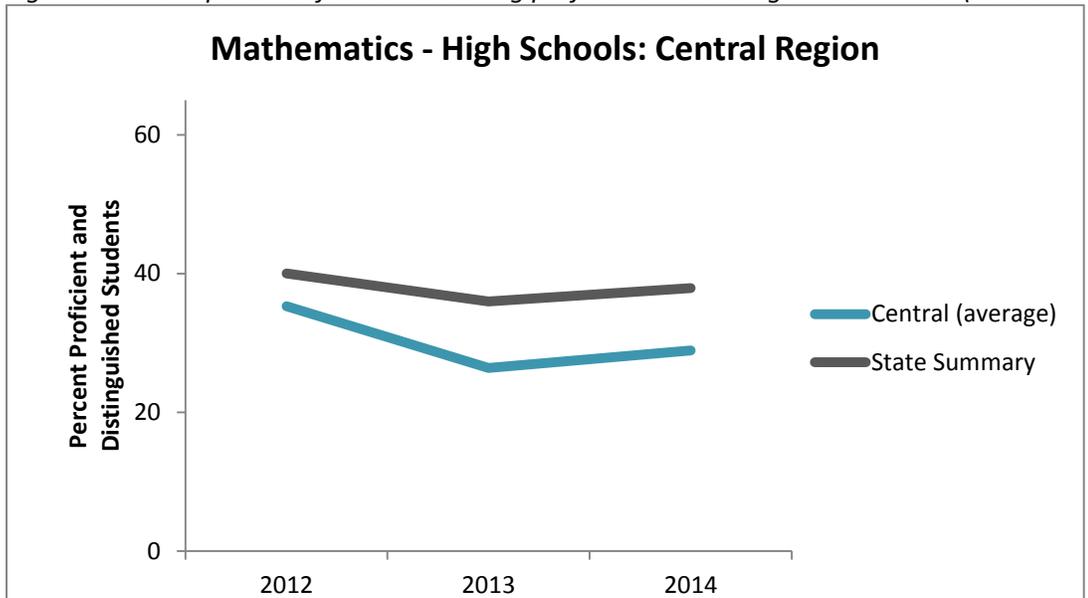
Central Region Middle Schools

Reading

The mean percent of students scoring proficient and distinguished in reading in Central middle schools (25.2%) was much lower than the state (53.2%), and the mean percent scoring novice (45.7%) was more than double the state average (21.3%). However, middle schools in the Central Region saw a decrease in the percentage of students scoring novice in reading of 9.7 percentage points from 2012 to 2014, and they also had an increase in the percentage of students scoring proficient and distinguished in reading of 5.2 points in the 2012 to 2014 time period. Table 35 and Figure 17 depict the mean percent of students scoring novice, apprentice, and proficient & distinguished in reading. Figure 18 compares their rates of proficiency to the state.

Table 35: Mean percent of central cohorts middle school students scoring novice, apprentice, proficient and distinguished in reading

Year	Novice	Apprentice	Proficient & Distinguished
2012	55.4	24.5	20.0
2013	52.4	23.7	23.9
2014	45.7	29.1	25.2

Figure 17: Mean percent of students scoring novice and apprentice in reading (central middle schools)
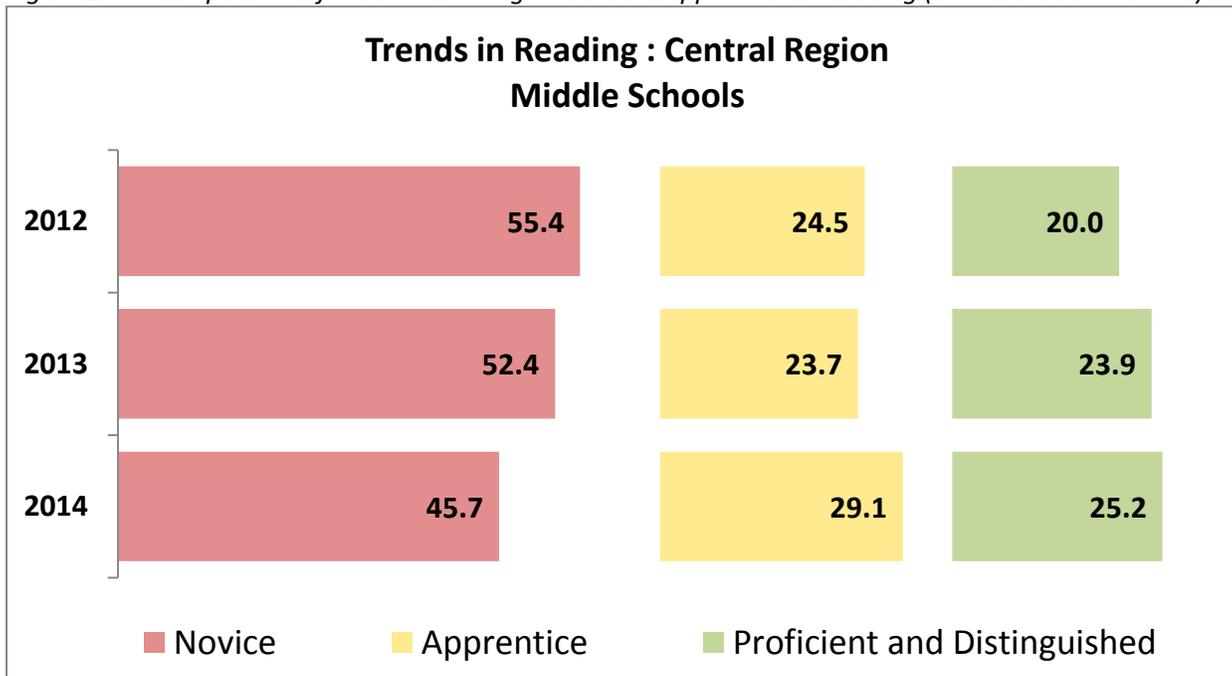
Figure 18: Mean percent of students scoring proficient and distinguished in reading (central middle schools)

Reading - Middle Schools: Central Region
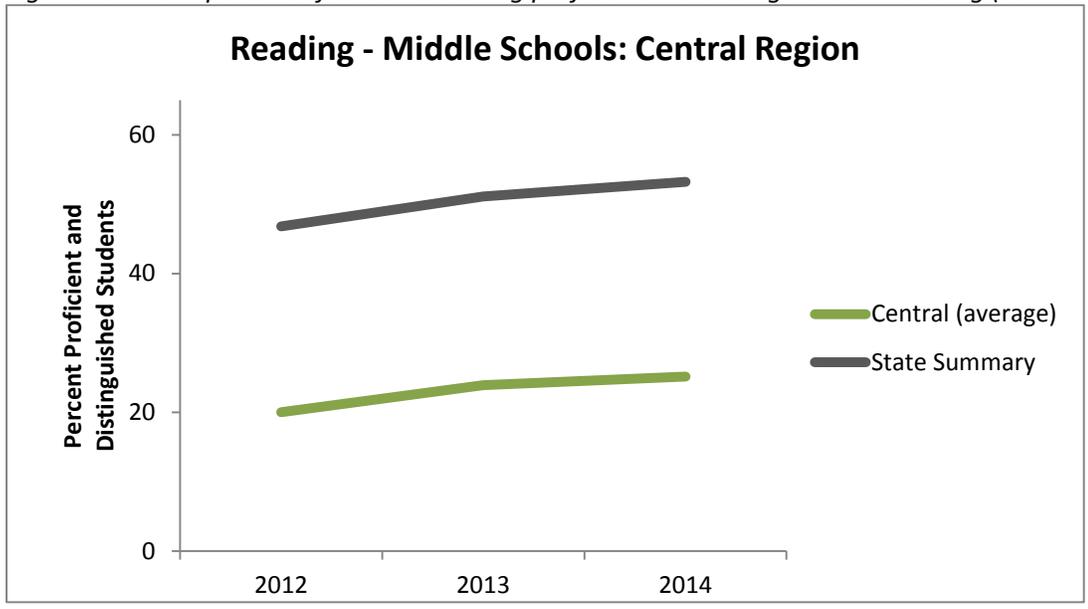
Math

In math the mean percent of students scoring proficient and distinguished in Central middle schools (18.9%) was below the state (44.8%). The mean percent scoring novice (40.6%) was higher than the state average (16.8%). Middle schools in the Central Region saw a decrease in the percentage of students scoring novice in math of 8.6 percentage points from 2012 to 2013. However they lost some ground in 2014 resulting in a decrease of only 6.7 percentage points from 2012 to 2014. Central middle schools also had an increase in the percent of students scoring proficient and distinguished in mathematics of 4.3 percentage points from 2012 to 2014. Table 36 and Figure 19 depict the mean percent of students scoring novice, apprentice, and proficient & distinguished in mathematics. Figure 20 compares their rates of proficiency to the state.

Table 36: Mean percent of central cohorts middle school students scoring novice, apprentice, proficient and distinguished in mathematics

Year	Novice	Apprentice	Proficient & Distinguished
2012	47.3	38.1	14.6
2013	38.7	44.6	16.7
2014	40.6	40.4	18.9

Figure 19: Mean percent of students scoring novice and apprentice in math (central middle schools)
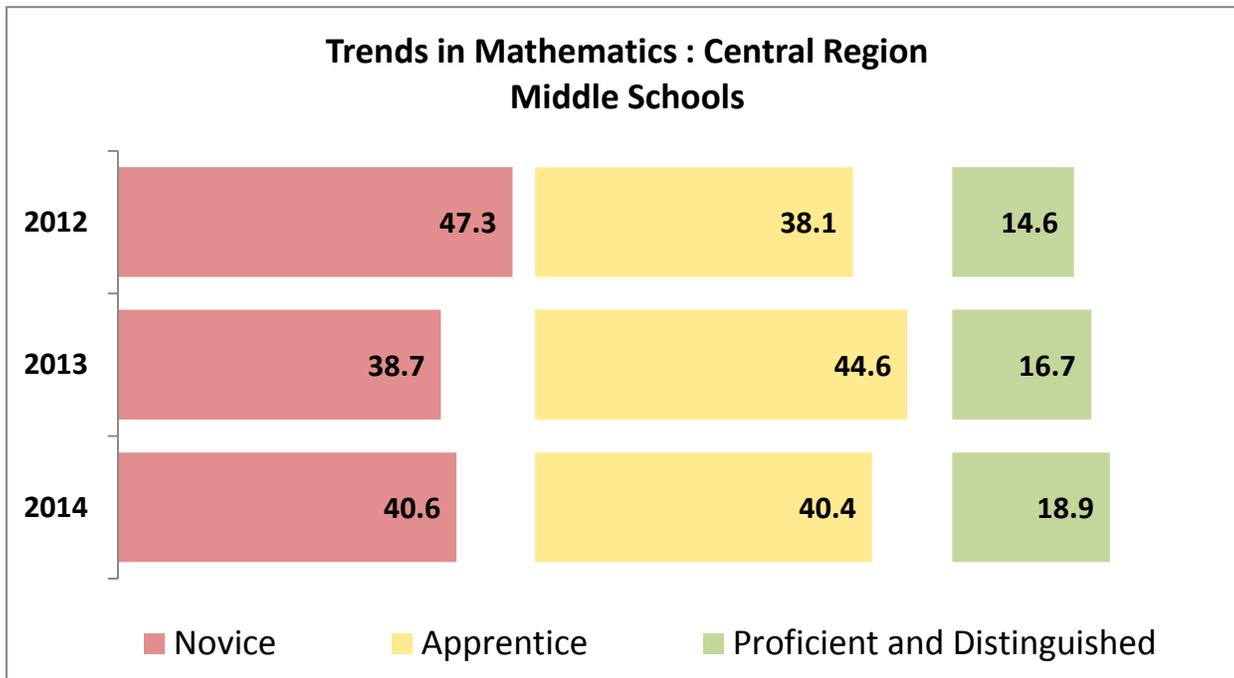
Figure 20: Mean percent of students scoring proficient and distinguished in math (central middle schools)

Mathematics - Middle Schools: Central Region
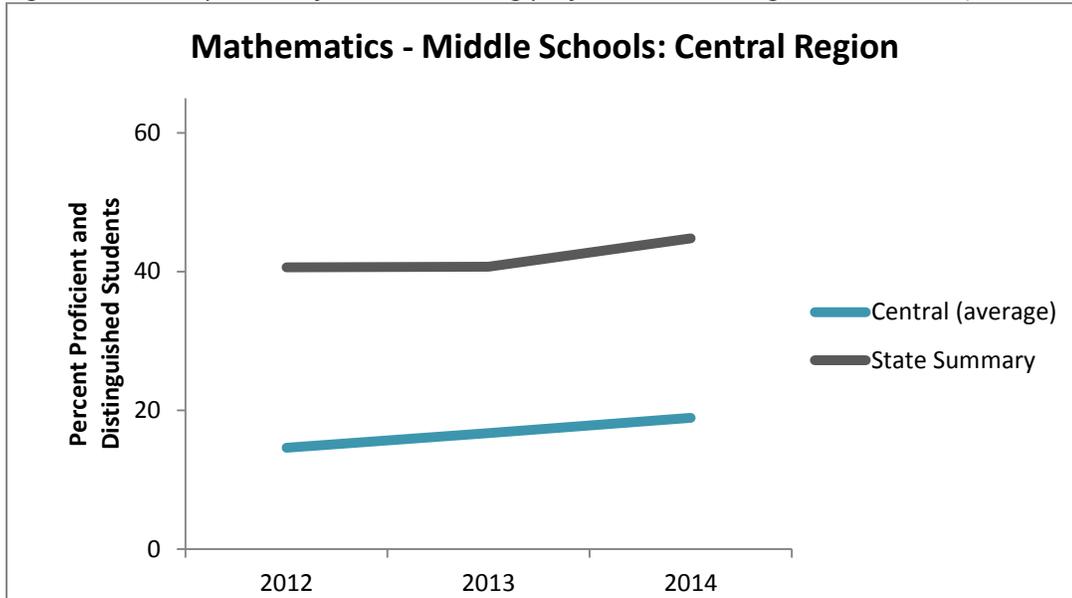
GAP Group Analysis

GAP group analysis revealed that in Cohort 2 of the Eastern Region and the Western Region GAP students outperformed GAP students statewide in math. SIG region GAP students performed comparably to GAP students statewide in reading in Cohort 3 of the Eastern Region and at Central Region high schools. They also preformed about the same in reading in Cohort 3 of the Eastern Region and in the Western Region. Figures 21-25 compare the proficiency of GAP students in reading in each regional grouping with the proficiency of GAP students statewide. Figures 26-30 compare the proficiency in math.

Reading

Figure 21: Mean percent of GAP students scoring proficient and distinguished in reading (eastern cohort 2 high schools)
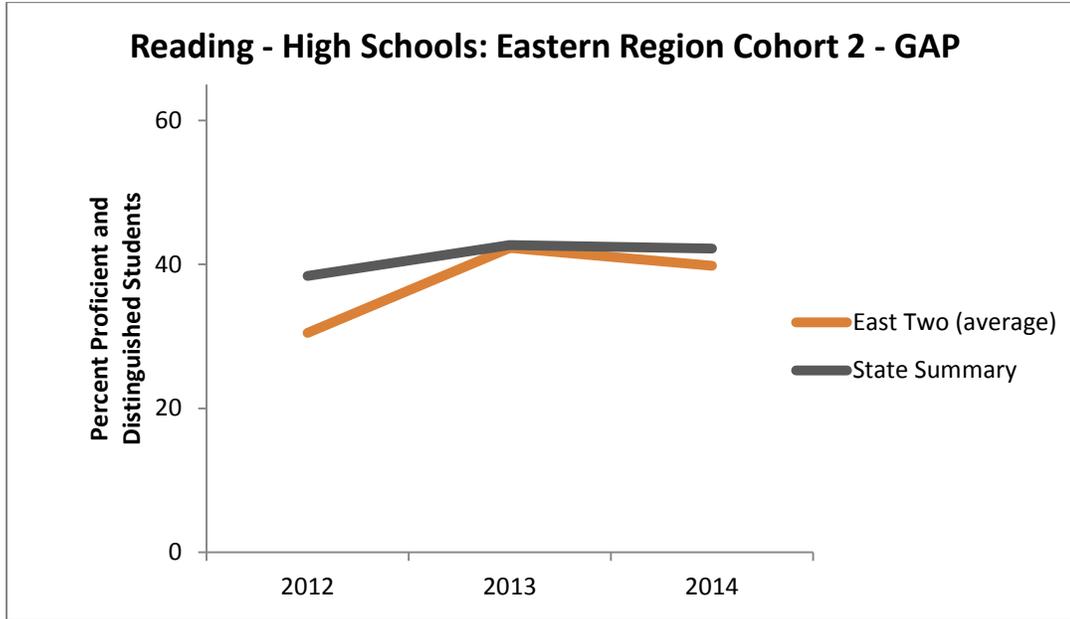
Figure 22: Mean percent of GAP students scoring proficient and distinguished in reading (eastern cohort 3 high schools)

Reading - High Schools: Eastern Region Cohort 3 - GAP
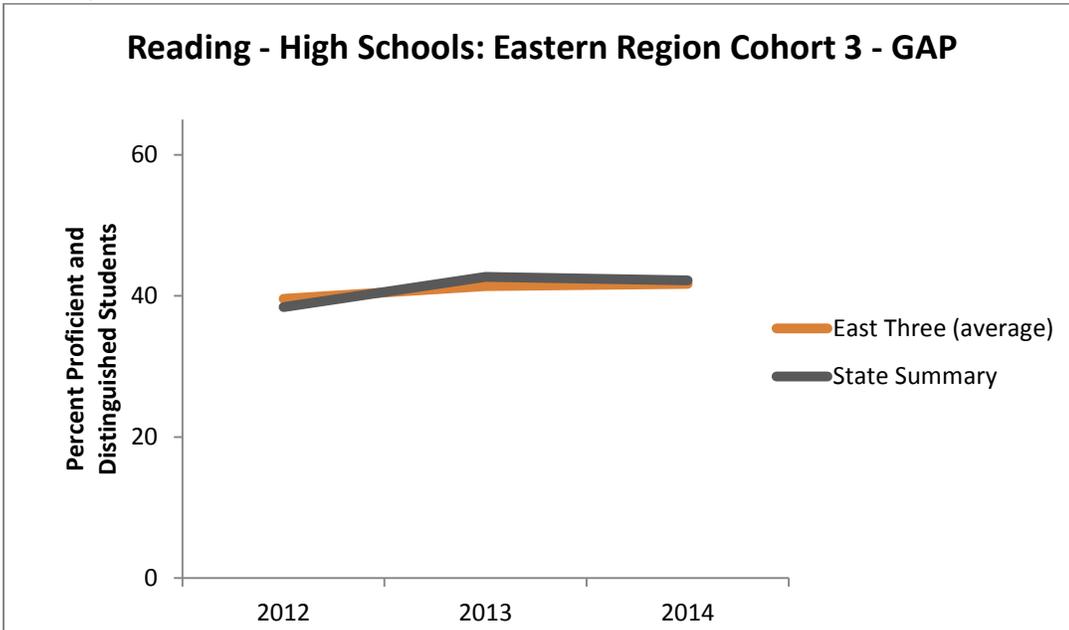
Figure 23: Mean percent of GAP students scoring proficient and distinguished in reading (western high schools)

Reading - High Schools: Western Region - GAP
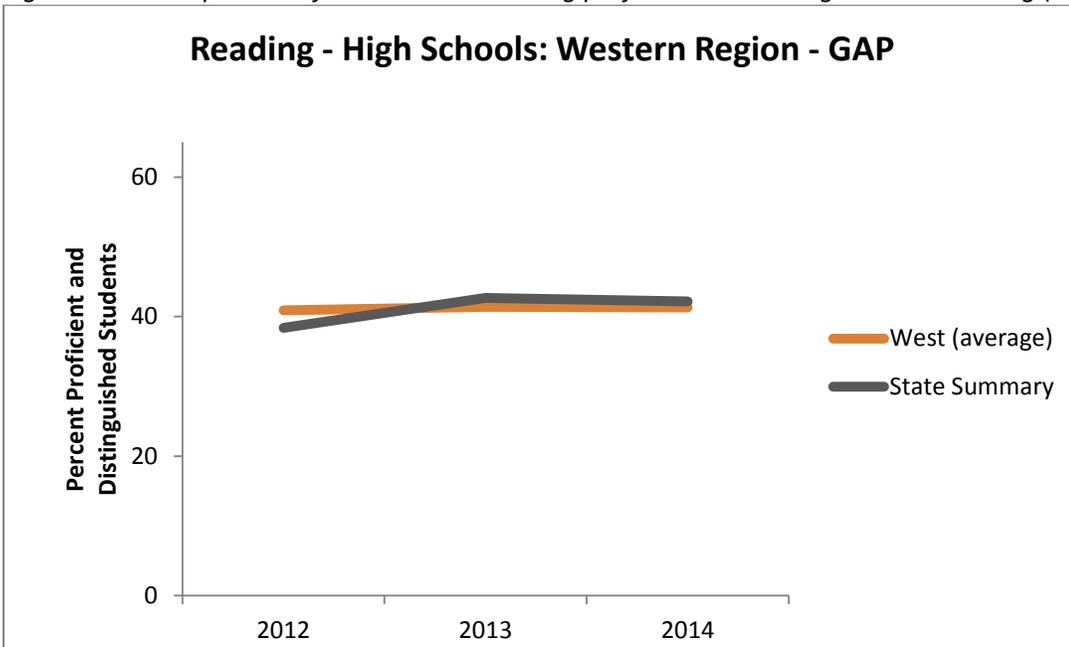
Figure 24: Mean percent of GAP students scoring proficient and distinguished in reading (central high schools)

Reading - High Schools: Central - GAP
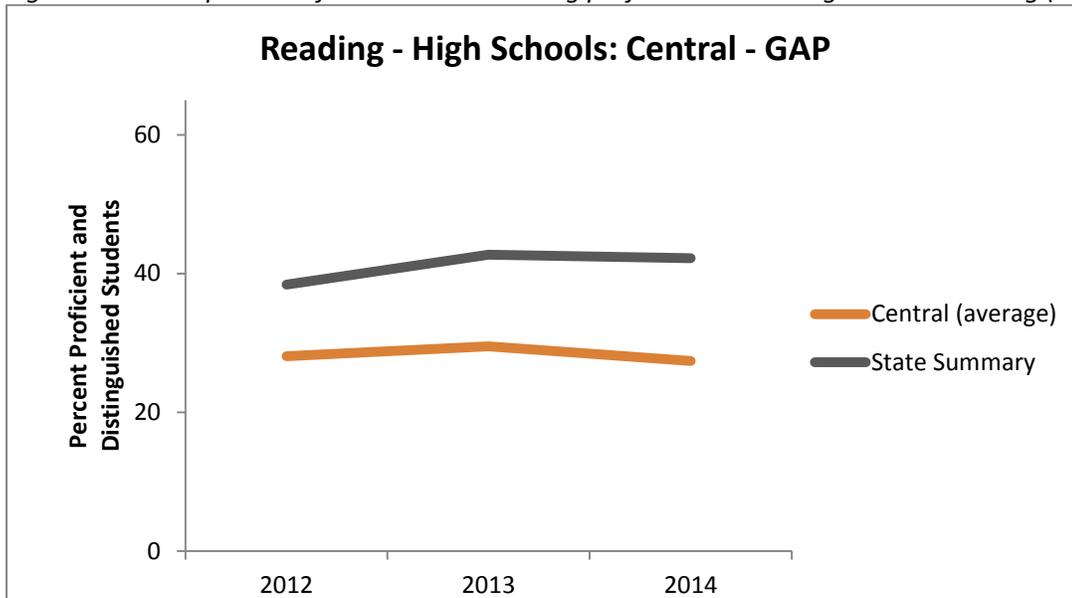
Figure 25: Mean percent of GAP students scoring proficient and distinguished in reading (central middle schools)

Reading - Middle Schools: Central Region - GAP
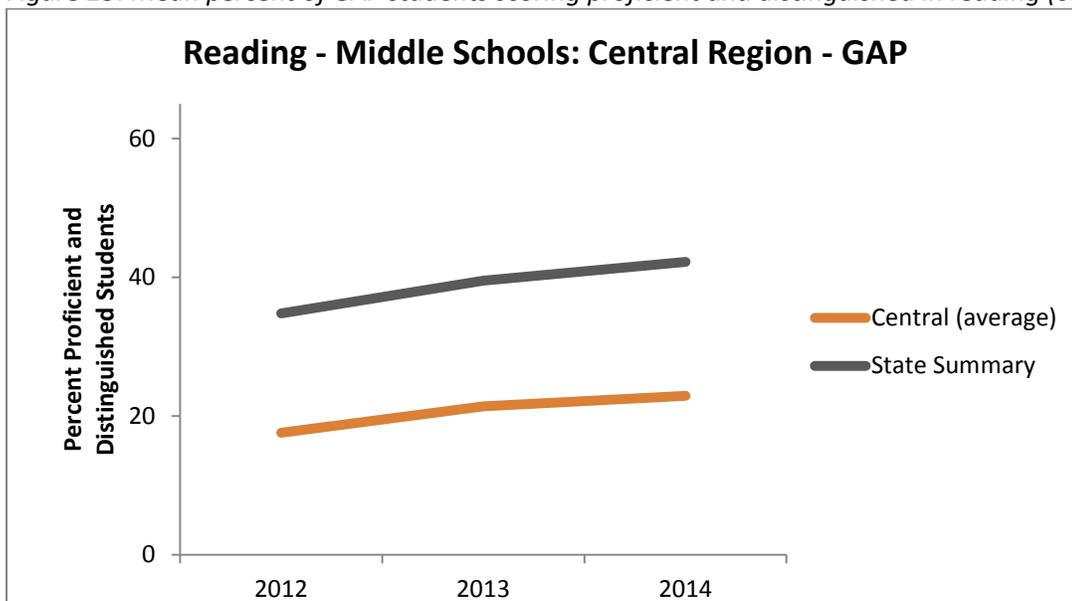
Math

Figure 26: Mean percent of GAP students scoring proficient and distinguished in math (eastern cohort 2 high schools)

Mathematics - High Schools: Eastern Region Cohort 2 - GAP
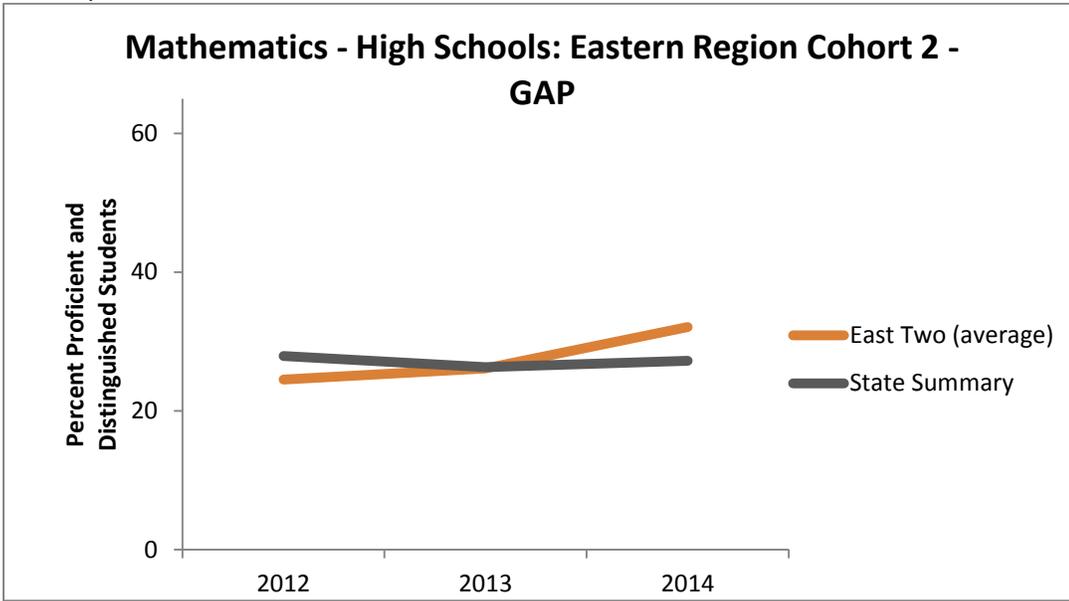
Figure 27: Mean percent of GAP students scoring proficient and distinguished in math (eastern cohort 3 high schools)*

Mathematics - High Schools: Eastern Region Cohort 3 - GAP
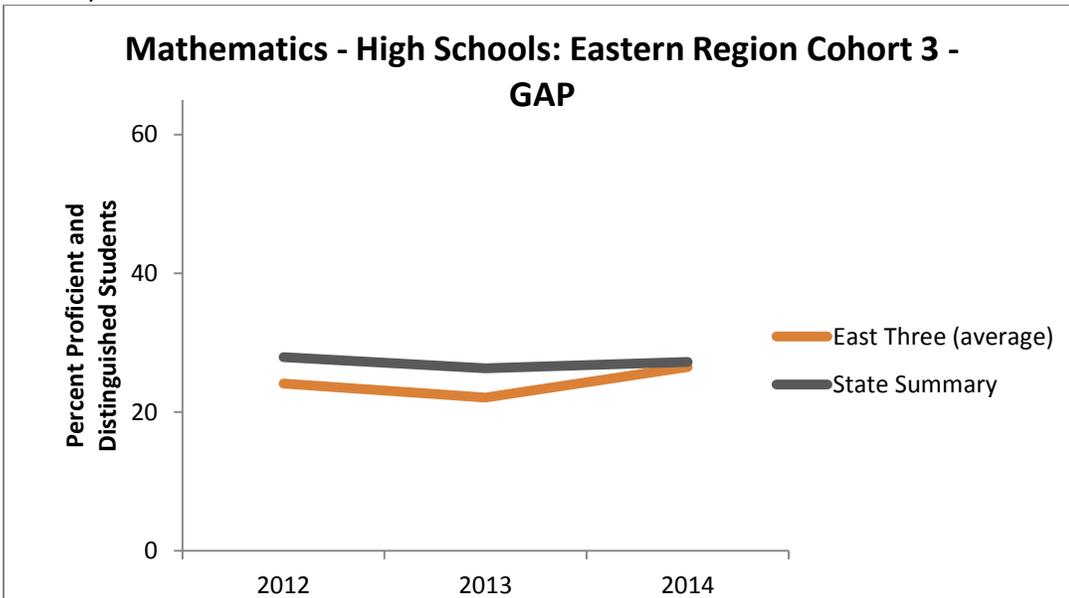
* Dayton High School math scores were not available through the KDE report card for 2012

Figure 28: Mean percent of GAP students scoring proficient and distinguished in math (western high schools)

Mathematics - High Schools: Western Region - GAP
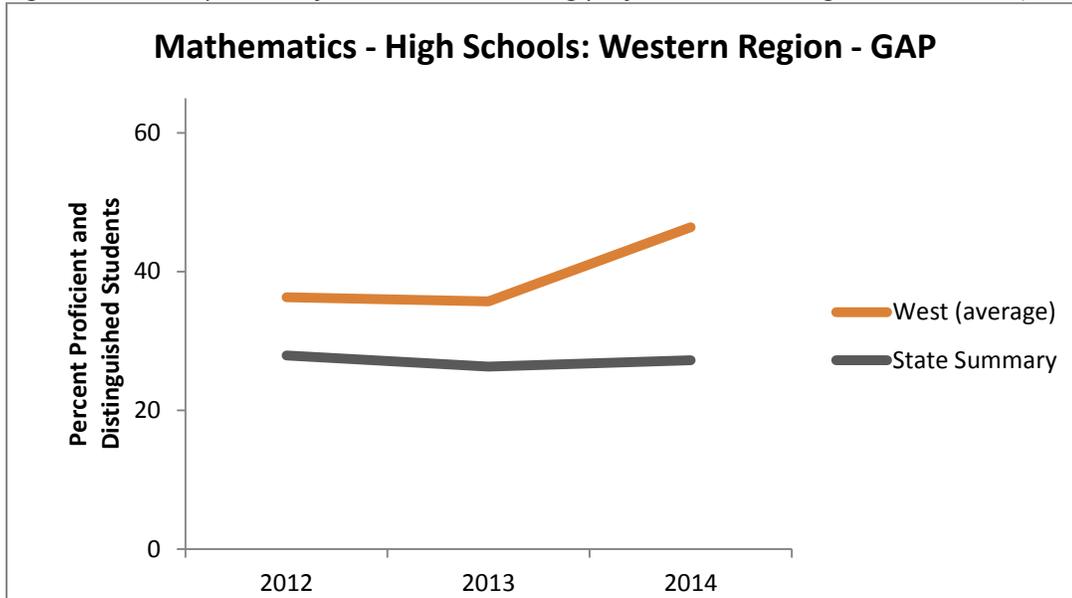
Figure 29: Mean percent of students scoring proficient and distinguished in math (central high schools)

Mathematics - High Schools: Central Region - GAP
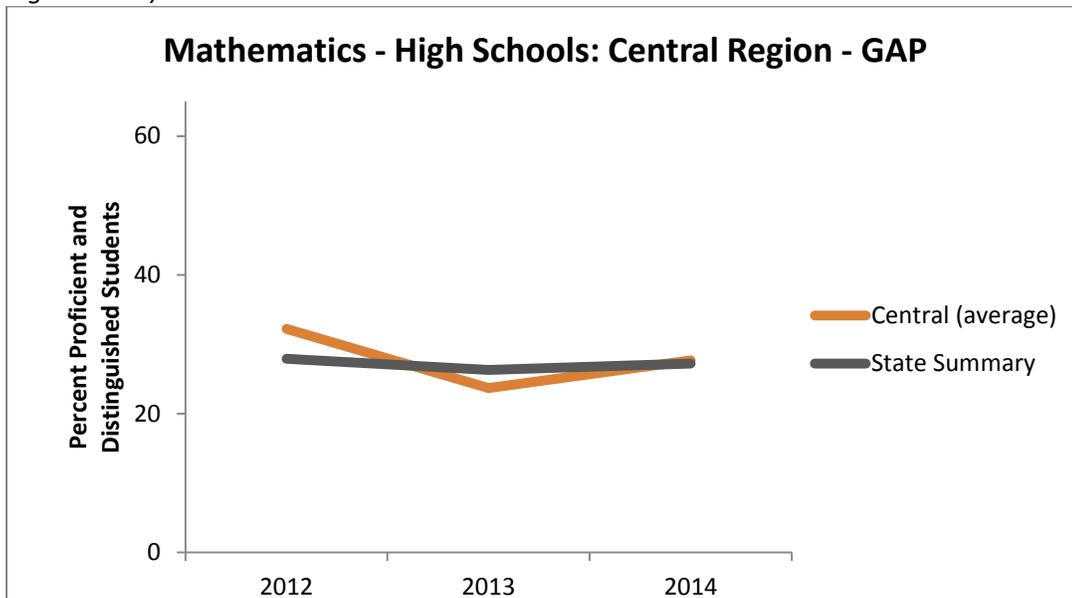
Figure 30: Mean percent of GAP students scoring proficient and distinguished in math (central middle schools)

Mathematics - Middle Schools: Central Region - GAP
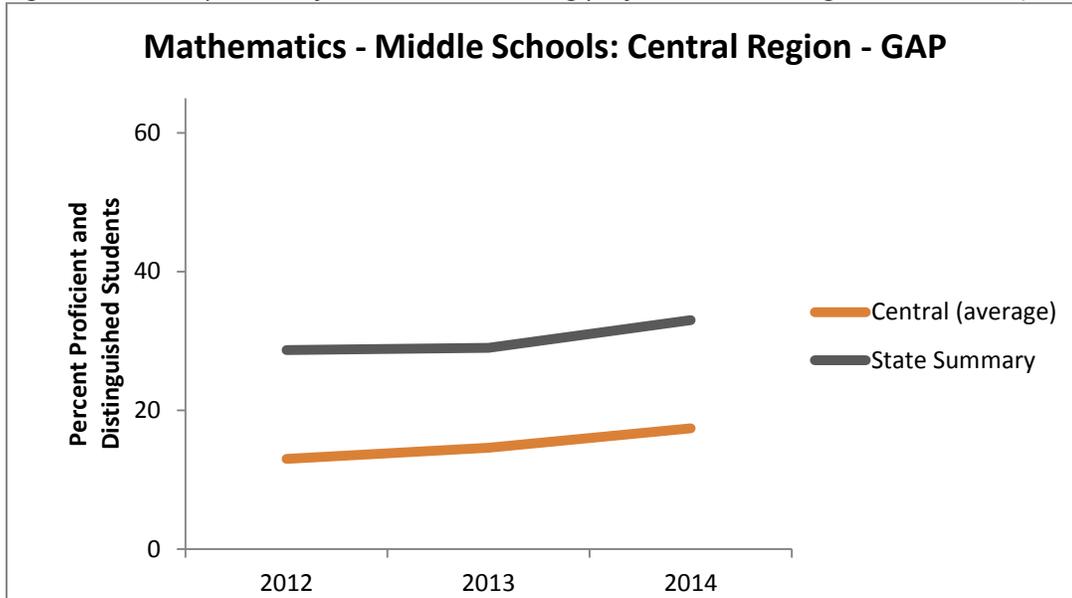
Graduation

In order to further understand the College and Career Readiness of SIG school students, the graduation rate and College and Career Readiness rates were examined for 2013 and 2014. Prior to 2012-13, Kentucky used the Average Freshman Graduation Rate (AFGR) to calculate the graduation rate. However, beginning in 2012-2013 Kentucky moved to a Four-year Adjusted Cohort Graduation Rate that more accurately reflects the percentage of students who graduate, as it adjusts for students who transfer in or out, emigrate or die during the respective four year period. Since Four-year Adjusted Cohort Graduation Rate is measured differently and provides different findings than AFGR, graduation rates for 2011-12 and 2013-14 are not comparable. Due to the formula change, high schools experienced a one-time graduation rate boost in 2012-13, which cannot be used for evaluative purposes.[1] Nevertheless, between 2012-2013 and 2013-2014 the graduation rate increased for seven of the eleven Cohort 2 schools and eleven of the twelve Cohort 3 schools. None of the Cohort 3 SIG high schools had a negative change from 2013 to 2014, and more than half of all of the SIG schools had a higher graduation rate than the state. Tables 37 and 38 display the graduation rates for Cohort 2 and 3 schools respectively.

Table 37: KY four-year adjusted cohort graduation rate for cohort 2 SIG high schools

School Name	Cohort Rate 2012-13	Cohort Rate 2013-14	Change from '13 to '14
Western			
Christian County High School	88.9	86.6	-2.3
Eastern			
East Carter High School	98.3	98.5	0.2
Greenup High School	89.0	92.1	3.1
Newport High School	84.0	85.8	1.8
Sheldon Clark High School	91.9	89.8	-2.1
Central			
Doss High School	82.9	86.2	3.3
Fairdale High School	88.5	87.2	-1.3
Iroquois High School	70.0	69.5	-0.5
Seneca High School	82.5	84.9	2.4
Southern High School	80.9	84.0	3.1
Waggener High School	82.0	83.9	1.9
SIG Cohort 2 Average	85.4	86.2	0.9
STATE AVG	86.1	87.4	1.3

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[1]http://education.ky.gov/comm/news/Documents/Unbridled%20Learning%20Briefing%20Packet%202013%20UPDATED%20Media.pdf

Table 38: KY four-year adjusted cohort graduation rate for cohort 3 SIG high schools

School Name	Cohort Rate 2012-13	Cohort Rate 2013-14	% Change from '13 to '14
Western			
Franklin-Simpson High School	95.3	96.2	0.9
Hopkins County Central High	87.0	90.9	3.9
Livingston Central High School	94.9	98.6	3.7
Eastern			
Bryan Station High School	82.9	82.9	0.0
Dayton High School	81.0	85.4	4.4
Fleming County High School	94.2	95.6	1.4
Knox Central High School	90.4	93.2	2.8
Lee County High School	89.2	92.9	3.7
Lincoln County High School	90.9	95.0	4.1
Perry County Central High School	81.7	85.9	4.2
Pulaski County High School	92.8	95.3	2.5
Central			
Trimble County High School	74.6	85.9	11.3
SIG Cohort 3 Average	87.9	91.5	3.6
STATE AVG	86.1	87.4	1.3

GAP Group Analysis

In Cohort 2 and 3 of the Eastern Region and the Western Region, GAP students had a higher rate of graduation than GAP students statewide. The rates in the Central Region were comparable. Figures 31-34 show the Four-year Adjusted Cohort Graduation Rate for GAP students in each region compared to the state.

Figure 31: Eastern cohort 2 Gap four-year adjusted cohort graduation rate
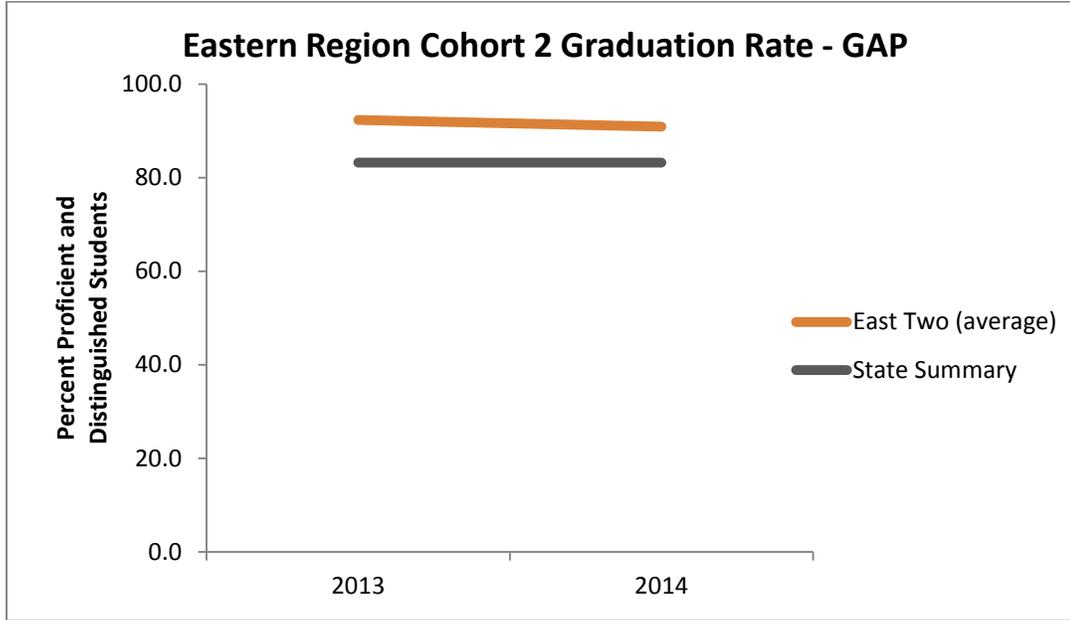
Figure 32: Eastern cohort 3 Gap four-year adjusted cohort graduation rate
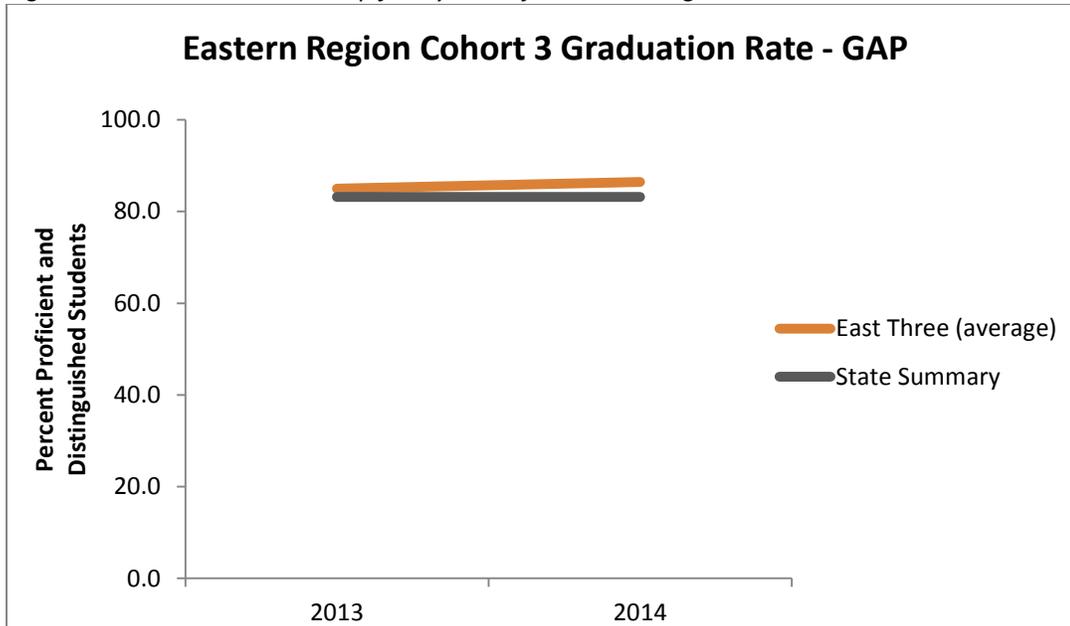
Figure 33: Western Gap four-year adjusted cohort graduation rate

Western Region Graduation Rate - GAP
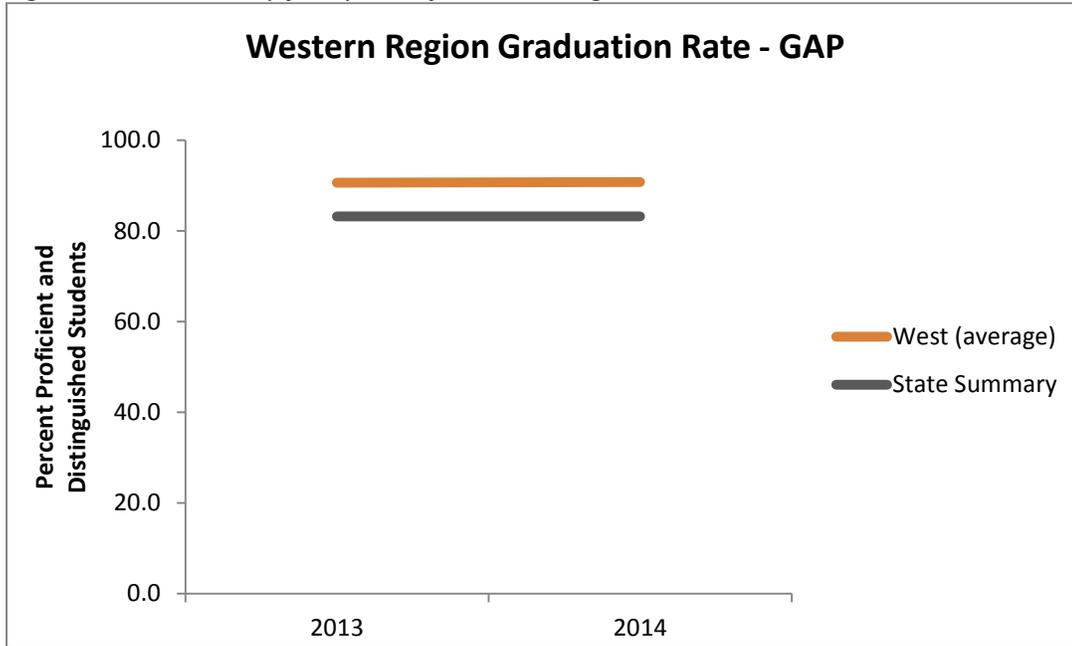
Figure 34: Central GAP four-year adjusted cohort graduation rate

Central Graduation Rate - GAP
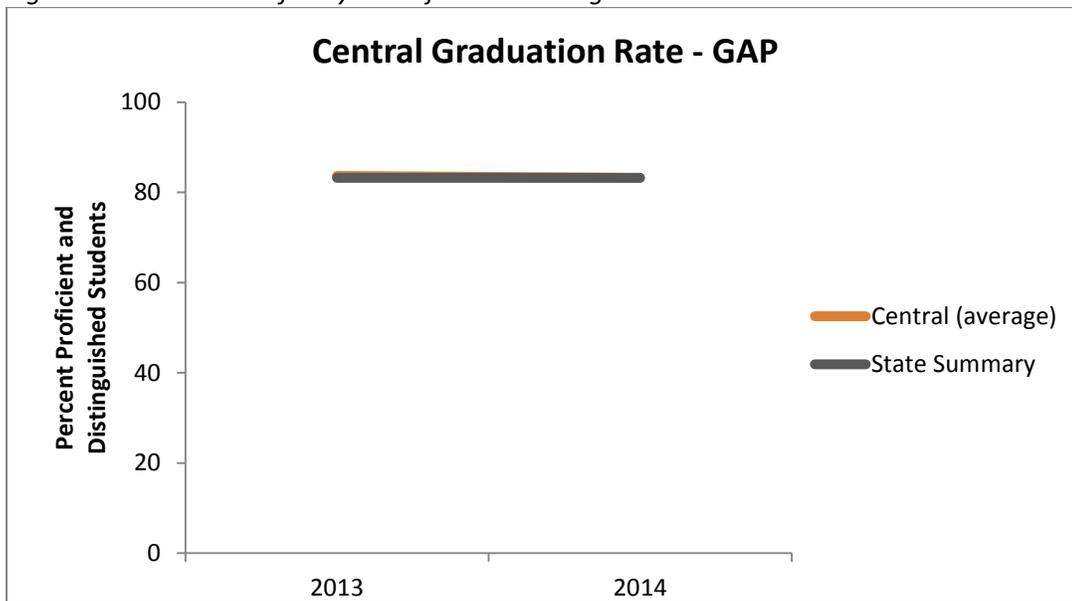
College and Career Readiness Data

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. In determining CCR rates, schools are awarded one point for students who are college ready or career ready; an additional half point is awarded for students who are both college and career ready. For the purposes of this analysis both non-bonus and bonus CCR rates were examined. The CCR rate was obtained from the KDE website, and only non-duplicated counts were considered for this analysis.

Cohort 2 Schools

CCR Non-bonus

In 2014 CCR non-bonus CCR rates increased for every school in Cohort 2 except for Sheldon Clark, which had no change from 2013. Two schools in the Eastern Region—East Carter County and Greenup County—exceeded the CCR no-bonus rate for the state as a whole. Three schools—Doss, Fairdale, and Southern—grew more than twenty percentage points between 2013 and 2014. Southern High School grew at the fastest rate with an average annual rate of 15.75%. Table 39 and Figure 35 depict the CCR non-bonus rates for all Cohort 2 schools across 2012-2014. In that same time period, the state CCR non-bonus scores grew at an average annual rate of 7.55%. As depicted in Figure 36, the annual gains made by all but one of the Cohort 2 SIG schools are increasing at a faster rate than the state as a whole. So while these schools' CCR non-bonus rates are lower than the state, the gap is being closed. As this was the final year of SIG involvement for Cohort 2 schools, Table 40 shows the change in CCR non-bonus rate for Cohort schools from the 2011 baseline rate. Every Cohort 2 high school had a greater change in CCR non-bonus rates than the state as a whole. East Carter County High, Doss High, and Iroquois High saw the largest increases in CCR non-bonus rates.

Table 39: Three year college and career readiness (CCR) non-bonus rates for SIG cohort 2 schools

	2012 CCR %	2013 CCR %	2014 CCR %
Western			
Christian County High School	36.4	52.7	60.0
Eastern			
East Carter County High School	57.0	68.7	75.3
Greenup County High School	45.9	58.1	64.6
Newport High School	36.7	48.4	52.7
Sheldon Clark High School	51.0	56.3	56.3
Central			
Doss High	12.9	20.5	40.7
Fairdale High School MCA	22.8	34.7	50.9
Iroquois High	24.8	32.0	47.5
Seneca High	33.6	45.2	50.3
Southern High School	24.9	33.6	56.4
Waggener High School	27.9	32.8	45.7
SIG Cohort 2 Average	**34.0**	**43.9**	**54.6**
STATE TOTAL	**47.2**	**54.1**	**62.3**

Cohort Two CCR Rate

	Christian County High School	East Carter County High School	Greenup County High School	Newport High School	Sheldon Clark High School	Doss High	Fairdale High School MCA	Iroquios High	Seneca High	Southern High School	Waggener High School	STATE TOTAL
2012 CCR	36.4	57.0	45.9	36.7	51.0	12.9	22.8	24.8	33.6	24.9	27.9	47.2
2013 CCR	52.7	68.7	58.1	48.4	56.3	20.5	34.7	32.0	45.2	33.6	32.8	54.1
2014 CCR	60.0	75.3	64.6	52.7	56.3	40.7	50.9	47.5	50.3	56.4	45.7	62.3
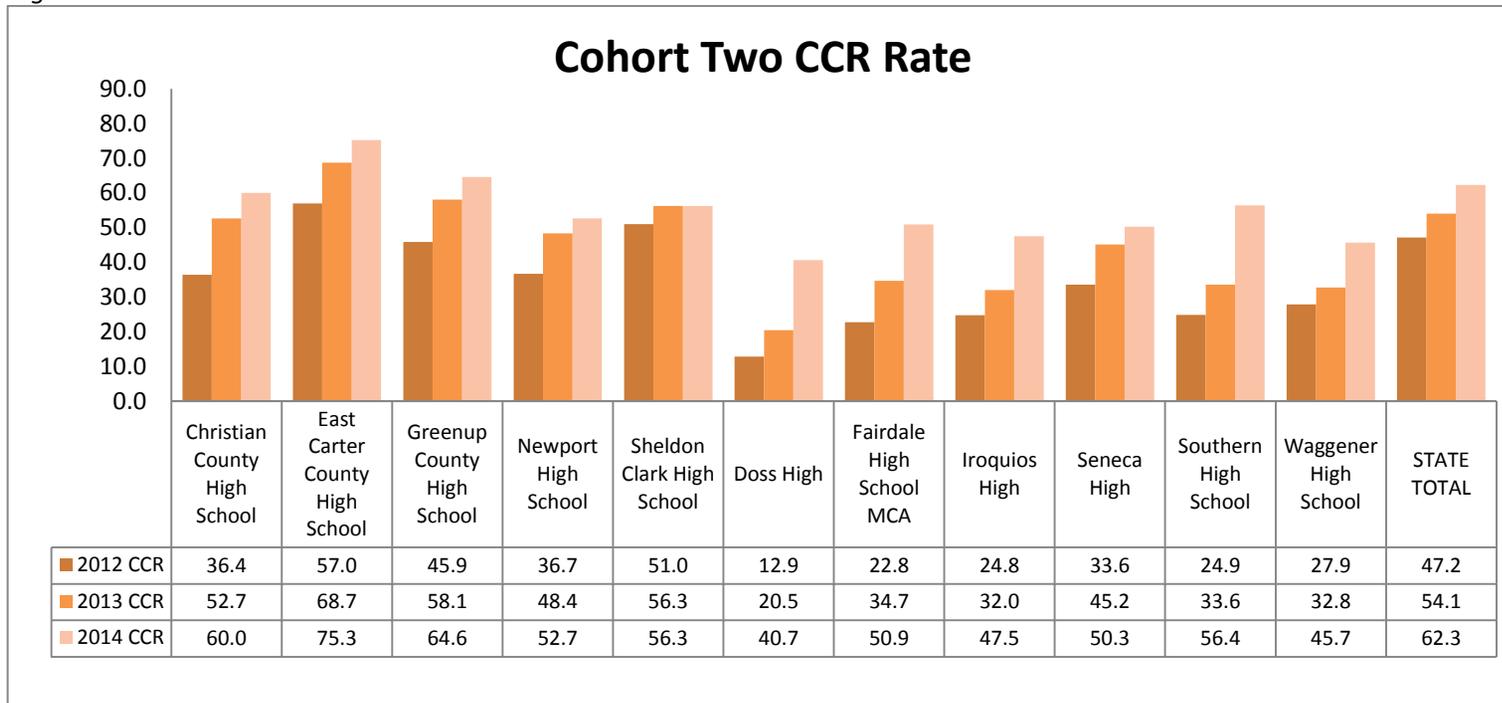
Figure 36: Cohort 2 average annual CCR non-bonus growth rate

Cohort Two Average Growth Rates

	Sheldon Clark High School	STATE TOTAL	Newport High School	Seneca High	Waggener High School	East Carter County High School	Greenup County High School	Iroquois High	Christian County High School	Doss High	Fairdale High School MCA	Southern High School
Avg Growth Rate	2.65	7.55	8.00	8.35	8.90	9.15	9.35	11.35	11.80	13.90	14.05	15.75
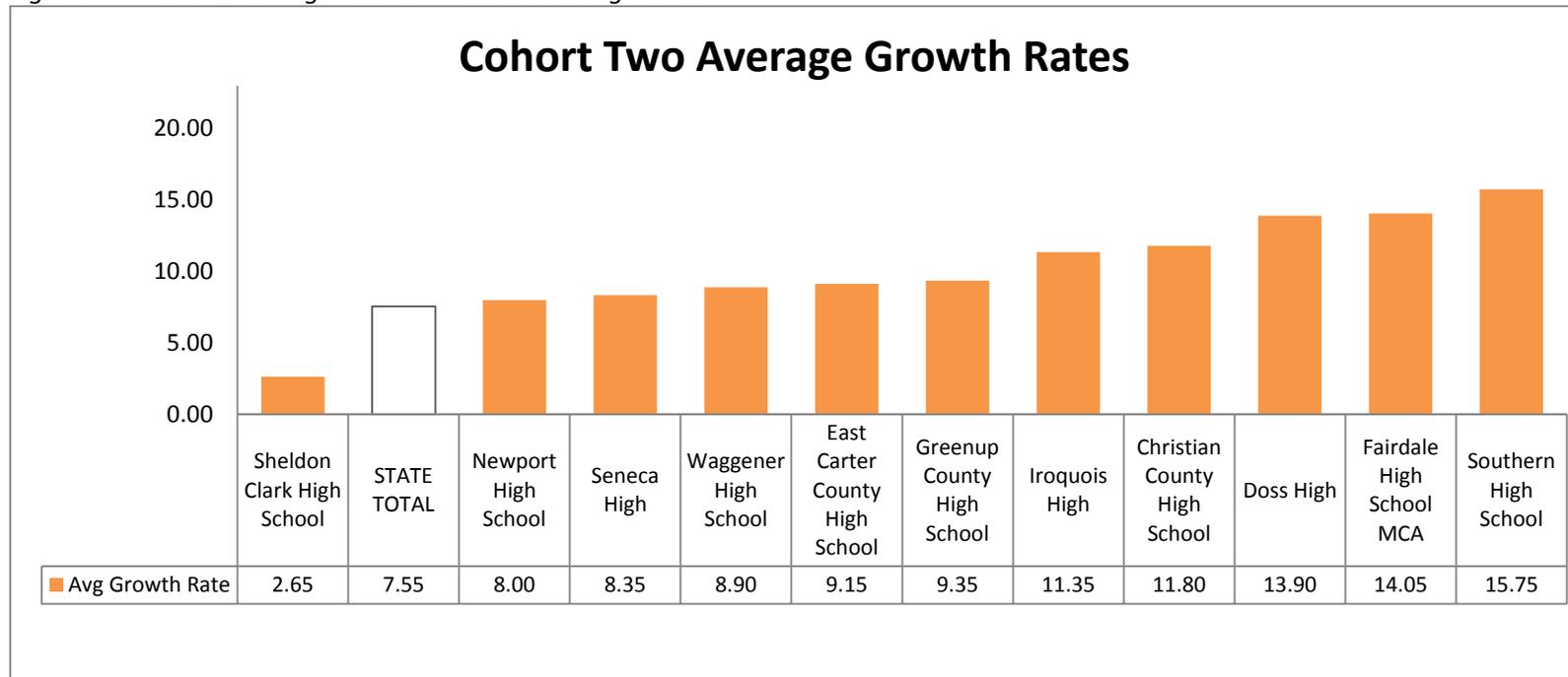
Table 40: Change in college and career readiness (CCR) non-bonus percentage for cohort 2 schools from 2011

	Change 2011-14
Christian County High School	36.0
East Carter County High School	51.3
Greenup County High School	33.6
Newport High School	31.7
Sheldon Clark High School	29.3
Doss High	42.9
Fairdale High School MCA	30.3
Iroquois High	41.3
Seneca High	25.4
Southern High School	32.7
Waggener High School	29.5
STATE TOTAL	24.5

CCR Bonus

When the bonus is added CCR results are similarly positive. All Cohort 2 schools saw increases in their bonus CCR rates between 2012 and 2014. Two schools—East Carter and Greenup—saw rates higher than the state. Eight of eleven had growth rates higher than the state over the two years; only Sheldon Clark, Seneca, and Waggener were not closing the gap with the state. Table 41 and Figure 37 depict the CCR bonus rates for all Cohort 2 schools across 2012-2014. Figure 38 shows the annual gains compared to the state as a whole.

Table 41: Three year college and career readiness (CCR) with bonus rates for SIG cohort 2 schools

	2012 CCR %	2013 CCR %	2014 CCR %
Western			
Christian County High School	39.7	60.9	71.6
Eastern			
East Carter County High School	66.0	80.4	93.8
Greenup County High School	51.3	68.7	84.1
Newport High School	42.3	58.2	63.4
Sheldon Clark High School	58.2	68.1	70.2
Central			
Doss High	14.1	22.6	47.8
Fairdale High School MCA	23.3	36.9	53.5
Iroquois High	25.7	35.7	52.0
Seneca High	34.0	48.3	52.9
Southern High School	25.7	38.3	69.3
Waggener High School	30.1	36.1	49.7
SIG Cohort 2 Average	37.3	50.4	64.4
STATE TOTAL	51.9	60.8	72.2

Cohort Two CCR Rate

	Christian County High School	East Carter County High School	Greenup County High School	Newport High School	Sheldon Clark High School	Doss High	Fairdale High School MCA	Iroquios High	Seneca High	Southern High School	Waggener High School	STATE TOTAL
2012 CCR	39.7	66.0	51.3	42.3	58.2	14.1	23.3	25.7	34.0	25.7	30.1	51.9
2013 CCR	60.9	80.4	68.7	58.2	68.1	22.6	36.9	35.7	48.3	38.3	36.1	60.8
2014 CCR	71.6	93.8	84.1	63.4	70.2	47.8	53.5	52.0	52.9	69.3	49.7	72.2
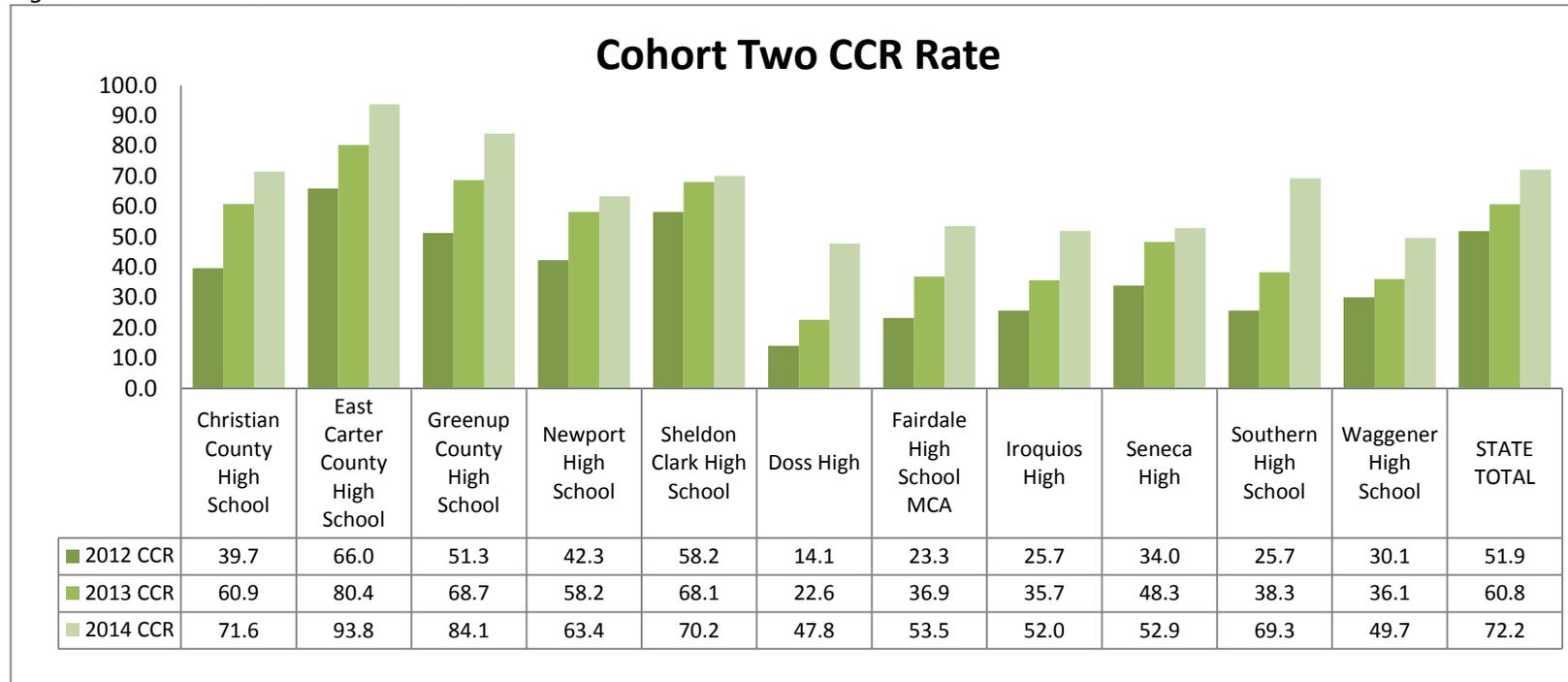
Figure 38: Cohort 2 average annual CCR with bonus growth rate

Cohort Two Average Growth Rates

	Sheldon Clark High School	Seneca High	Waggener High School	STATE TOTAL	Newport High School	Iroquios High	East Carter County High School	Fairdale High School MCA	Christian County High School	Greenup County High School	Doss High	Southern High School
■ Avg Growth Rate	6.00	9.45	9.80	10.15	10.55	13.15	13.90	15.10	15.95	16.40	16.85	21.80
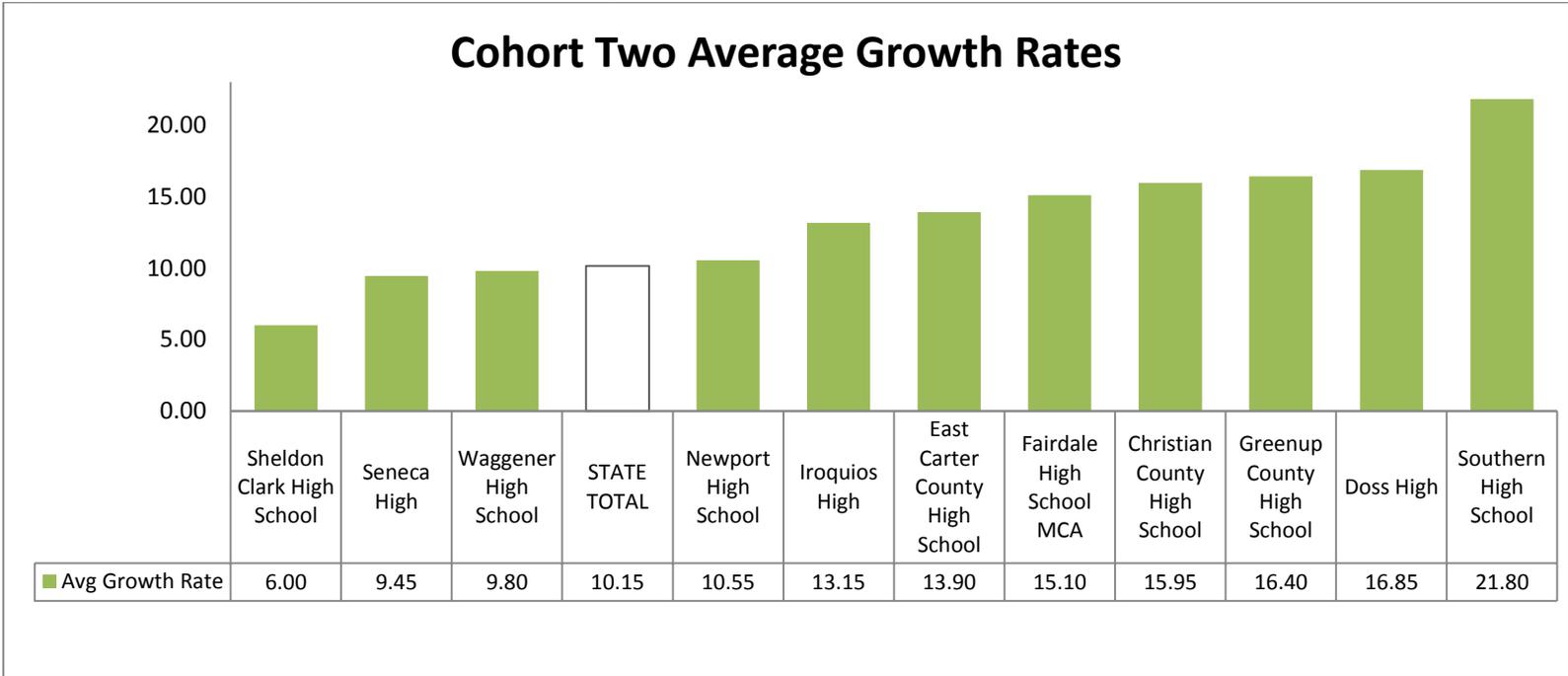
Cohort 3 Schools

CCR Non-bonus

In Cohort 3 schools during 2014, CCR non-bonus rates increased for all high schools, and eight of the twelve high schools exceeded the CCR rate for the state as a whole. Two schools in the Western Region—Franklin-Simpson and Livingston Central—grew more than twenty points between 2013 and 2014. Table 42 and Figure 39 depict the CCR rates for all Cohort 3 schools from 2012-2014. All of the Cohort 3 high schools grew faster than the state average, indicating that, for the four schools with rates below the state, the CCR gap was being closed. Figure 40 compares the annual growth rates of each school with the state average.

Table 42: Three year college and career readiness (CCR) non-bonus rates for SIG cohort 3 schools

	2012 CCR %	**2013 CCR %**	**2014 CCR %**
Western			
Franklin-Simpson High School	30.5	69.2	97.5
Hopkins County Central High School	47.5	68.7	80.9
Livingston Central High School	34.3	51.1	72.3
Eastern			
Bryan Station High School	34.2	38.1	53.9
Dayton High School	30.8	50.0	59.5
Fleming County High School	56.7	65.3	73.9
Knox Central High School	30.3	42.3	50.3
Lee County High School	51.3	62.7	77.8
Lincoln County High School	42.9	56.8	72.0
Perry County Central High School	22.6	45.8	56.5
Pulaski County High School	61.2	67.7	81.2
Central			
Trimble County High School	31.3	68.2	75.0
SIG Cohort 3 Average	**39.5**	**57.2**	**70.9**
STATE TOTAL	**47.2**	**54.1**	**62.3**

Figure 39: Cohort 3 CCR non-bonus rate

Cohort Three CCR Rate

	Franklin-Simpson High School	Hopkins County Central High School	Livingston Central High School	Bryan Station High School	Dayton High School	Fleming County High School	Knox Central High School	Lee County High School	Lincoln County High School	Perry County Central High School	Pulaski County High School	Trimble County High School	STATE TOTAL
2012 CCR	30.5	47.5	34.3	34.2	30.8	56.7	30.3	51.3	42.9	22.6	61.2	31.3	47.2
2013 CCR	69.2	68.7	51.1	38.1	50.0	65.3	42.3	62.7	56.8	45.8	67.7	68.2	54.1
2014 CCR	97.5	80.9	72.3	53.9	59.5	73.9	50.3	77.8	72.0	56.5	81.2	75.0	62.3

Figure 40: Cohort 3 average annual CCR non-bonus growth rate

Cohort Three Average Growth Rates

	STATE TOTAL	Fleming County High School	Bryan Station High School	Knox Central High School	Pulaski County High School	Lee County High School	Dayton High School	Lincoln County High School	Hopkins County Central High School	Perry County Central High School	Livingston Central High School	Trimble County High School	Franklin-Simpson High School
■ Avg Growth Rate	7.55	8.60	9.85	10.00	10.00	13.25	14.35	14.55	16.70	16.95	19.00	21.85	33.50

CCR Bonus

Similar success is observed in CCR rates with bonus. In 2014 two Cohort 3 schools—Franklin-Simpson and Pulaski County—had CCR rates with bonus of 100%. Five schools had CCR with bonus rates higher than 90%. Only four schools had rates lower than that of the state, and all four were growing at a rate that would continue to close the gap. Table 43 and Figure 41 depict the CCR rates for all Cohort 3 schools from 2012-2014. Figure 42 compares the annual growth rates of each school with the state average.

Table 43: Three year college and career readiness (CCR) with bonus rates for SIG cohort 3 schools

	2012 CCR %	**2013 CCR %**	**2014 CCR %**
Western			
Franklin-Simpson High School	33.9	85.6	100.0
Hopkins County Central High School	58.5	80.1	96.0
Livingston Central High School	41.7	60.6	93.1
Eastern			
Bryan Station High School	36.7	40.7	61.9
Dayton High School	35.6	55.8	66.2
Fleming County High School	73.2	81.5	94.1
Knox Central High School	33.2	47.1	61.1
Lee County High School	62.5	81.3	96.9
Lincoln County High School	48.5	65.1	92.0
Perry County Central High School	25.7	55.4	70.6
Pulaski County High School	69.6	84.2	100.0
Central			
Trimble County High School	31.9	75.0	82.7
SIG Cohort 3 Average	**45.9**	**67.7**	**84.6**
STATE TOTAL	**51.9**	**60.8**	**72.2**

Figure 41: Cohort 3 CCR with bonus rate

Cohort Three CCR Rate

	Franklin-Simpson High School	Hopkins County Central High School	Livingston Central High School	Bryan Station High School	Dayton High School	Fleming County High School	Knox Central High School	Lee County High School	Lincoln County High School	Perry County Central High School	Pulaski County High School	Trimble County High School	STATE TOTAL
2012 CCR	33.9	58.5	41.7	36.7	35.6	73.2	33.2	62.5	48.5	25.7	69.6	31.9	51.9
2013 CCR	85.6	80.1	60.6	40.7	55.8	81.5	47.1	81.3	65.1	55.4	84.2	75.0	60.8
2014 CCR	100.0	96.0	93.1	61.9	66.2	94.1	61.1	96.9	92.0	70.6	100.0	82.7	72.2

Figure 42: Cohort 3 average annual CCR with bonus growth rate

Cohort Three Average Growth Rates

	STATE TOTAL	Fleming County High School	Bryan Station High School	Knox Central High School	Pulaski County High School	Dayton High School	Lee County High School	Hopkins County Central High School	Lincoln County High School	Perry County Central High School	Trimble County High School	Livingston Central High School	Franklin-Simpson High School
Avg Growth Rate	10.15	10.45	12.60	13.95	15.20	15.30	17.20	18.75	21.75	22.45	25.40	25.70	33.05

GAP Group Analysis

In Cohorts 2 and 3 of the Eastern Region and in the Western Region, GAP students had higher CCR scores than GAP students statewide. In the Western Region, GAP students surpassed the scores of all students in the state. Figures 43-46 depict the CCR rates for GAP students in each region compared to GAP students statewide.

*Figure 43: Eastern cohort 2 CCR GAP rates*
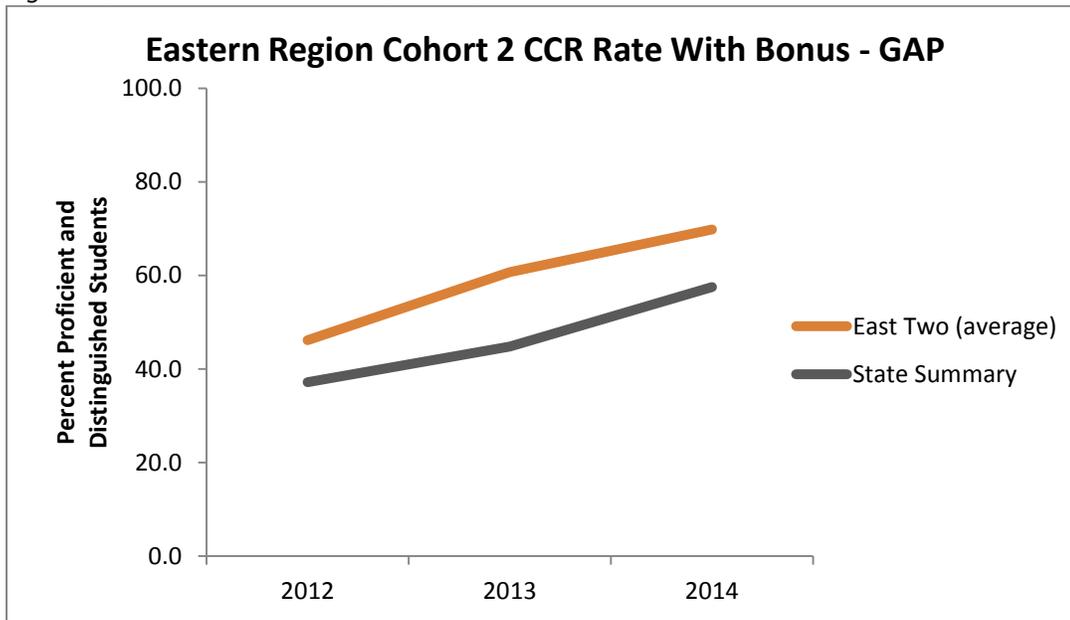

*Figure 44: Eastern cohort 3 CCR GAP rates*
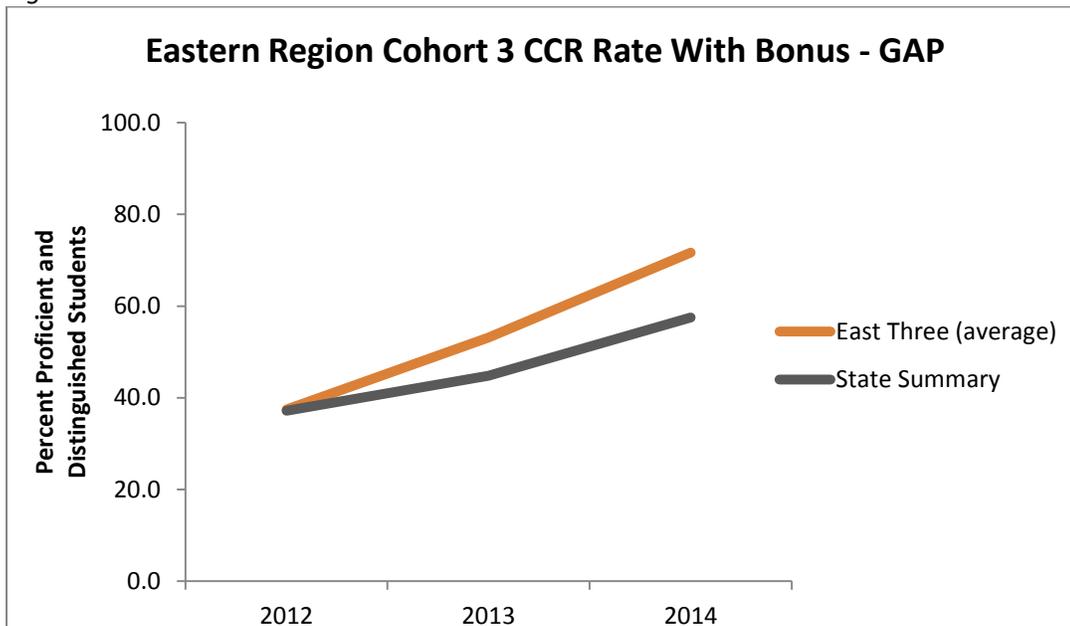
Figure 45: Western CCR GAP rates

Western Region CCR With Bonus Rate - GAP
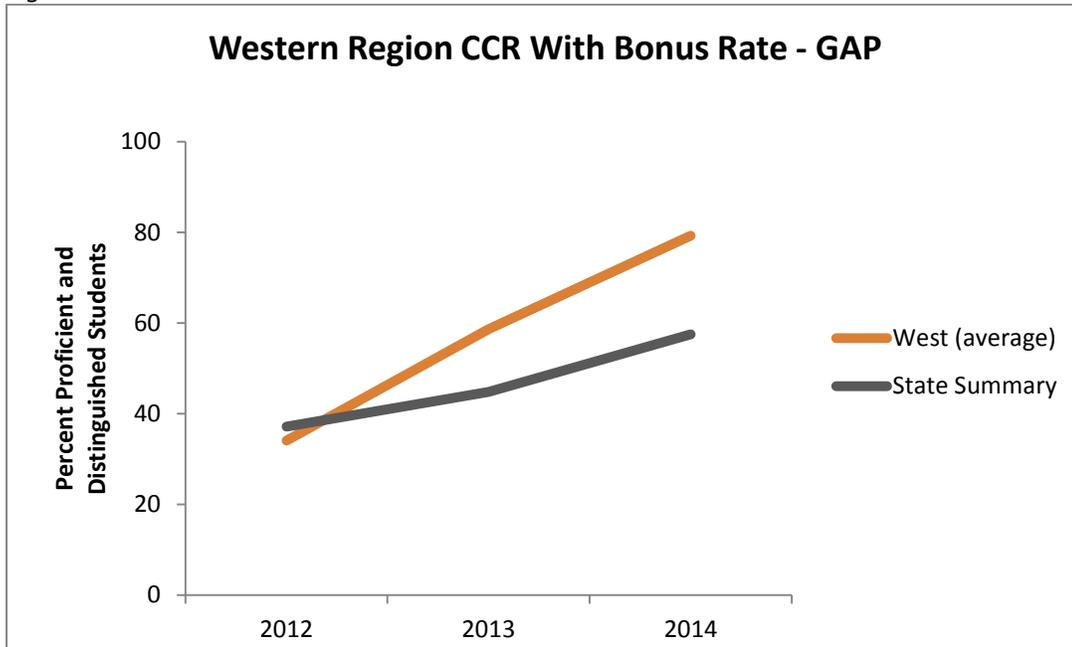
Figure 46: Central CCR GAP rates

Central CCR Rate With Bonus - GAP
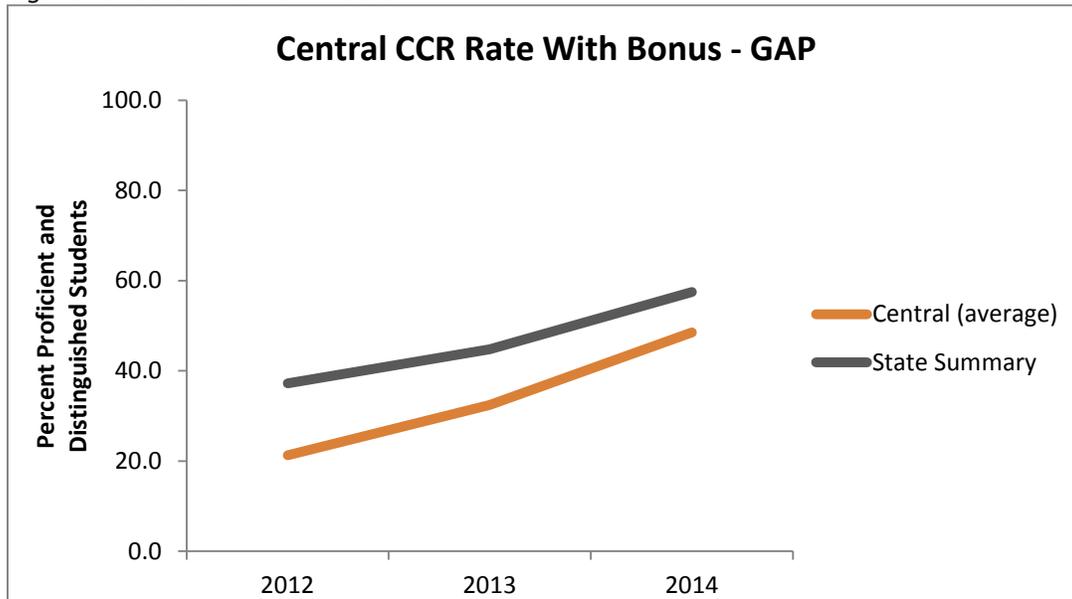
Appendix A: Quantitative Data Sources

The chart below depicts the sources of the quantitative data used in the analysis of academic proficiency, CCR, and graduation rates for both all students and GAP students. The category name is the title of the column that was used in a particular year's data set. The element name is the link accessed within that column. The variables are the columns of the spreadsheet from which the raw data was collected.

Category Name	Element Name	Disaggregated Labels	Variables	Year	Retrieval Date*
Accountability	CCR (High School)	All Students Gap Group (non-duplicated)	PCT_CCR_NO_BONUS PCT_CCR_WITH_BONUS	2011-12	06/09/14
				2012-13	06/09/14
				2013-14	10/07/14

Accountability	Achievement Level	All Students
		Gap Group (non-duplicated)
			CONTENT_TYPE (Mathematics)
			    PCT_NOVICE
			    PCT_APPRENTICE
			    PCT_PROFICIENT_DISTINGUISHED
			CONTENT_TYPE (Reading)
			    PCT_NOVICE
			    PCT_APPRENTICE
			    PCT_PROFICIENT_DISTINGUISHED
				2011-12	09/17/14

				2012-13	09/17/14
				2013-14	10/07/14

Delivery Target	Graduation Rate Cohort	All Students
		GAP
			FOUR YEAR ACTUAL SCORE
			    COHORT_2013
			    COHORT_2014
				2013-14	10/07/14

*Retrieved from Kentucky School Report Card website– Data Sets page (http://applications.education.ky.gov/SRC/DataSets.aspx)