



Continuous Instructional Improvement Technology System



The Future of State Technology Support for Instructional Improvement

Kentucky Department of Education



The Impetus for CIITS

- ▶ Senate Bill 1 (2009) laid out an aggressive plan to transform education in Kentucky –
Unbridled Learning
 - new more rigorous standards
 - new assessments
 - assessment literacy for educators
 - new accountability system
- ▶ Designed to better prepare students for life after high school and to compete globally
- ▶ College/career-readiness for ALL



The Impetus for CIITS

- ▶ In 2010, Kentucky wrote what would be the first of three Race to the Top Applications seeking funding to transform our education system by focusing on four key areas
 - New core academic standards with aligned assessments
 - New data systems to support educators
 - New teacher and leader effectiveness systems
 - New systems of support for the lowest performing schools



The Impetus for CIITS

- ▶ The concept of CIITS in all three applications was described by Commissioner Holliday in Kentucky's first oral presentation of its plan to the U.S. Department of Education and later affirmed by the Teacher Effectiveness Steering Committee:

"CIITS will connect standards, electronically stored instructional resources, curriculum, formative assessments, instruction, professional learning and evaluation of teachers and principals in one place, thereby improving instructional outcomes, teacher effectiveness and leadership."



Achieving the Vision



Continuous Improvement

What outcomes were expected?

I. (B)(3) Performance Measures Standards and Assessments	End of SY 2012-2013	End of SY 2013-2014	End of SY 2014- 2015
Percentage of participating LEAs who create and publish aligned curriculum maps through the Continuous Instructional Improvement Technology System (CIITS).	25% 31%	50% 54%	75%
Percentage of teachers in participating LEAs who create and publish lesson plans through the Continuous Instructional Improvement Technology System (CIITS).	20% 41%	50% 64%	75%

What outcomes were expected?

(C)(3)Performance Measures	End of SY 2012-2013	End of SY 2013-2014	End of SY 2014- 2015
Data Systems			
Percentage of educators in participating LEAs who have used the Assess Admin module to create assessments	25% 32%	50% 67%	75%
Percentage of educators in participating LEAs who have used the School & District Data module to view key performance indicators to create reports to make decisions impacting classroom teaching and learning.	25% 33%	50% 75%	75%

What outcomes were expected?

(D)(5) Performance Measures	End of SY 2012-2013	End of SY 2013-2014	End of SY 2014-2015
Effective Teachers and Leaders			
The percentage of educators in participating LEAs who participated in formal on-line or face to face professional learning experiences on the use of the Continuous Instructional Improvement Technology System (CIITS) to increase their knowledge of how to implement highly effective teaching and learning in the classroom	30% 60%	55% 65%	85%
Percentage of educators in participating LEAs accessing professional learning opportunities through the professional development arm of EDS. As evidenced in the at least annual review of each teacher's professional growth plan.	25% 26%	50% 65%	75%

What outcomes were expected?

(D)(5) Performance Measures	End of SY 2012-2013	End of SY 2013-2014	End of SY 2014- 2015
Effective Teachers and Leaders			
Percentage of teachers in participating LEAs who were evaluated as exemplary under the common statewide evaluation system.	<1% N/A	<1% N/A	10%
Percentage of teachers in participating LEAs who were evaluated as accomplished or developing under the common statewide evaluation system.	<1% N/A	<1% N/A	75%
Percentage of teachers in participating LEAs who were evaluated as ineffective under the common statewide evaluation system.	<1% N/A	<1% N/A	15%

How much has CIITS cost?

	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015*	TOTAL
CIITS	2,109,056.15	4,089,032.06	1,857,501.43	1,704,222.00	1,516,900.00	11,276,711.64
EDS		4,237,000.00	465,833.00	1,264,900.00	1,547,900.00	7,515,633.00
PD 360			4,493,811.00	4,000,000.00	4,000,000.00	12,493,811.00
ASSIST		1,000,000.00	1,000,000.00	1,000,000.00	1,000,000.00	4,000,000.00
	2,109,056.15	9,326,032.06	7,817,145.43	7,969,122.00	8,064,800.00	35,286,155.64
						35,286,155.64
*FY 2015 CIITS and EDS are budgeted numbers						

PLEASE NOTE: Initial expenditures were paid for with a combination of one-time state and federal funds. Recurring annual expenditures are paid from several restricted funding sources, including federal administrative and indirect funding, and would not be transferable, in the event these projects ended at the state level.



21,700,958
Total
Successful Logins

CIITS –IMS By the Numbers 2014

43,950 Unique Teacher Logins

95% Unique Logins as a % of Teachers



3,574 Unique Leader Logins

98% Unique Logins as % of Leaders

CIITS –IMS By the Numbers 2014

2,271,048 Total Student Logins

3.03 Average # Logins per student



CIITS –IMS By the Numbers 2014

270, 772 Total Assessments Created

527,445 Total Lesson Plans Created

98 Districts with District Curriculum Maps

92,140 Instructional resources Available

Over 225 Reports Available



CIITS Milestones

- It's recognized as best deployment of an IIS out of all the RTT states.
- All the assessment data is in one place for the first time in KY history.
- 200,000 students taking assessments each month.



EDS – By the Numbers

	26-Jan-15	2-Feb-15	9-Feb-15	16-Feb-15	23-Feb-15	
Self Reflection						
Submitted	12,003	12,035	12,037	12,057	12,061	
In Progress	28,648	28,887	28,985	29,072	29,119	
Total	40,651	40,922	41,022	41,129	41,180	
Total Unique Users	35,454	35,524	35,564	35,605	35,631	
PGPs						
Pending Approval	7,137	7,085	6,857	6,848	6,738	
Revisions Requested	1,324	1,321	1,297	1,266	1,275	
Approved	32,365	32,655	33,064	33,224	33,371	
Total	40,826	41,061	41,218	41,338	41,384	

EDS – By the Numbers

Student Growth Goals	26-Jan- 15	2-Feb-15	9-Feb-15	16-Feb-15	23-Feb-15
In Progress	20,536	20,232	20,153	20,075	20,060
Draft	7,881	8,029	7,856	7,939	7,826
Approved	21,064	21,538	21,910	22,071	22,228
Completed	29	23	54	75	96
Total	49,510	49,822	49,973	50,160	50,210
Total Unique Users	42,983	43,112	43,189	43,270	43,295
Observations					
In Progress	6,515	8,041	8,776	9,117	9,065
Draft	5,260	5,847	6,337	6,745	7,053
Complete	24,345	26,191	28,052	29,744	30,438
Total	36,120	40,079	43,165	45,606	46,556
Total Unique Users	21,534	22,498	23,509	24,473	24,790

ASSIST – Challenges

Stakeholders tell us that ASSIST:

- Is not always user friendly.
- CSIPs/CDIPs are too cumbersome because you can't print just your "plan" (Executive summary, title page, etc...)
- Consolidated Monitoring ---requires districts to upload too much information into ASSIST before the review
- Superintendents frustrated about having to upload SPGES assurances in ASSIST



“Will we still have to?”

If KDE decides to abandon CIITS, it doesn't mean abandoning legal requirements:

- ▶ **PGES** – All the requirements of 704 KAR 3:370 will still have to be met
- ▶ **CSIP/CDIP** – Each school and district must complete a CSIP or CDIP per 703 KAR 5:225
- ▶ **KCAS** – The Kentucky Core Academic Standards (704 KAR 3:303) are still in place and expectations of teaching and assessing those standards in each classroom is still an expectation



The Decision

Should KDE continue to provide a statewide solution for continuous improvement (CIITS, EDS, ASSIST, PD360)?

OR

Should KDE abandon the statewide solution and allow districts to pursue local options?

