KBE/KDE Strategic Plan Strategies and Trajectories for Delivery Goals

Date: June 3, 2015

Presenter: Karen Dodd, Chief Performance Officer

Likelihood to Deliver on 2015 Goals

Likelihood to Deliver

GOALS	Jun '14	Sept '14	Dec 14	Mar 15
College & Career Readiness				
Graduation				
Proficiency				
Gap Proficiency				
3rd Grade Proficiency				
Kindergarten Readiness				
Program Reviews				

Career Readiness Pathways Strategies

(Goals: CCR, Graduation)

- Provide guidance, support, and training on the proper implementation of career pathways;
- Promote the use of the ILP as an essential student advising tool, along with providing necessary trainings and reinforcement for school wide implementation;
- Monitor and provide feedback through technical assistance.

Persistence to Graduation Strategies

(Goals: CCR, Graduation)

- Promote districts'/schools' utilization of data to intervene early to align the needs of the students with evidence-based strategies and/or interventions that have the greatest potential to support each student;
- Promote districts'/schools' adoption of policies and procedures to remove barriers for student learning including early graduation and alternative schools;
- Promote districts'/schools' engagement in effective progress monitoring.

Integrated Methods for Learning Strategies

(Goals: Proficiency, Gap)

- Implement Co-Teaching For Gap Closures with fidelity;
- Engage teachers in professional learning experiences for Culturally Responsive Instruction;
- Implement (by teachers) Kentucky's Core Academic Standards for literacy and math through the Literacy Design Collaborative (LDC) and the Math Design Collaborative (MDC);
- Implement a State Systemic Improvement Plan focused on English language learners.

Early Learning Strategies

(Goals: 3rd Grade Proficiency, K-Ready, Program Reviews)

- Provide systemic support to schools and districts that enables them to collaborate/partner with all stakeholders serving birth particularly through the Race to the Top grant;
- Form diverse leadership teams (by districts) that include birth through 3rd grade community early learning partners to support highly effective teaching and learning;
- Provide early interventions such as Read to Achieve and Math Achievement Fund;
- Ensure programs for students in Kindergarten through 3rd grade are proficient through the K-3 Program Reviews.

Professional Learning & Support Strategies

(Goals: Gap)

- Create and refine a system focused on professional learning to support professional growth;
- Monitor the system's effectiveness;
- Receive specific personalized feedback (educators) through data gathered from multiple sources to gain understanding of their current performance;
- Use their personalized feedback (by educators) to collaboratively develop and implement an appropriate professional learning plan;
- Implement, monitor, and refine (by educators) their quality professional learning/growth plan, to ensure fidelity of implementation and continuous improvement of practice in the classroom.

Learning Systems Strategies

(Goals: CCR, Proficiency, Gap, 3rd Grade Proficiency, Program Reviews)

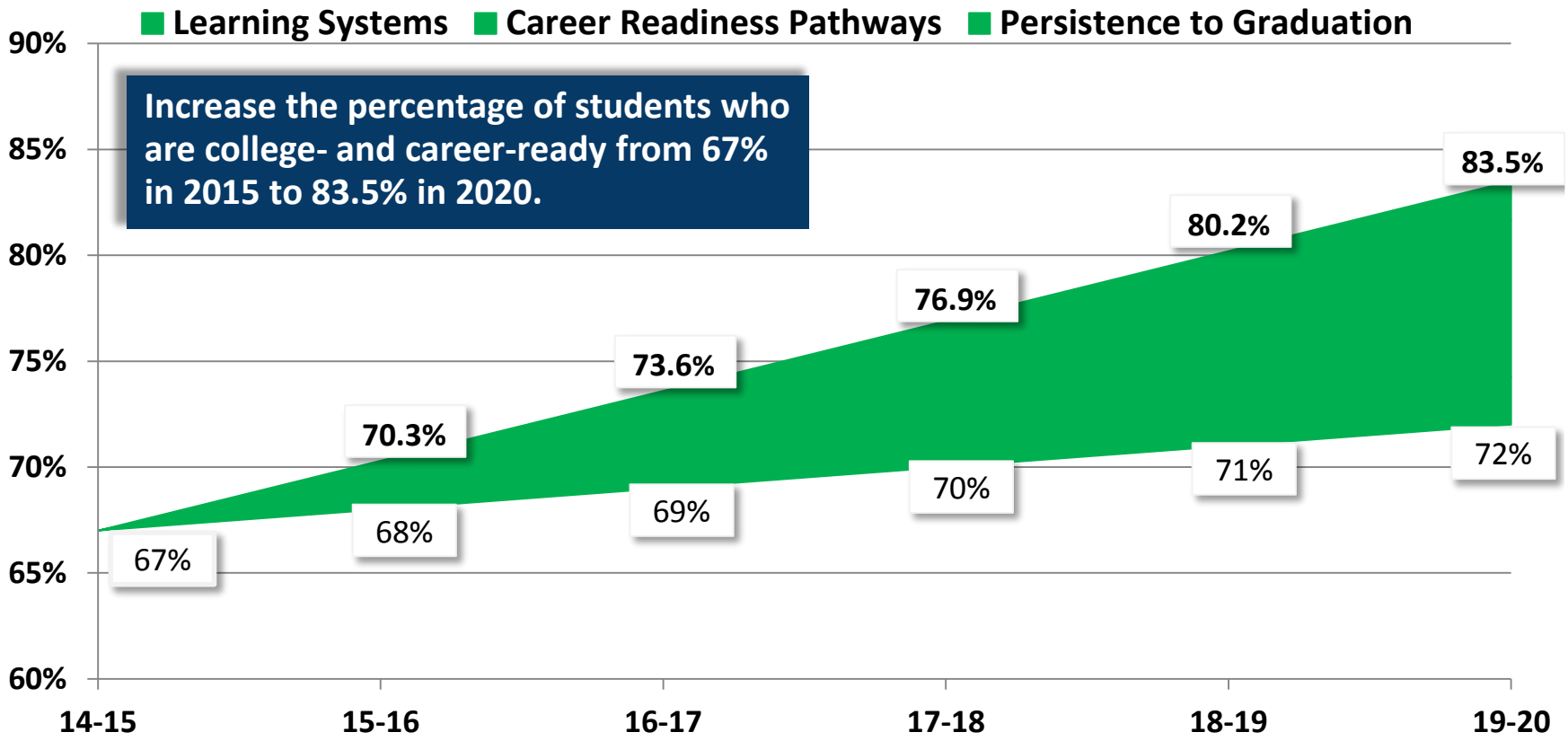
- Provide guidance and support necessary to increase the number of schools that implement core instruction and intervention systems with fidelity (Academic RTI);
- Provide guidance and support necessary to increase the number of schools that implement Positive Behavioral Intervention Systems (PBIS) with fidelity (Behavior RTI);
- Provide resources and guidance necessary to increase the number of schools implementing Advanced Placement (AP) and dual credit;
- Provide guidance and support around the Program Review audit process.

Continuous Improvement Strategies

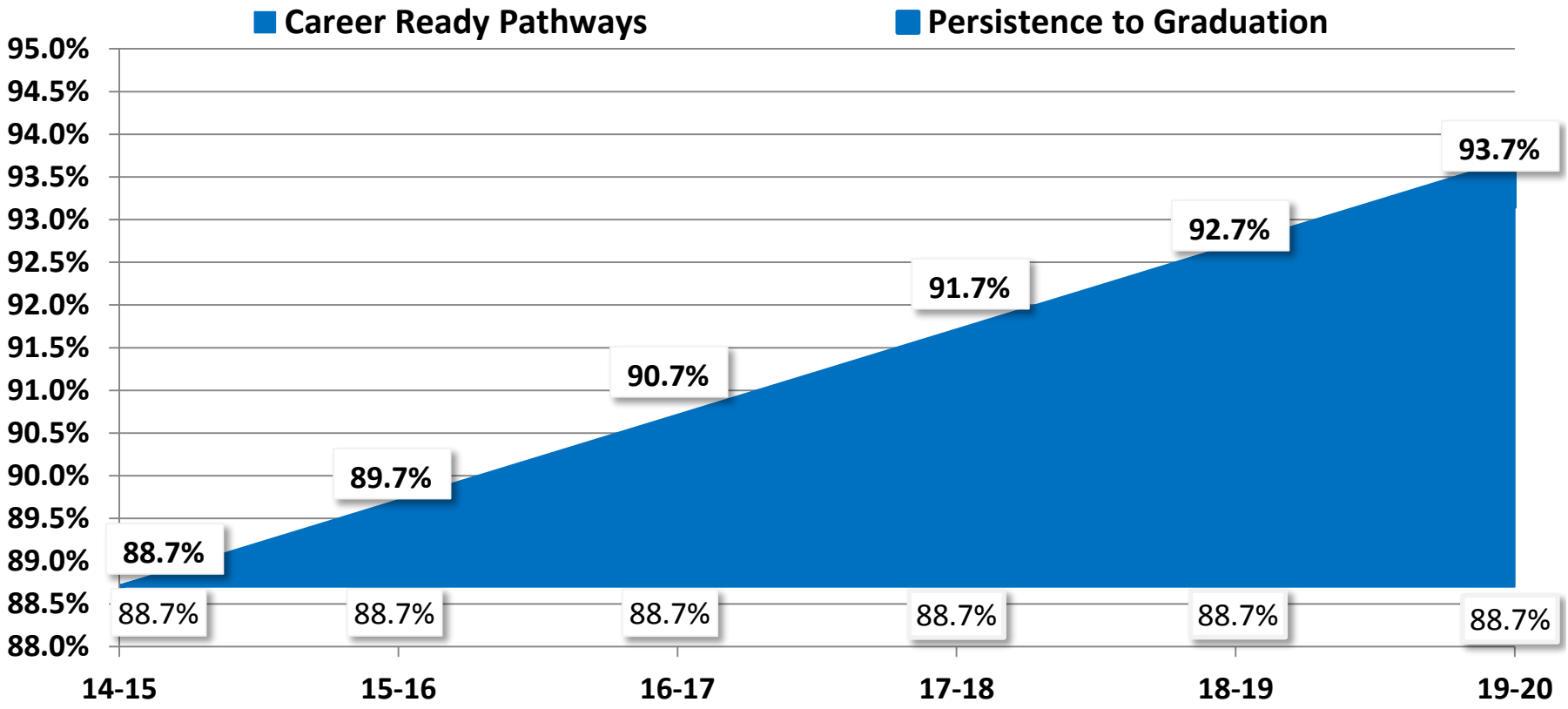
(Goals: Proficiency, Gap)

- Establish processes to scale effective, locally-led innovative practices;
- Effectively develop, implement and improve CSIPs and CDIPS based on needs as evidenced by the data;
- Scale up use of effective processes and practices in Priority Schools to close gaps and apply in Focus Schools.

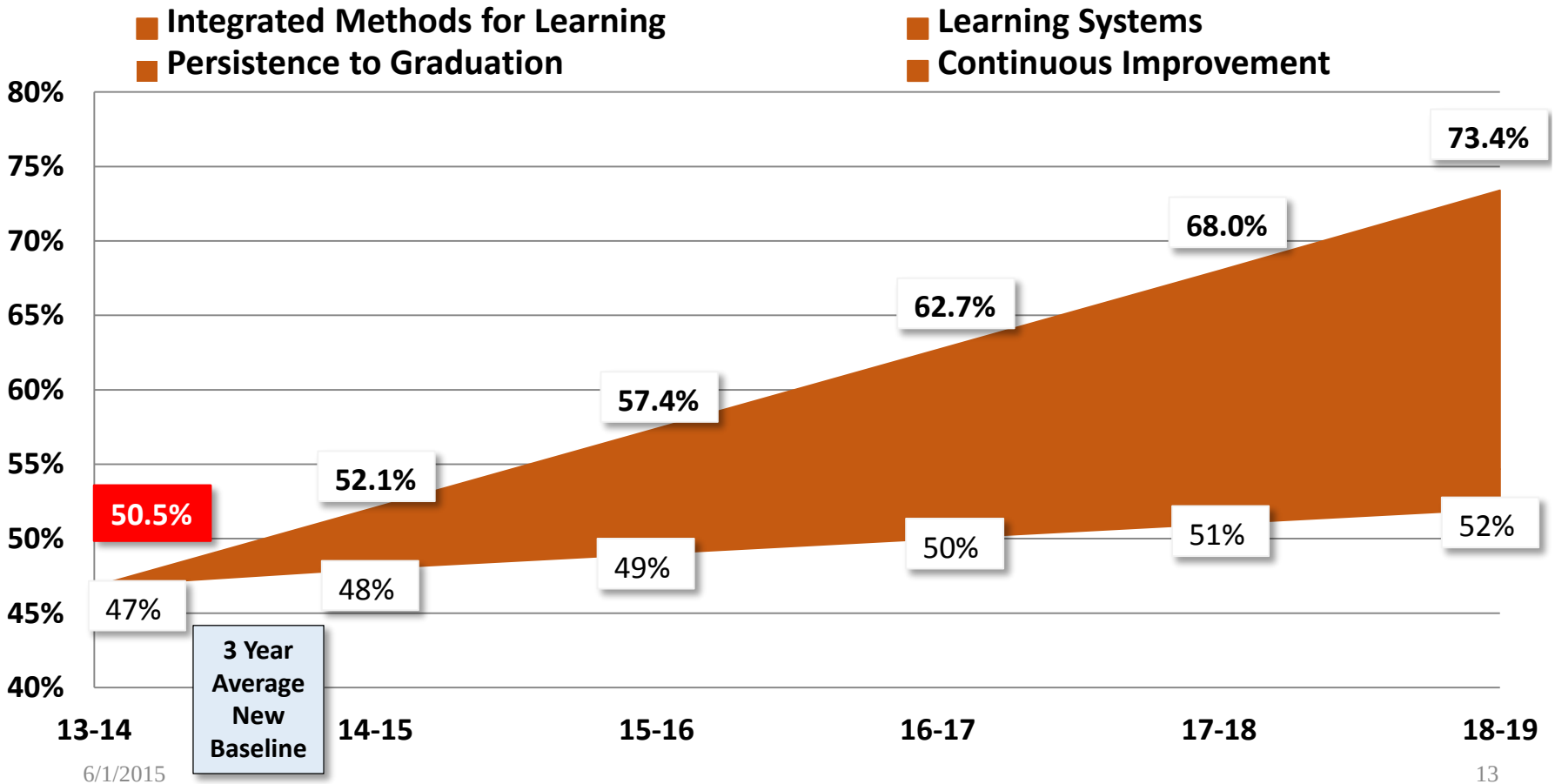
College- and Career-Readiness



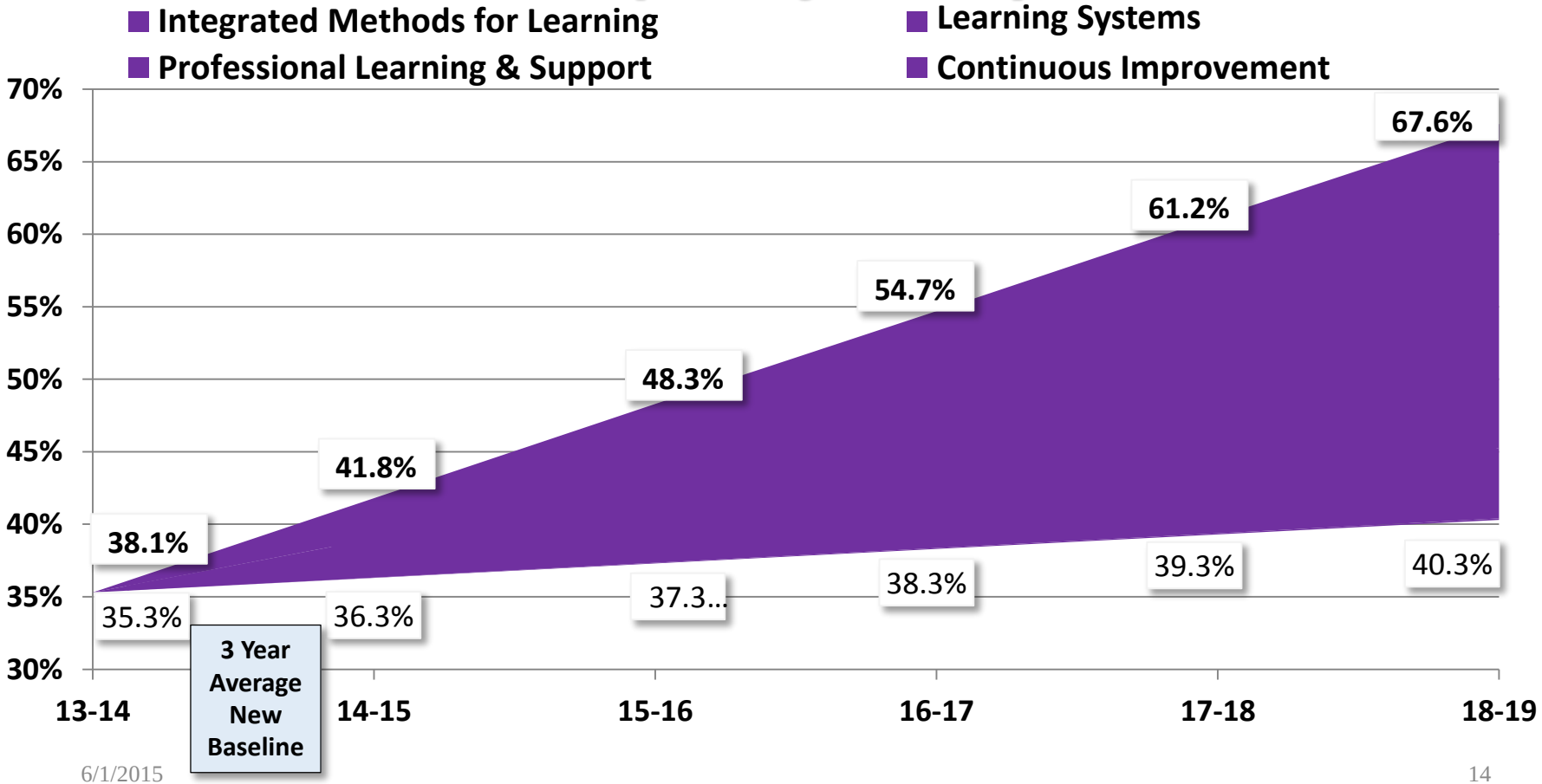
4-Year Adjusted Cohort Graduation Rate



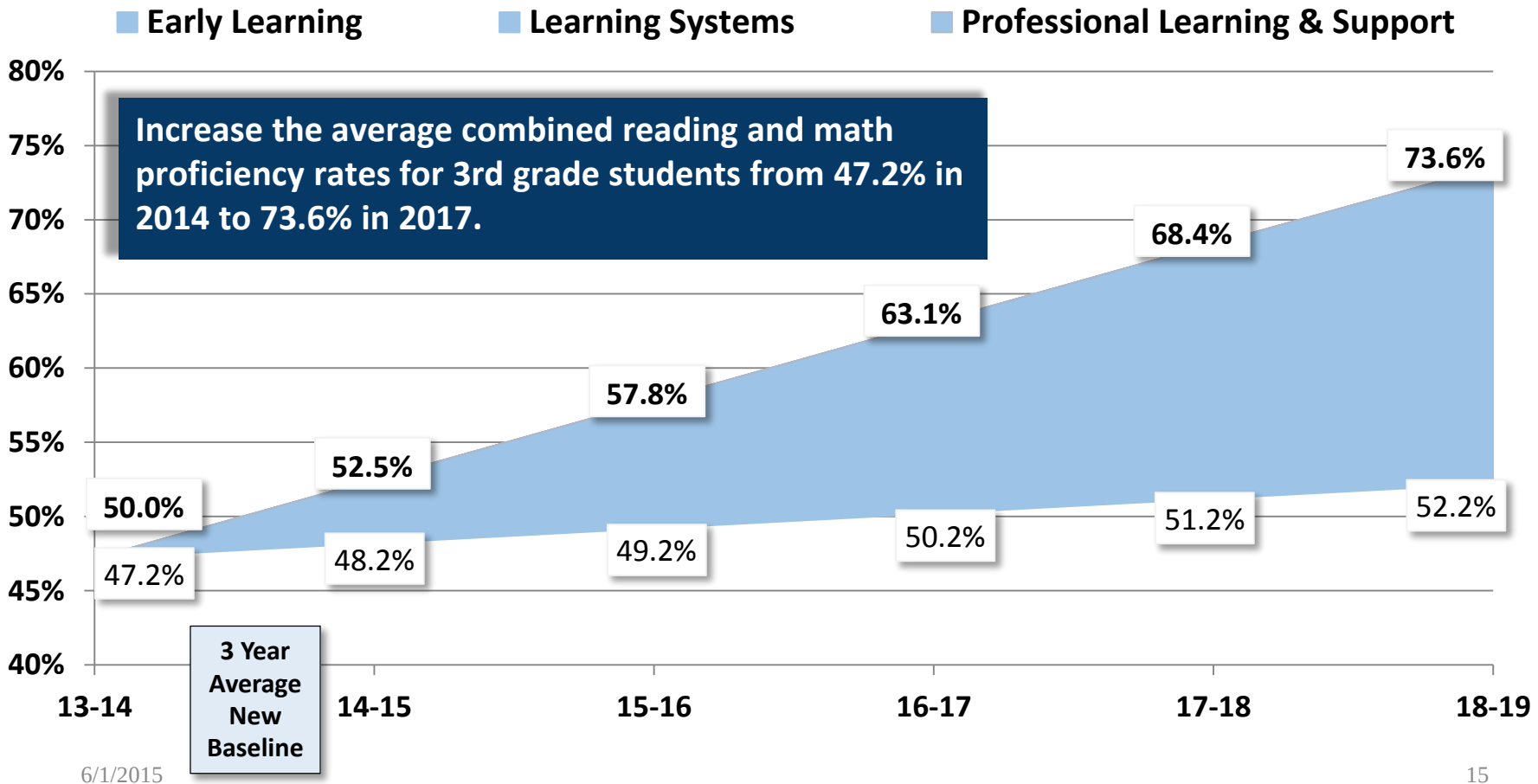
Proficiency Trajectory



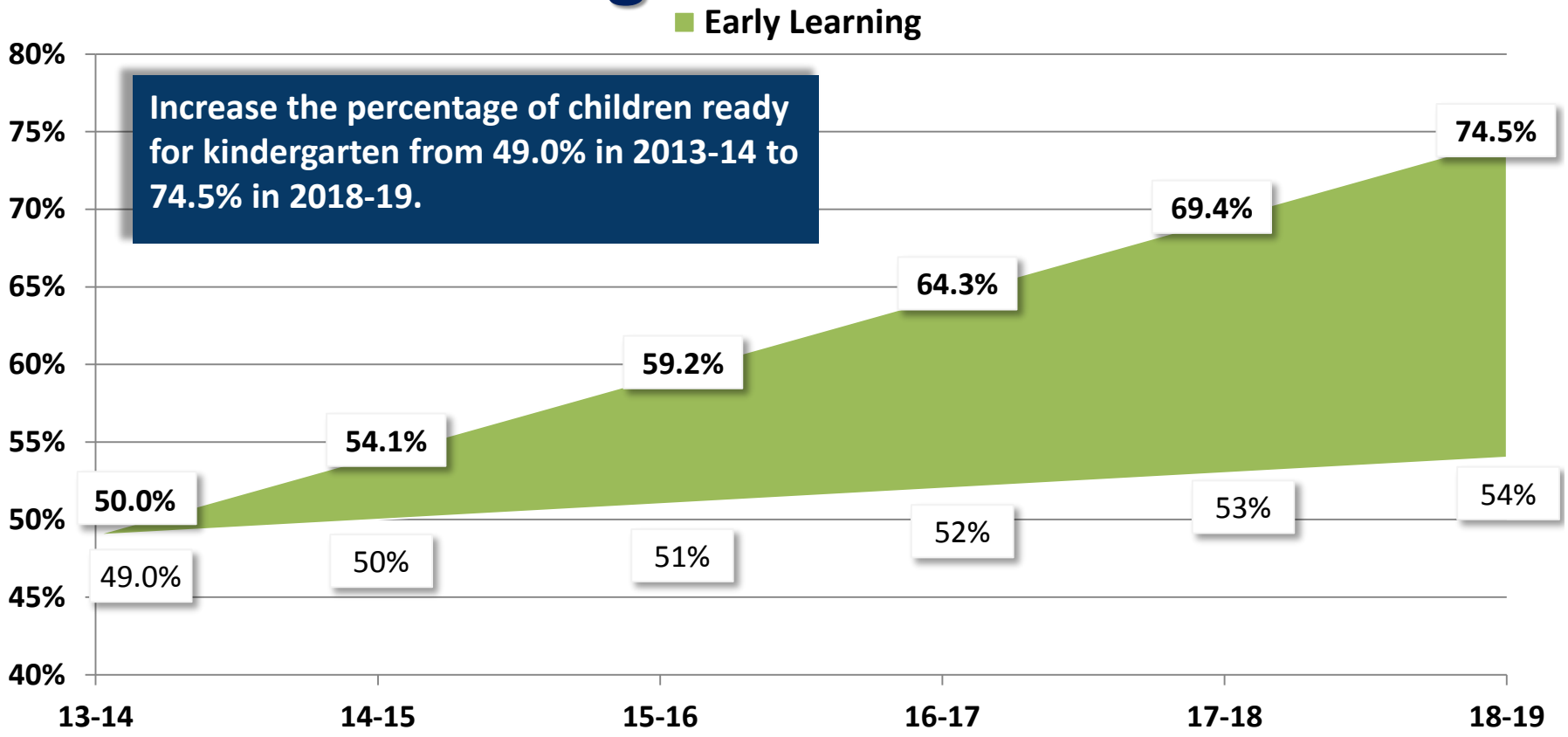
Gap Trajectory



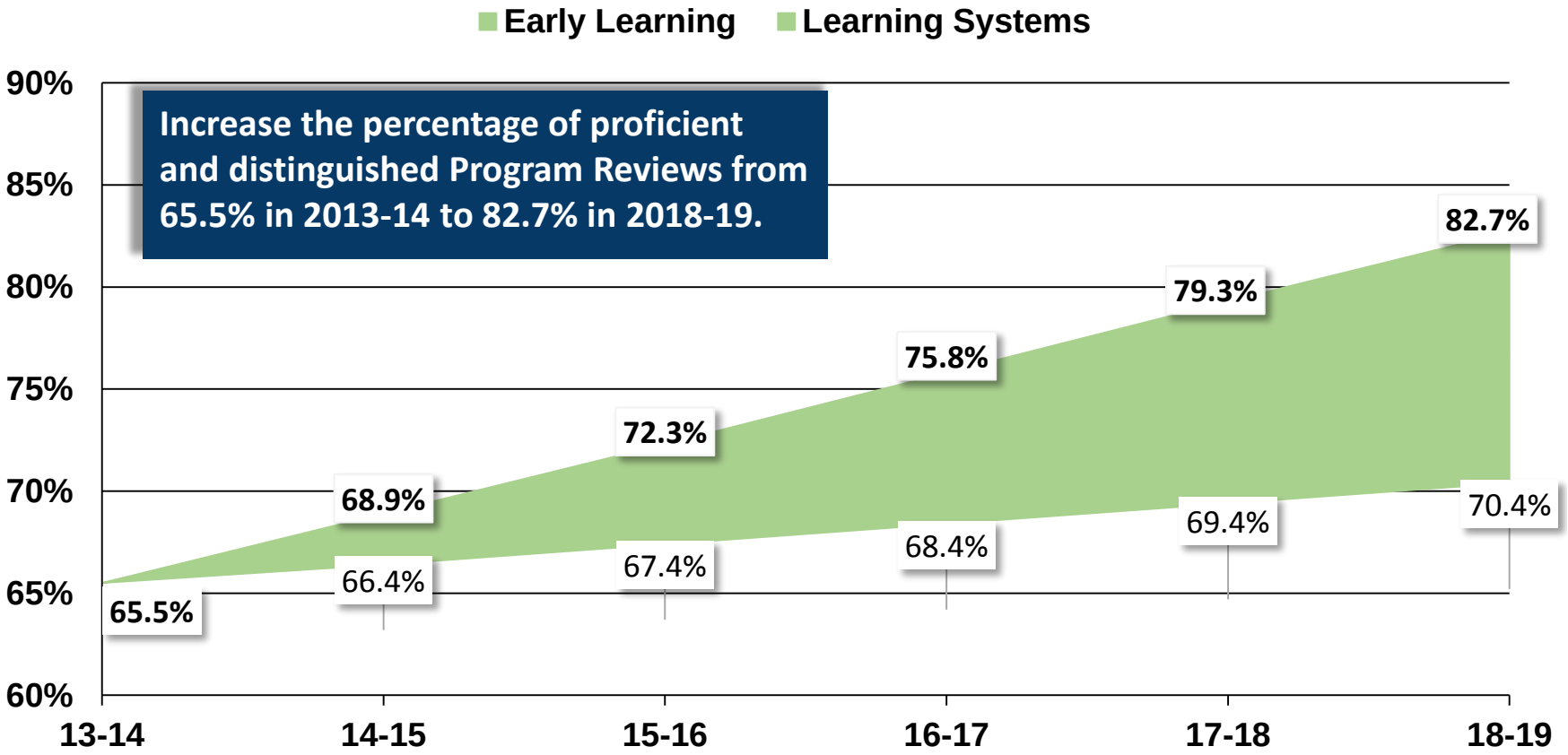
3rd Grade Proficiency



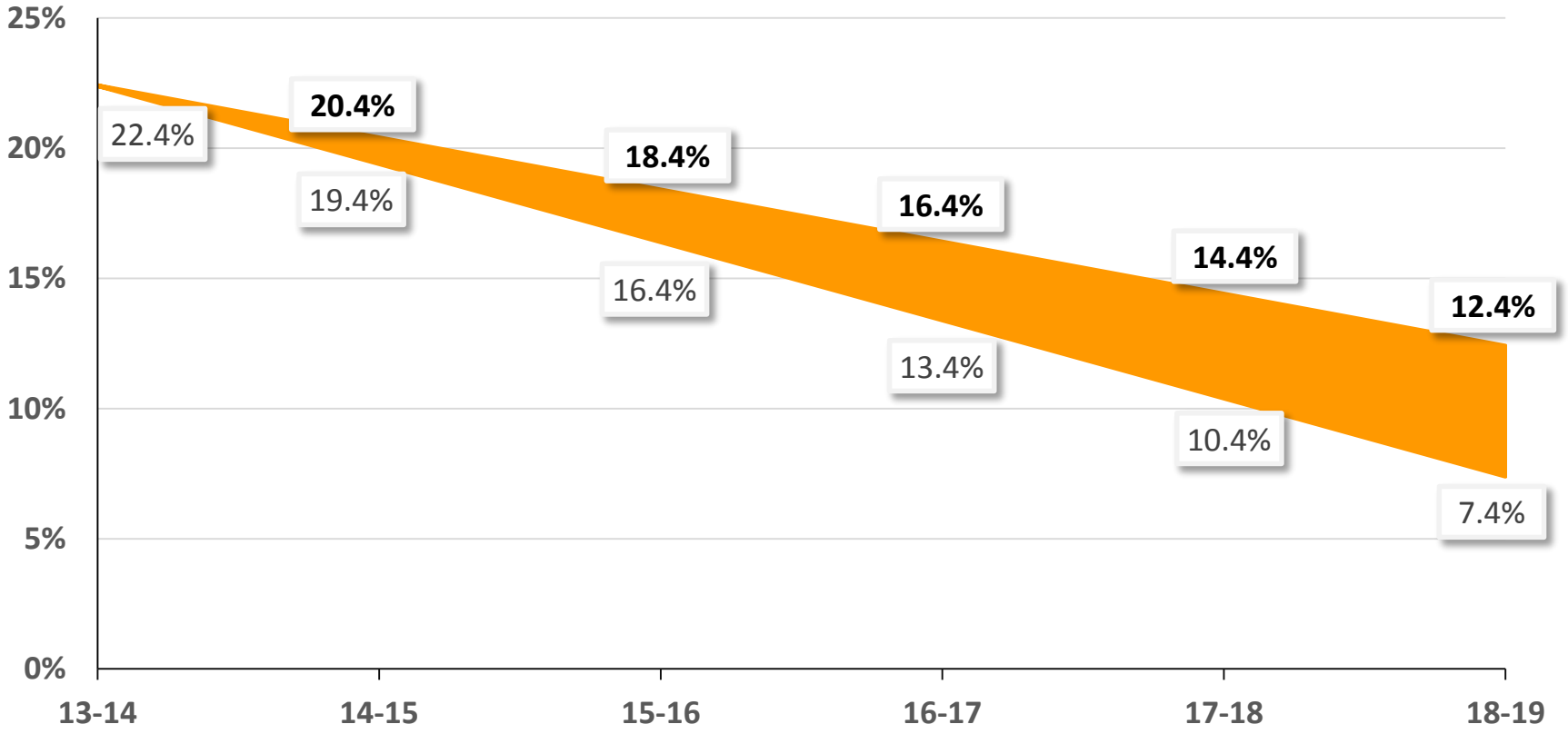
Kindergarten Readiness



Program Reviews



Novice Reduction Trajectory



Educator Effectiveness

Option 1: All or nothing model. We would have a delivery target for each school based on the trajectory for the school to reduce Novice by 3% each year. If a school meets the target, then the school gets all 10 points in the teacher/principal accountability component. If they do not meet the target, then they get 0 points. If they eliminate Novice and maintain 0% Novice, then they get the 10 points every year. The district accountability model would be the points based on % of schools meeting novice reduction (i.e, if 50% of schools met novice reduction targets then the district gets 50% of points which would be 5 points).

Educator Effectiveness

Option 2: 50/50 model. Use the novice reduction model in option 1 but assign only 5 points. The other 5 points would go to % of teachers meeting student growth goals. Unless something changes, most schools would get these 5 points and they could focus on the novice reduction component. The district accountability model would be the average of the points achieved by the schools.

Novice Reduction for Gap Closure

Amanda Ellis
Kelly Foster
KDE Novice Reduction Team

Ethical Imperative

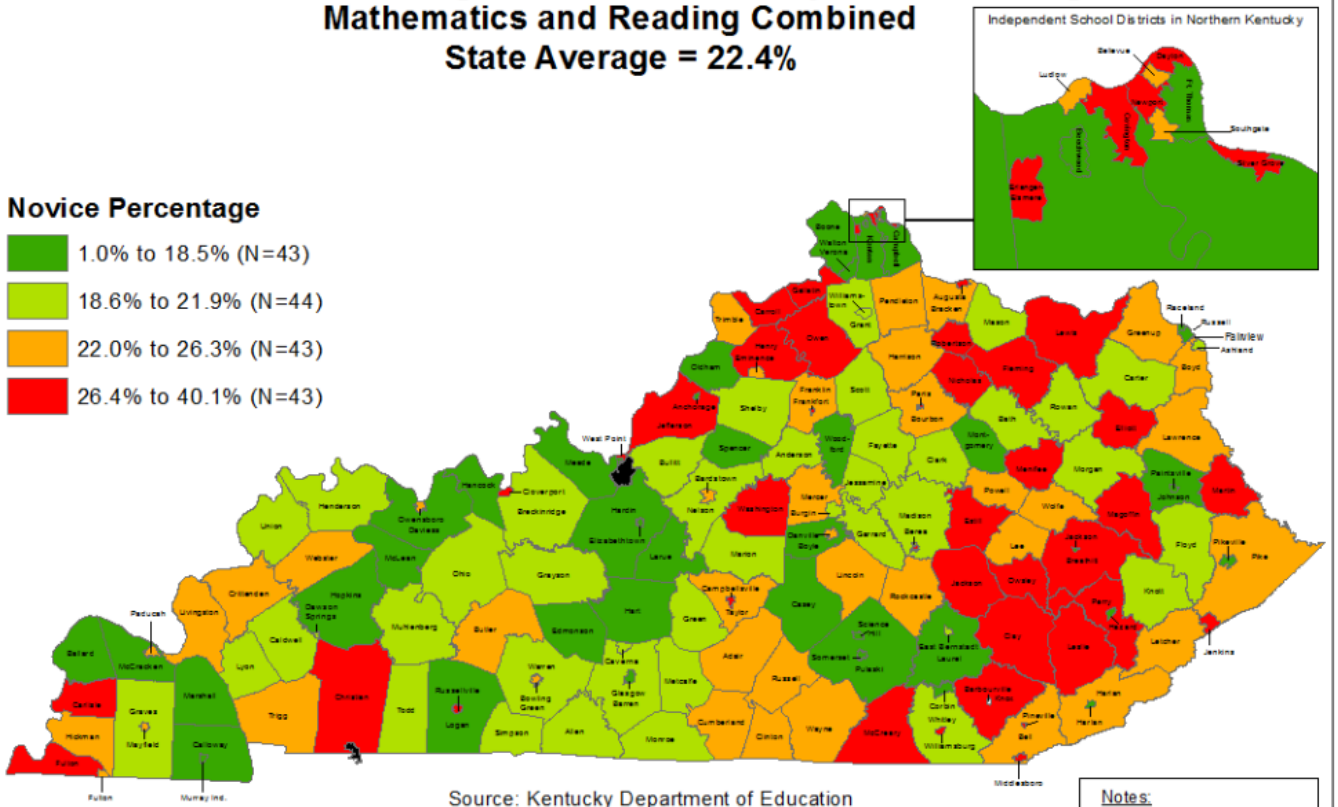
Reading	
Grade Levels	Number of Novice Students
Elementary School (3rd-5th)	31,618
Middle School (6th-8th)	32,177
High School (English II EOC)	16,302
Total	80,097

Math	
Grade Levels	Number of Novice Students
Elementary School (3rd-5th)	26,172
Middle School (6th-8th)	25,379
High School (Algebra 2 EOC)	10,899
Total	62,450

2013-2014 Kentucky School Districts

Percent of Students Scoring Novice in Elementary, Middle and High School Mathematics and Reading Combined

State Average = 22.4%



Source: Kentucky Department of Education
http://openhouse.education.ky.gov
Data based on average Novice rates of the 2014 K-PREP
for all students at the elementary, middle and high school levels.

Prepared by: Bart Liguori, Office of the Commissioner of Education

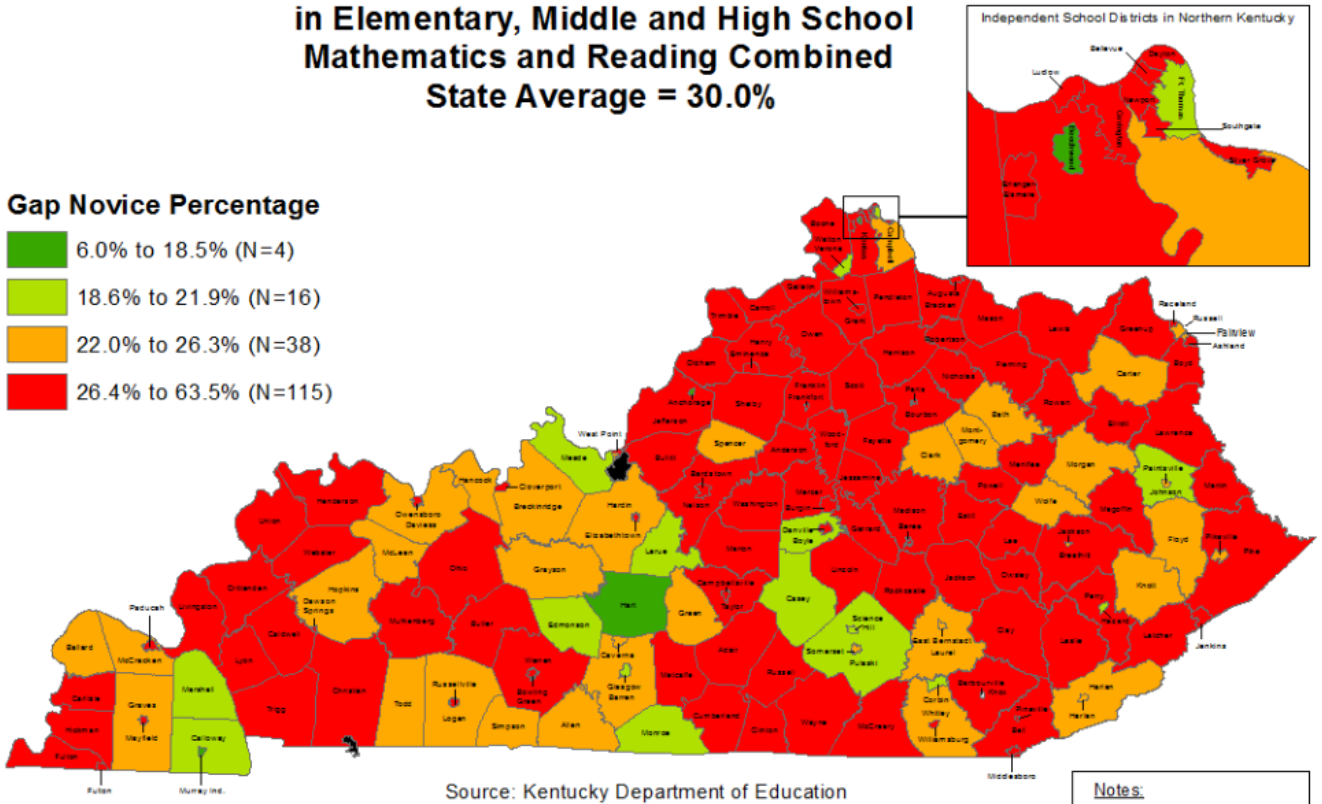
Notes:

* Independent districts are identified within county.
* Military bases are shown in black.
* Data as of 5/26/2015

2013-2014 Kentucky School Districts

Percent of Non-Duplicated Gap Students Scoring Novice in Elementary, Middle and High School Mathematics and Reading Combined

State Average = 30.0%



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Data based on average Novice rates of the 2014 K-PREP
for Non-Duplicated Gap students at the elementary, middle and high school levels.

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Attachment B

The Process Reduction of Novice Plan to Close Gaps

Suppliers/Inputs	Key Core Work Processes	How to Deliver to Customers	Outputs

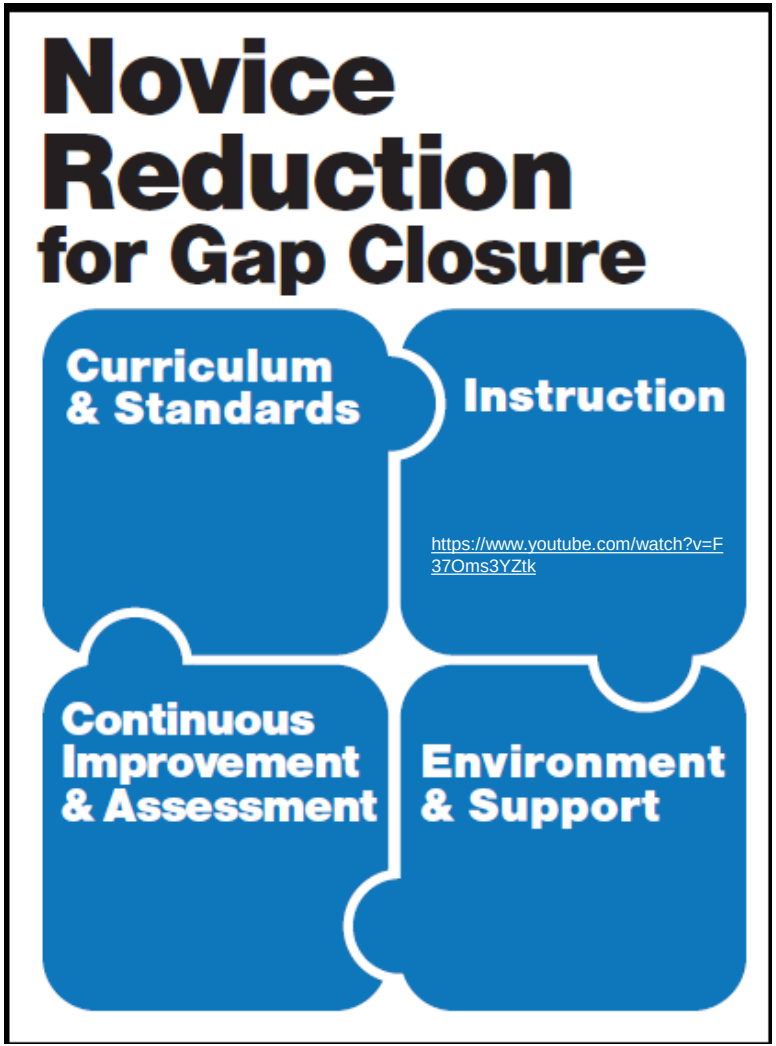
No Child Left Behind ESEA Waiver
Title I, II
Senate Bill 1
158.649
704 KAR 5:225
704 KAR 19:001; Guidelines for Raising Achievement and Closing Gaps for All Students
Equitable Distribution
Kentucky Rising
Education Trust Report
KBE Goals, Delivery
44 state statutes and regulations
KY State/School/District Report Cards
My Brothers' Keeper, Our Responsibility, Our Promise

Resource Management
Professional Learning
Technology (focused use of training tools, website, supportive infrastructure, funding)
KDE Customers: field staff, districts, schools, education cooperatives, partners who deliver to their workers and stakeholders ultimately improving instruction and student outcomes

Indirect: lawmakers, community at large

Design & Deploy Standards	Design & Deliver Instruction	Design & Deliver Assessment Literacy Process	Review, Analyze, Apply Data Results	Design, Align, Deliver Support Processes (sub-groups focus)	Establish Learning Culture & Environment	Align Community Support Partners	Monitor Implementation of Legal Requirements
College and Career Readiness Pathways	*Integrated Methods for Learning*	*TPGES PPGES*		*Integrated Learning Systems*	*Integrated Learning Systems*	*Stakeholder Engagement*	

SIPOC CHART : Supply, input, process, outcome, customer


Novice
Reduction
for Gap Closure
Curriculum & Standards
Instruction
https://www.youtube.com/watch?v=F37Oms3YZtk
Continuous Improvement & Assessment
Environment & Support