# Ethical Imperative



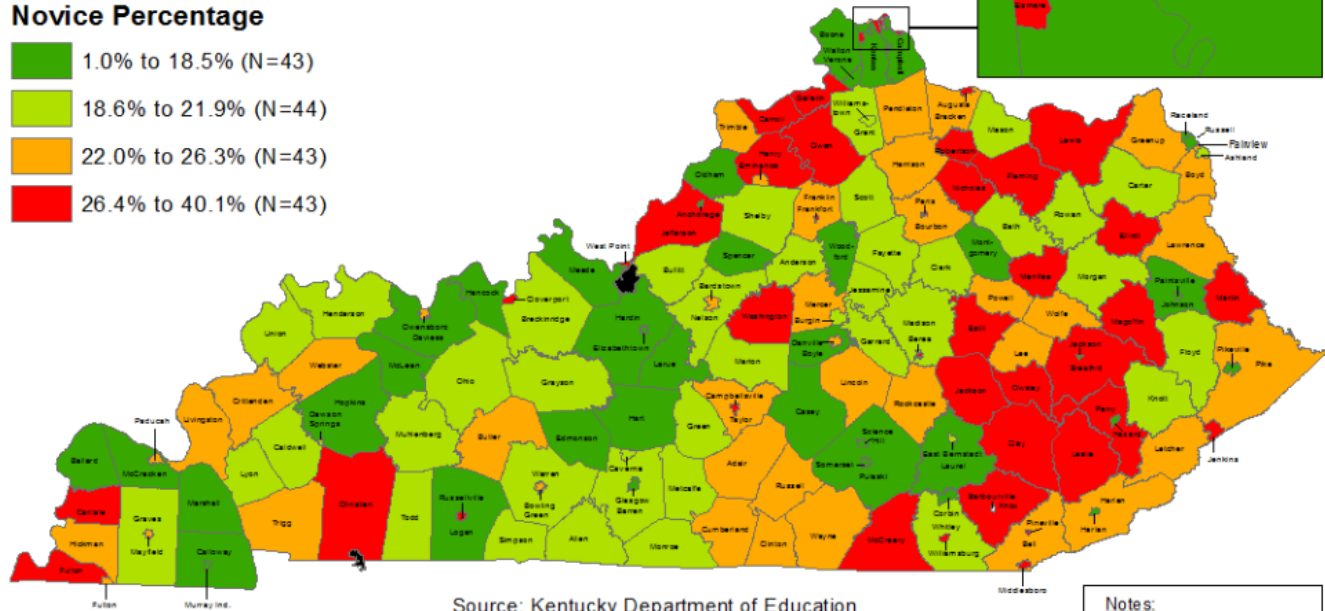| Reading | |
|---|---|
| Grade Levels | Number of Novice Students |
| Elementary School (3rd-5th) | 31,618 |
| Middle School (6th-8th) | 32,177 |
| High School  (English II EOC) | 16,302 |
| Total | 80,097 |

| 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%

**Novice Percentage**

- 1.0% to 18.5% (N=43)
- 18.6% to 21.9% (N=44)
- 22.0% to 26.3% (N=43)
- 26.4% to 40.1% (N=43)

Independent School Districts in Northern Kentucky

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%

Gap Novice Percentage
- 6.0% to 18.5% (N=4)
- 18.6% to 21.9% (N=16)
- 22.0% to 26.3% (N=38)
- 26.4% to 63.5% (N=115)

Source: Kentucky Department of Education
http://openhouse.education.ky.gov
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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Notes:
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* Military bases are shown in black.
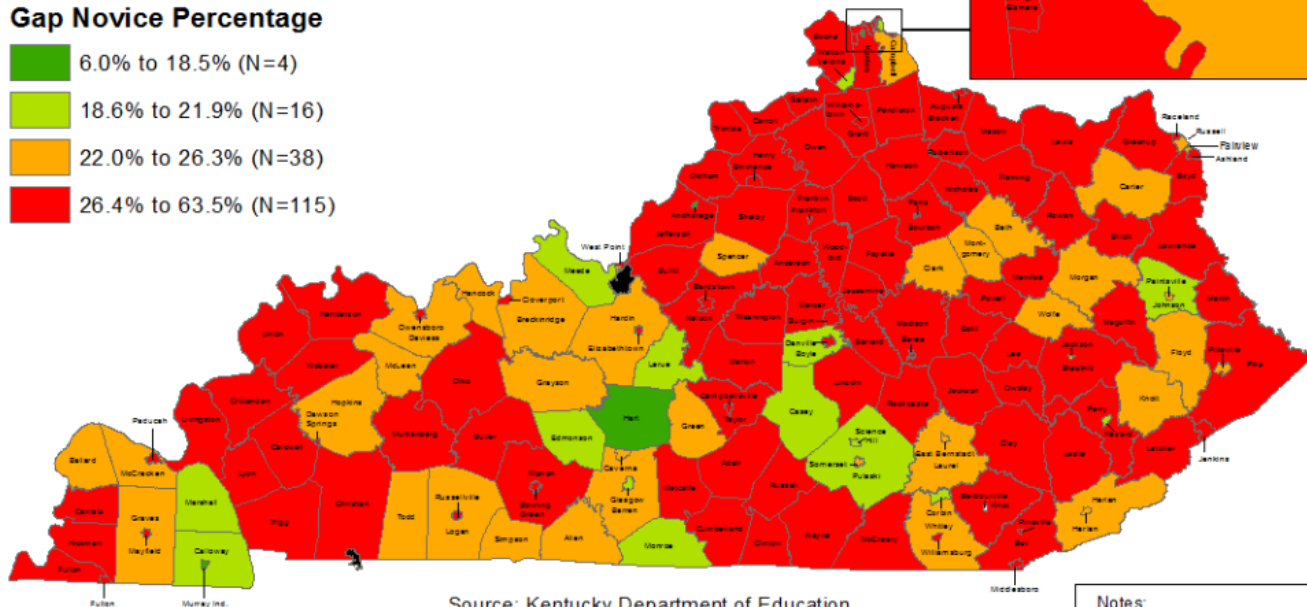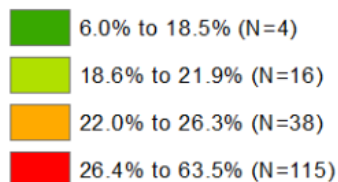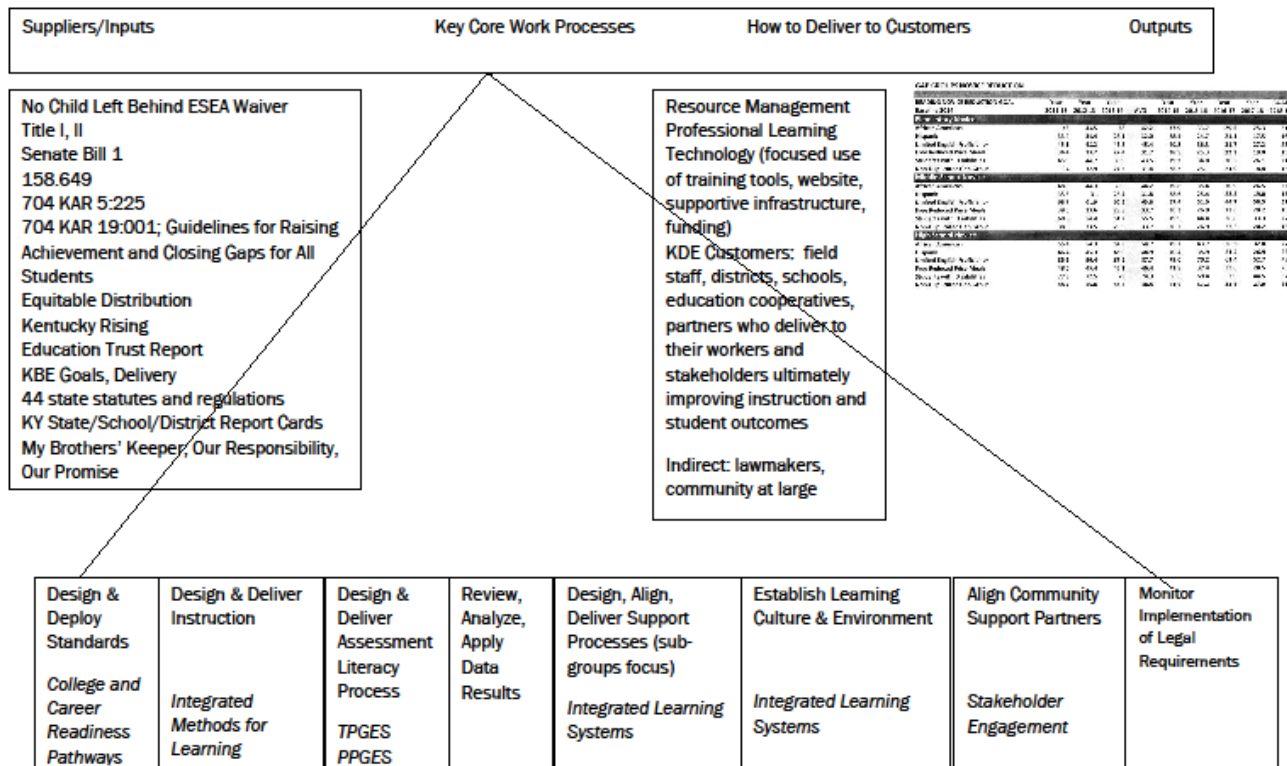* Data as of 5/26/2015

8/25/15

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

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

# KEY CORE PROCESSES AND STRATEGIES FOR SUPPORT

| | Strategies for intensive support where it is needed |
|---|---|
| | |
| 1 | Design & Deploy Standards (KCAS/CTE)   : Do you need support in ensuring that the Kentucky Core Academic Standards and Career Technical Education curriculum  are being implemented with fidelity in your school? |
| | |
| 2 | Design and Deliver Instruction : Do you need support for the Framework for Teaching, Teacher Professional Growth and Effectiveness System, Literacy Design Collaborative, Math Design Collaborative or Co-teaching for gap closure ( the last 3 are only if you already have them) |
| | |
| 3 | Review, Analyze and Apply Data Results to Inform Practices: Do you need support for a repeatable system for knowing the data you have, what the data tells you and how to use the information once you have it? |
| | |
| 4 | Design and Deliver Assessment Literacy : Do you need support to ensure that the leaders in your building know how to take instructional performance data and turn it in to actionable strategies in the classroom? |
| | |
| 5 | Establish Learning Culture and Environment: Do you need support for the PLC Process, CRTL, Bullying Prevention, Attendance Initiative, PBIS, BASE(behavioral, academic, social emotional)? |
| | |
| 6 | Align Community Support Partners   : Do you need support for engaging families, PTA, government agencies, corporate, faith based and other  partners  ? |
| | |
| 7 | Establish System for Continuous Improvement:  Do you need support in understanding tools and systems you can use to continuously improve to address problems rather than crisis management?  For example MTSS, SPS, PDSA, Plus/Delta, linkage, 30 60 90 planning,etc.) |
| | |
| 8 | Align Resources and Practices:  Do you need support in aligning your CSIP to include use of resources to support best practice strategies. |

# Changes in Accountability

What do these changes mean for:

- Achievement

- Gap

- Growth

# First Steps With Partners

- Introductions to Cooperatives and Superintendents
- Districts/Schools who are presently reaching out for partnerships
- Districts who desire Novice Reduction for Gap Close for their districts

**Through KDE Partners:**
Title I Fall Conferences (GREC, KVEC)
School Improvement Summit
Priority and Focus Schools and Districts

KDE SUPPORT for NOVICE REDUCTION



Novice Reduction for Gap Closure

- Curriculum & Standards
- Instruction
- Continuous Improvement & Assessment
- Environment & Support

# The Novice Reduction Team

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