

2018-2019 Phase One: Continuous Improvement Diagnostic_10082018_14:37

Phase One: Continuous Improvement Diagnostic

Trigg County Middle School

Amy Breckel
206 Lafayette Street
Cadiz, Kentucky, 42211
United States of America

Last Modified: 12/07/2018

Status: Open

TABLE OF CONTENTS

Continuous Improvement Diagnostic 3
ATTACHMENT SUMMARY..... 4

Phase One: Continuous Improvement Diagnostic

Continuous Improvement Diagnostic

Rationale: The purpose of this diagnostic is to encourage thoughtful reflection of a school's current processes, practices and conditions in order to leverage its strengths and identify critical needs.

Part I:

1. Using the results of perception surveys (e.g., TELLKY, eProve™ surveys*) from various stakeholder groups, identify the processes, practice and conditions the school will address for improvement. Provide a rationale for why the area(s) should be addressed.

*eProve™ surveys employ research-based questions that produce useful, relevant results, empowering institutions to turn knowledge into practice. These surveys are accessible to all schools and districts and monitor stakeholder perceptions in the areas of communication, continuous improvement, and improvement initiatives. Additionally, surveys empower you to capture stakeholder feedback, target professional development, identify areas of strengths and weaknesses, monitor progress of improvement, and focus improvement initiatives and student achievement.

Communication/School Culture Staff will implement Capturing Kids Hearts strategies acquired through a 2 day training in July of 2018 that all staff attended along with members of the Trigg County Central Office. Teachers will continue to acquire more strategies and improve upon those already being used on the November 5th, Growth Day. Additional surveys will be given throughout the 2018-19 school year to gauge the impact of the implemented strategies. The results of the surveys will be shared with all stakeholders and the SBDM.

ATTACHMENTS

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Part II:

2. How will the school engage a variety of stakeholders in the development of a process that is truly ongoing and continuous? Include information on how stakeholders will be selected and informed of their role, how meetings will be scheduled to accommodate them and how the process will be implemented and monitored for effectiveness.

1. The SBDM chair will include invites in the daily emails to parents to serve on committees. 2. The SBDM chair will follow up with those interested to secure a meeting time that is best for all members. 3. TCMS will provide Professional learning opportunities for parents beyond basic SBDM council training. i.e. Title 1 Reading and Math nights, Exhibition night to share student learning, etc...

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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2018-2019 Phase Two: The Needs Assessment for Schools_10082018_14:38

Phase Two: The Needs Assessment for Schools

Trigg County Middle School

Amy Breckel
206 Lafayette Street
Cadiz, Kentucky, 42211
United States of America

Last Modified: 11/05/2018

Status: Open

TABLE OF CONTENTS

Understanding Continuous Improvement: The Needs Assessment 3

Protocol 4

Current State 5

Priorities/Concerns 6

Trends 7

Potential Source of Problem..... 8

Strengths/Leverages 9

ATTACHMENT SUMMARY..... 10

Phase Two: The Needs Assessment for Schools

Understanding Continuous Improvement: The Needs Assessment

Rationale: In its most basic form, continuous improvement is about understanding the **current state** and formulating a plan to move to the **desired state**. The comprehensive needs assessment is a culmination of an extensive review of multiple sources of data collected over a period of time (2-3 years). It is to be conducted annually as an essential part of the continuous improvement process and precedes the development of strategic goals (desired state).

The needs assessment requires synthesis and analysis of multiple sources of data and should reach conclusions about the **current state** of the school/district, as well as the processes, practices and conditions that contributed to that state.

The needs assessment provides the framework for **all** schools to clearly and honestly identify their most critical areas for improvement that will be addressed later in the planning process through the development of goals, objectives, strategies and activities. As required by Section 1008 of the Every Student Succeeds Act (ESSA), Title I schools must base their program upon a thorough needs assessment.

Protocol

Clearly detail the process used for reviewing, analyzing and applying data results. Include names of school/district councils, leadership teams and stakeholder groups involved. How frequently does this planning team meet and how are these meetings documented?

On October 25th, 2018, TCMS Site Based Council met in a joint SBDM/Board meeting. The discussion specifically focused on supporting students with disabilities and increasing their likelihood of success in school and beyond through a National School Reform Faculty (NSRF) Dilemma Protocol. The SBDM also discussed the 2017-18 data focusing specifically on Students with disabilities and the African American populations. Those participating: Amy Breckel--Principal, Debra Jenkins--Assistant Principal, Faye Stevens--Instructional Supervisor, Molly Oliver--SBDM parent, Kim Mroch--Teacher, Joy Stallons--Guidance Counselor, Rachel Evans--Guidance Counselor,

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Current State

Plainly state the current condition using precise numbers and percentages as revealed by past, current and multiple sources of data. These should be based solely on data outcomes. Cite the source of data used.

Example of Current Academic State:

- 32% of gap students scored proficient on KPREP Reading.
- We saw a 10% increase among gap students in Reading from 2017 to 2018.
- 34% of our students scored proficient in math compared to the state average of 47%.

Example of Non-Academic Current State:

-Teacher Attendance: Teacher attendance rate was 87% for the 2017 school year – a decrease from 92% in 2016.

-The number of behavior referrals has decreased to 198 in 2018 from 276 in 2017.

42.5 % of African American Students scored proficient on Reading, and 39.3% scored Proficient or better in ,math on the KPREP assessment. 26.3 % of Students with disabilities scored Proficient or above on Reading and 2.6% scored proficient or above in math on the KPREP assessment.

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Priorities/Concerns

Clearly and concisely identify areas of weakness using precise numbers and percentages as revealed by the analysis of academic and non-academic data points.

Example: 68% of gap students scored below proficiency on KPREP test in reading as opposed to just 12% of non-gap learners.

57.5% of African American students scored below proficiency in Reading and 87.5% scored below proficiency in Math on the as compared to just 35.6% and 63.5% respectively on the KPREP assessment. 73.7% of Students with Disabilities scored below proficiency in Reading and 97.4% scored below proficiency in Math as compared to just 35.6% and 63.%% respectively on the KPREP assessment.

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Trends

Analyzing data trends from the previous two academic years, which academic, cultural and behavioral measures remain significant areas for improvement?

No significant movement of students to Proficient has occurred over the past 2 years in either Math or Reading in the two gap populations of African American and Students with disabilities.

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Potential Source of Problem

Which processes, practices or conditions will the school focus its resources and efforts upon in order to produce the desired changes? Note that all processes, practices and conditions can be linked to the six Key Core Work Processes outlined below:

[KCWP 1: Design and Deploy Standards](#)

[KCWP 2: Design and Deliver Instruction](#)

[KCWP 3: Design and Deliver Assessment Literacy](#)

[KCWP 4: Review, Analyze and Apply Data](#)

[KCWP 5: Design, Align and Deliver Support](#)

[KCWP 6: Establishing Learning Culture and Environment](#)

Review, Analyze and Apply Data

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Strengths/Leverages

Plainly state, using precise numbers and percentages revealed by current data.

Example: Graduation rate has increased from 67% the last five years to its current rate of 98%.

Novice rate in Reading for African Americans has decreased from 48.8% in 2016-17 to 22.5% in 2017-18.

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ATTACHMENT SUMMARY

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2018-2019 Phase Two: School Assurances_10082018_14:38

Phase Two: School Assurances

Trigg County Middle School

Amy Breckel
206 Lafayette Street
Cadiz, Kentucky, 42211
United States of America

Last Modified: 11/02/2018

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TABLE OF CONTENTS

Introduction..... 3

School Assurances..... 4

ATTACHMENT SUMMARY..... 8

Phase Two: School Assurances

Introduction

Assurances are a required component of the CSIP process (703 KAR 5:225). Please read each assurance and indicate whether your school is in compliance by selecting the appropriate response (Yes, No or N/A). If you wish to provide further information or clarify your response, space for comments is provided. Comments are optional. You may upload any supporting documentation as needed.

School Assurances

Preschool Transition

1. The school planned preschool transition strategies and the implementation process.
- ☐ Yes
 - ☐ No
 - ☒ N/A

COMMENTS

ATTACHMENTS

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Professional Development

2. The school planned or provided appropriate professional development activities for staff members who will be serving Title I students.
- ☒ Yes
 - ☐ No
 - ☐ N/A

COMMENTS

ATTACHMENTS

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Comprehensive Needs Assessment

3. The school conducted a comprehensive needs assessment, which included a review of academic achievement data, and established objective criteria for identifying eligible Title I students.
- ☒ Yes
 - ☐ No
 - ☐ N/A

COMMENTS

ATTACHMENTS

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4. The school provides professional development for staff based on a comprehensive needs assessment, which included a review of academic achievement data and additional criteria, to ensure all students are college, career, and transition ready.
- ☒ Yes
 - ☐ No

☐ N/A

COMMENTS

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Instructional Strategies

5. The school planned and developed evidence-based instructional strategies to support and assist identified Title I students.

☒ **Yes**

☐ No

☐ N/A

COMMENTS

ATTACHMENTS

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Targeted Assistance Activities

6. The school planned targeted assistance activities for identified students that coordinate with and support the regular educational program so identified students have access to both.

☒ **Yes**

☐ No

☐ N/A

COMMENTS

ATTACHMENTS

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7. The school planned or developed strategies to monitor and evaluate the success of targeted assistance activities with the identified students and will use the results of the evaluation to inform and improve instructional strategies and professional development activities.

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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Parent and Family Engagement

8. The school planned or developed strategies to increase parental involvement in the design, implementation, and evaluation of the targeted assistance activities, which included the implementation of a Parent Compact and a Parent and Family Engagement Policy.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

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Teacher Quality

9. The school notifies parents when their child(ren) are taught for four or more consecutive weeks by teachers who are not highly qualified.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

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Title I Application

10. The school ensures that if the Title I application lists counselors, nurses, media, specialists or "other" staff for the school, there is documentation indicating this need in order to improve student achievement.

- ☒ Yes
- ☐ No
- ☐ N/A

COMMENTS

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Paraeducators

11. The school ensures that all paraeducators with instructional duties are under the direct supervision of a certified classroom teacher and providing instruction rather than clerical work.

- ☒ Yes
- ☐ No

☐ N/A

COMMENTS

ATTACHMENTS

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Paraeducator Non-Instructional Duties

12. The school ensures that there is a schedule of non-instructional duties for paraeducators demonstrating that the duties are on a limited basis only.

☒ **Yes**

☐ No

☐ N/A

COMMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
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2018-2019 Phase Three: Comprehensive Improvement Plan for Schools_10082018_14:39

Phase Three: Comprehensive Improvement Plan for Schools

Trigg County Middle School

Amy Breckel
206 Lafayette Street
Cadiz, Kentucky, 42211
United States of America

Last Modified: 12/12/2018

Status: Open

TABLE OF CONTENTS

Comprehensive Improvement Plan for Schools 3
ATTACHMENT SUMMARY..... 4

Phase Three: Comprehensive Improvement Plan for Schools

Comprehensive Improvement Plan for Schools

Rationale: School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan:

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the six Key Core Work Processes designed to systematically address the process, practice or condition that the school will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Measure of Success: The criteria that you believe shows the impact of our work. The measures may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: Is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.



You may enter an optional narrative about your Comprehensive Improvement Plan for Schools below. If you do not have an optional narrative, enter N/A.

Please see attachment

ATTACHMENTS

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Evidence Based Intervention description	KDE required document. CommonLit evidence based intervention.	
 TCMS CSIP	TCMS 2019 Comprehensive School Improvement Plan is attached	

Comprehensive Improvement Plan for Schools

Rationale

School improvement efforts focus on student needs through a collaborative process involving all stakeholders to establish and address priority needs, district funding, and closing achievement gaps between identified subgroups of students. Additionally, schools build upon their capacity for high-quality planning by making connections between academic resources and available funding to address targeted needs.

Operational definitions of each area within the plan

Goal: Long-term three to five year target based on Kentucky Board of Education required goals. Schools may supplement with individual or district goals.

Objective: Short-term target to be attained by the end of the current school year.

Strategy: Research-based approach based on the 6 Key Core Work Processes designed to systematically address the process, practice or condition that the district will focus its efforts upon in order to reach its goals/objectives.

Activity: The actionable steps used to deploy the chosen strategy.

Key Core Work Processes: A series of processes that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

Measure of Success: the criteria that you believe shows the impact of our work. The **measures** may be quantifiable or qualitative, but they are observable in some way. Without data on what is being accomplished by our deliberate actions, we have little or no foundation for decision-making or improvement.

Progress Monitoring: is used to assess the plan performance, to quantify a rate of improvement based on goals and objectives, and to evaluate the effectiveness of the plan.

Guidelines for Building an Improvement Plan

- There are 6 required District Goals: Proficiency, Separate Academic Indicator, Achievement Gap Closure, Graduation rate, Growth, and Transition readiness.
- There are 5 required school-level goals:
For elementary/middle school: Proficiency, Separate Academic Indicator, Gap, Growth, and Transition readiness.
For high school: Proficiency, Separate Academic Indicator, Gap, Graduation rate, and Transition readiness.
- There can be multiple objectives for each goal.
- There can be multiple strategies for each objective.
- There can be multiple activities for each strategy.

1: Proficiency Goal

Goal 1 By Spring of 2021, Trigg County Middle School (TCMS) will increase the Proficiency score (math and reading) to 79.7 as measured by the state assessment.

<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May of 2019, the percentage of students scoring Proficient in Math and Reading will increase from 70.7% to 73.7% as measured by the state assessment.	Design and Deliver Instruction	Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	Meeting minutes Unit plan revisions Classroom Observations		
		Plan for and implement active student engagement strategies.	Instructional Unit Plans Lesson Plans PBLs		
	Design and Deliver Instruction	Develop assignments and activities that reflect the learning targets students have had the opportunity to learn.	Unit Plans Lesson Plans Classroom Observations		
Objective 2					

2: Separate Academic Indicator

Goal 2 By spring of 2021, Trigg County Middle School (TCMS) will increase the Separate Academic Indicator measured in Science, Social Studies and On Demand Writing to 72.2% as measured by the state assessment.

Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>) <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment	Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>) <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By May of 2019, the percentage of students scoring Proficient in Science, Social Studies and writing will increase from 64.7% to 67.2% as measured by the state assessment.	Design and Deliver Instruction	Ensure that standardized assessment results are used appropriately to propel student achievement.	Review of PLC minutes Review of Teacher Unit and Lesson Plans Classroom Observations		
		Plan for and implement active student engagement strategies.	Review of Teacher Unit and Lesson Plans Classroom Observations		
Objective 2					

3: Gap

Goal 3: By Spring of 2021, Trigg County Middle School (TCMS) will increase the Proficiency score of Students with disabilities and African American students to 41.6% and 62.5% respectively as measured by the state assessment.

Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>) <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment	Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>) <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1 By May of 2019, Trigg County Middle School (TCMS) will increase the Proficiency score of Students with disabilities and African American students to 36.6% and 56.5% respectively as measured by the state assessment.	Design and Deliver Instruction	Plan for and implement active student engagement strategies.	PLC meeting notes Curriculum meeting notes Unit and Lesson plans		
		Develop a clearly defined RTI school process with applicable checklist(s) and documentation tools, including such information as service frequency, intervention programs/strategies, SMART goal measurement, and progress monitoring checks	RTI data documentation Progress Monitoring checks		
Objective 2					

4: Graduation rate

Goal 4:		
<p>Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i></p> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment	<p>Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i></p> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1:					
Objective 2					

5: Growth

Goal 5: Increase the combined reading and math growth in grades 6-8 from 70.7% to 79.7% by 2021.		
Which Strategy will the district use to address this goal? <i>(The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.)</i> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment	Which Activities will the district deploy based on the strategy or strategies chosen? <i>(The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: Increase the combined reading and math growth in grades 6-8 from 70.7% to 73.7% by 2019.	Design and Deliver Instruction	Plan for and implement active student engagement strategies.	Lesson Plans Classroom Observations		
		Implement formal and informal processes that teachers and students utilize to gather evidence to directly improve the learning of students assessed.	Teacher Data Logs Lesson Plans Classroom Observations		
Objective 2					

6: Transition Readiness

Goal 6: Increase the percentage of 8th grade students scoring proficient in both math and reading in order to successfully transition from 8th grade to the High School from 32.5% to 42.5% in Math and from 70.1% to 80.1% as measured by the state assessment.

Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>) <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment	Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>) <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities	In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.
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Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: By May of 2019, the percentage of 8 th grade students scoring proficient in both math and reading to successfully transition to high school will increase from 32.5% to 36% in Math and from 70.1% to 73.1% as measured by the state assessment.	Design and Deploy Standards	Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	Minutes and next steps from District and School level alignment meetings. Lesson Plans Review Teacher Data Spreadsheets		
Objective 2					

7: Other (optional)

Goal 7 (State your goal):		
<p>Which Strategy will the district use to address this goal? (<i>The Strategy can be based upon the six Key Core Work Processes listed below or another research-based approach. Provide justification and/or attach evidence for why the strategy was chosen.</i>)</p> <ul style="list-style-type: none">KCWP 1: Design and Deploy StandardsKCWP 2: Design and Deliver InstructionKCWP 3: Design and Deliver Assessment LiteracyKCWP 4: Review, Analyze and Apply DataKCWP 5: Design, Align and Deliver SupportKCWP 6: Establishing Learning Culture and Environment	<p>Which Activities will the district deploy based on the strategy or strategies chosen? (<i>The links to the Key Core Work Processes activity bank below may be a helpful resource. Provide a brief explanation or justification for the activity.</i>)</p> <ul style="list-style-type: none">KCWP1: Design and Deploy Standards Classroom ActivitiesKCWP2: Design and Deliver Instruction Classroom ActivitiesKCWP3: Design and Deliver Assessment Literacy Classroom ActivitiesKCWP4: Review, Analyze and Apply Data Classroom ActivitiesKCWP5: Design, Align and Deliver Support Classroom ActivitiesKCWP6: Establishing Learning Culture and Environment Classroom Activities	<p>In the following chart, identify the timeline for the activity or activities, the person(s) responsible for ensuring the fidelity of the activity or activities, and necessary funding to execute the activity or activities.</p>

Objective	Strategy	Activities to Deploy Strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1					
Objective 2					



Empowered by Evidence: Reviewing Evidence Under ESSA



KENTUCKY DEPARTMENT OF EDUCATION
OFFICE OF CONTINUOUS IMPROVEMENT AND SUPPORT

Introduction

In 2015, the U.S. Congress reauthorized the Elementary and Secondary Education Act through a bill known as the Every Student Succeeds Act (ESSA). One of the requirements of ESSA is that school improvement initiatives be rooted in “evidence-based activities, strategies, or interventions.” While many clearinghouses and databases exist to assist schools in identifying and selecting appropriate evidence-based practices, it is important that education leaders and shareholders have the skills necessary to evaluate evidence on their own allowing for more informed decisions. This instrument provides a framework to guide education leaders and shareholders through the process of evaluating evidence.

While completing this instrument, consider the following:

- Examples are provided throughout the instrument; however, these are not comprehensive. There are other possible answers to a question outside of those that have been included. For consistency, each set of examples is limited to only three choices. The Kentucky Department of Education (KDE) encourages shareholders to fully examine a piece of evidence and answer the questions to the best of their abilities, even if the answer is not provided in the exemplar.
- This instrument is for individual use. No two evaluations will look exactly the same. While it is not required, if this instrument will be used as supporting documentation for a grant application or school improvement plan, please be as specific as possible by including exact quotations and American Psychological Association (APA) citations from the source.
- KDE recommends reading and annotating a study in its entirety before attempting to complete this instrument.
- Responses must be typed in the grey boxes, which will expand as information is entered.
- While completing the instrument, a district/school may find it beneficial to consult other resources. Relevant resources may include:
 - [Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments](#)
 - [ESSA Evidence Levels](#)
 - [Evidence-based Practices Glossary of Terms](#)
 - Webinar: [Evidence-based Interventions: An Overview](#)
 - Webinar: [Evidence for ESSA – An Introduction to Study Design](#)

Study Overview

Reason for Evaluation: TSI School Improvement Plan

If other, describe: [Click here to enter text.](#)

Study Citation (APA preferred): [Click here to enter text.](#)

Identify the Intervention Studied: CommonLit

Identify the relevant outcome(s) of the study. A relevant outcome is the student outcome(s) (or the ultimate outcome if not related to students) that the proposed process, product, strategy or practice is designed to improve, consistent with the specific goals of a program (i.e., reading comprehension).

Research question: Can CommonLit increase student engagement in middle school English classrooms?

Study Design

The study design provides a framework for the development and implementation of a study. A study is a detailed investigation and analysis of a subject or situation. The study design framework guides researchers as they collect and analyze data to test solutions and solve problems. Different study designs provide different levels of rigor and reliability. Education leaders and shareholders should carefully consider the study design used to evaluate an intervention.

In this section, you will evaluate the key features of study design. If you are unsure how to identify a study design, KDE encourages you to reference either the [Evidence-based Practices Glossary of Terms](#) or the [Evidence for ESSA: An Introduction to Study Design](#) webinar.

1. Identify the study design: Quasi-experimental
2. If participants were assigned to groups, describe the method used to assign them to groups. Common group assignment methods include, but are not limited to, random assignment, matched pairs or class assignment. If participants were not assigned to groups, record N/A.

Volunteer nine classrooms/teachers in five middle schools in the Boston Public School District.

3. Describe any statistical controls used to control for study bias. Statistical controls are more common in correlational studies than experimental/quasi-experimental studies, but they can be found in both. Common statistical controls include, but are not limited to, analysis of covariance, difference-in-difference adjustments and correlation. If no statistical controls were used, record N/A.

N/A

Analytic Sample

The analytic sample is the sample on which an analysis is based. It is important for education leaders and shareholders to take time to review the analytic sample used in a study. The [Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments](#) describes the importance of aligning the analytic sample with the population of your school. The highest quality evidence will align to a school in both setting and population and will include a large and multi-site sample.

1. Briefly describe the demographics of the analytic sample. Be sure to include any relevant information, including, but not limited to, grade levels, race/ethnicity, gender, socio-economic status, special education status or English language status.

Grade Level: 5-8; socio-economic status: A total of 5 classrooms received the treatment 1. 81.4% 2. 76.6% 3. 72%, 4. 87.4% 5. 82.8%. Race/ethnicity: 1. 43.7% Hispanic, 36.2% Black, 8.7% White, 8.5% Asian, and 3.2% other. 2. 100% Black 3. 24.9% Black, 68.9% Latino 4. 65.9% Black 23.5% Hispanic Boston Public School District

2. How many people or groups of people participated in this study? 222 5-8 students from 9 classrooms
3. How many study participants were assigned to the intervention group? If the study design did not include an intervention group, record N/A. 5 classrooms, 112 students
4. How many study participants were assigned to the control group? If the study design did not include a control group, record N/A. 4 classroom 110 students
5. Were any additional comparison groups used in this study? If so, describe the demographic makeup of the groups.

No

6. Describe the method used to select study participants.

Volunteer Our sample includes 222 middle school (5th-8th grade) students. These students are nested within 9 teachers' classrooms within 5 schools in the Boston Public School District. T

7. How many sites were included in this study? 5 schools

8. Which descriptor best describes the setting of the study? Urban
9. Are there any special circumstances for the sample? Special circumstances may include, but are not limited to, the reporting of additional subgroups, alignment with common academic labels (such as “at risk” or “gifted”) or the exclusion of certain groups from the analytic sample.

no

Intervention Delivery

When evaluating evidence, it is important for education leaders and shareholders to consider the specific methods used by the researchers to implement an intervention. Schools should seek to replicate the conditions used in a study in order to achieve similar results. If an evidence-based practice is not implemented in a way that accurately replicates the conditions used in a study, the intervention may not work as reported.

1. Describe the way the intervention was implemented in this study. Be sure to include relevant details you may need to replicate the results, such as the intervention delivery method, materials used and other protocols unique to this study.

Five teachers in our sample at four of the partner schools were given access to the CommonLit intervention. Four teachers at three of the partner schools made up our comparison group; these teachers did not have access to the curricular materials or professional development. Of the 222 students in our entire sample, 110 were taught by teachers in the comparison group, and 112 were taught by teachers in the treatment group. To avoid contamination of our treatment and comparison conditions, no one teacher attempted to use the intervention in only certain classes of students; teachers either had access to the materials (“treatment”), or they were not made aware of its existence (“comparison”).

To answer our research question, we conducted a quasi-experiment in nine teachers’ middle school (5th-8th grade) classrooms within the Boston Public School District. For four weeks, we worked with five of these teachers as outside consultants offering resources, professional training, and optional ongoing curriculum development support. These five teachers administered a student engagement pre-survey to their classes, which we used as a baseline measurement for student-level analysis. After administering these surveys, teachers attended a one-hour training session² led by the CommonLit study team at each school site. The professional development had three parts: Part 1: Introduction to the CommonLit Text Database Teachers were instructed on how to access our free collection of thematically-organized supplemental texts. Through our website (www.commonlit.org) and through our offline database, teachers were able to download news articles, poems, short stories, speeches, historical documents, and magazine articles. These texts are organized by fourteen “discussion ready” themes, including social pressure, technology and progress, and morality (see Appendix, List of Themes & Essential Questions). Teachers were shown how to find texts that would deepen

students' understanding of the themes they encounter in their existing curriculum and reading materials. It is important to note that CommonLit is not a comprehensive curriculum; it is rather a collection of short fiction and non-fiction texts that supplement existing curricula and build student background knowledge about topics of inquiry.

Part 2: Teaching Strategies to Engage Students In the second part of the professional training, teachers were introduced to strategies to engage all students in classroom discussions. Teachers read transcripts of highly effective classroom discussions and then discussed the approaches that were introduced. These approaches include: driving the discussion with an open-ended question like, "Which is more important—freedom or security?" holding students accountable for speaking and listening, and pushing students to support claims with evidence from the text.

Part 3: Lesson Planning Time Finally, teachers were given time to peruse the text collection, ask questions, and plan for an upcoming lesson. We provided teachers with a binder of planning templates, tips, sample lesson plans, and other resources. Within one week of this professional development, our study team contacted teachers via email offering free one-on-one lesson plan consultation. In this email, we also included attached "featured texts" and recommendations for implementation. Then, we contacted teachers in our treatment sample to share with us the planned dates for implementation. We observed these classrooms over the course of a four-week period to collect additional qualitative data. In the final week of the study, we asked all teachers in our treatment and comparison groups to administer the student engagement survey a second time. We used this data to estimate growth at the teacher and student levels.

Results

The [Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments](#) suggests that quality evidence "shows a statistically significant and positive (i.e. favorable) effect of the intervention on a student outcome or other relevant outcome." Education leaders should pay careful attention to the results of a study and how those results were collected.

1. Describe the procedures used to collect data for this study. This information may be found in the Methods or Results section of the study. Be sure to include all relevant information such as the names of any standardized assessments, the conditions under which an assessment was given or archival data sets used.

To measure student engagement in reading, a nineteen item student survey was used.

2. Describe the findings of this study. Be sure to include the findings for any reported subgroups and relevant outcomes and a discussion of the statistical significance of the results. It is generally accepted that study findings are statistically significant when p is less than 0.05 ($p < .05$). APA standards state that studies should include the p value when reporting on statistical significance either within the text or in a parenthetical. For example, the results of the statistical test Analysis of Variance should be reported [$F(2,$

145) = 3.24, $p = .04$]. In this example, p equals 0.04, which is less than 0.05. This would indicate that the results of this statistical test are significant.

A t-test revealed that the average change in the “perceived relevance” category was statistically significant for the treatment group ($p=0.05$), but not for the comparison group ($p=0.2$).

Implication

Once a piece of evidence has been evaluated, education leaders and shareholders should consider the implications of the study on their school’s potential implementation of an evidence-based practice. In this section, you are encouraged to look beyond the items discussed in the study to consider your local context and school’s capacity to implement an intervention with fidelity.

1. Describe the implications of this study for your school. Does the study support the use of this intervention in your building? What special considerations are necessary for implementing this intervention? Be sure to examine all relevant factors, including cost, time and manpower.

Engaging students in Reading is of utmost importance and utilizing CommonLit in ELA as well as Social Studies if used with fidelity will hook our students and encourage them to want to seek more information.

CommonLit is a free intervention....yes I said Free. TCMS as well as all schools are mandated to use our resources wisely, CommonLit allows TCMS to access an intervention that provides positive results for our students.

2. Identify any additional pieces of evidence referenced in this study that you may want to review before implementing the intervention.

[Click here to enter text.](#)

3. Using the [ESSA Evidence Levels](#) one-pager, consider all of the information collected here and provide an estimate of the level of evidence provided in this study. Demonstrates a Rationale (Level IV)