

## Phase Three: Executive Summary for Schools\_12212018\_21:21

### Phase Three: Executive Summary for Schools

#### **North Todd Elementary School**

7300 Greenville Road  
Elkton, Kentucky, 42220  
United States of America

Last Modified: 12/21/2018

Status: Locked

---

**TABLE OF CONTENTS**

---

Executive Summary for Schools ..... 3  
ATTACHMENT SUMMARY..... 5

## Phase Three: Executive Summary for Schools

### Executive Summary for Schools

#### Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

North Todd Elementary School is excited to be welcoming our students and their families for the 30th year for the school. We have several new teachers and staff members that will be working with our students this year. This year our theme is "Oh, the places you'll go!" and we are looking forward to helping our students find their way through an exciting year of learning and discovery. North Todd Elementary School is located on the northern end of Todd County. The school currently has 413 students enrolled in PK through 5th grade. The school population has been steadily declining over the last 5 years due to a lack of employment opportunities for our families in this part of the county. This also contributes to our growing subgroup of economically disadvantaged students. The school offers interventions in reading and math, both teachers in those areas are national board certified teachers. We also have an assistant principal and media specialist that are national board certified. At present, we have one other teacher with national board certification and she is serving our students in kindergarten. North Todd has recently had significant changes in leadership which has made developing a consistent vision a challenge. In spite of those challenges, the school did experience growth in all areas of KPREP this past year with a significant decline in social studies. The students also improved their average daily attendance to have the highest in the district.

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs.

Describe how the school embodies its purpose through its program offerings and expectations for students.

The mission of NTES is to provide all students the opportunity to acquire skills necessary for success. The vision statement is; Our vision at NTES is for all students to become lifelong learners and productive members of society. Celebration of Successes is something that we take great pride in at NTES. This year we started a ROAR wall that wraps around the center core of the building. We are decorating this wall with the picture and accomplishments of our students that are celebrated each morning in Town Meeting. The first semester our students earned 440 positive office referrals that now decorate the ROAR wall.

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

NTES increased in proficient and distinguished in every content area of KPREP this past year with the exception of Social Studies. NTES had the highest percentage of student attendance this past

year in the district. NTES has already identified areas for improvement and we believe we have the correct people in place to achieve greatness. NTES has just been notified that we will be receiving a PLTW grant for 2019-2020.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

### **Additional Information**

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Additional information can be found at <https://ntes.todd.kyschools.us>

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
-----------------	-------------	---------

## Phase One: Continuous Improvement Diagnostic\_09252018\_17:32

Phase One: Continuous Improvement Diagnostic

### **North Todd Elementary School**

7300 Greenville Road  
Elkton, Kentucky, 42220  
United States of America

Last Modified: 09/28/2018

Status: Locked

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.

According to the School Culture Audit, we need to address communication deficiencies among all stakeholders.

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### 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.

To involve stakeholders in this process, we have a new website that is parent friendly and can be updated by the leaders within the school organizations, new PTO officers that write newsletters and make contacts in the community and has open communication with parents. The school system now allows the use of Facebook to communicate with the community and Remind messages will be utilized to alert stakeholders of opportunities to be involved in the school community.

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.



ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
-----------------	-------------	---------

## Phase Three: Closing the Achievement Gap Diagnostic\_12212018\_14:41

Phase Three: Closing the Achievement Gap Diagnostic

### **North Todd Elementary School**

7300 Greenville Road  
Elkton, Kentucky, 42220  
United States of America

Last Modified: 12/21/2018

Status: Open

TABLE OF CONTENTS

I. Achievement Gap Group Identification ..... 3

II. Achievement Gap Analysis ..... 4

III. Planning the Work ..... 6

ATTACHMENT SUMMARY..... 7

---

## Phase Three: Closing the Achievement Gap Diagnostic

### I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual GAP report pursuant to KRS 158.649.

Complete the [Achievement Gap Group spreadsheet](#) and attach it.

NTES has been identified for TSI based on the performance of the students categorized as economically disadvantaged. Another subgroup of students of concern are those categorized as students with a disability. While this subgroup did not contribute to TSI identification, we are still concerned about the lack of academic growth demonstrated on KPREP, school benchmarks and classroom assessments.

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its gap population.

NTES has been working on the overall culture of the school for the past 5 years. While we have always been aware of the financial difficulties that face our students and their families, the past two years these struggles have become more obvious and thus has been a growing focus of our efforts. 68% of the students attending NTES fall into the category of economically disadvantaged. Of these students, 90% qualify for free lunch leaving only 10% qualifying as reduced. To compound this problem, a significant amount are being cared for by grandparents or aunts/uncles.

B. Analyzing gap trends and using specific data from the previous two academic years, which gaps has the school successfully closed and which ones persist? Use the work steps below to answer.

Academic gaps that appear to have been closed seems to fluctuate between male and female based on year of assessment. The gaps that seem to remain consistent is the economically disadvantaged compared to all students and the students with disabilities compared to all students. The disability group does not stand out due to small numbers of students within each grade level.

C. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has shown improvement.

Economically disadvantaged student population increased P/D by 14.2% in Reading. Economically disadvantaged student population increased P/D by 21% in Math.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has lacked progression or regressed.

Economically disadvantaged student population declined P/D by 20.1% in Social Studies. Economically disadvantaged student population increased P/D by .9% in Writing.

E. Describe in detail the school's professional development plan and extended school services plan as related to its achievement gaps.

*(Note: Schools that missed any gap target the previous school year need documentation of superintendent approval of PD and ESS plans as related to achievement gaps. Schools missing the same target two consecutive years will be reported to the local board and the Commissioner of Education, and their school improvement plans will be subject to review and approval by KDE).*

All certified faculty members participated in a full day workshop on Ruby Payne's A Framework for Understanding Poverty. This has been followed up with an additional 1/2 day during a district curriculum day. Teachers have been tasked with identifying which of their students are living in situations other than traditional parent situations.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

F. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

In addition to not having a deep understanding of the needs of economically disadvantaged students: 3 of 3 teachers in 5th grade were teaching content for the first time with few resources. One teacher, school writing coach, retired mid year and was replaced with a permanent substitute teacher. 1 of 3 teachers was covering science content with irregular fidelity.

G. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

Students are identified in Renaissance Place using demographic information to ensure that RTA, MAF, ESS, IDEA and economically disadvantaged students progress is monitored on school and grade level benchmark assessments. Grade level teams and the school leadership meet to review data on assessments to identify students in need of interventions to address academic and non academic concerns. See attachment for list of stakeholders and roles

### III. Planning the Work

#### Gap Goals

List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

By 2021, NTES will increase the percentage of students identified as economically disadvantaged scoring proficient/distinguished on the state science assessment to 40%. By 2021, NTES will increase the percentage of students identified as economically disadvantaged scoring proficient/distinguished on the state social studies assessment to 50%. By 2021, NTES will increase the percentage of students identified as economically disadvantaged scoring proficient/distinguished on the state writing assessment to 45%.

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

#### Closing the Gap

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.





Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See attached measurable attached goals worksheet.

#### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Longitudinal KPREP Data	KASC created graphs based on KPREP 2016-2018	II.E
 NTES Achievement Gap Group Identification	Achievement Gap Group Identification	I
 NTES Measurable gap goals	gap goals	III, III
 NTES Roles and Responsibilities	This document identifies key personnel and their role(s) within the school and the improvement process.	II.E



## Phase Three: Comprehensive Improvement Plan for Schools\_12192018\_16:37

### Phase Three: Comprehensive Improvement Plan for Schools

#### **North Todd Elementary School**

7300 Greenville Road  
Elkton, Kentucky, 42220  
United States of America

Last Modified: 01/08/2019

Status: Locked

---

**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.

N/A

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Documenting Evidence based Teaching Practices (Science)	Science evidence Goal 6. Objective 3	
 Documenting Evidence based Teaching Practices (Social Studies)	Social Studies evidence Goal 6. Objective 1	
 Documenting Evidence based Teaching Practices (Writing)	Writing evidence Goal 6. Objective 2	
 NTES Empowered by evidence	Goal 6: Objectives 1-3 - Implementing metacognitive strategies.	
 NTES Goal Builder	Goal builder worksheet	

## Understanding Continuous Improvement: Goals, Objectives, Strategies and Activities

**Rationale:** The development of goals and objectives to be obtained through strategies and activities is an essential component of executing a continuous improvement plan. In short, the Needs Assessment completed during Phase II expresses the school or district's CURRENT STATE, while goals, objectives, strategies and activities should succinctly plot the school or district's course to their DESIRED STATE. Here are the operational definitions of each:

**Goal:** Long-term target based on Kentucky Board of Education 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 school/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.

### Guidelines for Building an Improvement Plan

- There are 5 required District Goals: Proficiency, Gap, Graduation rate, Growth, and Transition readiness.
- There are 4 required school-level goals:  
For elementary/middle school: Proficiency, Gap, Growth, and Transition readiness.  
For high school: Proficiency, 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

State your Proficiency Goal

Goal 1: By 2021, North Todd Elementary School will increase the combined (reading and math) percentage of proficient/distinguished students to 60%					
Which <b>Strategy</b> will the school/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"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li><li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>		Which <b>Activities</b> will the school/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"><li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li></ul>		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: Teachers will track student data and will utilize that data in planning instruction	KCWP 2: Design and Deliver Instruction	Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessments, collaboratively planning lessons, and analyzing data.	% of proficient students on STAR and common assessments	PLC meeting notes	none
		Implement data team methodologies.	% of proficient students on STAR and common assessments	PLC meeting notes	none
	KCWP 2: Design and Deliver Instruction	Ensure that curricular delivery and assessment measures provide for all needs of students.	% of proficient students on STAR and common assessments	PLC meeting notes	none
		Ensures/enables teachers to be provide classroom instruction which meets the learning intention of the standard.	% of proficient students on STAR and common assessments	PLC meeting notes	none
	KCWP 5: Design, Align and Deliver Support	Ensures teachers will receive weekly feedback from admins.	Lesson plan review document	Monthly by Principal/Asst. Principal/ERS	none

Goal 1: By 2021, North Todd Elementary School will increase the combined (reading and math) percentage of proficient/distinguished students to 60%					
		Ensures instruction will meet the needs of all learners.	Lesson plan review document	Monthly by Principal/Asst. Principal/ERS	none
Objective 2: The percentage of students scoring below proficiency will be decreased.	KCWP 4: Review, Analyze, and Apply Data	Develop a tracking system for monitoring students in Tier 2 and 3	Tracking document	quarterly	none

2: Gap

State your Gap Goal

Goal 2:  By 2021, North Todd Elementary School will increase the average combined reading and math proficiency rates for all students in the Gap Group (non-duplicated): elementary schools to 55%					
Which <b>Strategy</b> will the school/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"> <li><a href="#">KCWP 1: Design and Deploy Standards</a></li> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>	Which <b>Activities</b> will the school/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"> <li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li> <li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li> <li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li> <li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li> <li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li> <li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li> </ul>		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

Goal 2:  By 2021, North Todd Elementary School will increase the average combined reading and math proficiency rates for all students in the Gap Group (non-duplicated): elementary schools to 55%					
Objective 1: Identify students in Gap group for progress monitoring	KCWP 4: Review, Analyze, and Apply Data	Students are identified in Renaissance Place using demographic information to ensure that RTA, MAF, ESS, IDEA and economically disadvantaged students progress is monitored on school and grade level benchmark assessments.	Increased awareness and availability of data	Monthly	none
Objective 2: The percentage of students scoring below proficiency will be decreased.	KCWP 5: Design, Align, and Deliver Support	Grade level teams and the school leadership meet to review data on assessments to identify students in need of interventions to address academic and non-academic concerns.	% of proficient students on STAR and common assessments	quarterly	none

3: Graduation rate

State your **Graduation rate** Goal

Goal 3: N/A					
Which <b>Strategy</b> will the school/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"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li><li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>		Which <b>Activities</b> will the school/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"><li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li></ul>		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:					



Goal 3: N/A					
Objective 2:					

4: Growth  
State your **Growth** Goal

Goal 4: By 2021, increase the average combined reading and math growth rate in grades 3 – 5 from 15 to 30.		
Which <b>Strategy</b> will the school/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"><li><a href="#">KCWP 1: Design and Deploy Standards</a></li><li><a href="#">KCWP 2: Design and Deliver Instruction</a></li><li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li><li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li><li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li><li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li></ul>	Which <b>Activities</b> will the school/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"><li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li><li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li><li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li><li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li><li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li><li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li></ul>	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: Teachers will track student data and will utilize that data in planning instruction	KCWP 2: Design and Deliver Instruction	Ensure that curricular delivery and assessment measures provide for all needs of students.	% of proficient students on STAR, KPREP, and common assessments	Following assessment	none
		Develop and deploy a PLC protocol with an effective cyclical process for standards deconstruction, designing of assessments, collaboratively planning lessons, and analyzing data.	Completed PLC Protocol	Monthly review with Principal/Asst. Principal and ERS	none
Objective 2: RTI Teachers will progress monitor to determine growth of students.	KCWP 4: Review, Analyze, and Apply Data	Develop a tracking system for monitoring students in Tier 2 and 3	Tracking document	quarterly	none
		Ensures RTI teachers are provided assistance to classroom teachers when determining how to best meet the needs of students in each Tier	RTI Meeting minutes	quarterly	none

5: Transition readiness

State your **Transition readiness** Goal

Goal 5: By 2021, increase kindergarten readiness rates from 34.5% in 2018 to 60%.					
Which <b>Strategy</b> will the school/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>		Which <b>Activities</b> will the school/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>		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.	
<ul style="list-style-type: none"> <li><a href="#">KCWP 1: Design and Deploy Standards</a></li> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> <li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>		<ul style="list-style-type: none"> <li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li> <li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li> <li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li> <li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li> <li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li> <li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li> </ul>			
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding

Goal 5: By 2021, increase kindergarten readiness rates from 34.5% in 2018 to 60%.					
Objective 1: To ensure preschool students are ready for kindergarten	KCWP 3: Design and Deliver Assessment Literacy – Preschool Math & Literacy Coach	The Early Math and Literacy Coach will provide staff training, collect progress data on individual students that measure early literacy and numeracy, and provide direct instructions to children in the preschool program and childcare centers with a focus on individual needs in early literacy and numeracy. The Coach will additionally develop and model functional numeracy and literacy activities with preschool teachers, childcare providers and caregivers to improve ongoing instruction. She will likewise organize and implement community outreach events and collect and manage data that will allow student progress to be monitored on an on-going basis.	Increase in Brigance scores	Increase readiness to 47.95% by 6/2019 Increase readiness to 60% by 6/2024	PPG Grant
Objective 2: Increase access to early intervention and participation in preschool program	KCWP 6: Establishing Learning Culture and Environment	Create infrastructure in the community to disseminate information to parents regarding the importance of early childhood education, upcoming screenings, etc. Seek out families who have barriers that prevent access to early childhood education and explore resources that will enable children to receive the services they need.	Increased enrollment in PK program	Annually	PPG Grant

6: Other (optional)

State your **Other Goal** (optional)

Goal 6: By 2021, NTES will increase the percentage of students identified as economically disadvantaged scoring proficient/distinguished on the state science assessment to 40%. By 2021, NTES will increase the percentage of students identified as economically disadvantaged scoring proficient/ distinguished on the state social studies assessment to 50%. By 2021, NTES will increase the percentage of students identified as economically disadvantaged scoring proficient/distinguished on the state writing assessment to 45%.		
Which <b>Strategy</b> will the school/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"> <li><a href="#">KCWP 1: Design and Deploy Standards</a></li> <li><a href="#">KCWP 2: Design and Deliver Instruction</a></li> <li><a href="#">KCWP 3: Design and Deliver Assessment Literacy</a></li> <li><a href="#">KCWP 4: Review, Analyze and Apply Data</a></li> </ul>	Which <b>Activities</b> will the school/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"> <li><a href="#">KCWP1: Design and Deploy Standards - Continuous Improvement Activities</a></li> <li><a href="#">KCWP2: Design and Deliver Instruction - Continuous Improvement Activities</a></li> <li><a href="#">KCWP3: Design and Deliver Assessment Literacy - Continuous Improvement Activities</a></li> </ul>	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>Goal 6:</p> <p>By 2021, NTES will increase the percentage of students identified as economically disadvantaged scoring proficient/distinguished on the state science assessment to 40%. By 2021, NTES will increase the percentage of students identified as economically disadvantaged scoring proficient/ distinguished on the state social studies assessment to 50%. By 2021, NTES will increase the percentage of students identified as economically disadvantaged scoring proficient/distinguished on the state writing assessment to 45%.</p>					
<ul style="list-style-type: none"> <li><a href="#">KCWP 5: Design, Align and Deliver Support</a></li> <li><a href="#">KCWP 6: Establishing Learning Culture and Environment</a></li> </ul>		<ul style="list-style-type: none"> <li><a href="#">KCWP4: Review, Analyze and Apply Data - Continuous Improvement Activities</a></li> <li><a href="#">KCWP5: Design, Align and Deliver Support - Continuous Improvement Activities</a></li> <li><a href="#">KCWP6: Establishing Learning Culture and Environment - Continuous Improvement Activities</a></li> </ul>			
Objective	Strategy	Activities to deploy strategy	Measure of Success	Progress Monitoring Date & Notes	Funding
Objective 1: NTES will increase the percentage of students identified as economically disadvantaged scoring proficient/distinguished on the state science assessment to 40%.	KCWP 2: Design and Deliver Instruction	Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students	Classroom teacher & Principal/Asst. Principal	Weekly lesson plan and assessment review	
		Ensure item analysis methods are occurring within PLCs to evaluate instructional effectiveness and determine if instructional adjustments are needed, and if so, what those adjustments.	Classroom teacher & Principal/Asst. Principal	Weekly PLC meeting minutes	
				Principal will work with a KDE Educational Recovery Specialist on a monthly rotation to review documentation of findings and next steps.	
Objective 2: NTES will increase the percentage of students identified as economically disadvantaged scoring proficient/ distinguished on the state social studies assessment to 50%.	KCWP4: Review, Analyze and Apply Data	Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc.	Classroom teacher & Principal/Asst. Principal	Student writing analysis protocol and next steps	
				Principal will work with a KDE Educational Recovery Specialist on a monthly rotation to review	

Goal 6:  
By 2021, NTES will increase the percentage of students identified as economically disadvantaged scoring proficient/distinguished on the state science assessment to 40%.  
By 2021, NTES will increase the percentage of students identified as economically disadvantaged scoring proficient/ distinguished on the state social studies assessment to 50%.  
By 2021, NTES will increase the percentage of students identified as economically disadvantaged scoring proficient/distinguished on the state writing assessment to 45%.

				documentation of findings and next steps.	
Objective 3: NTES will increase the percentage of students identified as economically disadvantaged scoring proficient/distinguished on the state writing assessment to 45%.	KCWP 1: Design and Deploy Standards	Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.	Grade level Science Specialist & Principal	Guided planning protocol  Principal will work with a KDE Educational Recovery Specialist on a monthly rotation to review documentation of findings and next steps.	

## Documenting Evidence-based Teaching Practices

**District:** Todd County

**School:** North Todd Elementary School (Science)

Identify the specific elements of the Characteristics of Highly Effective Teaching and Learning (CHETL) or Novice Reduction for Gap Closure programs being implemented as part of your Comprehensive School Improvement Plan (CSIP).

KCWP1: Ensure regularly-scheduled curriculum meetings to review the alignment between standards, learning targets, and assessment measures.

Describe the efforts taken to ensure that the elements identified above will be implemented with fidelity.

Guided planning will occur twice monthly with the science specialist from each grade level team. The Principal will use a guided planning protocol document to ensure lessons and activities meet the eight practices for STEM.

Describe the methods used to monitor and measure the effectiveness of your local implementation of the Characteristics of Highly Effective Teaching and Learning (CHETL) or Novice Reduction for Gap Closure programs.

Principal will work with a KDE Educational Recovery Specialist on a monthly rotation to review documentation of findings and next steps.

## Documenting Evidence-based Teaching Practices

**District:** Todd County

**School:** North Todd Elementary School (Social Studies)

Identify the specific elements of the Characteristics of Highly Effective Teaching and Learning (CHETL) or Novice Reduction for Gap Closure programs being implemented as part of your Comprehensive School Improvement Plan (CSIP).

KCWP2: Ensure that curricular delivery and assessment measures provide for all pertinent information needs for students.

Describe the efforts taken to ensure that the elements identified above will be implemented with fidelity.

Teachers will submit lesson plans along with the formative and summative assessments used to measure mastery of the standards.

Describe the methods used to monitor and measure the effectiveness of your local implementation of the Characteristics of Highly Effective Teaching and Learning (CHETL) or Novice Reduction for Gap Closure programs.

Principal will work with a KDE Educational Recovery Specialist on a monthly rotation to review documentation of findings and next steps.

## Documenting Evidence-based Teaching Practices

**District:** Todd County

**School:** North Todd Elementary School (Writing)

Identify the specific elements of the Characteristics of Highly Effective Teaching and Learning (CHETL) or Novice Reduction for Gap Closure programs being implemented as part of your Comprehensive School Improvement Plan (CSIP).

KCWP4: Ensure that effective communication regarding assessments and student performance are shared with appropriate stakeholders to guide instructional planning, student grouping, etc.

Describe the efforts taken to ensure that the elements identified above will be implemented with fidelity.

All teachers will perform a grade level student work protocol on a sample of student writing. Results from student writing will be charted for each student. Next steps will be identified for students experiencing similar challenges in the writing process.

Describe the methods used to monitor and measure the effectiveness of your local implementation of the Characteristics of Highly Effective Teaching and Learning (CHETL) or Novice Reduction for Gap Closure programs.

Principal will work with a KDE Educational Recovery Specialist on a monthly rotation to review documentation of findings and next steps.





# 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): Iwai, Y. (2016). The Effect of Explicit Instruction on Strategic Reading in a Literacy Methods Course. *International Journal of Teaching and Learning in Higher Education*, 28(1), 110-118. Retrieved December 8, 2018, from [www.isetl.org/ijtlhe](http://www.isetl.org/ijtlhe).

Identify the Intervention Studied: Metacognitive Strategies

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).

Develop students ability monitor their learning and identify the most appropriate metacognitive strategy for the learning challenge.

## 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.

Randomly assigned

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.

K-8 Teacher candidates, Female, Caucasians

2. How many people or groups of people participated in this study? 18
3. How many study participants were assigned to the intervention group? If the study design did not include an intervention group, record N/A. N/A
4. How many study participants were assigned to the control group? If the study design did not include a control group, record N/A. N/A
5. Were any additional comparison groups used in this study? If so, describe the demographic makeup of the groups.

No comparison groups used

6. Describe the method used to select study participants.

The study participants used for the case study were students with majors in the education field who were in the second stage of their teacher education program. They previously took a foundations of literacy course and have some background knowledge about literacy.

7. How many sites were included in this study? 1

8. Which descriptor best describes the setting of the study? Suburban
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.
- None listed

## 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.

Participants were given a 20 minute lesson weekly on meta cognitive strategies for reading. The meta cognitive strategies included a variety of explicit instruction interventions. When the participants learned the explicit instruction interventions they used them in their own studies while simultaneously using them in their lesson plans to teach elementary school aged students reading content. Participants completed a rating scale on awareness of meta cognitive strategies before learning explicit instruction practices. They were also asked to write reflections before and after the study.

## 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.

Using pre- and post-MARSI scores, the researcher used a paired t-test in order to examine if there were any differences among these scores for overall and three sub-categories of Global Reading Strategies(GLOB),

Problem Solving Strategies (PROB), and Support Reading Strategies (SUP). For quick writing notes, lesson plans, and reflection papers, the researcher first organized the collected data. After preparation for the data analysis was complete, she explored the data to get a general sense of it. While exploring the data, she took notes about some key words, comments, and/or ideas that came to her mind. Next, she coded the data by segmenting and labeling and then highlighted key information or some trends about the participants' metacognitive awareness and use of metacognitive reading strategies. She then reduced the number of codes by categorizing similar codes into one code that embraced them.

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.

"Overall 3.24 3.56 GLOB 3.07 3.41 PROB 3.68 3.86 SUP 2.79 3.13 Note. GLOB= Global Reading Strategies; PROB= Problem Solving Strategies; SUP= Support Reading Strategies. A paired t-test revealed that there was a statistically significant increase in post-MARSI average score over the pre-MARSI average score overall ( $p = .001$ ). The pre-MARSI average was 3.24, and the post-MARSI average was 3.56. Regarding three subcategories of the MARSI, the researcher found that there was a statistically significant difference between pre- and post-MARSI in the Global Reading Strategies (GLOB) category ( $p = .007$ ).

A pre-MARSI average score for GLOB was 3.07, and it increased to 3.41 at the end of the semester. While the results were not statistically significant ( $p = .091$ ), there was still an increase in the average post-score over the average pre-score for the Problem Solving Strategies (PROB).

The pre-average score for PROB was 3.68, and the post-average score for PROB was 3.86. For the Support Reading Strategies (SUP) category, there was a statistically significant difference between pre- and post-average scores ( $p < .001$ ). The pre-average score was 2.79, and it increased to 3.13. Regarding qualitative data, three themes emerged. First, teacher candidates themselves enjoyed learning metacognitive reading strategies. For example, they wrote: "I enjoy making comments as I read. I feel I gain a better understanding when I talk myself through it."

## 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.

Students at North Todd Elementary School will benefit from learning how and when to best use various metacognitive learning strategies. Professional development for high-leverage strategies is currently scheduled for selected teachers and administrators during the current school year. One day of professional development will be dedicated to sharing and documenting which strategies best meet the needs of students, identifying the most successful strategies by content area and the timeline for providing students instruction on selected strategies. Follow-up will occur throughout the year during grade-level PLC meetings and guided planning meetings to discuss the effectiveness of these strategies and review implementation data from classroom walkthrough observations.

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

Deeper understanding of the MARSII to measure the reading awareness of students.

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. Promising Evidence (Level III)

## Phase Three: Title I Annual Review\_12212018\_13:51

Phase Three: Title I Annual Review

### **North Todd Elementary School**

7300 Greenville Road  
Elkton, Kentucky, 42220  
United States of America

Last Modified: 01/09/2019

Status: Open



---

**TABLE OF CONTENTS**

---

Title I Annual Review..... 3

Comprehensive Needs Assessment ..... 4

Schoolwide Plan ..... 5

Parent and Family Engagement (ESSA Section 1116)..... 6

Evaluation of the Schoolwide Program ..... 7

ATTACHMENT SUMMARY..... 8

## Phase Three: Title I Annual Review

### Title I Annual Review

Schools with a Title I schoolwide program must conduct a yearly evaluation of the program as required under [34 CFR §200.26](#) and ESSA Section 1114(b)(3). Please respond to each of the following questions about the annual evaluation of your school's schoolwide program. For more information about schoolwide program requirements, consult the [Title I Handbook](#) and 34 CFR §200.26.

## Comprehensive Needs Assessment

**Rationale:** A school operating a schoolwide program must conduct a comprehensive needs assessment (ESSA section 1114(b)). Through the needs assessment, a school must consult with a broad range of stakeholders and examine relevant data to understand students' needs and their root causes.

1. How effective was the needs assessment process at your school in identifying areas of need? What data sources were used to make this determination? *Please attach any supporting documentation which is named according to the section it supports.*

The needs assessment was only partially effective at identifying the root cause of barriers to student learning. Data was collected using KPREP, Brigance, Student demographic data, parent conferences, PTO parent participation. For SY 19-20 the school will include parent perception survey

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## Schoolwide Plan

**Rationale:** The schoolwide program must incorporate strategies to improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment (ESSA section 1114(b)(7)). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. The plan must explain how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education (ESSA section 1114(b)(7)(A)(ii)).

2. Describe the effectiveness of the strategies that were implemented as part of the schoolwide program in meeting the requirements above. Please cite the data sources used in the evaluation of the strategies. *Please attach any supporting documentation which is named according to the section it supports.*

Title I funds are used to fund 3 classroom teachers in the school. This allows for the reduction of classroom size and significantly increases the amount of individualized instruction that occurs for the students with the greatest academic deficiencies. Title I funds paid for each student and family to have a copy of *How to Eat Fried Worms*. This was the book selected for our One Book, One School family engagement activities this year. We coordinated family nights with our MAF and RTA interventions that planned activities in their content areas around the book. The outcome of these activities showed a larger number of students and parents attending the family nights and actively reading with their children at home.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## Parent and Family Engagement (ESSA Section 1116)

### Rationale:

- Schools shall develop jointly with, and distribute to, parents and family members of participating children a written parent and family engagement policy.
- Policy involvement: Each school shall conduct parent and family involvement activities as specified in ESSA Section 1116 (c)(1-5)
- As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high academic standards (ESSA Section 1116(d)).
- Districts must build the capacity for involvement of parents and family members as described in ESSA Section 1116 (e).
- To the extent practicable, districts must provide opportunities for the informed participation of parents and family members, including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children, as described in ESSA Section 1116 (f).

3A. Describe the effectiveness of your school's parent and family engagement program and the processes and data sources used to make this determination. *Please attach any supporting documentation which is named according to the section it supports.*

Each year the school has all parents and their teacher review and sign off on the Title I parent compact. Previously, this has been done on our annual back to school open house. This year we felt this important discussion had been rushed do to the volume of parents at one meeting. We moved this activity to our first parent/teacher conference meeting at the end of the first grading period. This allowed for more meaningful conversation around family engagement and the needs of each student.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

3B. Describe any changes that will be made to next year's parent and family engagement program based on your evaluation. *Please attach any supporting documentation which is named according to the section it supports.*

For SY 19-20 we plan to be more proactive on reaching out to families prior to back to school activities. We plan to build on the relationships that are currently being nurtured in the current year and make introductions to student homeroom teachers prior to the end of the school year. This will allow for teachers and families to begin developing new relationships prior to the beginning of the new year.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## Evaluation of the Schoolwide Program

### Rationale:

Schools with Title I schoolwide programs are required to annually evaluate the schoolwide plan, using data from state assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. Schools must annually revise the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement (ESSA section 1114(b)(3); 34 C.F.R. § 200.26(c)).

4A. Describe the evaluation process and the data sources used to evaluate the schoolwide program at your school. *Please attach any supporting documentation which is named according to the section it supports.*

KPREP data, STAR data, TELL SURVEY, ; We identified the areas of reading and math as our main areas to target K-5 in both subject areas are priority as our KPREP data has continually declined over the last 5 years. The largest gap identified was in students with IEP/504 and those students without. Title I funds were used to host a math and reading night. Parents were given activities to use with their children at home to encourage reading.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

4B. Based on the evaluation results, describe the components of the schoolwide program at your school which were most and least effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards. *Please attach any supporting documentation which is named according to the section it supports.*

Teachers in grades 4 and 5 changed from a departmentalized to a self-contained model of instruction last year. Due in part to unanticipated staff turnover as well as lack of instructional capacity of the teachers involved, this change was not successful. As a result, students didn't receive adequate exposure to social studies and science content. This resulted in significant declines in scores on KPREP.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.


4C. What revisions will be made to next year's schoolwide plan based on the results of the evaluation? *Please attach any supporting documentation which is named according to the section it supports.*

Teachers in grades 3-5 have returned to a departmentalized instructional model. This model has allowed the teachers to become content area specialists. Due to the size of the student classes, teachers are still able to develop significant relationships with students. Our PLC protocol allows for weekly cross-curricular discussions on grade levels.

### **ATTACHMENTS**

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

## ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 Family Engagement	Family engagement strategy research.	3B



# 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): Joanna D. Geller, Ruth M. López, Vianna Alcantara, Keith C. Catone, and Rosann Tung, (2016). The i3 We Are A Village Grant Successes, Challenges, and Lessons Learned about Supporting Family Engagement in Early Childhood. Brown University: Annenberg Institute for School Reform.

Identify the Intervention Studied: Family engagement in K-3

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).

Increases in parent engagement in student learning. Increased academic achievement and attendance.

## 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: Correlational
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.

Students assigned to 1 of 3 cohorts based on year of enrollment.

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.

Central Falls is a culturally and linguistically diverse city of approximately 19,000 residents, with 71 percent speaking a language other than English in the home and 38 percent having been born outside of the U.S. (U.S. Census Bureau 2014). About one-third of residents live in poverty. The school district has an enrollment of approximately 2,800 students. 81 percent of the district's students qualify for free or reduced-priced lunch, and the student body is 73 percent Latino, 12 percent Black, 13 percent White, and 2 percent other races.

2. How many people or groups of people participated in this study? 100 parents, 24 parent leaders, 28 teachers, administrators and superintendent
3. How many study participants were assigned to the intervention group? If the study design did not include an intervention group, record N/A. N/A
4. How many study participants were assigned to the control group? If the study design did not include a control group, record N/A. N/A
5. Were any additional comparison groups used in this study? If so, describe the demographic makeup of the groups.

N/A

6. Describe the method used to select study participants.

Voluntary basis responding to flyers and letters sent home with students.

7. How many sites were included in this study? 5
8. Which descriptor best describes the setting of the study? Multiple Settings
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.

The school district has an enrollment of approximately 2,800 students. 81 percent of the district’s students qualify for free or reduced-priced lunch, and the student body is 73 percent Latino, 12 percent Black, 13 percent White, and 2 percent other races.

## **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.

We Are A Village activities fell into four major areas: creating family-friendly schools, with a focus on establishing parent resource centers, coffee hours, and support groups; building parent leadership by recruiting parent peer navigators (PPNs), providing parent leadership training, and establishing parent governing bodies to facilitate leadership and collaboration; supporting families through workshops, family assessments, direct support, and parenting training programs; and supporting teachers and staff through training in classroom management and strategies for offering social-emotional support to students and collaborating with families.

## **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.

They used mixed-methods, which combine qualitative research (interviews, focus groups, and observations) with quantitative research (student assessments and surveys). Although quantitative research is useful when trying to understand information about large groups of people, qualitative research is useful when trying to fully understand how individuals and groups experience a situation and allows them to articulate that experience in their own words.

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.

data on student attendance, following three cohorts of students from spring 2014 to spring 2015, ranging in age from pre-K to second grade. Activity % chronically absent 2013-14 % chronically absent 2014-15  
Attendance rate 2013-14 Attendance rate 2014-15 1 (N=77) 39.0% 19.5% \*\*\*0.87 (.15)0.93 (.07)\*\*\*2  
(N=123)33.0%20.3%\*\*\*0.90 (.08)0.93 (.06)\*\*\*3 (N=118)17.0%16.0%0.96 (.06)0.96 (.07)\*  $p < .05$ ; \*\* $p < .01$ ;  
\*\*\* $p < .001$

## 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.

Recommendations from this research that need to be considered for North Todd Elementary School: Invest early on in a communications strategy to inform stakeholders about the purposes and activities of the initiative. Support teacher, staff, and parents as decision-makers through enacting clear decision-making procedures and policies. Keep parent rooms open and staffed by home-school liaisons or parent volunteers.

Continue to invest in the skill and professional development of parent leaders as a form of compensation for what they give to the school system. Continue to provide opportunities for parents to volunteer in the classroom. In particular: focus on how parents can support students academically and socio-emotionally; and offer parents training that is informed by teachers in how to assist in the classroom and ensure that there is staff to support the logistics of matching parents and teachers. Offer more opportunities for families to learn how to support their children academically.

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

Home visits; consider securing funding for The Parent-Teacher Home Visit Program, which has demonstrated positive results elsewhere (Sheldon & Jung 2015)

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. Promising Evidence (Level III)