

The background of the slide is a composite image. The top left portion shows a line of yellow school buses parked outdoors. The bottom left portion shows the interior of a classroom with desks, chairs, and a blue wall decorated with colorful balloons and framed pictures. A large white diagonal shape cuts across the image from the top left to the bottom right.

KDE's Continuous Improvement Process

Kelly Foster, Ed.D.

Associate Commissioner

Office of Continuous Improvement and Support



Kentucky Department of

E D U C A T I O N

Kentucky's Theory of Action

Commitment to Success

- Codified in Kentucky statute and KDE regulation
- Shared and unified vision

Diagnosing the Cause of Low Performance

- Thorough review of data
- Intensive on-site-based review; including interviews, observations, and presentations from leadership

Provide Intensive Support

- KDE Program Staff (District 180) provide a central point of support and contact at the department.
- Education Recovery (ER) staff provide direct, intensive support and are embedded in CSI schools.
- Continuous Improvement Coaches (CIC) provide targeted support related to high yield teaching practices.

Promote Continuous Systems Improvement

- PDSA Cycles
- Building Sustainable Systems
- 30-60-90 Day Planning
- Quarterly Data Review
- Comprehensive School Improvement Plans (CSIP)

Diagnostic Review Continued

- The four day review includes:
 - A month of preparation work and document review
 - A presentation by the principal of the school
 - Classroom observations
 - Interviews with staff, parents, students, and community partners
 - An examination of quantitative data
 - Team members represent a varied range of expertise, including leadership, instruction, and special populations.

Two Day Review

- Offered to ATSI schools
- Completed by Educational Recovery (ER) staff.
- Follows Cognia's evidence-based process and includes:
 - A presentation by the principal of the school
 - Classroom observations
 - Interviews with staff, parents, students, and community partners
 - An examination of quantitative data

Turnaround Planning

- The Every Student Succeeds Act (ESSA) requires all schools identified as CSI to create a Turnaround Plan that is approved by the district and the state department.
- Kentucky CSI schools receive hand-in-hand support in the development, monitoring, and implementation of the Turnaround Plan.

Turnaround Planning Continued

- Completed Turnaround Plans include:
 - Improvement Priorities identified by the Diagnostic Review
 - A deconstruction of the Improvement Priorities
 - Evidence-based practices to address the Improvement Priorities
 - A review of necessary resources
 - Clear, actionable next steps
 - Monitoring mechanisms

Evidence-based Practices

- The ESSA requires that CSI Turnaround Plans are rooted in evidence-based practices (EBPs).
- The ESSA requires that TSI Improvement Plans include evidence-based interventions.
- KDE provides support for EBPs in three ways:
 - Increasing access to research and established clearinghouses.
 - Training to help leaders better understand and interpret the results of research.
 - Model effective research use through KDE policy making and program evaluation.

School Improvement Funds

- Schools identified as CSI are eligible for federal School Improvement Funds (SIF).
- SIF grants are generated as Title I set asides.
- All spending must be aligned to evidence-based practices as defined by the federal government.
- Most often used to fill gaps in curriculum, purchase training for teachers, or upgrade technology.

KDE/OCIS Support Mechanisms

District 180

- KDE Program Staff provide on-going support for:
 - Continuous Support and Improvement Schools
 - Additional/Targeted Support and Improvement Schools
 - Evidence-based Practices
 - Continuous Improvement Planning
- KDE Program Staff work to:
 - Create unified messaging
 - Deliver universal technical support
 - Provide technical support and training for field staff
 - Monitor policy changes and implementation throughout the year

Educational Recovery Staff (ER)

- Educational Recovery (ER) Staff are embedded in Kentucky's 47 CSI schools.
- ER Staff support the work of CSI schools by:
 - Mentoring and providing support to school leadership
 - Developing and supporting teaching staff
 - Assisting with standard, curriculum, instruction, and assessment alignment
 - Delivering timely, job-embedded professional learning
 - Supporting the continuous improvement process through planning
 - Resolving issues with compliance and reporting

Educational Recovery Staff (ER) Continued

- ER staff support each of the 9 ATSI schools in 2019-20.
- ER Staff support the work of ATSI schools by:
 - Mentoring and providing support to school leadership
 - Developing and supporting teaching staff
 - Assisting with standard, curriculum, instruction, and assessment alignment
 - Delivering timely, job-embedded professional learning
 - Supporting the continuous improvement process through planning
 - Resolving issues with compliance and reporting

Continuous Improvement Coaches (CIC)

- Continuous Improvement Coaches (CIC) are field staff who provide targeted support to any school across the state who requests the support.
- The CIC work is rooted in high-yield instructional strategies.
- CICs provide support by:
 - Delivering regional workshops
 - Providing faculty training on individual high-yield instructional strategies
 - Facilitating professional learning community meetings
 - Conducting classroom observations and instructional rounds
 - Coaching leadership and facilitating long-term planning meetings

Quality Staff is Key

- Kentucky hires individuals with past success as teachers and administrators through a rigorous and competitive hiring process.
- Staff receive continued training on a variety of topics, including:
 - Systems Tools
 - Data Monitoring
 - High Yield Instructional Strategies
 - Rutherford Learning Group Coaching Programs
 - Shipley Improvement Systems
 - NISL Executive Development Program

Student Performance Monitoring Report

- Data reports provided to all CSI schools every quarter.
- Assists schools in accessing and reviewing data mid-year.
- Facilitates a leadership discussion that leads to mid-year corrections in strategy.

Continuous Improvement Summit

- Annual summit with professional learning related to the continuous improvement process.
- Nationally recognized keynote speakers.
- Sessions by KDE staff, school and district leaders, and national experts in continuous improvement.
- Attended by more than 800 people in 2019.

Hub Schools

- Former Priority Schools who showed remarkable growth.
- Provides free professional learning to schools who are identified as TSI or CSI.
- In 2018-19, Hub schools hosted:
 - 760 visitors in 124 visits
 - 62 districts
 - 100 schools

A Documented Record of Success

KDE's Past Performance

- KDE has been serving low performing schools since 2010.
- KDE began using the current Diagnostic Review process in 2012.
 - KDE has performed 42 district level diagnostic reviews and 104 school level diagnostic reviews.
 - KDE has issued 212 district level improvement priorities and 399 school level improvement priorities.

The Current State of CSI

- In 2018, 51 CSI schools were identified by KDE under the new definition. 44 schools selected KDE as their audit and turnaround team.
- In 2019, 27 schools (63.4%) exited the status after one year of KDE intervention.
- In 2019, 32 new schools were identified as CSI. All 32 schools selected KDE as their audit and turnaround team.

Changes to the CSI Population in 2019

- The 32 new CSI schools in 2019 represent 13,118 students.
- The total CSI population changed in the following ways:
 - The percentage of White students served by CSI schools dropped 10%.
 - The percentage of African American students served by CSI schools increased 11%
 - The percentage of low income students served by CSI schools increased 5%

The Current State of TSI

- In 2018, 413 TSI Tier II (ATSI) schools were identified by KDE.
- In 2019, 402 (97.3%) exited the status after one year of KDE intervention.

Questions