

MEMORANDUM

To: Dr. Holliday, Commissioner of Education
From: Karen Dodd, Chief Performance Officer
Date: July, 2015
Subject: July Quarterly Note

OVERVIEW

Assessments were held in June and July. This quarterly note is a summary based on those assessments and knowledge of work accomplished and data collected since the last quarterly note in April 2015.

The goals below reflect teacher and principal effectiveness have been removed and novice reduction has been added. The status indicators for June/July 2015 indicate the likelihood to deliver on our goals for the 2015/16 school year. All but one goal have been placed in green. This was determined based on evidence of a clear plan for the strategies pushing on each goal and result predictions for the 2014/15 school year. Also, several goals were reset (proficiency, gap and 3rd grade) which gives schools, districts and the state more realistic targets.

Kindergarten Readiness is not likely to meet its annual target. Because the targets were missed the preceding two years the deficit is too great and it is not likely that current efforts can make such a huge gain in one year (over 9%). It is recommended that once we see the results of this fall's kindergarten screening scores, the goal be reset just as we did for the proficiency goals.

LIKELIHOOD TO DELIVER ON GOALS

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

STRATEGY STRENGTHS, ISSUES AND ACTIONS BEING TAKEN

Career Readiness Pathways (CCR, Grad)

We continue to excel on the career side of CCR. Evidence also shows that those students who take part in career pathways graduate at a rate of 98%.

Persistence to Graduation (CCR, Grad, Proficiency)

The team continues to analyze the data being entered into the Intervention Tab and is working closely with districts where evidence shows data accuracy is lacking.

Integrated Methods for Learning (Proficiency, Gap)

This strategy team has been directed to consider how culturally responsive interventions will be deployed in an intentional way. Also, the team was directed to collect data in regard to which teachers have been trained in co-teaching, what classes are they co-teaching, who are the students in those classes and how are the students progressing compared to the general population. Collection and analysis of this type of data will enable the department to evaluate the effectiveness of the strategy.

Early Learning (3rd Grade Proficiency, K-Ready, Program Reviews)

Evidence shows an increase in kindergarten readiness made by districts where Early Learning Leadership Network (ELLN) participation is high. Additionally, MAP scores are being tracked to show quarterly progress in K, 1st, 2nd and 3rd grade proficiency for districts using Read to Achieve and the Math Achievement Fund.

Learning Systems (CCR, Proficiency, Gap, 3rd Grade Proficiency, Program Reviews)

It was recommended that data collection for AdvanceKy include how many priority and focus schools there are and how many students are enrolled for 2015/16. AP scores could be added to the KCEWS database to support further analyses. Academic Rtl may benefit from reporting at the student level as opposed to number of records. Dual Credit could also benefit from knowing how many students are enrolled in Dual Credit courses for this coming school year.