

Kentucky Department of Education

Proficiency Delivery Plan

November 2012



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The Kentucky Department of Education's mission is to prepare all Kentucky students for next-generation learning, work and citizenship by engaging schools, districts, families and communities through excellent leadership, service and support.

VISION/CHALLENGE

The vision for Kentucky's students is that every student is proficient and prepared for success. Students will not be prepared for college and careers or effective in the 21st century unless they are proficient in reading, writing and mathematics. The skills, knowledge and expertise students must master to succeed in college, work and life should be the outcome of a 21st-century education. We project that only 34 percent, or 17,000, of our current 8th-grade class will meet college- and career-readiness measures if we don't do anything differently. We have a College and Career Readiness Plan with a goal that 64 percent of Kentucky's students will be college- and career-ready by 2015, and this Proficiency Plan will help them achieve that goal.

Ensuring that children are ready for school and schools are ready for children is one of the most pressing issues facing our nation (National Center for Education Statistics, 2009). And, as the struggle continues to decrease school dropout rates, early learning is recognized as the solution to reverse the trend (Daily, Burkhauser, & Halle, 2010). School readiness is one of the strategies in this plan.

Successful preparation for both postsecondary education and employment requires learning the same rigorous English and mathematics content and skills (National Mathematics Advisory Panel, 2008). No longer do students planning to go to work after high school need a different and less rigorous curriculum than those planning to go to college. College and career readiness requires advanced reading, mathematics and writing skills. Without literate students, learning cannot take place. Data published in the 2010 *Writing to Read* report from the 2006 National Commission on Writing indicate that "90 percent of white-collar workers and 80 percent of blue-collar workers indicate that writing skills are important to their job" and to be competitive for more than two-thirds of future jobs "... a college education and higher-level literacy skills ..." will be necessary.

The challenges are that not all students are proficient in core content areas, and the achievement gap persists for too many of them. The elementary grades have realized greater success in reading, and one assumption is because of the Read to Achieve (state) and Reading First (federal, funding ended) programs. And, while the math initiative has had a shorter existence, it too is making a difference for many students. However, these programs are not in every school and district, so comprehensive resources are necessary to assure all students achieve proficiency and beyond in reading, writing and mathematics.

BACKGROUND/HISTORY

The work of the Kentucky Department of Education (KDE) is guided by key legislation driving education transformation. Senate Bill 1, passed in the 2009 session of the General Assembly, required KDE to assure all Kentucky students graduate college- and career-ready. In order to achieve this goal, the pipeline to college and career readiness begins before students enter high school.

The Accountability Model Concept Paper describes the new accountability model that has been proposed as a result of revisions to KRS 158.6451 resulting from Senate Bill 1. This model offers a balanced approach organized around the Kentucky Board of Education’s (KBE’s) four strategic priorities of next-generation learners, professionals, instructional programs and support. State regulation 703 KAR 5:200 describes the component of next-generation learners. Within this component, student learning will be measured and reported in proficiency, gap, growth, graduation rate and college and career readiness. State regulation 703 KAR 5:220 explains the overall weight of each component in the new accountability system. At its August meeting, the Kentucky Board of Education determined that the next-generation learners component will carry a weight of 70 percent as compared to 20 percent for next-generation instructional programs and supports and 10 percent for next-generation professionals.

The Kentucky Accountability Model differs from the federal No Child Left Behind requirements as noted in the following table.

NCLB	Kentucky Model
Student outcome measures used.	Broader performance measures used.
Annual reports provided.	Annual reports also will also include achievement, gap, growth, college/career readiness and graduation rate.
Only Title I schools held accountable.	All schools held accountable.
Consequences set for schools that fail to meet adequate yearly progress (AYP).	Consequences escalate for all schools and districts failing to show progress in achievement, gap, growth, college/career readiness and graduation rate.
Student achievement measured in at least reading, English/language arts, mathematics and science.	Writing and social studies also included.
Schools that fail to make AYP for two consecutive years are identified as needing improvement, and a series of interventions occur if no improvement is made.	Non-traditional approach -- schools/districts will be classified as distinguished, proficient, needs improvement or persistently low-achieving. Continuous growth required at all levels.
Exceptions are allowed for subgroups that include a limited number of students so that they cannot be identified. Allows for safe harbors.	Every school will have a new, non-duplicated gap group, and achievement is reported for every gap group regardless of number. No safe harbor.
Use of other academic indicators beyond reading and mathematics is limited.	Social studies, science, writing, college/career readiness and individual student growth included in accountability.

Other legislation that was passed with the intent of supporting reading and mathematics includes:

- KRS 158.6451 (one portion of Senate Bill 1) established the requirement for the Kentucky Department of Education to “disseminate to local school districts and schools a model curriculum framework which is directly tied to goals, outcomes, and assessment strategies.”

- KRS 158.844 and state regulation 704 KAR 3:530 (Mathematics Achievement Fund) provides “grants for local school districts based on recommendations from the Committee for Mathematics Achievement” ... for the purpose of supporting high-quality diagnostic assessment, intervention programs and coaching and mentoring in elementary mathematics.
- KRS 158.792 and 158.794 and state regulation 704 KAR 3:480 (Read to Achieve) support grants to school districts based on recommendation from a steering committee for the purpose of supporting high-quality diagnostic assessment and intervention programs.
- KRS 158.849 (Teachers’ Professional Growth Fund) supports professional development for teachers.
- KRS 158.770 (Advisory Committee on Writing Program) advised the Kentucky Department of Education on effective writing instruction.
- State regulation 704 KAR 3:410 (Preschool) supports the development of the cognitive foundations for literacy and mathematics.
- Executive Order forming the Early Childhood Advisory Council issued in July 2011.

THEORY OF ACTION

DELIVERY TARGETS

There are four main targets for proficiency:

1. Increase the average combined reading and math Kentucky Performance Rating for Educational Progress (K-PREP) scores for elementary and middle school students from 44% in 2012 to 72% in 2017.
2. Increase the percentage of proficient and distinguished programs in the arts, practical living/career studies and writing from __% in 2013 to __% in 2017 as measured on Program Reviews.
3. Increase the percentage of children ready for kindergarten from 28.1 % in 2012 to 64.1 % in 2015-16.
4. Increase the average combined reading and math Kentucky Performance Rating for Educational Progress (K-PREP) scores for 3rd grade students from 46.1% in 2012 to 73.1% in 2016.

TRAJECTORY GRAPH

Graphs will be inserted after collection of the readiness benchmark data in fall 2012.

SUMMARY OF STRATEGIES

The executive sponsor for the Proficiency Plan is Felicia Cumings Smith, associate commissioner of the Office of Next-Generation Learners. The following table includes strategies that will impact student proficiency and identifies appropriate leads responsible for each one.

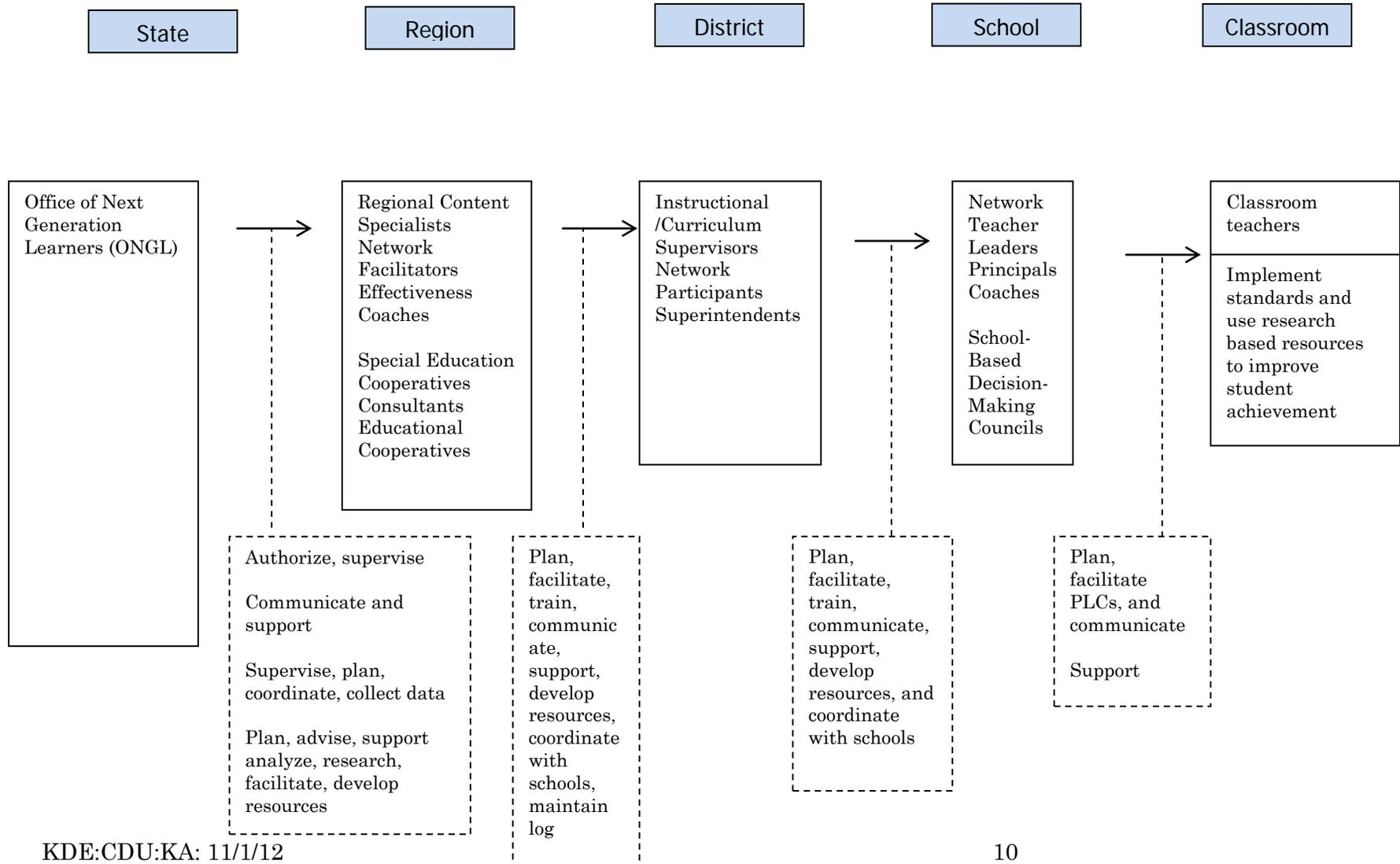
Strategy	Description	Strategy Lead
1. Curriculum and Assessment Alignment	In order to provide students with access and opportunity to become proficient with the KCAS, teachers need to address curriculum/instructional gaps, utilize appropriate instructional materials and assessments that are aligned to KCAS and use standards-based reporting to communicate progress for each student. This strategy utilizes the Leadership Networks to build capacity to implement the KCAS in each district, school and classroom.	Robin Hill
2. Continuous Instructional Improvement System (CIITS)	The Kentucky Department of Education is in the process of developing a fully coordinated statewide system of support for all Kentucky public school educators. The goal for coordinating a statewide system of support includes developing a common understanding for what is required to fully support Kentucky teachers and students in implementing the core academic standards. This requires the agency to provide clear expectations to all Kentucky schools regarding accountability as well as offering statewide assistance to fully support student learning and how this relates to increasing the number of students who are college- and career-ready.	Joe McCowan
3. Unbridled Learning Accountability Model	Kentucky's proposed assessment and accountability model is a balanced approach that incorporates all aspects of school and district work and is organized around the KBE's four strategic priorities: next-generation learners, next-generation professionals, next-generation support systems, and next-generation schools/districts. The strategic priority most relevant to this delivery plan is the next-generation learners component. Achievement (proficiency), gap, growth, readiness and graduation rate are categories within this component. The focus is on student data from the state-required assessments administered in grades 3-12 (See appendix B, New Accountability Model.).	Ken Draut

4. Kentucky System of Intervention/ Response to Intervention (KSI/RTI)	<p><u>Kentucky System of Interventions (KSI)</u> Local Education Agencies (LEAs) will utilize the Kentucky System of Interventions (KSI) as a diagnostic and formative data framework to gain understanding of what students know and don't know in order to address the individual learning needs of all students; integrating assessment and intervention to maximize student achievement.</p>	Judy Halesek
5. Collection and Use of Data for School Improvement : Program Reviews	<p>Program reviews were developed to help LEAs improve the quality of teaching and learning, to allow all students access to and opportunity to progress in the skills that will enable them to demonstrate proficiency beyond paper and pencil tests, and be ready for college and career, ensuring a school-wide natural integration of program skills across all contents areas.</p>	Robert Duncan
6. Literacy Initiative	<p>To be college and career ready, students must be proficient in reading and writing and possess advanced literacy skills. Without literate students, learning cannot take place. The Kentucky Literacy Partnership defines literacy as the creative and analytical processes required to produce and comprehend multiple text forms (i.e., oral, written and visual) and includes reading, writing and listening/speaking.</p>	Cindy Parker
7. Math Initiative	<p>The Kentucky Math Initiative provides a strategic plan for educators to ensure students in grades K-8 become proficient with the mathematical content and practices in the Kentucky Core Academic Standards (KCAS). In developing mathematical proficiency, it is important that our students are numerate in their understanding of the quantitative, verbal and symbolic aspects of number.</p>	Tim Sears
8. School Readiness and Early Learning	<p>School readiness means that each child enters school ready to engage in and benefit from early learning experiences that best promote the child's success, and every school will be ready and prepared for every child. Child readiness for school encompasses five developmental areas: approaches to learning; health and physical well-being; language and communication development; social and emotional development; and cognitive and general knowledge.</p>	Bill Buchanan

DESCRIPTION OF STRATEGIES

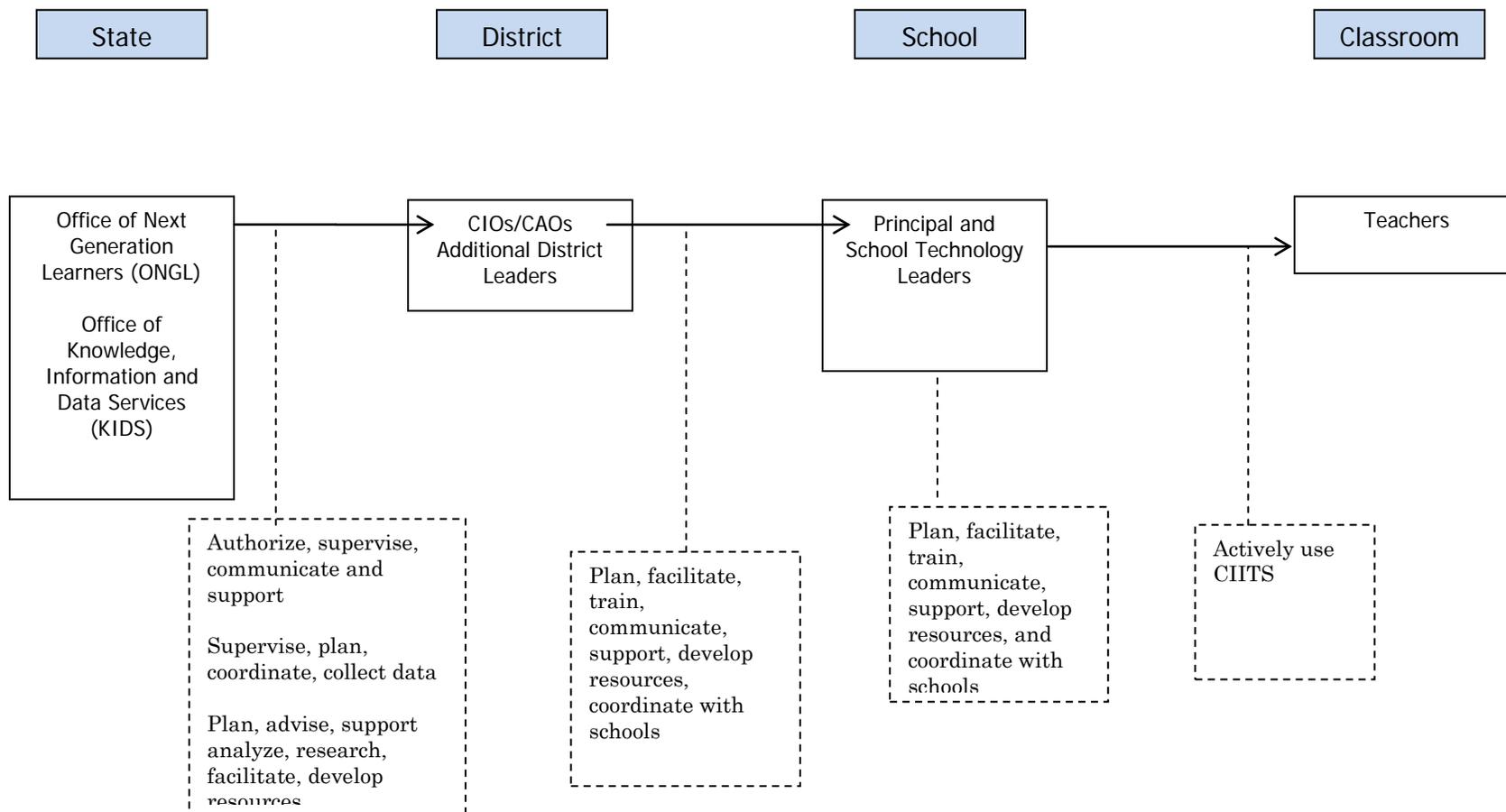
Strategy 1: Curriculum and Assessment Alignment	
Theory of Action	<p><i>If</i> schools analyze curriculum to identify gaps related to the Kentucky Core Academic Standards (KCAS);</p> <p><i>and if</i> schools make adjustments to ensure curriculum alignment to KCAS;</p> <p><i>and if</i> schools utilize appropriate instructional resources aligned to the developed curriculum;</p> <p><i>and if</i> teachers implement that curriculum using best practices for instruction and assessments;</p> <p><i>then</i> the combined average scores for reading and mathematics will increase.</p>
Milestones	<p>2012-14 School Years</p> <ul style="list-style-type: none"> • Conduct regional meetings focused on implementation (2012-2013 only) • Conduct district and school level PD focused on professional learning for effective implementation • Gather data from networks participants on district/school implementation activities • Analyze logs from regional content specialists (PD activity) • Provide teachers with resources (Publisher’s Criteria and CIITS materials submission guidelines) and knowledge to create instructional and assessment materials aligned to KCAS for CIITS • Complete user guide and best practices for standards-based reporting (UK-focus group 2012-2013) <p>2014-17 School Years</p> <ul style="list-style-type: none"> • To be determined based on needs’ assessment from 2012 - 2014
Target Impact	<p>2012-13: Low Impact</p> <p>2013-14: Medium Impact</p> <p>2014-15: Medium Impact</p> <p>2015-16: Medium Impact</p> <p>2016-17: High Impact</p>
Indicators	<ul style="list-style-type: none"> • Mathematics/ELA Implementation Rubrics • Monthly Evaluation/Feedback Forms for Content Networks and ISLNs • Content Specialists Impact and Implementation Logs • Annual Survey of Leadership Network Participants • Teacher Leader Impact Logs • Implementation Configuration Maps

Curriculum and Assessment Alignment Delivery Chain



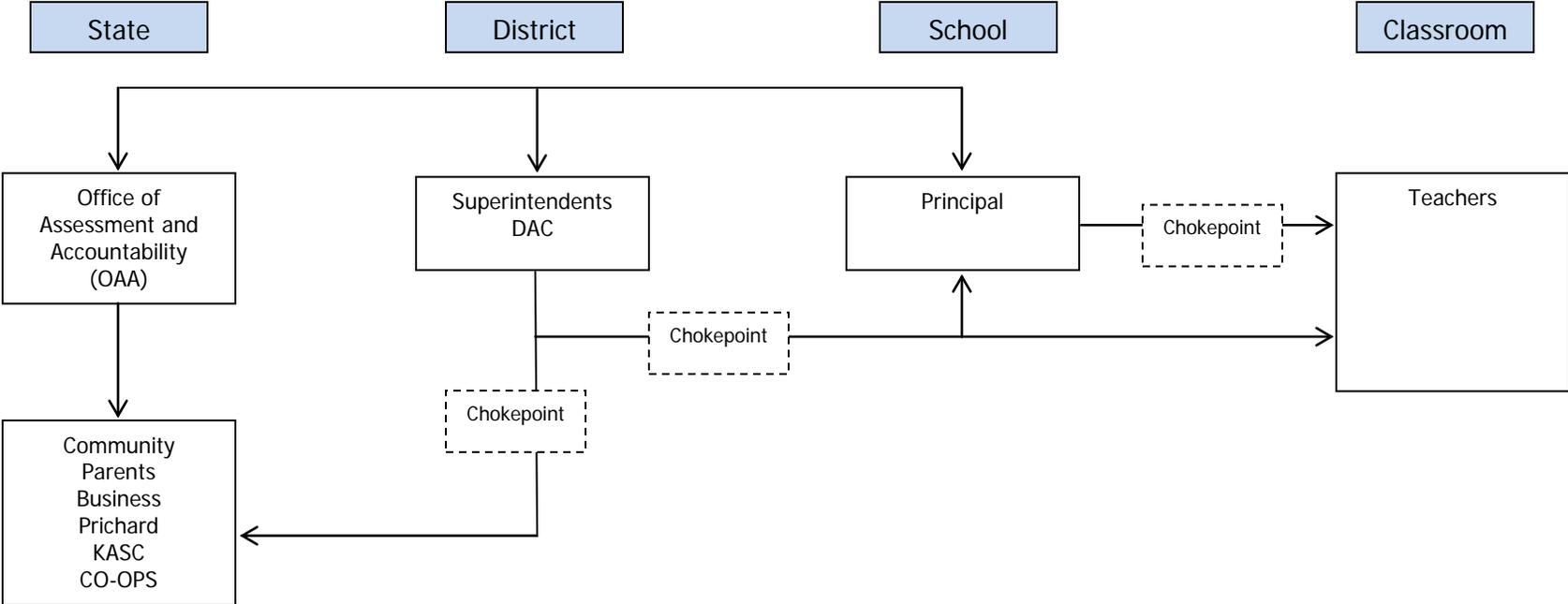
Strategy 2: Continuous Instructional Improvement Technology System (CIITS)	
Theory of Action	<p><i>If</i> school districts have access to the Continuous Instructional Improvement Technology System (CIITS), participate in professional growth opportunities and use CIITS to help support highly effective teaching and learning,</p> <p><i>then</i> more teachers and leaders will be able to help more students be proficient in reading and mathematics at the elementary and middle school levels.</p>
Milestones	<p>2012-13 School Year</p> <ul style="list-style-type: none"> • Analyze CIITS usage (usage stats summary and RTT update) • Coordinate LEA Site Visits • Create Reports • Deliver, refresh and update CIITS IMS components • Partner on the Investing in Innovation i3 Grant <p>2013-17 School Years</p> <ul style="list-style-type: none"> • Analyze CIITS usage (usage stats summary and RTT update) • Coordinate LEA Site Visits • Create Reports • Deliver, refresh and update CIITS IMS components
Target Impact	<p>2012-13: Low Impact</p> <p>2013-14: Medium Impact</p> <p>2014-15: Medium Impact</p> <p>2015-16: High Impact</p> <p>2016-17: High Impact</p>
Indicators	<ul style="list-style-type: none"> • Each CIITS user role will be assigned specific permissions in order to access the appropriate operations in the system as well as unique log-in information. CIITS roles, permissions and log-in information will be tracked accordingly to determine who is using the system. • A statewide system support model is designed, and this includes various levels of support at the state, district and school levels. The state level is supported by KDE and Schoolnet in conjunction with connecting to the district and school levels. A support report will provide detailed information about the requests received at the state level. • A comprehensive training plan will be developed, and the number of participants participating in each training opportunity will be tracked

CIITS Delivery Chain



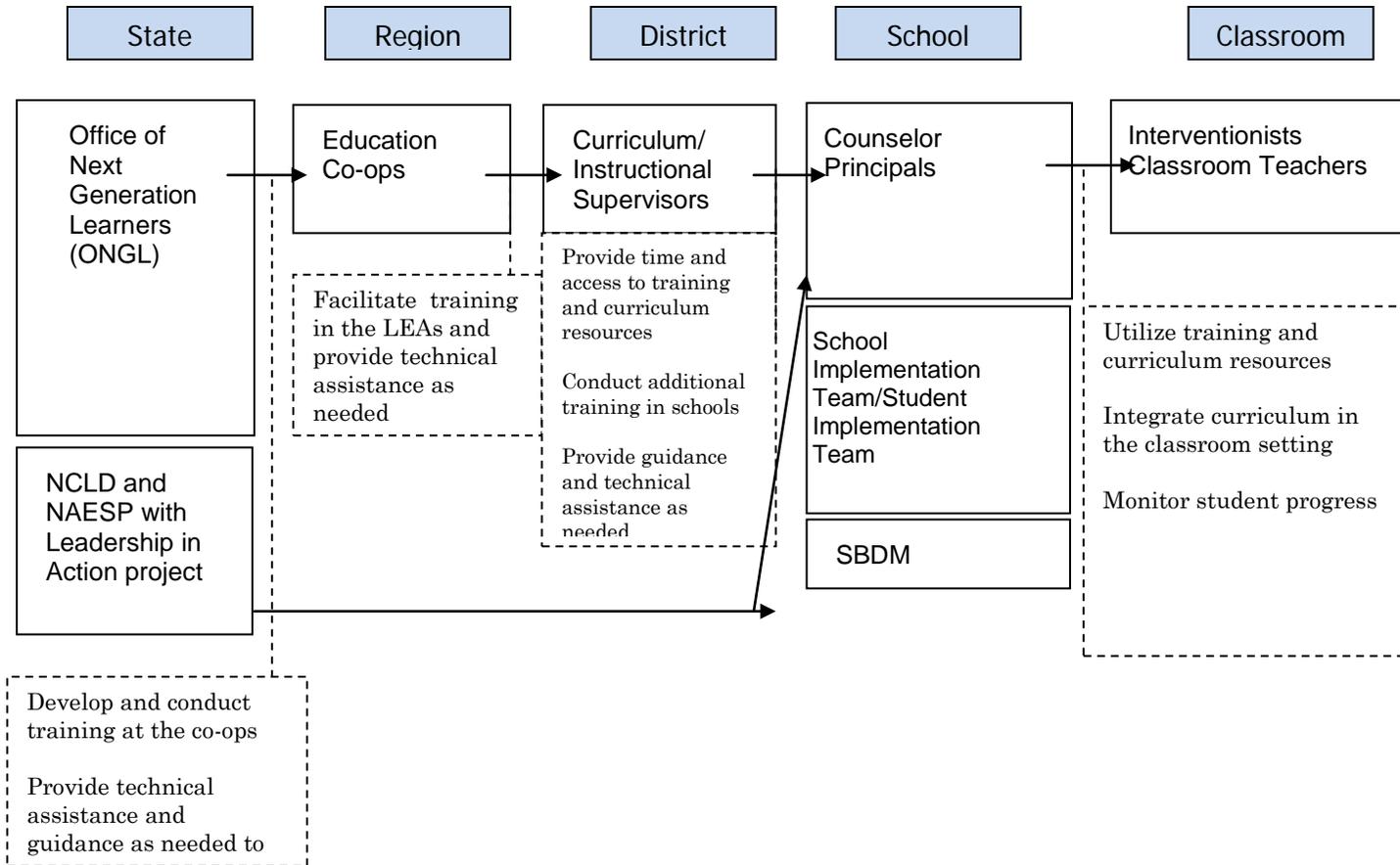
Strategy 3: Unbridled Learning Accountability Model	
Theory of Action	<p><i>If</i> Kentucky’s schools and districts are held accountable for increasing proficiency, graduation rates and college/career readiness (CCR) rates, as they have not been in the past,</p> <p><i>and if</i> this accountability uses a balanced approach organized around the KBE’s four strategic priorities and incorporating all aspects of school and district work,</p> <p><i>then</i> schools and districts will focus on student data from the state-required assessments administered in grades K-12 to drive local strategies for engaging students in learning experiences that will lead to increases in proficiency, graduation rates and meeting CCR benchmarks.</p>
Milestones	<p>2012-17 School Years</p> <ul style="list-style-type: none"> • Administer and report Kentucky Performance Rating for Educational Progress (K-PREP) tests in reading and mathematics
Target Impact	<p>2012-13: Low Impact 2013-14: Low Impact 2014-15: Medium Impact 2015-16: Medium Impact 2016-17: High Impact</p>
Leading Indicators	<ul style="list-style-type: none"> • Results from Kentucky Performance Rating for Educational Progress (K-PREP) tests in reading, mathematics and writing

Unbridled Learning Accountability Model Delivery Chain



Strategy 4: Kentucky System of Intervention/Response to Intervention	
Theory of Action	<p><i>IF</i> schools have access to assessment data necessary to make intervention decisions for students not achieving academic goals;</p> <p><i>and if</i> schools analyze assessment data;</p> <p><i>and if</i> schools use the data to align evidence-based interventions to student needs as identified by the data;</p> <p><i>and if</i> schools implement academic interventions with fidelity,</p> <p><i>then</i> students will be successful in achieving academic goals and reaching proficiency.</p>
Milestones	<p>2012-13 School Year</p> <ul style="list-style-type: none"> • Partner with ABRI • Train the educational cooperatives regarding the overall process of KSI in order to replicate KSI training statewide • Present KSI training at statewide conferences as opportunity and access allows • Provide ongoing technical assistance and training on KSI/RTI <p>2012-13 School Year</p> <ul style="list-style-type: none"> • Partner with ABRI • Refine KSI training for educational cooperatives and replication of KSI training statewide • Present KSI training at statewide conferences as opportunity and access allows <p>2013-17 School Years</p> <ul style="list-style-type: none"> • Continue partnership with ABRI • Continue refinement of KSI training for educational cooperatives and replication of KSI training statewide
Target Impact	<p>2012-13: Low Impact</p> <p>2013-14: Medium Impact</p> <p>2014-15: Medium Impact</p> <p>2015-16: Medium to High Impact</p> <p>2016-17: High Impact</p>
Leading Indicators	<ul style="list-style-type: none"> • Screening data from ABRI • Academic and behavioral data for LEAs and publishes these reports monthly to show student progress as KSI is implemented • Data from Leadership in Action Project • Data from K-3 Program Review in ASSIST

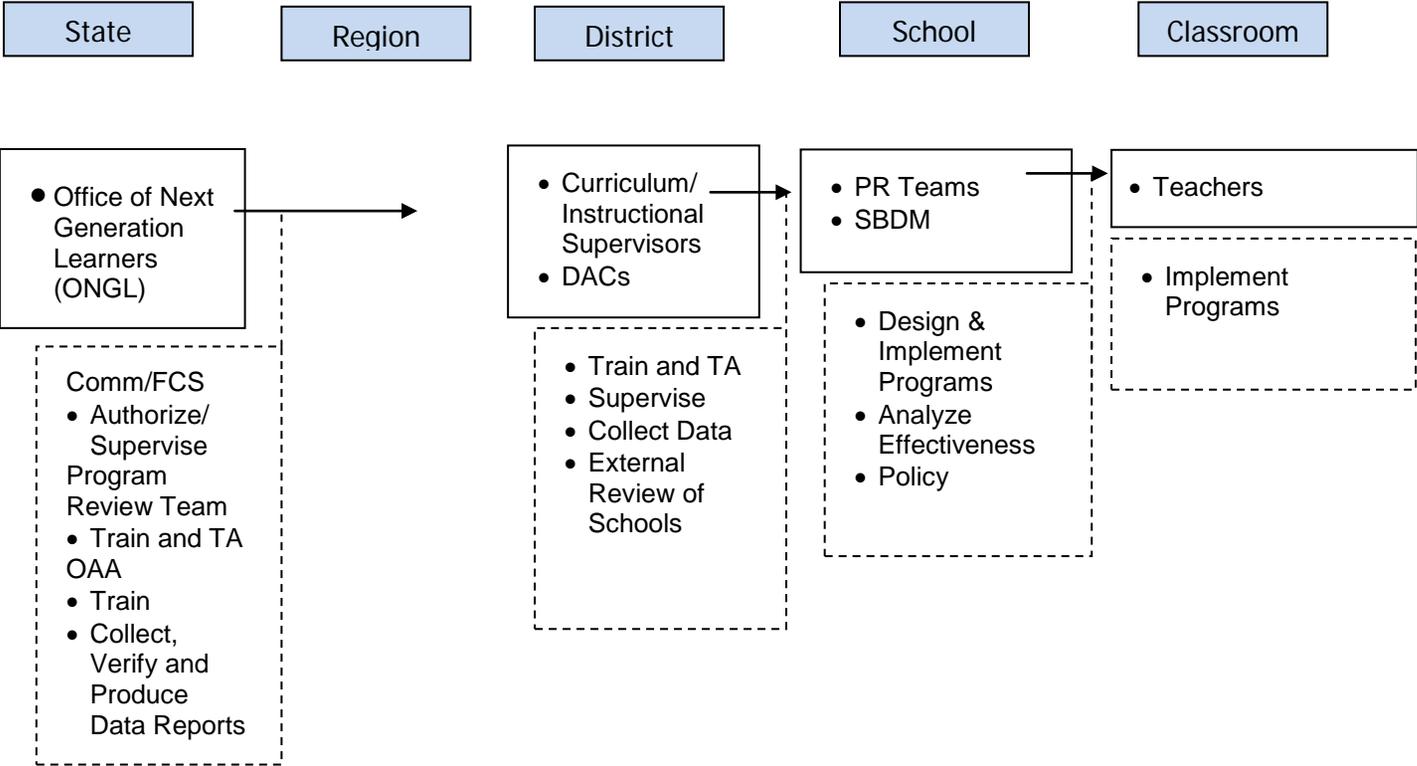
KSI/RTI Delivery Chain



Strategy 5: Collection & Use of Data for School Improvement: Program Reviews	
Theory of Action	<p><i>If</i> schools engage in a thorough review of their program(s);</p> <p><i>and if</i> schools identify areas of program improvement;</p> <p><i>and if</i> schools adjust programs based on improvement plan;</p> <p><i>and if</i> evidence indicates improved student learning,</p> <p><i>then</i> schools will have proficient programs.</p>
Milestones	<p>2012-13 School Year</p> <ul style="list-style-type: none"> • Provide training/technical assistance via face to face and web based professional learning • Follow up on content validity study conducted by Dr. Xin Ma • Post revisions of Program Reviews based on feedback from schools, districts and advisory groups • Develop a program review audit process • Identify representatives for a Focus Group • Determine percentages and cut scores for levels of implementation in conjunction with KDE Office of Assessment and Accountability (OAA) <p>2013-17 School year</p> <ul style="list-style-type: none"> • Develop common understanding of student growth for Professional Growth and Evaluation System (PGES) • Review LEAs (every school/every two years) • Continue training/technical assistance
Target Impact	<p>2012-13: Low Impact</p> <p>2013-14: Medium Impact</p> <p>2014-15: Medium Impact</p> <p>2015-16: High Impact</p> <p>2016-17: High Impact</p>
Indicators	<ul style="list-style-type: none"> • Building/district administrator perception of program reviews • Teacher perception of program reviews • Reporting of how program reviews are informing program area improvement • Numbers of arts related AP courses, numbers of students enrolled in AP exams, numbers of students submitting portfolios/taking exams, percentages/numbers of students scoring 3/5 or above on exams and portfolios • Numbers of students taking CTE assessments; percentage/numbers of students making successful transitions to the workforce, military, CTE post secondary education

	<ul style="list-style-type: none">• Numbers of WL related AP courses, numbers of students enrolled in AP WL courses, numbers of students taking AP WL exams, percentages/numbers of students scoring 3/5 and above on AP WL exams,• Percentage/numbers of students achieving at proficient level for world languages
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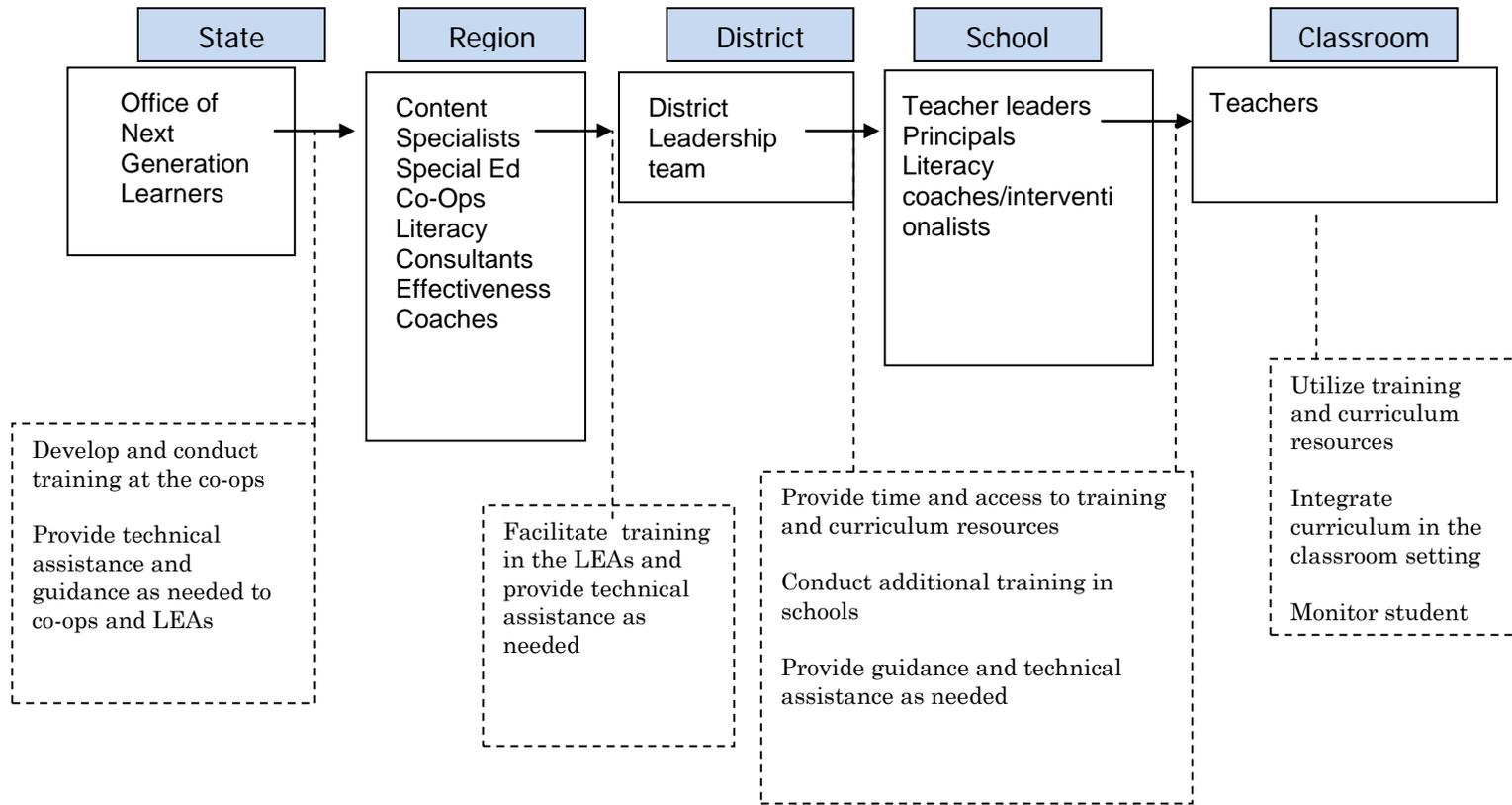
Collection and Use of Data for School Improvement: Program Reviews Delivery Chain



Strategy 6: Literacy Initiative	
Theory of Action	<p><i>If</i> broader ownership of literacy by staff in districts/schools and early childhood education providers is developed with support in a shared understanding of literacy planning;</p> <p><i>and if</i> districts/schools/early childhood education providers align literacy practices in an interdependent system of literacy related ongoing professional development for new and experienced administrators and educators (birth-12);</p> <p><i>and if</i> administrators and educators (birth-12) implement a comprehensive and cohesive framework of literacy instruction that includes targeted interventions,</p> <p><i>then</i> the best literacy outcomes for Kentucky’s students beginning at birth through 12th grade will be achieved.</p>
Milestones and Timeline	<p>2012-13 School Year</p> <ul style="list-style-type: none"> • Implement the Literacy Design Collaborative (LDC) framework through the teacher leadership networks to address rigorous implementation of the Common Core State Standards/Kentucky Core Academic Standards • Develop professional development for teachers on effective literacy instruction • Develop and implement targeted interventions to improve literacy performance of students • Develop and disseminate resources to support literacy planning in schools <p>2013-17 School Years</p> <ul style="list-style-type: none"> • Utilize the Model Curriculum Framework to provide technical assistance/professional development to districts focusing on instructional improvement by accessing and promoting elements of the Framework • Provide professional development support to Read to Achieve teachers on effective interventions for primary students to impact grades 3-8 reading proficiency rates • Support and promote Summer Reading Programs at local Kentucky public libraries • Promote Find a Book Kentucky • Develop and disseminate resources to support literacy planning in schools • Identify and provide support for up to 10 Literacy Promising Practice sites

Target Impact	2012-13: Low Impact 2013-14: Medium Impact 2014-15: Medium Impact 2015-16: Medium Impact 2016-17: High Impact
Indicators	<ul style="list-style-type: none"> • Feedback loops and frequency of that feedback • Literacy Central Website -- Track activity in Literacy Central. Which resources are viewed most frequently? Get data midyear and end of year. • Promising Practice Sites -- Ask sites to keep a log of inquiries/visits and responses. Reviewed quarterly to determine the effectiveness of the site in providing service to other schools. Develop and submit plans for posting in Literacy Central as resource for other schools • LDC framework -- May 2012, May 2013. Use common assignments and summative data on effectiveness, including end-of-course assessments • KLCM -- track reading and writing data on state assessments from participating schools. Track schools/class assessments such as MAP and ThinkLink. • RTA -- teacher survey information is currently available. Revise survey to match PD needs/follow-up • EPSB -- Is there a way to gather information prior to KTIP experience or first job as to use of new standards in higher education instruction? • KMCF -- Log inquiries from the field to KMCF contact at KDE (ongoing)

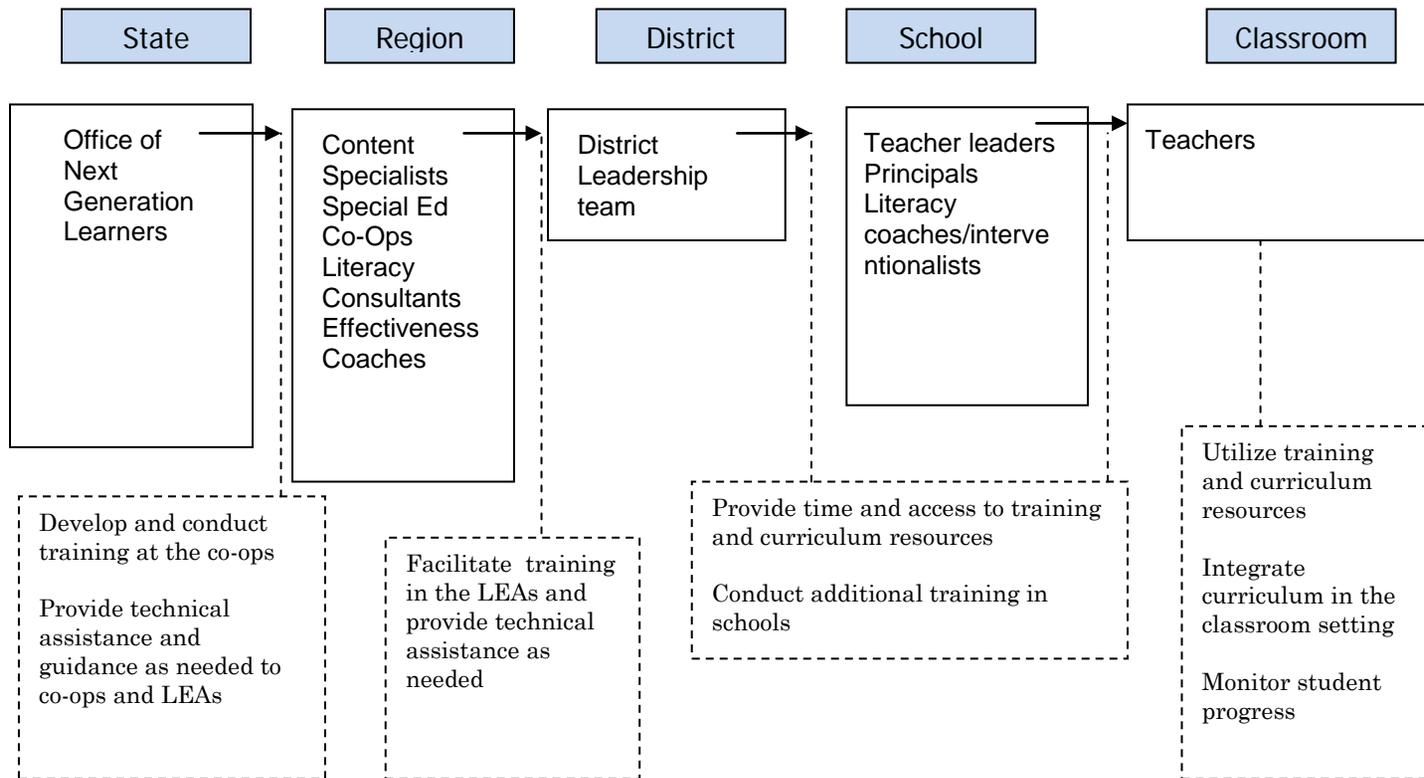
Literacy Initiative Delivery Chain



Strategy 7: Math Initiative	
Theory of Action	<p><i>If</i> Kentucky districts and schools engage in self-assessment of their mathematics programs through analysis of data and create a plan based on this evaluation;</p> <p><i>and if</i> the plan includes an emphasis on number and algebraic thinking in individual classrooms and ongoing professional development for K-8 administrators and educators;</p> <p><i>and if</i> K-8 teachers engage in highly effective teaching practices in implementing targeted interventions related to number and operations and algebraic thinking ,</p> <p><i>then</i> more students in grades K-8 will move toward proficiency in mathematics.</p>
Milestones	<p>2012-2013 School Year</p> <ul style="list-style-type: none"> • Create math toolkit for grades K-8 • Develop and provide KDE/KCM professional development • Create special education math consultant conceptual building blocks training modules • Create KDE/Partner online professional development- operations and algebraic thinking (K-2), fractions (3-5) and ratio and proportion (6-8). • Build capacity and sustainability through regional cadres • Develop communication plan <p>2013-17 School Years</p> <ul style="list-style-type: none"> • Provide training for math initiative. • Seek additional funding to scale up KCM Math Intervention Teachers for Kentucky schools • Scale up Math Recovery-like professional development opportunities and support for highly effective diagnostic assessment and instruction • Develop modules for addition and subtraction, multiplication and division, and fractions with Special Education Co-Ops. • Develop and disseminate resources to support educators in developing Numerate Students • Identify and provide support for Regional Cadres of teachers of up to 20 teachers each at elementary and middle school levels in eight regions across the state.
Target Impact	<p>2012-13: Low Impact</p> <p>2013-14: Medium Impact</p> <p>2014-15: Medium Impact</p> <p>2015-16: Medium Impact</p> <p>2016-17: High Impact</p>

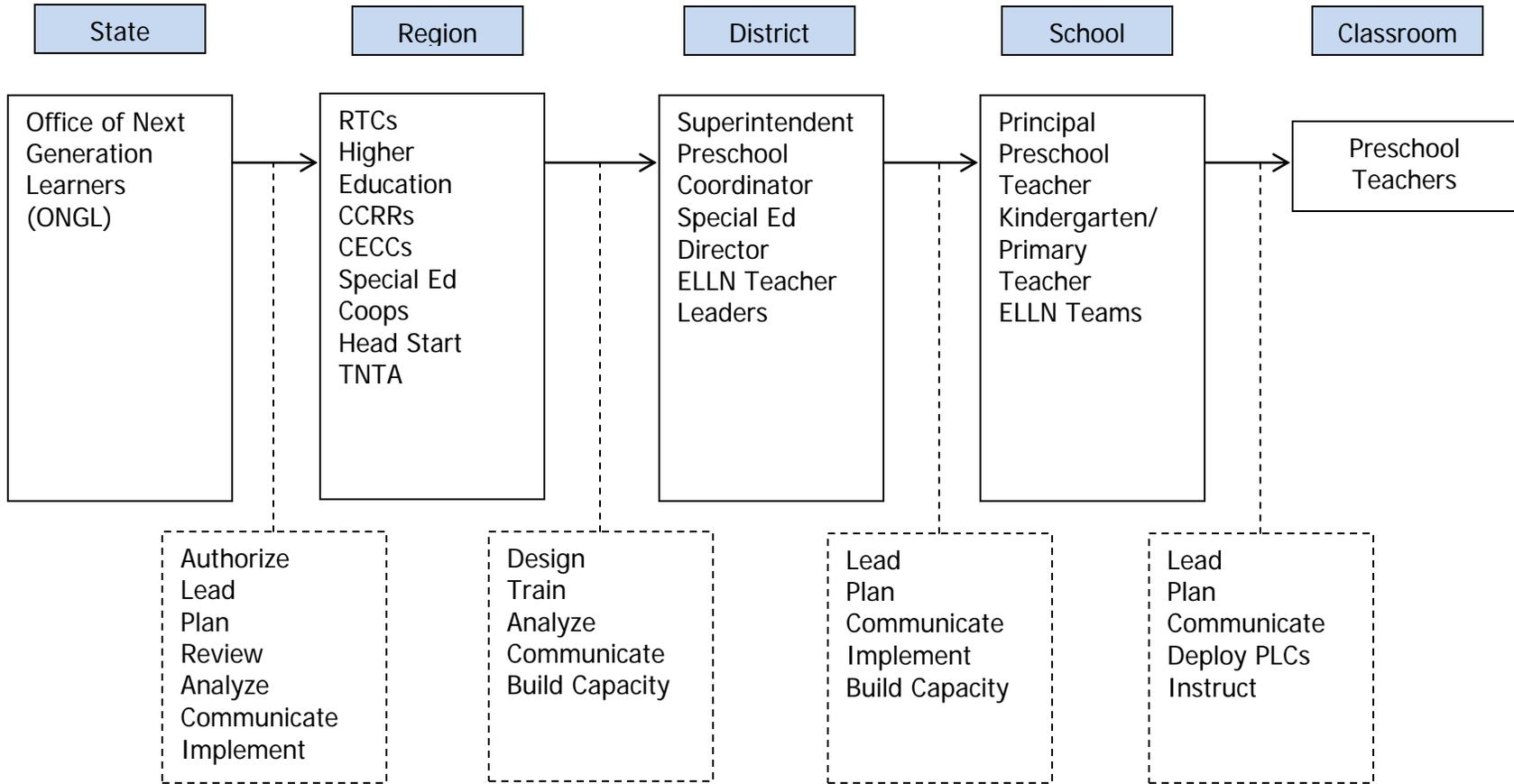
<p>Indicators</p>	<ul style="list-style-type: none"> • Regional Content Specialists Logs: professional development and training % of districts and schools teams – monthly • Surveys to district teams: % of teachers trained to teach depth of knowledge of content required by KCAS, to implement instructional strategies and to measure students using a balanced assessment system with the goal of improving student achievement in mathematics, grades K-8 aligned to KCAS – each semester • Collect assessment data and fidelity of implementation from schools with teachers involved in professional development for Aspects of Number through Operations and Algebraic Thinking for elementary and Ratio and Proportion, Expressions and Equations, Number Systems for middle school, yearly • Derive data from Kentucky Center for Mathematics regarding extent and number of teachers receiving professional development in numeracy and pedagogy. Review test scores from schools with MAF grants, yearly. Math Intervention teachers provide reports at least twice a year • Review assessment data from schools where teachers are involved in training of KCAS modules at the elementary level from Special Education Math Consultants, yearly. Show connections to KDE Math Initiative • Review K-PREP data, yearly. Correlate with targeted focus in Aspects of Number through Operations and Algebraic Thinking. • Review EXPLORE assessment data, yearly • Collect monthly updates for teacher use of CIITS • Teacher Point of Contact — collect information yearly from Math Teacher Leaders and show correlation between activity of POC and improvement in student math achievement, school-wide implementation of KCAS • Review a sampling of Primary Program Reviews, yearly. Make site visits to a sampling of schools for additional evidence, yearly
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Mathematics Initiative Delivery Chain



Strategy 8: School Readiness and Early Learning	
Theory of Action	<p><i>If</i> schools/districts and early childhood providers collaborate to ensure all children experience effective transitions from birth to school entry;</p> <p><i>and if</i> schools/districts appropriately assess all students with a common kindergarten entry assessment at school entry;</p> <p><i>and if</i> schools/districts and early childhood providers receive support through Leadership Networks;</p> <p>then, more students enter kindergarten ready to learn and achieve proficiency in reading and math by 3rd grade.</p>
Milestones	<p>2012-13 School Year</p> <ul style="list-style-type: none"> • Create Quality Assurance (QA) process for BRIGANCE results • Develop timeline for 2013-14 Kindergarten screener implementation • Implement Early Learning Leadership Network (ELLN) • Create communication plan • Publish K-3 Program Review trainings on KDE Website <p>2014-16 School Years</p> <ul style="list-style-type: none"> • Full implementation of readiness screener for all schools and students
Target Impact	<p>Number of Kindergartners Ready</p> <p>2012-13: Low Impact 2013-14: Low Impact 2014-15: Medium Impact 2015-16: Medium Impact</p> <p>Percentage of 3rd Graders Proficient/Distinguished in Reading and Math Combined</p> <p>2012-13: Low Impact 2013-14: Low Impact 2014-15: Medium Impact 2015-16: Medium Impact</p>
Indicators	<ul style="list-style-type: none"> • K-3 Program Review -- process and rubric is being developed for K-3 Program Review • Primary Diagnostic -- collection and analysis of assessment data will have impact on progress toward goal.

School Readiness and Early Learning



RISKS/MITIGATION

	RISK	MITIGATION
Complexity	Lack of clear communication surrounding the roll-out of implementation of strategies	KDE must ensure a “common” message for the proficiency plan and assure it’s widely communicated (parents and communities). Need to “over” communicate.
	Fidelity of implementation of some of the strategies	Professional development must include follow-up and observations, available statewide.
	Small scale pilots – limited impact	KDE must determine the need for small pilot projects and if they are effective in meeting student proficiency goals. Are they the best use of resources (staff, time)?
	KDE staff lack expertise in promoting some strategies such as standards-based reporting.	How will KDE assure capacity to support teachers, schools and districts to effectively understand and implement strategies?
	Strategy may require collaboration across agencies and organizations, but lack agreement on the strategy such as school readiness and mathematics.	Critical to involve stakeholders in decision-making.
	District breakdown	KDE provides support to promote strong district planning that directly impacts all classrooms, teachers and students.
	Relationships with education cooperatives and other agencies	Meaningful engagement of stakeholders is necessary.
	Too many changes and appearances of changes	KDE needs to be clear about direction before

		<p>communicating to districts and schools.</p> <p>Promote understanding of strategic plan to deliverology.</p>
Funding Flows	<p>Costs to implement new strategies such as targeted interventions and to continue other strategies such as mathematics initiative</p> <p>Training costs</p>	<p>Funds need to be identified.</p> <p>Training costs need to include follow-up (coaching) and technical assistance.</p>
Feedback Loops	<p>Multiple connections internal and external to KDE</p> <p>Connections from KDE to the student</p>	<p>Ensure each strategy includes specific plan for reporting, communicating and evaluation.</p>
Choke Points	<p>Communication breakdown from KDE to district to school to classroom to student</p> <p>Trickle-down training</p> <p>Limited KDE staff to support and monitor progress and provide technical assistance</p>	<p>Plan must be communicated widely for understanding and connections.</p> <p>Increase use of technology.</p> <p>Increase use of technology such as skyping.</p>