

District 180 News

Kentucky Department of Education



Greenup County High School seniors receive entrance into esteemed program

The following article is from GCHS Month In Review newsletter.

The Governor’s Scholars Program is widely recognized throughout Kentucky as one of the most prestigious programs to which a high school student can be admitted. Open to students who are transitioning from their junior to senior years of high school and thriving since 1983, the Governor’s Scholars Program provides students with opportunities for academic and personal growth. Each year, students complete a lengthy application process and compete with others from across the state for admission into the program.



Senior Nathan Sanders works on an assignment during class.

Those who are selected for attendance attend a multi-week experience free of charge and choose specific focus areas for academic enhancement.

This year, two Greenup County High School seniors, Nathan Sanders and Sydney Shoemaker, were selected to participate in the program. Nathan was selected to participate at Murray State University and chose a focus area of journalism and mass media. He stated, “I wouldn’t trade my time at GSP for anything in the world.” Sydney attended the program at Bellarmine University in Louisville and chose a focus area of biological and environmental issues. “I’ve met people here that I now consider my best friends,” she said.

The five-week experience introduced students to others from across the state and provided them with many exciting opportunities. Without question, these students are representing GCHS well.



Senior Sydney Shoemaker participated in the Governor’s Scholars Program at Bellarmine University

Priority Schools in the News

“One Million Bones” public service project at [Seneca High School Fairdale and Fern Creek high schools](#) awarded bronze medals from *U.S. News & World Report*

[Doss High School](#) students collaborated with students from **Fern Creek High School** to make a video encouraging college and career readiness

Nine [Lincoln County High School](#) vocalists named to all-state chorus

A [Hopkins County High School](#) student tied the world record in a national archery tournament

[East Carter County High School](#) students learned research methods and studied geology at Carter Caves State Resort Park this summer

The University of Louisville partners with [Westport Middle School](#) for a teacher-training program

[Livingston Central High School](#) juniors set a school record on the 2013 ACT exam

Rob Stephenson named new principal of [Valley High School](#), superintendent cites his enthusiasm for turnaround

Berea College Partners for Education, [Knox Central and Leslie County high schools](#) work to support and sustain school turnaround efforts at both high schools

In This Issue

Best practice summit.....	2	Collaboration and the PGES.....	6
KDE app.....	2	Greenup Co. principal attends training.....	6
Southern High receives award.....	2	ACT study targeting career goals.....	7
Professional Learning Community.....	3	Study says schools improving fast.....	7
Effect of USED offering.....	3	Improved PtGT tool.....	8
District 180-related information.....	4	Teachers, principals help in PGES.....	8
School classification updated.....	4	Celebrating 2012-13 accomplishments in	
School resource officers’ awards.....	5	Priority Schools.....	9,10,11
Self-assessment schools can view WebEx.....	5	Send Us Your News.....	11
PGES pilot terminology clarification.....	5	Contact information for District 180.....	11

Southern High teachers receive excellence award

Southern High School's teacher cohort received the Hilliard Lyons Excellence in Teaching Award at a dinner in its honor May 30. Here is a copy of what was read at the dinner:

Teachers in the cohort are:

- auto collision teacher Tim Blythe
- business teacher Mary Curtis
- English teachers Rebecca Cull, Robin Klein and Kristina Sheldon
- math teachers Kanna Edison, Chris Kaufman and Julie Smith
- science teachers Matt Ignash, Carly Speigel and Randi Stearman
- social studies teacher Alison Moore
- Spanish teacher Nate Jebsen
- Exceptional Child Education teachers Kelly Bender, Carl Johnson and Amanda McFarland Smith

Southern High's teacher cohort is composed of 16 teachers from seven subject areas and teaching experience ranging



from two to 22 years. It has taken on the role of change agent at Southern and has made strides to do so by:

- devoting a minimum of 12 hours per month to professional development centered on leading research
- focusing on meta-cognition in the classroom by encouraging students to set personal learning goals, self-monitor, self-assess and design plans for self-improvement
- helping Southern increase the number of college- and career-ready students by 10 percent this school year and the graduation rate by nearly 8 percent in the 2011-2012 school year

Nominating-principal Bryce Hibbard described the teachers in this PLC as "true team players in every sense of the word. They do not accept defeat. They do not accept failure. They do not accept negativity when approaching school improvement goals. When called to assist students, parents, administrators, teachers within the school or community members, these teachers jointly and independently strive for the goals set before them without complaint."

Best-practice summit set for September 30

The Kentucky Continuous Improvement Summit: Focusing on Best Practice, a professional gathering co-sponsored by the Kentucky Department of Education and AdvancED Kentucky, is scheduled for 8 a.m.-5 p.m. ET, Sept. 30, at the Marriott East Hotel in Louisville. For more information, go to www.kentuckyteacher.org/bulletin-board/2013/05/best-practice-summit/.

To register, go to www.cvent.com/events/kentucky-continuous-improvement-summit-focusing-on-best-practice/event-summary-591db7ee373346cf9d-4976d8cfc41e0d.aspx.



Did you know there is a free KDE app that provides immediate access to latest education information?

An app for iPhones, iPads and iPods compiles content from the Kentucky Department of Education (KDE) to enhance communications on education-related matters across the state.

This free KDE News app is available through iTunes. The app is designed to provide users with immediate access to many items housed on the KDE website, including:

- *Kentucky Teacher* magazine
- messages to superintendents and teachers
- headlines
- Education Commissioner Terry Holliday's blog
- videos
- Kentucky Education Technology System (KETS) *Tech Tips*
- photo gallery

This app is the latest in a line of technology products from KDE to help the agency share information and provide transparency. A Windows Mobile version of the app is in development.

What Is A Professional Learning Community (PLC)?

The following article is from the July GCHS Month In Review newsletter.

Faculty members at Greenup County High School have learned the value of teamwork. In fact, this has become a primary consideration amongst both teachers and the administrative team. One method of highly effective team-work is shown through collaboration during professional learning community (PLC) meetings. Basically, a PLC is a group that works to build shared knowledge through the establishment of indicators for progress and learning together. Teachers, within their respective content areas,

are given common planning periods at the high school. Each Tuesday and Thursday during this time, these individuals join together to exchange ideas and collaborate. Without doubt, such opportunities have inspired many teachers with new strategies that are used in the classroom.

The establishment of strongly functioning professional learning communities has provided opportunities for classroom educators to not only share many teaching strategies with one another, but teachers also have worked

together to analyze data and establish steps for continual student progress. Based on these analyses, students are receiving needs-based placement in intervention programs, specifically in the areas of reading and math.

Social studies teacher Jill Armstrong notes, "A PLC is about shared values and practices. It is common ground where administration and faculty can learn, grow and enlighten. A PLC brings support for classroom management, lesson planning and goal setting."

Effect on Kentucky of USED Offering Additional Flexibility to States that have ESEA Waivers

by Commissioner Terry Holliday

As you may have heard, U.S. Secretary of Education Arne Duncan announced on Tuesday that states with current ESEA waivers could apply for additional flexibility in two areas: (a) avoiding double testing of students during the transition to the new college and career ready assessments and (b) delaying the use of the teacher and principal evaluation system for the purpose of making personnel decisions. You can see Duncan's announcement by clicking on the following link: <http://www2.ed.gov/policy/elsec/guid/secletter/130618.html>.

The first area of additional flexibility does not apply to Kentucky because we have already implemented our new assessment aligned to college- and career-ready standards for accountability purposes. Regarding the delay of using the teacher and principal evaluation system for making personnel decisions, we were already discussing this with United States Department of Education (USED) staff prior to yesterday's call and had submitted a proposal for consideration.

The proposal we submitted contains the following timeline:

- 2013-14 – Statewide pilot of the teacher and principal evaluation system in all districts with a specified number of staff participating based on set criteria KDE disseminated. The criteria established the minimum number of teachers, representing various grades and content areas for the pilot implementation.
- 2014-15 – Full implementation of the system by all teachers and principals in all districts with **NO** high

stakes accountability and **NO** personnel decisions made using the system.

- 2015-16 – System becomes part of accountability and districts are responsible for using the system to make personnel decisions.

Secretary Duncan was clear that the requirement of full implementation of the teacher and principal evaluation system during 2014-15 remains in place and the only flexibility is with when the system must be used to make personnel decisions. We had originally committed and were approved by USED to use the system for accountability and personnel decisions in 2014-15 and could now be granted a one-year extension for this purpose moving this to 2015-16. You may hear the date of 2016-17 as the latest personnel decisions can be implemented but that is the deadline for states that are not as far in their implementation of the teacher and principal evaluation system as we are.

Since Kentucky is both an ESEA waiver state and a Race to the Top 3 state, our proposal must be approved by staffs in both of these offices within USED. It is not an automatic approval but we are optimistic that it will be granted and are in discussions with the appropriate folks at USED. The extension would give Kentucky a reasonable amount of time to gather data on the system to validate it and provide guidance in using the system for making personnel decisions in a fair and equitable manner. Questions on this matter can be submitted to Felicia Smith at (502) 564-9850 or via email at felicia.smith@education.ky.gov.

District 180-related information

[Commissioner Terry Holliday previews the 2013-14 school year](#)

[Ed Week's first superintendents poll has interesting data on superintendents' opinions about Common Core and technology](#)

[Article from Harvard Graduate School of Education about what happens in low-performing schools when SIG \(School Improvement Grant\) funding runs out](#)

[Article on culture change and leadership from Gale Stafford's blog](#)

[Nine ground rules for great principals](#)

[Achievement gaps for blacks and Hispanics have narrowed since early '70s, new NAEP report shows](#)

["Early-College High Schools Provide Postsecondary Boost, Study Finds"](#)

["College Information Intervention Is Needed for Low-Income Students"](#)

["More than 100 districts adopt 'Graduate Kentucky' attendance age standard; votes still coming in"](#)

[Powerful story about two students at a turnaround school in Cleveland, Ohio, overcoming huge obstacles to become successful](#)

["Opinion: PGES pilot will give Kentucky schools time to 'work out kinks, fine-tune' educator assessment tools"](#)

[Can teacher evaluation really improve teaching and student learning? Teachers in Memphis say it can](#)

["What Does It Mean to be the Lead Learner?" As roles change, the term principal no longer seems to fit](#)

[Constructive, professional ways to provide critical feedback](#)

[Mentoring tips for new teachers, mentors and administrators](#)

["Five Characteristics of a Change Agent"](#)

[Twenty percent time allows students to pick their own project and learning outcomes while still hitting all the standards and skills for their grade level](#)

["Rethinking Whole Class Discussion"](#)

[The Kentucky Core Academic Standards are already having an impact](#)

[Second year of Unbridled Learning test scores to go public in late September after local review; new data included this year](#)

["eTranscripts" to go statewide by year's end, letting grads send course, grade info electronically to higher ed institutions](#)

[The Common Core State Standards \(CCSS\)/Kentucky Core Academic Standards \(KCAS\) Myth vs. Fact](#)

State School Classification Updated for 2013-14

The following article is from the August 2013 issue of KSIS & More.

KDE has updated the state school classifications to reflect accurate definitions. The changes are:

A2: district-operated career and technical education center (CTC), where the membership is counted at an A1 School

A5: alternative program that is district-operated with no definable attendance boundaries and designed to remediate academic performance, improve behavior or provide an enhanced learning experience

A6: Kentucky Educational Collaborative for State Agency Children (KECSAC)-funded program serving state agency children (blended A5/A6 programs will be coded as A6)

A7: school set up for tracking of home/hospital or summer school, and membership is included in an A1 school – this is a new code that will be added and is only used for those schools already designated for home/hospital or summer school as a separate school

C1: college- or university-operated career and technical education school

C2: state-operated career and technical education area technology center (ATC)

C3: will be removed

C4: will be removed

C5: will be removed

F2: federal Job Corps will be added

For questions regarding A5 or A6 classifications, contact Windy Newton with the Division of Student Services at (502) 564-2116. For questions regarding A2 or C classifications, contact Kiley Whitaker with the Office of Career and Technical Education at (502) 564-3472.

Are You Socially Connected to KDE?



KDE has both a Facebook page and a Twitter feed. Subscribe to the KDE Twitter feed by connecting to @KyDeptofEd. Two other helpful KDE-related Twitter hashtags are #CIITS and #KyEdChat.

You can access the KDE Facebook page at <https://www.facebook.com/#!/kydeptofed> or by searching for "Kentucky Department of Education" on Facebook under "Government Organization."

School resource officers give out awards

The Kentucky Association of School Resource Officers (KYASRO) gave the following awards in June:



Officer Vernon Brown of the Jefferson County Sheriff's Office/
Western High School – SRO of the Year.

Deputy Sharon Starling accepting the award on behalf of Vernon Brown.



Steve Butcher, superintendent of the **Pulaski County school district**, Administrator(s) of the Year.



Kent Parrent, assistant principal of **Christian County High School**, Administrator(s) of the Year.

Officer Jeff May of the Grayson Police Department/**East Carter High School** – Award of Merit (no picture)

Self-assessment schools can view WebExs

Cohort 1 and 3 Priority Schools participating in self-assessments should check out the two WebEx sessions *Leading the Self-Assessment Process* and *2013-14 Diagnostic Review*

Process on the KDE website. Both of these WebEx presentations can be found at <http://education.ky.gov/school/Pages/Educational-Recovery-Staff.aspx>.

PGES professional learning opportunities – registering for Lync sessions

By Debbie Powers, education recovery director for the central region of Kentucky, from the July 8 edition of her e-newsletter Monday Monologue:

An ongoing series of live, Lync online, information sessions on PGES is underway. Office hour sessions, where participants can ask questions, are also being offered. It is highly recommended that all educators take advantage of these professional learning opportunities. Educators can sign up for the Lync sessions in the Educator Development Suite (EDS) of

CIITS (the Continuous Instructional Improvement Technology System). After logging into CIITS, hover over the Educator Development tab and then select PD Search. Enter “TP-GES” in the search box and review the choices.

To register for a session, simply click on it, and then select Register. Be sure to access any required documents for the presentation in advance. Sessions will be archived in PD360 for later access if you are unable to attend the live session.

Statewide PGES pilot terms clarified

Most of you are familiar with the Professional Growth and Effectiveness System (PGES) pilot that is taking place this school year prior to full statewide implementation in the 2014-15 school year.

In accordance with our Elementary and Secondary Education Act (ESEA) waiver and U.S. Department of Education requirements, this year's (2013-14) effort must now be referred to as the statewide pilot. Next year (2014-15), when everyone in all districts are participating, the effort will be referred to as “statewide implementation (without consequences).”

The following year (2015-16) we will have “full statewide implementation with consequences for accountability.”

Collaboration and the PGES

By MK Hardaway – May 2013 issue of Kentucky Literacy Link

The National Center for Literacy Education (NCLE), a coalition of education associations, policy organizations and foundations united to support schools in elevating literacy learning, conducted a nationally representative survey of educators of all roles, grade levels and subject areas to find out where we stand as a nation. In its recent report, *Remodeling Literacy Learning: Making Room for What Works*, NCLE found the following key conclusions:

1. Literacy is not just the English teacher's job anymore.
2. Working together is working smarter.
3. Schools aren't structured to facilitate educators working together.
4. Many of the building blocks for remodeling literacy learning are in place.
5. Effective collaboration needs systemic support.

In response to these findings, Linda Darling-Hammond wrote an article for *The Washington Post* entitled *What Teachers Need and Reformers Ignore: Time to Collaborate*. Darling-Hammond asserts the following: "In fields like trauma care and the building trades that have seen sharp gains in quality over the past generation, the emergence of new standards for professional practice coincided with a focus on improving collaborative decision-making and inquiry to solve problems in real time. If we want to see similar gains in education, we must structure for success by understanding that effective collaboration in schools doesn't occur by happenstance – it requires purposeful action."

Unfortunately, this kind of purposeful action isn't prevalent in our schools. According to NCLE:

Only 32 percent have a chance to frequently co-create or reflect with colleagues about how a lesson has worked.

Only 21 percent are given time to frequently examine student work with colleagues.

Only 14 percent frequently receive feedback from colleagues.

Only 10 percent frequently have the opportunity to observe the teaching practice of a colleague.

Here in Kentucky, we are striving to remedy this situation. Our Professional Growth and Effectiveness System (PGES) values and requires teacher professional learning and collaboration.

The PGES is grounded in the *Framework for Teaching*, which is based on the work of Charlotte Danielson. The framework includes the following indicators of effective teaching in five domains of practice: planning and preparation, classroom environment, instruction, professional responsibilities, and student growth.

The professional responsibilities indicator includes (among others) two components that require and encourage the collaboration that teachers so need:

- 4D. Participating in a Professional Community
 - Relationships with Colleagues
 - Involvement in a Culture of Professional Inquiry
 - Service to the School
 - Participation in School and District Projects
 - 4E. Growing and Developing Professionally
 - Enhancement of Content Knowledge and Pedagogical Skill
 - Receptivity to Feedback from Colleagues
 - Service to the Profession
- In the PGES, evidence from multiple measures will provide a performance-level rating and inform a course of action designed to support the continuous improvement of practice.

One of these measures is peer observation. It is clear that reform in Kentucky embraces the importance of collaboration.

During the 2012-2013 school year, more than 50 school districts in Kentucky participated in a field test of the new system. The field test has allowed educator experience and feedback to inform improvements prior to the statewide pilot during the 2013-2014 school year. During the statewide pilot in 2013-2014, at least 10 percent of the schools in each district will implement the Professional Growth and Effectiveness System. Read more about the PGES at <http://education.ky.gov/teachers/hieffteach/pages/designing-pges.aspx>.



Greenup County High School principal attends creative-leadership training

In July, Greenup County High School Principal Jason Smith attended the Center for Creative Leadership in Greensboro, N.C. The trip and conference were sponsored by the Kentucky Chamber of Commerce through donations from the Greenup County Chamber of Commerce.

Prior to attending the session, 30 principals from every level of public edu-

cation took self-assessments, including the Myers-Briggs and FIRO-B personality assessments. Along with self-assessments, principals had to survey their direct supervisor and peers, and submit reports about their leadership styles and skills. This assessment data was used to design activities to help principals become more aware of their leadership interactions and how to develop stronger

and more effective leadership skills.

Smith also spent one-on-one time with a leadership coach who helped him to analyze data and write a personal-growth plan that will be evaluated periodically throughout the school year. Follow-up training also will take place in September and January with additional self-assessment and activities to further Smith's leadership program and meet his needs.

ACT Study compares education level, work readiness

The following two articles are from the July 15, 2013, issue of the ParentInfo newsletter.

ACT recently issued a *Work Readiness Standards and Benchmarks* report that presented a first-ever definition of work readiness – an empirically-driven definition based on what is arguably the most extensive and detailed skills database in the world.

Today ACT builds on that foundation with *The Condition of Work Readiness in the United States*. This report examines data collected from approximately 4 million ACT WorkKeys examinees over the past five years and compares their skills with work-readiness benchmarks for targeted high-growth, high-demand and high-wage occupations for the next eight to 10 years. Some of the surprising findings:

There is no significant gap between the skills needed for middle-level education jobs and the skills possessed by middle-level education examinees. The skills of individuals with middle-level education (at least one but fewer than four years of postsecondary education beyond high school) align with the work-readiness requirements for middle-level education jobs. This finding suggests that, for the targeted occupations examined, middle education aligns with the work-readiness requirements.

Higher levels of education do not guarantee higher levels of work readiness. Education level does not

always align with work-readiness levels. Attaining the required education level for a job doesn't necessarily equip the individual with the work-readiness skills needed for successful job performance. The largest gaps occur in locating-information skills: the ability to locate, synthesize and use information from workplace graphics.

This latest ACT report is the third in a series exploring the role of skills in today's job market and the growing importance skill levels play in predicting workplace success. The first report in the series, *A Better Measure of Skills Gaps*, proposed a new approach to defining and measuring skills gaps.

Download all three free reports at www.act.org/workreadiness.

National education study says Kentucky among most rapidly improving states

Kentucky recorded better-than-expected gains in student achievement under the federal No Child Left Behind Act (NCLB) and is leading the way as a high-performing state among those receiving waivers from the Elementary and Secondary Education Act (ESEA). The findings are among those in a recently released national study, *The New State Achievement Gap: How Federal Waivers Could Make It Worse – Or Better* by Education Sector Reports.

"We have been aggressive about making improvements in our schools, and this study is proof that those efforts are paying off," Education Commissioner Terry Holliday said. "While achievement gaps remain among student groups, we are making progress."

"Kentucky is no longer among the bottom states when it comes to education."

The study compares student gains on the National Assessment of Educational Progress (NAEP) from 2003-11 in grades 4 and 8, reading and mathematics for all students.

Kentucky students recorded an overall gain of 28.2 points, which translates into almost three-fourths of a year of improved achievement per assessment from 2003-11.

That is better than the national average gain of 20 points, about a half-year of achievement gains per test. Nationally, blacks, Hispanics and students eligible for free or reduced-price meals

showed significantly greater gains than white students, somewhat narrowing the achievement gap – the intention of the No Child Left Behind Act.

When taking into account predicted gains based on starting points and economic disadvantage, Kentucky charted the fourth-highest gains in the country behind Maryland, Massachusetts and New Jersey.

"Normally, non-school factors such as initial scores and family background and income have a significant impact on student achievement," Holliday said. "However, in this case, non-school factors account for little of the variation in gains. That means state policy and school improvement are at the root of our progress."

Holliday said Kentucky built upon its successes under NCLB in its request for ESEA flexibility.

"Moving from a goal of proficiency to a more rigorous goal of college/career-readiness for all students raises the bar on student achievement," Holliday said. "In addition, we have developed measures and the capacity to intervene in schools that are not making progress. Our new Professional Growth and Effectiveness System will round out improvement efforts by ensuring every child is taught by an effective teacher and every school is led by an effective principal."

The report concludes that as Congress works to reauthorize ESEA, it should consider progress made in states like Kentucky to identify measures that reduce inequality and continue to give states the freedom allowed by waivers as long as they are held accountable for what students achieve.

The full report may be accessed at www.educationsector.org/publications/new-state-achievement-gap-how-federal-waivers-could-make-it-worse-or-better.

Improved Persistence to Graduation Tool

The following two articles are from the August 2013 issue of KSIS and More.

The Kentucky Department of Education (KDE) has revised the Persistence to Graduation Tool (PtGT). The tool identifies students who may be off track for promotion to the next grade level or to graduate on time. Each school is responsible for determining necessary and appropriate supports and interventions for students who may be off track for graduation. Using this tool should aid each district in increasing its graduation rate, as well as to fulfill the commitment to increase its college and career readiness rate.

Drawing information from the current and prior academic year, the tool calculates a risk value for each student. Both the indicators and rules applied to calculate the risk value have been revised. Please see the PtGT custom report in Infinite Campus for more information about the changes (KY State Reporting>KDE Reports).

To ensure data quality:

- Verify students with limited English proficiency (LEP) are set up correctly in Infinite Campus. Prior to generating the PtGT, please execute an LEP extract report and verify LEP student status to ensure that all LEP students are included. If you have questions related to the LEP extract, please contact the Office of Next-Generation Learners at (502)564-4970.
- Verify that the State-Reported checkbox in the Grading Task for final grade is marked. If not selected and/or final grades are not entered, the risk value calculation will not include student performance for the prior academic year. Likewise, term grades are used in the calculation for

current-year performance.

To prevent system-performance issues:

- Districts must run the report outside of school operating hours. The PtGT requires a large amount of data to fulfill report requirements and, if run during operational hours, could cause system slowness or outages that would affect anyone trying to simultaneously use the system. For districts on centralized servers in Frankfort, there is the potential for affecting not only their own district but also other districts on the same servers.
- The report may take several minutes to render, so please do not click "Generate Report" more than once. The tool generates two reports. The Excel file includes risk values, all prior and current academic year characteristics used to calculate the risk value, and additional supportive information that does not contribute to the risk value. The PDF file only includes risk value and point values for current-year attendance, behavior and performance. Due to the information captured in the two reports, schools should generate the Excel-formatted report once per semester as a reference point. Schools can then generate the PDF report throughout the academic year for more timely information.

KDE appreciates your patience as we work to continue to improve this tool to support your district's efforts in increasing college and career readiness for all Kentucky students. For more information, please contact Bonnie Tomberlin at (502) 564-4970.

E-mail notice

All educational recovery (ER) staff should be using their KDE e-mail accounts for consistency and flow of information. If there are issues with accessing the KDE account, please contact the KETS Service Desk at (502)564-2002. ERs who do not have a KDE e-mail account should notify their educational recovery director (ERD). Tara Rodriguez can facilitate getting the accounts created, so please send those names to her.

Teachers, principals help each other succeed in PPGES

Article by Matthew Tungate on May 14, 2013, in Kentucky Teacher.

Principals will succeed in the new [Principal Professional Growth and Effectiveness System \(PPGES\)](#) only if they help teachers help students succeed, according to [Kevin Stull](#), strategy lead for PPGES at the Kentucky Department of Education.

Stull, who spent 13 years as principal at Garrard County High School before leading the statewide initiative, said the PPGES supports the [Teacher Professional Growth and Effectiveness System \(TPGES\)](#) in raising student achievement.

"(As principal), I need that teacher to be suc-

cessful. I'm there to help them be effective, as opposed to being evaluative. If there is an area in which think they need to grow, my responsibility is to help them grow, not to be critical of that," he said.

The PPGES is being field tested this year by 28 principals in 15 districts. Next year, each district will have at least one principal participate in a statewide pilot of the PPGES.

Read the rest of the article at www.kentuckyteacher.org/features/2013/05/teachers-principals-have-to-help-each-other-succeed-in-pges/.



Paris High School (Paris Independent) Principal Jamie Dailey, right, talks with Chief Academic Officer Clay Goode. Photo by Amy Wallot, April 11, 2013

2012-13 accomplishments in featured Priority Schools

From T.T. Knight Middle School:

- More than 175 students were recognized at Academic Knight for scoring proficient and/or distinguished in at least one area on 2012-13 KPREP assessment.
 - Sixth graders as a group made atypical growth on MAP (from fall to spring) in both reading (average 5-point gain) and math (average 7-point gain).
 - There are nine Knight Middle School students with perfect attendance.
 - Knight's baseball team was runner up in the Middle School Baseball Varsity AA city tournament with a 12 – 3 record.
- Knight's football team was the Division II City Champ and played in the semifinal state championship game. The football team had an 11 – 2 record.
- Four 8th-grade students were nominated and accepted

to the University of Louisville Middle School Honor Band.

- At the State Middle School Track Meet, Knight's 4x100 relay team placed third.
- One student placed first at the state level Future Educators Association Impromptu Speech competition – middle school division.
- Five teachers have been accepted into administrative/instructional leadership programs: three at Bellarmine University, one at the University of Louisville and one at Indiana University Southeast.
- A Knight teacher wrote a script for a film that was recognized at the SOHO International Film Festival in New York City. It was then accepted into the Cannes International Film Festival.

From the Academy at Shawnee:



Senior Ashleigh Keister received an Offer of Appointment to the U.S. Naval Academy at the Louisville Armed Forces Day Dinner held at the Galt House on May 17.

The Science Club launched a weather balloon June 3 in conjunction with UK Space. The balloon was launched from Floyds Creek Park at approximately 10:30 a.m., flew to its expected altitude approaching 100,000 feet and then returned to earth by parachute after a flight of more than 4 hours.



Pictures of the preparation and launch above are by Bo Lowrey.

2012-13 accomplishments in featured Priority Schools continued From Thomas Jefferson Middle

- Of the 113 at-risk students who were identified to participate in the behavior intervention and academic support program, 81 percent improved their math MAP scores by an average of 11.9 points. Fifty-eight percent of students improved their reading MAP scores by an average of 8.95 points.
- 50.9 percent of Thomas Jefferson students made atypical growth on the spring reading MAP assessment; 55.9 percent of all students made atypical growth on the spring math MAP assessment.
- 51 students have made honor roll for each of the first five grading periods and were honored with lunch at Cheddar's.
- Nine of Thomas Jefferson's new teachers successfully completed KY Teacher Internship Program (KTIP).
- Thomas Jefferson's ER team submitted two best practices to KDE. Both of them were accepted to be posted on KDE's website: TJ 101 – an induction program for new teachers, and Living the Vision – a coaching model to support teachers in their professional growth and instructional effectiveness in having a student-centered classroom based on the Danielson framework.
- Club Day was established to give students an avenue to be connected to school. Students participated in three clubs over the course of the school year. More than 85 clubs were offered on Fridays during the last period of the school day. Student comments overall show re-sounding support for Club Day: "It makes kids want to come to school," "it's a great way to end our week of hard work in our classes" and "we would love to be in clubs longer."



2012-13 accomplishments in featured Priority Schools continued

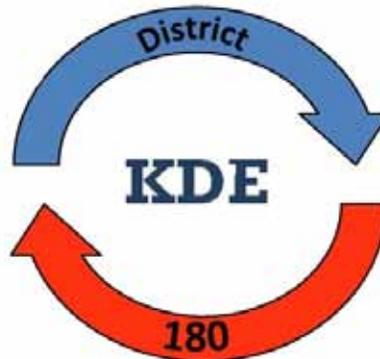
From Greenup County High School:

Goals accomplished during the 2012-2013 school year:

- creating, implementing and communicating a set of non-negotiable instructional practices
- creating, implementing and communicating a set of non-negotiable behavioral practices
- establishing a professional development calendar to coordinate dates and opportunities for differentiation of faculty participation
- using formative assessments to inform instruction
- actively using student data notebooks for students to establish goals and monitor their progress in English and math

Send us your news!

We will be sending the next District 180 newsletter in November. If you have positive news related to your school, we would love to publish it in the newsletter! Links to news stories and/or pictures from the media are appreciated if you have them but not required. We want to celebrate all the good things that are happening in Priority Schools!



Contact Information for District 180 Staff

Jason Radford, Manager

jason.radford@education.ky.gov

Tara Rodriguez, Branch Manager

tara.rodriguez@education.ky.gov

Donna Davis, Program Consultant

donna.davis@education.ky.gov

Kristie Kelly, Administrative Specialist

kristie.kelly@education.ky.gov

Office of Next Generation Schools and Districts

Capital Plaza Tower, 8th floor

(502) 564-2116