

# KENTUCKY DEPARTMENT OF EDUCATION



## ADVISORY GROUP MEETING SUMMARY

**ADVISORY GROUP:** Commissioner's Raising Achievement/Closing Gaps Council

**MEETING DATE:** June 13, 2013

**LIAISON:** Claude W. Christian

**NOTE-TAKER/CONTACT:** Claude W. Christian

### ADVISORY GROUP MEMBERS PRESENT:

Barbara Connor

Juan Pena

Claude W. Christian

Lisa Smith

JJ Jackson

Susan Allred

Josh Santana

Elaine Farris

Hassan Davis

Deborah Mapp Embry

### Agenda Item:

#### Welcome and Review of Agenda

### Discussion/Action:

Susan Allred, Interim Associate Commissioner, Office of Next Generation Schools and Districts presided on behalf of Dr. Holliday. She provided an update on the College and Career Ready (CCR) status of the 41 priority schools.

- Preliminary data shows that the **priority** schools are improving.
  - Of the 41 priority schools, 32 are high schools.
  - In 2011-2012, 12 high schools met their goals for CCR.
  - It appears that for the present year, 24 high schools will meet their goal.
- A review of the schools and the work they are doing shows that the focus is now on children and their needs.

### Key Questions/Concerns:

- Question was raised concerning what will be done with those schools that are not making progress toward CCR.
  - It cannot be assumed that the schools that are not meeting their CCR goals are not progressing. In some cases, the schools are very close to meeting the goal.
  - The shift of the focus on children has made it possible for the schools and districts to see specifically where the concerns exist.
  - This access to and analysis of data allow teachers to better adjust instruction to meet the needs of all students and provide targeted interventions that help more students reach their goal of CCR.

**Agenda Item:****Update on Districts of Innovation**

David Cook, Director, Division of Innovation and Partner Engagement

Jocelyn Mills, Innovation and Partner Engagement

(click to view handouts) [Timeline](#) [Explanation of Variance Points](#)

**Discussion/Action:**

The primary target is at-risk schools

- Community Engagement and Support
  - 16 districts applied to be Districts of Innovation
    - Rubric was available during application process
    - All applications were posted publicly during process
    - Use of variance points provided the opportunity to give an explanation for decisions
  - 4 districts were approved
    - Danville Independent
    - Eminence Independent
    - Jefferson County
    - Taylor County
  - There was no limit on the number of applications that could be approved
    - Process was not competitive district against district
    - Approval was based on performance of the application compared to a rubric
    - No funding is attached to the award
- This process allowed the approved district to request waivers on some state requirements, such as
  - EPSB requests (certification and placement)
  - Funding (changes in ways funds are allocated)
  - School Calendar changes
  - Changes in assessment and accountability
- Some waivers denied due to a required change in state or federal regulation
  - Working over the summer into the fall to help the districts work through the waiver requests that were denied (i. e., certification issues)
  - Developing a document to address changes in state legislation that impact some waivers
- Not designed as a starting point for districts in closing gaps.
  - The focus leans more toward the ones who have "hit a wall" and need some different freedoms to continue moving forward.

**Key Questions/Concerns:**

What can be done about the at risk schools/districts that do not know HOW to meet the rubric?

- Guidelines being made available to coach schools in how to do this (Susan).
  - Senate Bill 97
  - Regulation 19
  - Safe Schools

**Agenda Item:**

**Review of TELL Working Conditions Survey**

Carol Leggett, Next Generation Professionals

(click to view handouts) [TELL FAQ](#)   [Bryan Station HS Report](#)   [Apollo HS Report](#)

**Discussion/Action:**

Tell Survey developed by the [New Teacher Center](#)

Nationwide research shows that teaching conditions are positively associated with improved student achievement and teacher retention. The TELL Kentucky Survey will provide educators with data, tools and direct support to facilitate school improvement. TELL Kentucky includes questions on the following topics:

- Community Engagement and Support
- Teacher Leadership
- School Leadership
- Managing Student Conduct
- Use of Time
- Professional Development
- Facilities and Resources
- Instructional Practices and Support
- New Teacher Support

2013 survey was open March 4-29 and administered to all licensed school-based educators (teachers, administrators, media coordinators, counselors, etc.)

Results and resources can be found at <http://tellkentucky.org>

- Response rate statewide was 87%
- Two districts, Bowling Green Independent and Pikeville Independent did not meet 50% participation threshold

What can the survey tell us?

- Essentially a review of the working conditions necessary to have an acceptable climate
- Reveal areas that may be of concern (those with low scores) and offer PD options (Tools tab) to address the concerns as well as opportunities to review the actions taken.
- Comparisons can be made between 2011 and 2013 by school
  - Because this is based on opinion, it is important to look at the root cause behind any of the scores. For example, some schools have been identified as priority since the 2011 survey.
- Teaching conditions standards
  - Continuum and rubric for where a school falls in the survey
  - Materials available on website to help analyze and address needs identified

**Key Questions/Concerns:**

What are we doing to help schools know what is available to them?

- Information is provided to all schools. Priority schools are required to use the data to inform Improvement plans and focus schools are strongly encouraged to use the data.
  - Training is provided on the use of the TELL survey data
  - [Teaching Conditions Standards](#) are provided to all schools and districts
  
- Can a trend line be established between student conduct, teaching styles and other factors that may affect survey results?
  - There are now two sets of data to compare to begin the establishment of trends
  - All schools who met the 50% threshold in 2011 AND in 2013 will have this data
  - As a reminder, because this is based on opinion, it is important to look at the root cause behind any of the scores. For example, some schools have been identified as priority since the 2011 survey.
  
- Has any correlation been made between student conduct and teaching styles and faculty involvement?
  - Some if these issues are being reviewed by our partners at Northern Kentucky University.
  - There are some very comprehensive reports available through New Teacher Center that may address some of those issues. They are able to tailor reports within certain limitations. They would need to be contacted to see what is available.

**Agenda Item:****Update on Proficiency Plan**

Leslie Taylor, Office of the Commissioner of Education

*(click to view handouts)* [Proficiency June 2013](#)

**Discussion/Action:**

Senate Bill 1 and Early Childhood and Development Task Force recommendations led to the current strategies in the [Proficiency Plan](#)

- Collection and Use of Data: Program Reviews
- School Readiness/Early Learning
- Continuous Instructional Improvement Technology System (CIITS)
- Course/Curriculum and Assessment Alignment
- Kentucky System of Intervention/ Response to Intervention (KSI/RTI)
- Literacy Initiative
- Math Initiative
- Unbridled Learning Accountability Model

Data informing the overall plan may be still considered fluid.

- For example, School Readiness/Early Learning data is based on the schools who chose to participate and percentages are not based on statewide early learning

participation/attendance

- Another example would be the CIITS strategy.
  - All the other strategies in the Proficiency Plan are linked to the achievement goal.
  - Each strategy provides support to teachers through professional learning, resources and materials development, network opportunities, etc.
  - Each strategy supports the educational management system in CIITS with resources that educators can access to promote highly effective learning experiences for all students.
  - The fluidity comes in that ongoing data analysis can inform and change available materials.

**Key Questions/Concerns:**

- How will KDE know what districts are doing to make sure we reach its goal of closing proficiency gap by 50%?
  - Priority schools are required to use the data to inform Improvement plans and focus schools are strongly encouraged to use the data.
  - Improvement Plans are regularly reviewed.
  - Priority Schools have 30-60-90 day plan reviews.
  - Progress Monitoring Strategy (Gap Delivery Plan) provides opportunities to review student progress
- Several questions were posed that require further investigation
  - \* *Claude will work with Sandra Hamon to determine best way to address these questions (perhaps an online Q&A)*
  - Where do districts fit in and what do they need to do?
  - How do we know CIITS is being used?
    - Can we see beyond just viewing the site and determine whether the PD and other information are being implemented?
    - Can we track the effectiveness of the PD in CIITS?

**Agenda Item:**

**What Do We Need Next? A Review of “The Convening” in Fayette County**

Claude Christian, Consolidated Plans and Audits

**Discussion/Action:**

Due to time limitations, this agenda item has been tabled. As this is a pressing issue for all of our districts, we will make an attempt to provide an online discussion of the item rather than hold it until our October meeting. Information will be sent once arrangements are made.

There was a brief explanation of the purpose of the Convening provided by Barbara Connor of Fayette County Public Schools

- Keynote Speaker was Dr. Pedro Noguero, noted authority on education reform, diversity and the achievement gap
- The target of this meeting was SBDM membership

- Desire to stop the equity “talk” and move into the equity “walk” by putting these discussions and solutions into action
- Partnership between FCPS and Fayette County Educators Association
- Fayette County Schools only district with an Equity Council
  - Preparing for the release of third annual Equity Report Card
  - Need to address systemic issues related to race
- All Panelists addressed the same question: What are some barriers (in schools, the district and communities) that perpetuate inequitable educational outcomes and how can they be alleviated?
  - SBDM members were asked *“What major needs impact the quality of education provided to low income, disabled and minority students of color in your school/district? What must leadership at your level do to help correct educational disparities?”*
  - Family/Business/Community participants were asked the following:
    - Identify changes necessary for equitable educational outcomes in our school community
    - Think about any fears or beliefs that may cause resistance to making the needed changes
    - Discuss our next steps in addressing the essential changes to provide equitable educational outcomes.

**Key Questions/Concerns:**

Several questions arose in the brief discussion surrounding Senate Bill 168 (SB168). These have become action items for our office. As answers and solutions are gathered, we will provide these to the council.

- What has happened to Senate Bill 168?
- Are we sure all districts are implementing it?
- What consequences exist for those who are not implementing it?
- How can the Gap Delivery Plan support school and districts in addressing Senate Bill 168?
  - Is the most logical solution reviewing of Improvement Plans (CSIP/CDIP)?
- What training and information is available to schools and districts concerning the requirements and implementation of SB 168?

**Agenda Item:**

**Next Steps**

- We will work with Fayette County to identify a date and time to continue the discussion on the Convening.
- Our next scheduled meeting is October 3, 2013. We traditionally review the results of the state test scores. Other agenda items will be determined at a later date.

**Discussion/Action:**

Today we asked you to use sticky notes to provide us with a Plus/Delta of the meeting. Plus is something that helped you today and the delta is for anything you would like to see different in the meeting structure so we can inform the process. Your feedback is listed below along with responses as appropriate. In future meetings we will provide a form for this information.

### Key Questions/Concerns:

- For those of us who are not full-time educators, there are too many acronym's thrown around. **Thank you for the comment. Sometimes we forget.**
- How will schools be encouraged to try different strategies and programs (think out of the box and listen and apply current research) to meet needs of students over in the GAD without being schools of innovation? **We have a new Best Practices website where we are going to recognize things that work and encourage practices of thinking differently. The same thing is true with the roll out of regulation 19 which is alternatives as we discuss what will it take to get all students college and career ready.**
- Delta: We make too many assumptions regarding what we think others know and know what to do with information listed on a site. We must help others to understand what is expected. **{point well made}**
- Plus: All good thank you.
- Delta: Poll committee members on the agenda to see how much information is actually needed for meeting so time not spent viewing known information. **( will reflect on this comment in building the next agenda)**
- Plus: Groups presenting today
- Will equity be talked about in state plans? **Yes** And excellence. **Yes**
- Which groups work with the community, day cares, preschools, kindergarten so they know the expectations? **You will be seeing this as a greater push as we talk about kindergarten readiness moving forward.**
- Resistance is a part of this.
- Is it a given that each district knows how to build relationships for change? Or do we assume they'll do this? Or even know that it's a need. **Good, probing questions.**
- Is PD giving straight results? Are topics whatever needed and hard to reach districts. **If this is in reference to the TELL survey, we trust that people are responding appropriately. PD 360 is intended to provide just-in-time professional learning opportunities. This should improve as people become more familiar with it.**

# Districts of Innovation Timeline 2013-2014

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## Summer 2013

Sessions with Districts to organize for Year 1

## Summer and Fall 2013

Work with EPSB to find solutions to EPSB Waiver Requests

## Fall 2013

Develop Request to US ED for "Waivers of Waiver" based on Dofl Waiver Requests Denied

## Winter 2014

Present recommendations for amendments to Dofl Legislation based on waiver requests

## Explanation of Variance Points:

The most noticeable variations occurred in four areas: Innovative Design, Student Service Plan, Timeline, and Outcomes for Learning. The table below is a visual comparison of the feedback given to the four districts who were selected and those who were not:

Program Design	Districts Selected
Innovative Design	<ul style="list-style-type: none"> <li>• Clear and concise alignment of goals, objectives and student outcomes to waiver requests (Waivers clearly identified and justified)</li> <li>• Identified programs, models, strategies, etc. are clearly connected to current district initiatives</li> </ul>
Student Service Plan	<ul style="list-style-type: none"> <li>• Student populations are identified and strategies are specific to the needs of the populations</li> <li>• Plan addresses multiple grade levels or targets transition points</li> <li>• Plans are either very comprehensive or very strategic</li> </ul>
Timeline	<ul style="list-style-type: none"> <li>• Balanced implementation. Spends time on foundational learning but moves swiftly and continuously with specific activities and targets (Urgent, yet rational)</li> <li>• Strong Monitoring/Implementation plans. The plan can visibly be seen from year 1 of implementation to year 5 <b>and beyond</b>.</li> <li>• Baselines are currently established and goals are established for five years</li> </ul>
Outcomes for Student Learning	<ul style="list-style-type: none"> <li>• Outcomes are specific to the needs of the students</li> <li>• A comprehensive approach was given to student learning</li> <li>• Approaches and strategies are research-based</li> <li>• Outcomes are focused on continuous improvement and can be measured and monitored</li> </ul>

Program Design	Districts Not Selected
Innovative Design	<ul style="list-style-type: none"> <li>• Waivers are not clearly identified and justified</li> <li>• Identified programs, models, strategies, etc. can be done without waivers</li> <li>• Plan does not appropriately reflect innovation (For example, technology does not automatically mean innovation)</li> <li>• Plan can be carried forward without waiver or support from KDE</li> <li>• Strategies are vague and do not show connection to current district initiatives. Seems random or disconnected</li> </ul>
Student Service Plan	<ul style="list-style-type: none"> <li>• Plan does not communicate specific populations, nor does it clearly show how the populations will be targeted</li> <li>• Plan addresses only a specific grade level and shows no relationship to the other levels</li> </ul>
Timeline	<ul style="list-style-type: none"> <li>• Plan does not communicate a FULL program at the end of 5 years. Plan may show a school level change but NOT a comprehensive cultural shift for innovation</li> <li>• The plan does not show how the innovation will unfold over 5 years and beyond. The connection between the use of time and the strategies seemed detached</li> <li>• Baselines and goals are unclear or unfocused</li> </ul>
Outcomes for Student Learning	<ul style="list-style-type: none"> <li>• Outcomes are vague and not included</li> <li>• A comprehensive approach was given to student learning</li> <li>• Approaches and strategies seem random or not truly innovative</li> <li>• No focus on continuous improvement</li> <li>• Plan may be difficult to monitor or measured over a period of time</li> </ul>

# Teaching, Empowering, Leading, and Learning (TELL) Kentucky

## Frequently Asked Questions

### 1. What is “TELL Kentucky”?

The TELL Kentucky survey is an anonymous, online survey of every school-based educator. It is an opportunity for educators to provide input on teaching conditions such as:

- ✓ Time during the day for collaborative instructional planning
- ✓ School and teacher leadership
- ✓ Facilities and resources
- ✓ Professional development
- ✓ And other supports needed for educators to do their jobs well.

The main intent is to provide additional data for school and district improvements. **Results are available at [www.tellkentucky.org](http://www.tellkentucky.org)** for schools reaching the 50% minimum response rate and minimum of 5 educators. District, state, and comparison results to the 2011 survey are also available.

### 2. Why are teaching conditions important?

Teaching conditions matter for students and for educators. They are about schools and all members of the school community contribute to the formation of the school culture. Understanding that not everyone sees them the same way is important in developing strategies and policies for school improvement. By making TELL data part of the school improvement planning process, findings from each teaching condition construct can be integrated in the school improvement programs at every school.

### 3. Who created the survey?

The survey was created by a diverse coalition of stakeholders and policy makers including, teachers, principals and superintendents, who share an understanding of it and how the results will be disseminated and used.

### 4. Who can participate in the TELL Kentucky survey?

All certificated school-based educators (teachers, administrators, media coordinators, counselors, etc.) Itinerant teachers may complete a survey for each school in which they work or for their home-based school.

**5. Are central office licensed personnel included?**

No, only school-based licensed educators.

**6. Do administrators take the same survey as teachers?**

No. At the very beginning of the survey the participants are asked to select their school position. When the principal selects “Administrator” he/she receives many of the same questions as teachers, but receives additional questions that have been specifically designed for them. These additional questions are intended for administrators to help assess district and state level supports needed to do their jobs well.

**7. How are the administrator results reported?**

To ensure anonymity of all respondents, the responses for administrators are only reported at the state level.

**8. What measures are in place to ensure that the survey is anonymous?**

The survey is about the school environment - not about any one person or individual. There are NO questions asked that refer to a principal; Questions refer to “leadership” at the school—which includes the SBDM council. There are no questions on the survey that specifically ask about subject areas or grade levels.

**Remember:**

The TELL KY data results should be used to inform school and district level decisions such as professional development offerings, opportunities to support and cultivate teacher leadership, and collaboration; and, investments in facilities and resources. **It should be not used in isolation**, but, rather in addition to other data for school and district improvement efforts.

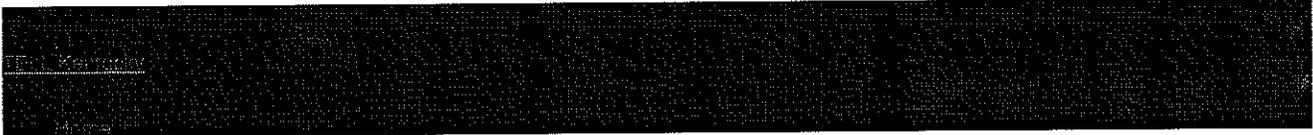
**For more information about the TELL Kentucky survey, visit the [www.tellkentucky.org](http://www.tellkentucky.org) website.**

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	% Agree			
	Kentucky	Fayette County	Kentucky High Schools	Bryan Station High School
Kentucky ( 86.66% responded)				
Fayette County ( 97.68% responded)				
Kentucky High Schools ( 81.89% responded)				
Bryan Station High School ( 92.09% responded)				

## Time

**Q2.1** Please rate how strongly you agree or disagree with the following statements about the use of time in your school.

<b>a. Class sizes are reasonable such that teachers have the time available to meet the needs of all students.</b>	64.0%	55.0%	66.4%	42.9%
<b>b. Teachers have time available to collaborate with colleagues.</b>	72.7%	69.7%	68.5%	54.8%
<b>c. Teachers are allowed to focus on educating students with minimal interruptions</b>	70.7%	64.1%	66.6%	33.9%
<b>d. The non-instructional time provided for teachers in my school is sufficient.</b>	67.4%	63.4%	67.5%	42.5%
<b>e. Efforts are made to minimize the amount of routine paperwork teachers are required to do.</b>	56.4%	58.6%	59.0%	17.5%
<b>f. Teachers have sufficient instructional time to meet the needs of all students.</b>	68.6%	60.4%	72.0%	50.0%
<b>g. Teachers are protected from duties that interfere with their essential role of educating students.</b>	74.2%	69.3%	70.8%	28.3%

## Facilities and Resources

**Q3.1** Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.

<b>a. Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.</b>	82.0%	80.3%	77.9%	64.8%
<b>b. Teachers have access to reliable communication technology, including phones, faxes and email.</b>	94.0%	94.9%	92.5%	89.0%
<b>c. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.</b>	84.6%	82.5%	82.0%	60.6%
<b>d. Teachers have sufficient access to a broad range of professional support personnel.</b>	83.9%	83.5%	82.4%	69.7%
<b>e. The school environment is clean and well maintained.</b>	85.4%	84.9%	85.6%	78.6%
<b>f. Teachers have adequate space to work productively.</b>	87.1%	82.3%	87.0%	78.6%
<b>g. The physical environment of classrooms in this school supports teaching and learning.</b>	88.9%	86.4%	86.7%	90.4%
<b>h. The reliability and speed of Internet connections in this school are sufficient to support instructional practices.</b>	75.6%	74.1%	70.6%	68.3%

## Community Support and Involvement

**Q4.1** Please rate how strongly you agree or disagree with the following statements about community support and involvement in your school.

<b>a. Parents/guardians are influential decision makers in this school.</b>	70.4%	69.6%	65.1%	50.0%
<b>b. This school maintains clear, two-way communication with the community.</b>	88.2%	85.6%	84.4%	56.6%
<b>c. This school does a good job of encouraging parent/guardian involvement.</b>	87.8%	87.8%	83.2%	63.5%
<b>d. Teachers provide parents/guardians with useful information about student learning.</b>	94.6%	93.9%	90.0%	78.0%
<b>e. Parents/guardians know what is going on in this school.</b>	85.1%	81.9%	76.5%	50.0%
<b>f. Parents/guardians support teachers, contributing to their success with students.</b>	70.5%	70.4%	65.0%	39.8%
<b>g. Community members support teachers, contributing to their success with students.</b>	82.3%	78.1%	78.3%	47.1%
<b>h. The community we serve is supportive of this school.</b>	85.0%	81.2%	81.3%	41.3%

## Managing Student Conduct

**Q5.1** Please rate how strongly you agree or disagree with the following statements about managing student conduct in your school.

<b>a. Students at this school understand expectations for their conduct.</b>	87.4%	84.6%	82.2%	56.7%
<b>b. Students at this school follow rules of conduct.</b>	74.8%	66.2%	68.3%	18.9%
<b>c. Policies and procedures about student conduct are clearly understood by the faculty.</b>	85.1%	78.7%	80.7%	56.8%
<b>d. School administrators consistently enforces rules for student conduct.</b>	73.5%	65.6%	66.5%	25.2%
<b>e. School administrators support teachers' efforts to maintain discipline in the classroom.</b>	82.7%	76.5%	80.5%	41.7%
<b>f. Teachers consistently enforce rules for student conduct.</b>	80.3%	74.2%	64.5%	30.7%
<b>g. The faculty work in a school environment that is safe.</b>	93.3%	88.5%	92.6%	55.9%

## Teacher Leadership

**Q6.1** Please rate how strongly you agree or disagree with the following statements about teacher leadership in your school.

<b>a. Teachers are recognized as educational experts.</b>	84.8%	81.5%	82.1%	58.3%
<b>b. Teachers are trusted to make sound professional decisions about instruction.</b>	84.9%	80.8%	82.7%	50.8%
<b>c. Teachers are relied upon to make decisions about educational issues.</b>	83.5%	80.0%	79.6%	50.4%
<b>d. Teachers are encouraged to participate in school leadership roles.</b>	89.6%	86.1%	86.7%	75.8%
<b>e. The faculty has an effective process for making group decisions to solve problems.</b>	74.8%	70.5%	69.6%	47.5%
<b>f. In this school we take steps to solve problems.</b>	82.7%	78.2%	79.6%	54.4%
<b>g. Teachers are effective leaders in this school.</b>	87.2%	82.4%	83.3%	63.2%

**Q6.2** Please indicate the role teachers have at your school in each of the following areas.

<b>a. Selecting instructional materials and resources</b>	81.5%	80.1%	84.0%	76.1%
<b>b. Devising teaching techniques</b>	88.0%	86.5%	88.7%	80.3%
<b>c. Setting grading and student assessment practices</b>	81.9%	79.4%	82.2%	66.7%
<b>d. Determining the content of in-service professional development programs</b>	54.4%	56.4%	51.7%	39.0%
<b>e. Establishing student discipline procedures</b>	65.9%	62.0%	53.7%	45.0%
<b>f. Providing input on how the school budget will be spent</b>	37.2%	43.9%	33.6%	24.4%
<b>g. The selection of teachers new to this school</b>	42.6%	43.2%	34.7%	19.7%

	<b>h. School improvement planning</b>	66.9%	65.3%	60.4%	34.7%
<b>Q6.5</b>	<b>Teachers have an appropriate level of influence on decision making in this school.</b>	66.6%	64.0%	62.4%	36.5%

### School Leadership

<b>Q7.1</b>	Please rate how strongly you agree or disagree with the following statements about school leadership in your school.				
	<b>a. The faculty and leadership have a shared vision.</b>	83.6%	76.0%	80.4%	51.2%
	<b>b. There is an atmosphere of trust and mutual respect in this school.</b>	74.5%	66.4%	72.7%	43.8%
	<b>c. Teachers feel comfortable raising issues and concerns that are important to them.</b>	72.1%	64.9%	70.4%	46.9%
	<b>d. The school leadership consistently supports teachers.</b>	79.6%	72.0%	77.5%	44.1%
	<b>e. Teachers are held to high professional standards for delivering instruction.</b>	94.1%	91.3%	91.7%	84.0%
	<b>f. The school leadership facilitates using data to improve student learning.</b>	95.2%	91.3%	92.7%	78.7%
	<b>g. Teacher performance is assessed objectively.</b>	90.0%	84.1%	87.6%	70.0%
	<b>h. Teachers receive feedback that can help them improve teaching.</b>	86.6%	79.0%	83.6%	57.0%
	<b>i. The procedures for teacher evaluation are consistent.</b>	89.7%	83.5%	87.1%	63.0%
	<b>j. The school improvement team provides effective leadership at this school.</b>	83.7%	77.1%	80.6%	46.2%
	<b>k. The faculty are recognized for accomplishments.</b>	80.7%	83.4%	80.3%	79.8%
<b>Q7.3</b>	The school leadership makes a sustained effort to address teacher concerns about:				
	<b>a. Leadership issues</b>	79.1%	72.8%	76.2%	55.5%
	<b>b. Facilities and resources</b>	85.4%	84.0%	81.8%	70.6%
	<b>c. The use of time in my school</b>	79.8%	74.6%	76.6%	42.5%
	<b>d. Professional development</b>	81.7%	80.8%	77.5%	65.5%
	<b>e. Teacher leadership</b>	85.0%	80.3%	81.9%	61.5%
	<b>f. Community support and involvement</b>	86.9%	83.9%	83.8%	57.4%
	<b>g. Managing student conduct</b>	80.1%	73.2%	77.1%	35.2%
	<b>h. Instructional practices and support</b>	88.6%	84.7%	86.5%	62.7%
	<b>i. New teacher support</b>	84.2%	79.4%	81.2%	55.6%
<b>Q7.4</b>	Please rate how strongly you agree or disagree with the following statements about the school council in your school.				
	<b>a. Teachers on the school council are representative of the faculty (i.e. experience, subject/grade, etc.)</b>	90.6%	88.6%	87.4%	85.8%
		83.7%	74.4%	78.4%	60.4%

b. Parents on the school council are representative of the diversity within the school community.				
c. The school council makes decisions that positively impact instruction (i.e. curriculum, instructional practices, etc.).	88.8%	87.7%	85.1%	73.6%
d. The school council makes decisions that positively impact school staffing and schedules.	85.8%	84.3%	81.4%	71.0%
e. Overall, the school council provides effective leadership in this school.	87.5%	85.7%	83.4%	73.1%

## Professional Development

**Q8.1** Please rate how strongly you agree or disagree with statements about professional development in your school.

a. Sufficient resources are available for professional development in my school.	77.3%	71.3%	73.6%	73.2%
b. An appropriate amount of time is provided for professional development.	84.7%	78.2%	82.0%	73.8%
c. Professional development offerings are data driven.	86.0%	78.9%	82.2%	73.8%
d. Professional learning opportunities are aligned with the school's improvement plan.	92.8%	88.4%	90.9%	84.7%
e. Professional development is differentiated to meet the needs of individual teachers.	65.2%	59.1%	61.7%	49.6%
f. Professional development deepens teachers' content knowledge.	75.0%	74.4%	63.2%	59.8%
g. Teachers have sufficient training to fully utilize instructional technology.	73.5%	67.9%	70.9%	56.2%
h. Teachers are encouraged to reflect on their own practice.	91.0%	86.1%	89.2%	78.0%
i. In this school, follow up is provided from professional development.	70.2%	60.8%	64.5%	43.9%
j. Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	77.7%	72.7%	73.5%	62.4%
k. Professional development is evaluated and results are communicated to teachers.	61.2%	53.8%	56.6%	36.3%
l. Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.	82.8%	81.2%	77.6%	68.4%
m. Professional development enhances teachers' abilities to improve student learning.	86.5%	84.3%	81.5%	71.7%

## Instructional Practices and Support

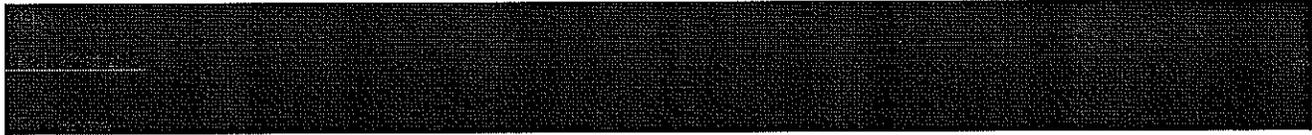
**Q9.1** Please rate how strongly you agree or disagree with the following statements about instructional practices and support in your school.

<b>a. State assessment data are available in time to impact instructional practices.</b>	64.4%	56.4%	66.2%	54.9%
<b>b. Local assessment data are available in time to impact instructional practices.</b>	88.5%	82.4%	84.9%	69.6%
<b>c. Teachers use assessment data to inform their instruction.</b>	94.4%	90.0%	90.3%	81.0%
<b>d. The curriculum taught in this school is aligned with Common Core Standards.</b>	97.7%	96.1%	96.9%	94.1%
<b>e. Teachers work in professional learning communities to develop and align instructional practices.</b>	89.9%	86.7%	88.4%	92.5%
<b>f. Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.</b>	86.2%	80.7%	83.0%	70.1%
<b>g. Teachers are encouraged to try new things to improve instruction.</b>	93.6%	90.3%	93.1%	79.8%
<b>h. Teachers are assigned classes that maximize their likelihood of success with students.</b>	74.1%	65.6%	71.7%	51.4%
<b>i. Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).</b>	83.5%	79.1%	84.3%	60.7%

**Overall**

<b>Q10.6 Overall, my school is a good place to work and learn.</b>	85.2%	80.9%	85.2%	56.8%
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  -
- 
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	% Agree			
	Kentucky	Davieess County	Kentucky High Schools	Apollo High School
Kentucky ( 86.66% responded)				
Davieess County ( 98.52% responded)				
Kentucky High Schools ( 81.89% responded)				
Apollo High School ( 100.00% responded)				

## Time

**Q2.1** Please rate how strongly you agree or disagree with the following statements about the use of time in your school.

<b>a. Class sizes are reasonable such that teachers have the time available to meet the needs of all students.</b>	64.0%	63.0%	66.4%	47.1%
<b>b. Teachers have time available to collaborate with colleagues.</b>	72.7%	75.2%	68.5%	40.2%
<b>c. Teachers are allowed to focus on educating students with minimal interruptions</b>	70.7%	72.0%	66.6%	43.7%
<b>d. The non-instructional time provided for teachers in my school is sufficient.</b>	67.4%	75.6%	67.5%	64.0%
<b>e. Efforts are made to minimize the amount of routine paperwork teachers are required to do.</b>	56.4%	63.1%	59.0%	57.0%
<b>f. Teachers have sufficient instructional time to meet the needs of all students.</b>	68.6%	69.6%	72.0%	57.0%
<b>g. Teachers are protected from duties that interfere with their essential role of educating students.</b>	74.2%	74.0%	70.8%	48.8%

## Facilities and Resources

**Q3.1** Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.

<b>a. Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.</b>	82.0%	92.6%	77.9%	95.3%
<b>b. Teachers have access to reliable communication technology, including phones, faxes and email.</b>	94.0%	98.5%	92.5%	97.7%
<b>c. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.</b>	84.6%	94.3%	82.0%	95.4%
<b>d. Teachers have sufficient access to a broad range of professional support personnel.</b>	83.9%	91.4%	82.4%	93.1%
<b>e. The school environment is clean and well maintained.</b>	85.4%	91.5%	85.6%	85.1%
<b>f. Teachers have adequate space to work productively.</b>	87.1%	93.7%	87.0%	89.8%
<b>g. The physical environment of classrooms in this school supports teaching and learning.</b>	88.9%	93.7%	86.7%	86.2%
<b>h. The reliability and speed of Internet connections in this school are sufficient to support instructional practices.</b>	75.6%	89.5%	70.6%	85.9%

## Community Support and Involvement

**Q4.1** Please rate how strongly you agree or disagree with the following statements about community support and involvement in your school.

<b>a. Parents/guardians are influential decision makers in this school.</b>	70.4%	82.1%	65.1%	76.8%
<b>b. This school maintains clear, two-way communication with the community.</b>	88.2%	95.0%	84.4%	91.9%
<b>c. This school does a good job of encouraging parent/guardian involvement.</b>	87.8%	94.2%	83.2%	92.9%
<b>d. Teachers provide parents/guardians with useful information about student learning.</b>	94.6%	96.3%	90.0%	92.9%
<b>e. Parents/guardians know what is going on in this school.</b>	85.1%	93.5%	76.5%	89.4%
<b>f. Parents/guardians support teachers, contributing to their success with students.</b>	70.5%	80.8%	65.0%	72.6%
<b>g. Community members support teachers, contributing to their success with students.</b>	82.3%	89.4%	78.3%	89.0%
<b>h. The community we serve is supportive of this school.</b>	85.0%	91.5%	81.3%	88.0%

### Managing Student Conduct

Q5.1 Please rate how strongly you agree or disagree with the following statements about managing student conduct in your school.

a. Students at this school understand expectations for their conduct.	87.4%	93.0%	82.2%	94.1%
b. Students at this school follow rules of conduct.	74.8%	84.4%	68.3%	87.2%
c. Policies and procedures about student conduct are clearly understood by the faculty.	85.1%	88.9%	80.7%	89.3%
d. School administrators consistently enforces rules for student conduct.	73.5%	83.5%	66.5%	89.4%
e. School administrators support teachers' efforts to maintain discipline in the classroom.	82.7%	90.9%	80.5%	97.7%
f. Teachers consistently enforce rules for student conduct.	80.3%	83.8%	64.5%	73.8%
g. The faculty work in a school environment that is safe.	93.3%	97.4%	92.6%	97.7%

### Teacher Leadership

Q6.1 Please rate how strongly you agree or disagree with the following statements about teacher leadership in your school.

a. Teachers are recognized as educational experts.	84.8%	89.9%	82.1%	80.2%
b. Teachers are trusted to make sound professional decisions about instruction.	84.9%	88.9%	82.7%	77.6%
c. Teachers are relied upon to make decisions about educational issues.	83.5%	86.1%	79.6%	67.4%
d. Teachers are encouraged to participate in school leadership roles.	89.6%	93.3%	86.7%	84.5%
e. The faculty has an effective process for making group decisions to solve problems.	74.8%	81.4%	69.6%	55.4%
f. In this school we take steps to solve problems.	82.7%	90.1%	79.6%	85.9%
g. Teachers are effective leaders in this school.	87.2%	91.0%	83.3%	79.1%

Q6.5 Teachers have an appropriate level of influence on decision making in this school.

	66.6%	70.3%	62.4%	48.8%
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### School Leadership

Q7.1 Please rate how strongly you agree or disagree with the following statements about school leadership in your school.

a. The faculty and leadership have a shared vision.	83.6%	88.7%	80.4%	71.8%
b. There is an atmosphere of trust and mutual respect in this school.	74.5%	82.4%	72.7%	76.7%
c. Teachers feel comfortable raising issues and concerns that are important to them.	72.1%	80.0%	70.4%	61.6%

	<b>d. The school leadership consistently supports teachers.</b>	79.6%	88.6%	77.5%	84.7%
	<b>e. Teachers are held to high professional standards for delivering instruction.</b>	94.1%	96.6%	91.7%	93.0%
	<b>f. The school leadership facilitates using data to improve student learning.</b>	95.2%	97.6%	92.7%	92.9%
	<b>g. Teacher performance is assessed objectively.</b>	90.0%	93.1%	87.6%	90.5%
	<b>h. Teachers receive feedback that can help them improve teaching.</b>	86.6%	90.2%	83.6%	87.1%
	<b>i. The procedures for teacher evaluation are consistent.</b>	89.7%	94.5%	87.1%	95.1%
	<b>j. The school improvement team provides effective leadership at this school.</b>	83.7%	90.4%	80.6%	86.3%
	<b>k. The faculty are recognized for accomplishments.</b>	80.7%	86.2%	80.3%	69.5%
<b>Q7.3</b>	The school leadership makes a sustained effort to address teacher concerns about:				
	<b>a. Leadership issues</b>	79.1%	85.5%	76.2%	74.1%
	<b>b. Facilities and resources</b>	85.4%	89.9%	81.8%	75.3%
	<b>c. The use of time in my school</b>	79.8%	84.8%	76.6%	67.1%
	<b>d. Professional development</b>	81.7%	82.5%	77.5%	77.6%
	<b>e. Teacher leadership</b>	85.0%	89.9%	81.9%	74.4%
	<b>f. Community support and involvement</b>	86.9%	90.7%	83.8%	79.5%
	<b>g. Managing student conduct</b>	80.1%	87.3%	77.1%	88.2%
	<b>h. Instructional practices and support</b>	88.6%	92.2%	86.5%	77.6%
	<b>i. New teacher support</b>	84.2%	90.8%	81.2%	75.9%
<b>Q7.4</b>	Please rate how strongly you agree or disagree with the following statements about the school council in your school.				
	<b>a. Teachers on the school council are representative of the faculty (i.e. experience, subject/grade, etc.)</b>	90.6%	92.8%	87.4%	86.7%
	<b>b. Parents on the school council are representative of the diversity within the school community.</b>	83.7%	86.1%	78.4%	84.3%
	<b>c. The school council makes decisions that positively impact instruction (i.e. curriculum, instructional practices, etc.).</b>	88.8%	92.6%	85.1%	88.8%
	<b>d. The school council makes decisions that positively impact school staffing and schedules.</b>	85.8%	88.2%	81.4%	76.8%
	<b>e. Overall, the school council provides effective leadership in this school.</b>	87.5%	91.7%	83.4%	84.3%

## Professional Development

<b>Q8.1</b>	Please rate how strongly you agree or disagree with statements about professional development in your school.				
		77.3%	73.1%	73.6%	70.1%

a. Sufficient resources are available for professional development in my school.				
b. An appropriate amount of time is provided for professional development.	84.7%	82.3%	82.0%	74.7%
c. Professional development offerings are data driven.	86.0%	89.2%	82.2%	86.3%
d. Professional learning opportunities are aligned with the school's improvement plan.	92.8%	94.1%	90.9%	87.1%
e. Professional development is differentiated to meet the needs of individual teachers.	65.2%	62.8%	61.7%	60.2%
f. Professional development deepens teachers' content knowledge.	75.0%	74.6%	63.2%	51.2%
g. Teachers have sufficient training to fully utilize instructional technology.	73.5%	72.7%	70.9%	77.6%
h. Teachers are encouraged to reflect on their own practice.	91.0%	93.8%	89.2%	85.7%
i. In this school, follow up is provided from professional development.	70.2%	77.3%	64.5%	63.5%
j. Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	77.7%	81.3%	73.5%	69.0%
k. Professional development is evaluated and results are communicated to teachers.	61.2%	67.3%	56.6%	55.6%
l. Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.	82.8%	83.5%	77.6%	76.5%
m. Professional development enhances teachers' abilities to improve student learning.	86.5%	87.8%	81.5%	81.2%

## Instructional Practices and Support

**Q9.1** Please rate how strongly you agree or disagree with the following statements about instructional practices and support in your school.

a. State assessment data are available in time to impact instructional practices.	64.4%	67.6%	66.2%	72.5%
b. Local assessment data are available in time to impact instructional practices.	88.5%	89.6%	84.9%	89.0%
c. Teachers use assessment data to inform their instruction.	94.4%	95.8%	90.3%	90.6%
d. The curriculum taught in this school is aligned with Common Core Standards.	97.7%	98.5%	96.9%	94.1%
e. Teachers work in professional learning communities to develop and align instructional practices.	89.9%	92.7%	88.4%	79.1%
f. Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	86.2%	91.5%	83.0%	85.5%
g. Teachers are encouraged to try new things to improve instruction.	93.6%	97.2%	93.1%	94.2%





# ***Proficiency Delivery Plan***

**CRAGC Meeting  
June 13, 2013**

Goal Leader: Felicia Smith

Co-Goal Leader: Sandra Hamon

Data Analyst: Leslie Taylor

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# Overview

- Background
- Proficiency delivery plan goals
- Strategies for increasing proficiency
- Proficiency rates in gap groups
- Snapshot: CIITS strategy
- Challenges
- Next Steps

# Proficiency Plan

- Senate Bill 1 and Early Childhood and Development Task Force recommendations led to the current strategies in the Proficiency Plan

## Proficiency Goals

- 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.

# Strategies

- Collection and Use of Data: Program Reviews
- School Readiness/Early Learning
- Continuous Instructional Improvement Technology System (CIITS)
- Course/Curriculum and Assessment Alignment
- Kentucky System of Intervention/ Response to Intervention (KSI/RTI)
- Literacy Initiative
- Math Initiative
- Unbridled Learning Accountability Model

## Collection and Use of Data: Program Reviews

- Baseline data for PR will be published in the school report card and reported to the media in the fall of 2013

- Ensuring students have

equitable access and opportunity to the three programs identified in the goal is an emphasis in this strategy

**Goal:** 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

## **School Readiness/ Early Learning**

- Definition of Readiness

*Ready to Grow...Ready to Learn...  
Ready to Succeed*

- **Analyses of Pilot Data**

- Brigance findings from

Fall 2012 administration:

- 28.2% are ready
- 71.8% require supports

- **K-3 Program Review**

- Field tested in 2012-2013

### Goals

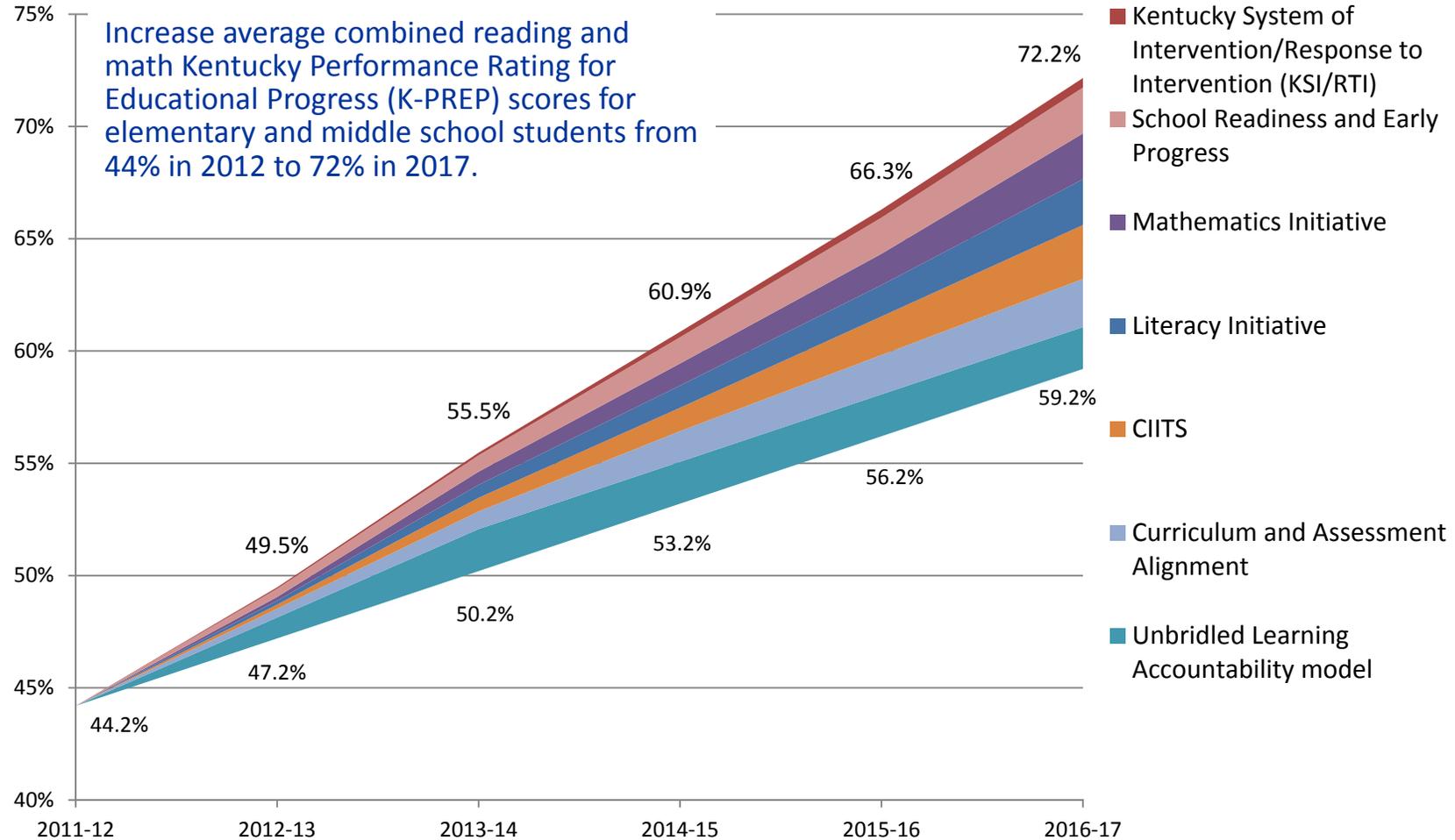
- Increase K-readiness to 64.1% by 2015-16.
- Increase 3<sup>rd</sup> grade K-PREP scores to 73.1% in 2016.
- Increase the average combined reading and math Kentucky Performance Rating for Educational Progress (K-PREP) scores for elementary and middle school students from 44% in 2012 to 72% in 2017.

## **All other Proficiency Strategies are linked to this goal:**

- Continuous Instructional Improvement System (CIITS)
- Course/Curriculum and Assessment Alignment
- Math Initiative
- Literacy Initiative
- Kentucky System of Intervention/Response to Intervention
- Unbridled Learning
- School Readiness/Early Learning

**Goal:** 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.

### Proficiency Trajectory

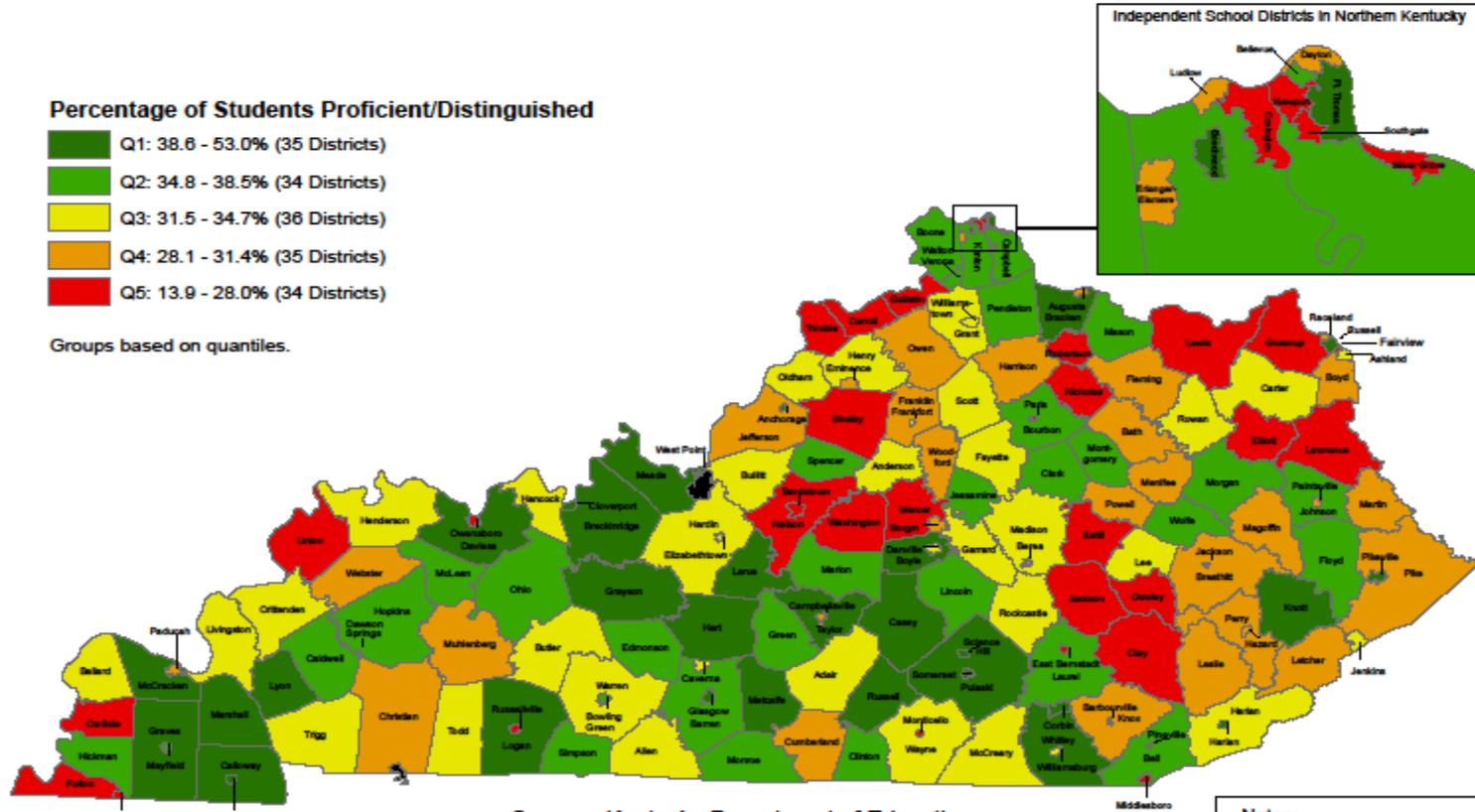


### 2012 Non-Duplicated Gap Group Proficiency Rates

**Percentage of Students Proficient/Distinguished**

- Q1: 38.6 - 53.0% (35 Districts)
- Q2: 34.8 - 38.5% (34 Districts)
- Q3: 31.5 - 34.7% (36 Districts)
- Q4: 28.1 - 31.4% (35 Districts)
- Q5: 13.9 - 28.0% (34 Districts)

Groups based on quantiles.



Source: Kentucky Department of Education  
Office of the Commissioner  
Data based on average proficiency rates of the 2012 K-PREP  
for all students in the non-duplicated gap group at the  
elementary, middle and high school levels.

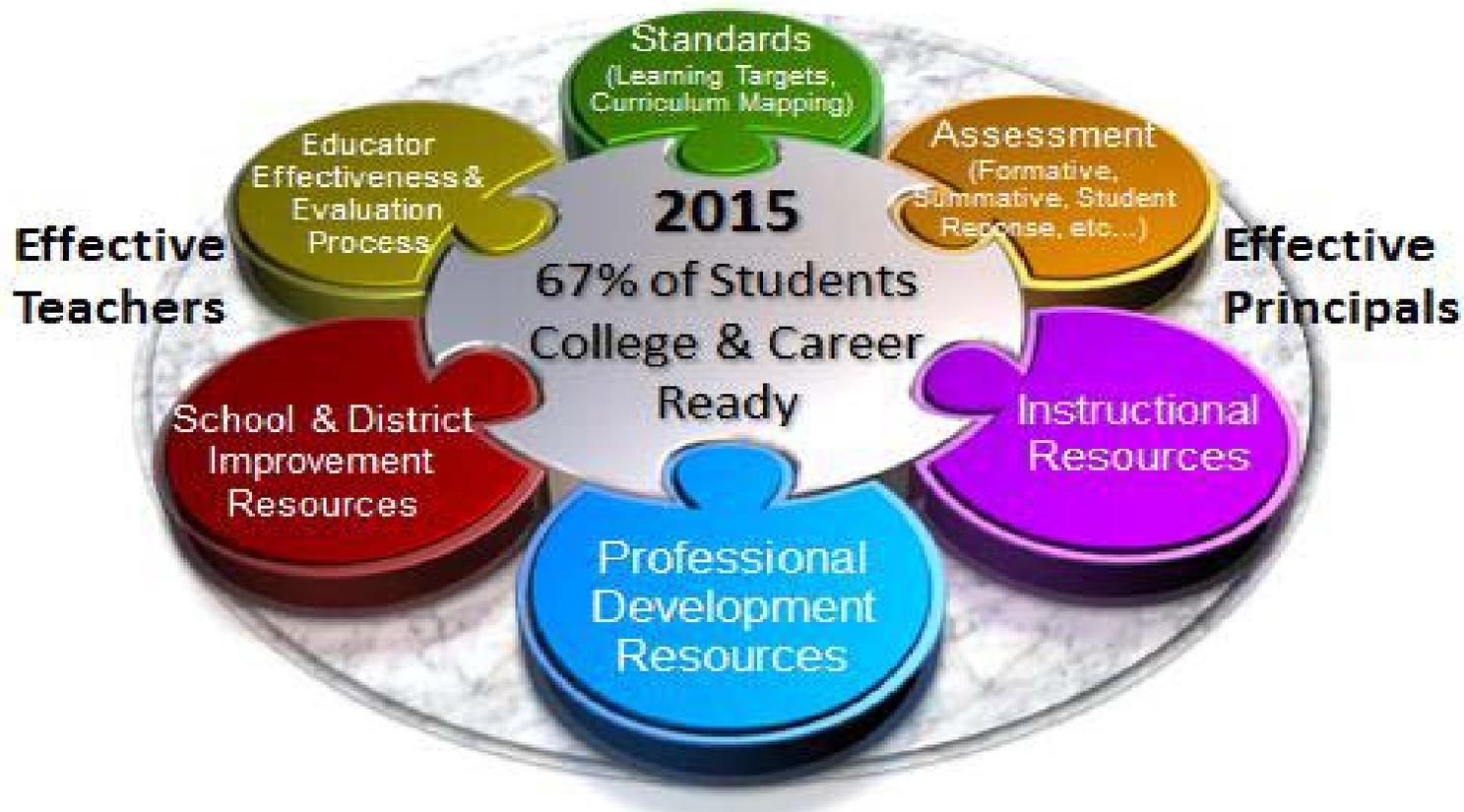
- Notes:**
- Independent districts are identified within county.
  - Military bases are shown in black.
  - Data as of 11/1/12.

## Bright Spots: Districts with High Free/Reduced and High Achievement

SCH_CD	District Name	Free/Reduced Lunch Rate (School Report Card: 2011-12)	Kindergarten Screen (source: Open House > (Open House: 2012-13))			Proficiency (Math/Reading Combined) (School Report Card: 2011-12)		ACT (School Report Card: 2011-12)			
			Physical	Language	Cognitive	Elementary School	Middle School	Composite	English: % met Benchmark	Math: % met Benchmark	Reading: % met Benchmark
Column1	Column2	Column3	Physical	Language	Cognitive	Elementary School	Middle School	Composite	English: % met Benchmark	Math: % met Benchmark	Reading: % met Benchmark
111	Casey County	72.8%	48.0%	51.4%	58.1%	49.1	50.9	18.9	51.6	42.5	36.6
472	Owensboro Independent	73.0%	37.4%	30.2%	54.3%	37.7	34.8	18.4	48.5	30.4	38.4
441	Morgan County	73.8%	46.8%	43.3%	45.4%	48.6	40.5	18.2	56.2	28.9	39.7
132	Cloverport Independent	76.1%	33.3%	33.3%	41.7%	37.8	52	18.4	60	26.7	40

## CIITS

# Continuous Instructional Improvement Technology System



## CIITS

# Continuous Instructional Improvement Technology System

- Current data:
  - ✓ Log In Data (17,679 Teachers; 869 Leaders)
  - ✓ Professional Development Logged via PD 360 (341,368 Minutes or 5,689 Hours)
- Research plans:
  - ✓ partnership with REL
  - ✓ survey usage and changes in student and teacher outcomes associated with CIITS use.
  - ✓ capture school/district “best practices”
  - ✓ provide capacity-building and evaluation services that will:
  - ✓ strengthen district and school capacity monitoring and utilizing CIITS

# Challenges

- Math performance of all students
- Communications between Proficiency and Gap strategy leads

## Next Steps

Do you have suggestions regarding the challenges shared or comments to offer for consideration in this plan?