



KENTUCKY DEPARTMENT OF EDUCATION

Continuous Improvement Planning 2014

A three-hour training for experienced school-based decision making membership.

Session Overview

This SBDM training session will provide the basics needed to understand the school's continuous improvement planning process.

Student Achievement

The school council's mission is to improve student achievement. Each school council must create an environment in their own school that will result in students achieving at high levels. All policies and decisions by the school council must contribute to achievement of the overall school mission.



Objectives:

- The WHY, The WHAT, and The HOW
- ASSIST Basics
- What makes a good plan?
- The School Report Card
- From Data to Improvement Planning

These SBDM training materials were developed by the Kentucky Department of Education for use in training experienced school council members in implementing school-based decision making.



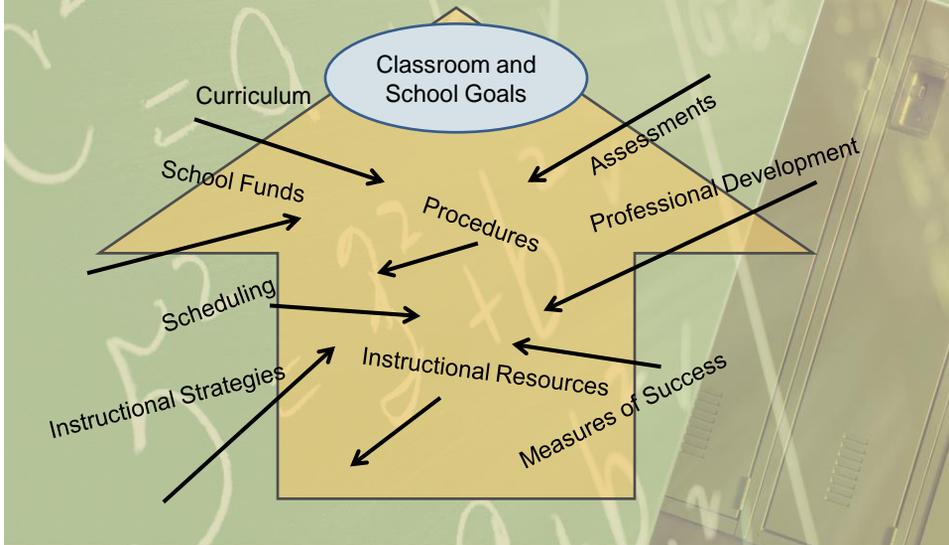
What do you already know about planning?

1. Is the school responsible for developing a school improvement plan annually?
2. Does the school need to include survey data as part of a needs assessment?
3. Does the school improvement plan necessarily need to be done electronically?
4. Must the school look at achievement gap data?
5. Is the school required to post their improvement plan on their school's website?

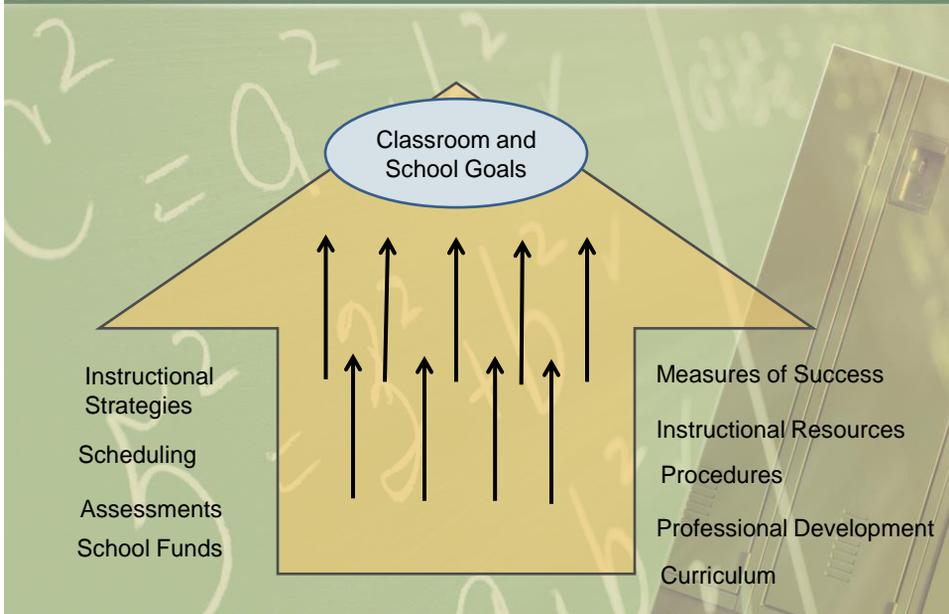


**THE WHY,
THE WHAT,
AND
THE HOW**

Unclear and Unfocused (and overwhelmed)

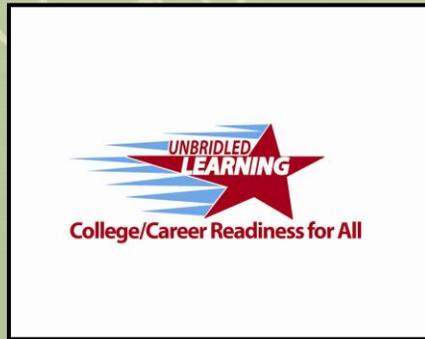


Aligned and Focused



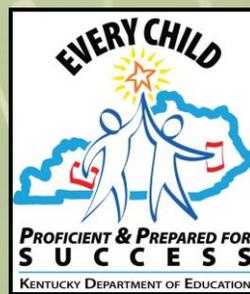
The WHY, the WHAT and the HOW

Unbridled Learning (SB 1 – 2009)



The WHY.....

The **WHY** – Every child proficient and prepared for success (College/Career Ready)



The WHAT.....

Four strategic priorities in Unbridled Learning....

- Next Generation Learners
- Next Generation Professionals
- Next Generation Support Systems
- Next Generation Schools and Districts

The HOW.....

Unbridled Learning Strategic Plan

- Strategies and action plans developed in each of the four strategic priorities – state delivery plans
- School Improvement Plans – using the delivery strategies developed in ASSIST
- Grade Level/Department Plans – built within the professional learning community (PLC) process
- Individual Improvement Plans – ties to the Professional Growth and Effectiveness System (PGES) and developed between the teacher and the principal
- Student Individual Learning Plan (ILP)

The HOW....



WHAT IS ASSIST?

ASSIST

The word 'ASSIST' is written in a stylized, 3D font. The letters 'A', 'S', 'S', 'I', and 'T' are blue, while the letter 'I' is green. A globe graphic is integrated into the letter 'S', showing a grid of latitude and longitude lines. The background features a chalkboard with mathematical equations and a row of school lockers.

ASSIST

ASSIST (Adaptive System of School Improvement Support Tools) is an interactive web-based platform that uses technology to guide school and district administrators through the continuous improvement process, support disciplined thought and data-based decision making and ensure that compliance and improvement activities are effectively monitored and implemented. ASSIST allows Kentucky schools and districts to create unique data profiles, build high quality goals and plans, document and track the implementation process and evaluate the effectiveness of program and planning initiatives in a single system.

ASSIST

Who uses this system? Administrators in all Kentucky schools and districts (Superintendents, Principals and collaborative planning groups responsible for District and School Improvement Plans).

What data are collected? Comprehensive School Improvement Plans (CSIP) are developed within the ASSIST system. Districts use data available in the School Report Card to guide the improvement planning process through the creation of goals and plans to improve student achievement. School and district administrators monitor and evaluate school progress through this tool.

ASSIST Navigation

The primary navigation of ASSIST takes place using a series of tabs across the top of the screen. Specific tools are provided within each tab. The following diagram provides a basic overview of the ASSIST tabs and what is located within each.

Portfolio	Profile	Diagnostics and Surveys	Assurances	Goals and Plans	Actions and Reviews
Due dates for required tasks - upcoming, past due, and completed Documents for submission (CSIP/CDIP)	Basic institution, demographic, affiliation, accreditation, and accountability status information (e.g., Priority, Focus, Title I)	Tools to facilitate the collection and analysis of data and information to inform the improvement planning process	Yes/No Certification Questions – AdvancED, KDE and federal assurances	Build and manage goals and improvement plans	A process of checks and balances to ensure appropriate goals and strategies are in place.



What makes a good plan?

- The **RIGHT** data.....
- The **RIGHT** people.....
- The **RIGHT** goals, objectives, strategies and activities in ASSIST
- The **RIGHT** format and construction.....
- The **RIGHT** monitoring.....

The **RIGHT** data.....

- Student Performance
- Customer and Stakeholder Surveys
- The Missing Piece of the Proficiency Puzzle
- Behavior and Finance Data
- Non-Academic Data

The RIGHT people.....

- Who is that at each grade level?
- What about teachers that do not have homeroom students?
- How many do I need?
- Who will be doing what? How does it all fit into the plan?
- How will the work be communicated back to the staff?

The RIGHT goals, objectives, strategies and activities in ASSIST.....

KBE Goals

1. Increase the averaged combined reading and math K-PREP scores for elementary and middle school students from 44% to 72% in 2017. (proficiency)
2. Increase the average freshman graduation rate from 76% to 90% by 2015. (graduation)

The RIGHT goals, objectives, strategies and activities in ASSIST.....

3. Increase the percentage of students who are college- and career-ready from 24% to 68% by 2015. (CCR)
4. Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group from 33% in 2012 to 66.5% in 2017. (gap)

The RIGHT goals, objectives, strategies and activities in ASSIST.....

5. Increase the percentage of effective teachers and principals from _____% in 2015 to _____% in 2020.



Goals

A goal is a brief statement reflecting an end result or desired condition you want to achieve.

Example: All students will be proficient in mathematics.

Two types of goals: academic and organizational

- An **Academic Goal** is a goal that aims to meet some criteria related to student academic performance, competency or achievement.
- An **Organizational Goal** is a goal that aims to meet non-academic criteria that pertain to the institution itself.

Objectives

The construction of a measurable objective in ASSIST is done systematically using a series of prompting questions with a wizard-like tool. The questions (or prompts) will vary depending on the type of goal selected (whether an Academic Goal or Organizational Goal).



Objectives

For Academic Goals

What Proportion?	of	Who?	will do	What?	by	When?	as	Measured by?
<ul style="list-style-type: none"> Count Percentage Increase Percentage Decrease 		<ul style="list-style-type: none"> All Students Or Gender Grade Level Sub-Group 		Content Area <ul style="list-style-type: none"> Collaborate to.... Complete a portfolio or performance..... Demonstrate a behavior..... Demonstrate a proficiency..... 		Select date using calendar		Narrative box

Example: 87% of Limited English Proficient first and second grade students will demonstrate a proficiency in problem solving by 03/01/2015 as measured by state mathematics assessment.

Objectives

For Organizational Goals

What?	by	When?	as	Measured by?
<ul style="list-style-type: none"> Collaborate to.... Complete a portfolio or performance..... Demonstrate a behavior..... Demonstrate a proficiency..... 		Select date using calendar		Narrative box

Example: Collaborate to decrease the overall achievement gap to 19% by 03/14/2015 as measured by the School Report Card

Strategy

A **STRATEGY** is an action that is specific, planned, evidence based and focused on student results to accomplish a goal and objective. A strategy can be thought of as the “how” to achieve the objective and/or goal. There can be multiple strategies to achieve each measurable objective.

Activities

An **ACTIVITY** is an individual task or function performed as part of an overall strategy for instruction or improvement. Activities are specific and include a comprehensive description of the steps to be taken, timelines, resource allocations, staff responsible and a defined activity type (e.g., professional development, direct instruction, community engagement). Multiple activities may be required to address each strategy.

The RIGHT format and construction.....

The 4 C's

- **Construction** – understanding the ASSIST platform to construct a stronger plan
- **Communicating** with stakeholders – be careful to define acronyms and educational strategies and concepts; use *plain English* in the plan
- **Capacity** – organize **who** will do **what**, by **when** (**roles and responsibilities**)
- **Continuous Improvement** – design the plan with progress monitoring in mind

The RIGHT monitoring.....

How will you know if your plan is working?

- **Timeline** – use the school, district, and state calendars to create a planning calendar with deadlines for tasks
- **30/60/90 day plans** – a good model or structure for frequent monitoring checks – all goals and objectives are evaluated monthly
- Use **other tools** to help organize the monitoring process – example include flow charts or PDSA (Plan, Do, Study, Act)
- **Progress Notes** – document progress in the Goal Section of your school improvement plan using the Progress Note feature in ASSIST



THE SCHOOL REPORT CARD

The Profile Information

Kentucky School Report Card
College/Career-Readiness for All

500 Mero Street
Frankfort, KY 40601
Phone: (502) 564-3341
Fax: (502) 564-5880

Kentucky
State Membership: 652,640

School Year: 2013-14
Commissioner: Terry Holliday, Ph.D.

Last Updated Date: 11/21/2013

2012-13 State Board Members				Accountability Performance				
David F. Karan (Chair)	Roger L. Marum (Vice Chair)	Level	Year	Overall Score	Percentile Rank	Classification ¹	Reward and Assistance Category ²	
Trevor Bonameter	Stacy Boyd	State District	2012-2013	87.4	85	Meets Expectations		
Robert King	Jonathan Parent		2011-2012	85.2	50	Needs Improvement		
William Turpin	Mary B. Wheeler							

EVERY CHILD
PROFICIENT & PREPARED FOR SUCCESS
KENTUCKY DEPARTMENT OF EDUCATION

The Tabs



The ACCOUNTABILITY Tab

Printer Friendly Report Card (PDF)

Back To Report Card Search

Profile | **Accountability** | Assessment | Learning Environment | Delivery Targets

Kentucky | State Membership: 632,640 | School Year: 2012-13
 Commissioner: Terry Holliday, Ph.D.

Accountability Profile | Learners | Program Reviews

Accountability Profile

The Accountability Profile summarizes the status of a school or district in the state accountability system, Unbridled Learning: College- and Career-Ready for All. The Overall Score is used to compare and rank school and district performance and to calculate an ANO improvement goal. An accountability classification based on the percentile rank, rewards or assistance category, participation rate and graduation rate are also displayed. Accountability is based on students enrolled a full academic year (100 days).
 Last Updated Date: 11/21/2013

Accountability Performance						
Level	Year	Overall Score	Percentile in Kentucky	Classification ¹	Rewards and Assistance Category ²	
State Overall	2012-2013	57.4	65	Needs Improvement		
	2011-2012	55.2	50	Needs Improvement		

Annual Measurable Objective (ANO)							
Level	Year	Prior Year Overall Score	ANO Goal	Overall Score	Met ANO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
State Overall	2012-2013	55.2	56.2	57.4	Yes	Yes	No

Classification¹

- Distinguished school/district scores from the 90th to 99th percentile in the state.
- Proficient school/district scores from the 70th to 89th percentile in the state.
- Needs Improvement school/district scores below the 70th percentile in the state.
- Progressing School/District has met its ANO, participation rate for the all students group and each subgroup, and has met its graduation rate goal.

Rewards and Assistance Category²

- School/District of Distinction scores from the 95th to 99th percentile, has met its current year ANO, meets student participation rate and the graduation rate is above 60. In addition, the school/district cannot be labeled as Priority or Focus.
- High Performing School/District scores from the 90th to the 94th percentile in the state, has met its current year ANO, meets student participation rate and the graduation rate is above 60. In addition, the school/district cannot be labeled as Priority or Focus.
- High Progress School/District has met its current year ANO, participation rate and graduation rate, has a graduation rate above 60 for the prior two years and has an improvement score indicating the school/district is in the top 10 percent of improvement.
- Progressing School/District has met its ANO, participation rate for the all students group and each subgroup, and has met its graduation rate goal.

The ACCOUNTABILITY Tab

Printer Friendly Report Card (PDF) Back To Report Card Search

Profile **Accountability** Assessment Learning Environment Delivery Targets

500 Mero Street
Frankfort KY 40601
Phone: (502) 564-3343
Fax: (502) 564-5680

Kentucky
State Membership: 652,640

School Year: 2012-13
Commissioner: Terry Holliday, Ph.D.

Accountability Profile **Learners** Program Reviews

Next-Generation Learners (NxGL)

Next-Generation Learners is one of three components of Kentucky's accountability system. The component includes multiple measures of student performance on tests and student accomplishments of graduation and readiness for college or career. Reporting is organized into five categories: Achievement, Gap, Growth, College/Career Readiness and Graduation Rate.

Next-Generation Learners	Achievement		Gap		Growth		College and Career Readiness		Graduation Rate		Total Weighted Score Summary
	Points	Weighted Score	Points	Weighted Score	Points	Weighted Score	Points	Weighted Score	Points	Weighted Score	
Elementary School	69.9	21.0	42.1	12.6	59.9	24.0					57.6
Middle School	69.0	19.3	39.9	11.2	59.9	16.8	47.2	7.6			54.9
High School	60.7	12.1	33.7	6.7	57.2	11.4	60.8	12.2	86.1	17.2	59.6
State Average											57.4

ACHIEVEMENT GAP GROWTH **CCR** GRADUATION RATE

Achievement

Achievement reports student performance in the five content areas of reading, mathematics, science, social studies and writing (on-demand and language—editing and mechanics). A formula awards points based on the student performance levels of Novice, Apprentice, Proficient and Distinguished (NAPD). Accountability is based on students enrolled a full academic year (100 days).

Last Updated Date: 11/23/2013

Level - Performance Type	Reading	Mathematics	Science	Social Studies	Writing	Language Mechanics	Total Points
Elementary School NAPD Calculation	61.2	61.7	90.7	76.7	38.4		68.0
Points	12.2	12.3	18.1	15.3	9.3		2.7
							69.9
Middle School NAPD Calculation	63.1	62.0	80.2	76.8	65.1		65.4
Points	12.6	12.4	16.0	15.4	10.4		2.2
							69.0
High School NAPD Calculation	61.0	55.6	59.1	59.8	68.9		69.0
Points	12.2	11.1	11.6	12.0	11.0		2.8
							60.7

The ACCOUNTABILITY Tab

High School 60.7 12.1 33.7 6.7 57.2 11.4 60.8 12.2 86.1 17.2 59.6

State Average 57.4

ACHIEVEMENT GAP GROWTH **CCR** GRADUATION RATE

Achievement

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Last Updated Date: 11/23/2013

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Elementary School NAPD Calculation	61.2	61.7	90.7	76.7	38.4		68.0
Points	12.2	12.3	18.1	15.3	9.3		2.7
							69.9
Middle School NAPD Calculation	63.1	62.0	80.2	76.8	65.1		65.4
Points	12.6	12.4	16.0	15.4	10.4		2.2
							69.0
High School NAPD Calculation	61.0	55.6	59.1	59.8	68.9		69.0
Points	12.2	11.1	11.6	12.0	11.0		2.8
							60.7

1. NAPD Calculation comes from the formula: Novice = 0, Apprentice = .3, Proficient/Distinguished = 1 (Bonus of .3 is added if there are more distinguished than novice).
2. Points come from the NAPD Calculation multiplied by the equal weight of content areas: Reading, Mathematics, Science, Social Studies are 20% and Writing/Language Mechanics is 20% (Writing 15% and Language Mechanics 4%). If content area data is not available weights are redistributed proportionally.

Achievement Scores for Accountability by Grade Level- Novice, Apprentice, Proficient, Distinguished (NAPD)

Level	Number Accountable 100 days enrolled	READING - Performance Level				Percent			NAPD Calculation
		Novice	Apprentice	Proficient	Distinguished	Novice	Apprentice	Distinguished	
State									
Elementary School - All Students	151,061	25.4	26.7	32.9	15.0	47.8	0.0	61.2	
Middle School - All Students	151,773	23.0	23.9	35.0	16.1	51.1	0.0	63.1	
High School - All Students	47,407	33.9	19.3	45.2	10.6	55.8	0.0	61.0	

MATHEMATICS - Performance Level

Number

The ASSESSMENT Tab

Printer Friendly Report Card (PDF) [Back to Report Card Search](#)

Profile | Accountability | **Assessment** | Learning Environment | Delivery Targets

300 Metro Street
Frankfort, KY 40601
Phone: (502) 564-3343
Fax: (502) 564-5689

Kentucky
State Membership: 652,640

School Year: 2012-13
Commissioner: Terry Holliday, Ph.D.

State Required Tests | Other Tests

K-PREP | K-PREP End-of-Course | ACT | PLAN | EXPLORE | NRT

Kentucky Performance Rating for Educational Progress (K-PREP)

K-PREP tests are blended norm-referenced and criterion-referenced measures that provide national percentiles and student performance levels of novice, apprentice, proficient and distinguished. Tests are given in grades 3-8 in reading, mathematics, science, social studies and writing. On-demand writing is also administered in grades 10 and 11. The number of students listed in the Assessment results reflects students tested at a school. This number may differ from the Accountability tab. Schools must test all students, but are only accountable for students enrolled a full academic year (100 days).

Last Updated Date: 11/21/2013

READING - Performance Level

Level	Number Tested	Percent Novice		Percent Apprentice		Percent Proficient		Percent Distinguished		Percent Proficient/Distinguished
		State	State	State	State	State	State			
Elementary School - All Students	151,061	25.4	26.7	32.9	15.0	47.0				
Middle School - All Students	151,773	28.0	23.9	35.0	16.1	51.1				

MATHEMATICS - Performance Level

Level	Number Tested	Percent Novice		Percent Apprentice		Percent Proficient		Percent Distinguished		Percent Proficient/Distinguished
		State	State	State	State	State	State			
Elementary School - All Students	151,061	20.6	35.3	31.2	12.7	43.9				
Middle School - All Students	151,773	16.7	42.6	32.4	8.3	40.7				

The LEARNING ENVIRONMENT Tab

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Profile | Accountability | Assessment | **Learning Environment** | Delivery Targets

300 Metro Street
Frankfort, KY 40601
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Kentucky
State Membership: 652,640

School Year: 2012-13
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Students | Teachers | Technology | Community | Safety | Programs | Career Pathways

Students

Students are our focus -- demographics of our student population.

Last Updated Date: 10/12/2013

Students	State
Total Membership	652,317
Spending Per Student	\$10,174
Average Daily Attendance	621,136.60

By Grade (% of total membership)	State	
	Total	Percentage
Grade K	53,905	8.3%
Grade 01	53,978	8.3%
Grade 02	51,294	7.9%
Grade 03	51,285	7.9%

The DELIVERY TARGETS Tab

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[Profile](#)
[Accountability](#)
[Assessment](#)
[Learning Environment](#)
[Delivery Targets](#)

500 Merit Street
 Frankfort, KY 40601
 Phone: (502) 568-3141
 Fax: (502) 568-5880

Kentucky
 State Membership: 652,640

School Year: 2012-13
 Commissioner: Terry Holliday, Ph.D.

The Kentucky Department of Education's vision is to ensure that all students are empowered with the skills, knowledge and dispositions necessary to reach proficiency and graduate from high school college and career-ready. The Kentucky Department of Education is using Delivery as a method to establish yearly targets and five-year goals to help schools, districts and our state meet these expectations.

Calculation of State Delivery Goals:
 Each state goal is calculated using the same formula. For example, the state goal for College and Career Readiness (CCR) was computed using the following formula:
 The state CCR baseline rate in 2009-2010 was 34%. To compute the five-year goal, this rate is subtracted from 100 (100 - 34 = 66), then divided by 2 (66/2 = 33) and added back to the 2009-2010 baseline score (34 + 33 = 67). This results in a state CCR five-year delivery goal of 67%.

Calculation of School and District Delivery Yearly Targets:
 School and district five-year delivery goals are calculated using the same formula, then divided by 5 to establish annual delivery targets. For example, a school with a 2009-2010 baseline score of 34%, would have a five-year goal of 67%. The difference between the school's baseline and five-year goal (67 - 34 = 33) is then divided by 5 (33/5 = 6.6) to give the incremental gains needed to meet the five-year delivery goal. This increase is added to the baseline score and also to subsequent years to create the annual delivery targets.

State Trend Data:
 To view the school trajectory, click [here](#).

[Proficiency](#)
[Gap](#)
[CCR](#)
[Graduation Rate](#)

Proficiency

The DELIVERY TARGETS Tab

Calculation of School and District Delivery Yearly Targets:
 School and district five-year delivery goals are calculated using the same formula, then divided by 5 to establish annual delivery targets. For example, a school with a 2009-2010 baseline score of 34%, would have a five-year goal of 67%. The difference between the school's baseline and five-year goal (67 - 34 = 33) is then divided by 5 (33/5 = 6.6) to give the incremental gains needed to meet the five-year delivery goal. This increase is added to the baseline score and also to subsequent years to create the annual delivery targets.

State Trend Data:
 To view the school trajectory, click [here](#).

[Proficiency](#)
[Gap](#)
[CCR](#)
[Graduation Rate](#)

Closing the Achievement Gap (K-12)
 The Gap Delivery targets provide schools and districts with the annual progress needed to meet their 2027 Achievement Gap goals. The overall Gap targets and goals are created based on the Gap to Goal report. This report can be found [here](#).

Last Updated Date: 11/21/2013

Non-Duplicated Gap Group Targets - Combined Reading and Mathematics - Percentage Proficient/Distinguished							
Level	Target Type	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
State	Delivery Target	33.9	40.5	47.1	53.7	60.3	67.0
State	Actual Score	33.9	35.8				
* Elementary School - Gap Group (Non-Duplicated)	Delivery Target	31.8	38.6	45.4	52.3	59.1	65.9
* Elementary School - Gap Group (Non-Duplicated)	Actual Score	31.8	34.3				
* Middle School - Gap Group (Non-Duplicated)	Delivery Target	33.2	39.9	46.6	53.2	59.9	66.6
* Middle School - Gap Group (Non-Duplicated)	Actual Score	33.2	34.5				

Non-Duplicated Gap Group Targets - Reading - Percentage Proficient/Distinguished							
Level	Target Type	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
State	Delivery Target	37.5	43.8	50.0	56.3	62.5	68.8
State	Actual Score	37.5	37.7				
* Elementary School - Gap Group (Non-Duplicated)	Delivery Target	34.8	41.3	47.8	54.4	60.9	67.4
* Elementary School - Gap Group (Non-Duplicated)	Actual Score	34.8	39.5				

Unbridled Learning

	Elementary	Middle	High
Achievement	30%	28%	20%
Gap	30%	28%	20%
Growth	40%	28%	20%
College/Career Readiness		16%	20%
Graduation Rate			20%

**FROM
DATA
TO
IMPROVEMENT
PLANNING**

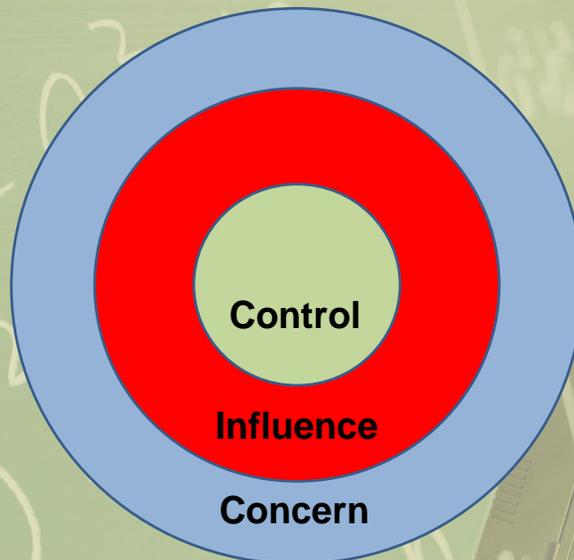
Data Points

What data sources can a school council use to create a “picture” of their school?

- Demographic
- Perceptual
- Performance
- Program

Note.....school councils cannot review data that is student specific.

Circle of Influence



Achievement Data

KENTUCKY DEPARTMENT OF EDUCATION
KENTUCKY SCHOOL REPORT CARD
College/Career-Readiness for All

Printer Friendly Report Card (PDF) Back To Report Card Search

Accountability Profile **Learners** Program Reviews

Next-Generation Learners (NxGL)

Achievement	Gap	Growth	College and Career Readiness	Graduation Rate	Total				
Weighted Score	Points	Weighted Score	Points	Weighted Score	Points	Weighted Score	Points	Weighted Score	Points
89.9	42.1	12.6	59.9	34.0	57.4				
89.0	38.0	11.5	59.9	47.5	54.6				
60.7	33.0	8.7	57.5	11.4	55.6				
					57.4				

Achievement

Achievement reports student performance in the five content areas of reading, mathematics, science, social studies and writing (on-demand and language—editing and mechanics). A formula awards points based on the student performance levels of Novice, Approaching, Proficient and Distinguished (NAPD). Accountability is based on students enrolled a full academic year (100 days).

Last Updated Date: 11/21/2013

Level - Performance Type	Reading	Mathematics	Science	Social Studies	Writing	Language Mechanics	Total Points
Elementary School	NAPD Calculation	61.2	61.7	90.7	76.7	58.4	68.0
	Points	12.2	12.3	18.1	15.3	9.3	2.7
Middle School	NAPD Calculation	63.1	62.0	80.2	76.8	65.1	55.4
	Points	12.6	12.4	16.0	15.4	10.4	3.2
High School	NAPD Calculation	61.0	55.6	58.1	59.8	68.9	69.0
	Points	12.2	11.1	11.6	12.0	11.0	2.8

In the next activity we are going to validate the need for improvement based on the achievement data. **Select these tabs to access ACHIEVEMENT DATA.**

Achievement Data

State Average 57.4

ACHIEVEMENT GAP GROWTH CCR GRADUATION RATE

Achievement

Achievement reports student performance in the five content areas of reading, mathematics, science, social studies and writing (on-demand and language—editing and mechanics). A formula awards points based on the student performance levels of Novice, Approaching, Proficient and Distinguished (NAPD). Accountability is based on students enrolled a full academic year (100 days).

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High School	NAPD Calculation	61.0	55.6	58.1	59.8	68.9	69.0
	Points	12.2	11.1	11.6	12.0	11.0	2.8

1. NAPD Calculation comes from the formula: Novice = 0; Approaching = .5; Proficient/Distinguished = 1 (Bonus of .5 is added if there are more distinguished than novice).
2. Points come from the NAPD Calculation multiplied by the equal weight of content areas: Reading 20% (writing 16% and Language Mechanics 4%). If content area data is not available weights are adjusted.

Achievement Scores for Accountability by Grade Level, No

To determine which content areas present achievement concerns, notice the NAPD calculation. **Which areas show the lowest performance?**

Achievement Data

Tools Help

▼ Elementary School - All Students 151,061 20.6 35.5 31.2 12.7 43.9 0.0 61.7

By Group By Group

Achievement - Mathematics - Elementary School - Performance Level

Group	Number Accountable 100 days enrolled	Percent Novice	Percent Apprentice	Percent Proficient	Percent Distinguished	Percent Proficient/Distinguished
All Students	151,061	20.6	35.5	31.2	12.7	43.9
Male	72,265	23.8	34.7	30.3	13.2	43.6
Female	79,796	19.4	36.5	32.2	12.1	44.3
White (non-Hispanic)	120,750	18.6	34.7	32.8	13.8	46.7
African American	15,868	28.0	39.9	20.9	4.4	25.3
Hispanic	7,328	25.0	39.9	27.0	7.2	35.1
Asian	2,317	9.0				
American Indian or Alaska Native	475	22.9				
Native Hawaiian or Other Pacific Islander	120	25.0				
Two or more races	3,876	24.5				
Hispanic	624	27.2				
Limited English Proficiency	4,463	35.3				
Free/Reduced-Priced Meals	92,335	27.2				
Disability-With IEP (Not Including Alternate)	20,423	42.1				
Disability-With IEP (Including Alternate)	18,886	44.1				
Disability-Without Accommodation (Not Including Alternate)	11,620	49.8				
Disability-Alternate Only	1,547	17.8				
Gap Group (non-duplicated)	100,755	27.0				

Select "By Group" data. Examine the data for each group. **Which gap group(s) performance presents the greatest need for improvement?**

Data Questions

1. What does the data tell us?
2. What does the data not tell us?
3. What are causes for celebration?
4. What are opportunities for improvement?
5. What are our next steps?

Best Practices

KENTUCKY DEPARTMENT OF EDUCATION
Every Child Proficient and Prepared for Success

Best Practices and Sustainability

Home **New Application** Search Submissions

Welcome to the Best Practices Application Submissions System. These Best Practices are a valuable tool for Kentucky's public schools to implement and share across all districts. They include all aspects that drive a school system and impact student learning, through improved operations and instruction.

Here, you will be able to:

1. Submit a best practice for consideration by clicking on the New Application button.
2. Search for approved best practices by clicking on the Search Submissions button.
3. Look at all the best practices that have been approved from the Search Submissions screen.

Select [Best Practices and Sustainability](#) link for additional information related to the strategy, including the submission process and application evaluation criteria.

If you have any problems with this web site
Please contact bestpractices@Education.Ky.Gov
Kentucky Department of Education
Community Engagement
Phone: (502)564-4201

<https://odss.education.ky.gov/bestpractices/Default.aspx>

Best Practices

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Best Practices and Sustainability

Home New Application Search Submissions

Best Practices

If you want more detail about one individual best practice, click the number to the left and open the file. You will also see the contact information for the school/district, should you want to contact them. To search for an already submitted best practice, enter a search word or words and click the search button. This will display the best practices that you may be looking for. If nothing comes up, try alternative search words. To filter or sort, click on the column heading.

[Admin Login](#)

Search

Clear Filters and Sorts by clicking the Search Button.

	BPS#	Title	School	District	Submission Date	Grades/Level	Approval	Standard
Select	1	Guided Planning	Hopkins County Central High School	Hopkins County	03/14/2013	9th Grade, 10th Grade, 11th Grade, 12th Grade	Approved: Developing	Teaching and Assessing for Learning
Select	2	Student Progress Monitoring: Effectively Driving Instruction	Fern Creek Traditional High	Jefferson County	03/18/2013	9th Grade, 10th Grade, 11th Grade, 12th Grade	Approved: Developing	Using Results for Continuous Improvements
Select	7	Recovery of Technology Equipment After Employee Termination Process	District Wide	Montgomery County	03/27/2013	Kindergarten, 1st Grade, 2nd Grade, 3rd Grade, 4th Grade, 5th Grade, 6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, 12th Grade, Alternative Program	Approved: Beginning	Resources and Support Systems-Maintenance
Select	8	Project Based Learning: School Newspaper	Phoenix Academy	Clark County	03/23/2013	6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, 12th Grade, Alternative Program	Approved: Proficient	Teaching and Assessing for Learning
Select	9	Multidiscipline Juvenile Arts Program, Shakespeare Behind Bars	District Wide	Jefferson County	03/25/2013	6th Grade, 7th Grade, 8th Grade, 9th Grade, 10th Grade, 11th Grade, 12th Grade, Alternative Program	Approved: Developing	

Searchable database