KyCL•FLUENT
Kentucky's Framework for Literacy to Unify & Engage Networks of Teachers

PROJECT INPUTS

KyCL•FLUENT
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KY Dept. of Education

Kentucky Literacy Team

Collaborative for Teaching and Learning

Collaborative Center for Literacy Development

KY Network to Transform Teaching (KyNT3)

Literacy Design Collaborative

KY Writing Project

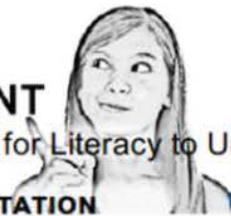### Districts, Schools & Partners
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40-45 Feeder Systems including (approx.):

235 early learning agencies

225 elementary schools

105 middle schools

45 high schools

External Evaluator
* * *
Center for Research and Reform in Education at Johns Hopkins University

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Steven Ross, PhD Professor, Evaluation Dir.

Ceil Daniels Instructional Designer

IMPLEMENTATION

Strategies

Dec 2017—Mar 2018 Peer review sub-grant competition

April 2018 Local Literacy. Leadership Teams

June 2018 Design & refine District Lit. Plans

July 2018 Professional learning connected to District Literacy Plans

Aug 2018—May 2019 Implementation of District Literacy Plans

Sept/Oct 2018 Reliability training for Monitor Teams

Spring 2019 Monitoring visits

Summer 2019 Summer Institutes

Fall 2019 Implementation

Spring 2020 Monitoring visits

Summer+ 2020 Institutes, implem.

Participants

✓ 6 tech. asst. sessions for 300-400 participants
✓ 150 applications received

✓ 40-45 teams in place
✓ Develop Literacy Plans (April-June)

✓ 40-45 plans in place
✓ KDE approves July 1

✓ 1-day Convening
 • 40-45 Lit. Lead. Teams
 • 600+ participants
✓ 3- to 4-day Institutes
 • 8-10 regional events
 • 25-30% of teachers and partners trained

✓ 3,000 participants begin implementing strategies across the Birth to Grade 12 continuum
✓ 50,000 children served

✓ 200 teachers and early care specialists trained in walkthrough

✓ Minimally 450 sites

✓ Up to 70% of teachers, partners (~10,000)

✓ 10,000 participants
✓ 150,000 children

✓ Up to 450 sites

✓ 14,000 teachers, partners (serving 200K students)

PROJECT OUTPUTS

Products

School/Community Literacy Plans

School/Community Literacy Teams

Embedded literacy framework

Embedded data analysis protocols

Daycare/Caregiver partnerships

Cross-district monitoring process

Classrooms with comprehensive literacy practices

Teacher leadership models

PERKS-based performance rubric

Teacher efficacy survey

Formative Measures

Site/Monitoring visits • District, school reports • # of books, resources • Formal assessments (state, nat'l) • Training event evaluations, attendance • Participation levels (all participants) • Teacher application for Nat. Bd. Certification • Ongoing surveys • Interviews • PLC agendas • Vendor agreements • Ongoing budget review/approvals • # of 0 to age-5 partners

Annual / Summative

Early learning improvements (Brigance, TELD-3) • State, national assessments • Pre/Post teacher surveys • Implementation report (Eval) • GPRA measures

GOALS/OBJECTIVES

Goal #1
All young children are ready to read
· Significant gains in oral language skills
· Increased K-readiness rates
· Increased self-efficacy of early care/early learning providers

Goal #2
All elementary students are excellent readers.
· Increased numbers of students who meet proficiency
· Decreased numbers of students who are Novice (lowest level)
· Greater gains in participating students as compared to nonparticipating students
· Increased self-efficacy of participating teachers

Goal #3
All MS & HS students are reading to learn (cross-content).
· Increased # of MS students at Proficient (reading)
· Decreased # of MS students at Novice (reading)
· Increased # of HS students meeting state and/or national benchmarks in reading/LA
· Increased # of MS and HS students at increased levels across content areas
· Increased self-efficacy of participating teachers

Outcomes
200,000 children and students participating • 600 sites •14,000 teachers/ECs learning • Plans, frameworks in place

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