



# Next Generation Support Systems Delivery Plan

## Kentucky Department of Education



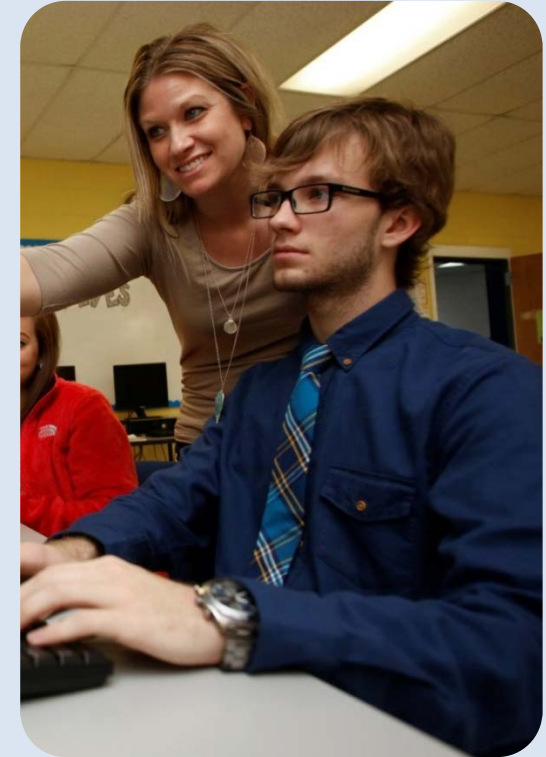
*We count students*

Because every student counts



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## Strategy 1: Learning Systems

### Milestones for Timeline

#### Behavior Milestones:

##### 2014-15 School Year

- Identify the number of PBIS schools and districts using KYCID / ABRI / regional cooperatives as a resource.
- Identify the number of schools who are implementing with fidelity, and determine what fidelity measure they are using.
- Determine number / types of training and coaching that is occurring with KYCID.
- Determine number / types of training and coaching that is occurring with ABRI.
- Determine number / types of training and coaching that is occurring with regional cooperatives.

#### Academic Milestones:

##### 2014-15 School Year

- Establish an efficient process to analyze data and troubleshoot quality data relative to identify best practice intervention strategies
  - Catalogue & analyze data relative to MAF/RTA/3<sup>rd</sup> year focus/ESS/Senior Interventions/
- Establish an efficient process to communicate best practice intervention strategies
  - Update/Enhance KSI/RTI guidance document
  - Develop resources pertaining to scheduling and specific intervention strategies (student placement, master scheduling, progress monitoring)

### Theory of Action

**If** KDE provides the guidance and supports necessary to increase the number of schools that implement core instruction and intervention systems with fidelity;

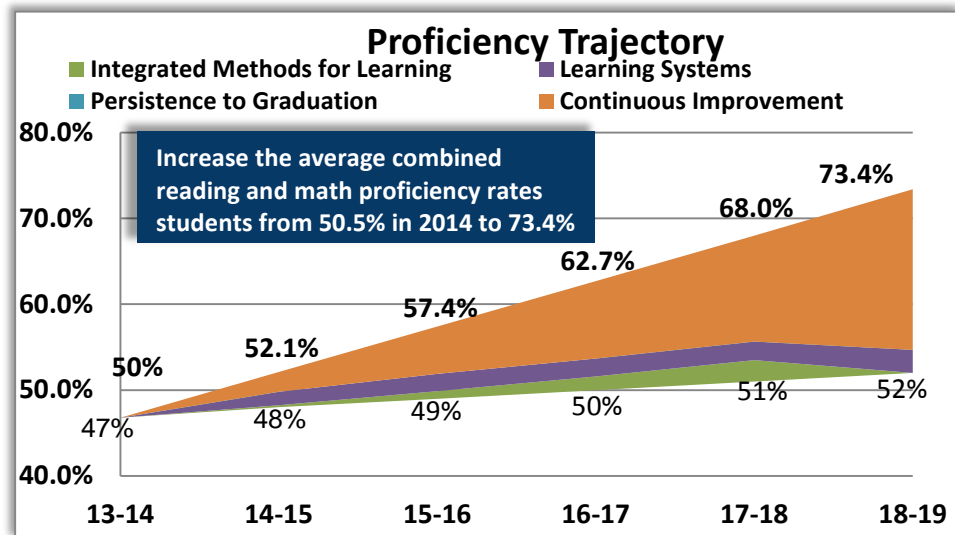
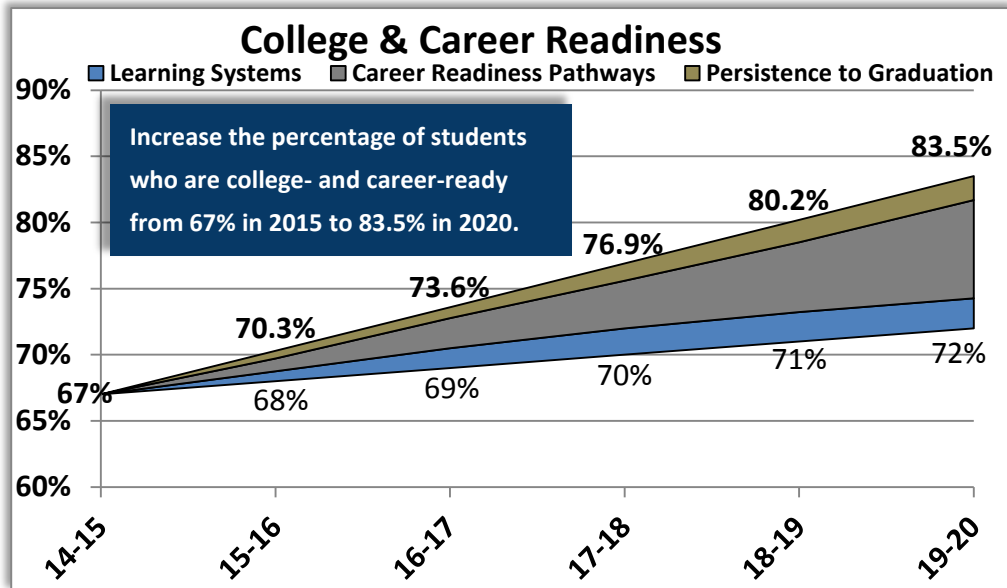
**AND IF** KDE provides the guidance and supports necessary to increase the number of schools that implement Positive Behavioral Intervention Systems (PBIS) with fidelity;

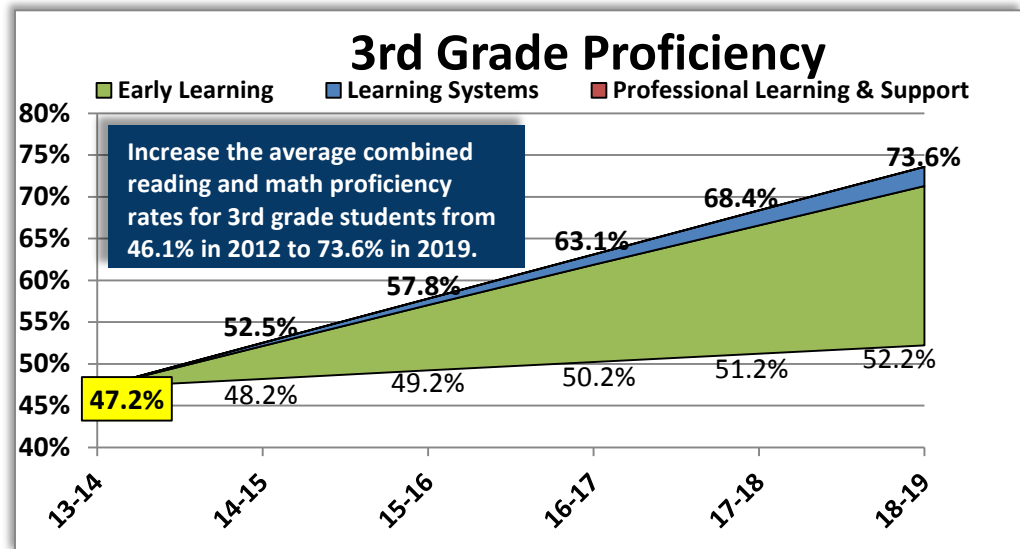
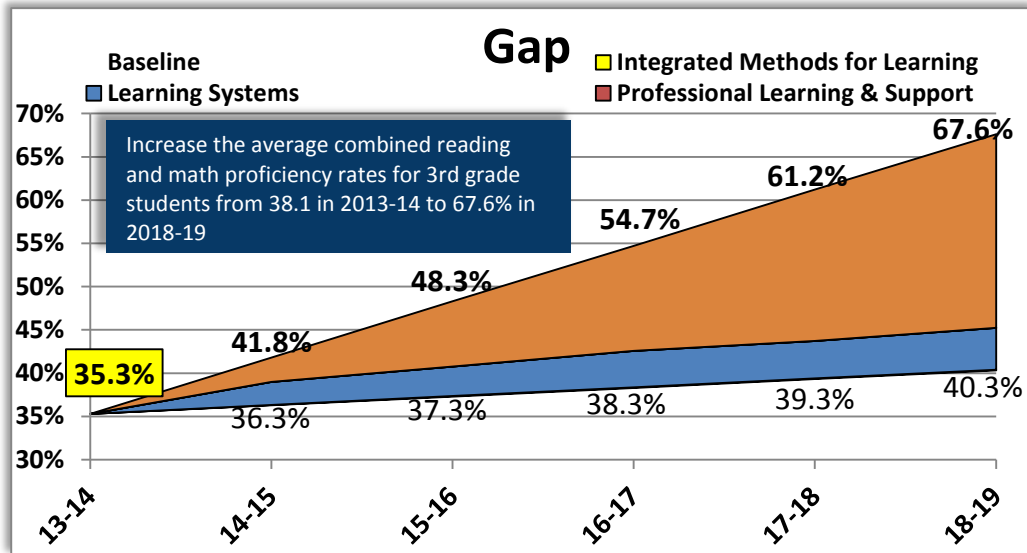
**AND IF** KDE provides resources and guidance necessary to increase the number of schools implementing Advanced Placement (AP) and dual credit;

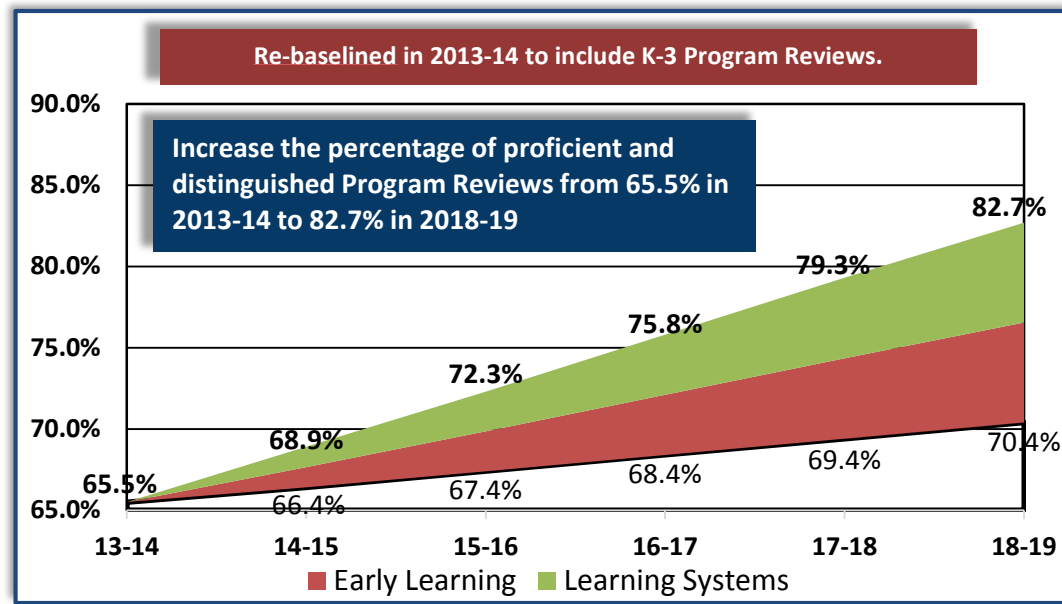
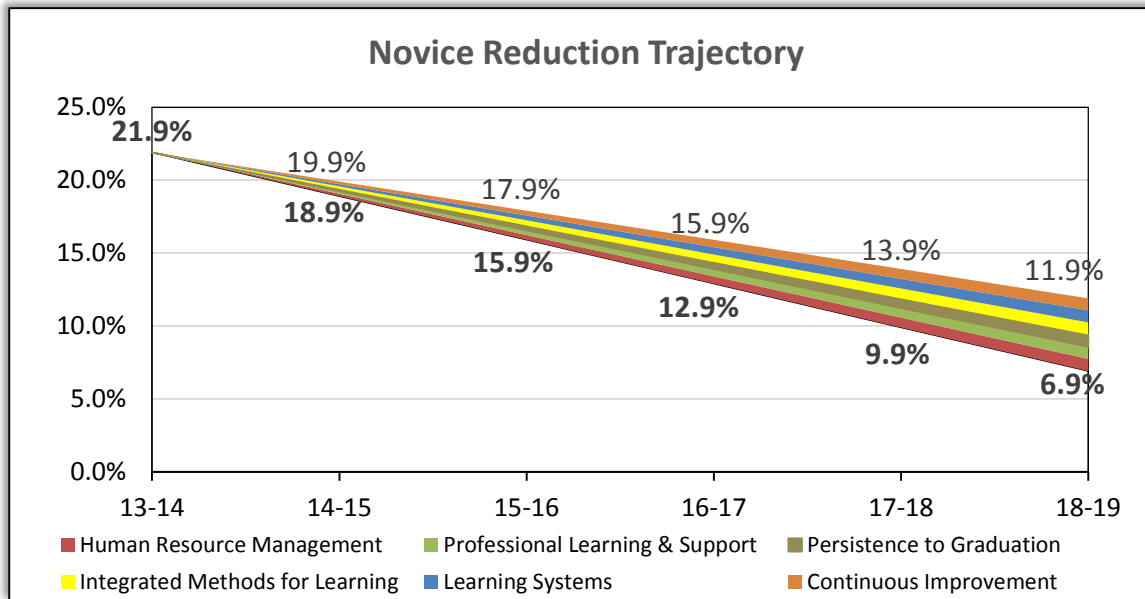
**AND IF** KDE provides guidance and support around the Program Review audit process;

**THEN** more students will be proficient, including a significant increase of proficiency for 3<sup>rd</sup> grade and gap groups; and more students will be college and career ready.











# Strategy Research Questions

## *Learning Systems: Indicators and Methods to Meet Evaluation Questions and Goals*

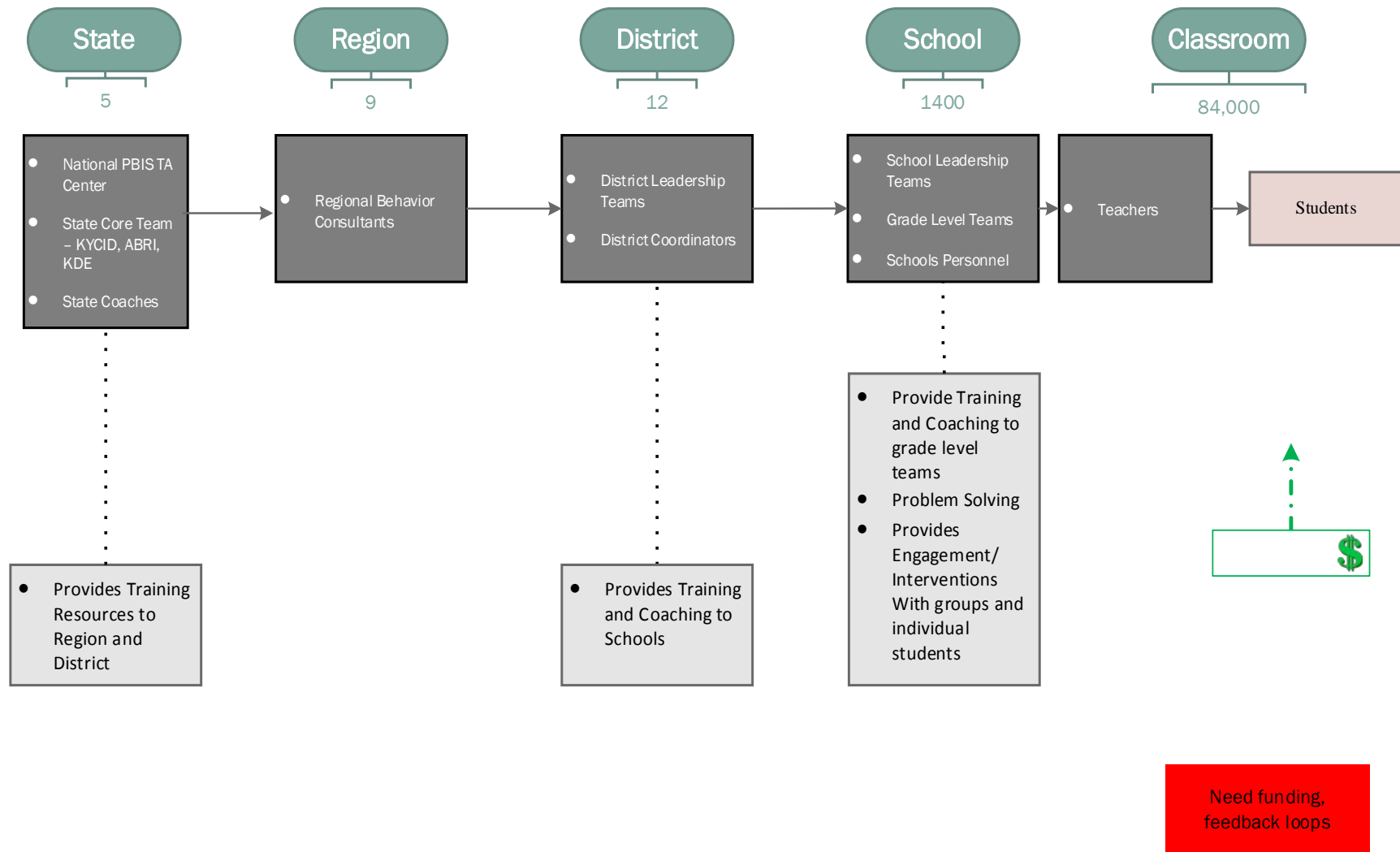
Evaluation Phase	Goal	Evaluation Questions	Performance Indicators	Data Collection Methods
<b>Development</b>	PROF CCR	› How can we determine that reading and math curricula are aligned to standards?	› Increased alignment between school-district curriculum and standards as measured by common alignment methods.	› Alignment studies
	PROF CCR GAP	› How can we determine that reading and math curricula are vertically aligned between grade levels?	› Increased grade level linkages between enacted curricula.	› Alignment studies
	PR GAP	› How can we measure the accessibility of quality programs/well-rounded curricula to all students?	› Increased differentiation in curricula for all students. › Student access to rigorous courses/electives/extended learning opportunities.	› Universal design/alignment study › Analysis of ESS participation › Analysis of enrollments in AP/Dual Credit/rigorous, higher level courses—including electives
	GAP GRAD	› Is there a correlation to improved access to behavioral health services and student progress/achievement?	› PL and support provided to schools/teachers on behavioral health issues/services.	› YRBS indicators related to behavioral factors › Suspension rates related to behaviors
	GAP GRAD	› Does an increased emphasis on PBIS in focus and priority schools improve overall behavioral issues?	› Participation in web-based PBIS training by focus and priority schools' staff. › Focus and priority school behavioral incidences reports (including R/S).	› PBIS participation rates › PBIS annual training feedback
<b>Process Implementation</b>	PR CCR	› How are schools/districts ensuring access to well-rounded and varied educational programming for all students?	› Parent/Student reports of access to varied programming (including electives and after school opportunities). › Variety of Course Offerings.	› Course Code Analysis
	3 <sup>rd</sup> Gr PROF GAP	› To what extent are schools/districts providing professional learning for effective CORE INSTRUCTION (KSI tier 1) for all students?	› Professional Learning in EDS indicates focus on Core Instruction. › TELL KY shows teachers reporting increased opportunities for PL in their content and around strategies for diverse learners.	› PD 360/CIITS › TELL KY
	GAP	› How do we measure the use of the intervention tab?	› Increased Use of Intervention Tab.	› Intervention Tab Analytics
<b>Fidelity Implementation</b>	PROF CCR	› What percentage of teachers is using curricula aligned to KCAS standards?	› Increased proportion of teachers with Strongly Agree responses on Common Core items.	› TELL KY survey
	PROF CCR	› What percentage of teachers is trained on KCAS standards?	› Increased proportion of teachers with Strongly Agree responses on Common Core items. › Participation of Teachers in Leadership Networks. › #s of teachers that the field-based Instructional Specialists work with in Fall/Spring semesters.	› TELL KY survey › IS Logs

	3 <sup>rd</sup> GR GAP GRAD	› How effectively are teachers implementing formative assessment PROCESSES in order to keep students engaged and on track with their learning?	› Ratings of teachers in FfT Domain 3as accomplished. › Program Reviews indicate Proficient for Formative/Summative Assessment.	› Networks Annual Survey › Program Reviews ratings for Formative Assessment › FAL implementation data › Focus Group Interview with Commissioner's Student Council members
	PROF CCR GAP	› Do participants in Leadership Networks feel they've learned new info/strategies/etc. that build their capacity to lead?	› District Leadership Teams are growing in capacity to scale effective practices, particularly around HETL/assessment FOR learning.	› Monthly Feedback Forms › Annual Surveys › IC Map Reporting
	CCR	› Do more Career Pathway options (and apprenticeships) engage more students and promote greater college and career readiness?	› Number of and types of pathways increases enrollment and subsequent career readiness.	› number of career pathways offered throughout KY schools/districts › # of students enrolled in career pathways/completing the career pathway › Partnerships formed with local industry as relative to identified industry sector needs. › # of apprenticeships/#participating students › high school pathways formed in areas of industry need
<b>Progress Monitoring</b>	PR	› How is student achievement correlated with Program Review results?	› Increased correlation between student achievement scores and Program Review scores.	› School report card
	PROF CCR	› How are teachers/administrators being supported/impacted by our field-based Instructional Specialists each month?	› Field specialists are utilized to support key work on HETL and its connection to student growth/achievement.	› Instructional Specialists' logs of numbers impacted and key areas being supported
	PR GAP CCR	› How are schools/districts ensuring access to well-rounded and varied educational programming for all students?	› Participation by typically underrepresented students/gap students in range of educational programs during and after school.	› ESS participation data › Program Reviews ratings (particularly PLCS, Arts, WL)
	GAP GRAD CCR	› How are all schools building a safe environment for students and teachers particularly through PBIS?	› Positive correlations between increased behavioral/mental health services/supports [and resulting student incidences (lower)] AND increased academic achievement.	› TELL KY questions related to school safety, professional learning for differentiation/diverse learners, and leadership › KSI/RtI for Behavioral Interventions data
<b>Outcomes</b>	3 <sup>rd</sup> GR PROF	› How does student achievement in reading and math compare longitudinally (i.e., 3 <sup>rd</sup> to 4 <sup>th</sup> grades)?	› Increased achievement scores across grade levels per cohort. › Decreased proportion of Novice and Apprentice students over time.	› K-PREP › ACT
	GAP 3 <sup>rd</sup> GR	› How do we measure the impact of interventions (especially FORMATIVE ASSESSMENT as a component of effective core instruction) on student proficiency and gap reduction?	› Effective intervention strategies reduce gaps; more effective core instruction reduces tier 2/3 interventions and reduces gap.	› KSI/RtI data for gap groups › KPREP/EPAS data for gap groups › PR rating on Formative/Summative Assessment › PGES ratings on Domain 3
	CCR GRAD	› How effective is Operation Preparation in impacting students' focus on success?	› Increasing School/Student participation in OP correlates to lower drop-out rate/higher graduation rate.	› Resources are developed to support more effective implementation › # schools/students participating › Drop Out rates › Graduation Rates



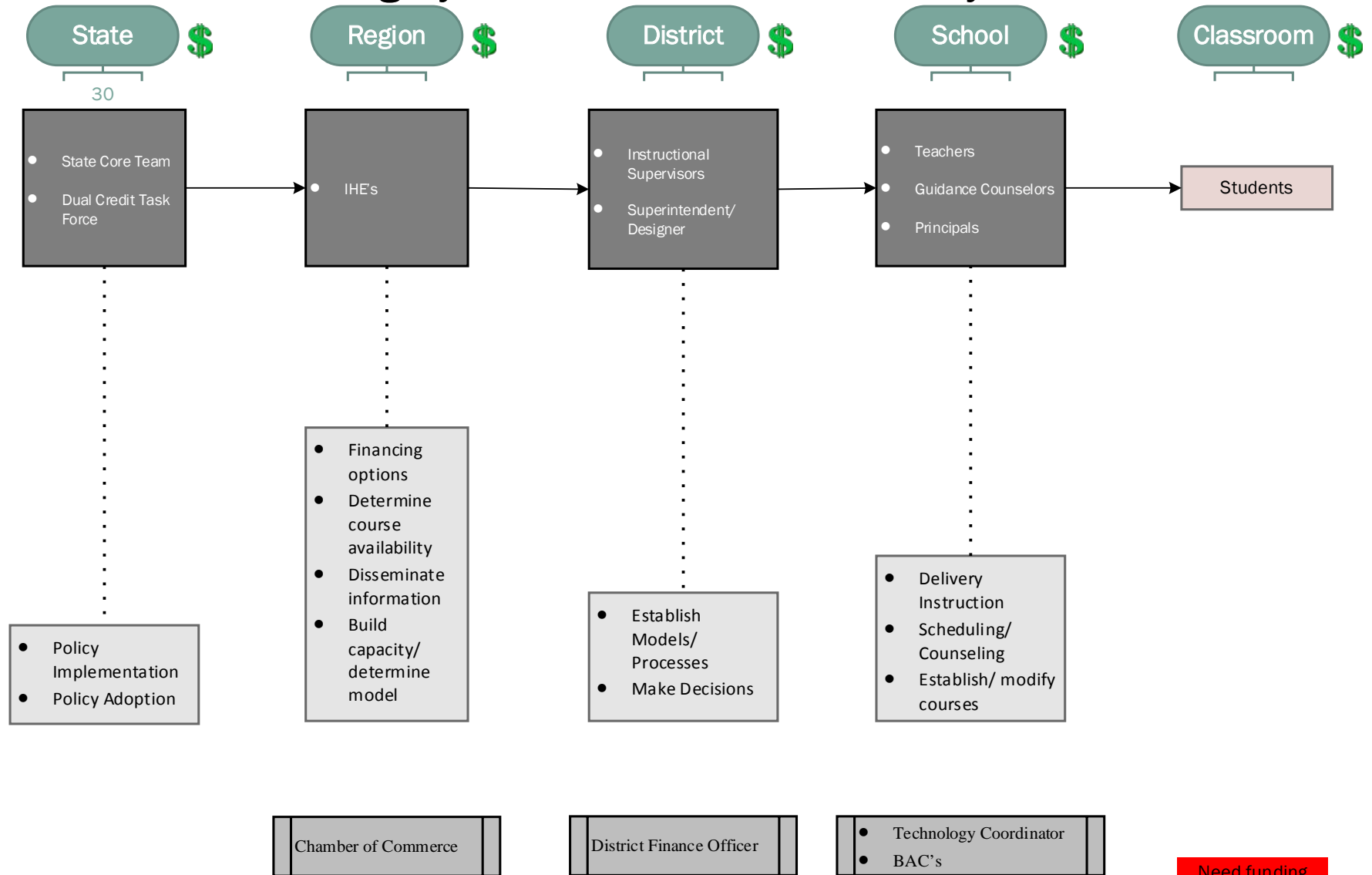
Delivery Chain for Behavior RtI will be updated soon

## Learning Systems: Behavior RtI Delivery Chain

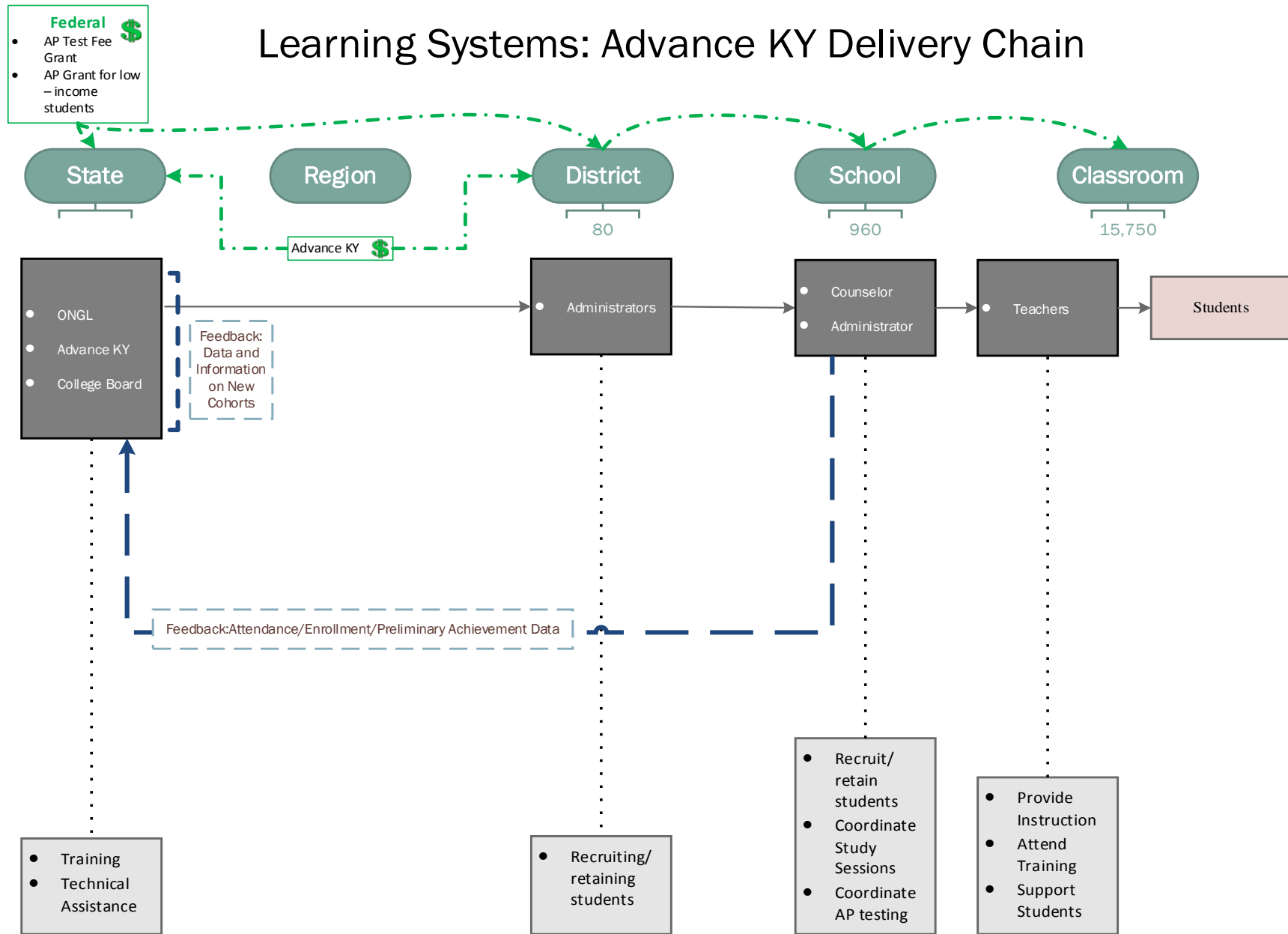


Delivery Chain for Dual Credit will be updated soon

## Learning Systems: Dual Credit Delivery Chain

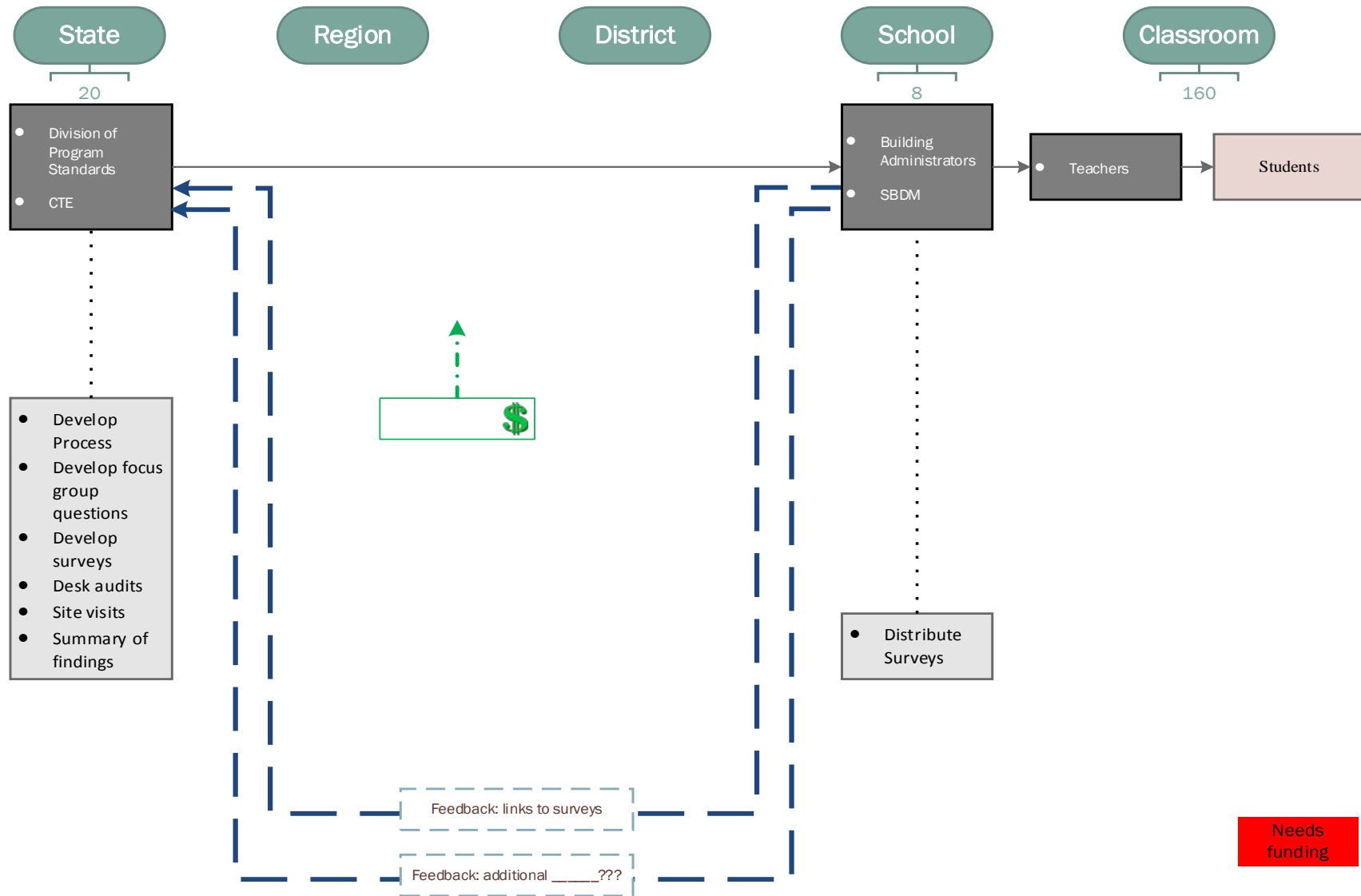


# Learning Systems: Advance KY Delivery Chain



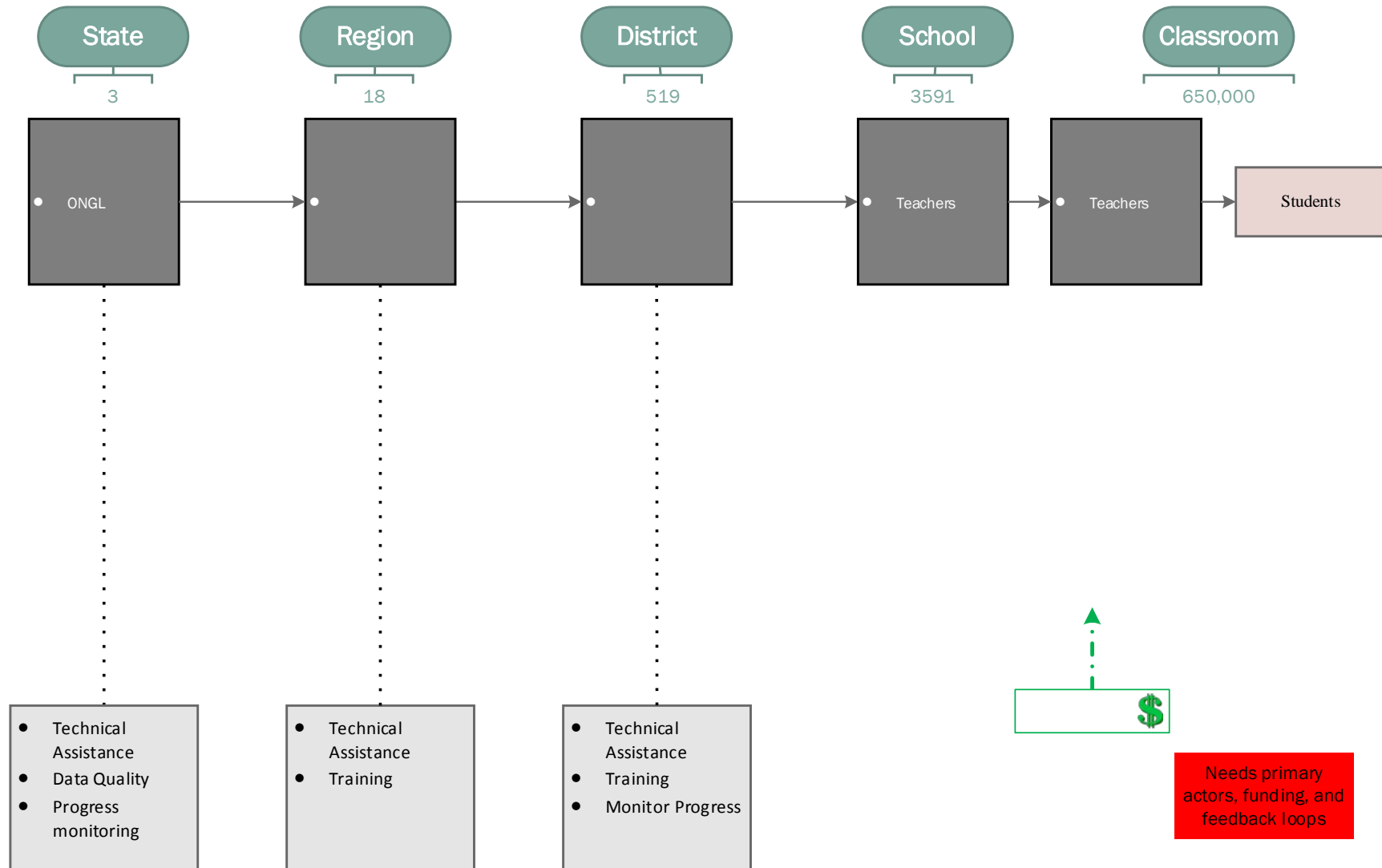
Delivery Chain for Auditing Process will be updated soon

## Learning Systems: Auditing Process Delivery Chain



Delivery Chain for Academic RtI will be updated soon

## Learning Systems: Academic RtI Delivery Chain



## Strategy 2: Continuous Improvement

### Milestones for Timeline

#### 2015-2016

- Determine the effectiveness of locally led innovative practices at increasing proficiency and closing gaps.
  - Identify locally led innovative practices
  - Create a process for monitoring locally led innovative practices for effectiveness
  - Build database of effective locally led innovative practices
  - Analyze effectiveness data on locally led innovative practices to determine scalability
- Compare trending data between school/districts using identified effective innovative practices with schools/districts not using innovative practices.
  - Identify districts implementing effective innovative practices
  - Analyze data between districts using and not using innovative approaches
- Determine the correlation, if any, between the quality of CSIP and proficiency and gap data.
  - Train staff across the department in evaluating and providing quality feedback on CSIPs using the established rubric
  - Provide CSIP feedback to all non-focus schools
  - Compare SRC data and CSIP rubric scores (non-designated schools)
  - Compare SRC data and CSIP rubric scores (priority and focus schools)
- Identify the most effective strategies Priority Schools implemented leading to increase capacity and the building of sustainable systems.
  - Gain an understanding of the exit process to determine if best practices are being captured.
  - Compare 2012-2013 Diagnostic Review report results from schools in Cohort 2 Priority Schools to those to be completed in Spring 2015 for Cohort 2 schools.
  - Determine the extent to which common strategies exist across model schools - Build upon known effective practices (30/60/90 planning, etc)

### Theory of Action

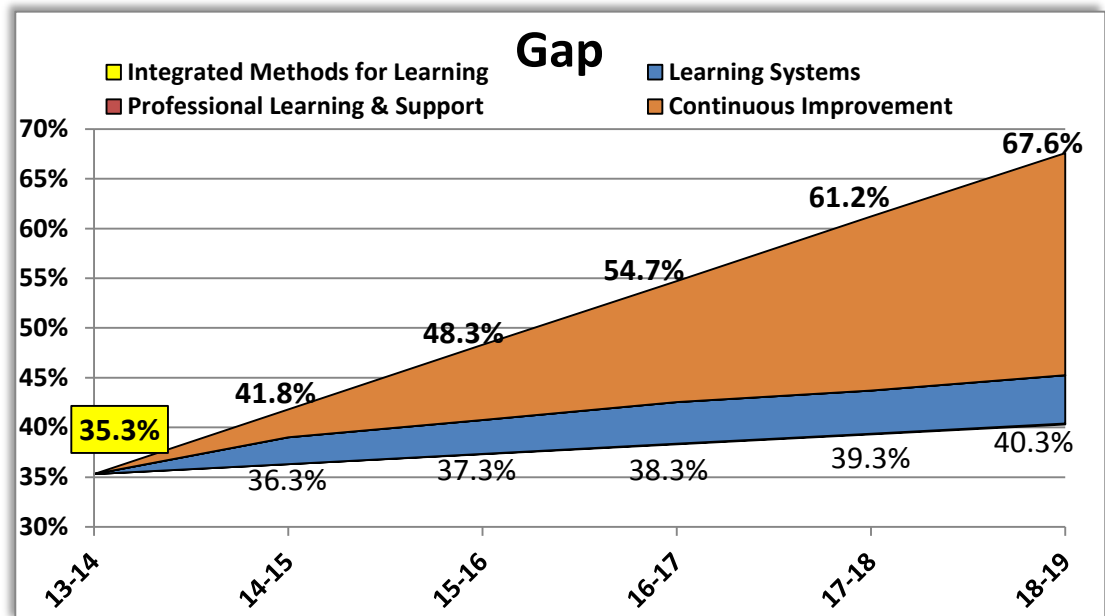
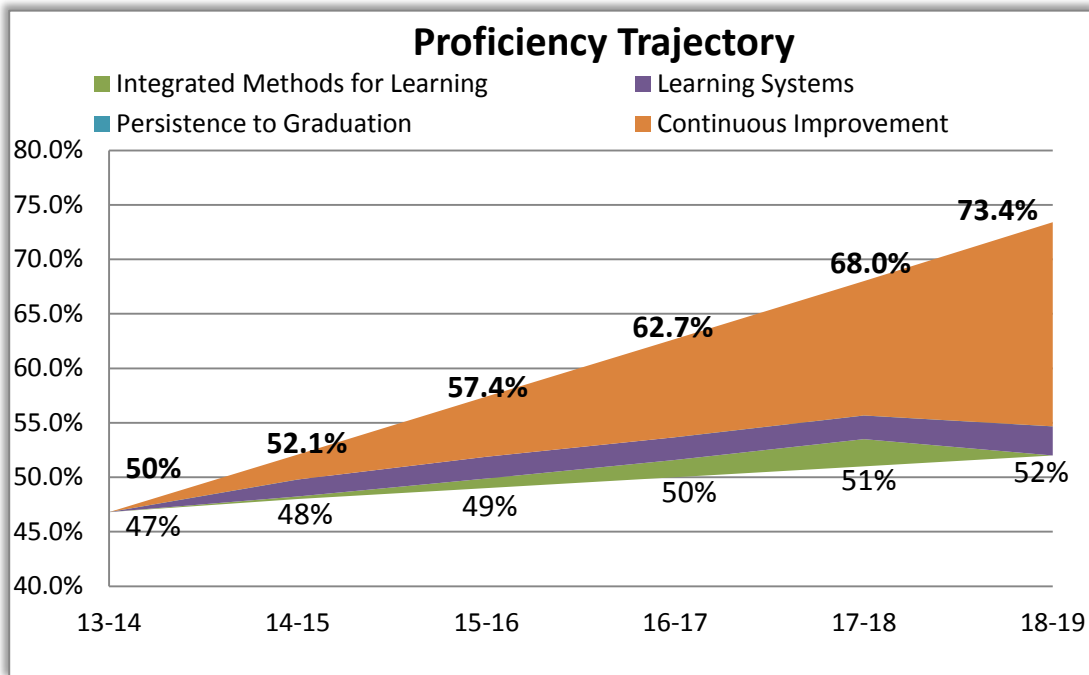
**IF** processes are established to scale effective locally-led innovative practices;

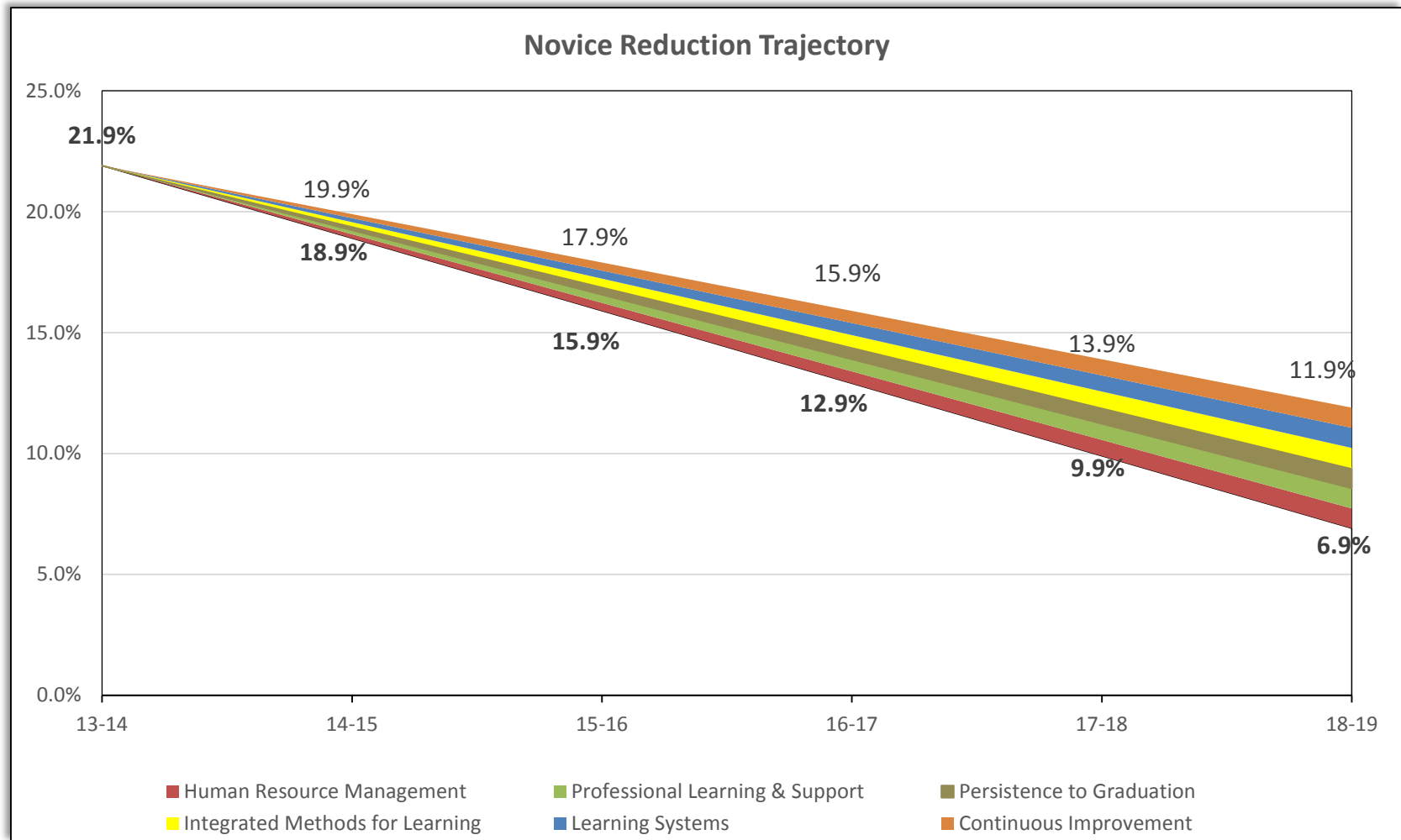
**AND IF** CSIPs and CDIPs are effectively developed, implemented and improved based on needs as evidenced by the data;

**AND IF** effective processes and practices used in Priority Schools to close gaps are scaled up and applied in Focus Schools;

**THEN** more students will be proficient and the achievement gap will decrease.







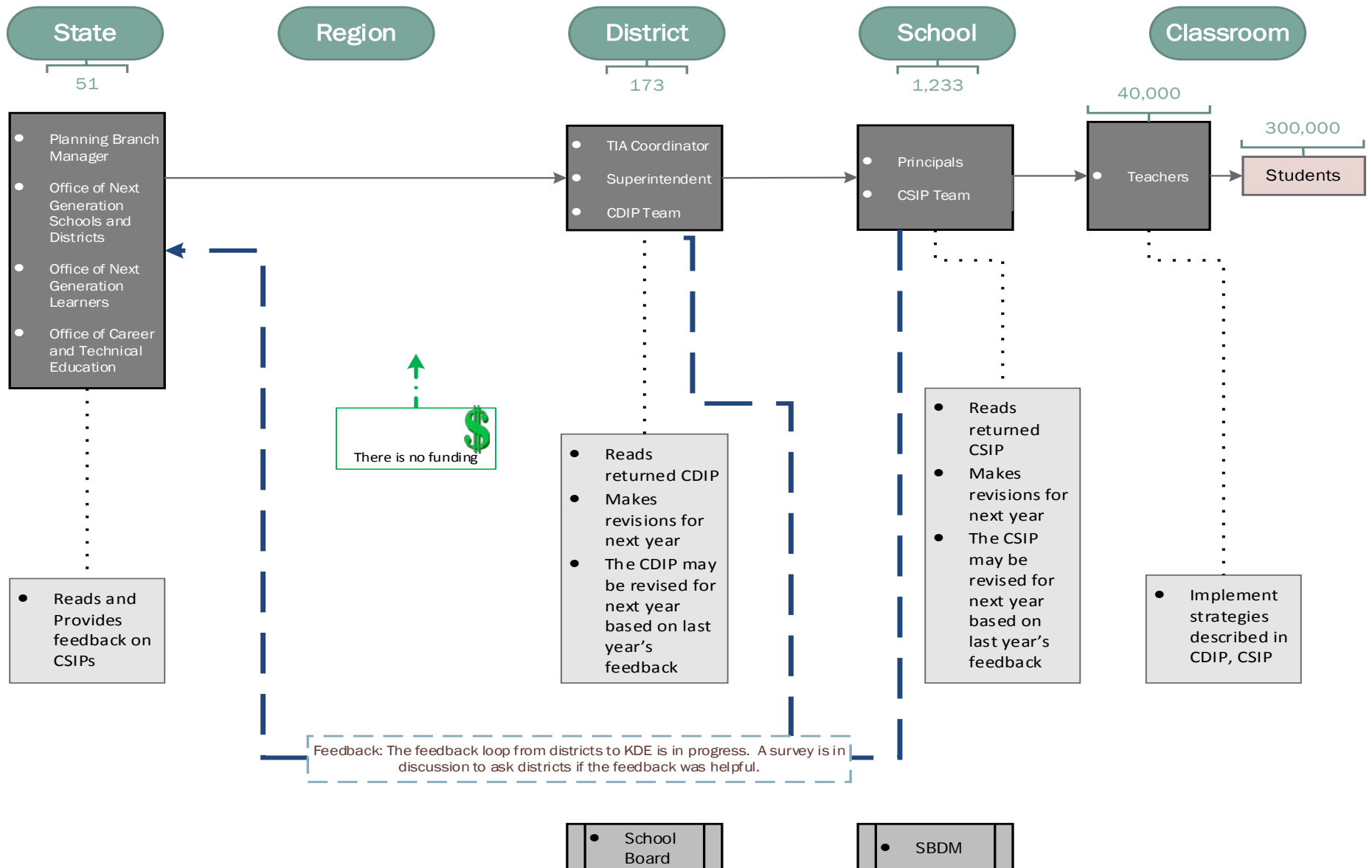
# Strategy Research Questions

## *Continuous Improvement: Indicators and Methods to Meet Evaluation Questions and Goals\**

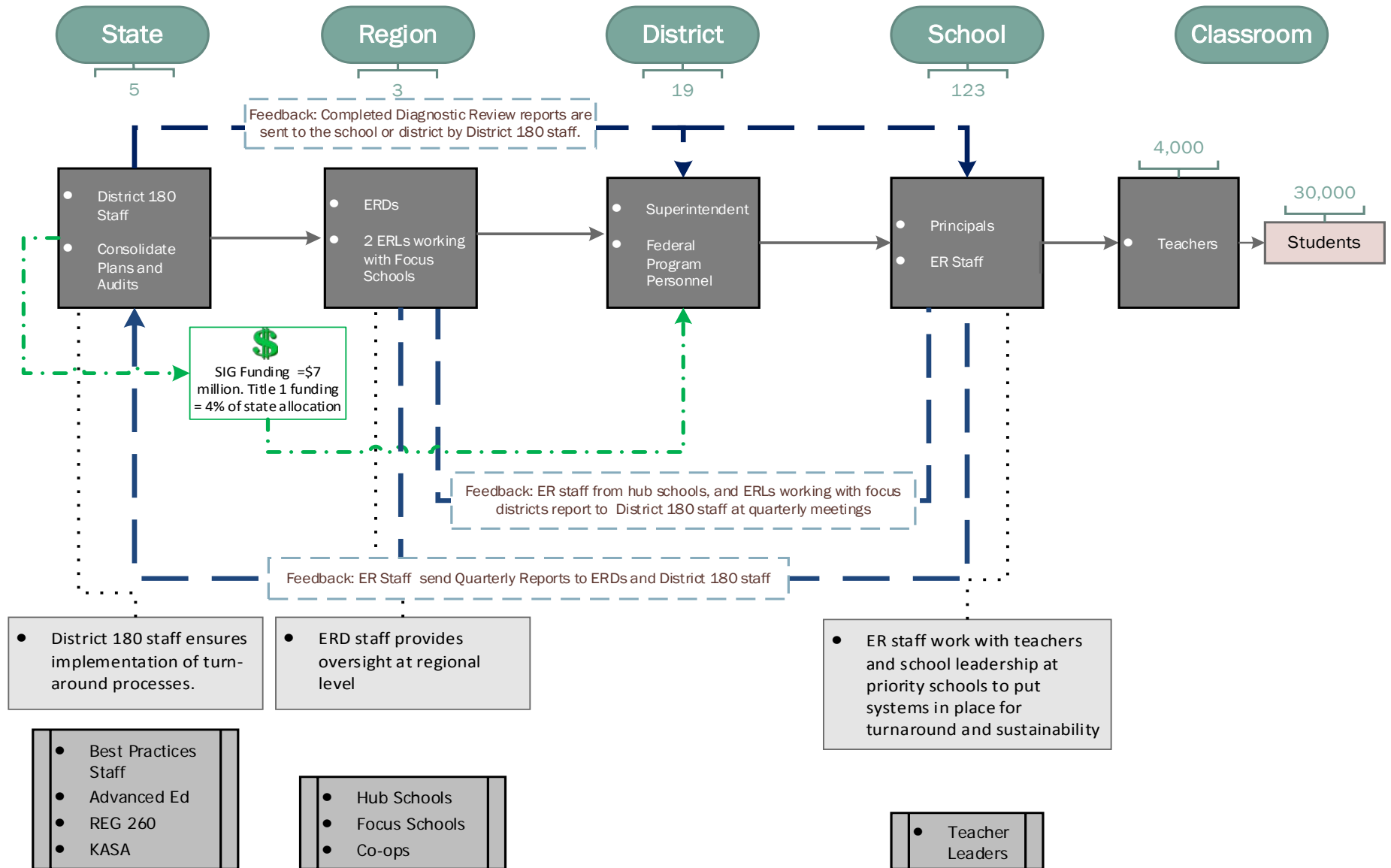
Evaluation Phase	Evaluation Questions	Performance Indicators	Data Collection Methods
<b>Process</b>	1. How do we define Effective Practices?	<ul style="list-style-type: none"> <li>Provide evidence of increased understanding of purpose of Best Practices website for both districts and KDE</li> <li>Definitions gleaned from identified Practices that have been used with fidelity resulting in positive impact on student achievement or another factor related to improved student achievement in a particular setting.</li> <li>* These practices may or may not be replicable in other settings.</li> </ul>	<ul style="list-style-type: none"> <li>Survey of districts and other stakeholders</li> <li>Data collected from submitted Best Practices applications.</li> </ul>
	2. To What sources of effective, research-based strategies do we have access?	<ul style="list-style-type: none"> <li>Implementation of “search process” to supplement the practice of self-submission of best practices</li> <li>Evidence of shared information between KDE, Education Cooperatives, universities and other outside resources</li> </ul>	<ul style="list-style-type: none"> <li>Collected list of “other” resources</li> <li>Number of other practices identified through the “search process” to be developed</li> <li>Confer with Student Leadership to incorporate student input/feedback into the process of identifying effective practices</li> </ul>
	3. How can we identify the needs of individual Delivery goal strategies	<ul style="list-style-type: none"> <li>Review of strategy plans</li> <li>Notes/Minutes from meetings with strategy leads in order to verify/validate their specific needs.</li> </ul>	<ul style="list-style-type: none"> <li>Meeting attendance</li> <li>Development of Survey/Needs Assessment for strategies</li> <li>Review evidence based data from school districts, administrators, teachers and KDE employees associated with strategic tasks</li> <li></li> </ul>
<b>Fidelity Implementation</b>	1. How do we find/discover effective practices and share with other schools and districts?	<ul style="list-style-type: none"> <li>Increased use and Fidelity of implementation for effective strategies identified in the Best Practices website</li> <li>Increased awareness of PD360 offerings and how they can be used</li> <li>Follow up on any effective practices identified in Statewide Consolidated Monitoring process</li> <li>KDE staff should encourage school and district staff to submit best practices online and provide assistance if needed to help fill out the online report?</li> </ul>	<ul style="list-style-type: none"> <li>Hit counts and other data from website</li> <li></li> <li>Number of submissions to BP site</li> <li>Collect/monitor communications and responses to communications about site</li> </ul>
	2. Can we develop additional processes to discover more effective practices?	<ul style="list-style-type: none"> <li>Determine ways to gather additional feedback from districts without “Survey overload”.</li> <li>Provide self-audit tools to help schools and districts better determine needs.</li> <li>Review CSIPs and CDIPs for best practice activities and strategies.</li> <li>Identify other offices’ identification processes for noting and sharing best practices.</li> </ul>	<ul style="list-style-type: none"> <li>Excel reports</li> <li>Survey on quality and use of self-audit tools.</li> <li>Evidence of dissemination of data collected from CSIPs and CDIPs to schools and districts</li> </ul>
<b>Progress Monitoring</b>	1. How are we demonstrating continuous	<ul style="list-style-type: none"> <li>Documentation of effectively run schools and districts</li> </ul>	<ul style="list-style-type: none"> <li>Utilize all reports presently available to KDE</li> </ul>

	improvement through the development and improvement of the tools offered to other strategies?	<ul style="list-style-type: none"> <li>• Level of response to strategy requests for assistance coupled with implementation of provided tools</li> </ul>	<ul style="list-style-type: none"> <li>• Record of all strategies/processes utilized by schools and districts identified as effective</li> </ul>
	2. How do we use feedback from strategies, schools and districts to know we are meeting their needs and ensure there is always a “next step”?	<p>Develop a means to share effective activities and strategies from CSIP and CDIP gathered in ASSIST as best practice.</p> <p>Demonstrate the process of continuous improvement by maintaining, altering, updating and/or dropping tools as needed</p>	<ul style="list-style-type: none"> <li>• Monitor number of CSIP/CDIP-identified strategies submitted to best practices</li> <li>• Revised tools based on identified needs</li> </ul>
<b>Outcomes</b>			

# Continuous Improvement: CDIP / CSIP Delivery Chain

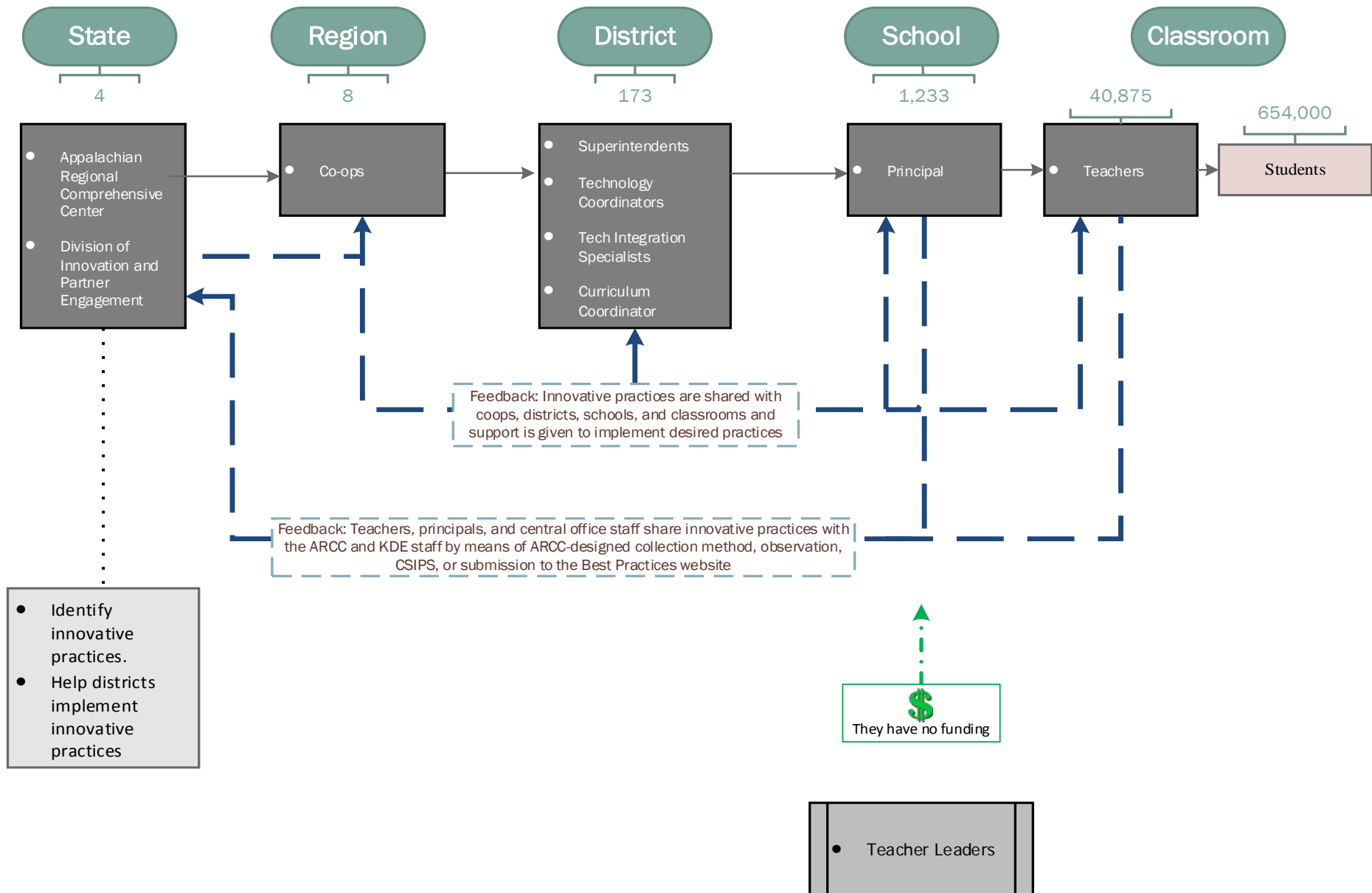


# Continuous Improvement: Priority/Focus Schools Delivery Chain





# Continuous Improvement: Innovation Delivery Chain



# RISKS/MITIGATIONS

	RISKS	MITIGATIONS
<b>Relationships</b>	<p>School districts operate in silos.</p> <p>KDE often seen as hindrance rather than support.</p>	<p>Provide more public access to financial information.</p> <p>Provide support (face-to-face and electronically) while ensuring consistent message.</p>
<b>Complexity</b>	<p>Best Practices may be in direct conflict with regulations.</p> <p>Lagged data and data anomalies occur Managing ever increasing number of schools and districts implementing innovative strategies.</p> <p>Moving districts from “small” change to system change will be difficult.</p>	<p>Utilize waiver process; change regulations; provide better feedback loops.</p> <p>Utilize 3-year aggregate data.</p> <p>Shifting of human resources at KDE to Division of Innovation.</p> <p>More frequent monitoring of co-pilot.</p> <p>Promote successful districts like the Districts of Innovation serving as models.</p>
<b>Funding Flows</b>	<p>No funding for “innovation” .</p> <p>Limited knowledge of finances at local level beyond CFO.</p>	<p>The Fund for Transforming Education in Kentucky.</p> <p>Provide additional finance training to other district staff.</p>
<b>Feedback Loops</b>	<p>Communication between state actors and “K” groups.</p> <p>Communication between agencies and schools can cause confusion.</p> <p>Inability to get people to share their innovative strategies.</p>	<p>Attend Continuous Improvement Summit; (survey participants before and after).</p> <p>Develop detailed communication plan between groups.</p> <p>Create multiple pathways for strategies to be shared and create process inside Innovative Practices milestone for communication of promising strategies.</p>
<b>Choke Points</b>	<p>Huge turnover within operations causes loss of institutional knowledge.</p>	<p>Ensure process documentation exists within districts.</p> <p>Provide “cross training” to ensure no information resides in only one place.</p>

	<p>Lack of time and knowledge about Best Practices Application System.</p> <p>Site visits to hub schools.</p> <p>Hub school capacity could be an issue if student achievement declines.</p>	<p>Provide recognition to users; implement grant.</p> <p>Constant monitoring of strategy through SharePoint to ensure high percentage of districts are sharing strategies and level of implementation is increasing in ALL districts.</p> <p>Monitor the plan-do-study-act.</p> <p>Monitor progress through quarterly reports and be able to put interventions in place during the 13-14 school year.</p>
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