

**December 2017 CDIP Phase II: Equitable Access to Effective Educators District
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CDIP Phase II: Equitable Access to Effective Educators District Diagnostic

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Equity Data Analysis:

Provide a brief analysis of the completed district data chart. Include any trends, note-worthy data points or perceptions the data has provided related to equitable access to effective educators. This data analysis should be included in the Comprehensive District Improvement Plan needs assessment. The analysis should address items and/or themes highlighted in yellow. **NOTE:** Attachments Required

-Most recent teacher turnover data for the Kenton County School district is 12.92% from 2017. - Teachers with experience of three years or less is 22.93% this year. Schools in the Kenton County School District engage in ongoing analysis of student data to determine staffing need, individualized for each building. For example, if data analysis identifies a need in the area of mathematics a staffing plan is developed by the school which emphasizes opportunities of math support and enrichment through classes with increased frequency, intensity or duration. Highly qualified and effective staff are then recruited and hired. Job fairs, collaboration with university partners and social media are a few methods that the district utilizes to recruit highly skilled teachers. In many cases, the district's excellent reputation and competitive salary structure entice diverse teachers and leaders to want to become part of the district's instructional team. Teachers are hired using each school's SBDM consultation policy. Beyond the initial hiring process, administrators follow SBDM policies for student assignment when placing students into classes each year. All teachers are highly qualified for the courses they are teaching and extensive professional learning is given for those teaching EL or Exceptional students regardless of their previous experience. No pattern of assigning inexperienced or ineffective teachers is noted at any schools. The Kenton County School District emphasizes quality instructional practices in every classroom every day for every student. Our commitment to quality instructional practices guides our hiring screening process and yields a highly qualified and effective teaching staff. Through monthly feedback to teachers following Professional Practices Rubric (PPR) Walks, teachers refine their teaching practices to meet the differentiated needs of students in their classrooms. Through dynamic leadership, administrative support and professional learning, teachers and leaders in the highest poverty schools have some of the highest overall accountability indices in the district. Nurturing the belief that all students can learn at high levels has been proven to be true through state and local assessment data. When schools or teachers struggle with meeting the needs of students, additional support and assistance is provided through instructional consultants, professional learning and targeted guidance. Quality instructional practices are identified, recognized and rewarded in the Kenton County School District. Through PPR Walk Feedback Forms, teachers are provided written feedback and recognition of the effective instructional practices that were observed. The district webpage also identifies accomplishments and achievements of school staff. Furthermore, staff are publicly recognized at the annual Excellence in Education Dinner and at monthly school board meetings.

ATTACHMENTS

Please be sure to upload the files in the Attachments section at the end of the diagnostic.

Barriers and Root Causes:

Identify your district's **barriers** to ensuring equitable access to effective educators for the students most at-risk (students experiencing poverty, minority students, English Learners, students with disabilities) in the district. Explain the **reasons** why these barriers exist. **NOTE:** Attachments Optional

Barriers that are sometimes seen in hiring highly skilled personnel include: - Certification requirements in high schools coupled with changes in course guide offerings - Availability of personnel with certification for teaching students with disabilities - Availability of teachers with unique certifications such as world languages, business, and specific career fields - Availability of

teachers with certifications in specialized science fields such as biology, chemistry, and physics. We believe that the best way to retain quality teachers is to continue to train and help them grow to have success with their students. For this reason, we have established and continue to refine the following: - District New Teacher Orientation/Professional Development - All first year teachers complete the Kentucky Teacher Internship Program. - Schools differentiate the professional learning offered to experienced, yet new teachers to the district through assigning a mentor, and/or having standing new teacher trainings to fill any necessary gaps of understanding with programs, procedures, structures, etc. - District consultants are regularly used to support new teachers. Consultants work with teachers through Professional Learning Community meetings and in classrooms. - Our district has developed guidelines for teacher support and assistance. This document gives the evaluators guidance on how to provide tiered support and assistance to teachers in order to improve performance and meet performance expectations. - District expectation for principals/assistant principals: visit each classroom providing coaching feedback at least once per month. - Principals and Assistant Principals are trained monthly on best practices in curriculum, instruction, and assessment. Often times this is a train the trainer type session. A big part of this monthly meeting is the ongoing coaching and calibration with our Professional Practices Rubric/Quality Instruction Feedback. - Professional Growth Academy (PGA) sessions are developed based on areas of need as noted through data and PPR Walks.

ATTACHMENTS

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Goal Setting:

Complete the District Equity Measures tab within the Equity Workbook. Updated and/or new measures should reflect the analysis of data, barriers, and root causes as listed above. Review the equity measures within this diagnostic and the goals in your CDIP. How are the concerns that have surfaced in the District Equity Measures, analysis of data, barriers and reasons for the barriers reflected in current CDIP goal(s)?

- If so, insert the associated CDIP goal(s) in the cell below.
- If not, create new SMART goal(s) to include in your CDIP to reflect this concern and insert it in the cell below.

***Goals should be set high enough to encourage and inspire increased effort while still being attainable.

NOTE: Attachments Optional

Goal 1- Proficiency: The district will increase the combined reading and math proficiency for all students from 62.5% in 2017 to 78.1% in 2019 (elementary), from 57.1% in 2017 to 76.5% in 2019 (middle), and from 50.4% in 2017 to 73.2% in 2019 (high), as measured by the school report card proficiency data.

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Strategies and Activities:

Identify **at least one** strategy and activity to address **each goal** identified above that is/will be embedded in the Comprehensive District Improvement Plan. Strategies could include, but are not limited to, recruitment; hiring and placement of teachers and/or students; providing supports for on-going, job-embedded professional learning to improve educator effectiveness; and strategies to retain educators, particularly in high needs schools. Once implemented, these should assist the district in meeting the equity-related goals set in the previous section.

***The purpose is to ensure that equitable access to effective educators is incorporated into district planning.


NOTE: Attachments Optional

Strategy- KCWP 2: Design and Deliver Instruction Activity- Ensure ongoing professional development in the area of best practice/high yield instructional strategies to aid in curricular adjustments when students fail to meet mastery.

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ATTACHMENT SUMMARY

Attachment Name	Description	Item(s)
 KCSD Equity Data	District Data as of Fall 2017	