



FAYETTE COUNTY PUBLIC SCHOOLS

FCPS COMPREHENSIVE DISTRICT IMPROVEMENT PLAN

***PROGRESS MONITORING UPDATE
2020-2021***

September 13, 2021

Progress Monitoring – Proficiency

Goal 1: By May 2021 increase the combined (reading and math) percentage of students scoring proficient/distinguished from 54.8% to 59.3% (ES), 56.5% to 61.5% (MS) and 44.7% to 50.0% (HS).

GOAL 1: PROFICIENCY GOAL - Progress Monitoring Notes

Goal # Objective(s) # Activity# (Ex: 1.1.a)	Notes/ Evidence	Check Point Data/Status				
		Red – Not Implemented				
		Yellow Partially Implemented				
		Green - Implemented				
		March	June	Sept.	Date	
1: 1-2 a	<p>March: Opportunities are provided for shared curriculum conversations with specialists to support implementation of standards, high quality instructional strategies. Ongoing training has included priority standards, blended instruction and assessment practices.</p> <p>June: Ongoing training has included balanced assessment, engaging learners and implicit bias. Professional learning to support standards implementation is planned for Summer 2021.</p> <p>Sept: Teacher Clarity training is being completed across all levels to support standards implementation and delivery, learning intentions and success criteria. To date over 850 teachers and administrators have received the first module of gaining clarity.</p>					
1: 1-2 b	<p>March: Regular learning opportunities are provided for Math and ELA teachers through book studies and training through content leads.</p> <p>June: On-going professional Learning opportunities to support reading/writing and math instruction, specifically, will begin in summer and continue throughout the school year.</p> <p>Sept: ELA and Mathematics specific professional learning strategies are ongoing - focused on Foundational Literacy, Writing and Numeracy. Opportunities are provided for workshop environments and PLC support.</p>					
1: 1-2 c	<p>March: A literacy team is currently developing a comprehensive literacy plan that will include leveled frameworks beginning with foundational literacy.</p> <p>June: A draft of guidance for comprehensive literacy has been created. Presently, stakeholder groups are providing feedback and the rollout will begin in schools who receive support through the Kentucky Comprehensive Literacy Grant first. Professional learning to strengthen foundational literacy in grades K-2 will begin for all schools beginning in Fall 2021</p> <p>Sept: Professional learning, PLC support, small group and individual support is being provided to schools to strengthen foundation literacy</p>					
1: 1-2 d	<p>June: School Leaders are engaged in on-going monthly professional learning modules on Implicit Bias as part of regular DLM meetings.</p> <p>Sept: Collaborative planning across departments on intentional delivery of CRTL strategies that also integrates literacy strategies and cross contents. .</p>	Update in June				
1:1-2 e	<p>June: Opportunities are provided for shared curriculum conversations with Literacy and Math specialists to support implementation of standards and high quality instructional strategies. On-going training has included literacy core beliefs, reading/writing and math priority standards and balanced assessment.</p> <p>Sept: Systems will be implemented that creates a shared responsibility model on standards implementation through unit assessment, walkthroughs and data pulls from Galileo Assessment. This will be in addition to pacing check points conducted via specialists through school level leads.</p>	Update in June				
1: 1-2 f	<p>June: Academic Services has provided on-going professional learning opportunities on effective engagement strategies to use to support blended learning by way of monthly DLM sessions for school leaders and sessions for teachers during monthly meetings with specialists and through a partnership with the University of KY.</p> <p>Sept: In collaboration with Instructional Technology, on-going professional learning opportunities are made available to all staff.</p>	Update in June				
1:1-2 g	<p>June: Schools created needs assessments and professional development plans that drive their continuous improvement process. Creation and implementation of a district-wide balanced assessment system will demonstrate multiple data points that schools can use to improve and enhance their instructional program. A balanced assessment guidance document has been implemented for the 2020-2021 school year.</p> <p>Sept: District and schools are continuing to develop, create, and revise a balanced assessment system for the 2021-2022 school year.</p>	Update in June				
1:1-2 h	<p>March: Walkthrough tool revised by school leadership on August 3, 2020. Tool presented to the Executive Leadership Team on August 19, 2020 for feedback. Walkthrough tool shared with principals August 26, 2020.</p> <p>June and September: Completed</p>					

Progress Monitoring – Separate Academic Indicator

Goal 2: By May 2021 will increase the percentage of all students scoring proficient/distinguished in:

- Science from 31.3% to 37.5% in elementary; 30.9% to 37.2% in middle; and 34.7% to 40.6% in high school.
- Social Studies from 55.1% to 59.2% in elementary and 61.0% to 64.5% in middle.
- Writing from 50.4% to 54.9% in elementary; 36.4% to 42.2% in middle; and 48.6% to 53.3% in high school.

Goal 2: SEPARATE ACADEMIC GOAL- Progress Monitoring Notes

Goal # Objective(s) # Activity# (Ex: 1.1.a)	Notes/ Evidence	Check Point Data/Status				
		Red – Not Implemented				
		Yellow Partially Implemented				
		Green - Implemented				
		March	June	Sept		
2.2 a	<p>March: Position approved, awaiting guidance on posting position.</p> <p>June: Social Studies instructional specialist’s position filled. The specialist will begin on July 19, 2021. Social Studies curriculum resource review completed on May 25, 2021, Social Studies curriculum revisions on pacing guides and unit frameworks will be completed by June 3, 2021</p> <p>Sept: Completed - Social Studies Instructional Specialist K-12 began work on July 19, 2021.</p>					
2.1-3 b	<p>March: School-level PLCs meet weekly to review upcoming units to ensure the alignment between state standards and learning intentions and success criteria. Evidence of meetings are documented in monthly Principal Performance Timeline meetings.</p> <p>June: Principals and district leaders are working with Solution Tree to provide professional development to teachers around effective PLCs. Questions that need to be answered as part of PLCs: “What do we want students to learn? How do we know if they have learned it? What do we do if they did not learn it? What do we do if they have learned it?” Teachers will learn to focus on student-level data in order to plan effective remediation and enrichment.</p> <p>Sept: Teaching and learning provided multiple opportunities for district leadership and school level staff members to engage in professional development around Teach Clarity. The district has partnered with John Almarode to support the professional development around Teacher Clarity. Solution Tree held professional development for schools in August and will continue to support schools through live coaching opportunities. Title II monies were used to provide the professional development.</p>					
2.1-3 c	<p>Sept: A district wide common writing assessment will be administered by December 17th K-12. The assessment information is identified in pacing guides and communicated through the District Assessment Calendar.</p>	Update in Sept	Update in Sept			
2.1-3 d	<p>March: Data profiles were created and shared with instructional specialists. Protocols have been created to analyze data. Conversations included a comprehensive plan to analyze data. District wide assessments were waived for 2020-2021 school year. Common assessments were made available as an option for schools and an analysis of common assessments will resume in 2021-2022 SY</p> <p>June: District wide assessments were waived for 2020-2021 school year.</p> <p>Sept: Data profiles will continue for the 2021-2022 school year. Feedback is being collected from schools about the data profiles. An assessment analysis will be used to analyze data from the Fall testing window.</p>					
2.1-3 e	<p>June: Middle school cadres of principals began work on clarity for learning embedded within the instructional process. Focus on clarity through standards deconstruction, learning intentions and success criteria. SLI in July will provide a leveled approach to standard implementation using the components of clarity for learning. Middle schools created next steps to focus on development of staff around the five components of clarity for learning. Focused and ongoing training will be available through 2021-2022 school year. (aligned to item 2.1-3 b)</p> <p>Sept: Collaboration in working with principal cadres, teacher cohorts, PGE coaches between Teaching and Learning and Chiefs will be implemented throughout the year. K-12 focus is Teacher Clarity, Assessment Practices and Effective PLCs. Each level will have a different entry point, all levels will be focus on standard implementation using clarity and formative assessment strategies.</p>	Update in June				

Progress Monitoring – Growth

Goal 3 By May 2021 will increase the growth indicator score for elementary schools from 64.2% to 74.2%. By May 2021 will increase the growth indicator score for middle schools from 54.2% to 64.2%.

Goal 3: GROWTH GOAL- Progress Monitoring Notes

Goal # Objective(s) # Activity# (Ex: 1.1.a)	Notes/ Evidence	Check Point Data/Status				
		Red – Not Implemented				
		Yellow Partially Implemented				
		Green - Implemented				
		March	June	Sept.	Date	
3.1. a	<p>March: Accelerating Learning resources for Reading are available in Navigator. Resources are available for teachers and administrators. Emphasis for 2020-2021 has been placed on priority content and inclusion of prerequisite skills throughout each unit. Through feedback from Content/Department leads have been provided additional supports for standards implementation.</p> <p>June: Common Assessments were waived for the 20-21 SY.</p> <p>Sept: Data collection will occur once in each content area and placed in Galileo for ELA, K-8 Math, and in Realize for Algebra, Geometry, Algebra II for the 21-22 SY.</p>					
3.1. b	<p>March: School Leaders and Teachers received training on the TNTP Opportunity Myth during the Summer SLI Session and in Back to School PDs professional learning opportunities provided by Teaching and Learning in August. On-going Professional Learning will occur throughout summer professional learning.</p> <p>June: Guidance for accelerating learning, based on work with TNTP, was created for schools and shared during DLM with school leaders and content rep meetings with specialists. Additionally, content specific resources were created and posted within each content page on Navigator.</p> <p>Sept: TNTP (Opportunity Myth) is embedded in all modules of training through Teacher Clarity (i.e. Why Clarity- Gaining Clarity - Sharing Clarity - Assessing with Clarity - Feedback with Clarity - Clarity in Collaboration.)</p>					
3.1. c	<p>March: Interim Assessments are administered three times a year. District and School leaders have been trained in Imagine Learning and Galileo. Weekly support office hours, usage data reports, and newsletters are shared with schools. MTSS Advisory Council has been created and guidance documents for tiered instruction.</p> <p>June: Spring Galileo ELA Assessment data demonstrates growth at grades K, 1st, 2nd, 3rd, 5th, 6th, 7th, and 8th. Weekly support office hours, usage data reports, and newsletters will continue and plans for summer professional learning have been created. MAP data demonstrates RIT growth for all students; students in K, 6th, 7th, and 8th showed the highest growth.</p> <p>Sept: Interim Assessments were scheduled for the Fall testing window for K-9 in Reading and Math.</p>					
3.1. d	<p>March: The English Learners Department continues to provide district ongoing, job-embedded professional learning opportunities for EL and content teachers that focus on effective language acquisition supports. The use of ELlevation Strategies is ongoing. A collaborative book study is offered by EL Department and Title I specialists to all K-8 EL teachers.</p> <p>June: The English Learners Department continues to provide ongoing, job-embedded professional learning, coaching, and specific feedback focused on English language acquisition in the English learners development and content classroom settings. A collegial conversations tool has been developed and piloted for implementation in the 2021-2022 school year.</p> <p>Sept: The English Learners Department continues to provide ongoing, job-embedded professional learning, coaching, and specific feedback focused on English language acquisition in the English learners development and content classroom settings. The collaborative conversations tool was presented to school leaders at the Superintendent’s Leadership Institute in July and to EL teachers in August. The tool will be used during the 2021-2022 school year in both EL and content classroom settings as well as by district support teams. ACCESS data analysis sessions are conducted for all schools during August and September.</p>					

<p>3.1. e</p>	<p>March: The Special Education Department provides ongoing, job-embedded professional learning, coaching, and specific feedback focused on differentiation to meet the individual needs of students to ensure access to grade level standards in reading. Professional learning and coaching has also focused on progress monitoring tools and data collection for continuous improvement and instructional decisions.</p> <p>June: MAP Growth summary data demonstrates limited growth from Fall 2020 to Spring 2021, with median conditional growth percentiles ranging from 8 at the 1st grade level to 46 at the 8th grade level. Observed growth during the pandemic and mostly virtual learning appears to be most impacted in the primary and intermediate grades. The Special Education Department continues to provide ongoing, job-embedded professional learning, coaching, and specific feedback focused on differentiation to meet the individual needs of students to ensure access to grade level standards in reading. Professional learning and coaching has also focused on progress monitoring tools and data collection for continuous improvement and instructional decisions.</p> <p>Sept: The Special Education Department provides ongoing, job-embedded professional learning, coaching, and specific feedback focused on differentiation to meet the individual needs of students to ensure access to grade level standards in reading. Professional learning and coaching has also focused on progress monitoring tools and data collection for continuous improvement and instructional decisions. KPREP from 20-21 and Fall MAP data for students with disabilities will be analyzed.</p>					
<p>3.1.f</p>	<p>March: 16.5K students are engaged with Imagine Language and Literacy for an average of 13.1 hours. Usage reports have been shared with all school and district leaders. On-going professional learning is available through district and school based sessions and weekly office hours.</p> <p>June: 40 schools and 17K FCPS students used Imagine Language & Literacy during the 20-21 school year. All students achieved growth those using the program with fidelity (30+ hours) who previously scored at novice levels showed 3x more growth than average. FCPS elementary students have completed over 681K lessons on the program and are averaging a pass rate of 80%, indicating content is appropriately challenging. Overall, FCPS students K-5 spent an average of 22 hours using Imagine Language & Literacy this year.</p> <p>Sept: Implementation has just gotten started for the 2021-22 school year.</p>					
<p>3.2. a</p>	<p>March: Accelerating Learning resources for Math is available in Navigator and on the MILK website. Emphasis for 2020-2021 has been placed on priority content and inclusion of prerequisite skills throughout each unit. Through feedback from Content/Department leads additional support for standards implementation have been provided.</p> <p>June: Common Assessments were waived for the 20-21 SY.</p> <p>Sept: Common Assessments will be accessible through Galileo for progress monitoring on standards, on-going learning opportunities are available on priority content.</p>					
<p>3.2. b</p>	<p>March: School Leaders and Teachers received training on the TNTP Opportunity Myth during the Summer SLI Session and in Back to School professional learning opportunities provided by Teaching and Learning in August. On-going Professional Learning will occur throughout summer professional learning.</p> <p>June: Accelerating learning will be embedded in multiple areas beginning with SLI sessions and ongoing training through DLM and cadre meetings. Curriculum documents have been created to provide guidance on addressing acceleration and ensuring grade level assignments. Focus will be provided to support grade level assignments, high expectations through providing clarity on how to deconstruct a standard and determine the learning intention and success criteria that will guide high quality instructional planning.</p> <p>Sept: TNTP (Opportunity Myth) is embedded in all modules of training through Teacher Clarity (i.e. Why Clarity- Gaining Clarity - Sharing Clarity - Assessing with Clarity - Feedback with Clarity - Clarity in Collaboration.)</p>					

<p>3.2. c</p>	<p>March: Interim Assessments are administered three times a year. District and School leaders have been trained in Imagine Learning and Galileo. Weekly support office hours, usage data reports, and newsletters are shared with schools. MTSS Advisory Council has been created and guidance documents for tiered instruction.</p> <p>June: MAP data demonstrates RIT growth for all students; students in K, 1st, 7th, and 8th showed the highest growth.</p> <p>Sept: Interim Assessments have been scheduled for the fall window for students in grade 1st - 8th.</p>					
<p>3.2. d</p>	<p>March: MAP Growth summary data demonstrates growth from Fall 2020 to Winter 2021. District-wide Common Assessments were waived for the 2020-2021 school year. The Special Education Department provides ongoing, job-embedded professional learning, coaching, and specific feedback focused on differentiation to meet the individual needs of students to ensure access to grade level standards in math.</p> <p>June: MAP Growth summary data demonstrates limited growth from Fall 2020 to Spring 2021, with median conditional growth percentiles ranging from 8 at the 1st grade level to 30 at the 8th grade level. Observed growth during the pandemic and mostly virtual learning appears to be most impacted in the primary and intermediate grades. The Special Education Department provides ongoing, job-embedded professional learning, coaching, and specific feedback focused on differentiation to meet the individual needs of students to ensure access to grade level standards in math.</p> <p>Sept: Interim Assessments have been scheduled for the fall window for students in grade 1st - 8th. The Special Education Department provides ongoing, job-embedded professional learning, coaching, and specific feedback focused on differentiation to meet the individual needs of students to ensure access to grade level standards in reading. Professional learning and coaching has also focused on progress monitoring tools and data collection for continuous improvement and instructional decisions. KPREP from 20-21 and Fall MAP data for students with disabilities will be analyzed.</p>					
<p>3.2.e</p>	<p>March: 15.9K students are using Imagine Math with 234.9K lessons based at the end of January. The Imagine math benchmark is being completed now. On-going professional learning is available Data reports have been shared with all school and district leaders.</p> <p>June: 40 schools and 17K FCPS students used Imagine Math during the 20-21 school year. FCPS students who used Imagine Math with fidelity (20+ lessons) achieved higher growth than those who did not, though all students who used IM achieved some growth. FCPS average growth is 10% higher than the national average. Students who began the year as Novice showed more than 3 years growth on Benchmark 3. 32% novice reduction for students using IM with fidelity. FCPS elementary students have completed over 594K lessons on the program and are averaging a pass rate of 58%, indicating content is highly challenging.</p> <p>Sept: Implementation has just gotten started for the 2021-22 school year.</p>					

Progress Monitoring – Achievement Gap

Goal 4 By May 2021 will increase the percentage of African American students and students with disabilities scoring proficient/distinguished.

In mathematics:

- African American - elementary from 30.9 to 37.2, middle from 24.7 to 31.5, high from 13.3 to 21.2
- Students with Disabilities - elementary from 19.1 to 26.5, middle from 9.2 to 17.5, high from 3.1 to 11.9

In reading:

- African American - elementary from 35.6 to 41.5, middle from 39.6 to 45.1, high from 22.9 to 29.9
- Students with Disabilities - elementary from 23.7 to 30.6, middle from 15.4 to 23.1, high from 10.6 to 18.7

Goal 4: ACHIEVEMENT GAP GOAL- Progress Monitoring Notes

Goal # Objective(s) # Activity# (Ex: 1.1.a)	Notes/ Evidence	Check Point Data/Status				
		Red – Not Implemented				
		Yellow Partially Implemented				
		Green - Implemented				
		March	June	Sept.	Date	
4.1. a	<p>March: District-wide Common Assessments were waived for the 2020-2021 school year. MAP student growth summary report demonstrates growth for grade K-8.</p> <p>June: MAP data demonstrates growth in math for both African American males and students with disabilities from Fall 2020 to Spring 2021.</p> <p>Sept: Interim Assessments have been scheduled for the fall window for students in grade 1st - 8th.</p>					
4.1. b	<p>March: Professional Learning opportunities are ongoing.</p> <p>June and Sept: Professional Learning opportunities on culturally responsive leadership and diversity, equity and inclusion practices are continuous including sessions at SLI held in July.</p>					
4.1. c	<p>March: District-wide Equity Tenets: (1. Inclusion, 2. Access, 3. Process & 4. Outcomes) CRTL is in process and terms are clearly defined through the use of research & evidence based strategies/practices via professional learning provided from the Office of Equity. FCPS development/implementation of CRTL professional learning practices are modeled/shared monthly with District Leaders and through capacity building, Leaders share professional learning at the school level with their teachers/staff.</p> <p>June: Chiefs share with school Leadership in a collaborative effort to build capacity: Districtwide CRTL definitions and professional learning supports/guidance for continuous courageous conversations with teachers for instructional design, delivery and implementation.</p> <p>Sept: CRTL will meet with KDE on 8/30 & 9/1 to sync next steps with KDE Equity playbook/Dashboard and Bloomboard Equity Modules: Cohort- Based Coaching & Portfolio based exercises to drive demonstration of effective practices with Leader Cohorts (Cadre) and Teacher Cohorts as school level equity teams.</p>					
4.1. d	<p>March: There has been a decrease in ISS and OSS incidents when comparing 2019-20 Fall semester to 2020-21 Fall semester. Click here for data source.</p> <p>June: There has been a decrease in ISS and OSS incidents when comparing 2019-20 behavior data thru April to 2020-21 behavior data thru April. Click here for data source.</p> <p>Sept: There has been a decrease in ISS and OSS incidents when comparing 2019-20 behavior data to 20-21 behavior data. Click here for data source.</p>					
4.2. a	<p>March: District-wide Common Assessments were waived for the 2020-2021 school year. MAP student growth summary report demonstrates growth for grade K-8.</p> <p>June: MAP data demonstrates growth in reading for both African American males and students with disabilities from Fall 2020 to Spring 2021.</p> <p>Sept: Interim Assessments have been scheduled for the fall window for students in grade 1st - 8th.</p>					
4.2. b	<p>March: Equity Statement: <i>“Achieving equity requires strategic decision-making to remedy opportunity gaps and create a barrier-free learning environment.”</i> With permission from The Ohio State- Kirwan Institute- Implicit Bias Module courses are housed in Safe Schools- Vector Solutions Portal. Courses & Assessments are uploaded & assigned to All schools, for All (Leaders, Teachers/Staff) to participate. Progress is tracked/monitored for completion of assignments. CRTL professional learning practices are developed/ implemented by FCPS Equity Office monthly. (Module 1: Understanding Implicit Bias? Module 2: Real World Implications, Module 3: Understanding Your Own Biases).</p> <p>June and Sept: The Module 4: Mitigating unwanted Bias and Final Thoughts learning was shared at DLM along with a presentation, (scenario's, case studies, reflection questions, discussion questions).</p>					
4.2. c	<p>March: There has been a decrease in ISS and OSS incidents when comparing 2019-20 Fall semester to 2020-21 Fall semester. Click here for data source.</p> <p>June: There has been a decrease in ISS and OSS incidents when comparing 2019-20 behavior data thru April to 2020-21 behavior data thru April. Click here for data source.</p> <p>Sept: There has been a decrease in ISS and OSS incidents when comparing 2019-20 behavior data to 20-21 behavior data. Click here for data source.</p>					

Progress Monitoring – Transition Readiness

Goal 5 Increase transition readiness districtwide from 59.4% to 63.9 % by May 2021.

Goal 5: TRANSITION READINESS GOAL- Progress Monitoring Notes

Goal # Objective(s) # Activity# (Ex: 1.1.a)	Notes/ Evidence	Check Point Data/Status				
		Red – Not Implemented				
		Yellow Partially Implemented				
		Green - Implemented				
		March	June	Sept	Date	
5.1. a	<p>March: We currently have 3921 students in an AP/IB or Dual Credit course.</p> <p>June: The 20-21 school year ended with 3977 students enrolled in AP/IB or Dual Credit courses.</p> <p>Sept: The 21-22 school year is starting with 3603 students in AP/IB or Dual Credit Courses</p>					
5.1. b	<p>March: Per KDE: Only seniors will be tested on EOPs for this year. Monthly CTE Summits for professional development assist in monitoring of CTE programming for growth and development. School will complete Size Scope and Quality evidence form, to assist in vertical and horizontal alignment.</p> <p>June: EOP tests were only given to 12th graders this year. 197 tests were given with 133 tests passed (68% pass rate) .</p> <p>Sept: Final career and technical education data has not been finalized. As a reminder: state data will only show seniors for 20-21</p>					
5.1.c	<p>March: On 1/26 the first CTE Summit was held. The summit covered information on CTE in FCPS. It also allows for developing connections and understanding of the support CTE teachers are needing.</p> <p>June: Multiple professional development opportunities were given to CTE staff throughout the semester and planned out for the summer. Title 2 funds being requested for secondary principals to attend the ACTE conference in December of 2021 to review, plan, and align for CTE initiatives.</p> <p>Sept: CTE Summit conducted on 9/7 to help inform staff on CTE in FCPS and how we can support CTE teachers across the district.</p>					
5.1. d	<p>March: College and Career Readiness has not been determined by KDE. CTE Specialist has conducted professional development sessions, developed the CTE site on the Navigator, to strengthen alignment of CTE courses, and resources for CTE Teachers.</p> <p>June: College and Career Readiness has not been determined by KDE. Professional development has been provided and scheduled during the summer to assist with alignment across the district and schools.</p> <p>Sept: Career and technical education instructional specialist has been hired and has created resources that are accessible in the navigator.</p>					
5.1. e	<p>March: College and Career Coaches meet regularly and have worked to provide support in a virtual environment to work toward transition readiness.</p> <p>June: College and Career Coaches continue to meet to provide support for students, monitor, and document students progress in career and college pathways. A FAFSA push to increase students applying for college grants and scholarships continues into the summer despite COVID.</p> <p>Sept: Final career and technical education data has not been finalized. As a reminder: state data will only show seniors for 20-21</p>					
5.1. f	<p>March: There was a ROIS training provided to secondary schools on 3/4.</p> <p>June: Academy retreat planned for June 3rd and 4th for planning and reigniting the goals and objectives built into the Career Academy Strategic Plan. Academy Ambassador retreat is currently being planned for students for August 2nd.</p> <p>Sept: StratOp process continues with AoL schools. New business and onboarding and a system to track business and community partners is currently under development with the technology department.</p>					

Progress Monitoring – Graduation Rate

Goal 6 Increase the 4 year cohort graduation rate in high schools from 87.9% to 90.1% by 2021.

Goal 6: GRADUATION RATE GOAL- Progress Monitoring Notes

Goal # Objective(s) # Activity# (Ex: 1.1.a)	Notes/ Evidence	Check Point Data/Status				
		Red – Not Implemented				
		Yellow Partially Implemented				
		Green - Implemented				
		March	June	Sept.	Date	
6.1. a	<p>March: Schools have developed online learning opportunities, credit recovery options, and performed based courses. School support staff virtually meet with students to assist in developing plans to help in progress toward graduation. Waiver has been sent to the School Board and KDE for approval of graduation credits of 15 credits.</p> <p>June: Waiver for 15 credits was denied. Schools are continuing to support students via Summer Ignite. Graduation rates will be finalized in the fall once all data from summer ignite and KDE has been finalized.</p> <p>Sept: Schools and programs are identifying gaps in learning through benchmark assessments in reading and math. Schools have also identified specific students undercredited and in need of intervention and support, beyond what occurred at Summer Ignite, and are implementing supports this fall.</p>					
6.1.b	<p>March: The Career Academy Model is being monitored by looking at failure rates. A StratOP process was also started to intentionally plan and execute the vision and mission for the three academy schools. This year KDE has not yet rolled out Transition Readiness Indicators.</p> <p>June: The StratOP process is continuing with school leaders in June as we look at reigniting academies post-covid. Data will be collected and analyzed by the GRAD Office, School Chiefs, and Academy Principals on the effectiveness of academy model strategies during covid and what changes or acceleration opportunities need to be implemented for 2021-2022.</p> <p>Sept: StratOp process continues with AoL schools and monthly meetings of the AoL have been scheduled after cadre meetings. These meetings will be used to review data and to continue increasing students achievement and graduation rates in the academy schools.</p>					
6.1.c	<p>March: ROIS training was provided to principals and their designees. MTSS meetings are conducted to review data and strategies to support students that may have additional academic, social emotional, and participation needs.</p> <p>June: Academy Schools were able to identify students to reward for PBIS. Students and teachers participated in events that encouraged positive behavior.</p> <p>Sept: Professional development will be provided to principals on the ROIS system at the September DLM. This system will allow them quick access to student data to make informed decisions to increase graduation rates.</p>					
6.1.d	<p>March: Middle and High Schools have received additional training on ROIS/Dashboard development, to assist in identifying student trends connecting with district resources and implementing plans to address needs. Waiver for 15 credits was approved by the FCPS board of education and has been sent to the Kentucky Board of Education.</p> <p>June: Schools were able to use data to identify students that may need additional assistance and those students were named and claimed for spring and summer support and acceleration. Summer Ignite will be used to extend learning in June and July to support students identified.</p> <p>Sept: Professional development will be provided to principals on the ROIS system at the September DLM. This system will allow them quick access to student data to make informed decisions to increase graduation rates.</p>					

Next Steps

- Continue progress on CDIP Activities
- Complete the needs assessment in October.
- Complete the updates for the CDIP by December.
- Share the updated CDIP during December Board Planning Meeting