

Strategies and Evidence of Effectiveness: RLIP Coordinators' Data

The Appalachia Regional Comprehensive Center (ARCC) is working with the Kentucky Department of Education (KDE) to assist in building capacity to utilize more effective practices in order to better benefit students and create sustainability within our Rural Low Income Program (RLIP). Working in collaboration with Vicki Fosbender, Title I Part A Program Consultant, Office of Next Generation Schools and Districts, the ARCC conducted a follow up to initial district calls (four coordinators) conducted in early Spring. Using the same two questions asked during the calls (strategies used, impact data seen), an online survey was developed. KDE shared the Survey Monkey link with all district coordinators via email and 115 coordinators provided data in June/July 2015.

The table below provides specific strategies (organized by strategy area) and evidence for effectiveness, if provided.

Strategy Area	Specific Strategies	Evidence of Effectiveness
Assessments	<ol style="list-style-type: none"> 1. Practice EXPLORE and PLAN assessments 2. Measures of academic progress (MAP) testing for middle school students 3. Dynamic Indicators of Basic Literacy Skills (DIBELS) screener to form response to intervention (RTI) groups 4. SNAP/DNK math screeners to form RTI groups 5. EXPLORER test for 7th graders to guide instruction 6. Formative assessments between grade-level teachers 7. Materials/tools to identify instructional needs and then design appropriate interventions 	<ol style="list-style-type: none"> 1. District increase in CCR; increased scores each year for same students taking EXPLORE/PLAN in 7th/9th and again in 8th/10th grade 2. Increase in MAP scores throughout the year; some students demonstrate large enough gains to exit additional classes 3. Majority of students making benchmark or moving towards benchmark according to DIBELS data 4. SNAP/DNK data improvement in most classrooms by end of third benchmark assessment 5. Some gains on 8th grade EXPLORER test 6. None listed 7. None listed

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	8. Observational tool to determine school/district strengths and needs	8. None listed
Educational Technology	<ol style="list-style-type: none"> 1. Software program to provide immediate feedback to teachers and students 2. Software program utilized by students before, during, after school and during the summer for credit recovery and to enable at-risk students to receive additional support 3. Computer and network refreshes 4. GradeCam to help with item analysis on common formative assessments 5. iPads 6. USA Testprep for high school 7. Calculators 8. Additional devices to access WIN CCR platform 9. TCA Prep 10. ALEKS (Assessment and Learning in Knowledge Spaces) 11. Edmentum software (PLATO and Study Island) 12. Software to assist with standards and monitor ongoing student progress 	<ol style="list-style-type: none"> 1. Data from feedback software is provided by the school and district, thus enabling data-based decisions on instruction and curriculum. 2. Students have met yearly expectations that have enabled them to graduate on time, be CCR, and continue their education in an alternative setting as well as in the regular school setting. Graduation rates have increased. Subject areas scores have increased as evidenced on K-PREP (Kentucky Performance Rating for Educational Progress) and teacher-made assessments. 3. Schools with updated systems have been able to better utilize diagnostic and remediation tools. 4. Immediate feedback on formative and summative assessments for students and staff; disaggregated data for use in professional learning communities (PLCs) and for re-teaching in the classroom 5. Increased student engagement; increase in technology-focused lessons 6. Slight increase in ACT scores 7. Students are more prepared to use calculators as quality tools in the classroom and for assessments such as ACT and Algebra II End-of-Course. 8. None listed 9. None listed 10. None listed 11. None listed 12. None listed
Instructional Materials	<ol style="list-style-type: none"> 1. Tier II and Tier III reading intervention materials 2. STEMscopes Next Generation Science Standards (NGSS) comprehensive online curriculum 3. Study island 4. Reading and math materials 	<ol style="list-style-type: none"> 1. Growth in reading RIT and percentile ranking on MAP test, gains in phonics and phonemic awareness, increase in fluency rates 2. Reading and math growth scores reflected a positive impact on K-PREP data.

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	<ol style="list-style-type: none"> 5. SpringBoard 6. Reading Plus 7. Read 180 8. iLIT supplemental high school reading program 9. Reading Recovery program materials 10. Supplemental online materials for English as a Second Language (ESL) students 11. Research-based programs designed to assist with closing the achievement gap 	<ol style="list-style-type: none"> 3. Increased K-PREP scores (reading, math, elementary school, middle school) 4. Increase in K-PREP reading and math performance 5. Increase in reading and English ACT scores for Grade 11 6. Gains from student baseline assessment; improved reading ACT scores 7. Major gains observed 8. None listed 9. None listed 10. None listed 11. None listed
Professional Development	<ol style="list-style-type: none"> 1. Safe schools 2. Reading 3. Writing (Louisville Writing Project, writing across content areas, constructed response, on-demand writing) 4. Standards: Kentucky Core Academic Standards and Next Generation Science Standards 5. Subjects involved in program reviews 6. Instructional best practices/research-based strategies for increasing student achievement 7. Training for ELL home visits and interpreters 8. PEBC (Public Education & Business Coalition) Thinking Strategies training 9. Strategies for meeting GAP student needs 10. Teacher leadership program 11. Content leadership network 12. Professional Growth and Effectiveness System (PGES) 13. Math curriculum with new standards 14. Science curriculum with new standards 15. Social studies curriculum with new standards 16. Kentucky's Continuous Instructional Improvement Technology System to improve math instruction 17. AdvanceKY 	<ol style="list-style-type: none"> 1. Decrease in behavior incidents; decrease in number of dropouts 2. Mean MAP RIT reading scores increased in all grades (grades 6-8). Reading and math growth scores reflect a positive impact on K-PREP data 3. Anecdotal improvement in on-demand writing, especially for grades 10-11; increased writing scores grades 3-8 based on K-PREP; increased writing PR scores 4. K-PREP scores have increased in most areas. Teacher evaluations of trainings have indicated knowledge gains needed to be better prepared to instruct students in the new standards and to meet the expectations of the accountability system. 5. K-PREP scores have increased in most areas. Teacher evaluations of trainings have indicated knowledge gains needed to be better prepared to instruct students in the new standards and to meet the expectations of the accountability system. 6. K-PREP data shows that increased research-based strategies are impacting achievement. 7. Increase in students testing out of ELL services 8. So far, no changes in achievement have been found (but data collection will continue over several years).

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	<ul style="list-style-type: none"> 18. Teachscape 19. Reading Recovery program 20. Technology training 21. Teacher induction program materials and mentors 22. Laying the Foundation 23. Advanced Placement (AP) Summer Institute 24. English language arts (ELA) textbook training and curriculum work 25. Kagan training 26. Curriculum review, revision, and re-alignment 27. Edmentum software (PLATO and Study Island) 	<ul style="list-style-type: none"> 9. Significant GAP improvements in K-PREP (GAP population outperformed regular population in some areas); increases in proficiency rates of students with disabilities on most recent K-PREP testing; services and activities have increased student engagement and achievement, which directly impacts the attainment of CCR goals 10. None listed 11. None listed 12. None listed 13. None listed 14. None listed 15. None listed 16. None listed 17. None listed 18. None listed 19. None listed 20. None listed 21. None listed 22. None listed 23. None listed 24. None listed 25. None listed 26. None listed 27. None listed
Services for Students	<ul style="list-style-type: none"> 1. Alternative education setting 2. Additional testing for students struggling to meet benchmarks (free of charge COMPASS and ACT) 3. Credit recovery opportunities (e.g., PLATO) 4. Transitional classes to better prepare students for college coursework 5. Rewards for GAP students (student receives card after meeting goals for one week; after 4 consecutive weeks of meeting goals, student gets to choose a reward) 	<ul style="list-style-type: none"> 1. Reduced dropout data, increased graduation data 2. Increase in College and Career Readiness Rate 3. Improvements in cohort graduation rate. 4. Students earned National Career Readiness Certificate; Highest ever pass rate on ACT Work Keys Assessment. 5. Decrease in office referrals; increase in attendance; increase in number of GAP students passing classes. 6. Students participating in STEM have increased science scores as evidenced in EXPLORE, K-PREP and PAS scoring

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	<ol style="list-style-type: none"> 6. Extended learning opportunities for STEM, reading, and math 7. Extended learning opportunities for math 8. Extended learning opportunities for reading 9. Summer programs (for Limited English Proficient [LEP] students and parents with goal of increasing/maintaining English proficiency, 4H, Art Guild camps) 10. Collaborative school activities to ensure all “gap” groups (at-risk populations) are making progress toward proficiency 11. RTI 12. Afterschool tutoring 13. Technology support to improve language mechanics for special needs high school students 14. Summer opportunities 15. Afterschool activities 16. Viking Intervention Program that works with all high school students that don't meet benchmark on the Educational Planning and Assessment System (EPAS) assessments 	<ol style="list-style-type: none"> 7. Math data is inconsistent showing improvement in some student's achievement and maintained achievement in others; No decrease in student achievement was found; Students participating in the Math academies have shown less regression in their skill levels than peers who did not participate. 8. Students participating in the Reading academies have shown less regression in their skill levels than peers who did not participate. 9. None listed 10. None listed 11. None listed 12. None listed 13. None listed 14. None listed 15. None listed 16. None listed
Staff	<ol style="list-style-type: none"> 1. Curriculum coordinators/coaches (school- and district-wide) 2. Instructional staff (reading, Reading Recovery program, math, writing, Tier II and Tier III intervention, academic improvement tutors, ELL, part- and full-time positions) 3. Instructional coach 4. Academic program consultants 5. Student assistance manager/parental involvement coordinator 6. Kindergarten teacher (to provide additional year to students not ready for 1st grade) 7. AmeriCorps personnel 	<ol style="list-style-type: none"> 1. Increase in MAP math and reading scores; K-PREP assessment goals exceeded 2. Reading and math growth scores reflected a positive impact on K-PREP data; math MAP 2014–2015 average mean at or above national mean; increase in benchmark exam proficiency by targeted student populations; improvement in writing scores; Common Assessment data and MAP data shows improvement for those students with which the tutor worked; for half of the students, the improvement was significant (e.g., moving from apprentice to proficient); increase in students testing out of ELL services; increased support of classroom teachers in serving ELL students

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	<ul style="list-style-type: none"> 8. Dropout prevention specialist for at-risk students 9. District communication personnel 10. Program review specialist 11. Part-time technology integration specialist 12. School resource officer (SRO)/alternative school staff 13. Instructional assistant for in-school detention classroom 14. Leadership coach 15. School nurses 	<ul style="list-style-type: none"> 3. Student achievement and teacher performance seems to improve by reducing barriers to learning and providing teacher support in areas of improvement. 4. Increase from “persistently low-achieving/priority school” to scoring “proficient/proficient progressing” 5. Twenty-five percent increase in parent involvement in one school year; 100 parent contacts made regarding student progress; 15 students placed in direct mentoring programs; 1000+ volunteer hours by fathers of students; gains in elementary math and reading MAP scores 6. Majority of students who take additional year of kindergarten successfully move on to 1st grade and are better prepared 7. Progress in monitoring through MAP benchmarks as well as teacher assessments 8. A 100% graduation rate and a 0% dropout rate 9. Stakeholders have publically acknowledged how the increased district communications have been helpful by having information about student programs and supports available. 10. Program review scores have reflected improvement 11. None listed 12. None listed 13. None listed 14. None listed 15. None listed
Other	<ul style="list-style-type: none"> 1. Instructional day release time to work on writing with special-needs students 2. Kentucky Association of School Council’s (KASC) program review toolkits 3. ACT Blitz student and teacher trainings 4. Parent support with Infinite Campus and grade reports 5. Using early childhood standards to improve academic achievement of disadvantaged/at-risk students 6. Classroom size reduction 	<ul style="list-style-type: none"> 1. Ninety percent of students showed at least one level increase toward proficiency on KDE on-demand writing rubric. 2. All schools in district have proficient program reviews for accountability. 3. Growth from PLAN to ACT; increase in ACT average composite score 4. None listed 5. None listed 6. None listed 7. None listed

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	<ul style="list-style-type: none"> 7. Focus on arts, humanities, and multicultural areas 8. Administrative services (to plan, manage and supervise instructional professional learning, RTI program, and work with instructional coaches) 	<ul style="list-style-type: none"> 8. None listed