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kid•FRIENDLy Year One Progress:

AN EXTERNAL EVALUATION REPORT BY THE
WKU ROCK SOLID EVALUATION TEAM



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EXECUTIVE SUMMARY

In 2012, the United States Department of Education awarded a 4-year grant of \$41 million to a combined set of 22 school districts representing 118 schools belonging to the Green River Regional Educational Cooperative (GRREC) and Ohio Valley Education Cooperative (OVEC). Six of the 118 schools that were represented closed or began the process of closing within Year One, decreasing the number of schools represented to 112. The cooperatives established a new educational arm, called kid·FRIENDLy (Kids Focused, Responsible, Imaginative, Engaged, and Determined to Learn) to implement the grant, hiring 61 staff to carry out the project goals (see Appendix A). At the end of Year One, there were some staff changes which changed the number of employees to 62 (see Appendix B). A team of researchers from Western Kentucky University, hired under the name “Rock Solid,” was commissioned to serve as external evaluators.

Grant implementation began in January 2013. The following report details the project’s goals, key components, and success measures, as well as kid·FRIENDLy and external evaluator activities carried out during the first project year, ending June 30, 2014. A summary of both benchmark and end-of-year data detailing progress toward goals is provided.

kid·FRIENDLy Goals

In alignment with the goals the U.S. Department of Education established for Race to the Top, kid·FRIENDLy is oriented toward improving student achievement, and, consequently, college-and-career readiness, primarily through an emphasis on personalized learning with a competency-based instruction approach. kid·FRIENDLy seeks to deliver high-quality professional development and supports for teachers and leaders around these concepts so that educator effectiveness – understood to be the key to improved student learning – can be enhanced.

Accordingly, the Green River Regional and Ohio Valley Educational Cooperatives articulated the following goals in their Race to the Top application:

Goal 1: Increase the number of students in participating schools who have access to *highly effective*¹ teachers and principals.

Goal 2: Increase the number of students in participating schools who have access to *effective* teachers and principals.

Goal 3: Improve the academic and non-cognitive outcomes for students in participating schools.

Goal 4: Ensure all students in participating schools are on track to be college- and career-ready by graduation.

Goal 5: Ensure all students in participating schools are capable and prepared for post-secondary careers, college, and/or technical school.

A supplemental grant called Preschool Pals was also awarded to enhance kindergarten readiness through a network of supports for private pre-schools and child care providers.

¹ Note: This and other terms associated with each goal were operationalized by the Rock Solid evaluation team, in coordination with the kid·FRIENDLy leadership team, to create measures that met USDE approval. See later sections of “Rock Solid Activities” for more information regarding this process.

kid·FRIENDLy Projects

To meet the goals outlined above, kid·FRIENDLy proposed four projects as vehicles for carrying out their efforts. A fifth project related to managing the grant and the previously mentioned supplemental preschool project were also developed. Below is a brief description of each:

Project 1: Students as Leaders. Associated with Goal 3 (improving academic and non-cognitive outcomes), this project emphasizes empowering students to take charge of their own learning by teaching social and emotional skills associated with high levels of personal achievement. The Leader in Me™ program, developed by Franklin Covey, is the centerpiece of this project, and seeks to engender student dispositions associated with Stephen Covey's *7 Habits of Highly Effective People*. Districts and schools will capitalize on the strategies associated with The Leader in Me™ to promote student agency through curriculum, instruction, and assessment delivery models. Ultimately, the strategies will help students to act for themselves and take ownership for their learning by defining their learning goals, by relating their learning to authentic, real-life experiences, and by engaging them in student-centered metacognitive practices.

Project 2: Leaders Developing Leadership. Associated with Goals 1 and 2 (increasing the number of students with access to effective and highly-effective teachers and principals), this project emphasizes networking and mentoring for school leaders to lead innovative change, improve performance, and make key decisions based on data driven needs. Data analysis routines were established and facilitated by GRREC staff. Cognitive Coaches and Leadership Mentors facilitated on-going use of data analysis to inform innovative practices in districts and schools.

Project 3: Competency-Based Instruction. Associated with Goals 3, 4, and 5 (improving student academic and non-cognitive outcomes and improving students' college and career readiness), this project shifts the focus of learning away from traditional teaching and assessment toward mastery of specific content knowledge and skills. Through needs-based professional development, teachers will develop strategies for competency-based instruction and standards-based reporting of student progress toward proficiency. This project also involves the establishment of College and Career Centers in every participating high school toward the goal of establishing a clear and coherent system to prepare all students for college and career.

Project 4: Personalized Learning. Also associated with Goals 3, 4, and 5, this project supports school-wide efforts to make learning more flexible and individualized for all students. Personalized learning emphasizes a shift away from teacher-centered instruction and traditional modes of organizing the school day toward a learning environment unencumbered by the normal limits of the school day and bell schedule. Each school developed a school-wide Personalized Learning Plan, supported by professional development, enhanced technology resources, and technical support.

Project 5: Management and Evaluation. This additional project, created in accordance with U.S. Department of Education (USDE) Scope of Work guidelines, governs the management and evaluation components of the grant itself. After the project director and program managers were hired, this leadership team collaborated with GRREC and OVEC staff to develop the Scope of Work to guide the work of this grant. The director then worked to hire the additional support staff and the external evaluation team, as well as to establish other support structures to carry out the grant. When the original project director chose to retire toward the end of the first year of the grant, another season staff member from GRREC stepped into the role.

Supplemental Project: Preschool Pals. Additionally, several of the projects above include elements of a Preschool Pals supplemental grant (which has a separate set of SOW activities, also reviewed in this report) to improve kindergarten readiness rates through enhanced supports for area daycares and preschools.

Subsequent sections of this report describe major activities associated with each project carried out in Year One relative to the proposed Scope of Work (SOW)² by both the kid·FRIENDLY leadership team and the Rock Solid external evaluation team. After only one year of implementation, a few measures of progress toward project goals are evident (student achievement data will not be available until early Fall 2014). However, where qualitative and quantitative measures of progress are available, the report attempts to describe them. Whereas evidence of progress of the overall project goals is preliminary and limited, the data suggest that the project has begun to have an impact on the 22 districts.

AN OVERVIEW OF YEAR ONE

The first year of kid·FRIENDLY implementation focused heavily on key management and evaluation activities, including the hiring and training of kid·FRIENDLY staff, refining the Scope of Work (SOW), and gathering benchmark data. Project 1 (Students as Leaders) occupied a major focus of school-level activities, though initial steps were made toward planning and implementation of all projects.

kid·FRIENDLY Activities

Sixty-one staff members were hired to carry out kid·FRIENDLY initiatives, including a project director, program managers, finance director, outreach director, leadership mentors, preschool pals, cognitive coaches, college and career readiness counselors, marketing/communication director, data specialist, finance administrative assistant, clerical assistant, and elementary liaisons (see Appendix C). The project director and program managers facilitated training for all new staff on project goals and their individual roles and duties. Considerable time was spent refining the SOW in collaboration with representatives from the U.S. Department of Education.

School Personalized Learning Teams, made up of select teachers and administrators from kid·FRIENDLY schools participated in a number of professional development activities, including a Personalized Learning Symposium that outlined requirements for school-level Personalized Learning Plans. PLP teams in all schools developed plans and submitted to kid·FRIENDLY staff for feedback. To more evenly distribute the large number of planned professional development events and The Leader in Me™ sessions across the participating schools, schools were divided into two cohorts and assigned to alternating Year One and Year Two professional development. Cohort 1 schools (54 schools) participated in sessions on The Leader in Me™ facilitated by representatives of FranklinCovey, and The Leader in Me™ coaches visited Cohort 1 schools to evaluate their

² Note: The final SOW approved by USDE includes two primary sections: 1) The various activities proposed by the kid·FRIENDLY leadership team in order to carry out the RTT-D grant (the supplemental project also fits here); and 2) the student outcomes and performance measures used to evaluate the overall effect of the program on schools and students. The “kid·FRIENDLY Activities” portions of this report focus on SOW section 1; the “Rock Solid Activities” portions of this report primarily focus on SOW section 2.

implementation progress and provide feedback. Cohort 2 school teams participated in data analysis workshops (data retreats). Additionally, schools participated in data analysis workshops, which also addressed student level data practices related to school-based PLCs. Besides a number of elementary and middle schools, Cohort 2 included all participating high schools. High schools specifically conducted culture assessments, school teams with support from internal and external consultants, of their current school environment and openness to change. Results were to inform high schools' personalized learning plans.

Rock Solid Evaluation Activities

The Rock Solid external evaluation team spent much of its first year assisting kid·FRIENDLY with understanding project goals and outcome measures and refinement of the SOW. Other key initiatives included gathering benchmark data required for yearly assessment of program achievement targets and developing theoretical frameworks to define the foundational concepts of the project such as personalized learning, competency-based instruction, and the social-emotional development and student agency constructs associated with The Leader in Me TM.

The Rock Solid external evaluation team developed and revised memoranda of understanding with the Kentucky Department of Education (KDE) and other agencies to obtain student-level achievement data needed for establishing benchmarks for project outcome measures, and worked with district representatives to gather school-level data not available through KDE or other sources. Once obtained, Rock Solid staff and graduate assistants entered, organized, analyzed, and reported benchmark data to the U.S. Department of Education. The team will eventually carry out quasi-experimental data analyses to compare student performance in kid·FRIENDLY schools with students in non-participating schools as a further evaluation of the program's impact.

Members of the team also carried out reviews of existing research on concepts central to the project, including personalized learning, competency-based instruction, and social-emotional competencies associated with The Leader in Me TM. The team wrote literature reviews describing the theoretical underpinning of these concepts and developed logic models linking these concepts to desired learning outcomes. These efforts will assist the team in assessing the impact of the project by clarifying the ways kid·FRIENDLY activities and accomplishments comport with an empirically valid understanding of the project's stated goals.

An outgrowth of these efforts was the development of student and teacher perceptual scales that will serve as key measures of the impact that Project 1 (Students as Leaders) is making on students. The team developed and deployed student and teacher surveys establishing baseline data for these constructs.

Summary Assessment of Progress

Key elements of each project have been successfully implemented as outlined in the Scope of Work (SOW). Of necessity, a major focus for kid·FRIENDLY has been hiring and training staff to carry out project activities. However, as described below, several aspects of each project are well under way or in full implementation.

In terms of implementation, Project 1 (Students as Leaders) has been a particularly strong focus of kid·FRIENDLy activities. Data from Leader in Me coaches, provided in detail later in this report, indicate that the majority of Cohort 1 schools are faithfully implementing the program as designed.

For Project 2 (Leaders Developing Leadership) Key elements of this project include regional and district networking and mentoring for school leaders to lead innovative change, improve performance and make key decisions based on data driven needs. Data analysis routines were established and facilitated by GRREC staff. Cognitive Coaches and Leadership Mentors facilitated on-going use of data analysis to inform innovative practices in districts and schools. Culture assessments in high schools have been conducted and leadership mentors have been trained and are actively working with superintendents and other district personnel. The Kentucky Department of Education (KDE) is the lead agency in developing a statewide superintendent effectiveness plan, and kid·FRIENDLy is partially dependent on KDE for progress on this particular component of the SOW. kid·FRIENDLy staff are collaborating with the Kentucky School Board Association to design tools to assist with feedback for effectiveness of boards of education.

Other than hiring staff and related preschool activities (described later in this report), few other SOW Year One activities specifically associated with Project 3 (Competency-Based Instruction) slated for Year One were achieved. No professional development on competency-based instruction was offered, for example. However, there were fewer activities for Project 3 in the Year One SOW than for any other component of the program, and most activities were related to hiring staff and carrying out the preschool initiative, both of which were successfully completed.

Key activities for Project 4 (Personalized Learning) centered on each school's development of a school-wide Personalized Learning Plan (PLP). Per the SOW, representatives from each school attended a Personalized Learning Symposium where they were introduced to key features of personalized learning by kid·FRIENDLy project leaders and given guidance about the content of their PLP's. FRYSC staff were included in the training for Personalized Learning as they are a key player in addressing barriers to kindergarten readiness and college and career readiness in each of the 112 schools. Each school submitted a PLP, but analysis of these plans by both the kid·FRIENDLy and Rock Solid teams indicated that schools generally chose "low-level," compliance oriented activities, suggesting that more training on the concept is needed. Of the four major "school-based" projects, the kid·FRIENDLy leadership team was most successful in carrying out the SOW activities associated with Project 4.

Two additional projects, Project 5 (Management and Evaluation), and a Supplemental Project (Preschool Pals), complete the SOW portion that guides kid·FRIENDLy staff activities. Project 5 provides guidance to the overall process of managing personnel, facilities, and expenditures related to a complex, multifaceted educational initiative. The Supplemental Project (Preschool Pals) provides training and ongoing support for childcare centers, preschools, and home-care through a cohort of itinerant Preschool Pals.

Overall, Year One focused heavily on establishing the implementation team, The Leader in Me™ sessions as a foundation for developing student sense of agency, and developing school based teams related to personalized learning (and for future work on competency-based instruction). Although the kid·FRIENDLy staff have accomplished much in Year One, school-level teams, and even the kid·FRIENDLy staff itself, may still be unclear on key features of competency-based instruction and

personalized learning, or on how all of the various components of kid·FRIENDLy fit together in a clear, unified framework for enhancing student learning and educator effectiveness

More training on these essential concepts, and further work at clarifying the interconnectedness of various project initiatives, is warranted in Year Two (2014-2015).

PROJECT 1: STUDENTS AS LEADERS

Project Overview

Project 1 (Students as Leaders) seeks to build a culture of student leadership and responsibility in each K-12 school so that students will develop skills that specifically support the development of goal-setting, teamwork, perseverance, critical thinking, communication, creativity, and problem-solving. This project seeks to enable students to make interdependent and appropriate personal and (professional) career decisions. The goal is to empower learners to take control of their learning through access to information and support from non-cognitive skills and a future mindset.

Approximately \$4,376,000 was budgeted for this project for 2013-2014 and \$1,462,000 (33%) was spent, with a carryover of \$2,914,000 (67%).

To fulfill the goals of this project, kid·FRIENDLY signed a contract with a national organization, FranklinCovey (FC) to provide trainings related to *7 Habits of Highly Effective People* for all 112 participating schools in 2013. The The Leader in Me™ (TLiM) is a school-wide program designed to foster a safe and friendly school culture. Based on Stephen Covey's *The 7 Habits of Highly Effective People* (Covey, 2013), this three-year program is described as "an innovative, schoolwide model that emphasizes a culture of student empowerment and helps unleash each child's full potential" (Franklin Covey website, n.d.). The TLiM program does not merely teach the 7 Habits to students, but requires school-wide efforts to integrate 7 habits to the core values of the school. A fully implemented TLiM program will require up to 30 days of professional development as well as materials for all teachers, leaders, staff members, and students in each school. Follow-up trainings with a core group of teachers and leaders are needed in order to sustain the program for many years.

Project Alignment to kid·FRIENDLY Goals and SOW Performance Measures

Project 1 activities were developed to target the following kid·FRIENDLY goal:

Goal 3: Improve the academic and non-cognitive outcomes for students

The following SOW Performance Measures are aligned to Project 1:

- Increase by 15% annually the number of elementary, middle, and high school students with indicators for school engagement (3.3, 4.6, 5.10)
- Decrease by at least 15% annually the number of discipline referrals in elementary, middle, and high schools (3.4, 4.7, 5.11)
- Decrease by 10% annually the number of reports of bullying in elementary, middle, and high schools (3.5, 4.8, 5.12)
- Increase by 15% annually elementary, middle, and high school students' satisfaction with school (3.6, 4.10, 5.14)
- Increase by at least 15% annually the number of teachers at each elementary, middle, and high school reporting increased positive behaviors in students (3.7, 4.9, 5.13)
- Decrease by 15% annually the number of students in grades 4, 6, 8, 9, and 11 who have 3 or more indicators for dropping out of school (4.11, 5.15)

kid·FRIENDLy Activities Relative to Scope of Work**Scope of Work 1 Summary Table**

SOW 1 N	Met	Partially Met	Not Met	NA
14	29%	71%	0%	0%

SOW 1.1 Introduce Project to KF Schools and Determine Cohort Status

Year 1 Target Date:	6/30/2013	Year 1 Status:	Met
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Because of the limited personnel resources of Franklin Covey to conduct extensive trainings at all kid·FRIENDLy (KF) schools in one year, a two-cohort implementation model was adopted. Of all 112 KF schools, 53 schools (44 elementary/primary schools, 8 middle school, and 1 high school) were identified as Cohort 1 and 59 schools (23 elementary schools, 14 middle schools, 22 high schools) were identified as Cohort 2. Cohort 1 schools received The Leader in Me™ trainings in Year One (2013-14) and cohort 2 schools were on the waiting list to receive trainings in Year Two (2014-15). It should be noted that all KF high schools were in Cohort 2 because The Leader in Me™ is more geared toward elementary schools, and Franklin Covey did not have a fully developed program for high school students in Year One.

SOW 1.2 Conduct Vision Training for Elementary and Middle Schools

Year 1 Target Date:	6/30/2014	Year 1 Status:	Partially Met
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In May to June 2013, all staff from Cohort 1 elementary schools received a 1-day vision training. Due to a review of content by the staff, some of these trainings were incorporated into the 3-day *7 Habits of Highly Effective People* training. The vision portion of the training is designed to help the entire staff develop their own unique leadership model. The vision work is paired with the *7 Habits Signature Training*. The 7 Habits training helps schools achieve sustained superior results by focusing on making individuals more effective. *7 Habits Signature 4.0* Participant Manuals were provided.

SOW 1.3 Conduct Great Leaders Training for Middle and High Schools

Year 1 Target Date:	6/30/2014	Year 1 Status:	Partially Met
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In May to July 2013, principals and 9 teachers in 5 Cohort 1 middle schools were trained on the Great Leaders – FranklinCovey (FC) coaching and support. Franklin Covey coaches made 4 on-site visits and 2-day virtual training to these schools. High Schools will complete this training as a part of GRIT (Goal-Driven, Resilient, and Influential Teens) during Years Two through Four. kid·FRIENDLy staff wanted something different for high schools than for earlier grades, so they joined forces with FranklinCovey experts to develop a dynamic new approach for the secondary level - an approach to engage both faculty and students in developing Goal-Driven, Resilient, and Influential Teens (GRIT). Similar to the elementary and middle schools' *The Leader in Me*, the new GRIT first involves high school staff in professional learning around the *7 Habits of Highly Effective People*. The school staff also participates in a "Launch Day" of "the end in mind" to begin to create what they will do tomorrow to "Model/Live," "Enhance the Environment," and create new "Opportunities for Student Leadership."

SOW 1.4 Conduct Implementation Training for Elementary and Middle Schools

Year 1 Target Date: 9/30/2013	Year 1 Status: Partially Met
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In July 2013, all staff from Cohort 1 elementary schools received a one-day implementation training. The training integrates the 7 Habits and other leadership principles into existing instruction, curriculum, traditions, systems, and environment of the school. In Year Two and beyond, staff will revisit and refine the school vision and identify tools and resources available for application. Staff will create an action plan for implementation of the leadership process using the six essential ingredients in their classroom and school. Implementation Day Participant Manuals were provided to all participants.

SOW 1.5 Conduct Virtual Leadership Certification On-line Tutorial for Elementary and Middle Schools

Year 1 Target Date: 9/30/2013	Year 1 Status: Partially Met
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During early Year One, Franklin Covey offered the opportunity for two staff members at each Cohort 1 elementary school and three staff members at each Cohort 1 middle school to receive two TLiM certification trainings: Signature and Families. Signature training would build the staffs' capacity to facilitate the 7 Habits in the classroom and share with other staff. Families training would build the staffs' capacity to facilitate the 7 Habits with families. These staff members were selected by the principal at each school. Principals were advised to select a Family Resource Worker as a candidate for the Families training. However, the selection was not limited to FRYSC Workers. Selected staff was then to provide information to TLiM to receive access to training. To date, 76 out of a possible 87 (87%) Cohort 1 elementary staff members have signed up to complete the virtual Signature certification. 70 out of a possible 87 (80%) of Cohort 1 elementary staff members have signed up to participate in the virtual Families training. Cohort 2 schools began certification trainings in May 2014. To date, 68 out of a possible 81 (84%) Cohort 2 elementary staff members have signed up to participated in the virtual Signature certification. 50 out of a possible 81 (62%) of Cohort 2 elementary staff members have signed up to participate in the virtual certification Families training. There is record of the dates that each staff member registered (see Rock Solid website, <http://www.wku.edu/rocksolid/>, for kid•FRIENDLy Year One PD Documentation). Franklin Covey was unable to provide kid•FRIENDLy with tracking records for the progression of staff members' virtual certification because the vendor had not developed a tracking system for these data. Staff signed up to participate may have completed 0 to 100% of the virtual certification.

SOW 1.6 Conduct 7 Habits of Highly Effective People Workshop for Elementary, Middle, and High Schools

Year 1 Target Date: 9/30/2013	Year 1 Status: Partially Met
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From May to July 2013 (Cohort 1) and May to June 2014 (Cohort 2) all staff from 95 schools received a 3-day *7 Habits of Highly Effective People* training with the inclusion of the Vision training. By July 2014, all schools will have received the 7 Habits training. The 7 Habits training helps schools achieve sustained superior results by focusing on making individuals more effective. 7 Habits Signature 4.0 Participant Manuals were provided.

SOW 1.7 Conduct Empowerment Training Day for Elementary and Middle Schools

Year 1 Target Date: None **Year 1 Status:** Partially Met

Although this is listed as an activity to begin in Year Two and thereafter, in July and August 2013, all staff from six elementary schools received a one-day training: Empowerment on-site. One middle school also received this training in May 2014. School staff worked to develop a shared buy-in and commitment to the Wildly Important Goals. This includes the creation and design of simple, yet compelling, scoreboards for tracking the progress of the Wildly Important Goals. Empowerment Day Participant Manuals were provided. Elementary and Middle schools are not trained are scheduled to participate in the training during Year Two and Year Three.

SOW 1.8 Conduct Achieving Schoolwide Goals Training for Elementary and Middle Schools

Year 1 Target Date: 9/30/2013 **Year 1 Status:** Partially Met

In July and August 2013, the faculty lighthouse team (principals and 5 teachers) from five Cohort 1 elementary schools received a one-day training: Achieving Schoolwide Goals. In May and June 2014, three Cohort 1 elementary schools also received this training. The Lighthouse Team is prepped to teach and implement within their school the Four Disciplines of Execution: 1) Focus on the Wildly Important; 2) Act on the Lead Measure; 3) Create a Compelling Scoreboard; 4) Create a Cadence of Accountability. Achieving Schoolwide Goals Participant Manuals were provided. Elementary schools not already trained are scheduled to participate in the training in Year Two and Three.

SOW 1.9 Attain TLiM Intellectual Property Rights and Access to Web Community for Elementary and Middle School Staff

Year 1 Target Date: 6/30/2014 **Year 1 Status:** Met

All Cohort 1 schools have attained TLiM Intellectual Property Rights and Access to Web Community. All Cohort 2 schools will attain property rights in Fall 2014.

SOW 1.10 Conduct Annual Process Coaching Services

Year 1 Target Date: 6/1/2014 **Year 1 Status:** Met

Franklin Covey coaches have provided four virtual and one on-site coaching visit to each of 41 Cohort 1 schools (36 elementary schools and 5 middle schools). Middle schools had two on-site visits. Please see the Rock Solid website (<http://www.wku.edu/rocksolid/>) for kid·FRIENDLy Year One PD Documentation of these visits. Additionally, a four-criterion process (see Table 1 below) and color formula was used by the FC coaches to determine the fidelity of the TLiM program implementation at these schools.

Table 1
The Leader in Me™ Fidelity Survey Criteria

Category	Description
Fidelity to Process	Centerline facilitation days and coaching touchpoints (onsite and virtual) are on track.
Strength in Leadership	School principal, administrative team and Lighthouse Team understand the paradigm and purpose of The Leader in Me™ and are actively partnering with kid·FRIENDLy to achieve it.
Staff is Invested	80% of staff are invested in The Leader in Me™ as determined by coaching touchpoints and Lighthouse Team feedback.
Barriers to Process	Free of any external barriers to achieving Lighthouse in three years that are evident (for example: change in principal, state mandates, low trust in staff, other major initiative, etc.).

Forty one school were involved in The Leader in Me™ Coaching Survey (36 elementary schools including 2 intermediate and 3 primary schools, and 5 middle schools). Each school was determined “Green/Yellow/Red” status based on the coaching survey results. High fidelity (Green) is defined as meeting 3-4 of the fidelity criteria listed in Table 1. Medium Fidelity (Yellow) is defined as meeting 2 of the criteria. Low fidelity is defined as meeting none or one of the criteria.

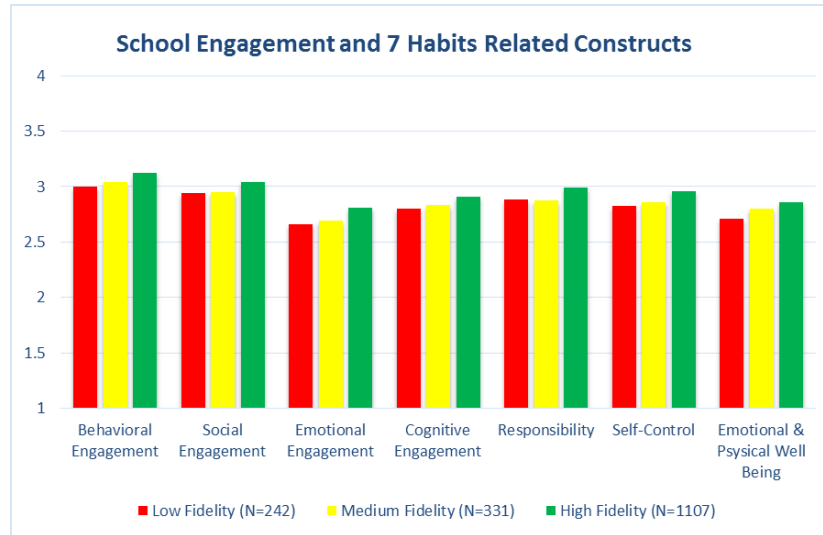
As Table 2 indicates, as of June 12, 2014, 26 of the 36 elementary schools (72%) were classified as high fidelity (Green). Five elementary schools (14%) were medium fidelity (Yellow). Five elementary schools (14%) were low fidelity (Red). Three of five middle schools (60%) were high fidelity (Green), with one additional school (20%) medium fidelity (Yellow) and one (20%) low fidelity (Red).

Table 2
The Leader in Me™ Fidelity Survey Results by School Level

School Level	High Fidelity (Green)	Medium Fidelity (Yellow)	Low Fidelity (Red)
Elementary (N=36)	72%	14%	14%
Middle (N=5)	60%	20%	20%
Total (N=41)	72%	14%	14%

To determine if the level of a school’s fidelity of TLIM implementation affects student non-academic outcomes assessed by the STEP student survey (see Table 3 and related information regarding the STEP student survey), MANCOVA analysis was conducted. Engagement scales showed a significant fidelity effect after controlling for school demographics (free/reduced lunch rates, percentages of white students, and percentages of special education students), $F(12, 3437) = 1.67, p = .06, \eta^2 = .005$. Follow up ANCOVAs found significant differences among schools with various levels of fidelity on three of four engagement subscales, $p_s < .05$. Students in the high and

medium fidelity TLIM schools had significantly higher *cognitive, behavioral, and emotional engagement* than students in the low fidelity schools, $p < .05$. Similarly, MANCOVA analysis of 7 habits related social emotional skills indicated a significant fidelity effect after controlling for school demographics, $F(12, 12763) = 2.70, p < .001, \eta^2 = .002$. Follow up ANCOVAs found significant differences on three subscales. Students in the higher fidelity TLIM schools had stronger *responsibility and self-control/self-management skills, emotional/physical wellbeing* than students in the lower fidelity TLIM schools, $p < .05$. See the results in the chart below.



Note: There is no SOW 1.11

SOW 1.12 Conduct Pre-consultation Discussion with Vendor

Year 1 Target Date: 6/30/2014	Year 1 Status: Met
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kid·FRIENDLY signed a contract with a national organization, FranklinCovey (FC) to provide multiple trainings that are founded on the *7 Habits of Highly Effective People* for all 112 participating schools in 2013. The Umbrella in which all of these trainings are delivered is titled *The Leader in Me Trainings*. For each elementary school, this includes Vision Day, 7 Habits, Implementation, Lighthouse, Achieving Schoolwide Goals, Empowerment Day, and Coaching. Middle schools were also provided with the Great Leaders training under *The Leader in Me Trainings*. A contract for High School deliverables has been developed and will be effective July 30, 2014. The umbrella under which all of these trainings will be delivered is called GRIT.

SOW 1.13 Conduct Lighthouse Team Training for Elementary and Middle Schools

Year 1 Target Date: 9/30/2013	Year 1 Status: Partially Met
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In August through December 2013, a team of six staff members (principal and 5 teachers) from each of Cohort 1 elementary schools received a one-day lighthouse team training. Lighthouse Team Training assists members of the Lighthouse Team to identify key roles on the team. The team will work towards becoming a The Leader in Me™ Lighthouse School and delve deeper into areas which keep The Leader in Me™ implementation on track. Lighthouse Team Training Participant

Manuals were provided. Cohort 2 elementary and middle schools will receive this training in Year Two.

SOW 1.14 Establish Student Lighthouse Teams for Middle Schools

Year 1 Target Date:	12/31/2013	Year 1 Status:	Partially Met
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In September through December 2013, student lighthouse teams in Cohort 1 middle schools were established. Students participated in a one-day session on student lighthouse teams. Cohort 2 middle schools will establish and participate in student lighthouses in Year Two.

SOW 1.15 Conduct Speed of Trust Training for Middle and High Schools

Year 1 Target Date:	6/30/2014	Year 1 Status:	Partially Met
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All staff in all but four middle and high schools in the cohort 1 participated in the Speed of Trust training. These remaining schools are scheduled to have the training in July and August 2014. Based on the recognized trust principles found in Covey's best-selling book, *The Speed of Trust®* training helps schools achieve sustained results by focusing on supporting individuals to be more effective. Speed of Trust Participant Manuals were provided. Cohort 2 schools will participate in Summer 2015.

Rock Solid Activities in Support of Project 1

1. Developed literature review and theoretical frameworks explaining the constructs embedded in The Leader in Me™, as well as the concepts of student engagement and school satisfaction as defined in the kid·FRIENDLY SOW.

In order to inform potential instrument development to measure kid·FRIENDLY non-cognitive student outcomes, the Rock Solid evaluation team investigated existing instruments and theoretical constructs related to The Leader in Me™, student engagement, and school satisfaction. Because of the project's reliance on The Leader in Me™ as a foundation for the Students as Leaders project, the evaluation team for focused on this program's "seven habits" to guide our theoretical and instrument review.

A review of the literature, as well as The Leader in Me™ documents, indicated the following constructs as related to the seven habits, as well as student engagement and school satisfaction:

- 21st Century Skills
 - *The TLiM team* provides a summary article describing impacts of The Leader in Me™ on schools (http://www.theleaderinme.org/uploads/Documents/results/Promising_Results_TLIM_V5.12.pdf). In this article, the project outcomes were reported in terms of (a) students' core academics, (b) school culture, and (c) 21st century skills.
 - *ETS research team* provides outline of this framework and related measurement tools.
- Social-emotional learning
 - *University of Rochester Literature Review* available (<http://www.theleaderinme.org/what-are-the-results/>).
- School engagement
- Self-regulation

- Relevant literature available (<http://www.toolsofthemind.org/philosophy/self-regulation/>).
- Classroom Climate
 - My Class Index (MCI) - developed at Seattle Pacific University and surveys for student, teacher, and parent satisfaction/engagement measures
 - Classroom Behavior Inventory (Schaefer & Edgerton, 1978).
 - Classroom Environment Scale (middle or high school) Moos & Trickett, 1974)
 - ClassMaps Survey (CMS; Doll et al., 2007) - Elementary & Middle School Classroom characteristics related to students' resilience and success

A review of the literature, as well as The Leader in Me™ documents, indicated the following instruments as related to the seven habits, as well as student engagement and school satisfaction:

- Social Skills Improvement System (SSIS) Rating Scales
- School Engagement Scale/Questionnaire (SEQ)
- Devereux Student Strengths Assessment (DESSA)
- Behavioral and Emotional Rating Scale (BERS-2)
- Emotion Regulation Checklist (ERC; Teacher/Parent Report)
- Social-Emotional Wellbeing Survey (student/teacher)
- High School Survey of Student Engagement(HSSSE)
- My Class Inventory

For a link to a comprehensive literature review, please see the Rock Solid website (<http://www.wku.edu/rocksolid/reports.php>).

2. Developed student and teacher survey scales to assess student development in key dispositions and positive behaviors embedded in The Leader in Me™, as well as the concepts of student engagement and school satisfaction as defined in the kid•FRIENDLy SOW.

Survey Development

Because no one existing instrument could satisfy the need for a student and teacher survey that measured The Leader in Me™, student engagement, and school satisfaction concepts, the Rock Solid evaluation team developed the Student Engagement and Performance (STEP) instrument. The STEP was informed by psychometrically sound instruments and best-practice principles.

The STEP instrument was designed to measure students' baseline and ongoing performance of areas closely related to the 7 Habits. Rock Solid researchers developed a set of terms and major concepts that allowed the categories of questions found in the instruments used to be mapped to 7 Habits.

For a link to a complete description of the psychometric development and testing of the STEP instrument, please see the Rock Solid website (<http://www.wku.edu/rocksolid/reports.php>). Figures 1 and 2 and Table 3 are included here but all other details are in the full report located on the website.

Preliminary Mapping

The figures below outline the mapping process used to match existing instrument items to constructs related to the 7 habits, using the definitions for each construct provided by the publisher.

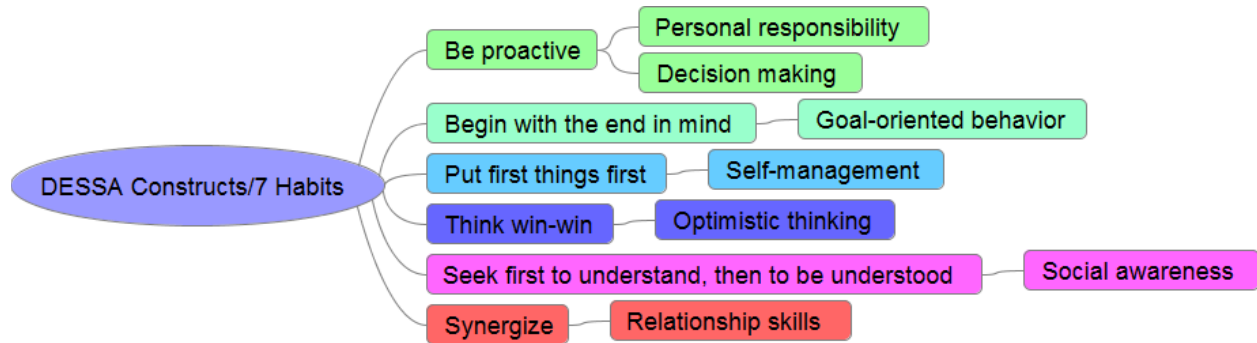


Figure 1. Relationship mapping between the 7 Habits and the DESSA constructs as conceived by Rock Solid team, with each of the 7 Habits on the left and the DESSA constructs on the right.

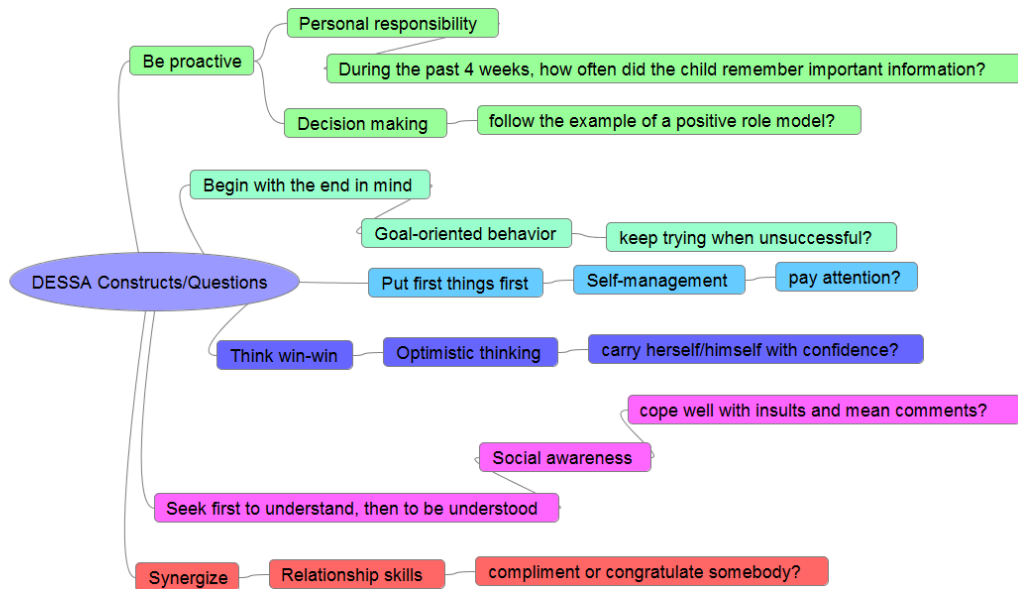


Figure 2. The complete relational map between the 7 Habits, DESSA constructs, and DESSA questions.

The STEP Instrument (Students)

Questions from the aforementioned instruments were mapped according to similar construct-specific models. Two versions of the instrument were developed: one version for grades K through 3 and another version for grades 4 to 12, with the grades 4 to 12 version of the test having been developed first and then the grades K through 3 version being derived from it.

The STEP instrument has six categories, which are listed in Table 3 below, also containing sample questions from both the grades K through 3 and grades 4 to 12 versions of the STEP instrument.

The higher-level version of the STEP instrument was the first developed. It was then simplified in order to provide young students with an easier to understand version of the instrument. Additionally, the simplified version of the Instrument provided binary (yes/no) answer options rather than the Likert-type scale used in the version for older students. For a link to a copy of the final survey, please see the Rock Solid website (<http://www.wku.edu/rocksolid/reports.php>).

Once the initial questions were developed, they were informally piloted and tested so as to provide the item-writers with feedback. Items that were found to be difficult to understand, of low validity, or redundant were eliminated.

Table 3

STEP Instrument Constructs and Sample Related Items

Construct/ Domain	Sub-Construct	Example Items (K-3)	Example Items (4-12)
Cognitive Engagement	Purpose of Schooling	I like to learn in school. I go to school because I like my friends.	I go to school because I love to learn. I go to school because I want to go to college.
	Learning Efforts	I work hard in school. I learn everything I can in school.	I work hard on my schoolwork. I enjoy working on difficult tasks.
Emotional Engagement	Attitudes toward School & Teachers	I am happy at school. My classroom is fun.	My classroom is a fun place to be. I think the teachers at my school treat students fairly.
	Feelings of Belonging	My teachers listen to me. I can talk to teachers about my problems.	I feel like my opinions are respected in this school. I can talk to my teachers about my problems.
Behavioral Engagement		I follow the rules at school. I get in trouble at school.	I get in trouble at school. I fight with my classmates.
Social Engagement		I like to make new friends. I help my friends when they need help.	I help my friends when they are having problems. I care about how others feel.
Independence (Habits 1-3 & 7)	Responsibility/ Decision Making	I keep my promises. I think before I make choices.	I finish tasks when asked. I make decisions after thinking carefully.
	Self-Control, Self-Confidence, Self-Management/ Organization	I can deal with whatever happens to me. I can solve my problems.	I can handle whatever comes my way. I can solve most problems if I work hard.
	Emotional/ Physical Well-Being	I don't get mad when my feelings get hurt. I eat healthy foods.	I stay calm when my feelings get hurt. I exercise every day.
Independence (Habits 4-6)	Social Competence/ Communication Skills	I share things with other people. I am comfortable around people who are different from me.	I am comfortable around people who are different from me. I put myself in other people's shoes.

Additional Student Instruments

The primary purpose of the student survey was to capture students' feelings and attitudes about the primary focus of the KF grant--The Leader in Me TM, based on Covey's Seven Habits, and Personalized Learning, both affectively oriented in their emphasis. (Competency Based Instruction is also an important goal but will not be introduced until Year Two of the grant.)

However, an overarching goal of the KF project is to increase student learning outcomes. The Rock Solid team believed that the scales developed for the Student Survey to reflect The Leader in Me TM and Personalized Learning were not sufficient to capture changes in the school learning climate over time. Brookover's social-psychological model of school learning (Brookover & Erickson, 1975) emphasizes the distinction between affectively oriented school climate and more cognitively focused school *learning* climate. Accordingly, the Rock Solid team developed two student instruments focused more specifically on the learning climate. (Both of these scales are for middle and high school students only.) Student Sense of Futility (a Likert scale with respondent choices) is derived from work by Brookover, Coleman, and Rotter to measure school specific beliefs about personal responsibility versus feelings that life is so unfair that personal effort is useless for those from at-risk backgrounds. Student Anti-Intellectualism, reflecting work from Brookover, Ogbu, and Johns Hopkins University (Citation?), measures students' sense of the school norms regarding attitudes about how studying, academic striving, and scholarly success affect popularity and peer acceptance, particularly for students from at-risk backgrounds.

Teacher Survey Development

As a proxy measure for teachers reporting positive student behaviors, under the direction of kid·FRIENDLY leadership, the evaluation team first reported teacher responses on one item of the Teaching, Empowering, Leading, Learning (TELL) Kentucky survey. The TELL survey was a statewide, anonymous, online survey of K-12 educators administered for the first time in May 2011, to assess teaching conditions based on the eight research-based constructs (Time, Facilities and Resources, Community Support and Involvement, Managing Student Conduct, Teacher Leadership, School Leadership, Professional Development, and Instructional Practices and Support). Results were aggregated and reported at the school, district, and state level. As a result, 42,025 teachers participated, representing 80% of all teachers in Kentucky (Dailey & Maddock, 2012). The TELL survey results provide valuable data for school, district, and state policymakers in improving overall school performance and teaching conditions for practicing educators in Kentucky schools. Data are available for the state, all school districts, and for the 1,286 (out of 1,395) schools in Kentucky that met or exceeded the 50% threshold for reporting. All results may be viewed online (www.tellkentucky.org).

However, further discussion with kid·FRIENDLY leadership about the limitations of using one TELL survey item as a proxy measure of teacher perceptions of student behavior, led to the development of a teacher survey that in many ways parallels the student survey. For elementary schools, these questions followed the STEP instrument. For middle and high school faculty, parallel items to the Student Sense of Futility and Student Anti-Intellectualism scales were developed. Additionally, a new instrument, Teacher Perceptions of Student Impulse Control, was developed to capture the effect of student disruptions in the classroom on student learning. This scale was for both variants of the teacher survey (elementary and middle/high school levels).

Data Collection Methods

STEP Student Survey

The STEP student survey was administered using Qualtrics survey software in two versions (embedded within one survey), for elementary school and for middle and high school students (as described above). The Rock Solid evaluation team intends to administer the STEP instrument for the duration of the intervention to produce analyses every year and at the end of the four-year term of the Team's research project. The Rock Solid team sent the first Student Survey invitation via email to the 22 superintendents and 112 principals of kid·FRIENDLY schools on February 12, 2014. The email included instructions for accessing the survey via the Rock Solid website <http://www.wku.edu/rocksolid/reports.php>, a script to help teachers administer the survey to younger students, and contact information for the Rock Solid team. The survey completion deadline was March 17. Reminder emails containing the current response rate were sent to superintendents and principals on February 20, February 26, and March 12.

Teacher Survey

The kid·FRIENDLY Teacher Survey was also administered using Qualtrics survey software, again with two versions for elementary school and for middle and high schools. The Rock Solid evaluation team intends to administer the Teacher Survey for the duration of the intervention to produce analyses every year and at the end of the four-year term of the Team's research project. Because of the priority of the student survey and constraints of the Kentucky spring testing window, the teacher survey was launched in early May, with follow-up e-mails similar to the student survey administration process and a close date of June 13.

3. Verified training and compiled The Leader in Me TM PD evaluation results

Table 4 summarizes the The Leader in Me TM sessions that took place in Year One.

Table 4
Year One The Leader in Me TM Sessions (Cohort 1 Schools)

School Level	Session	Dates
Elementary	Vision/7 Habits (all staff)	May/July 2013 - 14 (3 days)
	Professional Learning on-site	
	Implementation (all staff)	July – Dec. 2013 (1 day)
	Professional Learning on-site	
	Lighthouse Training (Faculty Lighthouse Team--6 people including principal)	August –Oct. 2013 (1 day)
	Professional Learning on-site	
Middle	FranklinCovey (FC) Coaching and Support	On-going (1 day on-site, 4 virtual)
	Level II, Empowerment Day (all staff)	May-August 2013-14
	Professional Learning on-site	
	Level II, Achieving Schoolwide Goals (Faculty Lighthouse Team--10 participants including principal)	May-August 2013-14 (1 day)
	Professional Learning on-site	

Great Leaders, FC Coaching and Support (All staff session at the end of the day <i>15-20 minutes</i>) Professional Learning on-site	May – July 2013 (4 on-site visits, 2 virtual)
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Please see the Rock Solid website (<http://www.wku.edu/rocksolid/>) for complete documentation of this and other professional development activities that took place in Year One.

4. Collected baseline data to comply with the USDE Scope of Work Performance Measures

As described earlier, baseline data (Academic Year 2013-14) related to school engagement, student satisfaction, and dropout indicators were collected via the STEP student survey in spring 2014. After an initial launch sent to principals via e-mail on February 13 and weekly, at the close of the survey on March 31, of the approximate 57,019 students at these schools, 50,013 completed the survey, for a response rate of 88%. District-wide student response rates varied from 76% to 100%. The teacher survey was launched in early May with follow-up e-mails similar to the student survey administration process. At the close date of June 13, of the approximately 4,432 teachers at these schools, 2148 teacher completed the survey, for a response rate of 48%. District-wide teacher response rates varied from 38% to 74%.

Discipline referrals and bullying data reported were extracted from KDE School Report Card website, specifically from Safety Reports located under the Learning Environment heading. Discipline referrals counts were calculated from numbers provided under the category, “Discipline Resolutions (Total);” bullying counts were calculated from numbers provided under the category, “Harassment (includes bullying).”

Rock Solid Evaluation Notes

In terms of implementation, Project 1 (Students as Leaders) has been a particularly strong focus of kid·FRIENDLy activities in Year One. Implementation data from Franklin Covey coaches indicates that the majority of Cohort 1 schools are faithfully implementing the program as designed. Because 2013-14 (Year One) is essentially a baseline for student outcomes, it is not possible to assess the effects, if any of these activities on achievement or other student characteristics.

kid·FRIENDLy Response to Project 1 Report

Year One was action-packed in regards to professional development events. Although Project 1 professional development events were centered on the Leader in Me Program™, provided by Franklin Covey, many other events were taking place at the same time. There were approximately 325 Leader in Me events alone – not including virtual certification and coaching – between May 2013 and June 2014 with many more planned for upcoming years. According to the “quick wins” provided by Superintendents and Points of Contact at our District Points of Contact Meeting (see Appendix E), 25 of 49 respondents (51%) specifically listed Leader in Me as their “win.” While the project team was pleased that most districts seemed enthusiastic to be learning and implementing new skills provided at professional development events, they recognized that the strong focus on new skills could be misleading to teachers and administrators. During conversations with teachers, the project team realized the need for a shift in language to intentionally planning supports. Thereafter, the project team began to articulate how “Students as Leaders” should be communicated to districts. The team came together to develop a common language. This was beneficial to the

kid·FRIENDLy staff, districts, and partners. All parties began to see the connection between the Leader in Me Program, Students as Leaders, and Personalized Learning. The vision of “Students as Leaders” is to create “student agency,” which is a combination of mindsets and learning strategies that support the necessary knowledge, skills, and dispositions to advance student achievement. The learning strategies should engage students in higher-order thinking rather than to be used as a tool for student accountability.

PROJECT 2: LEADERS DEVELOPING LEADERSHIP

Project Overview

Project 2 (Leaders Developing Leadership) seeks to increase the percentage of students in grant-supported schools with access to effective and highly effective teachers and principals through the use of regional and district networking and mentoring for school leaders to lead innovative change, improve performance, and make key decisions based on data driven needs. Data analysis routines were established and facilitated by GRREC staff. Cognitive Coaches and Leadership Mentors facilitated on-going use of data analysis to inform innovative practices in districts and schools. Culture assessments in high schools have been conducted, and leadership mentors have been trained and are actively working with superintendents and other district personnel. The Kentucky Department of Education (KDE) is the lead agency in developing a statewide superintendent effectiveness plan, and kid·FRIENDLy is partially dependent on KDE for progress on this particular component of the SOW. kid·FRIENDLy staff are collaborating with the Kentucky School Board Association to design tools to assist with feedback for effectiveness of boards of education.

Approximately \$641,000 was budgeted for this project for 2013-2014 and \$178,000 (28%) was spent, with a carryover of \$462,000 (72%).

Project Alignment to kid·FRIENDLy Goals and SOW Performance Measures

Project 2 activities were developed to target the following kid·FRIENDLy goals:

Goal 1: Increase the number of students who have access to highly effective teachers and leaders
Goal 2: Increase the number of students who have access to effective teachers and leaders

The following SOW Performance Measures are aligned to Project 2:

- Increase the number of students who have access to highly effective teachers and leaders (E3a)
- Increase the number of students who have access to effective teachers and leaders (E3b)

kid·FRIENDLy Activities Relative to Scope of Work

Scope of Work 2 Summary Table				
SOW 2 N	Met	Partially Met	Not Met	NA
15	40%	7%	27%	27%

SOW 2.1 Hire Leadership Mentors

Year 1 Target Date:	10/31/2013	Year 1 Status:	Met
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Three leadership mentors were hired to provide mentoring and coaching for grant-supported district leadership. The scope of work called for four mentors, but kid·FRIENDLy leadership decided to extend the number of contact days per mentor and hire only three, dividing the districts into three geographical regions for ease of mentoring. These mentors included an experienced former educational cooperative executive director, a retired Kentucky superintendent, and a former Kentucky administrator and university faculty member.

Leadership mentors were responsible for ongoing support to district points of contact, superintendents, and local leadership teams as they developed and implemented the School Personalized Learning Plans and other components related to the kid·FRIENDLY projects. Mentors planned regional and district networking and professional learning experiences and conducted site visits throughout their assigned region.

SOW 2.2 Support Development and Implementation of School Personalized Learning Plan

Year 1 Target Date:	6/30/2014	Year 1 Status:	Partially Met
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The KF Project Director and Program Managers (see SOW 5.1) coordinated the development and delivery of the kid·FRIENDLY 2013 Personalized Learning Symposium (September 12/13, 2014), which was designed to increase the awareness and understanding of personalized learning for School Personalized Learning Teams. Program Managers, Cognitive Coaches, Leadership Mentors, and Outreach Director facilitated workshop sessions where School Personalized Learning Teams were provided opportunities to increase their knowledge and understanding of personalization in teaching and learning environments. As schools developed their plans, they provided technical assistance and then feedback in the form of strengths and opportunities for consideration to district and school leaders upon final approval of school-based Personalized Learning Plans.

Program Managers and Leadership Mentors monitored implementation of school personalized learning plans by facilitating meetings with district leadership team during site visits. Year Two Personalized Learning Initiative documentation will serve as a professional learning tool for schools as they move toward implementation of personalized learning concepts.

However, no further monitoring tools and no quarterly reports were developed as per SOW 2.2. Development of Innovation Configuration Maps (ICM's) relative to personalized learning during Year Two may assist with the development of monitoring tools, as well as serve as a professional learning tool for schools as they move toward implementation of personalized learning concepts.

SOW 2.3 Launch and Sustain Regional Professional Learning Sessions for Leaders Based on Identified Needs

Year 1 Target Date:	6/30/2014	Year 1 Status:	Not Met
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No activities relative to SOW 2.3 were completed. SOW 2.3 called for the development of an assessment tool to establish professional learning needs of school and district leaders, a customized menu and schedule for leader-oriented professional development activities with annual meeting dates and locations, and monitoring to address gaps in implementation of strategies.

In Year Two, Community of Learners Meetings will provide professional learning needs of school and district leaders. This customized menu and schedule for leader-oriented professional development activities has been developed based on the data from district leadership team meetings referenced in 2.2.

SOW 2.4 Launch and Sustain KF Data Retreat

Year 1 Target Date:	6/30/2014	Year 1 Status:	Met
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Data retreats were facilitated by kid·FRIENDLY staff in an initial cohort 74 schools (those schools *not* participating in Year One The Leader in Me™ trainings; the remaining schools will participate in

data retreats during Year Two). These three-day data retreats offered a guided protocol for teacher and administrator teams from each school to disaggregate and analyze their achievement data for notable trends and to identify improvement goals. There is evidence that school leadership teams at some schools used information gathered at the data retreats to inform the development of their KDE School Improvement Plan. Because of changes in the school strategic planning process to an online format, data related to decision-making based on the Data Retreat process are not available. The project director and trainers developed a tool to capture the impact in decision-making for the next cohort.

SOW 2.5 Facilitate Culture Assessments

Year 1 Target Date:	6/01/2014	Year 1 Status:	Met
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Teams of teachers and administrators from all high schools also participated in a two-day school culture assessment workshop led by facilitators from the *Center for Improving School Culture* (see <http://www.wku.edu/rocksolid/> for Year One PD Documentation). Teams were trained in a protocol for administering a survey and conducting qualitative interviews with teachers and staff regarding dimensions of school culture. The 13-item School Culture Triage Survey, developed by the *Center*, measured teacher perceptions on three dimensions, including the level of professional collaboration, collegiality, and teacher efficacy and self-determination. Each culture team administered the survey in a partner school and developed a PowerPoint presentation highlighting the results, which was shared with the host school. Schools were instructed to use information from the school culture assessment to inform their school-wide Personalized Learning Plans.

SOW 2.6 Coach School and District Leaders

Year 1 Target Date:	6/30/2014	Year 1 Status:	Not Met
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No activities relative to SOW 2.6 were completed. SOW 2.6 called for the development of a coaching model for supporting principals with one-on-one and small group services and a schedule of meeting dates. kid·FRIENDLy staff are currently researching various models for executive coaching and plan to implement this component during Year Two.

SOW 2.7 Identify Superintendent Effectiveness Standards with State Agency Partners

Year 1 Target Date:	10/30/2013	Year 1 Status:	Met
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The Scope of Work (SOW) for Project 2 called for a steering committee to establish a new set of Superintendent Effectiveness Standards. However, this work had already been undertaken by the Kentucky Department of Education in its implementation of the 2009 Senate Bill 1. KDE commissioned a design team from the Kentucky Association of School Administrators to develop new statewide superintendent effectiveness standards. The resulting *Next Generation Effectiveness Standards for Kentucky School Superintendents*, Version 2.0, was issued July 2013, and was based on a combination of sources including the Interstate School Leaders Licensure Consortium (ISLLC) Standards and other work on leadership effectiveness published by the Wallace Foundation and Mid-Continent Research for Education and Learning. Since this was an initiative of the Kentucky Department of Education, kid·FRIENDLy did not play a role in the development of this rubric, but George Wilson, Executive Director of the Green River Regional Educational Cooperative, along with five superintendents from across the state (including representatives from GRREC and the Ohio Valley Educational Cooperative, did serve on the design team.

SOW 2.8 Develop Superintendent Growth and Effectiveness Rubric and Evaluation Tool

Year 1 Target Date:	11/30/2013	Year 1 Status:	Met
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SOW 2.8 has been superseded by activities on the part of the Kentucky Department of Education described under SOW 2.7. Based on the Next Generation Effectiveness Standards for Kentucky School Superintendents, the design committee developed a Superintendent Growth and Effectiveness System framework with performance levels aligned to the standards, completing that work in late 2013.

SOW 2.9 Pilot the Superintendent Growth and Effectiveness Rubric and Evaluation Tool in 25% of KF Districts

Year 1 Target Date:	10/01/2013	Year 1 Status:	Met
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Six kid·FRIENDLy district participants participated in the 2013-2014 pilot.

SOW 2.10 Implement the Superintendent Growth and Effectiveness Rubric and Evaluation Tool

Year 1 Target Date:	None	Year 1 Status:	NA
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Year Two and thereafter. KF will partner with Kentucky School Board Association to develop, pilot and implement effectiveness standards.

SOW 2.11 Identify School Board Member Effectiveness Standards with State and National Partners

Year 1 Target Date:	12/30/2013	Year 1 Status:	Not Met
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In consultation with superintendents, kid·FRIENDLy leaders have determined that implementation of SOW 2.11 was not a priority in Year One. The kid·FRIENDLy team has developed a timeline for developing, piloting, and implementing board effectiveness standards. They are partnering with the Kentucky School Board Association (KSBA) to develop a tool to be used statewide within one to two years. KF districts will be involved in the development, pilot, and implementation process. Development of the board effectiveness system in partnership with KSBA will provide an opportunity for sustainability of the standards after the grant cycle.

SOW 2.12 Develop a School Board Member Self-Assessment Based on Effectiveness Standards

Year 1 Target Date:	7/31/2014	Year 1 Status:	Not Met
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See note above on SOW 2.11.

SOW 2.13 Develop a School Board Member Improvement Protocol

Year 1 Target Date:	None	Year 1 Status:	NA
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Year Two and thereafter.

SOW 2.14 Pilot the School Board Member Growth and Effectiveness System in 25% of KF Districts

Year 1 Target Date:	None	Year 1 Status:	NA
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Year Two and thereafter.

SOW 2.15 Implement the School Board Member Growth and Effectiveness System in 25% of KF Districts

Year 1 Target Date:	None	Year 1 Status:	NA
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Year Two and thereafter.

Rock Solid Activities in Support of Project 2

The key performance measure for Project 2 is increasing the number of students with access to “effective” and “highly effective” teachers and principals (USDE SOW Performance Measures E3 a-b). The evaluation team collaborated with the Kentucky Department of Education Office of Next Generation Learners to establish definitions for these terms and establish baseline data from the 2012-2013 school year.

KDE has established a new framework for teacher and principal evaluation, the Teacher Professional Growth and Effectiveness System (TPGES) and Principal Growth and Effectiveness System (PPGES), which categorizes teacher performance at four levels: ineffective, developing, accomplished, and exemplary. For purposes of its No Child Left Behind (NCLB) federal waiver, which requires states to have at least three performance categories (ineffective, effective, and highly effective), KDE has proposed to equate the TPGES and PPGES categories with federal categories as follows:

- “Ineffective” = “Ineffective”
- “Developing” and “Accomplished” = “Effective”
- “Exemplary” = “Highly Effective”

Prior to the implementation of TPGES and PPGES, there was no statewide standard for categorizing teacher and principal performance. During the 2012-2013 school year, TPGES and PPGES were implemented in a limited state-wide pilot. Therefore, baseline data identifying the number of kid-FRIENDLY students with access to effective and highly effective principals and teachers is limited to a handful of schools, and to the students who had access to teachers or principals who actually participated in the TPGES pilot.

The Rock Solid evaluation team therefore defined the baseline for this goal as the number of students from grant-supported schools who was assigned to a teacher (or whose school had a principal) who participated in the TPGES or PPGES pilots in 2012-2013 and whose teacher was rated as “developing/accomplished” (“effective”) or “exemplary” (“highly effective”). Admittedly, these baseline data will need to be used with caution because teachers and principals who participated in the pilot were self-selected. Nevertheless, these measures provide the only consistent equivalent to the baseline data requested for Race to the Top.

The Rock Solid team made a data request to KDE for access to TPGES data, but was denied. The team is currently in communication with the Kentucky Center for Education and Workforce Statistics (KCEWS) for the same information.

Rock Solid Evaluation Notes

The key activity related to Project 2 has been the hiring of leadership mentors who coached and supported principals and superintendents as they began implementing aspects of kid·FRIENDLY project.. Key components of Project 2 are still incomplete, however. In some cases, these activities rely on further progress from the Kentucky Department of Education, specifically regarding the development of a superintendent effectiveness framework. Other components are awaiting the development of steering committees which may function to facilitate the work around developing a school board member effectiveness framework and providing feedback to the state's development of a superintendent effectiveness framework.

The evaluation team has struggled to establish baseline data associated with this project since the new statewide teacher and principal evaluation systems are still in pilot phase. However, during 2014-2015 all teachers throughout the state will be (informally) evaluated using the new system, and tracking progress on this measure will become easier – provided the evaluation team can obtain data from the Kentucky Center for Education and Workforce Statistics.

Greater clarity is needed regarding all the sub-components of this project and how they fit together to help enhance the number of students with access to effective or highly effective teachers and principal. For example, what are the connections between school culture and the development of effective teachers and leaders? What is the impact of data wise systems on personalized learning and innovation? Furthermore, how does improving school board member effectiveness serve to enhance the effectiveness of teachers and principals through understanding and supporting innovation? While linkages can be made, more effort to demonstrate these connections is needed, as well as understanding how all components of the project support the overall goals of the grant.

kid·FRIENDLY Response to Project 2 Report

The establishment of a primary Point of Contact for each school district has proven to be an invaluable component of Project 2. The district Point of Contact is a conduit of information between kid·FRIENDLY and the school and district leaders. Leadership Mentors utilize the Point of Contacts as the primary means of communication and monitoring implementation of project goals. A key driver for Year Two will be the continuation of the regional network meetings through establishing Communities of Learners led by the Leadership Mentors. The Community of Learners Meetings will establish a new organizational culture that values personalized learning to improve student outcomes and supports innovation. This intentionally connects to the Teacher Leader Community of Practice outcomes so that the principals and districts leaders may make better use of the demonstration classrooms being established; this learning environment will provide a faster opportunity to scale up the innovation in each local district.

PROJECT 3: COMPETENCY-BASED INSTRUCTION

Project Overview

Project 3 (Competency-Based Instruction) seeks to help teachers, students, and parents focus on learning systems (i.e., structures and processes used to provide curriculum, assessment, instructional pacing, student mastery of content, and reporting of student learning) by providing training on instructional strategies and on acquiring, managing, and using data for student progress. Additionally, teacher leaders in Year Two and thereafter will engage in a process of collective learning through Communities of Practice where they will increase professional knowledge and skills to perform at higher levels and develop classrooms that are models of personalized learning and innovative practice.

Approximately \$1,263,000 was budgeted for this project for 2013-2014 and \$513,000 (41%) was spent, with a carryover of \$750,000 (59%).

Project Alignment to kid·FRIENDLY Goals and SOW Performance Measures

Project 3 activities were developed to target the following kid·FRIENDLY goals:

Goal 3: Improve the academic and non-cognitive outcomes for students

Goal 4: Ensure all students are on track to be college- and career-ready

Goal 5: All students are capable and prepared for postsecondary careers, college, and/or technical school.

The following SOW Performance Measures are aligned to Project 3:

- Performances on summative assessments (outpacing average state growth) (A4a)
- Decreasing achievement gaps (A4b)
- Graduation Rates (A4c)
- College Enrollment Rates (A4d)
- Increase by 7% annually the number of students who are on track for CCR as seen by an increase in the number of students meeting benchmark in *reading* and *math* on the EXPLORE (4.1)
- An increase annually in the number of students in grades 4-8 meeting proficiency indicators on the K-PREP assessment in *reading* (7%) and *math* (10%) (4.3)
- An increase of 4% annually in the number of students completing Algebra I and/or Geometry at the 8th grade as compared to the 2011-12 school year (4.4)
- Increase by 15% annually or to 100% the number of students meeting Kentucky College/Career Readiness Standards, which include ACT, WorkKeys, and industry certification indicators (5.1)
- Increase by 12% annually the number of students who are on track for college/career-readiness as seen by an increase in the number of students meeting benchmark in reading and math on the PLAN (10th grade) and on the ACT (11th grade) (5.4)
- Increase by 2% annually the combined number of 11th-12th graders taking Advanced Placement, dual credit and/or online/on-campus college courses as part of their high school experience with a goal of 20% of all 11th-12th graders taking at least one course by 2016-17 (5.5)

- An increase of at least 7% annually (English II)/10% annually (Algebra II) or to 100% the number of students meeting Proficiency indicators on the End of Course Assessments (5.8)
- An increase of 15% (3.75% annually) in the number of Advanced Placement students taking and receiving a qualifying score (college credit earned) (5.9)

kid•FRIENDLY Activities Relative to Scope of Work

Scope of Work 3 Summary Table

SOW 3 N	Met	Partially Met	Not Met	NA
26	48%	12%	28%	16%

SOW 3.1 Hire Outreach Director

Year 1 Target Date:	7/15/2013	Year 1 Status:	Met
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Jamie Spugnardi was hired for this position. Her roles and responsibilities include (1) working with and providing support to various members of the project team by helping to identify and eliminate barriers (e.g., poverty, gender, etc.) to college and career readiness, and (2) collaborating with the participating districts as they work with families and private preschool/daycare centers to align student supports that will eliminate barriers to kindergarten readiness. The outreach director serves as the project liaison with each community and supports Preschool Pals, Elementary Liaisons, and directors and personnel in Family Resource and Youth Service Centers (FRYSC). For example, the outreach director works with FRYSCs to include an alignment to state- and project-based CCR indicators, including the creation of a student purpose for learning, and work involving the Continuous Instructional Improvement Technology System (CIITS) data system with students and parents. Additionally, the outreach director is responsible for assisting in the development of School Personalized Learning Plans in participating schools and by helping stakeholder groups implement research-based supports that help the region's youngest students become kindergarten ready. The outreach director reports to the project director.

SOW 3.2 Hire Preschool Pals

Year 1 Target Date:	7/15/2013	Year 1 Status:	Met
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Nine individuals were hired to serve in this role (See Appendix A for actual names) and are responsible for training and supporting activities in preschools throughout the districts participating in this project. This includes finding and communicating with private preschool centers, developing relationships with center directors and other staff members, and providing ongoing training in formal and informal settings. Each Preschool Pal lives in or around her assigned school districts and actively works in those communities each day. The primary objective for each Preschool Pal is helping each young child living in the assigned districts to become kindergarten ready.

SOW 3.3 Hire Cognitive Coaches

Year 1 Target Date:	6/30/2013	Year 1 Status:	Met
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Eleven individuals were hired to serve in this role (See Appendix A for actual names) and are responsible for coaching, modeling, and supporting teachers as they implement research-based strategies within their assigned schools across the regions. Cognitive Coaches work with multiple schools, helping teachers to use data to make instructional decisions and to integrate research-based

instruction and assessment strategies into their daily instruction. Through the Communities of Practice, which will include face-to-face professional learning opportunities, technology-based collaboration, and on-site coaching, coaches will assist teachers in Year Two and thereafter to develop learning lab and demonstration lab classrooms, which will provide for embedded professional learning with other teachers to observe the methods and practices being used in those classrooms. Cognitive Coaches work on-site at assigned school campuses and collaborate with teams of teachers each week. These coaches support district-level teams as they begin to train as Cognitive Coaches themselves and will mentor these teams in the final year of the project to ensure sustainability and continued development of new Demonstration Lab Classrooms. The Cognitive Coaches report directly to senior project staff.

In 2013-14, Cognitive Coaches completed the following tasks:

1. Built positive working relationships with district leaders, school principals, and classroom teachers who are participating in the kid·FRIENDLy project.
2. Visited school principals prior to Data Retreat Workshops and supported the development of data notebooks for use during the workshops.
3. Attended and participated in Data Retreat Workshops.
4. Determined how districts and schools used data to make instructional decisions and then contextualized the DATA-Focused Learning Community professional learning experience to address the specific needs of teachers who participated in the training.
5. Provided DATA-Focused Learning Community training and follow-up support to school staff.
6. Worked with teachers to design, develop, and implement professional learning communities.
7. Assisted teachers in the review and refinement of professional learning communities where the communities already existed.
8. Coached and built the capacity of teachers to use and make data-driven decisions that focused on improving instruction and student academic outcomes.
9. Facilitated workshop sessions at the 2013 kid·FRIENDLy Personalized Learning Symposia where School Personalized Learning Teams were provided opportunities to increase their knowledge and understanding of personalization in teaching and learning environments.
10. Supported the development of school-based Personalized Learning Plans.
11. Participated in professional learning experiences designed for kid·FRIENDLy staff, e.g., Cognitive Coaching, Thinking Strategies, Student Engagement, 7 Habits of Highly Effective People, Demonstration Classrooms, etc.
12. Conducted site-visits to schools and classrooms across the region and nation where innovative teaching and learning strategies that are aligned with kid·FRIENDLy grant goals are being used.
13. Participated in the initial design of Communities of Practice for teacher leaders, including gathering, compiling, and analyzing research literature on student empowerment, digital learning, and project-based, real world learning.

SOW 3.4 Provide Professional Development to KF Staff Related to Instructional and Cognitive Coaching

Year 1 Target Date:	9/30/2013	Year 1 Status:	Met
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Cognitive Coaches participated in monthly meetings during the first year of the project. These meetings provided information, encouraged discussion and synthesis, reviewed work scopes, boosted morale, and/or inspired creativity among the coaches.

SOW 3.5 Provide Ongoing Professional Development and Support to KF Staff Related to Instructional and Cognitive Coaching

Year 1 Target Date:	6/30/2014	Year 1 Status:	Met
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Cognitive Coaches participated in monthly meetings during the first year of the project. These meetings provided information, encouraged discussion and synthesis, reviewed work scopes, boosted morale, and/or inspired creativity among the coaches. They also participated in an eight-day Cognitive Coaching Seminar and four-day Engaging Qualities training with John Antonetti, as well as Thinking Strategies (provided by PEBC), Poverty Simulation, PGES Summit, Demonstration Learning Lab, and Instructional Rounds workshops. Some are completing the Cognitive Coaching Foundations seminar along with other KF Staff members, but training will not be complete until Year Two.

SOW 3.6 Use Innovation Configuration Map for Competency-Based Instruction to Support Schools and Districts

Year 1 Target Date:	None	Year 1 Status:	NA
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Year Two and thereafter. The kid•FRIENDLY staff will focus on the development of innovative models in the 112 schools and district support for models. The innovation configuration maps developed for CBI and other key KF concepts will reflect the key drivers and new direction of the recently updated logic model. Aspects of competency/mastery/standards-based grading will be embedded within the key drivers of change guided by an overall focus on student personalized learning environments.

SOW 3.7 Provide Professional Development to KF Staff Related to Competency-Based Instruction

Year 1 Target Date:	9/30/2013	Year 1 Status:	Not Met
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No training was conducted for kid•FRIENDLY staff relative to competency-based instruction. All training activities around competency-based instruction will be delivered in Year Two and thereafter. Two cognitive coaches attended a two day workshop provided by Marzano that focused on competency-based learning systems. Schools involved in the Re-inventing School Coalition provided data and lessons learned during the workshop. Coaches presented information to the project director and program managers.

SOW 3.8 Provide Ongoing Professional Development and Support to KF Staff Related to Competency-Based Instruction

Year 1 Target Date:	6/30/2014	Year 1 Status:	Not Met
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No training was conducted for kid•FRIENDLY staff relative to competency-based instruction. All training activities around competency-based instruction will be delivered in Year Two and thereafter. However, members of the implementation team from OVEC attended training related to CBI by Guskey. Information was shared with the whole team and one cognitive coach.

SOW 3.9 Provide Professional Development and Support to KF School and District Staff Related to Competency-Based Instruction

Year 1 Target Date: 6/30/2014 **Year 1 Status:** Not Met

No training was conducted for schools or districts relative to competency-based instruction. All training activities around competency-based instruction will be delivered in Year Two and thereafter. Discussion and characteristics of competency-based instruction were included in the development of the school personalized learning plan with the school teams.

SOW 3.10 Identify Competency-Based Instruction Demonstration Classrooms

Year 1 Target Date: 6/30/2014 **Year 1 Status:** Not Met

Identification of CBI demonstration classrooms will occur in Year Two and thereafter.

SOW 3.11 Provide Professional Development to Preschool Pals Staff

Year 1 Target Date: 9/30/2013 **Year 1 Status:** Met

During the first year, 28 professional development events were conducted in nine regional sites. In about half, FRYCs attended; in the other sessions, preschool parents were part of the audience. Most professional learning experiences occurred during the day to day site visits at the childcare centers. Preschool Pals completed notes on each visit.

SOW 3.12 Identify Preschool Providers to Support Kindergarten Readiness

Year 1 Target Date: 12/31/2013 **Year 1 Status:** Met

Seventy childcare centers were identified by Preschool Pals; curriculum reviews were conducted in each center. Pals consulted with each childcare center director regarding curriculum choices meeting scientific research standards to plan for personalized choice based on the center context. Preschool Pals consulted with Childcare Directors and Teachers to compare Childcare Center books to list of recommended books for children ages 3 and 4. Orders were compiled from each center.

SOW 3.13 Provide Kindergarten Readiness Professional Development to Identified Preschool Providers

Year 1 Target Date: 6/30/2014 **Year 1 Status:** Met

The Preschool Pal elementary liaison collaborated with Preschool Pals and district and school personnel to provide the following professional learning experiences: Brigrance, Dialogical Reading, Print Awareness, and Spring into Literacy.

SOW 3.14 Provide Kindergarten Readiness Classes to Preschool Families

Year 1 Target Date: 6/30/2014 **Year 1 Status:** Met

Thirteen events, such as Kindergarten Readiness, Kindergarten Boost, and Dialogical Reading, were provided to preschool families in six regions.

SOW 3.15 Provide Professional Development to KF Schools in AP Standards and Instruction

Year 1 Target Date:	6/30/2014	Year 1 Status:	Met
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The kid•FRIENDLy staff offered two different PDs in summer 2014. One focused on AP teachers and another was for middle and high school teachers wanting to use instructional strategies found to be particularly successful in AP classes. These were offered in alignment with schools' needs-based PD requests.

SOW 3.16 Provide Professional Development to KF Staff Related to Student Engagement Strategies Through Technology Integration

Year 1 Target Date:	6/30/2014	Year 1 Status:	Partially Met
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Cognitive Coaches participated in the workshop, Transforming Teaching & Learning with Technology, which focused on thoughtful task design, apps that work for the learner-centered environment, the use of video for supporting teaching and learning with purpose, and perspective and personal learning. In addition, coaches attended Engaging Qualities training with John Antonetti. GRREC has worked with Colleagues on Call for five years to embed their analysis of 15,000 classroom visits for a common definition and characteristics of engaging qualities of student work. The coaches have embedded and transferred the language into their instructional strategies with digital natives. No further training was conducted for the entire kid•FRIENDLy staff on student engagement strategies using technology.

SOW 3.17 Provide Professional Development to KF Teachers, Administration, Staff Related to Student Engagement Strategies Through Technology Integration

Year 1 Target Date:	6/30/2014	Year 1 Status:	Not Met
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In year 1, districts and schools evaluated their current infrastructure for technology, and each district was uniquely different. The grant provided funding for software to be embedded as support for personalized learning, funding for devices based upon district need to build capacity, and funding for expansion of Wi-Fi. Schools and districts will be sharing next year how the supports and resources provided will impact student personalized learning. kid•FRIENDLy staff planned with a national trainer to develop and deliver training integrating engagement and technology for Year Two. Two sessions will be provided by Instructional Technology Consultant, Terri Stice. During these four day sessions, participating schools will discover how to use technology to build powerful learning tasks, will analyze student work to look for the components of powerful tasks, and will create and share powerful learning tasks ready to take back to the classroom.

SOW 3.18 Identify Technology Integrated Instruction Demonstration Classrooms

Year 1 Target Date:	None	Year 1 Status:	NA
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Year Two and thereafter.

SOW 3.19 Use Innovation Configuration Map for Mastery/Standards-Based Grading Systems to Support Schools and Districts

Year 1 Target Date:	None	Year 1 Status:	NA
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Year Two and thereafter. The kid•FRIENDLy staff will focus on the development of innovative models in the 112 schools and district support for models. The innovation configuration maps developed for this and other key KF concepts will reflect the key drivers and new direction of the recently updated logic model. Aspects of competency/mastery/standards-based grading will be embedded within the key drivers of change guided by an overall focus on student personalized learning environments.

SOW 3.20 Prepare KF School and District Staff to Implement Mastery/Standards-Based Grading Systems

Year 1 Target Date:	6/30/2014	Year 1 Status:	Not Met
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No training has been developed yet on mastery/standards-based grading for schools and districts.

SOW 3.21 Provide Professional Development to KF School and District Staff Related to Mastery/Standards-Based Grading Systems

Year 1 Target Date:	None	Year 1 Status:	NA
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Year Two and thereafter. Planning is in process to provided institutes for school teams and district administrators during the summer and fall of 2015.

SOW 3.22 Ensure Student Reading Proficiency by 3rd, 8th, and 10th Grade.

Year 1 Target Date:	6/30/2014	Year 1 Status:	Partially Met
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Multiple elementary literacy workshops have been provided at the preschool and K-5 level. OVEC and GRREC have provided training focused on adolescent literacy for MS and HS through their ongoing work with PEBC. While this was an option, the elementary literacy sessions were at capacity. The middle and high schools have lacked the participation desired; therefore, kid•FRIENDLy is continuing with this work. SOW 3.22 called for the development of a list of students not on-track for reading proficiency by June 30, 2014. kid•FRIENDLy leadership does not plan to implement this SOW component because each district currently maintains its own literacy plan with identical data. The literacy plan was a part of the assessment literacy training for content networks with KDE involving three teacher leaders per district. Also, Data Retreat discussions led to tracking individual progress data. kid•FRIENDLy staff will provide support and assistance to schools with their literacy plans through needs-based professional development during Year Two and thereafter. Elementary Literacy Workshops were provided as part of the needs-based professional development during 2013-14. Middle School and High School Thinking Strategies workshops were provided at both educational cooperatives during 2013-14 as part of the needs based professional development. Literacy Workshops are planned during the summer of 2014 and the Academic Year 2014-15; schools and districts will all be invited to attend. Attendance will be encouraged based on Data Retreat Analysis Routines from Project 2.

SOW 3.23 Align Content to EPAS Benchmarks

Year 1 Target Date: 6/30/2014	Year 1 Status: Met
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Technical assistance has been provided to schools on EPAS by the College and Career Readiness Counselors on an as needed basis.

SOW 3.24 Ensure Student Math Proficiency by 8th and 10th Grade.

Year 1 Target Date: 6/30/2014	Year 1 Status: Not Met
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No specific activities were carried out in Year One relative to SOW 3.24. Technical assistance on thinking skills and mathematics reasoning will be made available to schools and districts through needs-based professional development during Year Two and thereafter through the Mathematics Academies held in Summer 2014 and Academic Year 2014-15.

SOW 3.25 Provide District Team Professional Development in Cognitive Coaching

Year 1 Target Date: 6/30/2014	Year 1 Status: Partially Met
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District Team Professional Development Training was offered as an option in Cognitive Coaching. However, few districts attended due to the 8 day commitment. Nevertheless, teachers and school coaches attended both sessions provided by the two cooperatives during the 2013-14 school year. Cognitive coaching training will be offered through needs-based professional development during Year Two and thereafter.

SOW 3.26 Provide Preschool Staff Professional Development in Early Childhood Literacy Strategies

Year 1 Target Date: 6/30/2014	Year 1 Status: Met
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The Elementary Liaison hired (see SOW S.1) collaborated with Preschool Pals and district and school personnel to facilitate the scope of work for elementary schools and childcare centers. Collaboration included the following topics: use of data, review of curricular resources, planning of parental support materials, and professional learning experiences. Each site visit from Preschool Pals to the Childcare Centers focused on Literacy professional development. These visits occurred at least twice each month.

Rock Solid Activities in Support of Project 3

1. Developed theoretical framework and logic models identifying key features of competency-based instruction (CBI) and assessment from literature.

A literature review (see <http://www.wku.edu/rocksolid/reports.php>) has been developed for CBI and its effects on student outcomes. Tables 5 and 6 summarizes key features and protocols of competency-based instruction and assessment. All citations are referenced in the literature review.

Table 5
Summary of Competency-Based Assessment Literature

Characteristics	Activities /Strategies	Indicators	Sources of Evidence/Data Collection Tools	References
Flexibility	Prior Learning Assessment (PLA)	PLAs test what students have learned <u>before and outside of the classroom</u> related to certain subject matters	Multiple Approaches to PLA (as recommended in the CAEL website)	<i>The Center for Adult and Experiential Learning</i> , Anderson, http://www.skilledup.com/blog/competency-based-education-assessments/
Authenticity	Performance Assessments	Authentic Tasks	Figure 2.1 (Wiggins, 1998, p. 23) & Figure 2.5 (Wiggins, 1998, p. 38)	Wiggins, 1998 Wiggins, 1990 Marzano et al., 1993 Lissitz & Shafer, 2002, Keyser & Howell, 2008
		Performer-friendly Feedback	Figure 3.1 (Wiggins, 1998, p. 49)	
Promoting Student Understanding	Performance Assessments	“Five Facets of Understanding”	Evidence of Understanding (Wiggins, 1998, p. 86-88) Assessing Understanding (Wiggins, 1998, p. 91-99)	
Demonstration of Student Learning	Assessment Portfolio	Quiz	Figure 8.3, 8.4, & 8.5 (Wiggins, 1998, p. 201-204)	Wiggins, 1998 Wiggins, 1990 Gomez, 1998
		Prompt		
		Performance Task		
Assessment <i>as</i> Learning	Performance Assessment/Portfolio/Project-Based Assessment	Project	<ul style="list-style-type: none"> • Rubric for Assessing the Quality of a Performance Task (Scarborough, P.227) • Rubric for Assessing the Quality of a Rubric (Scarborough, p. 228) 	Scarborough, 2007, http://www.niu.edu/CEET/p20/scholarship/vol1/A7.pdf
		Self-Monitoring		
		Self-Correction /Adjustment		
Individualized Diagnostics	Computer-based testing	Randomization	A taxonomy of applications of CBA	Thelwall, 2000, p. 39
		Interactive interface		
		Formative /Summative		
Criterion-referenced	Modular Assessment	Objective Questions	Appendices (Sample Tests)	Organizations of American States (OAS), 2006 http://www.moe.gov.tt/Docs/ICIU/CBET_Assessment.pdf
		Practical Assessment		
		Checklist & Rating Scales		
		Modular Examination		
		Performance Logbook		
		Record keeping Form		
Peer Involvement	Peer Assessment	Student Employability Skills Inventory		
		Peer Review		
		Peer Reflection		Organizations of American States (OAS), 2006 http://www.moe.gov.tt/Docs/ICIU/CBET_Assessment.pdf

2. Gathered potential classroom observation protocols for Competency-Based Instruction

Table 6

Summary of Competency-Based Assessment Literature

Observation Protocol	Appropriate Grades	Key Themes*	Source
Framework for Teaching	K-12	Teacher planning Differentiated instruction Assessment analysis Classroom culture	Danielson, C. (2007). <i>Enhancing professional practice: A framework for teaching</i> (2nd ed.). Alexandria, VA: ASCD.
Effective Supervision *	K-12	Teacher planning Instructional methods Students engagement Varied assessment	Marzano, R. J., Frontier, T., & Livingston, D. (2011). <i>Effective supervision: Supporting the art and science of teaching</i> . Alexandria, VA: ASCD.
Science Management Observation Protocol (SMOP)	6-12	Student engagement Inquiry-style learning Student-centered/driven instruction	Sampson, V. (2004). Science management observation protocol: Using structured observations to improve teacher's management of inquiry-based classrooms. <i>The Science Teacher</i> (10), 30-33.
AdvancedED *	K-12	Teacher-Student interaction Classroom climate Instructional design	AdvancED. (2011). <i>Standards for quality: Schools</i> . Retrieved from http://www.advanced.org/webfm_send/288
CLASS Tool	K-3 Upper elementary Secondary	Emotional support Classroom organization Instructional support	Teachstone Training. (2014). <i>Teachstone: Building connections: Enhancing learning</i> . Retrieved from www.teachstone.com

3. Collected baseline data to comply with the USDE Scope of Work Performance Measures

Establishing student achievement growth targets to meet both Performance Measures A4a (outpacing average state growth) and A4b (decreasing achievement gaps) took several months of negotiation with the kid·FRIENDLY and USDE RTT-D program director. The challenge lay in that *all* subgroups have to outpace the average state growth while at the same time gap groups were to be “closing the achievement gap” on the state’s highest achievement subgroup (consistently Asian students). The following formula was derived to meet both Performance Measure A4a and A4b requirements:

Annual growth targets were based on an additional 1% annual movement toward target (beyond the target established statewide by the Kentucky Department of Education) for Asians (high performing subgroup), calculated as (5 year target-baseline)/4.75, and an additional 2% annual movement toward target (beyond the target established statewide by the Kentucky Department of Education) for all other subgroups, calculated as (5 year target-baseline)/4.5. The targets exceed those established by the state.

It should be noted that this formula also affects the targets associated with 4.3.

Because USDE Scope of Work required *either* achievement data *or* the actual number of students in subgroups with $n < 10$, the Rock Solid evaluation team developed and then submitted to the Kentucky Department of Education (KDE) a request for baseline (Academic Year 2011-12) and first year (Academic Year 2012-13) data in December 2013 through the Memorandum of Understanding process. After KDE approval and data delivery, the Rock Solid evaluation team entered all baseline data related to these three performance measures aligned to Project 4.

Preliminary data for Graduation Rates (A4c) were also procured through KDE. However, further investigation of the formula necessary to calculate graduation rate consistent with other KDE reports revealed that the Rock Solid evaluation team needed to ask KDE for additional years of data. Below is the KDE formula for calculating graduation rate:

Number of first-time 9th grades in fall 2008 (2012 cohort) plus students who transfer in, minus students who transfer out, emigrate or die during school years 2008-09, 2009-10, 2010-11, and 2011-12.

KDE denied our request for the additional three years (2008-09, 2009-10, and 2010-11) data necessary for this calculation. However, the Kentucky Center for Education and Workforce Statistics (KCEWS) is another state agency that holds these data. We have submitted a request and are awaiting the agency's response.

For College Enrollment Rates (A4d), after conversations with KDE, the Kentucky Council for Postsecondary Education, and KCEWS, the Rock Solid evaluation team found KCEWS to be the agency most able to meet our data reporting needs. These data were received on May 1, 2014 and then entered into the USED SOW document.

The EXPLORE (4.1) is an assessment within the ACT/EPAS assessment system that is given to all 8th graders in Kentucky annually. It is a predictor of a student's performance on the PLAN in 10th grade, which predicts student performance on the ACT in 11th grade. Baseline data were collected and provided by the Kentucky Department of Education (KDE) as the 2011-12 and 2012-13 EXPLORE scores. The EXPLORE data in the future years (2013-2017) will be collected annually for benchmark comparisons. The baseline actual scores were calculated as the percentages of students who are on track for CCR and meeting benchmark in reading and math on the EXPLORE. The annual targets for EXPLORE were calculated as an increase by 7% annually for the number of students who are on track for CCR as seen by an increase in the number of students meeting benchmark in reading and math on the EXPLORE.

For Kentucky College/Career Readiness Standards, which include ACT, WorkKeys, and industry certification indicators (5.1), two-year baseline data (2011-12, 2012-13) were collected from the KDE website. The baseline scores were calculated as the percentages of high school students meeting Kentucky College/Career Readiness Standards. The annual target for the Kentucky CCR data was calculated as an increase by 15% annually or to 100% the number of students meeting Kentucky College/Career Readiness Standards.

The PLAN (5.4) is an assessment within the ACT/EPAS assessment system that is given to all 10th graders in Kentucky annually. It is a predictor of a student's performance on the on the ACT in 11th grade. Baseline data were provided by the Kentucky Department of Education (KDE) as the

2012-13 PLAN scores. The actual scores for year 2012-13 were calculated as the percentages of students who are on track for college/career-readiness. The annual target for PLAN was calculated as an increase by 12% annually the number of students who are on track for college/career-readiness as seen by an increase in the number of students meeting benchmark in *reading* and *math* on the PLAN (10th grade).

The ACT (5.4) is the chief college-entry assessment used in Kentucky colleges and universities, and it is part of the overall College/Career Readiness System established by the Kentucky Department of Education (KDE). School level baseline data were collected and provided by the Kentucky Department of Education (KDE) as the 2012-13 ACT scores. The annual target for ACT was calculated as an increase by 12% annually the number of students who are on track for college/career-readiness as seen by an increase in the number of students meeting benchmark in *reading* and *math* on the ACT (11th grade).

The End of Course Assessments in English II and Algebra II (5.8) are part of the Kentucky Performance Rating for Educational Progress (K-PREP) state assessment system. Beginning in the 2011-2012 school year, the Kentucky Performance Rating for Educational Progress (K-PREP) replaced the Kentucky Core Content Test (KCCT). Two-year baseline K-PREP data (2011-12, 2012-13) were provided by the Kentucky Department of Education (KDE) upon request. The annual target for EOCA was calculated as an increase of at least 7% annually or to 100% the number of students meeting Proficiency indicators on the End of Course Assessments in *English II* and *Algebra II*.

For the remaining SOW Performance Measures related to Project 3, namely,

- Algebra I and/or Geometry at the 8th grade (4.4),
- 11th-12th graders taking Advanced Placement, dual credit and/or online/on-campus college courses (5.5),
- Advanced Placement students taking and receiving a qualifying score (college credit earned) (5.9)

Rock Solid evaluators collaborated with District Assessment Coordinators, both within and outside participating districts, to develop an Excel-based DAC Collection Form. After development, the form was disseminated in fall 2013 to all DAC's or similarly positioned staff in participating school districts in order to collect 2012-13 baseline data. All districts returned completed forms. Similarly, new forms were disseminated in spring 2014 in order to capture 2013-14 data. Because some data will not be available until July 2014, these forms are not due until that time.

Rock Solid Evaluation Notes

One of the consistent challenges associated with monitoring kid•FRIENDLy progress toward SOW goals and activities (in this project as well as others) is the number of professional development requirements and opportunities through the SOW. Consequently, as the external evaluators worked with the kid•FRIENDLy leadership team on this annual report, the team was challenged to provide all the dates and times associated with Year One of the project. More importantly, the leadership team could document *that* trainings took place, but it was difficult to document that trainings were conducted:

- At all intended locations,
- For all intended audiences, and
- With all intended audience members attending.

Thus, this report (and the accompanying kid·FRIENDLy PD Year One Table) typically describes the number of professional development opportunities provided and the number of schools or individuals attending, but it rarely reflects back to the kid·FRIENDLy leadership team the extent to which level these events are reaching their entire intended audience.

Furthermore, the vast majority of PD activities for Year One were provided by external vendors (primarily related to The Leader in Me™ and the 7 Habits). Any evaluations of this externally developed PD content were simply the participants' perceptions of satisfaction with the sessions attended. The Rock Solid team did not have the wherewithal to assess the effectiveness of Year One PD with respect to student outcomes (baseline data only for 2013) or as being a valid representation of The Leader in Me™ program. Moreover, it is unknown to what extent the external vendor (FranklinCovey) would be responsive to such feedback from kid·FRIENDLy or Rock Solid, even if available.

kid·FRIENDLy Response to Project 3 Report

The kid·FRIENDLy staff envisioned providing every school the opportunity to build capacity for personalized learning environments, strategies, and systems. Therefore, the cognitive coaches collaborated with program managers to develop the Teacher Leader Communities of Practice. The many messages surrounding personalized learning and various learning systems became evident as the team discussed professional learning experiences from different experts in the field, practitioners, district, and school members. The need to provide strategic and intentionally impactful professional learning for teachers with clarity of language and message brought the team to the focus of their next steps. Keeping the end in mind of personalized learning for every child was their motto. The implementation team began to discuss the ongoing work of the Kentucky Department of Education around the common core standards for Math, ELA and Science and the Social Studies framework; the effectiveness system for teachers and principals; and assessment literacy. The fact that the grant has an end built a sense of urgency to develop implementation strategies to help all the schools and districts move, and move quickly. We began to question what the most important drivers of change were and what were byproducts or elements that would become the driver of change for the schools. Inevitably, the learning systems—whether Competency, Mastery, Performance, or Standards Based—will be the decision of the school or district. The work will move forward by building the capacity of teachers and leaders to design and implement the school of innovation of their choice. Professional learning is fundamental at all levels. We will strategically and intentionally provided supports and connections while encouraging innovative paths, knowing all schools and districts are at different places on the journey.

PROJECT 4: PERSONALIZED LEARNING

Project Overview

Project 4 (Personalized Learning) seeks to give students the opportunity to demonstrate mastery of standards at multiple times and in multiple and comparable ways, as well as providing learning resources and instructional practices that are adaptable and fully accessible to all students.

Ultimately, teachers will take on the role of coach and mentor and, thereby, guide learners to design their own learning pathway experience. Students should become goal-driven, self-reflective learners, and a student-generated Personalized Learning Profile provides teachers and parents with a plan of action (based on individual needs, abilities, sensibilities, and competencies) that successfully supports the pace at which the learner is progressing by helping teachers understand their students.

Approximately \$2,686,000 was budgeted for this project for 2013-2014 and \$701,000 (26%) was spent, with a carryover of \$1,985,000 (74%).

Project Alignment to kid·FRIENDLY Goals and SOW Performance Measures

Project 4 activities were developed to target the following kid·FRIENDLY goals:

Goal 3: Improve the academic and non-cognitive outcomes for students

Goal 4: Ensure all students are on track to be college- and career-ready

Goal 5: All students are capable and prepared for postsecondary careers, college, and/or technical schools.

The following SOW Performance Measures are aligned to Project 4:

- Increase by 15% annually the number of elementary, middle, and high school students with indicators for school engagement (3.3, 4.6, 5.10)
- Increase by 15% annually elementary, middle, and high school students' satisfaction with school (3.6, 4.10, 5.14)
- Increase the percentage (tentative annual goal of 10%) of 8th grade and high school students who have in place a Career Profile that identifies and describes ways to improve gaps in reading, math, and employability skills related to a specific career pathway (4.2, 5.6)
- Over the life of the project, increase by 25% (6.25% annually) the number of 4th, 6th, and 8th grade and 20% (5% annually) the number of high school students who are accelerated in their coursework (4.5, 5.7)
- Decrease by 15% annually the number of students in grades 4, 6, 8, 9, and 11 who have 3 or more indicators for dropping out of school (4.11, 5.15)
- Increase by 10% annually the number of student who submit FAFSA forms (5.2)
- Increase by 10% annually the number of students who participate in internships and co-op experiences related to their career pathways (5.3)

kid·FRIENDLY Activities Relative to Scope of Work

Scope of Work 4 Summary Table

SOW 4 N	Met	Partially Met	Not Met	NA
22	59%	32%	5%	5%

SOW 4.1 Hire College and Career Readiness Counselors (CCRCs)

Year 1 Target Date:	6/30/2013	Year 1 Status:	Met
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Twenty-three individuals were hired, one for every partner high school or district (if no high school) to serve in this role (see Appendix A for actual names) and are responsible for providing career counseling to students. CCRCs provide support to teachers and students and assist students in their career planning. CCRCs work primarily within an assigned school district, supporting a single high school and its feeder middle and elementary schools. They are required to attend kid·FRIENDLY project meetings and professional development throughout the project period. CCRCs are responsible for implementing the strategies of the project including the creation and operation of a Career Center; the implementation of Career Profile systems and support for students. The coordination of support occurs through the Family Resource and Youth Services Centers (FRYSC). CCRCs also conduct initial assessments of students' career goals in relation to their current educational standing and assist them in developing individualized goals, plans, and next steps to achieve career readiness. This position also assists in collecting, organizing, and submitting data to assist the project director and external evaluator.

SOW 4.2 Hire IT Director

Year 1 Target Date:	1/1/2014	Year 1 Status:	Met
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Terri Stice will begin work on July 1, 2014 as an Instructional Technology consultant for this position and is responsible for leading the work of integrating technology-based personalized instructional strategies into the learning environments through regional trainings provided on a near monthly basis throughout the project. In addition, the director ensures that all coaches and consultants are fully trained and capable of modeling the authentic use of instructional strategies with students. The director works with coaches, consultants, and others to develop model lessons to demonstrate the appropriate use of technology, and is a resource for available strategies, products, online resources, and more. The IT director also works with the Personalized Learning Teams to help them determine the best uses of their existing and bring-your own-device (BYOD) technologies and supports district technology directors as they implement new Wi-Fi networks on buses and in the community. John Strode, GRREC IT director, works with Terri Stice to conduct monthly networking opportunities for Technology Resource Teachers as well as Chief Information Officers/District Technology Coordinators. John will start work as the KF Network Administrator on July 1, 2014. Terri and John will provide instructional technology support/professional development experiences based on KF school districts' needs.

SOW 4.3 Provide Professional Development to KF Staff in Personalized Learning

Year 1 Target Date:	12/31/2013	Year 1 Status:	Met
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The kid·FRIENDLY project director and managers collaborated to design, develop, and deliver professional learning opportunities for project staff, as well as participating school personnel, in personalized learning, initially through the kid·FRIENDLY 2013 Personalized Learning Symposium, which was designed to increase the awareness and understanding of personalized learning for School Personalized Learning Teams. Ten coaches attended three site visits where they were able to talk with administrators, visit with teachers, and observe classrooms around personalized and flipped learning. These school tours were in Wisconsin, Michigan, and Rhode Island. The kid·FRIENDLY leadership team also toured High Tech High in Chula Vista, CA in May 2014. The purpose of the

visits was to interact with other practitioners in schools and districts where personalized learning was being implemented successfully. Upon return, their insights and reflections were shared with kid·FRIENDLY leadership.

SOW 4.4 Provide Ongoing Professional Development and Support to KF Staff in Personalized Learning

Year 1 Target Date:	6/30/2014	Year 1 Status:	Partially Met
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Cognitive Coaches participated in various professional learning activities throughout Year One that increased their knowledge, understanding, and skills of personalized learning, including developing a repository of research, reading and discussing texts, and making site visits to districts/schools where personalized learning was being implemented. Other staff members attended some but not all of these events. These events are as follows:

- Staff Orientation & Training (July 2013)
- Data Retreat (Summer 2013)
- Data Retreat - Train the Trainer (July 2014)
- DATA-Focused Learning Communities (August 2014)
- Personalized Learning - David Gregory and Kathleen McCloskey, Barbara Bray (August 2014)
- Personalized Learning Symposium (September 2013)
- DATA-FLC Review - Houghton-Mifflin Leadership & Learning (September 2014)
- Cognitive Coaching Seminar (October 2013-January 2014)
- Personalized Learning Plan Technical Assistance (November 2013)
- Look 2 Learning - John Antonetti (March 2014)
- 7 Habits (March 2014)
- Poverty Simulation (March 2014)
- Thinking Strategies (April 2014)
- 5 Ws of Personalized Learning e-Course - Kathleen McCloskey & Barbara Bray (April - June 2014)
- Leader in Me Leadership Days (March/April 2014)
- School Site Visits (May 2014) Transforming Teaching and Learning - Terri Stice (May 2014)
- Personalized Learning e-Learning - Learning Forward (May 2014)
- KY Professional Growth & Evaluation System - Overview (June 2014)
- Demonstration Classrooms (June 2014)
- Instructional Rounds - Overview (June 2014)
- Student Growth Goals Conference (June 2014)
- Building Competency-Based Systems RISC Summit - Marzano Learning Lab (June 2014)
- International Society for Technology in Education (June/July 2014)

SOW 4.5 Establish Guidelines and Protocols for Developing School Personalized Learning Plans

Year 1 Target Date:	6/30/2014	Year 1 Status:	Met
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The kid·FRIENDLY project director and managers collaborated with national consultants, Greg Wilborn and David Gregory, to design, develop, and deliver professional learning opportunities for

project staff, as well as participating school personnel, in personalized learning, particularly through the kid·FRIENDLy 2013 Personalized Learning Symposium, which was designed to increase the awareness and understanding of personalized learning for School Personalized Learning Teams. In September 2013, members of the kid·FRIENDLy leadership team, as well as Wilborn and Gregory, unveiled the Vision and School Personalized Learning template to administrators, teachers, and other certified staff from the 22 participating school districts who attended the symposium.

SOW 4.6 Build School and District Capacity to Create Sustainable Personalized Learning Environments

Year 1 Target Date:	6/30/2014	Year 1 Status:	Met
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Over the year, program managers, as well as cognitive coaches, provided technical assistance, supported the development, and provided feedback for school-based Personalized Learning Plans. Leadership Mentors provided feedback and facilitated conversations with district leadership teams during site visits.

SOW 4.7 School Personalized Learning Teams Develop Personalized Learning Plans

Year 1 Target Date:	12/31/2013	Year 1 Status:	Met
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All participating schools submitted PLPs that met item requirements established by the kid·FRIENDLy leadership team. Over the year, program managers, as well as cognitive coaches, provided technical assistance, supported the development, and provided feedback for school-based Personalized Learning Plans.

SOW 4.8 Provide Ongoing Professional Development to KF Schools in Personalized Learning Strategies

Year 1 Target Date:	6/30/2014	Year 1 Status:	Partially Met
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As described above, all participating schools submitted PLPs that met item requirements established by the kid·FRIENDLy leadership team. Over the year, program managers, as well as cognitive coaches, provided technical assistance, supported the development, and provided feedback for school-based Personalized Learning Plans. However, no additional formal PD was provided to all schools.

SOW 4.9 Use Innovation Configuration Map for Personalized Learning to Support Schools and Districts

Year 1 Target Date:	None	Year 1 Status:	NA
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Year Two and thereafter. The kid·FRIENDLy staff will focus on the development of innovative models in the 112 schools and district support for models. The innovation configuration maps developed for personalized learning and other key KF concepts will reflect the key drivers and new direction of the recently updated logic model. Aspects of competency/mastery/standards-based grading will be embedded within the key drivers of change guided by an overall focus on student personalized learning environments.

SOW 4.10 Conduct Regional Personalized Learning Network Meetings

Year 1 Target Date:	6/30/2014	Year 1 Status:	Met
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As described elsewhere, a Personalized Learning Symposium was held in OVEC and GRREC regions (one day of learning repeated in two locations) on September 16-17, 2013. The content of the meeting was developed around the kid·FRIENDLY Vision for Personalized Learning document. The document shared the initial possibilities for what the stakeholder groups could receive from personalizing the learning in terms of Teaching, Learning, Leadership and Management, Professional Development and Wider Community. Regional follow-up meetings were held district by district in the spring 2014. Additionally, individual school follow-up was provided through support by Cognitive Coaches and Program Managers.

SOW 4.11 Support Innovative Personalized Learning Practices

Year 1 Target Date:	12/31/2013	Year 1 Status:	Met
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kid·FRIENDLY staff have identified multiple exemplary technology practices based on expanding access to Wi-Fi. These were shared with all districts in April 2014 in GRREC and OVEC locations, including how to obtain Wi-Fi funding, exemplary practices in Wi-Fi expansion and sample logic models that could be adapted to the context of each district. Throughout the summer, kid·FRIENDLY staff has worked with districts to determine how to work with the FCC on e-rate concerns and any other technical assistance issues that have arisen through the Wi-Fi Expansion process.

Staff are also working with the Cognitive Coaches to develop additional best practices for working with digital natives in the communities of practice. Communities of Practice will roll out in early fall 2014. Additionally, kid·FRIENDLY staff have identified a list of instructional technology policies used by schools and have provided sample policies for districts. They are in the process of determining their needs for additional policy development or whether there are other policies they want created.

To support kid·FRIENDLY districts regarding Districts of Innovation, kid·FRIENDLY leadership met with the KDE Director of Innovation and External Partnerships who runs the Districts of Innovation program. He advised that districts only need to apply for the designation if they want to enact programs that require a comprehensive set of waivers from state regulations. For those needing one or two waivers then David and his staff will work with them to take those requests first to KDE staff and then to the Kentucky Board of Education for review and approval. KF leadership believe that any need for waivers will emerge with Competency Based strategies, which will receive more focus in Year Two. Thus, they plan to introduce districts to the waiver process in the next phase of school personalized learning vision development.

SOW 4.12 Expand Technology In KF Schools and Districts

Year 1 Target Date:	6/30/2014	Year 1 Status:	Partially Met
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In order to receive technology funds, districts developed a plan for expanding technology in their districts. Table 7 provides a summary of this planning and approval process.

Table 7
Summary of District Technology Expansion Plans

District	Wi-Fi Proposal Received	Wi-Fi Summary	Wi-Fi Feedback
Adair County	Yes	7 Buses and 3 Mobile Hotspots	Yes
Campbellsville	Yes	Buses and a CCRC mobile hotspot	Yes
Carroll County	Yes	Talking with Superintendent	
Caverna Ind.	No		
Cloverport Ind.	No		
Daviess County	Yes	Received but not approved	
Green County	Yes	Buses	Not Needed
Hart County	Yes	Buses	Not Needed
Henry County	Yes	Wi-Fi outside each school building	Yes
Logan County	Yes	Hotspots for Migrant Checkout	Yes
Metcalfe County	No		
Monroe County	Yes	Hotspots across district	
Owen County	No		
Owensboro Ind.	No		
Russell County	Yes	Buses	Not Needed
Shelby County	No		
Simpson County	Yes		
Spencer County	Yes	Wi-Fi garden and buses	Yes
Taylor County	Yes	Buses	Not Needed
Trimble County	Yes	Buses	Not Needed
Union County	Yes	Buses and Community Parks	Yes
West Point Ind.	No		

Through the SOW approval process, districts were able to choose between receiving the \$38000 in one lump sum or \$9500 each year of the grant. The application and criteria were developed and communicated to districts along with how to complete the personalized learning plan. Records of purchases related to plans were due June 30, 2014. Monitoring of appropriate expenditures have been provided in terms of guidance in purchasing. For example, several districts needed to obtain improvements to their internet infrastructure before purchasing new technology. Others have been testing products for their use in schools (i.e., Chromebooks) before purchasing. Examples of technology expansion include updating Wi-Fi access points and switches within the school buildings, increasing the number of handheld and mobile devices available within the school, and access to online personalized learning curricula.

SOW 4.13 Determine District Technology Priorities Aligned with Personalized Learning
Year 1 Target Date: 6/30/2014 **Year 1 Status:** Met

All schools participated in a technology needs assessment as it relates to personalized learning. These were completed by the Personalized Learning Team as they developed their personalized learning plans (from November to January). The teams used the technology self-review to

determine an entry point for their school in terms of personalized learning as related to the professional learning for their teachers and staff.

SOW 4.14 Provide Support for Technology Aligned with Personalized Learning Plans

Year 1 Target Date: 6/30/2014

Year 1 Status: Partially Met

Support for technology aligned with the plan will be embedded based upon all schools' needs in Year Two and thereafter. For example, one of the Communities of Practice fall events will focus on Learning for Digital Natives. However, WIN Learning began working with some kid•FRIENDLY schools in Year One (see <http://www.wku.edu/rocksolid/> for Year One PD Documentation). In Year Two and thereafter, WIN Learning will provide more services and technical support to all KF schools, including implementation planning, coaching support visits, and a CCRC personalized learning session. WIN will offer all KF schools a new tool called MyStrategic Compass that will support students in tracking their learning and career pathways.

SOW 4.15 Support KF School Family Resource and Youth Service Center (FRYSCs) Efforts to Remove Personalized Learning Barriers

Year 1 Target Date: 6/30/2014

Year 1 Status: Partially Met

Schools worked with the FRYSC to identify barriers and included those in their personalized learning plans. PD on poverty issues is scheduled for Year Two. Schools were asked to include their FRYSC personnel on the Personalized Learning Team. The FRYSCs assisted their school in identifying barriers to kindergarten readiness and/or college and career readiness. These barriers were identified and strategies to remove barriers were included in the Personalized Learning Plans.

SOW 4.16 Provide Services and Materials to KF School Family Resource and Youth Service Center (FRYSCs) to Remove Personalized Learning Barriers

Year 1 Target Date: 6/30/2014

Year 1 Status: Met

Based on the barriers identified by the FRYSC staff, schools were provided \$5 per child to address the barriers (based on enrollment at the end of the second month of school). Based on the barriers listed in the Personalized Learning Plans for each school, FRYSC centers were given \$5 per pupil to spend towards removing those barriers. The pupil enrollment was based on the number of students in preschool through 12th grade at the end of the second month of school (per Kentucky per pupil count). FRYSC staff, in conjunction with the Personalized Learning Team, spent the allocated amount on reducing barriers during the 2013-2014 school year.

SOW 4.17 Operationalize College and Career Centers (CRCC)

Year 1 Target Date: 12/31/2013

Year 1 Status: Met

Twenty-four college and career readiness counselors were hired. Twenty-three high schools, plus one K-8 school that does not feed into a high school within the district (West Point Independent feeds into E-town Independent) have a CCRC. These CCRCs serve all schools within the district as the population allows, but are located in the high schools. The CCRCs developed a five-year vision for each center in the context of their school community. Each CCRC was allocated \$5,000 to purchase non-consumable items. These funds were spent to provide technology to the centers, curriculum guides, and materials for student and parent trainings. Each center was also provided \$1,000 in supply funds to purchase consumable items needed.

SOW 4.18 Train College and Career Readiness Counselors in Best Practices to Promote College and Career

Year 1 Target Date:	6/30/2014	Year 1 Status:	Met
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College and Career best practices were provided throughout the 2013-2014 school year. These included best practices in data analysis and how to assist students in becoming college and career ready. WIN software training was provided to the CCRCs and again at each individual school. Training was also provided to expand on the CCRCs' knowledge of connecting to career and technical education and soft skills.

SOW 4.19 College and Career Readiness Counselors Earn Kentucky College and Career Counseling Certification

Year 1 Target Date:	6/30/2014	Year 1 Status:	Not Met
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This program is still under negotiation with WKU to be developed and implemented.

SOW 4.20 Provide Parents/Families College and Career Readiness Training

Year 1 Target Date:	3/31/2014	Year 1 Status:	Partially Met
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Some goals associated with this item have not been met, whereas other have. For example, FRYSC staff training on helping parents use career software has not been completed. Thus, middle school FRYSC's have not provided parents with information on accessing career software. Similarly, elementary and middle FRYSC's have not been trained to provide parents support in assisting their children to be college and career ready. Also, CIITS training for staff, parents, and students has been held up because CIITS is not ready at the CCR implementation stage. Among other issues with CIITS, clear user rights for the CCRCs have not been provided at the state level to CCRCs.

However, some of the work associated with the goal has been accomplished through the CCRC in the high school rather than by the FRYSC. In all participating high schools, parents have been offered training on college and career readiness as referenced in the CCR Family Training Data. These trainings included how to improve student outcomes on assessments such as the ACT, how to complete college applications, completing the FAFSA forms, and family nights for what does it take to be college and career ready (see <http://www.wku.edu/rocksolid/>, Year One PD Documentation, for more information about these events).

SOW 4.21 Expand Student Opportunities for Advanced Placement, Dual Credit, and Higher Education

Year 1 Target Date:	4/01/2014	Year 1 Status:	Partially Met
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Needs assessment have been conducted to determine the current number of AP, dual credit, and post-secondary courses in high schools. Expansion models have been provided to two additional teachers. Although individual CCRCs have networked with higher education to increase offerings within respective districts, not all CCRs have been able to increase offerings for various reasons.

SOW 4.22 Engage KF Stakeholders in Strategic Communication Plan

Year 1 Target Date: 3/31/2014 **Year 1 Status:** Met

Alicia Sells was recently hired to begin developing and implementing a comprehensive communications strategy, as well as developing the kid·FRIENDLy website. See SOW 5.2 regarding her responsibilities.

Rock Solid Activities in Support of Project 4**1. Developed theoretical framework and logic models identifying key features of personalized learning (PL) from literature.**

A comprehensive literature review summarizing key characteristics of PL is available on the Rock Solid website (<http://www.wku.edu/rocksolid/reports.php>). The following comparative chart (Table 8) summarizes differences between traditional and personalized learning approaches.

Table 8

A Comparison of Traditional and Personalized Learning Systems

Current Traditional System	Desired Personalized Learning System
Mass production / Industrial Age	Mass customization / Knowledge Age
Time constant - Achievement variable	Time variable - Achievement constant
Seat time based Carnegie Model	Mastery/Competency based achievement model with fluid movement and graduation. Not bound by traditional grade levels and time lines.
Annual summative assessment of knowledge	Ongoing, embedded, formative, and dynamic assessment of knowledge/skills
Institution/Teacher Centered	Student-Centered
Teacher review dependent	High emphasis on peer review
Fixed location; School-Based	Anywhere and Everywhere; Mobile
Fixed Time; September-June; 9 a.m. – 3 p.m.	Flexible Schedule; Anytime; 24/7/365; Extra Time as Needed
Academic content addressed in isolation	Academic content addressed collaboratively based on individual learning plans and a real world context
“One size fits all” Instruction/Resources	Personalization of learning. Schools become more specialized by expertise of staff and facilities offered.
Teachers deliver the content; Sage on the Stage	Teachers manage: student exploration of content, selection of resources, development of solutions, collaboration and outcomes; Guide at the Side
Textbook and paper based static content	Digital and online interactive content from a variety of sources
Limited and locked student report card	Portable electronic lifelong learner portfolio

Physical/face-to-face learning only	Online learning platforms to enable a variety of delivery options
Informal learning disconnected	Informal learning integrated
Learning is pre-packaged and calendar based	Learners actively participate in the design of their learning
Content delivered “as is”	Content connects with interests, passions, and aspirations
Teacher selected resources	Learner selects appropriate resources to support their learning.
Face to face standardized teacher training	Personalized teacher training
Teachers set goals and expectations for learners	Teachers develop independent, goal oriented, reflective learners

Source: Wilborn & Fuller (2011). *Personalized learning home: What is personalized learning*. Colorado Springs School District 11. Retrieved from: <http://www.d11.org/personalizedlearning/Pages/default.aspx>

2. Assisted the kid·FRIENDLy leadership team in developing the kid·FRIENDLy Vision and associated School Personalized Learning Plan template

As described under SOW 4.5, during summer 2013, the kid·FRIENDLy leadership team and lead Rock Solid external evaluator met with consultants to develop a Vision document that would guide the kid·FRIENDLy project as well as the development of the School Personalized Learning Plan template. After the initial meeting, the consultants, kid·FRIENDLy leadership team, and Rock Solid team members exchanged and contributed to Vision drafts. The kid·FRIENDLy Leadership and consultants made final decisions regarding which edits were accepted as the documents (initial Vision and Template) were finalized.

3. Analyzed common themes relevant to personalized learning from school Personalized Learning Plans (PLPs)

Each school's Personalized Learning Team, typically consisting of the principal, assistant principal(s), guidance counselor(s), teachers, and support staff (i.e., RTI Intervention Assistant, College and Career Readiness Counselor, Curriculum Resource Coordinator, media specialist, parent member, FRYSC) developed their Personalized Learning Plans containing the five themes described in the Vision: Learning, Teaching, Leadership & Management, Professional Development, and Wider Community. The completion date of implementation for each school's plan varied but fell between May and July of 2014.

The Rock Solid evaluation team's review of a random sample of 20 school PLPs suggested that almost every school plan includes student goal monitoring and individual goal setting, which is an important aspect of personalized learning. However, other imperative facets of PL are missing (choice, differentiation, self-pacing). The recurrent themes related to PL appearing in the PLPs are summarized as follows:

Learning

- Provide leadership opportunities for students
- Share assessment data, data analysis, student goal setting, regular student progress reports, target weak students
- Student goal monitoring in data notebooks, common planning, student data analysis, analysis reports, data retreat
- Data analysis, data review, planning, meeting minutes, surveys, common planning,
- Data folders, scheduled data review, student data notebooks, scheduled meetings, data monitoring, data analysis, data-driven decisions

Teaching

- Use individual goal setting
- Protect time for collaboration among teachers for a deeper understanding and analysis of standards, assessments, tasks through learning communities
- Analyze annually summative assessment data, non-cognitive data, and a variety of other data to develop a school improvement plan inclusive of the personalized learning plan
- Annual data analysis to develop a school improvement plan

Leadership & Management

- Facilitate student goal setting for college and career readiness
- Ensure all students implement effective college and career goals
- Collaborate with FRYSCs to provide college and career readiness training for parents
- Collaborate with FRYSC to remove college and career readiness barriers at all grade level

Professional Development

- Ensure that teachers have appropriate time for personalized professional development
- Allocate PD time to accomplish kid·FRIENDLy goals
- Ensure teacher time for personalized PD
- Operationalize learning from PD
- Participate in learning networks
- Identify, support, and develop lead educators
- Develop demonstration classrooms

Wider Community

- Collaborate (i.e., FRYSC) with Preschool Pals to promote kindergarten readiness.

See Appendix D for more information about the activities school chose to support personalized learning in Year One.

4. Developed the personalized learning symposium evaluation survey and compiled results

In September 2013, members of the kid·FRIENDLY leadership team as well as consultants, Greg Wilborn and David Gregory, unveiled the Vision and School Personalized Learning template to approximately 460 administrators, teachers, and other certified staff from the 22 participating school districts who attended a Personalized Learning Symposium. Below are the results of the survey provided toward the end of the event:

Please indicate your opinion of the general QUALITY of this PD based on the following scale: 1 - Strongly Disagree, 2 - Disagree, 3 - Neither Disagree or Agree, 4 - Agree, 5 - Strongly Agree.		
Question	N	Mean
1. The speaker(s)/facilitator(s) of this PD was (were) effective.	386	4.28
2. It was clear to me what the purpose and goals of this PD were.	385	4.23
3. It was clear to me how this PD was related to the outcomes of the kid·FRIENDLY.	385	4.32
4. The supporting materials/handouts provided for this PD were informative.	386	4.36
5. Overall, this PD experience was worthwhile.	382	4.33

The kid·FRIENDLY project has established several student outcomes. Please indicate how well you believe this PD has equipped you to help students achieve these outcomes based on the following scale: 1 - Strongly Disagree, 2 - Disagree, 3 - Neither Disagree or Agree, 4 - Agree, 5 - Strongly Agree. Use the following stem for each outcome: "This PD experience has better equipped me to..."		
Question	N	Mean
A4a. Increase the percentages of students in my school who score at or above proficiency on state or end of course assessments.	383	3.68
A4b. Decrease achievement gaps between student groups in my school related to each group's ability to score at or above proficiency on state or end of course assessments.	382	3.72
A4c. Increase the percentages of students in my school who graduate from high school.	378	3.93
A4d. Increase the percentages of students in my school who choose to enroll in college following high school.	376	3.78

The kid·FRIENDLY project has established several project outcomes. Please indicate how well you believe this PD has equipped you to achieve these outcomes based on the following scale: 1 - Strongly Disagree, 2 - Disagree, 3 - Neither Disagree or Agree, 4 - Agree, 5 - Strongly Agree. Use the following stem for each outcome: "This PD experience has better equipped me to..."		
Question	N	Mean
P1. Improve my students' capacity to be leaders.	385	4.16
P2. Improve my capacity to be a leader.	384	4.24
P3. Improve my capacity to move my instruction toward competency-based learning.	382	4.13
P4. Improve my capacity to move my instruction toward personalized learning.	380	4.21

The kid·FRIENDLy project has established several performance measures related to students and teacher. Please indicate how well you believe this PD will help you and your school achieve these outcomes based on the following scale: 1 - Strongly Disagree, 2 - Disagree, 3 - Neither Disagree or Agree, 4 - Agree, 5 - Strongly Agree. Use the following stem for each outcome: “This PD experience has better equipped me and my school to...”

Question	N	Mean
E3G1. Become highly effective teachers and leaders (Note: The US Department of Education definition of highly effective is “increasing student achievement 1.5 years within one academic year”).	379	4.02
E3G2. Become effective teachers and leaders (Note: The US Department of Education definition of effective is “increasing student achievement 1 year within one academic year”).	379	4.06
E3G3a. Improve the academic outcomes for prekindergarten-3rd grade students.	373	3.88
E3G3b. Improve prekindergarten-3rd grade students' feelings about school and themselves.	371	3.98
E3G4. Ensure all 4th-8th grade students are on track to be college- and career-ready.	373	3.95
E3G5. Ensure all 9th-12th grade students are capable and prepared for postsecondary careers, college and/or technical school.	368	4.00

5. Revised goals, developed and disseminated instruments, and collected, entered, and submitted baseline data to comply with USDE Scope of Work Performance Measures

Establishing measurable goals for Project 4 with anticipated instruments that the Rock Solid evaluation team could envision as valid and reliable took several months of negotiation with both the kid·FRIENDLy and USDE RTT-D program directors. Even as these were finalized, Rock Solid team members began reviewing the literature in two areas: student engagement (SOW 3.3, 4.6, 5.10)/school satisfaction (SOW 3.6, 4.10, 5.14) and indicators of dropping out of school (SOW 4.11, 5.15) toward the goal of developing a student (and eventually teacher) survey. Below is a brief description of each area and the resulting survey.

Student Engagement and School Satisfaction

Increasing engagement between students and schools while allowing students to engage in their individual learning is a challenging matter (Klem & Connell, 2004). Research consistently shows that school climate has a significant impact on the student's purpose of schooling, learning efforts, attitudes toward school and teachers, and feelings of belonging. (Fredricks, Blumenfeld, & Paris, 2004; Janosz, Archambault, Morizot, & Pagani, 2008; Lawson & Lawson, 2013; Thapa, Cohen, Guffery, & Higgins-D' Alessandro, 2013).

The term *school engagement* is defined in many ways. Marks (2000) defines engagement as “a psychological process, specifically, the attention, interest, and investment and effort students expend in the work of learning” (as cited in National Center for School Engagement, 2006, p. 1). Fredricks et al. (2004) state that “the idea of commitment, or investment, is central to the common understating of the term engagement” (p. 61). Many researchers adopt the three-dimensional

framework of engagement: Behavioral engagement, Emotional engagement, and Cognitive engagement. Behavioral engagement encompasses everything from doing school work and following school rules to positive participation and conduct in learning (Fredricks et al. 2004; Klem & Connell, 2004; Lawson & Lawson, 2013; National Center for School Engagement, 2006). Cognitive engagement is about students' will such as student motivation, effort, and the strategy they apply to complete their school work, including the desire to master and understand their school work at or beyond the required level (Fredricks et al., 2004; Klem & Connell, 2004; Lawson & Lawson, 2013; National Center for School Engagement, 2006). Emotional engagement includes students' affective reaction such as interests, values, joy, sadness, and tediousness (Fredricks et al. 2004; Klem & Connell, 2004; Lawson & Lawson, 2013; National Center for School Engagement, 2006). In contrast, Sciarra (2008) described emotional engagement as feelings of belongingness, safety, comfort, and pride in classroom. If the degree of emotional engagement is higher, the relationship between teachers and students is better, which leads to better school satisfaction.

The school engagement survey used in the kid·FRIENDLY evaluation was adapted from two sources: The National Center for School Engagement School Engagement Survey (SES) and High School Survey of Student Engagement (HSSSE). Table 9 below provides the sample items.

Table 9
Sample Items from the SES and HSSSE Surveys

Construct/Domain	Sub-Construct	Example Items (K-3)	Example Items (4-12)
Cognitive Engagement	Purpose of schooling	I like to learn in school. I go to school because I like my friends.	I go to school because I love to learn. I go to school because I want to go to college.
	Learning efforts	I work hard in school. I learn everything I can in school.	I work hard on my schoolwork. I enjoy working on difficult tasks.
Emotional Engagement	Attitudes toward school & teachers	I am happy at school. My classroom is fun.	My classroom is a fun place to be. I think the teachers at my school treat students fairly.
	Feelings of belonging	My teachers listen to me. I can talk to teachers about my problems.	I feel like my opinions are respected in this school. I can talk to my teachers about my problems.
Behavioral/ Social Engagement		I follow the rules at school. I get in trouble at school.	I get in trouble at school. I fight with my classmates.
		I like to make new friends. I help my friends when they need help.	I help my friends when they are having problems. I care about how others feel.

School Dropout Indicators

The United States is currently dealing with a dropout crisis. It is estimated that 25% of public school students who began high school in the fall of 2000 did not earn a diploma four years later in

2003-2004 (Rumberger, 2008). An increasing amount of research implies that dropping out is the final stage in an extended and complicated progression of disengagement and detachment from school (Balfanz, 2009; Bowers, 2010; National Research Council, 2011).

In the research that has attempted to study and assess which students drop out, there has been an emphasis on recognizing early indicators of probable student dropouts to help schools focus resources for children that are more likely to be at risk of dropping out of school (Bowers, 2010). Disengagement may begin as early as elementary school, when students do not participate in either the academic or the social characteristics of school life. Poor or failing performance on assignments, misconduct, failure to do schoolwork, and absence of participation in extracurricular activities are all indications of disengagement. This can often lead to frequent absences, retention in grades, and repeated transfers to other schools (National Research Council, 2011). This issue is important not only in helping understand which students will drop out, but also to help in a school's decision to require dropout interventions to students deemed at-risk for dropping out. If a dropout indicator is not accurate, then some students could be misidentified as more likely to drop out when in reality they would have graduated without any interventions (Balfanz, 2009; Bowers et al., 2013).

This issue requires a better understanding of why students drop out in order to address the dropout crisis. Yet recognizing the reasons why a student drops out is tremendously challenging. Like other methods of scholastic achievement (e.g., test scores), the process of dropping out is manipulated by an assortment of influences associated with both the individual student and the family, school, and community settings in which the student resides (Rumberger, 2001, 2008).

Overall, the studies reviewed for this project varied significantly in the grade level at which each indicator was considered, what the dropout indicator was, the sample size of each of the studies, and the dropout rates. Grade levels fluctuated from observing indicators in kindergarten and first grade up through the student's final semesters of high school in grades 11 and 12. Sample sizes also ranged from a low of less than a hundred through almost 50,000 students. Dropout rates reported were significantly different, from a low of 3% to a high of 57%, depending on the setting and the number of grade levels encompassed (Bower, et al. 2013). For the purposes of this research grant, the following ten indicators were identified as the most predicative, while being easier for students to self-report (Agree/Disagree) on the survey:

- I have missed 10 or more days of school this year
- I have gotten poor or failing grades in reading (English).
- I have gotten poor or failing grades in math.
- I have had lots of referrals, suspensions, or both this year.
- I have had to repeat a year in school (or a class or course credit).
- I have often chosen NOT to do my schoolwork.
- I have spent a lot of time with people who don't care about or do well in school.
- I have thought about dropping out of school.
- I am usually NOT interested in school.
- I think that school is mostly boring.

These factors were identified through research studies and articles on dropout indicators. The articles were reviewed to determine which indicators were used more frequently and were identified

as being able to predict better which students would drop out of school. The predictive indicators were listed and tallied to determine how often each was used. A meta-analysis by Bowers et al. also reviewed the literature on the most accurate indicators of students at risk for dropping out of high school. This list of factors was further narrowed by eliminating those that were deemed too difficult for students to self-report on the survey (i.e., their family's socioeconomic status). The ultimate goal was to reduce the extensive list of indicators to factors that were within the student's control. The dropout indicator survey was given to grades 4, 6, 8, 9, and 11 in the participating 22 districts (as part of the Student Survey).

Early intervention with students may be the most influential and money saving approach to preventing students from dropping out (Rumberger, 2001). Some programs, like The Leader in Me™, are often helpful in keeping students engaged and actively participating in school. According to Covey (2008), The Leader in Me™ program has a positive impact on some of the most predictive dropout indicators because it is designed to increase teacher effectiveness, student engagement, and academic achievement, while preparing students to be leaders in the 21st century.

Other Related Outcomes

Rock Solid evaluators collaborated with District Assessment Coordinators, both within and outside participating districts, to develop an Excel-based DAC Collection Form for the remaining SOW Performance Measures related to Project 4, namely,

- Increase the percentage (tentative annual goal of 10%) of 8th grade and high school students who have in place a Career Profile that identifies and describes ways to improve gaps in reading, math and employability skills related to a specific career pathway (4.2, 5.6)
- Over the life of the project, increase by 25% (6.25% annually) the number of 4th, 6th, and 8th grade and 20% (5% annually) the number of high school students who are accelerated in their coursework (4.5, 5.7)
- Increase by 10% annually the number of student who submit FAFSA forms (5.2)
- Increase by 10% annually the number of students who participate in internships and co-op experiences related to their career pathways (5.3)

After development, the form was disseminated in fall 2013 to all DAC's or similarly positioned staff in participating school districts in order to collect 2012-13 baseline data. All districts returned completed forms. Similarly, new forms were disseminated in spring 2014 in order to capture 2013-14 data. Because some data will not be available till July 2014, these forms are not due till that time.

Rock Solid Evaluation Notes

Among the five projects, kid·FRIENDLy devoted the least time and effort to Project 4, due primarily to the fact that CBI is slated for implementation in Year Two. Accordingly, little was done overall by the kid·FRIENDLy leadership team and, concomitantly, by Rock Solid, apart from selected activities that were essentially compliance-related aspects of Project 4.

kid·FRIENDLy Response to Project 4 Report

Members of the kid·FRIENDLy project team are experienced educators with uniquely beneficial talents and expertise. We have discovered that while we come to the table as an extremely strong team, we also come with years of experience in implementation of School Improvement strategies and school reform. These innate and trained behaviors have been exposed in a productive tension between school improvement planning and the planning for innovation. The true end in mind is to develop innovative systems for students, where, through student agency, they are empowered to drive their own learning while collaborating with educators. We work with schools currently driven by student achievement measures, which drive the focus of educators. However, those schools will utilize the school improvement strategies that are encouraged and supported. An example of this tension is that the CCRCs have found themselves torn between their time helping students meet benchmarks on the ACT to providing students with the opportunities to develop a future mindset with lifelong skills to be successful. Educators involved in this project need to stay grounded in the belief about the importance of personalized learning for all students. Because of their awareness of the tension and the realization of where personalized learning can take students, the CCRCs have shifted their focus to view students as “more than a benchmark.” To this end, the personalized learning of CCRCs is shifting beyond numbers to soft skills, job awareness, and personalized planning for life beyond high school. The culture of the CCRCs desires all students to be career ready via whatever education is needed beyond high school in academics and soft skills training to produce a citizen who can be successful in a profession. The awareness of the tension between both strategies will provide an opportunity for insight, discussion, and intentional strategies to move the work to personalized learning with students empowered to act for their education and future.

PROJECT 5: MANAGEMENT AND EVALUATION

Project Overview

Project 5 (Management and Evaluation) provides guidance to the overall process of managing personnel, facilities, and expenditures related to a complex, multifaceted educational initiative.

Approximately \$1,530,000 was budgeted for this project for 2013-2014 and \$830,000 (54%) was spent, with a carryover of \$700,000 (46%).

kid·FRIENDLY Activities Relative to Scope of Work

Scope of Work 5 Summary Table				
SOW 5 N	Met	Partially Met	Not Met	NA
23	78%	13%	9%	0%

SOW 5.1 Hire Project Director, Program Managers, Finance Director

Year 1 Target Date:	4/1/2013	Year 1 Status:	Met
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Janet Hurt was hired as kid·FRIENDLY Project Director and served in this role until March 1, 2014. After a brief time as interim, Sandra Baker assumed the Project Director position. The project director provides overall leadership to the kid·FRIENDLY leadership team and serves as the liaison between both the US Department of Education and leadership in partner school districts and the other KF leadership team members and external evaluators.

Elisa Beth Brown, Dennis Horn, and Steve Moats were hired a program managers. They serve as members of the project leadership team and participate in leadership meetings to review and reflect on progress toward reaching kid·FRIENDLY grant goals, as well as plan for next steps. During the first year they participated in vision development and the USED Scope of Work. They have built positive working relationships with district leaders, school principals, and classroom teachers who are participating in the kid·FRIENDLY project and have met regularly with district and school leaders to ensure grant goals were understood and local kid·FRIENDLY initiatives were on-track according to project timelines. They have also collaborated with other kid·FRIENDLY staff to design, develop, and deliver professional learning opportunities for project staff and participating district and school staff, as well as worked with district-based Points of Contact throughout the year to determine and finalize logistical details (dates, times, locations) of professional learning experiences sponsored by kid·FRIENDLY (e.g., The Leader in Me™, Data Retreat Workshops, DATA-Focused Learning Community, Culture Assessments, etc.). Additional Year One activities include:

- Assisting in the development, delivery, and workshop sessions of the kid·FRIENDLY 2013 Personalized Learning Symposium, which was designed to increase the awareness and understanding of personalized learning for School Personalized Learning Teams.
- Providing technical assistance, supporting the development, and providing feedback for school-based Personalized Learning Plans.
- Visiting schools and classrooms across the region and nation where innovative teaching and learning strategies that are aligned with kid·FRIENDLY grant goals are being used.

- Participating professional learning experiences designed for kid·FRIENDLy staff.
- Providing administrative oversight for staff, budgets, and other areas as assigned.

Roberta Spillman was hired for the Finance Director position and is responsible for preparing payroll on a bi-weekly basis, including all withholdings; managing all project related budgets from initial set-up to year-end reports; receipting all income to the accounting system and posting to appropriate accounts; managing all accounts payable functions; and managing employee benefits including insurance, retirement, flexible accounts, deferred compensation, and workers compensation. She prepares monthly financial statements, reconciles bank statements monthly, prepare audit reports, and meets with auditors as needed including for the year-end audit report.

SOW 5.2 Hire Marketing/Communication Director

Year 1 Target Date:	5/25/2013	Year 1 Status:	Met
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Alicia Sells was hired for this position and is responsible for developing and implementing a comprehensive communications strategy to build awareness of the project; establishing a high profile of the work at the national, statewide, and local levels; and assisting involved districts by informing their stakeholder groups and highlighting successes. She also supports schools, district administrators, boards of education, and project staff and teams as they implement the project through services such as crafting communications messages and developing marketing strategies tailored for their local communities. She coordinates a communications network that includes a representative of each participating district and stakeholder organizations to address communications challenges, needs, and solutions and ongoing development of messaging for project initiatives. She plans events to support implementation and sustainability of the project and builds effective relationships with national, state, and local organizations and individuals that can help further the mission of the project and potentially extend its impact to other school districts within Kentucky. She leads media relations efforts for the project including relationship building with national, state, and local media outlets; development of news releases, opinion editorials, letters-to-the-editor; public service announcements, etc.; pitching story ideas; and serving as the primary spokesperson for the project. She coordinates the work of the project's Fidelity Council. Lastly, she provides ongoing progress reports to federal and state elected officials and policy makers.

SOW 5.3 Hire External Evaluator

Year 1 Target Date:	5/25/2013	Year 1 Status:	Met
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After releasing on external evaluation RFP on January 22, 2013 with a proposal due date of February 8, members of GRREC and OVEC who wrote the original RTT-D proposal and/or were familiar with the proposal, reviewed all submitted evaluation proposals. During this review, the kid·FRIENDLy Project Director was hired, and the team of reviewers recommended to her the top proposals for her further consideration. After meeting and other conversations with finalists, the Project Director recommended to the GRREC Board of Directors that the WKU Rock Solid external evaluation team be contracted to serve in this role.

SOW 5.4 Hire Program Assistants (2.25 positions)

Year 1 Target Date: 6/1/2013 **Year 1 Status:** Met

Christina Jackson and Kim Guffy were hired as Program Assistants. Christina Jackson assists with finance and purchasing as well as some reception duties. Kim Guffy serves as office manager and receptionist as well as assisting with programmatic planning of events. Dan Jones was hired to replace Christina Jackson after she left the position to take a new position at the GRREC office.

SOW 5.5 Evaluate RTT-D Staff

Year 1 Target Date: 6/30/2014 **Year 1 Status:** Met

All RTT-D Staff participated in an evaluation process involving evidence from job performance based on duties outlined in job descriptions. Supervisors facilitated conferences with employees to share reflections and plan growth opportunities. Each employee completed an Individual Growth Plan with goals and activities personalized to individual staff needs.

SOW 5.6 Provide Professional Development and Support to RTT-D Staff

Year 1 Target Date: 11/30/2013 **Year 1 Status:** Met

Project Staff have completed professional learning experiences in the following areas: Project Scope of Work, Personalized Learning, Visioning, Planning for Improvement, Assessment, Literacy, Mathematics, and Coaching Professionals. Project Staff have identified individual professional learning experiences needed in each Individual Growth Plan.

SOW 5.7 Secure Equipment, Supplies and Office Space

Year 1 Target Date: 11/30/2013 **Year 1 Status:** Met

Program Director and Finance Director facilitated the purchase of office equipment, office supplies, and rental space for project staff.

SOW 5.8 KF Staff Reflects On Implementation and Plans Next Steps

Year 1 Target Date: 6/30/2014 **Year 1 Status:** Met

kid•FRIENDLY staff review the Scope of Work and report progress regularly. Progress was reported to GRREC and OVEC Superintendents at March Meetings and to individual Districts and Schools at meetings held in local districts. The Year Two Scope of Work has been planned and communicated through district meetings.

SOW 5.9 Chief Council Of Fidelity Meets Quarterly

Year 1 Target Date: 6/30/2014 **Year 1 Status:** Not Met

This council was not constituted in Year One. However, letters of invitation to potential members were disseminated in spring 2014 so the council will be in place for Year Two and thereafter.

SOW 5.10 Secure Student Leadership Program Training, Materials, And Support

Year 1 Target Date: 5/10/2013 **Year 1 Status:** Met

See narratives under SOW 1.1-1.10 for a description of the procurement and dissemination of this training and associated materials and support.

SOW 5.11 Secure Culture Assessment Training for District Teams

Year 1 Target Date: 5/15/2014 **Year 1 Status:** Met

Teams of teachers and administrators from all high schools also participated in a two-day school culture assessment workshop led by facilitators from the *Center for Improving School Culture*. Teams were trained in a protocol for administering a survey and conducting qualitative interviews with teachers and staff regarding dimensions of school culture. Each team then administered the assessment in a partner school and developed a PowerPoint presentation highlighting the results, which was shared with the host school. Schools were instructed to use information from the school culture assessment to inform their school-wide Personalized Learning Plans.

SOW 5.12 Schedule Data Retreat Professional Development for KF School Leadership Teams

Year 1 Target Date: 5/15/2014 **Year 1 Status:** Met

Data retreats were facilitated by GRREC staff in an initial cohort 74 schools (those schools *not* participating in Year One The Leader in Me™ trainings; the remaining schools will participate in data retreats during Year Two). These three-day data retreats offered a guided protocol for teacher and administrator teams from each school to disaggregate and analyze their achievement data for notable trends and to identify improvement goals.

SOW 5.13 Facilitate Professional Learning For KF Staff in Data Analysis Teacher Teams

Year 1 Target Date: 8/30/2013 **Year 1 Status:** Met

Elisa Beth Brown, Program Manager, and Cognitive Coaches collaborated with a national data consultant to develop a process specific to RTT-D components, KY data (state and local assessments), and content standards. The decision was mad to use available software (e.g., CIITS, School Report Card, Assessments) rather than purchase a generic program with a one size fits all approach. The Cognitive Coaches facilitated the process in schools, thus providing a more efficient use of resources.

SOW 5.14 Evaluate Division of Responsibilities to Ascertain Staff Efficiency

Year 1 Target Date: 12/30/2013 **Year 1 Status:** Met

Employee responsibilities were reviewed regularly by Project Director and the GRREC/OVEC leadership team. Data from school and district meetings resulted in need to employ an instructional technology support position to assist with RTT-D implementation. The Director of Technology position was reduced to 50% to employ another individual to work with technical issues related to Wi-Fi access increases in districts and support to RTT-D employees in the field.

SOW 5.15 Collaborate with External Evaluator to Develop Tools and Protocols Related to Program Implementation

Year 1 Target Date:	6/30/2014	Year 1 Status:	Met
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The kid·FRIENDLY leadership and Rock Solid evaluation teams have worked closely together throughout the first year to develop tools and processes related to implementation. Thus, PD survey tools and various other data collection tools were developed. It should be noted that the original Rock Solid proposal identified other potential methods for data collection; however, the USED Scope of Work process became the focal point for monitoring program implementation in Year One.

SOW 5.16 Collaborate with External Evaluator to Develop Tools and Protocols Related to Formative Evaluation

Year 1 Target Date:	6/30/2014	Year 1 Status:	Met
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The kid·FRIENDLY leadership and Rock Solid evaluation teams have worked closely together throughout the first year to develop tools and processes related to formative and summative assessment. In particular (and as described throughout this report), Rock Solid made requests or developed tools in order to garner baseline data from participating schools, the Kentucky Department of Education, and the Kentucky Cabinet for Education and Workforce Statistics. Furthermore, the evaluation team explored research and theoretical frameworks to develop, disseminate, and collect data from valid student and teacher surveys related to project outcomes.

SOW 5.17 Collaborate with External Evaluator to Develop Tools and Protocols Related to Summative Evaluation

Year 1 Target Date:	6/30/2014	Year 1 Status:	Partially Met
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See description under SOW 5.16. Additionally, with the exception of Graduation Rate and Teacher Effectiveness data, all baseline data necessary for summative and comparative analyses are collected. The Kentucky Cabinet for Education and Workforce Statistics have not yet delivered the final two missing sources of data. For the most part, essential data for comparative analyses have been procured at either the student or school level, which will allow for sufficient controls to make statistically sound judgments about program effects when compared to non-participating students and schools.

SOW 5.18 Secure Server and Data Management System

Year 1 Target Date:	6/30/2014	Year 1 Status:	Not Met
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GRREC and the contracted evaluator provide data storage for RTT-D files. The server was not purchased. GRREC reviewed existing products on the market and did not find a product to exceed current software. Grant Project staff will continue to review market products to search for products to ease data storage and review.

SOW 5.19 Develop A Salary Schedule

Year 1 Target Date:	6/30/2014	Year 1 Status:	Met
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Janet Hurt, Project Director, and Roberta Spillman, Finance Director, developed salary schedules congruent to RTT-D Budget and incorporated them into budgets within the Scope of Work. These were approved by OVEC and GRREC Boards in June 2014.

SOW 5.20 Coordinate Logistics for a Task Force to Develop Innovation Configuration Maps (ICM) for All Projects

Year 1 Target Date:	6/30/2014	Year 1 Status:	Partially Met
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Janet Hurt, Project Director, and Jamie Spugnardi, Outreach Director, met with Pat Roy, Learning Forward Consultant, to plan for design of Innovation Configuration (IC) Maps. Pat Roy advised the Project Staff to begin implementation of the Scope of Work for one year before language was gathered for the IC Map so the depth of understanding could be developed through the district and school implementation with authentic examples. Pat Roy will begin to facilitate the process during Year Two; district and school teams alongside RTT-D staff will craft the language for the IC Map based on implementation of Personalized Learning. The kid•FRIENDLY staff will focus on the development of innovative models in the 112 schools and district support for models. The innovation configuration maps will reflect the key drivers and direction of the refreshed logic model with aspects of competency/mastery/standards-based grading embedded school drivers of change with an overall focus on student personalized learning environments. The KF staff will focus on the development of innovative models in the 112 schools and district support for models. The innovation configuration maps developed for CBI and other key KF concepts will reflect the key drivers and new direction of the recently updated logic model. Aspects of competency/mastery/standards-based grading will be embedded within the key drivers of change guided by an overall focus on student personalized learning environments.

SOW 5.21 Operationalize Program Manager Role and Responsibilities

Year 1 Target Date:	6/30/2014	Year 1 Status:	Met
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Janet Hurt, Project Director, divided the work load among the three Program Managers into three teams. The teams contain a similar number of schools in three separate geographic regions. The teams are North (Dennis Horn, OVEC), East (Elisa Beth Brown, GRREC), West (Steven Moats, GRREC). Each Program Manager was assigned a secondary duty to supervise the work of the Cognitive Coaches, College and Career Readiness Counselors, and The Leader in Me™ Implementation. Duties and special assignments are outlined in Projects 1-4 of the Scope of Work.

SOW 5.22 Employ Data Specialist

Year 1 Target Date:	9/15/2013	Year 1 Status:	Met
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Brandi Botts was hired for this position and is responsible for expanding ongoing data collection, including aligning project outcomes to data. She works with the external evaluator to coordinate data collection and provide systems for ongoing analysis to the Implementation Team and the Chief Council on Fidelity. Thus, she collects data from RTT-D staff and districts regarding project outcomes, deliverables, and milestones; compiles data for analysis by RTT-D Staff; and regularly

submits data to the external evaluator to provide a single entry source of data elements such as professional development and technical assistance.

SOW 5.23 External Evaluation Team Collects Baseline and Target Data for USDE Scope of Work Reporting

Year 1 Target Date:	3/30/2014	Year 1 Status:	Partially Met
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See description under SOW 5.16 and 5.17.

Rock Solid Activities in Support of Project 5

See descriptions provided under SOW 5.15-17 as well as “Rock Solid Activities in Support of ...” narratives under each project.

Rock Solid Evaluation Notes

Throughout the entire Year One (2013-2014) of the kid·FRIENDLY RTT-D grant, the Rock Solid team has given considerable thought to the proper balance for essential compliance management based on the line by line certification of kid·FRIENDLY activities comprising the overall Scope of Work (SOW) *versus* a more theory-based comprehensive program evaluation process. This more comprehensive approach would focus on descriptive assessment of effort regarding planning, training, and implementation of the various program elements and activities; fidelity of implementation of the four primary grant projects (Students as Leaders, Leaders Developing Leadership, Personalized Learning, Competency-Based Instruction); and outcomes-based assessment (both formative and summative) of the effect of implementing the components of each primary project (i.e., to what extent did the grant have an effect on student achievement, other cognitive goals, and various non-cognitive measures of student attitudes and behaviors).

The end product of that deliberation is this Year One Rock Solid program evaluation report, essentially compliance management. The requirements imposed by the RTT-D federal guidelines for developing and completing an assessment of the SOW dictated this approach. Yet the Rock Solid evaluation team, as well as the kid·FRIENDLY leadership team, remain fully cognizant of the imperative for a more comprehensive program evaluation that provides useful feedback to the GRREC/OVEC schools and districts on the extent that the grant has “made a difference.” That larger question gets lost in the activities of micro-level compliance management, as do matters of long-term effects.

Fortunately, the kid·FRIENDLY RTT-D grant is scheduled for four years. Both the Rock Solid and kid·FRIENDLY teams remain committed to addressing those overall results; efforts for both implementation and program evaluation will turn increasingly to the macro questions beginning in Year Two (2014-2015).

kid·FRIENDLY Response to Project 5 Report

The kid·FRIENDLY project team developed systems and protocols for communication feedback loops, internally and externally. While the protocols have provided guidance, the team realizes a need to revise and establish clearer processes as the complexity of the work continues to evolve. The sheer magnitude of this project in 112 schools and 22 districts with two educational

cooperatives across a large geographic area continues to be challenging and requires each member to be an innovative “Thought Leader.” The team remains focused on the potential of changing the landscape of education for students in these regions in a manner that cannot be turned back. The identification of the key drivers and a development of a belief statement have provided the team with the direction and connectedness to see and do what is both necessary and critical for the project to move toward creating innovated practices in classrooms and innovative systems for the broader educational community.

SUPPLEMENTAL PROJECT: PRESCHOOL PALS

Project Overview

The kid·FRIENDLY Supplemental Project (Preschool Pals) provides training and ongoing support for childcare centers, preschools, and in-home daycare through a cohort of itinerant Preschool Pals. Each Preschool Pal has a small toolbox of resources to share every other week or so with centers, including classroom instructional strategies, read-alouds, and research-based curriculum.

Approximately \$267,000 was budgeted for this project for 2013-2014 and \$18,000 was spent, with a carryover of \$249,000. Elementary Liaisons are also a part of this work. The project began with one elementary liaison, but changes were made mid-Year One and there are now two elementary liaisons. Curricular resources and books were purchased between January and May 2013.

Project Alignment to kid·FRIENDLY Goals and SOW Performance Measures

Supplemental Project activities were developed to target the following kid·FRIENDLY goals:

Goal 3: Improve the academic and non-cognitive outcomes for students

Goal 4: Ensure all students are on track to be college- and career-ready

Goal 5: All students are capable and prepared for postsecondary careers, college, and/or technical school

The following SOW Performance Measures are aligned to the Supplemental Project:

- Increase by 8% annually the number of participating students who are kindergarten-ready (3.1)
- Increase by 15% annually the number of students who arrive at kindergarten with the prerequisite indicators for social and emotional development as measured by the Kindergarten Entry Screener (3.2)

kid·FRIENDLY Activities Relative to Scope of Work

Scope of Work Supplemental Project Summary Table				
SOW S N	Met	Partially Met	Not Met	NA
5	100%	0%	0%	0%

SOW S.1 Hire Elementary Liaison(s)

Year 1 Target Date:	6/30/2013	Year 1 Status:	Met
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Shannon Mills was hired as Elementary Liaison. She collaborated with Preschool Pals and district and school personnel to facilitate the scope of work for elementary schools and childcare centers. Collaboration included the following topics: use of data, review of curricular resources, planning of parental support materials, and professional learning experiences.

SOW S.2 Provide Scientifically Research-Based Curriculum for Community-Based Preschool And Daycare Providers

Year 1 Target Date: 12/31/2013	Year 1 Status: Met
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Seventy childcare centers were identified by Preschool Pals; curriculum reviews were conducted in each center. Pals consulted with each childcare center director regarding curriculum choices meeting scientific research standards to plan for personalized choice based on the center context.

SOW S.3 Provide Enriching Books to Community-Based Preschools and Daycares

Year 1 Target Date: 6/30/2014	Year 1 Status: Met
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Preschool Pals consulted with Childcare Directors and Teachers to compare Childcare Center books to list of recommended books for children ages 3 and 4. Orders were compiled from each center.

SOW S.4 Create Packages of Materials and Strategies for Preschool Families to Checkout for Learning at Home

Year 1 Target Date: 4/30/2014	Year 1 Status: Met
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Preschool Pals collaborated with districts, childcare, and regional early childhood councils to compile materials for Learning at Home and Community locations.

SOW S.5 Monitor Preschool Students for Kindergarten Readiness

Year 1 Target Date: 4/1/2013	Year 1 Status: Met
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Preschool Pals collaborated with BRIGANCE vendor to provide training to Childcare Center staff regarding administration of BRIGANCE Screener. Pals monitored the fidelity of screener use and provided support to Childcare Staff.

Rock Solid Activities in Support of the Supplemental Project

1. Collected, entered, and submitted baseline data to comply with the USDE Scope of Work

Kentucky's Common Kindergarten Entry Screener, the BRIGANCE Early Childhood Kindergarten Screen III, provides a quick and accurate assessment of a child's development in five areas: Academic/Cognitive, Language Development, Physical Development, Self-Help, and Social-Emotional Development. The BRIGANCE Kindergarten Readiness Screener was implemented in 109 volunteer school districts in 2012-13. These data were publically released on the KDE website (<http://education.ky.gov/curriculum/prim/pages/common-kindergarten-entry-screener.aspx>).

The basic screen is a cumulative score out of 100 points, indicating readiness in the areas of language/communication, physical well-being, and cognitive/general knowledge. This score is determined by specific cut-offs for the performance levels, using psychometric measures. The Kindergarten readiness 2012-13 baseline data presented in SOW 3.1 represents the percentages of students from each KF district who scored "Ready" or "Ready with Enrichments" on the basic screen composite.

Social Emotional data were gathered through a valid and reliable Social Emotional survey, which is completed by the parents. The domain scores for the areas of social emotional development are distributive scores indicating a student's performance level in that particular area. These scores are distributive scores with the performance levels being: Below average: more than one standard deviation below the mean; Average: within one standard deviation (up or down) of the mean; and Above Average: more than one standard deviation above the mean. The Social-emotional 2012-13 baseline data presented in SOW 3.2 represents the percentages of students each KF district who scored Average and Above Average.

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APPENDICES

Appendix A: kid·FRIENDLy Staff – Year One

#	Names	Position	Description of role and responsibilities
1	Mitch Crump	Leadership Mentors	This position will be responsible for ongoing support for school principals and their local leadership teams as they implement the key components of the Leaders Developing Leadership strategies. She/he will be a former school building leader (principal) who will mentor and support project principals as they begin to shift the cultures within their respective schools. In addition, the Mentors will be provide face-to-face and remote support to principals as they implement components related to the project; she/he will provide support on demand as well as in regularly scheduled sessions (individual; regional). Each Mentor will be assigned to multiple districts based on region and size of schools. Mentors will help with data collection related to implementation and will conduct site visits throughout his/her region. She/he will work at the direction of the Leadership Director, senior project staff and the Cooperative Executive Director.
2	Liz Storey		
3	Molly Sullivan		
4	Jamie Spugnardi	Outreach Director	This position will be responsible for (1) working with and providing support to various members of the project team by helping to identify and eliminate barriers (e.g., poverty, gender, etc.) to college and career readiness and (2) collaborating with the participating districts as they work with families and preschool/daycare centers to align student supports that will eliminate barriers to kindergarten readiness. The Outreach Director will be a project liaison with each community and will support Preschool Pals, Elementary Liaisons, and directors and personnel in Family Resource and Youth Service Centers (FRYSC). It is expected, for example, that the Outreach Director will work with FRYSCs to include an alignment to state- and project-based CCR indicators, including the creation of a student purpose for learning, and work involving the Continuous Instructional Improvement Technology System (CIITS) data system with students and parents. Additionally, the Outreach Director will be responsible for assisting in the development of School Personalized Learning Plans in participating schools and by helping stakeholder groups implement research-based supports that help the regions' youngest students become kindergarten ready. The Outreach Director will report to the Project Director and the Executive Director.
5	Mindy Key	Preschool Pals	This position will be responsible for training and support activities in preschools throughout the districts participating project. This includes finding and communicating with preschool centers, developing relationships with center directors and other staff members, and providing ongoing training in formal and informal settings. The Preschool Pal will live in or around their assigned school districts and will be actively working in those communities each day. The Preschool Pal should be able to demonstrate a strong ability to develop productive relationships and build capacity in others. The position includes evening and Saturday work to promote attendance of families and preschool personnel. The Preschool Pal will be responsible for helping each young child living in the assigned districts to become kindergarten ready.
6	Ashley Lile		
7	Cynthia McCombs		
8	Melanie Napier		
9	Angela Michael		
10	Sara Powell		
11	Kathy Read		
12	Julie Leezer		
13	Bobbie Jo Matney		

#	Names	Position	Description of role and responsibilities
14	Freda Klotter	Cognitive Coaches	This position will be responsible for coaching, modeling, and supporting teachers as they implement research-based strategies within their assigned schools across the regions. The Cognitive Coach will work with multiple schools, helping teachers integrate technology and research-based instruction and assessment strategies into their daily instruction. Through the coaching process, the Cognitive Coach will help teachers develop demonstration classrooms and then work with other teachers to observe the methods and practices being used in those classrooms. The Cognitive Coach will work on-site at assigned school campuses and collaborate with teams of teachers each week. The Cognitive Coach will begin to support district-level teams as they begin to train as Cognitive Coaches and will “meta-coach” these teams in the final year of the project to ensure sustainability and continued development of new Demonstration Classrooms. The Cognitive Coach will report directly to senior project staff.
15	Karen Larimore		
16	Amy Shinn		
17	Jerona White		
18	Karen Barron		
19	Carla Vigil		
20	Diane Embry		
21	Shanan Mills		
22	Patrick Riley		
23	Shelia Thompson		
24	Stephanie Dennehy		
25	Bonnie Spears		
26	Melissa Allender	CC & CCRC	
27	Laura Benningfield	College & Career Readiness Counselors	This position will be responsible for providing career counseling to students. The CCRC will provide support to teachers and students and assist students in their career planning. The CCRC will work primarily within an assigned school district, supporting a single high school and its feeder middle and elementary schools and will be required to attend project meetings and professional development throughout the project period. The CCRC will be responsible for implementing the strategies of the project including the creation and operation of a Career Center; the implementation of Career Profile systems and supports for students; the expanded use of the Continuous Instructional Improvement Technology System (CIITS) data system with teachers, students and parents; and the coordination of support through the Family Resource and Youth Services Centers (FRYSC). The CCRC will conduct initial assessments of students’ career goals in relation to their current educational standing and assist them in developing individualized goals, plans, and next steps to achieve career readiness. This position will also assist in collecting, organizing, and submitting data to assist the project director and external evaluator.
28	Chelsey Tingle		
29	Jeremy Camron		
30	Joy Coffey		
31	Susan Colbert		
32	Allison Frederick		
33	Mitzi Holland		
34	Robin Loy		
35	Brenda Line		
36	Robin Roxin		
37	Angela Russell		
38	Josh Satterly		
39	Eric Sexton		
40	Pam Waters		
41	Ellie Wright		
42	Jamie Buchanan		

#	Names	Position	Description of role and responsibilities
43	Maggie Gorman		
44	Erica Johnston		
45	Anne Kline		
46	Rachel Mefford		
47	Miranda Cox		
48	Kristina Seibert		
49	Elizabeth Benjamin		
50	Janet Hurt beginning Year 1 ; Sandra Baker end Year 1	Project Director	The position of Associate Executive Director for RTT-D Administration with the Green River Regional Educational Cooperative (GRREC) and Ohio Valley Educational Cooperative (OVEC) is designed to provide over all leadership for the implementation of the Race to the Top-District grant program, a project funded by the U.S. Department of Education for four years. The position of Associate Executive Director for RTT-D Administration will be responsible for coordinating all activities and the day-to-day operations of kid-FRIENDLY as outlined in the proposal for funding. This position will provide management for project resources, budget, facilities, travel, school faculty, district-level support, and community partners. Because of the Associate Executive Director for RTT-D Administration's ongoing work with and visits to the program's partner school districts, a highly-qualified educational leader is required. The Associate Executive Director for RTT-D Administration will work directly with both the U.S. Department of Education and the national evaluator in providing ongoing and summative reporting. S/He will, on behalf of the project, seek out and cultivate meaningful partnerships and/or collaborative arrangements with a variety of agencies, institutions, and/or individuals, whose goals and objectives align with the project's goals and objectives and who can provide resources and/or other supports which further this work. The Associate Executive Director for RTT-D Administration will provide direct supervision for the Project Managers (2) and other director level positions (Preschool Director, Instructional Technology Director, etc.). S/He will report to the GRREC and OVEC Executive Directors and will serve the RTT-D project as the Project Director.
51	Elisa Beth Brown	Program Managers	The position of Project Manager will be responsible for implementing day-to-day activities as outlined in the proposal for funding. Each of the three Project Managers will report to the Project Director, helping him/her manage and work with project resources, budgets, facilities, travel, school faculty, district-level support, and community partners. Project Managers will work with Personalized Learning Teams to create annual PL Plans to implement strategies appropriate to each district. Because of the regional nature of the project, we anticipate two Managers will primarily work with one districts and a third will work with the other districts; each will likely live in his/her region. Project Managers will work to communicate the needs of each district to appropriate project personnel; each will be responsible for coordinating data collection and analysis in his/her region.
52	Dennis Horn		
53	Steven Moats		

#	Names	Position	Description of role and responsibilities
54	Roberta Spillman	Finance Director	Prepare payroll on a bi-weekly basis, including all withholdings. Manage all Cooperative budgets from initial set-up to year-end reports. Receipt all income to the accounting system and post to appropriate accounts. Manage all accounts payable functions Manage employee benefits including insurance, retirement, flexible accounts, deferred compensation, and workers compensation. Prepare monthly financial statements for the Board of Directors. Reconcile bank statements monthly. Prepare audit reports and meet with auditors as needed including for the year-end audit report. Maintain files of all Cooperative accounts for length of time required by the state. Attend trainings, workshops, and conferences (as applicable to position and approved by Supervisor) to maintain awareness of current information and best practices in the field of finance. Assure compliance with policies, procedures, or other agreements as applicable to assignment. Work harmoniously and professionally with other Cooperative personnel. Assist directly and indirectly with the public relations program of the Cooperative. Perform duties and responsibilities in a manner consistent with high professional ethics and courtesy. Perform related duties as assigned.
55	Alicia Sells	Marketing/Communication Director	Develop and implement a comprehensive communications strategy to build awareness of the project; establish a high profile of the work at the national, statewide, and local levels; and assist involved districts by informing their stakeholder groups and highlighting successes. Support schools, district administrators, boards of education, and project staff and teams as they implement the project through services such as crafting communications messages and developing marketing strategies tailored for their local communities. Coordinate a Communications Network that includes a representative of each participating district and stakeholder organizations to address communications challenges, needs, and solutions and ongoing development of messaging for project initiatives. Plan events to support implementation and sustainability of the project. Build effective relationships with national, state, and local organizations and individuals that can help further the mission of the project and potentially extend its impact to other school districts within Kentucky. Lead media relations efforts for the project including relationship building with national, state, and local media outlets; development of news releases, opinion editorials, letters-to-the-editor; public service announcements, etc.; pitching story ideas; and serving as the primary spokesperson for the project. Coordinate the work of the project's Fidelity Council. Provide ongoing progress reports to federal and state elected officials and policy makers.
56	Rock Solid	External Evaluator	
57	Brandi Botts	Data Specialist	The position of Data Specialist will be responsible for expanding ongoing data collection, including aligning project outcomes to data. The Data Specialist will work with the external evaluator to coordinate data collection and provide systems for ongoing analysis to the Implementation Team and the Chief Council on Fidelity. In addition, the Data Specialist will primarily support the work of project staff and will report to the Project Director and the Cooperative Executive Director.

#	Names	Position	Description of role and responsibilities
58	Dan Jones	Finance Administrative Assistant	The Administrative Assistant will be responsible for assisting the Race to the Top Director of Finance with daily tasks at the Director's discretion. They will help the Director maintain an accurate and efficient accounting system. The Administrative Assistant will be responsible for general ledger accounting for the organization including: Accounts Payable, Account Receivable, and Fixed Assets, under the discretion of the Director of Finance RTT-D. The Administrative Assistant will assist the Director with any payroll and Human Resources needs as they arise, and work with the Director in processing and paying bills. The administrative assistant will perform other non-financial office/clerical duties. The Administrative Assistant position will be tied to the Race to the Top grant. Once the grant has expired, the position will become obsolete.
59	Kim Guffy	Clerical Assistant	The position of Administrative Assistant with the Green River Regional Educational Cooperative (GRREC) is designed to provide consortium support for the implementation of the Race to the Top-District grant program, a project funded by the U.S. Department of Education for up to four years. This position will be responsible for daily support to the senior project staff as they implement the RTT-D project components. The Administrative Assistant will build relationships with school and district leaders to facilitate communication and project goals. The Administrative Assistant will organize and coordinate office activities, which includes planning, coordination, and implementation of professional development activities and meetings. The Administrative Assistant will create and maintain organized and effective system that supports staff in all activities, including writing and editing correspondence, creating and maintaining calendars and schedules, filing, ordering and organizing materials, entering data, word processing, creating spreadsheets, and supporting project staff. The Administrative Assistant will compile and submit required reports and data to the appropriate agency or staff. He will work at the direction of senior project staff.
60	Nancy Huston	Elementary Liaisons	The School/Community Liaison will work as a bridge between Preschool Pals and Elementary & Preschool Programs. Retired or Experienced preschool teachers to collaborate with Community Outreach Director. Preschool Pals, and LEAs.
61	Allison Bemiss		

Appendix B: kid·FRIENDLy Staff – Year Two

#	Names	Hire	Description of role and responsibilities
1	Mitch Crump	Leadership Mentors	This position will be responsible for ongoing support for school principals and their local leadership teams as they implement the key components of the Leaders Developing Leadership strategies. She/he will be a former school building leader (principal) who will mentor and support project principals as they begin to shift the cultures within their respective schools. In addition, the Mentors will be provide face-to-face and remote support to principals as they implement components related to the project; she/he will provide support on demand as well as in regularly scheduled sessions (individual; regional). Each Mentor will be assigned to multiple districts based on region and size of schools. Mentors will help with data collection related to implementation and will conduct site visits throughout his/her region. She/he will work at the direction of the Leadership Director, senior project staff and the Cooperative Executive Director.
2	Liz Storey		
3	Molly Sullivan		
4	Jamie Spugnardi	Outreach Director	This position will be responsible for (1) working with and providing support to various members of the project team by helping to identify and eliminate barriers (e.g., poverty, gender, etc.) to college and career readiness and (2) collaborating with the participating districts as they work with families and preschool/daycare centers to align student supports that will eliminate barriers to kindergarten readiness. The Outreach Director will be a project liaison with each community and will support Preschool Pals, Elementary Liaisons, and directors and personnel in Family Resource and Youth Service Centers (FRYSC). It is expected, for example, that the Outreach Director will work with FRYSCs to include an alignment to state- and project-based CCR indicators, including the creation of a student purpose for learning, and work involving the Continuous Instructional Improvement Technology System (CIITS) data system with students and parents. Additionally, the Outreach Director will be responsible for assisting in the development of School Personalized Learning Plans in participating schools and by helping stakeholder groups implement research-based supports that help the regions' youngest students become kindergarten ready. The Outreach Director will report to the Project Director and the Executive Director.
5	Mindy Key	Preschool Pals	This position will be responsible for training and support activities in preschools throughout the districts participating project. This includes finding and communicating with preschool centers, developing relationships with center directors and other staff members, and providing ongoing training in formal and informal settings. The Preschool Pal will live in or around their assigned school districts and will be actively working in those communities each day. The Preschool Pal should be able to demonstrate a strong ability to develop productive relationships and build capacity in others. The position includes evening and Saturday work to promote attendance of families and preschool personnel. The Preschool Pal will be responsible for helping each young child living in the assigned districts to become kindergarten ready.
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7	Cynthia McCombs		
8	Melanie Napier		
9	Angela Michael		
10	Sara Powell		
11	Kathy Read		
12	Julie Leezer		
13	Bobbie Jo Matney		

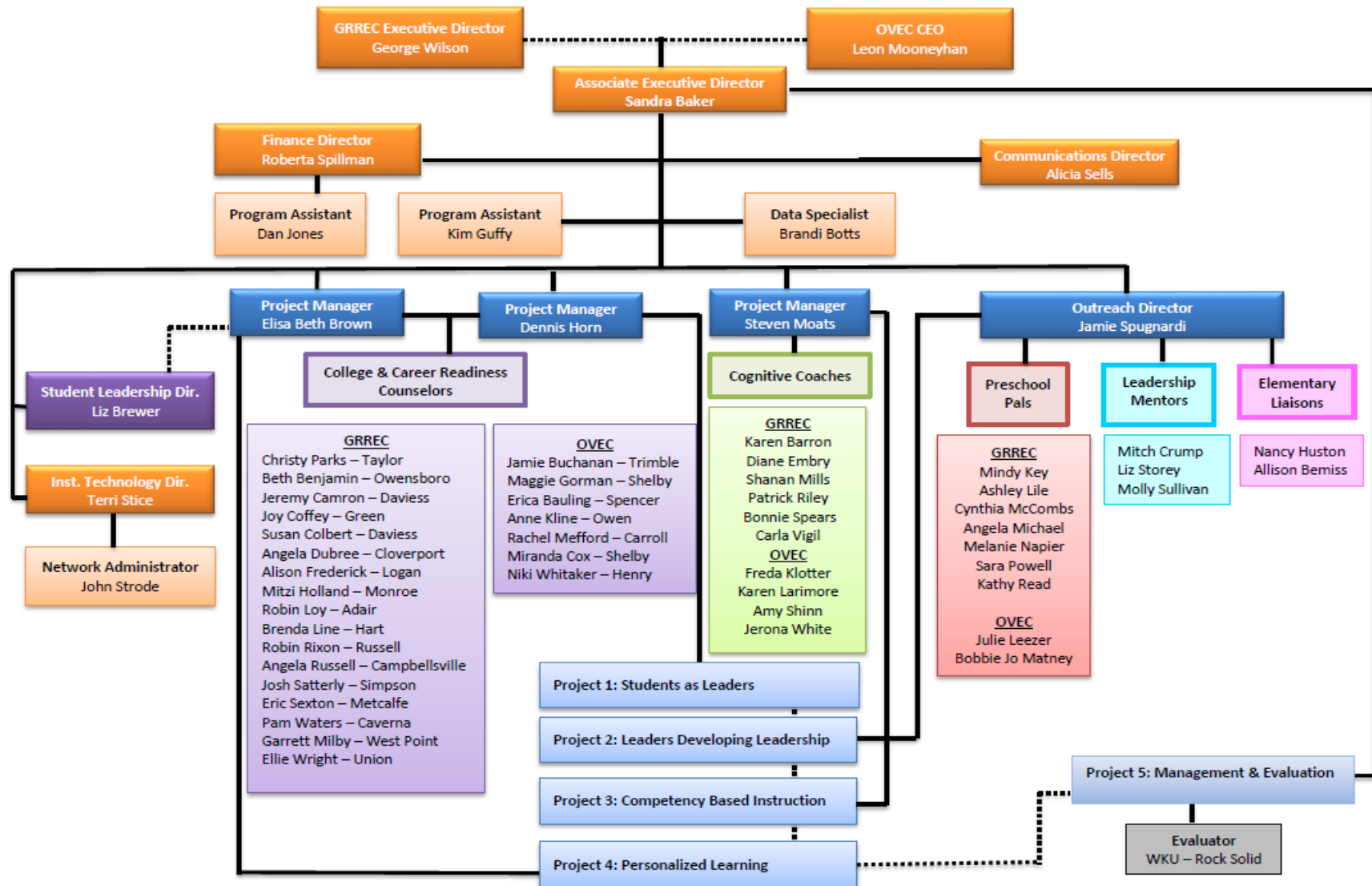
#	Names	Hire	Description of role and responsibilities
14	Freda Klotter	Cognitive Coaches	This position will be responsible for coaching, modeling, and supporting teachers as they implement research-based strategies within their assigned schools across the regions. The Cognitive Coach will work with multiple schools, helping teachers integrate technology and research-based instruction and assessment strategies into their daily instruction. Through the coaching process, the Cognitive Coach will help teachers develop demonstration classrooms and then work with other teachers to observe the methods and practices being used in those classrooms. The Cognitive Coach will work on-site at assigned school campuses and collaborate with teams of teachers each week. The Cognitive Coach will begin to support district-level teams as they begin to train as Cognitive Coaches and will “meta-coach” these teams in the final year of the project to ensure sustainability and continued development of new Demonstration Classrooms. The Cognitive Coach will report directly to senior project staff.
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16	Amy Shinn		
17	Jerona White		
18	Karen Barron		
19	Carla Vigil		
20	Diane Embry		
21	Shanan Mills		
22	Patrick Riley		
23	Bonnie Spears		
24	Beth Benjamin	College & Career Readiness Counselors	This position will be responsible for providing career counseling to students. The CCRC will provide support to teachers and students and assist students in their career planning. The CCRC will work primarily within an assigned school district, supporting a single high school and its feeder middle and elementary schools and will be required to attend project meetings and professional development throughout the project period. The CCRC will be responsible for implementing the strategies of the project including the creation and operation of a Career Center; the implementation of Career Profile systems and supports for students; the expanded use of the Continuous Instructional Improvement Technology System (CIITS) data system with teachers, students and parents; and the coordination of support through the Family Resource and Youth Services Centers (FRYSC). The CCRC will conduct initial assessments of students’ career goals in relation to their current educational standing and assist them in developing individualized goals, plans, and next steps to achieve career readiness. This position will also assist in collecting, organizing, and submitting data to assist the project director and external evaluator.
25	Jeremy Camron		
26	Joy Coffey		
27	Susan Colbert		
28	Angela Dubree		
29	Allison Frederick		
30	Mitzi Holland		
31	Robin Loy		
32	Brenda Line		
33	Robin Roxin		
34	Angela Russell		
35	Josh Satterly		
36	Eric Sexton		
37	Pam Waters		
38	Ellie Wright		
39	Jamie Buchanan		
40	Maggie Gorman		
41	Erica Bauling		
42	Anne Kline		

#	Names	Hire	Description of role and responsibilities
43	Rachel Mefford		
44	Miranda Shaw		
45	Garrett Milby		
46	Niki Whitaker		
47	Christy Parks		
48	Terri Stice	IT director	This position will be responsible for leading the work of integrating technology-based personalized instructional strategies into the learning environments. This will be done through regional trainings provided almost monthly throughout the project; in addition, the Director will ensure the Coaches/Consultants are fully trained and capable of modeling the authentic use of instructional strategies with students. The Director will work with Coaches, Consultants and others to develop model lessons to demonstrate the appropriate use of technology, and s/he will be a resource for available strategies, products, online resources, and more. The Instructional Technology Director will also work with the Personalized Learning Teams to help them determine the best uses of their existing and BYOD technologies. The Director will facilitate the technology needs of the project as needed. S/He will also support district technology directors as they implement new Wi-Fi networks on buses and in the community. The Director will conduct monthly networking opportunities for Technology Resource Teachers as well as CIO/DTC. The Director will provide instructional technology support/professional development experiences based on GRREC school districts' needs.
49	Sandra Baker	Project Director	The position of Associate Executive Director for RTT-D Administration with the Green River Regional Educational Cooperative (GRREC) and Ohio Valley Educational Cooperative (OVEC) is designed to provide over all leadership for the implementation of the Race to the Top-District grant program, a project funded by the U.S. Department of Education for four years. The position of Associate Executive Director for RTT-D Administration will be responsible for coordinating all activities and the day-to-day operations of kid•FRIENDLY as outlined in the proposal for funding. This position will provide management for project resources, budget, facilities, travel, school faculty, district-level support, and community partners. Because of the Associate Executive Director for RTT-D Administration's ongoing work with and visits to the program's partner school districts, a highly-qualified educational leader is required. The Associate Executive Director for RTT-D Administration will work directly with both the U.S. Department of Education and the national evaluator in providing ongoing and summative reporting. S/He will, on behalf of the project, seek out and cultivate meaningful partnerships and/or collaborative arrangements with a variety of agencies, institutions, and/or individuals, whose goals and objectives align with the project's goals and objectives and who can provide resources and/or other supports which further this work. The Associate Executive Director for RTT-D Administration will provide direct supervision for the Project Managers (2) and other director level positions (Preschool Director, Instructional Technology Director, etc.). S/He will report to the GRREC and OVEC Executive Directors and will serve the RTT-D project as the Project Director.

#	Names	Hire	Description of role and responsibilities
50	Elisa Beth Brown	Program Managers	The position of Project Manager will be responsible for implementing day-to-day activities as outlined in the proposal for funding. Each of the three Project Managers will report to the Project Director, helping him/her manage and work with project resources, budgets, facilities, travel, school faculty, district-level support, and community partners. Project Managers will work with Personalized Learning Teams to create annual PL Plans to implement strategies appropriate to each district. Because of the regional nature of the project, we anticipate two Managers will primarily work with one districts and a third will work with the other districts; each will likely live in his/her region. Project Managers will work to communicate the needs of each district to appropriate project personnel; each will be responsible for coordinating data collection and analysis in his/her region.
51	Dennis Horn		
52	Steven Moats		
53	Roberta Spillman	Finance Director	Prepare payroll on a bi-weekly basis, including all withholdings. Manage all Cooperative budgets from initial set-up to year-end reports. Receipt all income to the accounting system and post to appropriate accounts. Manage all accounts payable functions Manage employee benefits including insurance, retirement, flexible accounts, deferred compensation, and workers compensation. Prepare monthly financial statements for the Board of Directors. Reconcile bank statements monthly. Prepare audit reports and meet with auditors as needed including for the year-end audit report. Maintain files of all Cooperative accounts for length of time required by the state. Attend trainings, workshops, and conferences (as applicable to position and approved by Supervisor) to maintain awareness of current information and best practices in the field of finance. Assure compliance with policies, procedures, or other agreements as applicable to assignment. Work harmoniously and professionally with other Cooperative personnel. Assist directly and indirectly with the public relations program of the Cooperative. Perform duties and responsibilities in a manner consistent with high professional ethics and courtesy. Perform related duties as assigned.
54	Alicia Sells	Marketing/Communication Director	Develop and implement a comprehensive communications strategy to build awareness of the project; establish a high profile of the work at the national, statewide, and local levels; and assist involved districts by informing their stakeholder groups and highlighting successes. Support schools, district administrators, boards of education, and project staff and teams as they implement the project through services such as crafting communications messages and developing marketing strategies tailored for their local communities. Coordinate a Communications Network that includes a representative of each participating district and stakeholder organizations to address communications challenges, needs, and solutions and ongoing development of messaging for project initiatives. Plan events to support implementation and sustainability of the project. Build effective relationships with national, state, and local organizations and individuals that can help further the mission of the project and potentially extend its impact to other school districts within Kentucky. Lead media relations efforts for the project including relationship building with national, state, and local media outlets; development of news releases, opinion editorials, letters-to-the-editor; public service announcements, etc.; pitching story ideas; and serving as the primary spokesperson for the project. Coordinate the work of the project's Fidelity Council. Provide ongoing progress reports to federal and state elected officials and policy makers.

#	Names	Hire	Description of role and responsibilities
55	Rock Solid	External Evaluator	
56	Brandi Botts	Data Specialist	The position of Data Specialist will be responsible for expanding ongoing data collection, including aligning project outcomes to data. The Data Specialist will work with the external evaluator to coordinate data collection and provide systems for ongoing analysis to the Implementation Team and the Chief Council on Fidelity. In addition, the Data Specialist will primarily support the work of project staff and will report to the Project Director and the Cooperative Executive Director.
57	Dan Jones	Finance Administrative Assistant	The Administrative Assistant will be responsible for assisting the Race to the Top Director of Finance with daily tasks at the Director's discretion. They will help the Director maintain an accurate and efficient accounting system. The Administrative Assistant will be responsible for general ledger accounting for the organization including: Accounts Payable, Account Receivable, and Fixed Assets, under the discretion of the Director of Finance RTT-D. The Administrative Assistant will assist the Director with any payroll and Human Resources needs as they arise, and work with the Director in processing and paying bills. The administrative assistant will perform other non-financial office/clerical duties. The Administrative Assistant position will be tied to the Race to the Top grant. Once the grant has expired, the position will become obsolete.
58	Kim Guffy	Clerical Assistant	The position of Administrative Assistant with the Green River Regional Educational Cooperative (GRREC) is designed to provide consortium support for the implementation of the Race to the Top-District grant program, a project funded by the U.S. Department of Education for up to four years. This position will be responsible for daily support to the senior project staff as they implement the RTT-D project components. The Administrative Assistant will build relationships with school and district leaders to facilitate communication and project goals. The Administrative Assistant will organize and coordinate office activities, which includes planning, coordination, and implementation of professional development activities and meetings. The Administrative Assistant will create and maintain organized and effective system that supports staff in all activities, including writing and editing correspondence, creating and maintaining calendars and schedules, filing, ordering and organizing materials, entering data, word processing, creating spreadsheets, and supporting project staff. The Administrative Assistant will compile and submit required reports and data to the appropriate agency or staff. He will work at the direction of senior project staff.
59	John Strode	Network Administrator	The position of Network Administrator with the Green River Regional Educational Cooperative (GRREC) will collaborate with the Director of Technology and Support Services and other GRREC Executive Leadership to provide seamless infrastructure and support for all GRREC office locations in order to support technological advances in teaching and learning.
60	Nancy Huston	Elementary Liaisons	The School/Community Liaison will work as a bridge between Preschool Pals and Elementary & Preschool Programs. Retired or Experienced preschool teachers to collaborate with Community Outreach Director, Preschool Pals, and LEAs.
61	Allison Bemiss		
62	Liz Brewer	Student Leadership Director	

Appendix C: kid·FRIENDLy Organization Chart



Appendix D: School Personalized Learning Plan Completion Table

Theme	School Activities	N	%	N	%	N	%	N	%	SU/NA N	SU/NA %
Learning	Complete an annual survey	32	28.6	0	0.0	38	33.9	42	37.5	0	0.0
	Provide leadership opportunities for students	8	7.1	1	0.9	39	34.8	39	34.8	25	22.3
Teaching	Use individual goal setting	3	2.7	5	4.5	25	22.3	59	52.7	20	17.9
	Protect time for collaboration among teachers for a deeper understanding and analysis for standards, assessments, tasks through learning communities.	15	13.4	0	0.0	26	23.2	65	58.0	6	5.4
	Analyze annually summative assessment data, non-cognitive data, and a variety of other data to develop a school improvement plan inclusive of a personalized learning plan.	18	16.1	0	0.0	36	32.1	53	47.3	5	4.5
	Analyze and review multiple data sources as an ongoing process to guide teachers and students in maximizing time for personalized learning.	0	0.0	0	0.0	2	1.8	1	0.9	109	97.3
Leadership & Management	Develop structures that support the development of teacher leaders.	10	8.9	4	3.6	69	61.6	29	25.9	0	0.0
	Develop structures that support the development of student leaders.	0	0.0	0	0.0	0	0.0	0	0.0	112	100.0
	Participate in and sustain Data Retreats	0	0.0	0	0.0	1	0.9	0	0.0	111	99.1
	Participate in and sustain D.A.T.A. Focused Learning Communities	0	0.0	0	0.0	0	0.0	0	0.0	112	100.0
	Implement effective student self-management of data.	0	0.0	0	0.0	0	0.0	0	0.0	112	100.0
	Use CIITS to support data management.	0	0.0	0	0.0	0	0.0	0	0.0	112	100.0
	Facilitate student goal setting for college and career readiness.	5	4.5	4	3.6	45	40.2	58	51.8	0	0.0
	Ensure all students implement effective college and career readiness goals.	2	1.8	3	2.7	42	37.5	65	58.0	0	0.0
	Collaborate with FRYSC's to provide CCR training for parents.	3	2.7	4	3.6	39	34.8	66	58.9	0	0.0
	Collaborate with FRYSC's to remove CCR barriers at all grade levels.	1	0.9	2	1.8	21	18.8	88	78.6	0	0.0
Professional Development	Identify and participate in appropriate PD activities.	2	1.8	0	0.0	12	10.7	98	87.5	0	0.0
	Operationalize learning from PD.	0	0.0	0	0.0	9	8.0	103	92.0	0	0.0
	Identify, support, and develop lead educators.	2	1.8	1	0.9	13	11.6	94	83.9	2	1.8
	Allocate PD times/days to accomplish kid·FRIENDLY goals.	5	4.5	1	0.9	28	25.0	78	69.6	0	0.0
	Develop demonstration classrooms.	0	0.0	0	0.0	10	8.9	102	91.1	0	0.0
	Ensure teachers have appropriate time for personalized PD.	6	5.4	1	0.9	32	28.6	73	65.2	0	0.0
	Participate in learning networks.	5	4.5	1	0.9	50	44.6	56	50.0	0	0.0

Wider Community	Collaborate (i.e., FRYSC) with Preschool Pals to promote Kindergarten readiness.	20	17.9	1	0.9	11	9.8	73	65.2	7	6.2
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Explanation of Table Calculations: For each activity, there were 112 schools who indicated progress for that activity (see explanation of colors below). We counted the number of each specific color for each activity. For example, for "Complete an Annual Survey", there were 42 schools that indicated they were "Red." Percentages were calculated based on the N divided by the total schools (N = 112).

Explanation of the Colors:

- **Green** - Activity is complete, and measurable objectives (success criteria) have been met.
- **Orange** - Activity is progressing and is on track to meet the measurable objectives (success criteria).
- **Yellow** - Activity is not progressing and is not on track to meet the measurable objectives (success criteria).
- **Red** - Activity has not started.
- **SU/NA** - Status unknown (SU): Activity written in plan, but no color assigned indicating progress; Or Not Applicable (NA): Activity not written in plan.

Appendix E: Year One “Quick Wins”

Year 2 District Point of Contacts Meeting; Year 1 Feedback

These data capture the “quick wins” reported by attending Superintendents and Points of Contact at the August 2014 District Meetings at GRREC and OVEC. Twenty of Race to the Top’s twenty-two districts were represented. Participants were asked to write down what they perceived as “quick wins” for their schools in Year One. Altogether, there were 49 responses which were initially on post-it notes. However, several participants stated multiple “wins” for their district; therefore, this graphic reflects 88 “wins” total. All of the responses were organized into nine common categories.

