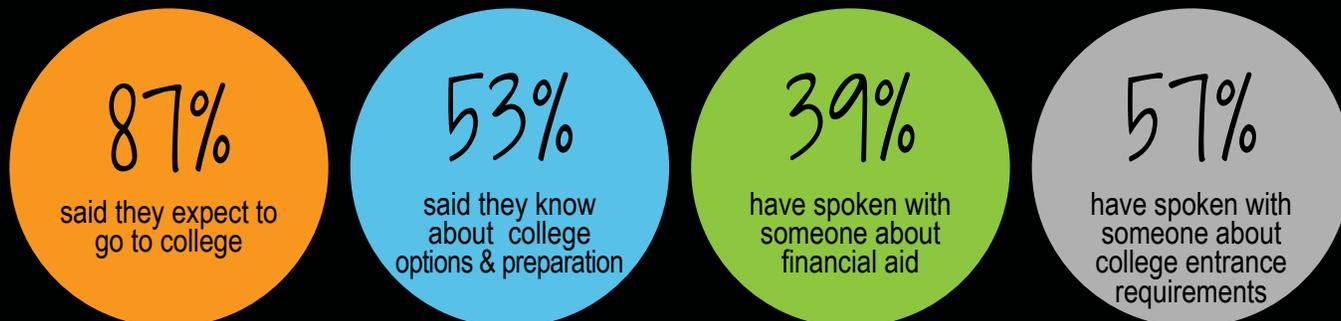


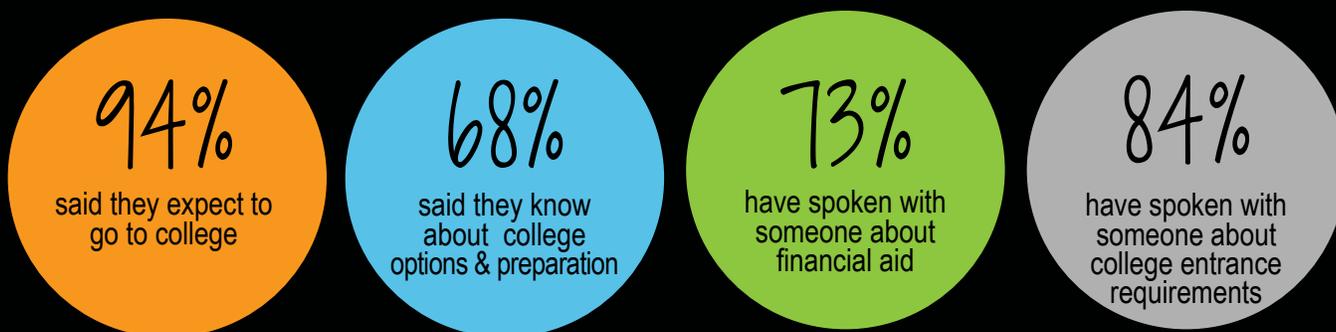
college-going culture



First class of 7th graders in 2011-12



Same class of students in 2013-14



The number of students meeting college readiness benchmarks increased in 3 out of 4 subjects (1st entering class)

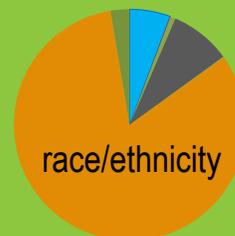
	7th Grade EXPLORE	9th Grade PLAN
English	55%	63%
Mathematics	35%	25%
Reading	37%	43%
Science	13%	18%

about our project

\$26.9 million federal funds
 \$26.9 million matching funds
 6 year grant (2011-17)
 20 partners
 64 staff members

about our students

62% Eligible for Free or Reduced Price Lunch
 10% Have Individualized Education Plans
 2% Limited English Proficiency



race/ethnicity
 82% White
 9% Black or African American
 6% Hispanic or Latino
 3% Two or more races
 1% Asian
 >1% American Indian/Alaskan Native or Native Hawaiian/Pacific Islander

the successes

Fifty-four College and Career Advisors (CCAs) were employed to deliver direct services in participating schools. On average, CCAs provided 6 hours of instruction per week, with another 19 hours spent advising and mentoring students and conducting campus visits.

95%

of GUK students took EXPLORE or PLAN assessment

2,349

7th & 8th graders received academic support in math & English

35%

of GUK students visited a college campus

224:1

Advisor-to-student ratio

77%

of GUK students completed the financial literacy curriculum

the challenges

GUK 3.0 is a complex, multi-site project with multiple strategies and many levels of services and service providers. In spite of delays in negotiating access and contracting for the collection of a comprehensive data repository, GUK has collected the data necessary for the 2014 annual performance report. The delay in development of a unified reporting tool meant separate data sets were created for each direct service strategy. GUK was challenged to identify the interconnection between outcomes from one strategy to another.

The total student population is 12,107 as compared to the proposed 10,000 students anticipated in the grant proposal. This enrollment shift includes two high schools added to ensure continuation of services to a majority of GUK middle school students as they transition to high school. As a result, there is a dramatic growth at the ninth grade level.

Implementation of GUK's curricula and advising model is customized by school. This customization at the school level, multiple schedule formats, varying cohort size and increased enrollment resulted in greater staffing needs. Nevertheless, GUK has maintained the established student-to-advisor ratio.

21 high schools

29 middle schools

21 counties

12,107 students
grades 7 - 9

what students got



mentoring

Activities that create a sustained connection between students, adults and peers to support college aspiration and foster personal and academic growth.

10,825
students

18.3
avg hrs each



supportive services

Activities that assist students in improving their academic performance and planning for postsecondary.

9,539
students

9.6
avg hrs each



financial literacy

Activities to increase student/family awareness of personal finance concepts and assist students with applying for financial aid.

7,485
students

3.4
avg hrs each



college visit

A guided campus tour including college & career awareness information.

4,272
students

3.3
avg hrs each



rigorous academic curriculum

Activities to encourage students to enroll in rigorous coursework [AP, IB, dual enrollment, etc.].

2,589
students

0.6
avg hrs each



college exploration, planning & advising

Activities to explore college and career options and identify plans to reach future goals.

4,189
students

1
avg hrs each



college knowledge

Activities to engage students in completing the critical steps for college entry.

4,189
students

0.2
avg hrs each



services for families & communities

Activities to engage parents, guardians or mentors in supporting students' college & career readiness and planning.

1,063
parents/guardians

3.2
avg hrs each

what schools got

During this period, GUK's School Improvement Services focused on increasing schools' capacity to create a college-going culture. Our efforts to add capacity to the school through GUK direct services is supported by the tools, resources and customized professional development for teachers and school leaders reflected below.



Build a College-Going Culture

- ✓ School & classroom walkthroughs to gauge progress toward a college-going culture.
- ✓ Virtual GUK Leadership Network to share & develop college going policies & structures
- ✓ NCEP Superintendent Leadership Institute

17%

participated in GUK Leadership Network at least once.

100%

of GUK middle schools participated in school walkthroughs



Increase Capacity to Implement KY Core Academic Standards

- ✓ GUK Teacher/ Leader Academy (math & ELA)
- ✓ Technical Assistance to help schools align instruction to college readiness standards & KCAS

23%

of GUK schools received technical assistance

25%

of GUK schools participated in GUK Teacher/Leader Academy



Use Data to Drive Decision-Making

- ✓ Technical Assistance to establish baselines for school & student achievement using EPAS scores & early warning indicators
- ✓ School data reports

100%

of GUK middle schools received school data reports

46%

of GUK schools received training for Princeton Review Early Edge



Adopt and Implement Structures for Sustainability

- ✓ Technical Assistance to help school teams develop & implement a 4-year plan for sustaining a college-going culture
- ✓ Regional Sustainability Summits

57%

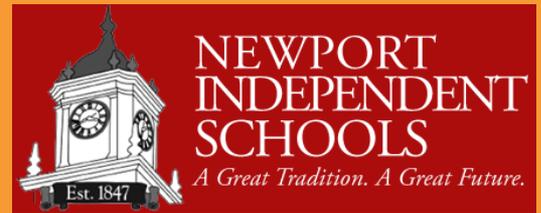
of GUK schools completed a Sustainability Plan

64%

of GUK schools attended Regional Sustainability Summits

GEAR UP KENTUCKY: A SCHOOL IMPROVEMENT SERVICES MODEL FOR LEADERSHIP

PRESENTERS:
CHARLESE LEWIS, ROLAND O' DANIEL,
ROBIN COCHRAN, KELLY MIDDLETON





WHAT DOES A COLLEGE- GOING CULTURE LOOK LIKE IN A SCHOOL?

GEAR UP Kentucky 3.0 uses a research-based framework for a college-going culture to define the characteristics that must exist if schools are to achieve high levels of college readiness. The framework includes the following five attributes (AREAS).

aspiration

School setting that inspires and supports students' college and career goals. All students are assured access to advising and activities linking school, personality, and aptitude to career and college.

rigor

College and career success is integrally linked to academic preparation in the school. All students are assured opportunities and support to acquire core knowledge and skills that provide the best chance for success in college.

expectation

School provides clear indicators of college readiness focused on both college knowledge and college-ready coursework to close the gap between aspiration and college-going. Students will be advised on their progress toward college readiness and provided targeted support.

accountability

School makes appropriate decisions about student readiness and school improvement using multi-dimensional data to create a complete student, cohort, and school profile; uses data to gauge progress, and effectively structures interventions.

sustainability

An environment in which school focuses on transforming to a college-going culture to create systemic change.

HOW IS IT MEASURED?

The GEAR UP Kentucky School Performance Guide is designed to help schools assess the extent to which a college-going culture exists in their school. This customized measurement tool includes a three-part set of indicators for each of the five attributes. The indicators are organized into three 'status' categories:

Square
One

Transition to a
College-Going
Culture

Achieving a
College-Going
Culture

The GUK School Performance Guide is used as part of a school benchmarking process that includes two components:

1. Classroom walkthroughs: In each GUK school, expert observers use data collection instruments based on 1) ACT College Readiness Standards in English, reading, mathematics and science, and 2) measures of rigor, relevance and differentiation of instruction to bring all students to standards.

2. School self-assessment: Prior to classroom walkthroughs, school leadership teams use the rubric to self-assess the current status of their school in each indicator of the five attributes and identify evidence of their self-reported status.

Data collected through the school benchmarking process is compared with students' college readiness assessment scores (EXPLORE, PLAN, ACT) and state assessment data to present a more comprehensive portrait of school culture, classroom instruction and student achievement. The school benchmarking process occurred at the beginning of the GUK 3.0 project to establish a baseline, and will be repeated at the midpoint and end of the project to monitor progress.

HOW ARE THE DATA USED?

Using the data collected, GUK works with school leadership teams to develop and implement a School Sustainability Plan. These plans identify strengths and weaknesses, establish future professional development needs, and target specific action steps for improvement. School plans are linked with state-required Comprehensive School Improvement Plans (CSIPs) to overlay best practices and identify any gaps. The desired outcome is that while GUK continues to provide resources to support student and parent activities, schools will also develop faculty and staff and put in place the conditions necessary to achieve and maintain a college-going culture.

GEAR UP Kentucky School Improvement Services are designed to provide support, technical assistance, training, professional development, and resources to build and sustain a college-going culture in GUK schools. These services emphasize using data to make proactive decisions about student readiness, improve school practices and policy, and measure progress. GUK schools receive school improvement services targeted at four main school improvement strategies.

Build a College-Going Culture

Assists teachers and administrators in understanding the culture and climate of GUK schools and promoting changes in policy and practice

School Benchmarking: School and classroom walkthroughs to collect data on the presence of a college-going culture.

Technical Assistance for Sustainability Planning: Integration of GUK curricula models into core content classes.

GUK Leadership Network: Virtual forum to bring leaders together to share and develop college-going policies and structures in schools. Includes a [Virtual Professional Learning Community](#) with webinar series & guidance documents and [PD 360 Group](#) online resources.

Institute for a College-Going Culture: Statewide summit that offers GUK school personnel a learning opportunity to implement emerging research-based practices

Technical Assistance: Comprehensive Advising: Assistance to help schools establish counselors' roles in a college-going culture with emphasis on leadership reform and creating support structures for comprehensive advising.

Increase Capacity to Implement Kentucky Core Academic Standards

Provides school personnel training to improve instruction, increase student academic readiness and expand leadership capacity:

GUK Teacher/Leader Summer Academy: Four-day summer workshops for GUK teachers and principals focused on KCAS-aligned instructional design in math, ELA and science.

Technical Assistance: School Leadership Teams: Assistance to help schools align instruction to college readiness standards and KCAS and address effective student transitions from one grade level to the next.

High School & Postsecondary Faculty Collaboration Model: Summer professional development strands focused on the development/delivery of GUK Summer Enrichment Academy in core content areas.

Use Data to Drive Decision-Making

Develops an understanding of the need for data gathering, accurate analysis and comprehensive planning for a college-going culture.

Technical Assistance: Assessment Data: Establishment of school and student baselines for achievement using EXPLORE/PLAN assessment scores and early warning indicators.

Technical Assistance: Advising: Assistance to help schools use advising structure to improve academic performance focused on: student access to rigorous course work, transition planning, college & career planning through allocation of intervention services, and embedding the ILP process in school culture.

School Data Reports: School reports offering a comparison of walkthrough data with student assessment outcomes to help schools assess progress and refine Sustainability Plans.

Adopt and Implement Structures for Sustainability

Builds a support structure that enables GUK schools to implement strategies for sustainable change by the end of the GUK 3.0 project (2016-2017)

Technical Assistance - School Sustainability Planning: Assist school teams in developing and implementing a 4-year plan, drawing on practices from research to promote college readiness.

Regional School Sustainability Summits: Regional workshops offer GUK school teams a chance to assess progress and revise sustainability plans, using data from school walkthroughs, student assessments, and other data.

THE FOUR STRATEGIES OF GUK SCHOOL IMPROVEMENT SERVICES



BUILD A COLLEGE-GOING CULTURE FOR ALL



USE DATA TO CHANGE POLICY & PLAN INSTRUCTION



INCREASE CAPACITY TO IMPLEMENT KCAS



ADOPT & IMPLEMENT STRUCTURES FOR SUSTAINABILITY

YEAR ONE



School benchmarking



Establish baselines w/ EXPLORE data



Sustainability planning workshops



Technical assistance for developing school plans

YEAR TWO



School transition workshops



Technical assistance to use assessment data to inform instruction



GUK Leadership Network monthly webinar series



Summer Teacher/Leader Academy



Launch of GUK Leadership Network



Technical assistance for school leadership teams to align instruction to KCAS

ENHANCED SERVICES FOR GUK 3.0 SELECT SCHOOLS



Additional benchmarking & technical assistance: ACT/NCEA Core Practice Audits & CoreWorks Diagnostics (Year 1)



National Superintendent Leadership Institute (Years 2-3)



Job-embedded professional development (Years 2-6)



TI-Nspire Technology: MathForward Mathematics Content (Years 4-5)

YEAR THREE



GUK Leadership Network monthly webinar series



School Sustainability Summits



School benchmarking for middle schools



School data reports (walkthrough & EXPLORE/PLAN assessment data)



High school & university faculty collaboration at GUK Summer Academy



Summer Teacher/Leader Academy

YEARS FOUR & FIVE



Summer Teacher/Leader Academy



Technical assistance: Comprehensive advising



GUK Leadership Network online resources



Institute for a College-Going Culture: School improvement track



Technical assistance: Data use & sustainability planning



School benchmarking & data reports for high schools

YEAR SIX



Technical assistance: Sustainability planning



School benchmarking

THE VISION: A sustainable college-going culture where all students are prepared for college success



WHERE TO FIND OUT MORE

gearupky.org/forGUKschools



What you'll find here:

- 2013-2016 GUK School Improvement Services Plan
- GUK School Performance Guide for a College-Going Culture
- Administrative toolkit for GUK schools
- Access to GUK curriculum guides
- Access to school data reports & sustainability plans
- Latest news & upcoming events for GUK schools

gukleadershipnetwork.pbworks.com



What you'll find here:

- Goals & schedule for GUK Leadership Network
- Resources from GUK Summer Teacher/Leader Academy
- Monthly webinar series archive & guidance documents
- Link to GUK PD 360 group

KEEP IN TOUCH WITH GUK 3.0



Visit the GUK website + subscribe to our blog
<http://gearupky.org>



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Find us on Pinterest
[pinterest.com/GEARUPky/](https://www.pinterest.com/GEARUPky/)



Call the GEAR UP Central Office
502.573.GEAR (4327)

KEY DATES FOR 2013-14 SCHOOL YEAR

AUGUST

30 GUK Leadership Network Webinar: Access for All (2-3 pm EST)

SEPTEMBER

16-27 EXPLORE/PLAN assessment for grades 7 & 9

30

GUK Leadership Network Webinar: Boosting the Efficacy of PLCs (11-12 pm EST)

NOVEMBER

5

GUK Leadership Network Webinar: Parent Engagement, Part I (1-2 pm EST)

25-26

Early Edge Teacher Training, Edmonton, KY

DECEMBER

12-13

Early Edge Teacher Training, Frankfort, KY

JANUARY

16

GUK Leadership Network Webinar: Data to Inform Instruction (3:30 pm EST)

FEBRUARY

1-3

Superintendent Leadership Institute
Sharpening Skills Retreat (Select Schools Only)

18

Regional School Sustainability Summit #1
Sloan Convention Center, Bowling Green
9 am - 4:30 pm (CST)

26

Regional School Sustainability Summit #2
Marriott Griffin Gate, Lexington, 9 am-4:30 pm (EST)

by appt.

GUK Middle School Walkthroughs Begin

MARCH

by appt.

GUK Middle School Walkthroughs

18

GUK Leadership Network Webinar: Parent Engagement, Part II (3:30 pm EST)

MAY

1-3

Superintendent Leadership Institute Closing Retreat (Select Schools Only)

JUNE

June 22—

July 12

GUK Summer Enrichment Academy

JULY

15—18

GUK Teacher/Leader Summer Academy

OBJECTIVES

PARTICIPANTS WILL:

- Review the GUK School Improvement Services Plan and the Select School Research Design
- Connect the GUK School Performance Guide Indicators to the Leadership Network
- Participate in a guided discussion about the Superintendent Leadership Institute
- Consider how to develop a similar leadership model

GUK SCHOOL IMPROVEMENT SERVICES PLAN

Kentucky Department of Education:

- Senate Bill 1
- Characteristics of Highly Effective Teaching and Learning
- Professional Growth and Effectiveness System

SIS is designed to provide:

- Support
- Technical assistance
- Training/ Professional development
- Resources

GUK SCHOOL IMPROVEMENT STRATEGIES

- Build a College-Going Culture
- Increase Capacity to Implement Kentucky Core Academic Standards
- Use Data to Drive Decision-Making
- Adopt and Implement Structure for Sustainability

BUILD A COLLEGE-GOING CULTURE

Assists teachers and administrators in understanding the culture and climate of GUK schools and promoting changes in policy and practice

- School Benchmarking – Classroom walkthroughs
- Technical Assistance for Sustainability Planning
- GUK Leadership Network
- Institute for College-Going Culture
- Comprehensive Advising

INCREASE CAPACITY TO IMPLEMENT KCAS

Provides school personnel training to improve instruction, increase student academic readiness and expand leadership capacity.

- GUK Teacher/Leader Summer Academy – Core content
- Technical Assistance: School Leadership Teams
- High School & Postsecondary Faculty Collaboration Model

USE DATA TO DRIVE DECISION-MAKING

Develops an understanding of the need for data gathering, accurate analysis and comprehensive planning for a college-going culture.

- Technical Assistance for Assessment Data – EXPLORE/PLAN
- Technical Assistance for Advising
- School Data Reports

ADOPT AND IMPLEMENT STRUCTURES FOR SUSTAINABILITY

Builds a support structure that enables GUK schools to implement strategies for sustainable change by the end of the GUK 3.0 project (2016-2017)

- Technical assistance for School Sustainability Planning
- Regional Sustainability Summits

GUK 3.0 SELECT DISTRICTS

As part of a quasi-experimental research design, GUK identified 5 *Select Districts* to receive enhanced services to determine if these additional services have a significant impact on the outcomes of the 11 *Select Schools*.

- NCEA/ACT Core Practice Audits & Core Work Diagnostics
- The Princeton Review Early Edge
- Job-embedded professional development
- National Superintendent Leadership Institute

LEADERSHIP NETWORK

Develop a leadership network to support policies and practices that create a college-going culture.

- Use a mixture of face-to-face and virtual meetings to bring leaders together routinely during the course of the project.
- Make connections between project and district initiatives
- Develop and field test approaches to address areas of need.
- Work with leaders to share approaches in the network
- On-going continuous improvement for plan modification.

WASHINGTON COUNTY KENTUCKY



SUPERINTENDENT LEADERSHIP INSTITUTE

Purpose/Goals:

- Superintendents engaged in collegial professional learning opportunities that focused on creating, sustaining and strengthening the college-going culture in GEAR UP districts.
- The goal of the SLI was to create and sustain focused leadership momentum at the district and school level leadership through GEAR UP implementation.
- Trainings included exploration of case studies, research, and practical application of strategic leadership and focus on how it could be leveraged to create and sustain systemic change.
- Between convenings, personal goals and honing of leadership strategies occurred by collaborating with online groups through PLCs. Groups shared ideas, expertise, and supported one another in a structured and facilitated way.

STEPS CONDUCTED AND LESSONS LEARNED

- Environmental scan looking for identification of needs relating to policies, procedures, practices and strategies that were occurring or needed to occur in Washington County Schools.
- Identified look-fors in the community of creating and maintaining a college going culture, not only in the schools, but throughout the Washington County community.
- Commitment was established to create a “systemness” that is intentionally focused and aligned P-12 & with our college partners – buy-in for a CCR culture.
- PLCs structure changed to incorporate a sense of accountability of data monitoring of student progress and the intentional planning of next steps that were embedded into our sustainability plans, KDE mandated plans, assessments and the state evaluation system.

STEPS CONDUCTED AND LESSONS LEARNED

- Strategies are an intense focus and the design of bridging activities for those not meeting benchmark has become a “norm.” An early warning system has been implemented where we continuously assess progress.
- Discovery of a need to focus on cultural competence and what this looks like across the district – professional learning has been aligned
- Students are taking ownership toward identify individual learning plan and the creation of coursework for pathways.
- Shift in parental belief - no longer an “if” but a “when”.
- Strengthened focus on academic and career counseling. Soft skills, study skills and 21st century “life ready” skills (collaboration, communication, creativity and critical thinking).

SUPERINTENDENT LEADERSHIP INSTITUTE

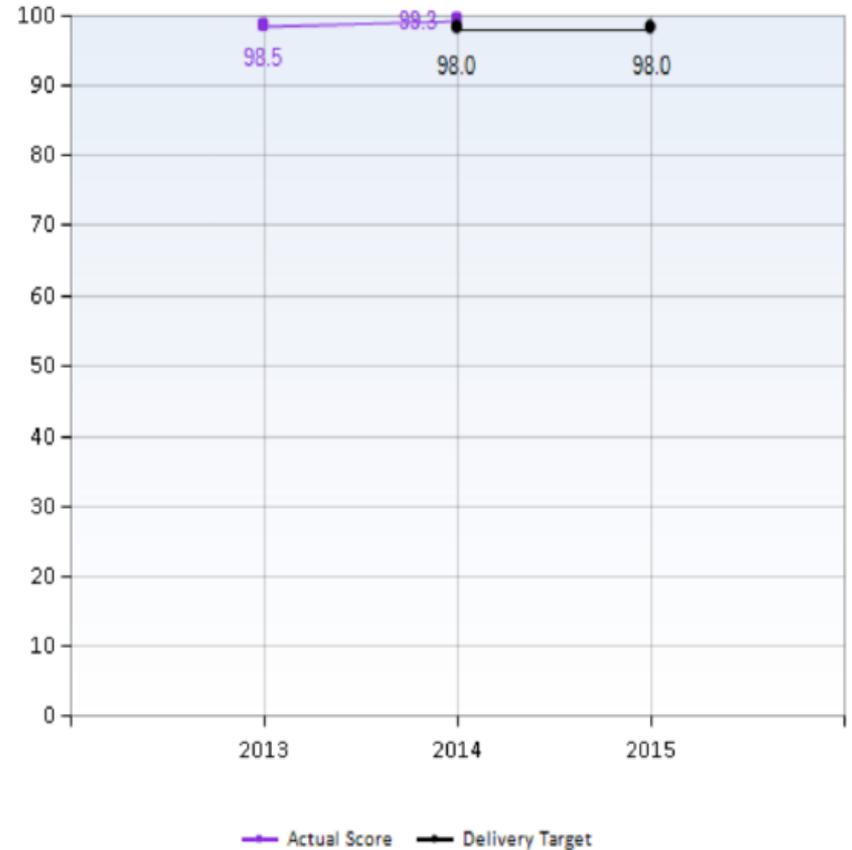
- Creation of academic advising handbooks that clearly align pathways with course offerings.
- The target is to reduce remediation coursework upon transition from HS.
- Implementation of cclnspire and collaboration with local industries to provide opportunities for career shadowing and career exploration.
- Nest step: develop a public relations plan around our CCR efforts (brochures, pathways, opportunities, etc) to ensure that messaging is received by all shareholders and everyone is a partner.

WASHINGTON COUNTY DATA

College and Career Readiness Targets



4-Year Adjusted Cohort Graduation Rate Targets



NEWPORT KENTUCKY



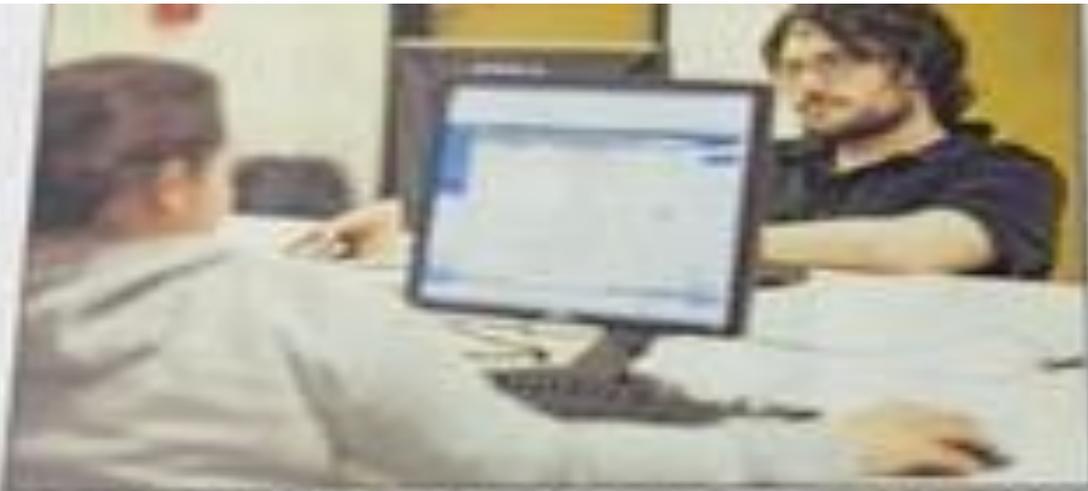
ACT/TWICE FOR FREE/ BREAKFAST AND LUNCH/TRANSPORTATION PROVIDED

Your
\$10.00
Deposit
Refunded



Demographics

- 1800 Students
- 90% Free and reduced 86% Free
- Urban
- 75 % Caucasian
- Emerging Hispanic Population



Newport dropout rate among worst

State and national gains reported, but city school district's student retention an ongoing challenge

By [Name]
 [Text body]

By [Name]
 [Text body]

DROPOUTS VS. HIGH SCHOOL GRADUATES

Median annual income
Percentage of U.S. private property own
Percentage of population
Percentage of population

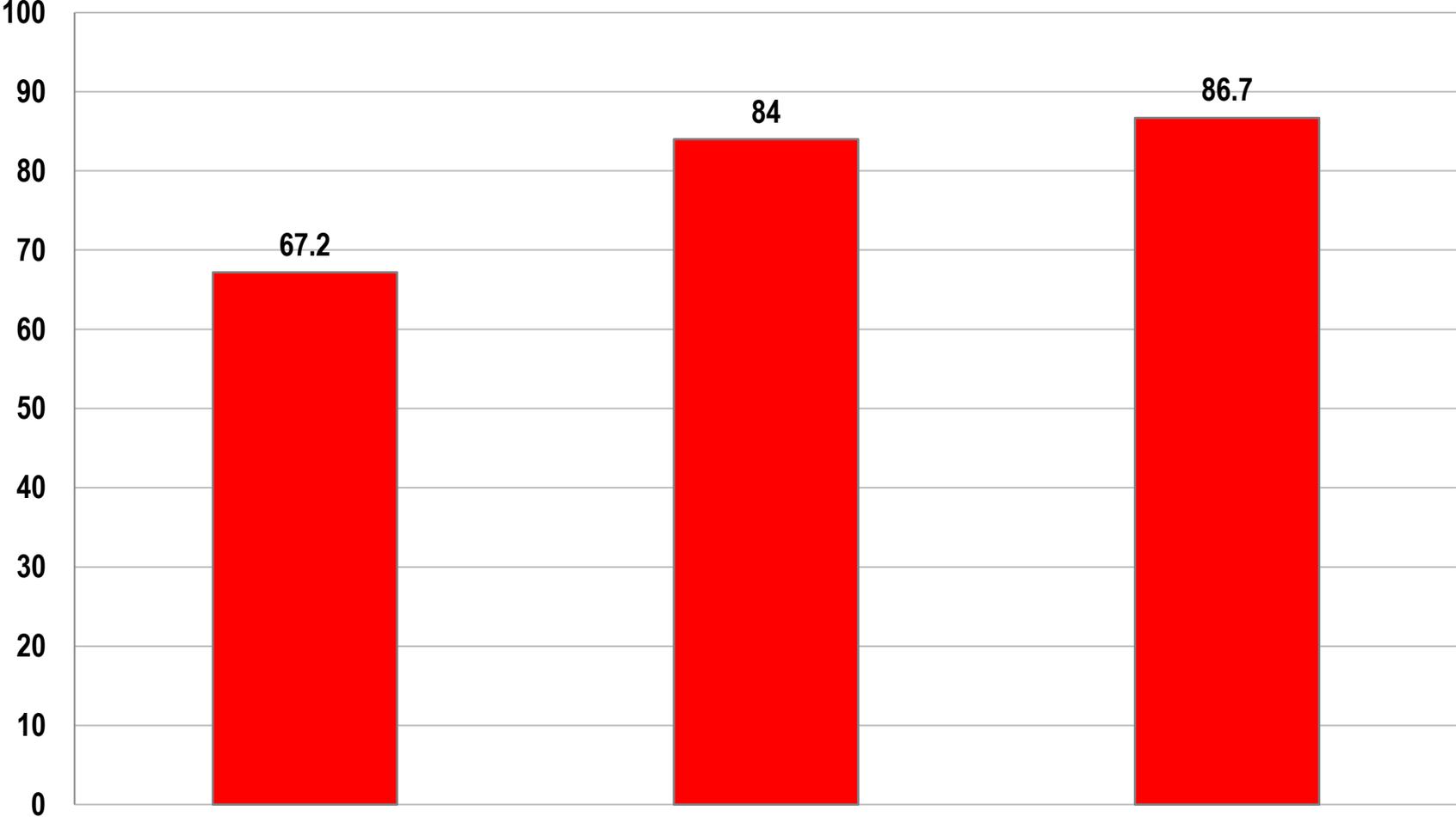
Tea party plays big role in race for district

That tea party frustration is now the main focus for [Name] in his bid to win the seat in [Name] in the [Name] district.

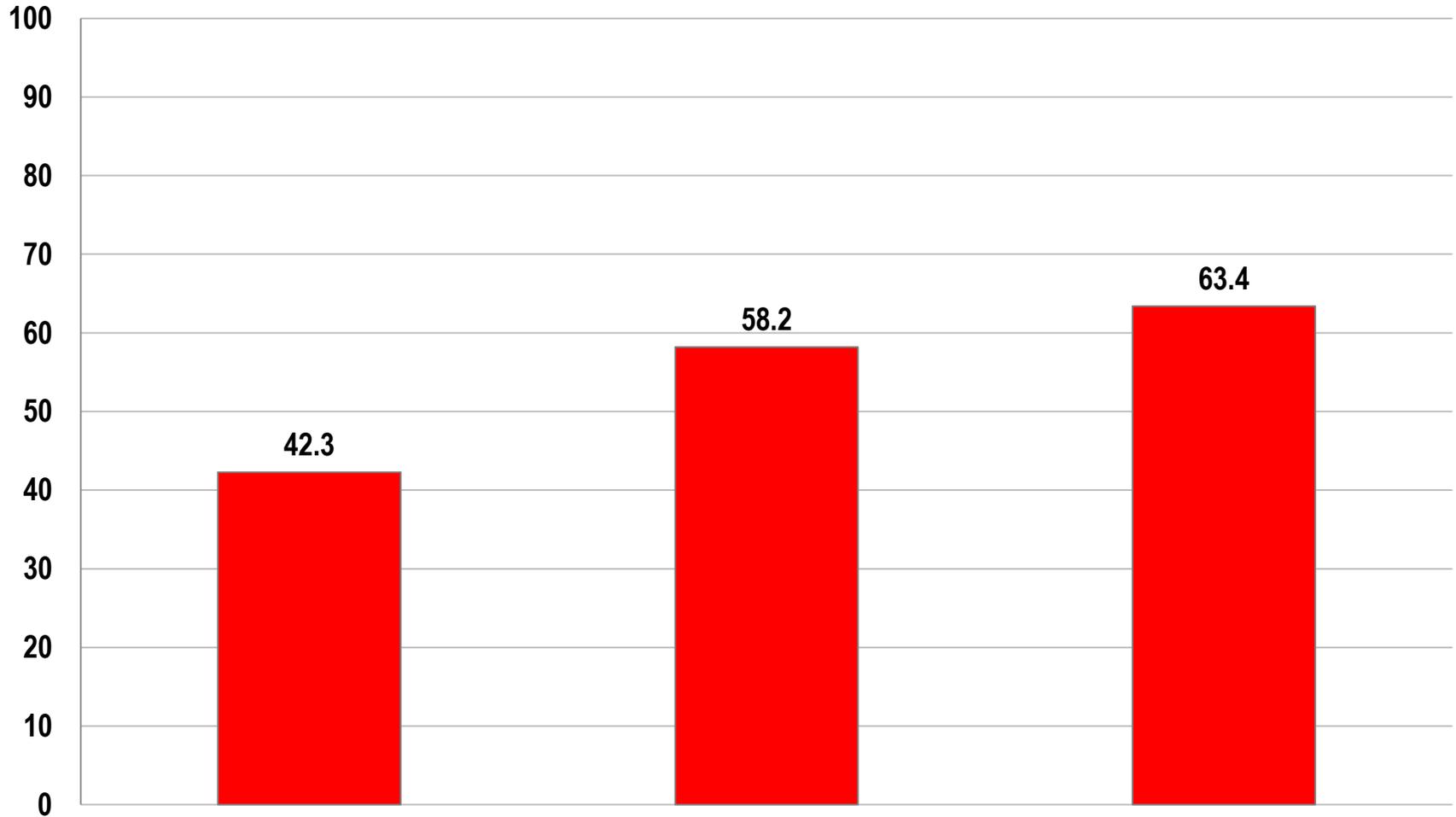
[Name] is a [Name] and [Name] who has been active in the [Name] movement. He has been vocal about his concerns regarding the [Name] and [Name] policies.

[Name] is running against [Name] in the [Name] district. The race is expected to be a close one, with both candidates having strong support in the community.

NEWPORT HIGH SCHOOL GRADUATION RATE DATA



NEWPORT HIGH SCHOOL COLLEGE-CAREER READINESS DATA

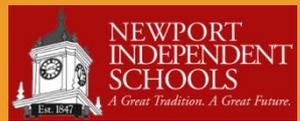


College & Career Readiness

				19	20	18	36	85	74	22	14	20	6	Silver	50	70/75	Name	Yes	18	15
College & Career	College	Alt Assess Ready (College)	Career	ACT	ACT	ACT	COMPASS	COMPASS	COMPASS	KYOTE	KYOTE	KYOTE	KYOTE	WorkKeys	ASVAB	KOSSA	Ind. Cert.	Preparatory	Transition Attainment Record (TAR) Alternate Assessment	
Ready	Ready	Ready	Ready	Math	Reading	English	Math	Reading	English	Math	Algebra	Reading	English						Reading/ELA	Math
NO	NO	NO	NO	14	13	10									29			No		
NO	NO	NO	NO	17	17	14									25			YES		
NO	NO	NO	NO	14	13	13									9			YES		
NO	NO	NO	NO	17	15	17									32	NO		YES		
YES	YES	NO	NO	20	22	20										YES		YES		
NO	NO	NO	YES	14	10	11								Silver	14	YES		YES		
NO	NO	NO	NO	15	14	15									3			YES		
NO	NO	NO	NO	16	13	15									20			YES		
NO	NO	NO	NO	18	26	24												YES		
NO	NO	NO	NO																	
NO	YES	NO	NO	23	23	22									72			YES		
NO	NO	NO	NO	16	20	15									29	NO		YES		
NO	NO	NO	NO	18	17	14				22					32	NO		YES		
YES	YES	NO	YES	21	20	20									55	YES		YES		
NO	NO	NO	YES	15	20	19								Silver	24	YES		YES		
NO	NO	NO	YES	17	17	19								Silver	24	YES		YES		
YES	YES	NO	YES	25	23	22									73	YES		YES		
NO	NO	NO	YES	21	19	19									57	Yes		YES		
NO	NO	NO	YES	16	21	23									52	YES		YES		
NO	YES	NO	NO	19	20	22									66	No		YES		
NO	NO	NO	NO	15	22	20									47			YES		
NO	NO	NO	NO	17	10	11									5	YES		YES		
NO	NO	NO	NO	14	13	11									7					
NO	YES	NO	NO	23	23	28									84			YES		
NO	NO	NO	NO																	
NO	NO	NO	NO	14	12	10									10			YES		
NO	NO	NO	YES	18	20	22								Silver	41	YES		YES		
NO	YES	NO	NO	24	21	25									62			YES		
NO	NO	NO	NO	15	11	14									15	NO		YES		
NO	NO	NO	NO	18	22	10									34			NO		
NO	NO	NO	NO	14	11	16									17			NO		
NO	NO	NO	NO	16	13	14												YES		
NO	NO	NO	NO	24	19	20									63			YES		
NO	NO	NO	NO	15	18	16									30	NO		YES		

College & Career Readiness

College & Career	College	Alt Assess Ready (College)	Carrier	19 ACT	20 ACT	18 ACT	36 COMPASS	85 COMPASS	74 COMPASS	22 KYOTE	14 KYOTE	20 KYOTE	6 KYOTE	Silver WorkKeys	50 ASVAB	70/75 KOSSA	Name Ind. Cert.	Yes Preparatory	18 Transition Attainment Record (TAR) Alternate Assessment	15 Reading/ELA Math
Ready	Ready	Ready		19 ACT	20 ACT	18 ACT	36 COMPASS	85 COMPASS	74 COMPASS	22 KYOTE										
NO	NO	NO		ACT	ACT	ACT	COMPASS	COMPASS	COMPASS	KYOTE								No		
NO	NO	NO																YES		
NO	NO	NO																YES		
NO	NO	NO																YES		
YES	YES	NO																YES		
NO	NO	NO																YES		
NO	NO	NO		Math	Reading	English	Math	Reading	English	Math								YES		
NO	NO	NO																YES		
NO	NO	NO		14	13	10												YES		
NO	NO	NO																YES		
NO	YES	NO		17	17	14												YES		
NO	NO	NO	NO															YES		
NO	NO	NO	NO	18	17	14				22						32	NO	YES		
YES	YES	NO	YES	21	20	20										55	YES	YES		
NO	NO	NO	YES	15	20	19								Silver	24	24	YES	YES		
NO	NO	NO	YES	17	17	19								Silver	24	24	YES	YES		
YES	YES	NO	YES	25	23	22										73	YES	YES		
NO	NO	NO	YES	21	19	19										57	YES	YES		
NO	NO	NO	YES	16	21	23										52	YES	YES		
NO	YES	NO	NO	19	20	22										66	No	YES		
NO	NO	NO	NO	15	22	20										47		YES		
NO	NO	NO	NO	17	10	11										5	YES	YES		
NO	NO	NO	NO	14	13	11										7				
NO	YES	NO	NO	23	23	28										84		YES		
NO	NO	NO	NO																	
NO	NO	NO	NO	14	12	10										10		YES		
NO	NO	NO	YES	18	20	22								Silver	41	41	YES	YES		
NO	YES	NO	NO	24	21	25										62		YES		
NO	NO	NO	NO	15	11	14										15	NO	YES		
NO	NO	NO	NO	18	22	10										34		NO		
NO	NO	NO	NO	14	11	16										17		NO		
NO	NO	NO	NO	16	13	14												YES		
NO	NO	NO	NO	24	19	20										63		YES		
NO	NO	NO	NO	15	18	16										30	NO	YES		



College & Career Readiness

				19	20	18	36	85	74	22	14	20	6	Silver	50	70/75	Name	Yes	18	15	
College & Career	College	Alt Assess Ready (College)	Career	ACT	ACT	ACT	COMPASS	COMPASS	COMPASS	KYOTE	KYOTE	KYOTE	KYOTE	WorkKeys	ASVAB	KOSSA	Ind. Cert.	Preparatory	Transition Attainment Record (TAR) Alternate Assessment		
Ready	Ready	Ready	Ready	Math	Reading	English	Math	Reading	English	Math	Algebra			Silver WorkKeys	50 ASVAB	70/75 KOSSA	Name Ind. Cert.	Yes Preparatory			
NO	NO	NO	NO	14	13	10															
NO	NO	NO	NO	17	17	14															
NO	NO	NO	NO	14	13	13															
NO	NO	NO	NO	17	15	17															
YES	YES	NO	NO	20	22	20															
NO	NO	NO	YES	14	10	11															
NO	NO	NO	NO	15	14	15															
NO	NO	NO	NO	16	13	15															
NO	NO	NO	NO	18	26	24															
NO	NO	NO	NO																		
NO	YES	NO	NO	23	23	22															
NO	NO	NO	NO	16	20	15															
NO	NO	NO	NO	18	17	14				22											
YES	YES	NO	YES	21	20	20															
NO	NO	NO	YES	15	20	19															
NO	NO	NO	YES	17	17	19								Silver	24	YES		YES			
YES	YES	NO	YES	25	23	22									73	YES		YES			
NO	NO	NO	YES	21	19	19									57	Yes		YES			
NO	NO	NO	YES	16	21	23									52	YES		YES			
NO	YES	NO	NO	19	20	22									66	No		YES			
NO	NO	NO	NO	15	22	20									47			YES			
NO	NO	NO	NO	17	10	11									5	YES		YES			
NO	NO	NO	NO	14	13	11									7						
NO	YES	NO	NO	23	23	28									84			YES			
NO	NO	NO	NO																		
NO	NO	NO	NO	14	12	10									10			YES			
NO	NO	NO	YES	18	20	22								Silver	41	YES		YES			
NO	YES	NO	NO	24	21	25									62			YES			
NO	NO	NO	NO	15	11	14									15	NO		YES			
NO	NO	NO	NO	18	22	10									34			NO			
NO	NO	NO	NO	14	11	16									17			NO			
NO	NO	NO	NO	16	13	14												YES			
NO	NO	NO	NO	24	19	20									63			YES			
NO	NO	NO	NO	15	18	16									30	NO		YES			

Silver	50	70/75	Name	Yes
WorkKeys	ASVAB	KOSSA	Ind. Cert.	Preparatory
	29			No
	25			YES
	9			YES
	32	NO		YES

IDEAS FROM SUPERINTENDENT SUMMIT

- Hired a College Career Coordinator
- Changed Mission and Vision Statement – (Handout)
- Name and Claim Every Student – Chart-Home Visit-Class Time (Handout)
- Board Policy “Every student must be college or career ready to graduate” (Handout)
- Give 7TH Grade EXPLORE Test Cost \$12,000.00 to prepare for 8th grade EXPLORE test funded by state.
- Ninth grade PLAN test paid for by Gear-Up
- 10 grade PLAN paid for by state
- Purchased Bench Prep for student use on their iPads
- Intrinsic and Extrinsic Motivation – Cords/Buttons/emails from teachers etc.

CONTACT US

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