

**2018 CDIP Phase II: Equitable Access to Effective Educators District  
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CDIP Phase II: Equitable Access to Effective Educators District Diagnostic

**Harrison County**  
308 Webster Ave  
Cynthiana, Kentucky, 41031  
United States of America

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## CDIP Phase II: Equitable Access to Effective Educators District Diagnostic

### Equitable Access to Effective Educators District Diagnostic

#### Equity Data Analysis:

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

In August, September and December of 2014 all head principals have received recalibration and training on their related task documents as well. In 2016, our district certified evaluation plan (50/50) committee met to revise needed areas of the Certified Evaluation Plan, add needed components of DCPGES and look at future training needs. District data analysis does not produce any note-worthy data points for equitable access due to our size and relatively unchanging numbers. Therefore in order to develop ALL educators along a common framework to promote student success. We have the following evaluation training measures in place. During the 2016-17 school year the majority of our PPGES and DCPGES team engaged in re-certification and all related team members were successfully re-certified after their one day group "boot camp" for the 2016-17 school year. By November of 2016, all Harrison County teachers completed phase one of "growth mindset" professional development as it relates to both student performance and the Danielson framework. Plans continue for 2017-18 to include DCPGES, continued professional development further utilizing "growth mindset" for all staff. This is designed to promote both academic achievement and communication - two of our district themes this year.

#### **ATTACHMENTS**

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

#### Barriers and Root Causes:

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

Due to the size of our district and community some of the natural barriers to equitable access are eliminated. However, as the teaching field becomes slimmer and our community's economic future dimmer it becomes more difficult to compete with neighboring districts that are larger and offer more competitive pay. We attend all regional recruiting/job fairs and stay connected to our own students planning to pursue careers in education to compete for available teachers in the area.

#### **ATTACHMENTS**

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#### Goal Setting:

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

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

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

**NOTE:** Attachments Optional

While equitable access to educators is not a concern supported in the data, the increase the percentage of "gap" students scoring proficient in Reading and Math at all schools is a equality issue and one that is a concern for students, especially those in gap groups.

## **ATTACHMENTS**

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### Strategies and Activities:

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

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

**NOTE:** Attachments Optional

Extensive Data Analysis & Action Plans - Each school and curriculum team will look at deeply at their KREP test scores, NWEA/MAP (K-8) student growth scores, CERT Scores (HS) and local common assessment results for both correlations and gaps. Student data will be utilized to look at current programs and initiatives to make sure they are providing the highest level of service for students. Each school's faculty and leadership team will look at their scores to determine where the deepest gaps are occurring in their buildings - both in subjects and student groups. This data will be done in BREDS (Bringing Rigor Equals Distinguished Students) meetings each month as well as through a form developed in Google documents to survey our schools, principals and program leads in our district's three key strategic areas of development - Attendance, Achievement and Communication.

## **ATTACHMENTS**

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**ATTACHMENT SUMMARY**

Attachment Name	Description	Item(s)
<a href="#">Google Doc on Attendance, Achievement and Communication</a>	Monthly data source to add to BREDS meetings and monthly board report.	
<a href="#">Harrison County Schools District Report Cards</a>	Information used to inform the above narratives.	