



## Greater Louisville Education Cooperative



### Transformation Zone (TZ) Stakeholders Report 2019-20

The Transformation Zone in Jefferson County is off to a great start this school year thanks to the hard work of our district and regional partners, as well as the many dedicated educators involved in this endeavor. This report is meant to be a narrative representation of our current progress, as well as information about upcoming events.

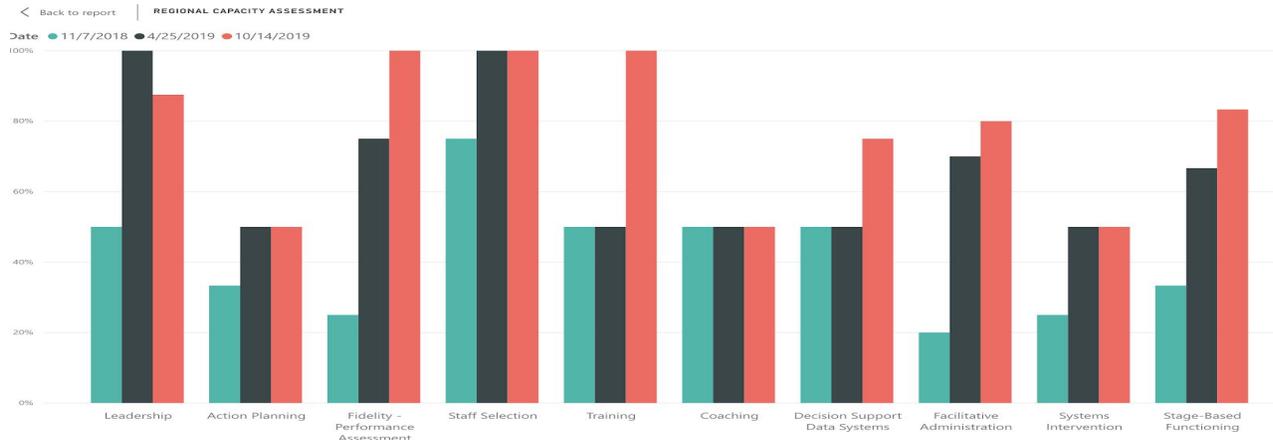
Background Information: “The State Implementation and Scaling up of Evidence Based Practices (SISEP) Center is a project of the National Implementation Research Network (NIRN) and is funded by the U.S. Department of Education’s Office of Special Education Programs (OSEP). The purpose of the SISEP Center is to help establish implementation and scaling capacity in state, regional, and district educational systems. SISEP provides content and technical assistance toward establishing large-scale, sustainable, high-fidelity implementation of effective education practices. Our shared goal is to maximize academic and social outcomes of all students, especially students with disabilities. The Kentucky Department of Education began its partnership with the SISEP Center in the fall of 2014 as a Cohort II Active Implementation State. Kentucky is the first Active Implementation State to develop a cohort of high functioning Implementation Teams and produce improved student outcomes in the first set of Kentucky’s schools and classrooms. Kentucky provides a national model of how to intentionally design and use an implementation infrastructure to continuously improve teacher practice and improve student outcomes.” ([Jackson, Fixsen, Ward, Waldroup, Sullivan, 2018](#)).

Kentucky’s focus in this work has been middle school math instruction based on the data when the partnership began. Jefferson County was one of the original Transformation Zone districts for this work. Despite setbacks due to numerous restructurings and turnover, the region has persevered in implementing this important work.

#### RIT and DIT Team Updates

The Greater Louisville Education Cooperative’s Regional Implementation Team (RIT) consists of 7 members including executive leaders, program leads, consultants, and coaches. The RIT has monthly meetings to discuss TZ data and to expand their knowledge of Implementation Science in order to better support the district. One RIT member is serving in the role as the RIT support person for the District Implementation Team (DIT) and attends all of the monthly DIT meetings as well. The RIT performed its most recent Regional Capacity Assessment (RCA) on October 14th. Below you can see the results of the last three RCAs that inform the RIT’s progress in Implementation Science practices and drives our current Action Plan. Strengths identified through this most recent process were in fidelity, staff selection process, and training. The areas of growth identified were coaching, action planning, and systems intervention. Two members of the RIT will be attending the total Transformation Zone in Frankfort on January 22 to report on the progress in JCPS as well as learn from the other Transformation Zones. The data from the RIT and a link to the action plan can be found below.

## Regional Implementation Team Data



[2019 RIT Action Plan](#)

## District Implementation Team Data



[2019 DIT Action Plan](#)

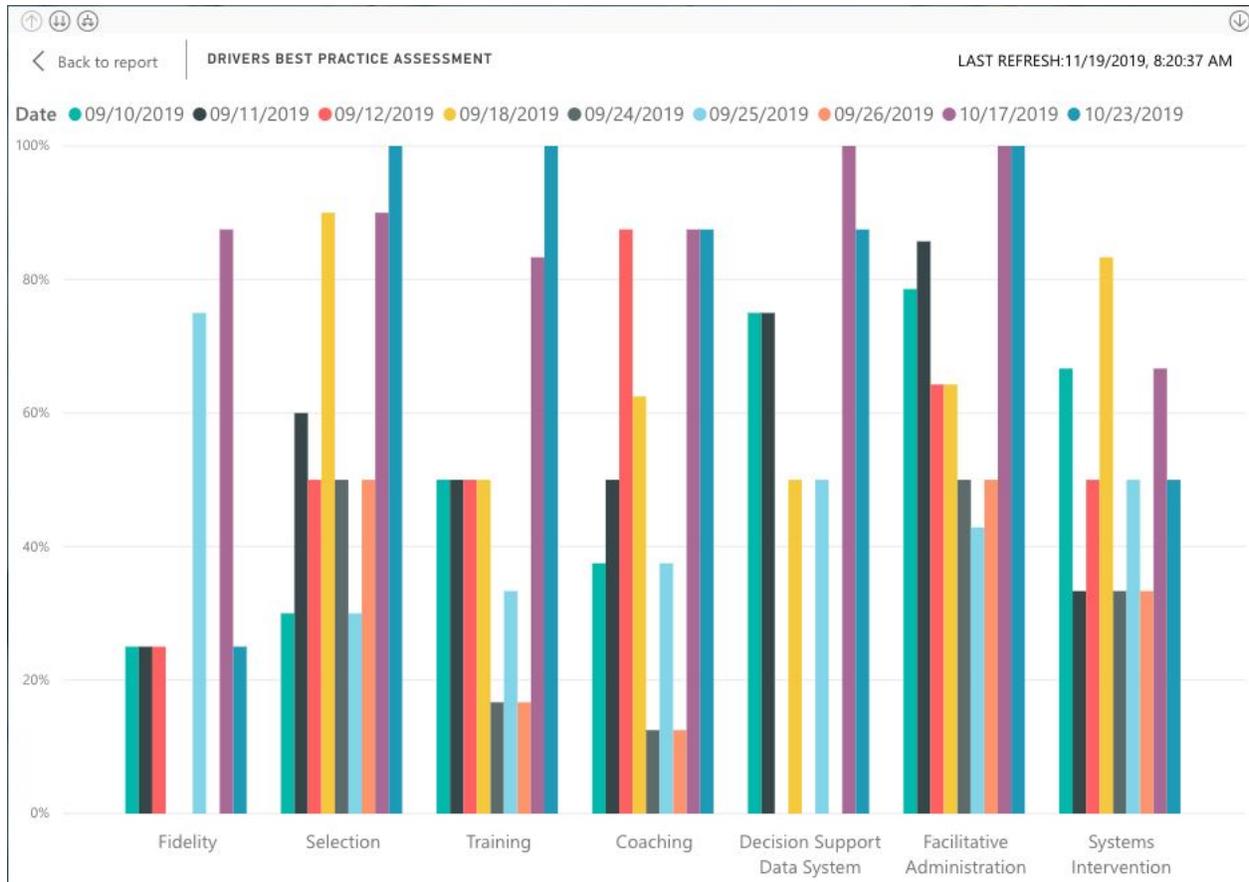
The graph above represents the District Capacity Assessment (DCA) data from the last three assessments to track their progress and inform the District Action Plan. The most current DCA was conducted on November 18th by District Implementation Team, consisting of the district assistant superintendent, district executive leaders, principals, and coaches.

Noted celebrations include that the DIT currently identified that leadership planning, leadership, training, and that decisions made support data systems have already reached the end of year three goal. The areas of growth identified were systems interventions, innovation selection criteria, and fidelity.

## TZ School Data

There are eight schools participating in the current Transformation Zone. Each school's Building Implementation Team (BIT) is up and running, with meeting dates

scheduled throughout the year. As of this report, all schools have completed their Fall Driver's Best Practice Assessments (DBPA). This graph represents the results of the DBPA broken down by school. Each BIT used this assessment to guide their Action Plan specific to areas of need identified through this process.



[District Data Dashboard on Sharepoint](#)

Please see below for each school's BIT membership and scheduled meetings. A District Implementation Team member is assigned to support each BIT, and are listed as well.

School #1's BIT has 6 members and includes one DIT member, the principal, a coach, and teachers.

The BIT has met on the following dates from 2:30-3:30 PM: 8/27/19, 9/24/19\* (performed DBPA 2:30-4:30), 11/12/19, 12/10/19

The future dates are scheduled for 2:30-3:30 PM as follows: 1/21/20, 2/18/20, 3/24/20, 4/28/20\* (DBPA 2:30-4:30), 5/12/20

School #2's BIT has 6 members and includes one DIT member, the principal, a coach, and teachers.

The BIT has met on the following dates from 2:30-3:30 PM: 9/24/19\* (performed DBPA 2:30-4:30), 10/22/19, 11/19/19, 12/18/19

The future dates are scheduled for 2:30-3:30 PM as follows: 1/28/20, 2/25/20, 3/24/20, 4/28/20\* (DBPA

2:30-4:30), 5/20/20

School #3's BIT has 6 members and includes one DIT member, the principal, a coach, and teachers. The BIT has met on the following dates from 2:30-3:30 PM: 8/14/19, 9/11/19\* (performed DBPA 2:30-4:30), 10/09/19, 11/13/19, 12/11/19, 1/8/20

The future dates are scheduled for 2:30-3:30 PM as follows: 2/12/20, 3/11/20, 4/08/20\* (DBPA 2:30-4:30), 5/13/20

School #4's BIT has 5 members and includes one DIT member, the principal, a coach, and teachers. The BIT has met on the following dates from 2:30-3:30 PM: 8/21/19, 9/18/19\* (performed DBPA 2:30-4:30), 10/16/19, 11/14/19, 12/12/19, 1/9/20

The future dates are scheduled for 2:30-3:30 PM as follows: 2/13/20, 3/13/20, 4/09/20\* (DBPA 2:30-4:30), 5/14/20

School #5's BIT has 6 members and includes one DIT member, the principal, a coach, and teachers. The BIT has met on the following dates from 2:30-3:30 PM: 8/29/19, 9/12/19\* (performed DBPA 2:30-4:30), 10/10/19, 11/14/19, 12/12/19, 1/9/20

The future dates are scheduled for 2:30-3:30 PM as follows: 2/13/20, 3/12/20, 4/16/20\* (DBPA 2:30-4:30), 5/20 TBD

School #6's BIT has 6 members and includes one DIT member, the principal, a coach, and teachers. The BIT has met on the following dates from 2:30-3:30 PM: 8/22/19, 9/25/19\* (performed DBPA 2:30-4:30), 10/23/19, 11/21/19, 12/12/19

The future dates are scheduled for 2:30-3:30 PM as follows: 1/23/20, 2/20/20, 3/19/20, 4/23/20\* (DBPA 2:30-4:30), 5/20/20

School #7's BIT has 5 members and includes one DIT member, the principal, a coach, and teachers. The BIT has met on the following dates from 2:30-3:30 PM: 8/14/19, 9/11/19\* (performed DBPA 2:30-4:30), 10/09/19, 11/13/19, 12/11/19, 1/8/20

The future dates are scheduled for 2:30-3:30 PM as follows: 2/12/20, 3/11/20, 4/08/20\* (DBPA 2:30-4:30), 5/13/20

School #8's BIT has 6 members and includes one DIT member, the principal, a coach, and teachers. The BIT has met on the following dates from 2:30-3:30 PM: 8/18/19\* (performed DBPA 2:30-4:30), 10/09/19, 11/19/19, 12/10/19, 1/9/20

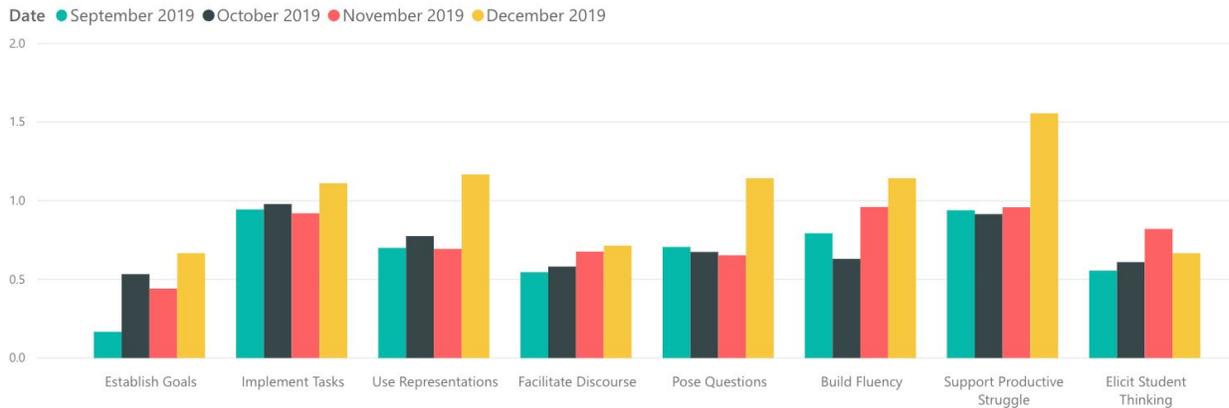
The future dates are scheduled for 2:30-3:30 PM as follows: 2/12/20, 3/24/20, 4/08/20\* (DBPA 2:30-4:30), 5/06/20

#### KMIT Data

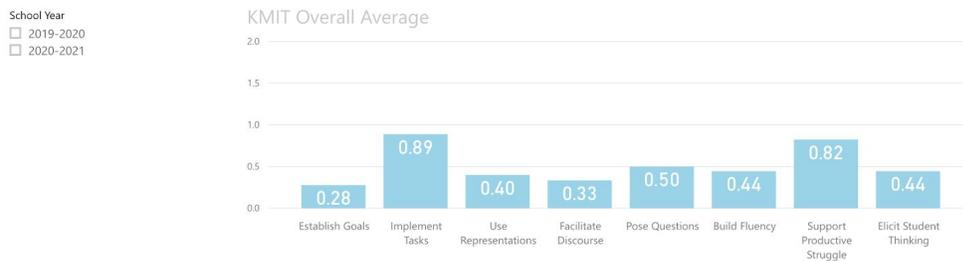
The Transformation Zone has adopted Kentucky Mathematics Innovation Tool (KMIT), a new walk-through tool, that is currently undergoing usability testing. One RIT member trained all of the district math staff on the use of the KMIT on August 21st, and since then, it has been used monthly in each TZ

school by the district trained staff. Teacher leaders, RIT members, and academic instructional coaches for four schools were trained on December 3 to gradually transition the gathering of KMIT data to school staff. Additional training will be provided for three more schools in the spring. This tool is used as a fidelity and coaching instrument. It is not designed for and cannot be used as a teacher evaluative tool. Below is a graph representing the KMIT average across the Transformation Zone by month. Scores are trending up in most areas. The district math team and GLEC identified eliciting evidence of student thinking, purposeful questioning, facilitating mathematical discourse, communicating focused targets, and the use of mathematical representations as focus areas across the district based on the KMIT data.

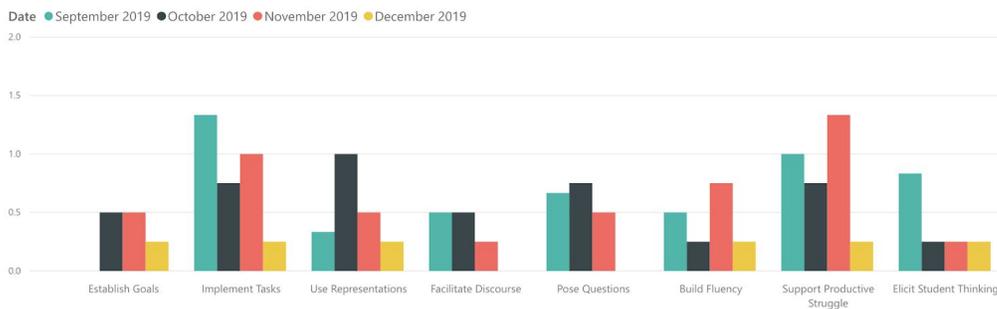
KMIT Average Over Time



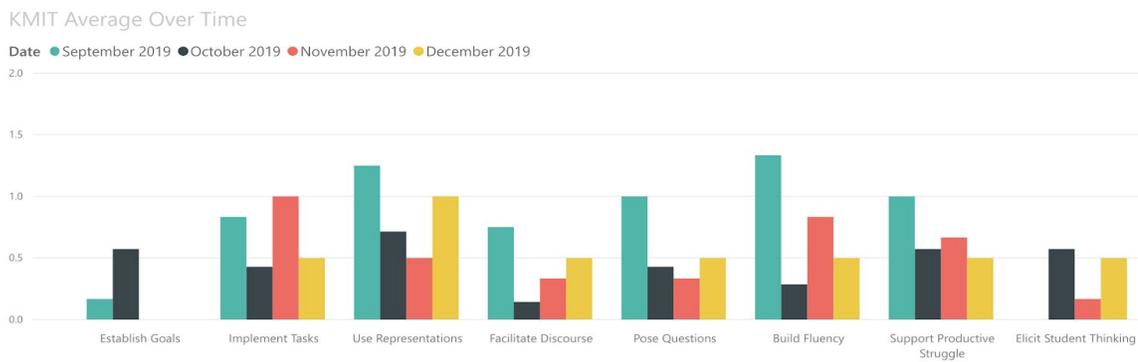
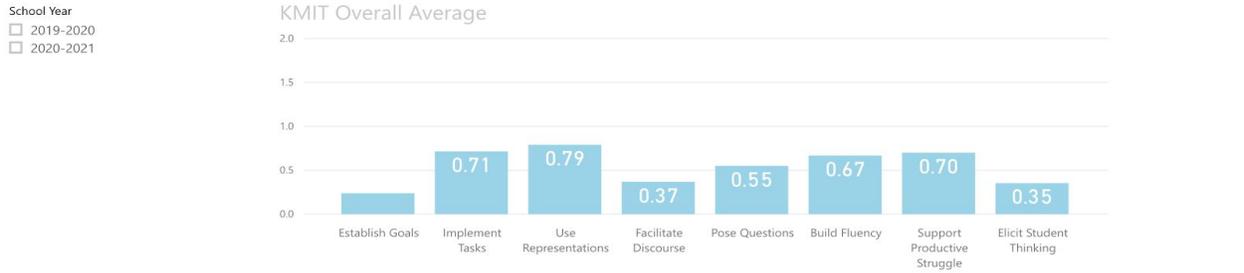
Based on their Driver's Best Practice Assessment (DBPA) and individual school KMIT data, School #1 is focusing on using representations. They are also working to promote creating multiple solution pathways causing students to ask questions and make connections. Below is the most recent KMIT data from School #1.



KMIT Average Over Time



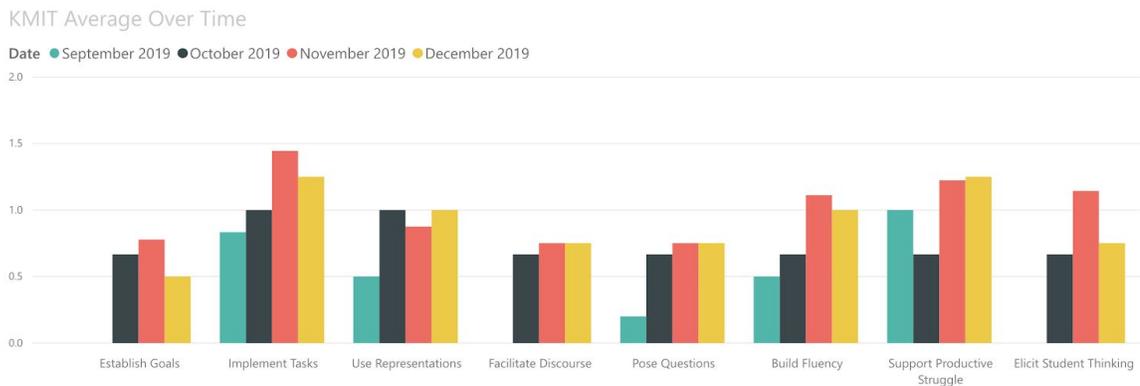
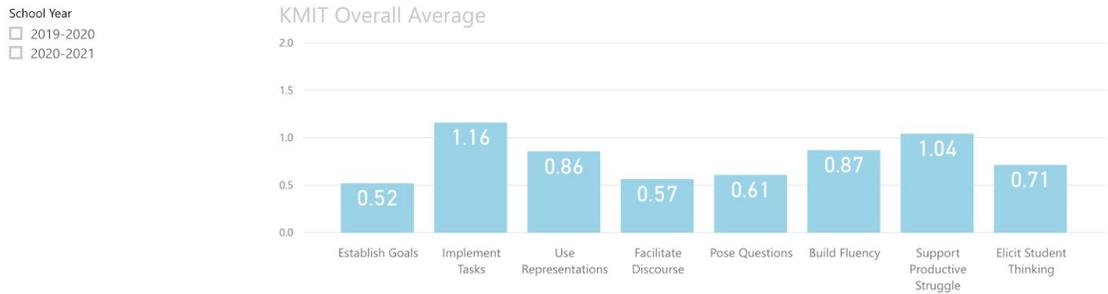
School #2's teacher leaders are looking forward to observing math teachers following KMIT training. Following the DITs collection of KMIT data there this year, they are focusing on posing questions for December. They are also using additional after school time to develop intentional questioning. Their data is below.



School #3 is using Illustrative Math with fidelity and integrity. The teachers are currently engaging in a book study focused on intentional student discourse. Their DBPA and KMIT data is showing large upward trends in facilitation of discourse, building fluency, supporting productive struggle, and eliciting student thinking. The school had a 10% decrease of novice on KPREP. Below is the most recent KMIT data for School #3, which shows the KMIT data entered by the internal coaches following the Dec. 3 training.



School #4 is experiencing some challenges currently due to teacher and administrative turnover. They will be receiving more assistance from the Transformation Zone team during this transition. They are still trending up in most areas of their DBPA and KMIT data despite all of the turmoil. The new teacher leader is a positive addition to their team.

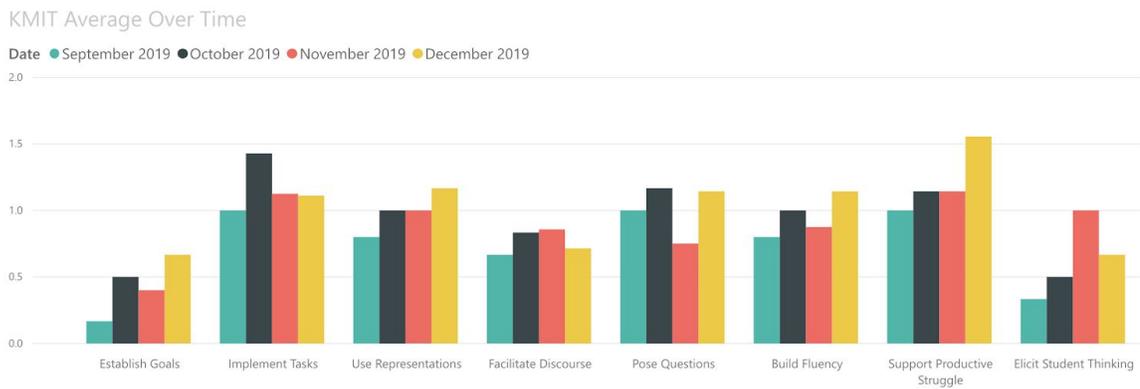
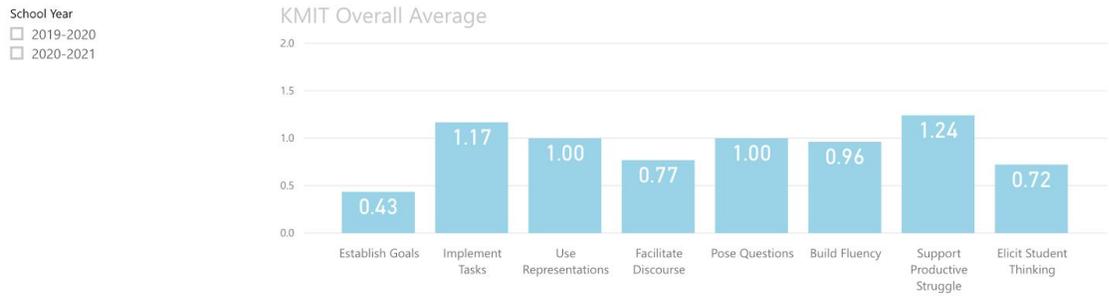


School #5's KMIT and DBPA data is trending up in almost every area, and the teacher leader and AIC are enthusiastic about the work. They are focusing on student discourse and lesson closure based on their data. Below is the most current KMIT data for School #5.

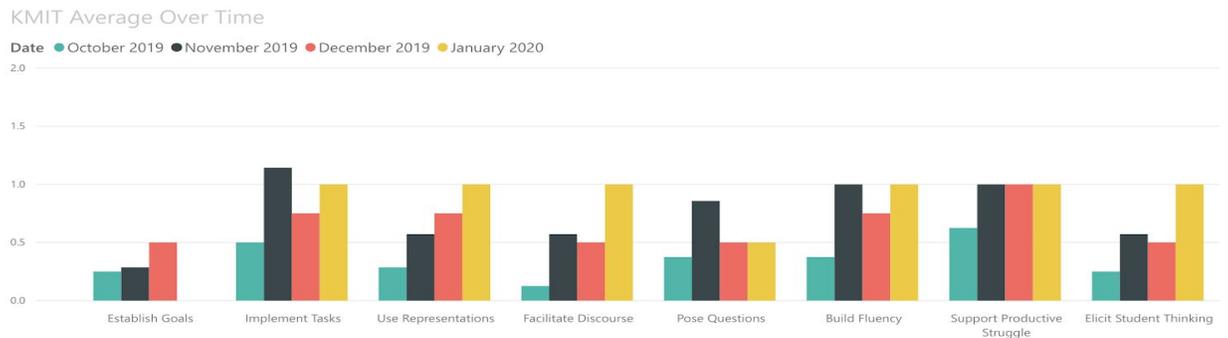


School #6's teachers are on board with Illustrative Math and working towards increased learning. Their focus following the DBPA and KMIT analysis is on clearly establishing learning goals. Administration is seeing teachers supporting productive struggle and eliciting student thinking.

Their data below is trending upwards with some normal fluctuations.



School #7 is working on establishing school-wide routines, but it is steadily improving in most areas. The teachers are starting to see the importance of using the strategic lesson planning tool to increase discourse and implement meaningful tasks. Their data is below.



School #8 has all of the teachers now using Illustrative Math. Following data analysis of DBPA and KMIT data thus far this year, their focus is on posing questions. The math resource teacher in that school is



One of the most valuable contributions of Implementation Science is the stability and sustainability it offers to users. The emphasis on scaling up and continuous capacity development of all teams allows for clearly defined systems that exist beyond the individuals in key positions. Since October 2014, JCPS' Transformation Zone has withstood various personnel and leadership changes. Some of these changes resulted in the need for a stakeholder re-commitment both at a district and school level as structures were not yet clearly defined across the TZ. In December 2018 the Greater Louisville Education Cooperative obtained buy-in and commitment from JCPS executive leadership allowing the district to on-board eight middle schools into the Transformation Zone. The plans to emulate the structures and processes involved in Implementation Science to other areas of instruction as well as to increase the number of schools involved in the initial math focus are still in preliminary stages, but the current status of our Transformation Zone provides an optimistic landscape within the GLEC region for the future of this work.