

# KENTUCKY DEPARTMENT OF EDUCATION



## ADVISORY GROUP MEETING SUMMARY

**ADVISORY GROUP:** Commissioner's Raising Achievement/Closing Gaps Council

**MEETING DATE:** October 11, 2012

**LIAISON:** Claude W. Christian

**NOTE-TAKER/CONTACT:** Claude W. Christian

### ADVISORY GROUP MEMBERS PRESENT:

Jaclyn Ridsen-Smith  
Donna Allen  
Juan Pena  
Chuck Hamilton  
Susan Allred (Associate Commissioner)  
Donna Tackett (KDE)  
Terry Holliday (Commissioner)  
Rebecca Powell  
Deborah Mapp-Embry  
Carl Williams

### Agenda Item:

**Welcome and Review of Agenda**

### Discussion/Action:

- Dr. Holliday welcomed members and visitors.
- Informed the council that test Data has been released to the districts for review and cleanup.
- Presented some preliminary projections
  - Note that **ALL scores will drop with the new testing standards**
  - Projected proficiency rates will drop for All Students category from the 70s range to the 40s range
  - The first use of the universal kindergarten screener showed 24% of kindergarten students proficient (not all schools participated in the screener)
  - College and Career Ready (CCR) baseline of 34% was set in 2010 in accordance with Senate Bill 1
    - 2012 Annual delivery target is 40 percent of students college/career ready
    - Preliminary results indicate that we will exceed the target (44-47%)
  - It appears that the last projection for the number of focus schools (~300-500) will come in on the lower end of the projection.

### Key Questions/Concerns:

- When will the scores be made public?  
At the time of our meeting, the date was uncertain due to the data cleanup process. A [press release](#) has since been issued identifying the score release date as November 2, 2012.

### Agenda Item:

#### Assessment and the New School Report Card (Ken Draut)

### Discussion/Action:

- Public release of data to be near end of October 2012
- Shared portions of a PowerPoint on the new assessment and report card (see **Attachment A**)
- Standard setting is meant to create a method that will link Kentucky Performance Rating for Educational Progress (K-PREP). These standards have been set for grades 3-8 based on college-ready benchmarks.
  - These benchmarks have been set by the Council on Post-Secondary Education (CPE)
  - These benchmarks inform the goals for a student being college and career ready (CCR).
  - This solidifies an agreement with CPE and all Kentucky post-secondary schools guaranteeing that any student reaching the CCR benchmarks will not have to take any remediation courses.
- Rewards and Assistance
  - Priority and Focus Schools will receive added **assistance** in order to help prepare students to become college and career ready
    - A **PRIORITY SCHOOL** is one of the forty-one (41) schools previously identified as a persistently low achieving (PLA) school. PLA schools were identified as being in the lowest five percent or lowest five scoring schools.
    - A **FOCUS SCHOOL** is a school that
      - Has the lowest achievement gap scores statewide (bottom 10%) and failing to make AMO for two consecutive years; and/or
      - high schools with graduation rates below 60 percent for two consecutive years; and/or
      - schools with low scores among individual student gap groups
  - Schools can also be identified for rewards as either proficient or distinguished.
    - A **PROFICIENT** school will have an overall score of seventy (70) percent or higher
    - A **DISTINGUISHED** school will have an overall score of ninety (90) percent or higher

- School Report Card
  - New report card is a “one-stop shop” for all things related to a schools and districts
  - A recorded webinar explaining each tab on the report card and the accompanying PowerPoint may be found by clicking [here](#) or copying this link to your web browser <http://education.ky.gov/AA/Reports/Pages/SRC.aspx>
  - Report card provides the ability to “drill down” in all areas of scores. The five main tabs are:
    - **Profile** – basic information on the school including but not limited to demographics, location, leadership and enrollment
    - **Accountability** – provides information concerning the status of a school or district in the state accountability system, *Unbridled Learning: College- and Career-Ready for All*
      - Comparisons are made between peer groups (i.e., proficient students compared to other proficient students)
      - For **THIS YEAR ONLY**: KCCT will be compared to K-PREP
      - **A brief explanation of NON-DUPLICATED COUNT**  
*Student 1: Donatello*– African American, Free/Reduced Lunch (SCORED PROFICIENT)  
*Student 2: Ricky*–White, Free/Reduced Lunch, Special Education  
*Student 3: Enrique* –Limited English Proficient, Free/Reduced Lunch  
*Student 4: Michelle* – Free/Reduced Lunch (SCORED PROFICIENT)  
*Student 5: Marco* – Limited English Proficient, Free/Reduced Lunch, and Special Education

If the five students above were counted in each of the student groups to which they belong, there would be 3 proficient students and 7 not proficient students in the calculation. With the exception of Student 4: Michelle, this is a double or triple counting of each individual student. This counting method would yield 30% proficient.

A non-duplicated count would show 5 total students with 2 (Donatello and Michelle) as proficient or higher and yield 40% proficient.
    - **Assessment** – houses all assessment data (i.e., PLAN, EXPLORE, ACT, K-PREP)
      - Science and Social Studies standards on a national level are being developed; therefore, KDE continues to use Core Content 4.1.
      - While the minimum number of students required to publicly report scores remains (10), these students’ scores are still included in the accountability scores for the school and district.
      - Every school has access to student-level data. This data can only be shared with the parents/guardians of students.
    - **Learning Environment** – provides the traditional school and district report card stats

- **Delivery Targets** – show the guidelines used to determine annual goals for schools, districts, individual groups and College/Career readiness.

**Key Questions/Concerns:**

- The council expressed a concern over how to get the information out to parents and how to get parents to participate. Presently the KDE has presented the information in multiple ways/formats:
  - Several letters to the press
  - **video Message to Parents** ([http://media.education.ky.gov/video1/On-Demand2012/Parents\\_Commish\\_10-18-12.mp4](http://media.education.ky.gov/video1/On-Demand2012/Parents_Commish_10-18-12.mp4)) on KDE website
  - **A Parent's Guide to Accountability** (<http://education.ky.gov/comm/UL/Documents/Parents%20Guide%20Accountability%20082812.doc>)
  - **A Parent's Guide to Testing** (<http://education.ky.gov/comm/UL/Documents/Parents%20Guide%20Testing%20082812.doc>)
- What else can we do?
  - Word of mouth
  - Utilizing partners like Commonwealth for Parent Leadership (CIPL)
  - Utilize the enhanced parent engagement tasks required of priority and focus schools
  - Translate documents for Spanish speakers (i.e., Parent’s Guide to Accountability and Parent’s Guide to Testing)
  - Require schools to present this information in the community rather than just at the school, utilizing the [webinar](#) as a starting point
  - Provide reminders in the Commissioner’s Fast Five and the ParentInfo Newsletter
  - Highlight the increase in the college/career readiness scores and the cost savings associated with them a few days BEFORE the release of the test scores.
- With lower grades using multiple test (i.e., MAP, ThinkLink), are there plans for validity studies?
  - MAP is conducting a study based on Kentucky scores which will be plugged into the report card
  - Other testing companies (i.e. Renaissance Learning, ThinkLink and others) are looking to do the same
  - The acceptance of Common Core Standards in forty six states has made this a necessity for testing companies
- Dr. Holliday posed the question, “What are parents going to pay attention to when the scores come out?”
  - The overall score drop
  - Specific score drops of students if move is from proficient/distinguished to novice or apprentice

- Need to provide focus on money that can be saved on college costs (as much as a full semester of tuition for remedial courses) for students who are college and career ready.

**Agenda Item:**

**Introduction to PD360 (Joseph McCowan)**

**Discussion/Action:**

- Continuous Instructional Improvement Technology System (CIITS) introduced as the portal to the PD360 environment
- Presented a demonstration of the tools available in CIITS including PD360, CommonCore360 and LiveBook
  - Who has access to these tools?
    - Designed for teachers, district and school leaders and leaders associated with KDE
    - Separate portal called “District 175” provides access to some areas for colleges, co-ops and other identified support programs.
    - Not available to community agencies but these agencies can work with the schools and districts to see how the tool is being used to improve instruction and increase college/career readiness
  - Working on creating “single sign-on” access through CIITS for all other vendors and programs
  - How can this tool be helpful?
    - Helpful to small districts with limited teachers
    - Increases access to content and assistance to present (up to date) content
    - Can set up networking groups across schools within Kentucky and other states
    - Houses list of resources (text, video, etc.) that can be accessed

**Key Questions/Concerns:**

- Is there PD for and on special education based on research and best practices?
  - Yes.
  - Also videos available
  - Available networking provides access to relevant practice as well
- Will there be information/PD for English as a Second language (ESL) and English Language Learners (ELL) population?
  - Working with Jayne Kraemer to get this done
  - A plan to have World Class Instructional Design and Assessment (WIDA) standards put in CIITS is already in process. No completion date.
- The KDE CIITS team is doing site visits to provide support for the use of CIITS and PD360
  - Collecting feedback for improvement
  - Asking “Is this tool meeting your needs?”

- How will this be funded in the future?
  - It may be possible that Title I funds could be used for access to PD360
  - May depend on how well it is being utilized
  - Understand that some districts have been using PD360 for several years prior to KDE adoption
- Will there be information for culturally responsive practices? Will it help to make instruction relevant?
  - This a good base of information that can help with instruction
  - It is not the solution, only a tool and resource (Susan Allred)
  - We need to continue to get the message out about the Gap Document developed by this Council.
- Strongly suggest the use of the building capacity model by asking
  - How are you using this tool?
  - What else do you need to be successful?
- MUST coordinate message across all groups (i.e., KDE, co-ops, colleges, etc.) to ensure consistency

**Agenda Item:**

**Next Steps**

**Discussion/Action:**

- Brief update on the Gap Delivery Plan
  - Each strategy (Consolidated Planning and Use of Data, Digital Learning, Professional Development, Progress Monitoring, Best Practices and Addendum ILP are preparing for their next assessment for viability .
  - The Addendum ILP has received its second reading by the board and is moving forward.
  - The next Gap Stocktake (a review with the Commissioner on the progress and viability of the individual strategies and overall plan) is scheduled for December.
  - The Delivery Plans will be posted to the KDE website in the near future

**Key Questions/Concerns:**

None

**Other Items (can include items not on formal agenda, action to be taken, next steps, food for thought):**

**For our next meeting:**

- **Gap Data**
  - How are we helping districts utilize this?
- **College and Career Ready**
  - What are we doing specifically with “career ready”?
  - What does “career ready” mean?
  - Where does being career ready leave a student?
  - How does career ready compare to college ready?
  - How are we focusing on critical thinking skills?
  - Is there a community service/empowerment component?
- **Federal mandates on English as a Second Language (ESL)**
  - What is required?
  - How are standards being communicated and to whom are they being communicated?
  - What skill sets are needed to teach/support ESL?
  - What training is available?
- **Is there a clear plan of action for approaching these issues?**

**Attachments:**

- **Attachment A – PowerPoint: Assessment and Accountability Update**

**On the web:**

**Press Release: Public Release of test Scores**

<http://education.ky.gov/comm/Documents/A074datarelease.pdf>

**Webinar and PowerPoint on School**

<http://education.ky.gov/AA/Reports/Pages/SRC.aspx>

**Dr. Holliday: Video Message to Parents**

[http://media.education.ky.gov/video1/On-Demand2012/Parents\\_Commish\\_10-18-12.mp4](http://media.education.ky.gov/video1/On-Demand2012/Parents_Commish_10-18-12.mp4)

**A Parent’s Guide to Accountability**

<http://education.ky.gov/comm/UL/Documents/Parents%20Guide%20Accountability%20082812.doc>

**A Parent's Guide to Testing**

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**Next Meeting:** February 21, 2012  
Capital Plaza Tower  
Frankfort, KY  
State Board Room