

Commissioner's Raising Achievement/Closing Gaps Council (CRACGC) Meeting
State Board Room – Capital Plaza Tower
500 Mero Street, Frankfort, KY
October 16, 2014
9 a.m. – Noon ET

AGENDA

In attendance: Donna Allen, Sande Shepherd, Josh Santana, Shambra Mulder, Donna Tackett, Tommy Floyd, Claude Christian, Debra Mapp-Embry, Elaine Farris, Darlene Combs

9 – 9:15 a.m. **Welcome, updates and introductions**
Tommy Floyd, Chief of Staff
Kentucky Department of Education

9:15 – 10:15 a.m. **Assessment and Accountability Updates**

[Click here for handout](#)

Rhonda Sims, Director
Division of Support and Research
Office of Assessment and Accountability
Kentucky Department of Education

- What does the data tell us?
- What impact has the accountability system had on the identification of achievement gaps?
- How is data being used to address the guidelines for closing the achievement gap?
- *The final review of data was recently closed. KDE will republish final results and identify new accountability goals for 2015 in November/December*
- *As the new science standards are being finalized, accountability for elementary science will be suspended for 2015. Schools will use a comparable norm-referenced test for 2015*
- *PLAN/EXPLORE will end after Fall 2015. This is the decision of ACT as a company.*
 - *KDE was granted permission to use PLAN/EXPLORE for Fall 2015 to allow time to review and select a new assessment*
 - *There are other tools available and KDE will use the official procurement process to review all who submit as well as the new assessment option from ACT (called ASPIRE)*
 - **COUNCIL QUESTION:** *Will it affect longitudinal trend data? Will there be changes in the outputs that affect overall scores?*
 - *KDE will utilize available statistical comparisons where possible and will "draw line in the sand" where necessary.*
 - *The overall plan is to use the time afforded by the extra year to use PLAN/EXPLORE to determine what will replace the present tool*

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- **COUNCIL QUESTION:** *Can the ACT be taken earlier rather than replace PLAN/EXPLORE?*
 - *Member expressed concern with this option as many students may be tested on material that has not yet been presented. Additionally, there is a concern that students may not be properly prepared to take such a test at an early age.*
 - *Member expressed concerns that individual students could be “lost” in the data with such a change.*
- *An overview of the Rewards and Assistance categories for state, districts and schools was provided (see page 2 of handout)*
 - *High Performing*
 - *School of Distinction*
 - *High Progress*
 - *Priority - bottom five percent in performance identified in 2010 under state regulation **703 KAR 5:180** (web link) <http://www.lrc.ky.gov/kar/703/005/180.htm>*
 - *Focus – can be identified in one of two ways:*
 - *aggregated gap groups lower than 10%*
 - *individual gap group below 3 standard deviations of the state mean*
 - **COUNCIL CONCERN:** *It is disconcerting that it is possible to be a district of distinction and have one or more focus schools.*
 - *There is a conversation in progress reviewing that concern.*
 - *In December, information will be presented to the Kentucky Board of Education (KBE) with suggested regulation changes, which include addressing whether that scenario should be allowed to have that label if there are still focus schools in the district*
 - *Several groups have weighed in that they want a change to address this concern*
 - **COUNCIL QUESTION:** *How are we dealing with what we call “super gap groups”?*
 - *Described as the overall disaggregated gap data which shows how each group is progressing*
 - *The data is still available in the report card, but not necessarily in the way being requested.*
 - *Some members feel that, without this look, there will be a loss of focus on cultural awareness and what students bring to the table relative to how they learn. There is still a concern with many teachers expressing a concern that they do not have enough training in this area.*

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- *There will be more teacher PD coming in the summer looking at purposeful training on the needs for closing gaps. There will be a focus on how to talk about kids instead of numbers.*
- **COUNCIL CONCERN:** *It is difficult to understand how the percentiles seem to change from year to year. The percentiles are higher last year than this year*
 - *Percentiles change to address what areas have been tested. In other words, percentiles change each year because*
 - *new baseline set because of addition of program reviews*
 - *allows for "apples to apples" comparison from year to year*
 - *results in the appearance of the lowering of percentile from last year's report card*
 - *assessment still working on better ways to explain*
 - *It means there is no trend data for school/district accountability score*
- **COUNCIL QUESTION:** *How do we compare to other states now that we are using the common core?*
 - *While we have a common core, we do not have yet a common test.*
 - *There are common standards for the states that have adopted common core and eventually if you have ten states taking the same test, then you can do comparisons.*
 - *As the earliest state to adopt, our teachers have had longer to adopt, our teachers have had more time to develop local standards-based lessons. Other states we could compare to are not at the same point.*
 - *are The best comparison between states is still the [National Assessment of Educational Progress](http://nces.ed.gov/nationsreportcard/) (NAEP) (web link) <http://nces.ed.gov/nationsreportcard/>*
- *Program Reviews scores are now being reported. Several concerns are being addressed including*
 - *The provision of more training on what makes a "good" program*
 - *When auditing of the programs will begin*
 - *What does the rubric look like and is it effective?*
- **COUNCIL QUESTION:** *What is happening with tracking and monitoring of students in middle school?*
 - *Concern that there is a disconnect between elementary and middle school math*
 - *Standards may be the same in elementary even if not the quality of instruction. However, in middle school math is used to track students and not all students get the same level of instruction, which ultimately contributes to attainment gaps.*
 - *Children with disabilities begin to lose services as they enter middle school and high school. The general reason for services being removed is that the student*

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is doing better. The concern is that the student is doing better because of the services.

- *Without a level of parent advocacy, coupled with understanding of what is happening, these students fall behind. This supports the need to increase parent knowledge and advocacy.*
- *Districts need to better educate parents on how these services are beneficial*
- *Council provided a reminder that information should be provided in translated formats to accommodate the needs of the growing non-English speaking populations*
- *Preliminary data analysis was presented by Darlene Combs of the Commissioner's Delivery Unit (this analysis is preliminary and has not yet been made public)*
 - *The work of the strategies is to address the gaps and proficiency*
 - **COUNCIL QUESTION:** *What is the diversity of the membership on each strategy (race, background, expertise, experience)?*
 - *Council would like to know where the delivery, plan and strategy team members are listed. Would like KDE to make an effort to ensure that all teams are diverse in race, background, expertise and experience*
 - *Delivery Plans are posted on the [Commissioner's Delivery Unit](http://education.ky.gov/CommOfEd/CDU/Pages/Delivery_Home.aspx) website (web link) http://education.ky.gov/CommOfEd/CDU/Pages/Delivery_Home.aspx*

10:15 – 10:30 a.m. **Ed Trust Accountability Brief**

David Wickersham, Policy Advisor
Office of Next Generation Schools and Districts
Kentucky Department of Education

- *Ed Trust recently published the document, "[Making Sure All Children Matter: Getting School Accountability Signals Right](http://www.edtrust.org/sites/edtrust.org/files/All_Children_Matter.pdf)" (web link) http://www.edtrust.org/sites/edtrust.org/files/All_Children_Matter.pdf*
- *Ed Trust reviewed the accountability scores in Minnesota, Florida and Kentucky*
 - *Kentucky was praised for its level of transparency.*
 - *Ed Trust noted that the pervasive issues of gap closure were not always clearly addressed*
 - *"School accountability systems have the potential to be a powerful tool to help close the long-standing gaps in achievement that separate low-income students and students of color from their peers. Right now, in many states, these ratings say little about the performance or progress of individual groups of students."*
 - *"In Kentucky, average math proficiency rates of African American students at schools earning a "Distinguished" rating are about equal to math proficiency rates of white students in "Needs Improvement" schools."*
 - **COUNCIL CONCERN:** *We do not see the gap individually in the same manner we once did.*

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- *Dr. Shambra Mulder shared a document with a brief analysis of student demographics in low and high performing schools shared with the Equity Council in Fayette County. [Click here to see document](#)*
 - *Suggests that high performing schools generally have very limited diversity in terms of the demographic elements that are pervasive in low performing schools*
- *Development of the Equity Plan is led by the Division of Next Generation Professionals in the Office of Next Generation Learners.*
 - *Collaborative effort with the Office of Next Generation of Schools and Districts*

10:30 – 11:15 a.m.

Human Resource Management: The Equitable Distribution of Highly Qualified and Highly Effective Teachers and Leaders

[Click here for handout](#)

Jennifer Baker, Branch Manager
 Division of Next-Generation Professionals
 Office of Next-Generation Learners
 Kentucky Department of Education

- What are the barriers to achieving equitable distribution?
- What feedback can you provide in relation to the plan?
- *99.7% of Kentucky Teachers are Highly Qualified based on their certification (that they are teaching in the field for which they are certified)*
 - *The effectiveness system will provide an additional source of data to help equitably distribute teachers and staff.*
- *In higher poverty schools, 9.4% of our teachers are new hires (may or may not have teaching experience but did not teach in Kentucky the previous year)*
- *What supports are being put in place to grow and develop those teachers?*
- **COUNCIL CONCERN:** *Because hiring begins at the central office with filtering/vetting applications, the council suggested the need to look at the training of central office staff, principals and principals on hiring practices. This could help to ensure that truly qualified applicants are sent to the schools and the councils know better what to look for in an effective candidate*
 - *Want to know how KDE defines “qualified”. Concerned about districts that use subjective screeners to determine suitability of candidates*
 - *There are concerns that good teachers are sometimes blocked by these type screeners.*
 - *Council would like see delineation between highly qualified and highly effective candidates*
- *The Human Resources Strategy is discussing training and development of strong mentoring and induction programs. Through this, they are developing a rubric to measure how effective programs can/should look.*

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- **COUNCIL QUESTION:** *Relative to the equity plan and the distribution of highly effective teachers: Is there anything in the accountability plan that would provide a mandate to principals to ensure that the lower performing students get the better teachers?*
 - *Presently, there is no law to mandate such a process. There is a large amount of local decision-making.*
 - *The Principal and Superintendent Effectiveness Systems can help to guide this as they are evaluated on whether they are closing achievement gaps. If they are not putting the right folks on the right bus with those students who need it the most, it is going to come out in their effectiveness scores.*
- **COUNCIL QUESTION:** *What is going on with the website where the good teaching and research-based practices are identified?*
 - *The Best Practices website is up and running. There are several identified practices posted to the site.*
 - *It is important to understand that this site is a repository of “Kentucky-grown” practices. In some cases, the practice submitted may be the seminal research base.*
 - *The site also acts as a forum for feedback on practices that are still being grown.*
 - *Information relative to the website are in the minutes from the **June 19, 2014 CRACGC meeting.** (web link)
<http://education.ky.gov/CommOfEd/adv/Documents/CRACGC%20MINUTES%2006-19-14%20FINAL.pdf>.*
- *The Human Resources Strategy is responsible for the new Equity Plan. As they move forward, they are speaking to many groups and individuals to get feedback to help them address the following:*
 - *What are the barriers to achieving equitable distribution?*
 - *What feedback can you provide in relation to the state equity plan?*

11:15 a.m. – noon

State of the Council discussion

Since the release of the “Guidelines for Closing Gaps for All Children”, the CRACGC has discussed efforts and follow-ups for addressing those guidelines. Today is an opportunity to discuss whether and where we need to refocus efforts.

- How well have we communicated the guidelines? What more can we do?
- What impact have the guidelines had on the work of the KDE, schools and districts?
- Are there changes we need to make to the guidelines?
- At what point do we work to make them mandatory?

Time did not permit for discussion of this agenda item. Council members will receive a brief survey addressing the bullets below. Responses will be used as the beginning of the conversation to edit and update the “Guidelines for Closing Gaps for All Children” document. A determination will also be made regarding the need for additional meetings to complete the revisions.

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- **COUNCIL CONCERN:** *How are we monitoring the use of the guidelines and how effective has implementation been?*
- **COUNCIL CONCERN:** *We need to ensure the new required KDE Equity Plan addresses the issues presented by this council and Ed Trust*
 - *Council requests to be heavily involved in the development of the Equity Plan*
 - *The council would like to ensure that the new plan is in alignment with the “Guidelines” document*

Noon

Adjournment

Next Meeting: TBD

Mission Statement:

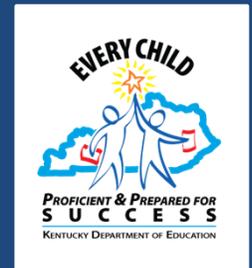
The Kentucky Department of Education’s mission is to prepare all Kentucky students for next-generation learning, work and citizenship by engaging schools, districts, families and communities through excellent leadership, service and support.



ASSESSMENT UPDATE

Ken Draut, Associate Commissioner
Rhonda Sims, Director
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Office Of Assessment And Accountability

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October 15, 2014

Kentucky Department of Education

Timeline for 2014 Reporting



2

Through
Oct. 13

Data Review for (10 days)

TENTATIVE

Nov/Dec

Re-publish Updated Scores from 2013 based on
Data Review Changes

Publish new 2014-15 Baselines and Goals for
Summer 2015 reflecting changes in Program
Reviews (K-3 entering) and Removal of
Science at Elementary and Middle Levels



Assessment Data



3

- **K-PREP** (Kentucky Performance Rating for Educational Progress) -- Grades 3-8
 - Scores and performance levels (NAPD)
 - Reading
 - Mathematics
 - Science
 - Social Studies
 - Writing/mechanics
- **EXPLORE, PLAN, ACT** (Grades 8, 10, 11)
 - Scores and benchmarks
- **End-of-Course**
 - English II
 - Algebra II
 - Biology
 - U.S. History
- **Writing** (Grades 5, 6, 8, 10-11)
- **Editing/mechanics** (Grades 4, 6, 10 (Plan))



Accountability Data



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□ Next-Generation Learners

- Achievement
- Graduation Rate
- Gap
- College/career-readiness
- Growth

□ Program Reviews

- (Arts/Humanities, Practical Living/Career Studies, and Writing)

□ Accountability Classifications

□ Annual Measurable Objective (AMO)

□ Participation Rate and Graduation Rate

□ Rewards/Assistance



Accountability: Year 3 Rewards Categories



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□ High Performing School

- Top 90% of schools and meets AMO, graduation rate goal and participation rate goal

□ School of Distinction

- Top 95% of schools and meets AMO, graduation rate goal (4- Year Cohort) , participation rate goal and has graduation rate above 60% for 2 years

□ High-Progress

- Top 10% of improvement, meets AMO, graduation rate goal (4 Year Cohort) and participation rate (95%)

Any other school label can also be labeled High-Progress



Accountability: Year 3 Assistance Categories



6

□ Priority

- No new Priority schools added in 2013-14

□ Focus

- New Focus schools will be added in 2013-14 to replace schools that exit
- New focus Districts identified in 2013-14
 - Lowest 10% in Overall Gap Group or meets third standard deviation model for a single gap group



2013-14 Results

Accountability Performance

Level	Year	Overall Score	Percentile in Kentucky	Classification ¹	Rewards and Assistance Category ²
State Overall	2013-2014	68.7	77	Proficient/Progressing	
	2012-2013	64.3	46	N/A	N/A

Annual Measurable Objective (AMO)

Level	Year	Prior Year Overall Score	AMO Goal	Overall Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
State Overall	2013-2014	64.3	65.3	68.7	Yes	Yes	Yes

2013-14 Results

TABLE 1 - Achievement

		Percent Proficient/Distinguished			Change
		2011-12	2012-13	2013-14	
Elem	Reading	48	47.8	54.7	6.7
Middle	Reading	46.8	51.1	53.2	6.4
High	Reading	52.2	55.8	55.4	3.2
Elem	Math	40.4	43.9	49.2	8.8
Middle	Math	40.6	40.7	44.8	4.2
High	Math	40	36	37.9	-2.1

2013-14 Results

TABLE 2 - GAP

		Percent Proficient/Distinguished			Change
		2011-12	2012-13	2013-14	
Elem	Reading	37.5	37.7	45.1	7.6
Middle	Reading	34.8	39.5	42.2	7.4
High	Reading	38.4	42.7	42.2	3.8
Elem	Math	30.3	33.8	39.1	8.8
Middle	Math	28.7	29	33	4.3
High	Math	27.9	26.3	27.2	-0.7

Table 7

GAP							
Percentage of Non-Duplicated Gap Group Students Scoring Proficient/Distinguished¹							
	Year	Reading	Mathematics	Science	Social Studies	Writing	Language Mechanics
Elementary	2012	37.5	30.3	59.4	48.9	23.1	38.6
	2013	37.7	33.8	59.5	49.1	27.4	43.0
	2014	45.1	39.1	62.9	47.7	29.7	42.2
Middle	2012	34.8	28.7	50.1	46.0	30.8	27.6
	2013	39.5	29.0	50.2	47.4	33.5	32.8
	2014	42.2	33.0	53.5	47.5	34.1	29.8
High	2012	38.4	27.9	18.5	26.3	31.6	38.6
	2013	42.7	26.3	23.9	38.7	36.1	39.0
	2014	42.2	27.2	26.9	45.5	31.8	37.4

¹Students who are members of one of the individual student groups (African American, Hispanic, American Indian or Alaska Native, students with disabilities, free/reduced-price meals and Limited English Proficiency) are included in the non-duplicated gap group.

2013-14 Results

TABLE 3 - College and Career

		2011-12	2012-13	2013-14	Two Year Change
High School	College Readiness Percent	47	54	62.3	15.3

2013-14 Results

TABLE 4 - Graduation Rate (Four Year Cohort)

Graduation Rate		2012-13	2013-14	1 Year Change	
High School	Graduation Rate	86.1	87.4	1.3	

2013-14 Results

TABLE 5 - Program Reviews

Percent of Total Proficient/Distinguished Programs				
All Levels	Program Reviews	65.40%		

2013-14 Results

TABLE 6 - 3rd Grade Proficiency

		Percent Proficient/Distinguished		
		2012-13	2013-14	Change
3rd Grade	Reading	47.6	54.1	6.5
3rd Grade	Math	43.5	45.8	2.3
3rd Grade	Combined	45.6	50	4.4

Profile



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SCREEN SHOT OF 2013-14 SCHOOL REPORT CARD

The screenshot shows the top section of the Kentucky Department of Education's School Report Card website. At the top, there is a banner with a red apple on the left, the "EVERY CHILD" logo in the center, and the "UNBRIDLED LEARNING" star logo on the right. The text "KENTUCKY DEPARTMENT OF EDUCATION" is at the top right, "KENTUCKY SCHOOL REPORT CARD" is in large blue letters in the center, and "College/Career-Readiness for All" is at the bottom right. Below the banner is a navigation bar with icons for "REPORT CARDS", "DATA SETS", "GLOSSARY", and "CONTACT US". The main content area has a "Printer Friendly Report Card (PDF)" link with a printer icon and a "Back To Report Card Search" link with a green arrow icon. Below these are several blue buttons: "Profile", "Accountability", "Assessment", "Program Review", "Learning Environment", "Finance", "Delivery Targets", and "Career and Technical Education". The "Profile" button is highlighted. At the bottom, there is a light blue box containing contact information for Kentucky: "500 Mero Street, Frankfort KY 40601", "Phone: (502) 564-3141", "Fax: (502) 564-5680", "Kentucky State Membership:", "School Year: 2013-14", and "Commissioner: Terry Holliday, Ph.D.".

www.education.ky.gov Then Click on School Report Cards



Future Work: Accountability

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- Third-Year Review of Accountability Model feedback sought by stakeholders, educators and public
- October discussion completed with Kentucky Board of Education
- Revisions proposed to regulations in with KBE in December

Future Work: Accountability Issues

Moving Forward

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- Alternative School Track Back
- AMO Calculations
- Identification of Focus Schools
- Gap Group Calculations – Incentive for N to A
- Graduation Rate Change from minimum of 70%
- Growth – Reduce Weight of Growth in EL

Future Work: Science – Sample Standards

18

- * Performance Standard: 4th Grade 4-PS4-2:
Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.

Three Dimensions – Practices/Core Ideas/Concepts.

- ▣ Practices – Develop and Use Models
- ▣ Core Ideas – Electromagnetic Radiation
- ▣ Crosscutting Concepts – Cause and Effect

Future Work: Social Studies

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- New Social Studies Standards were presented to the Kentucky Board of Education in October 2014.
 - Estimated Final Approval – Spring 2015
- After approval, a new Social Studies test will be developed.

Snapshot of the student demographics of elementary schools in FCPS that are low performing (i.e., 11% or less in 2014 percentile rank)

Elementary Schools	African American Students	Hispanic	ELL Student	Free & Reduced Lunch
William Wells Brown	68%	12%	10%	93%
Booker T Washington	Primary 44% Intermediate 45%	38% 41%	28% 28%	84% 92%
Cardinal Valley	11%	71%	50%	95%
Millcreek	39%	9%	7%	75%
James Lane Allen	20%	44%	35%	77%
Mary Todd	39%	28%	18%	86%
Southern	27%	13%	13%	67%

Snapshot of student demographics of elementary schools in FCPS that are high performing (i.e.95% or more in 2014 percentile rank)

Elementary Schools	African American Students	Hispanic	ELL Student	Free & Reduced Lunch
Rosa Parks	3%	2%	9%	7%
Picadome	9%	8%	7%	40%
Cassidy	8%	7%	50%	12%
Wellington	8%	8%	11%	35%
Veterans Park	5%	3%	5%	13%
Athens-Chilesburg	10%	3%	7%	18%

School diversity research says that the following three demographical data that has shown to have the largest impact on student success in schools:

1. Number of racial minorities (e.g., African American and Hispanic)
2. Level of attainment of the adults (parents) in the area surrounding the school
3. The household income of the area that the students live in surrounding the school

Question: How long will the "top performing schools" be able to enjoy the benefits of having students that do not meet the above demographical markers of low academic performance?

Five Radical Solutions

I. Student Assignment Plan

Similar to the Jefferson County Public School (JCPS) who developed a "Student Assignment Plan" because they "firmly believe in the value of diversity and understand that integrated schools enhance student learning." They created the plan based on the following six guiding principles-diversity, quality, choice, predictability, stability, and equity. As a model, JCPS student assignment plan" essentially:

- **Assign students based on two geographical areas in which they reside. Geographical areas were based on the percentage of minorities residing in the area, household income, and educational attainment of the residents in the area.**
- **Established a guideline for all schools to have enrollment of no less than 15% and no more than 50% of students who reside in a geographical areas (except special and alternative schools).**
- **Implemented a coordinated/district-wide school support services and funding model based on the two geographical areas.**

II. Provide Psychological/Social Services for Students

Students who are psychological and emotionally healthy are better prepared to benefit from the learning environment. We must begin to take the bulk of the focus away from the adults in the schools (teachers, administrators, and parents) and focus more on the students. Students in high-poverty areas are at-risk for Post-Traumatic Stress Disorder (PTSD), lower emotional intelligence and increased aggression because of their experiences outside of school.

Assign a school psychologist to each one of the low performing elementary schools to provide psychological services (individually and within groups).

III. Increase Minority Teachers

Studies of the importance of teacher diversity have argued that: (a) Minority teachers serve as role models for minority students; (b) Minority teachers may have a greater opportunity to improve the academic

success and positive school experiences of minority students; and (c) The ethnicity of the teachers within the school should be reflective of the population they served.

FCPS must pursue the programs that focus on increasing the number of minority teacher (outside of simply attending recruiting fairs):

1. **Grow Your Own Teachers (Illinois initiative)** - The Grow Your Own Teachers initiative is an innovative partnership of community organizations, higher education institutions, and school districts that supports parents, community members, and paraprofessionals in low-income communities to become highly qualified teachers. The outcomes Grow Your Own (GYO) is achieving:

- A pipeline of highly effective teachers of color;
- Improved teacher retention in low-income schools;
- Improved cultural competence and community connections of teachers;
- Improved academic achievement of low-income students

<http://growyourownteachers.org/>

2. **Future Educator Association (FEA)** - The Future Educators Association (FEA) is a national student organization dedicated to supporting young people interested in education-related careers. We are a national community of more than 10,000 student and mentor participants in school-based, grow-your-own-teacher programs.

<http://www.futureeducators.org/>

IV. Utilize Research/University Researchers

There are many celebrated experts in the field of education in surrounding higher education institution. FCPS leaders may access resources and innovative ideas affecting these equity issues. Some of the theories and practices that have been shown to improve academic outcomes include:

Teacher Self-Efficacy
Cultural Discontinuity

Mastery Learning
Attribution Theory

School Finance
Motivation Theory

V. Diversity, Equity, and Poverty Department in Central Office

FCPS is commended for establishing the Equity Council "to monitor and analyze equity issues, advise the Fayette County Board of Education, and advocate for achievement by ALL students." For five years, the equity council consisted of voluntary community members who have worked hard to complete their mission with the support of a few staff members from the FCPS Board of Education. However, it is apparent after reading the last couple of "Equity Scorecards" that the equity issues in FCPS are more chronic, important, and dismal than expected.

Create a Central Office Department to focus on Diversity, Equity, Poverty, and Cultural Diversity/Multicultural Education

Additional Resources

- 1. National Center for Education Statistics (NCES) Status and Trends in the Education of Racial and Ethnic Minorities**
<http://nces.ed.gov/pubs2010/2010015/intro.asp>
- 2. Jefferson County Public Schools (JCPS). No Retreat: The JCPS Commitment to School Integration**
http://www.jefferson.k12.ky.us/Pubs/No_Retreat.pdf
- 3. National Association of School Psychologists (NASP)**
http://www.nasponline.org/about_sp/who-are-school-psychologists.aspx
- 4. Dr. Kenneth Tyler (Associate Professor, University of Kentucky) article "Cultural Bias in Teaching"**
<http://www.education.com/reference/article/cultural-bias-in-teaching/>

QUOTE FROM DR. WAYNE LEWIS (Assistant Professor, University of Kentucky) – The Black EduBlog

"Educational leaders and teachers can't even begin to work toward eliminate achievement gaps until they are first ready to talk seriously about why gaps persist, how teachers and leaders are complicit in persisting achievement gaps, and teachers' and leaders' responsibility in redesigning learning to meet students diverse learning needs. Teachers and leaders must own achievement gaps and take responsibility for eliminating them. There is surely enough blame to go around for the mess our children find themselves in, but let's be absolutely clear that some of that blame for Kentucky's shameful achievement gaps belongs squarely at the school house and district office door. It's time for education and policy leaders in Kentucky to own and then eliminate achievement gaps in our schools, by any means necessary."

Human Resource Management



**EQUITABLE DISTRIBUTION OF HIGHLY
QUALIFIED AND EFFECTIVE TEACHERS**

Human Resource Management



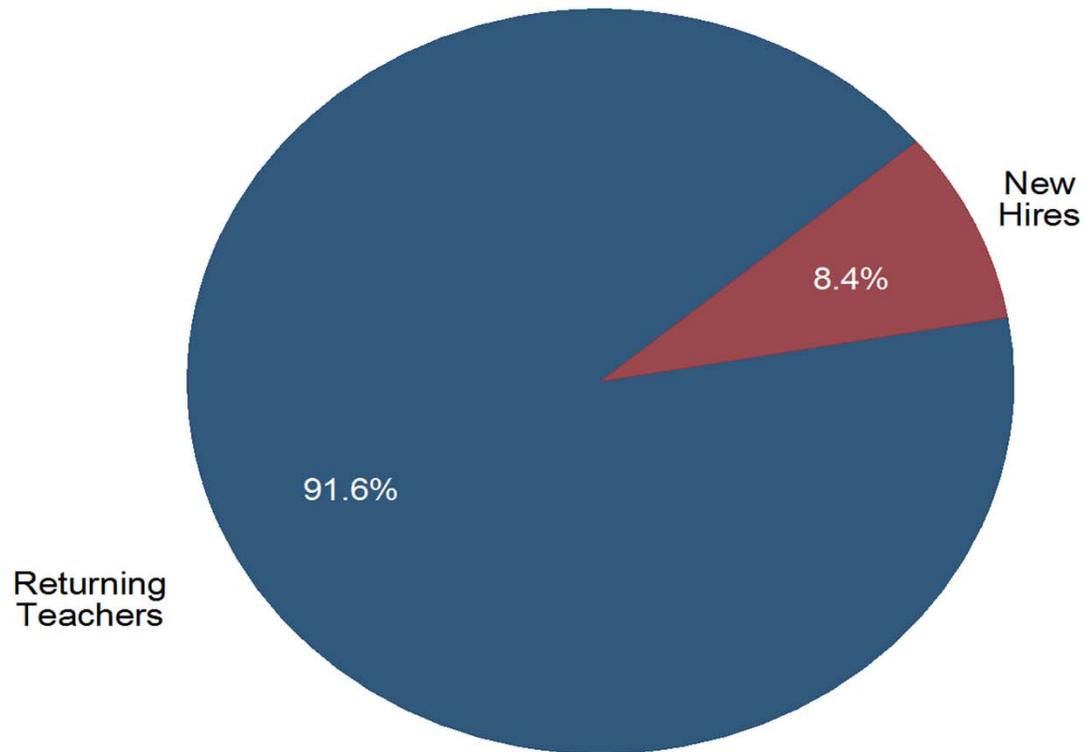
- **Recruitment**
- **Placement**
- **Development**
- **Evaluation**
- **Retention**
- **Career Pathways (keeping effective and exemplary teachers in the classroom)**

***connected to Superintendent and Principal Standards**

Recruitment



Share of Teachers Who Are New Hires

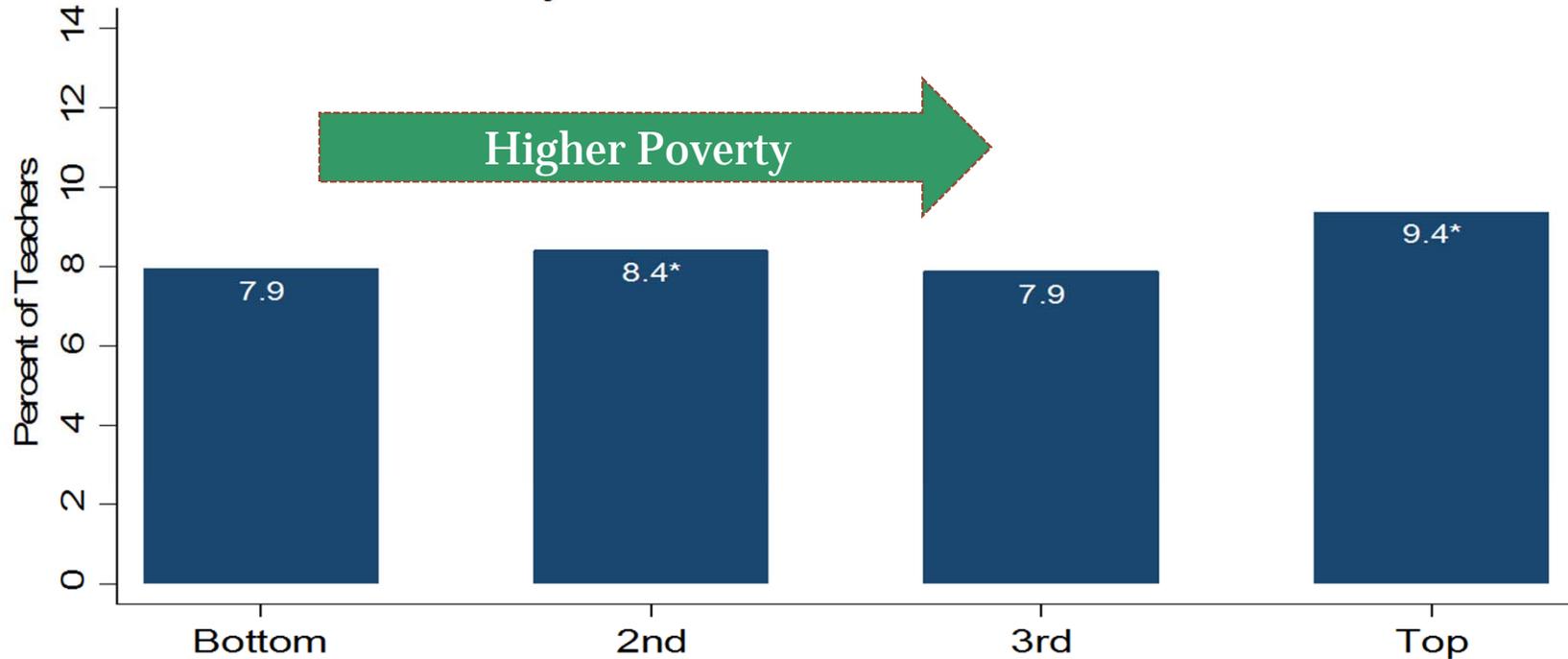


Notes: Sample includes teachers with teacher job codes in traditional schools in the 2009-10 through 2011-12 school years, with 127,630 teacher years and 50,340 unique teachers. All data are from Kentucky Center for Education and Workforce Statistics.

Recruitment in High Poverty Schools



Share of Teachers Who Are New Hires
by School F/RPM Quartile



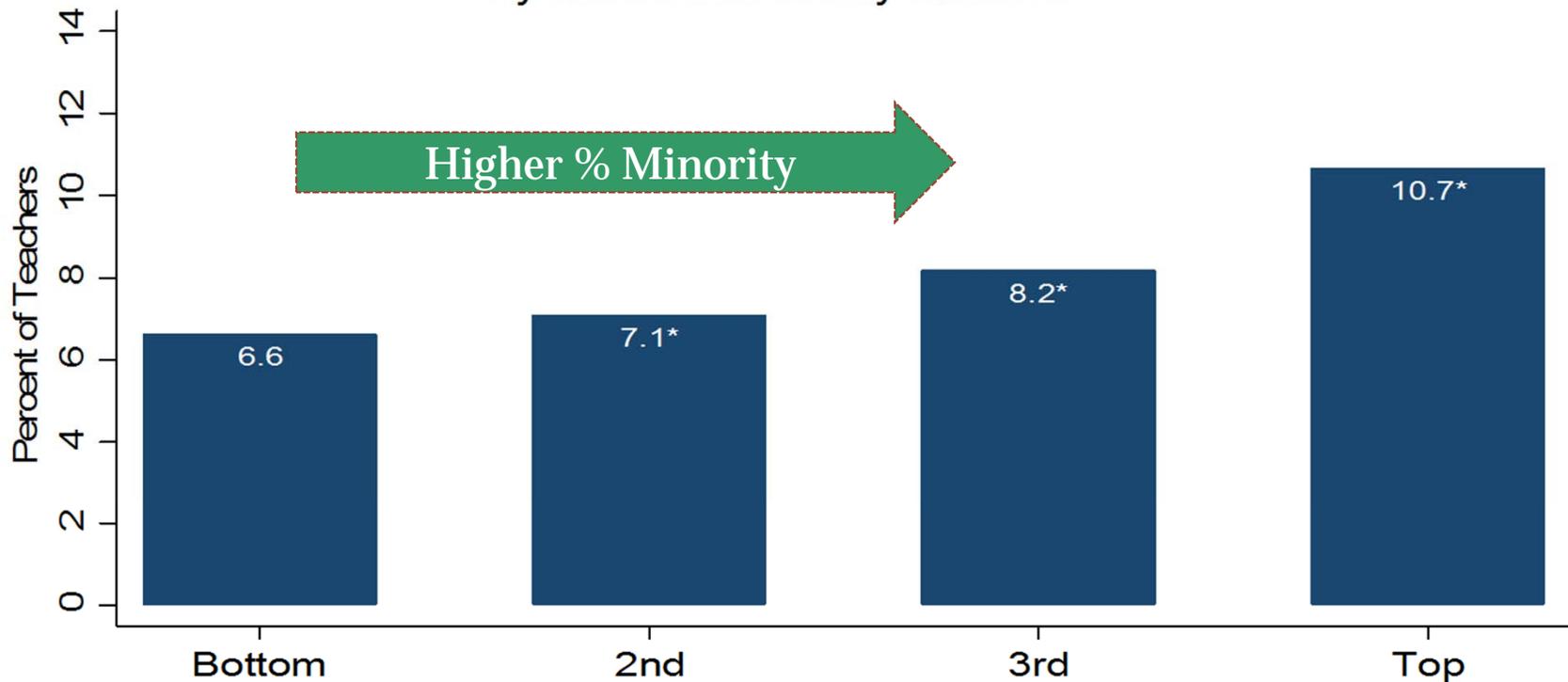
*Significantly different from bottom quartile value, at the 95 percent confidence level.

Notes: Sample includes teachers with teacher job codes in traditional schools in the 2009-10 through 2011-12 school years, with 127,630 teacher years and 50,340 unique teachers. All data are from Kentucky Center for Education and Workforce Statistics.

Recruitment in High Minority Schools



Share of Teachers Who Are New Hires
by School's Minority Quartile



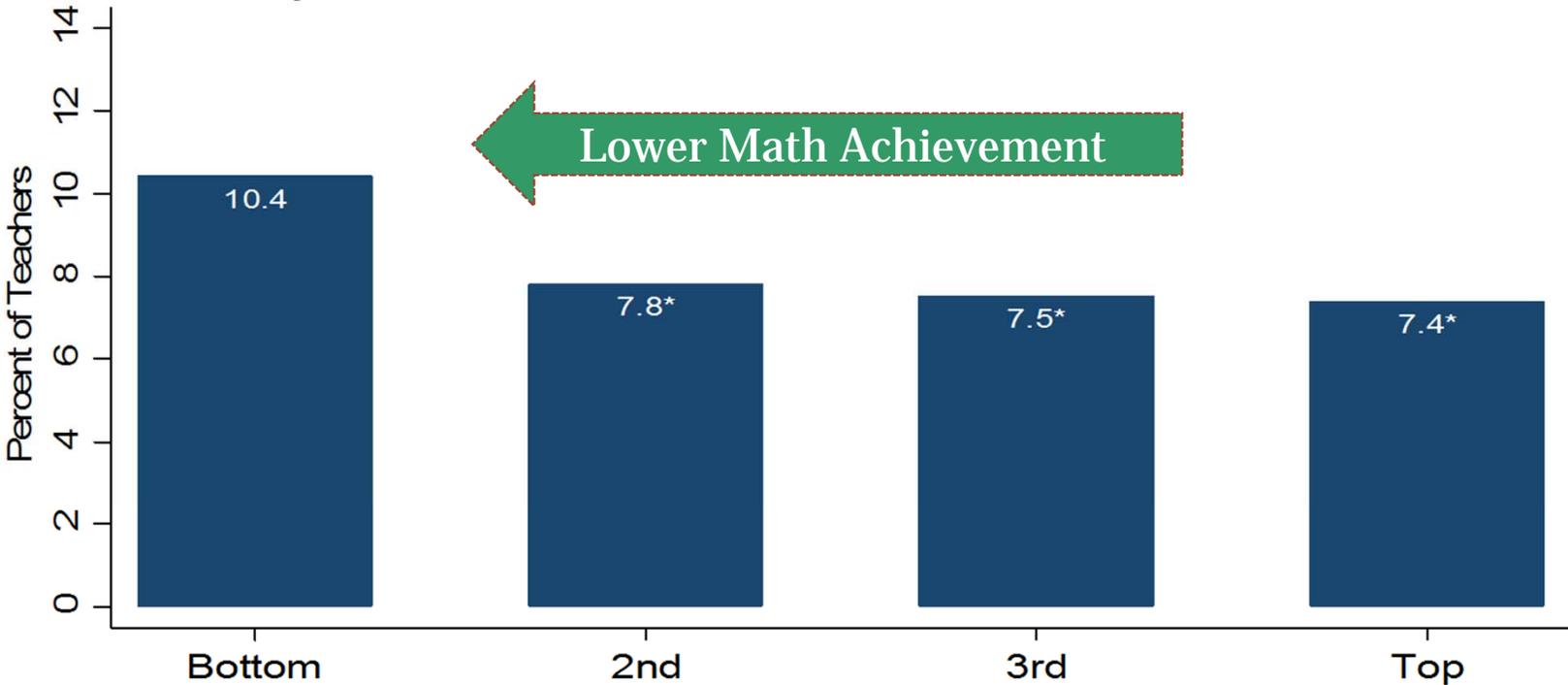
*Significantly different from bottom quartile value, at the 95 percent confidence level.

Notes: Sample includes teachers with teacher job codes in traditional schools in the 2009-10 through 2011-12 school years, with 127,630 teacher years and 50,340 unique teachers. All data are from Kentucky Center for Education and Workforce Statistics.

Recruitment in Lower Achieving Schools



Share of Teachers Who Are New Hires in Elementary and Middle Schools by School Math Standardized Test Score Quartile

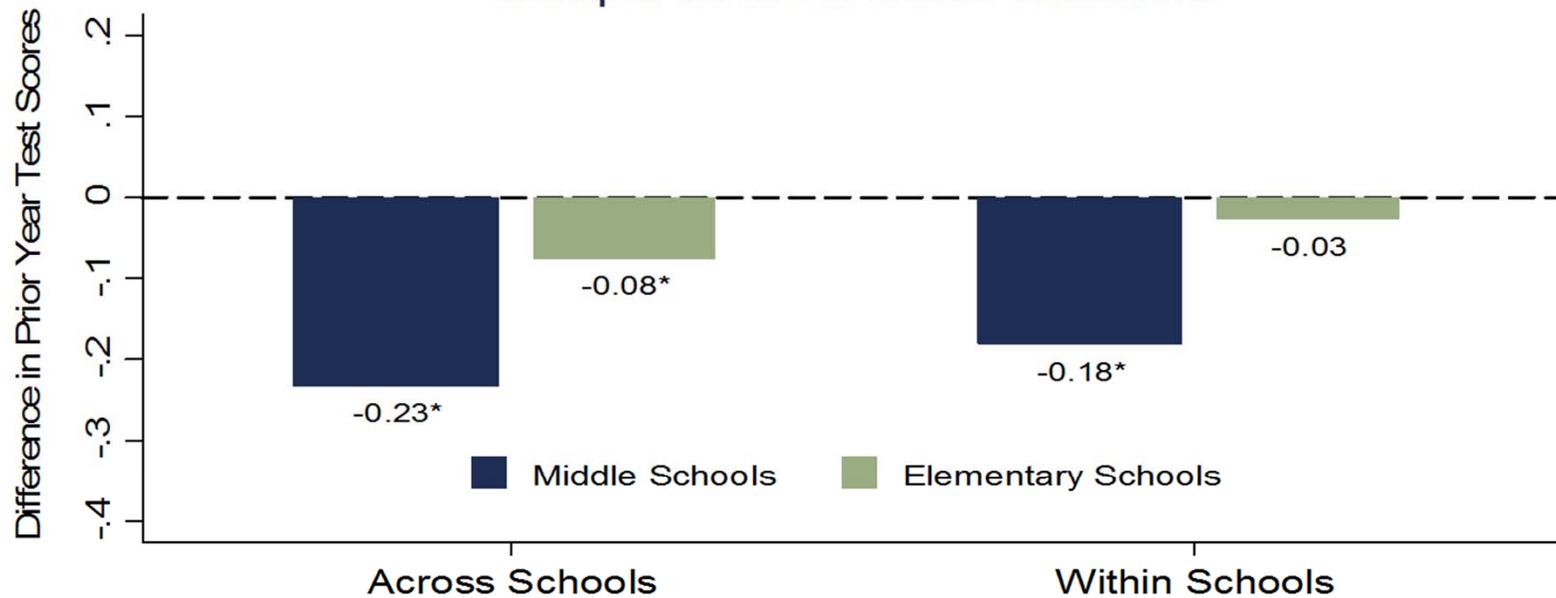


*Significantly different from bottom quartile value, at the 95 percent confidence level.
Notes: Sample includes teachers with teacher job codes in traditional schools in the 2009-10 through 2011-12 school years, with 104,798 teacher years and 41,787 unique teachers. All data are from Kentucky Center for Education and Workforce Statistics.

Placement



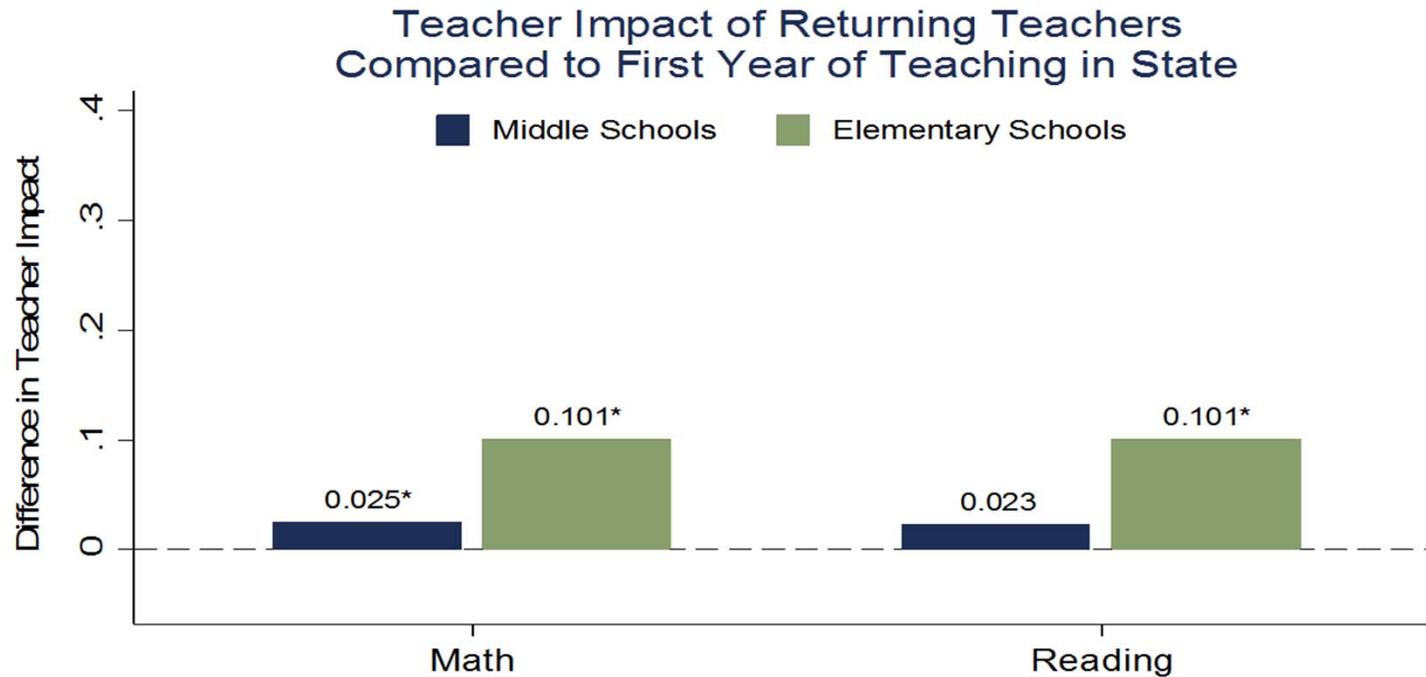
Difference in Average Prior Math Performance of Students Assigned to Newly Hired Teachers Compared to All Other Teachers



*Significantly different from zero, at the 95 percent confidence level.

Notes: Sample includes traditional school teachers with teacher job codes and their students in grades 4 through 8 with prior year test scores in the 2009-10 through 2011-12 school years, with 4,128 middle school teacher years, 308,918 middle school student years, 2,003 unique middle school teachers, 196,037 unique middle school students, 6,933 elementary school teacher years, 213,483 elementary school student years, 3,563 unique elementary school teachers, and 153,707 unique elementary school students. Test scores are normalized to have an average of zero and a standard deviation of one. All data are from Kentucky Center for Education and Workforce Statistics.

Development of Teachers



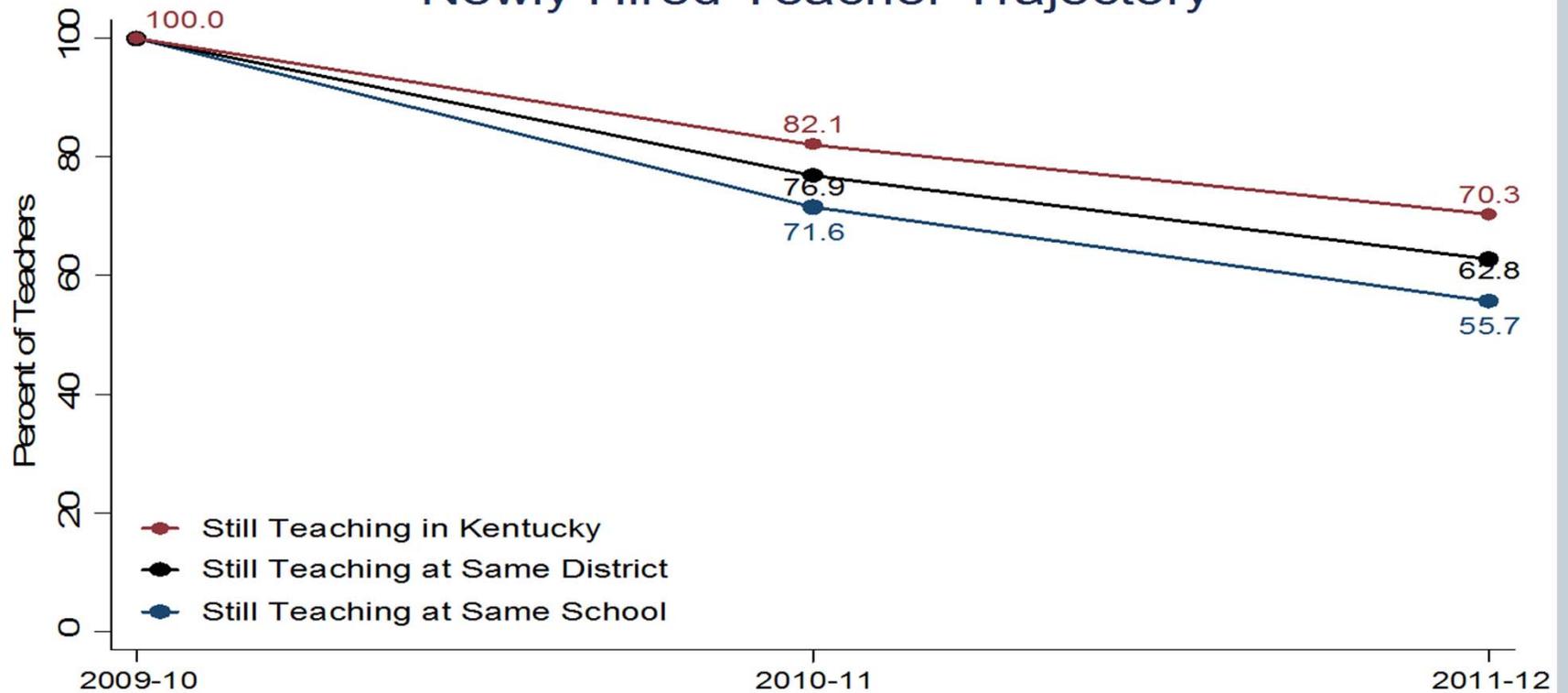
*Significantly different from zero, at the 95 percent confidence level.

Notes: Sample includes traditional school teachers with teacher job codes and their students in grades 4 through 8 with prior year test scores in the 2009-10 through 2010-11 school years, with 2,700 middle school math teacher years, 2,806 middle school reading teacher years, 1,674 unique middle school math teachers, 1,793 unique middle school reading teachers, 4,613 elementary school math teacher years, 5,427 elementary school reading teacher years, 2,961 unique elementary school math teachers, and 3,481 unique elementary school reading teachers. Test scores are normalized to have an average of zero and a standard deviation of one. All data are from Kentucky Center for Education and Workforce Statistics.

Retention/Turnover



Newly Hired Teacher Trajectory

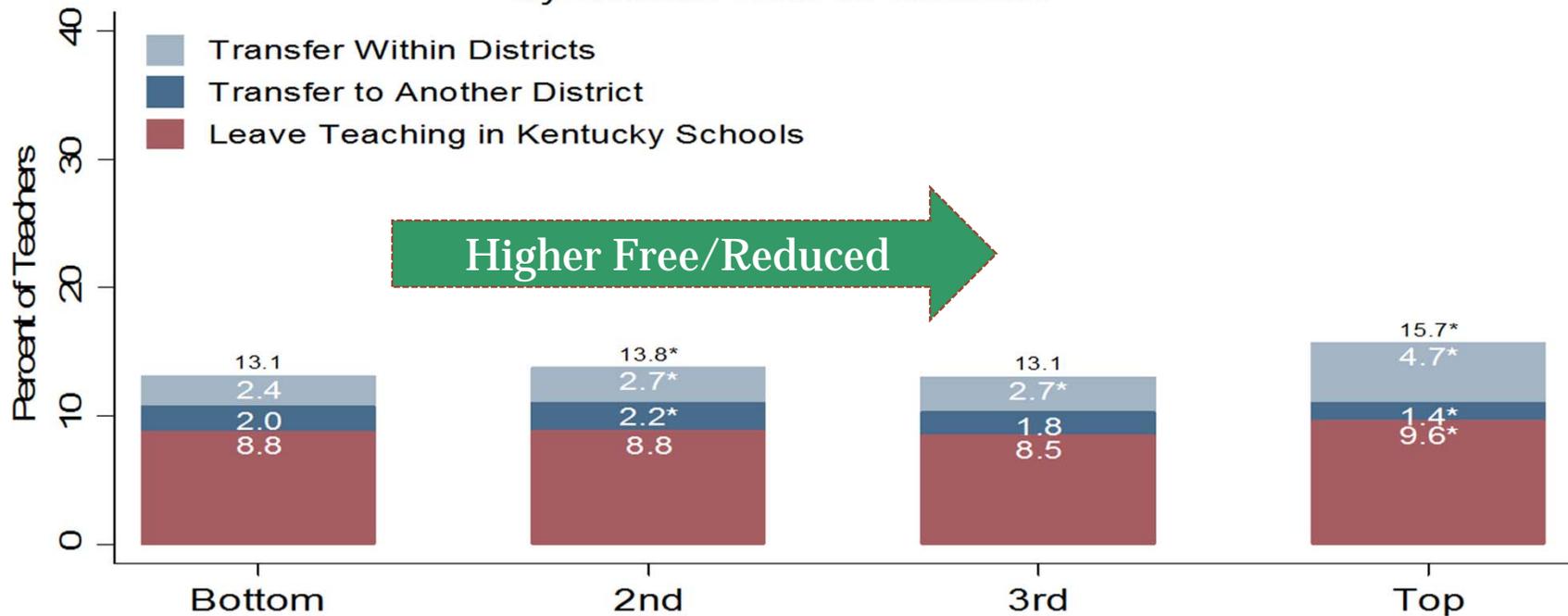


Notes: Sample includes 3,542 traditional school teachers with teacher job codes in the 2009-10 school year. All data are from Kentucky Center for Education and Workforce Statistics.

Retention/Turnover



Average Teacher Turnover by School F/RPM Quartile



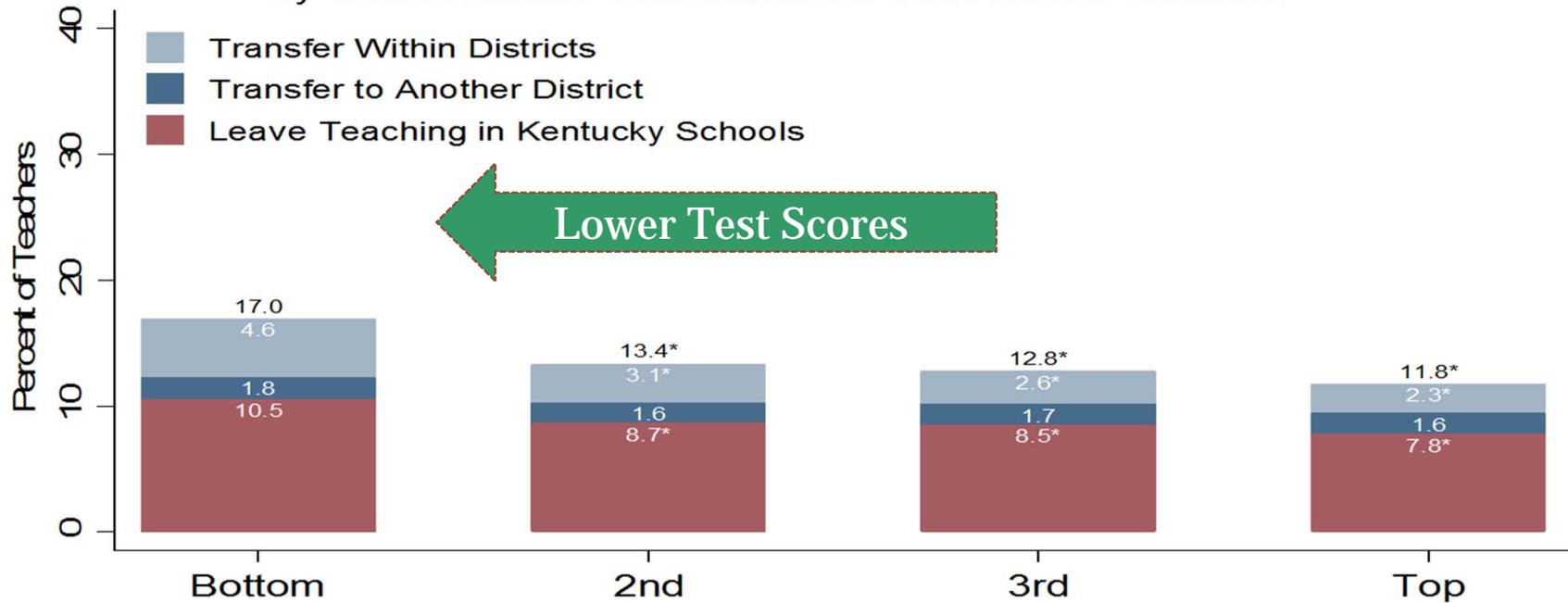
*Significantly different from bottom F/RPM quartile value, at the 95 percent confidence level.

Notes: Sample includes teachers with teacher job codes in traditional schools in the 2008-09 through 2010-11 school years, with 126,902 teacher years and 49,455 unique teachers. Retention analysis is based on one-year retention rates. All data are from Kentucky Center for Education and Workforce Statistics.

Retention/Turnover



Average Teacher Turnover in Elementary and Middle Schools by School Math Standardized Test Score Quartile



*Significantly different from bottom quartile value, at the 95 percent confidence level.

Notes: Sample includes teachers with teacher job codes in traditional schools in the 2008-09 through 2010-11 school years, with 104,240 teacher years and 41,029 unique teachers. Retention analysis is based on one-year retention rates. All data are from Kentucky Center for Education and Workforce Statistics.

Equitable Distribution of Teachers



- NCLB requires states have plans to ensure schools provide instruction by **highly qualified** instructional staff and to ensure that poor and minority children are not taught at higher rates than other children by inexperience, unqualified, or out-of-field teachers.
- Currently, 99.70% of all courses in Kentucky are taught by highly qualified teachers. – EPSB 2013-2014

Moving to Highly Qualified AND Effective



- **Highly Qualified is still a requirement.**
- **Other data as an additional sources of evidence for recruitment, placement, development, retention and opportunities for career pathways include:**
 - Percentage of effective teachers
 - Percentage of 1st year teachers
 - Percentage of NBCT
 - Average years of experience
 - TELL

Components of Statewide Plan



- **Theory of Action** – the vision, support and action to achieve the goal of equitable distribution
- **Engagement Strategies** – garnering early and ongoing support and input from various stakeholder groups
- **Analysis of Root Causes** – the reasons issues with equity have occurred
- **Implementation Strategies** - address challenges with educator talent development identified in the root causes
- **Monitoring** – how we prove we are making progress towards the goal
- **Way to make public** – sharing the results with all stakeholders

Steps to Improving Equitable Distribution



- Identify gaps and areas of need in current Human Resource management policies and practices.
- Define variables used to measure equity and the distribution of teachers.
- Provide guidance to districts on adapting state metrics for local use.
- Determine data needed to identify schools and districts with the greatest inequities.
- Analyze data to determine how to target resources for schools and districts.
- Develop strategies; provide guidance and assistance to districts to address inequitable distribution of teachers.

Development of the HRM/Equity Plan



- **What is your role in the development and communication of the state equity plan?**
- **What are the barriers to achieving equitable distribution?**
- **What feedback can you provide in relation to the state equity plan?**