Commissioner's Raising Achievement/Closing Gaps Council (CRACGC) Meeting
State Board Room - Capital Plaza Tower
February 6, 2014
9 – 11 a.m. ET

AGENDA

9 – 9:15 a.m. **Welcome, updates and introductions**

Dr. Terry Holliday, Commissioner
Kentucky Department of Education

KBE GOAL Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group (African-American, Hispanic, Native American, With Disability, Free/Reduced-Price Meals, Limited English Proficiency) from 33 percent in 2012 to 66.5 percent in 2017.

9:15 – 9:45 a.m. **KDE legislative update**

Debbie Hendricks, Policy Advisor
Office of Next Generation Schools and Districts
Kentucky Department of Education

PowerPoint Provided (click link)

- How might the legislative agenda impact the work of the CRACGC?

KEY POINTS:

- Legislative priorities are primarily budget requests which include the restoration of Basic Education Funding to its 2008 Levels
- Digital Learning Legislation to continue move to expand virtual and blended learning opportunities to students across the Commonwealth.
- The Governor has chosen education as his top priority
- KDE supports all of the elements of the Governor's education budget, which includes
  - Funding for Textbooks, Professional Development, Extended School Services, School Safety (Flex Focus)
  - Funding for Preschool (Dr. Holliday discussed highlights of the preschool screener data)
  - Technology Bonding (would include access, increased bandwidth)
  - AdvanceKentucky (a program for high school students that helps expand access to college-level work in high school)
- Kentucky is applying for an extension of our Elementary and Secondary Education Act (ESEA) Flexibility Waiver (will be posted to web once complete)

KEY QUESTONS from Council:

- Members expressed a concern over SB 16, which would allow computer programming language courses to be accepted as meeting foreign language requirements in the public schools. The specific question was "if it is not accepted by colleges and universities as a foreign language, why make it an option?"
- Members inquired about what changes/improvements would accompany the extension of the ESEA Flexibility Waiver
- In addition questioned what preparations are being made should the waiver not be approved

- There was a general approval of the Governor's focus on education in the new budget
- It is important to use more technology in schools but it must include the issue of access for students who cannot participate in bring your own device programs.

9:45 – 10:15 a.m. **Updates on new federal guidance on school discipline**

David Wickersham, Assistant General Counsel
Office of Guiding Support Services
Kentucky Department of Education

PowerPoint Provided (click link)

- What impact do the new guidelines have on classroom discipline practices in our schools and districts?

KEY POINTS:

- On January 8, 2014, the United States Department of Education issued a "Dear Colleague" letter discouraging strict discipline policies against student misbehavior. This impacts the present "zero-tolerance" discipline policies.
- Change of interpretation of zero tolerance
  - Policies were adopted, not because they were in the interest of students, but because they reduced legal exposure for districts.
  - In order to comply with the "Dear Colleague" letter, these policies must now be abandoned, not because they fail to consider the interest of students, but because they increase legal liability exposure for districts.
- There are many implications and questions that arise from the Dear Colleague letter
  - Reconciliation with KRS 421.500-575, The Kentucky Crime Victim Bill of Rights (1998)
  - Reconciliation with bullying prevention statutes (KRS 158.156)

KEY QUESTONS from Council:

- Will this result in a reduction of the over identification of minority students as discipline problems?
- It was stated that "Hopefully, it's not assumed that any positive trends are due to sero tolerance policies since they are not used without discrimination".

10:15 – 10:45 a.m. **Update on Strategic Plan Restructuring**

Karen Dodd, Chief Performance Officer
Office of the Commissioner
Kentucky Department of Education

PowerPoint Provided (click link)

- What do the new plans look like?
- What impact do the changes have on the work and recommendations of the CRACGC?
- How will the new plans address concerns with classroom and school environment?

KEY POINTS:

- Delivery is a framework for the implementation of the work
- Recent changes were based on a review of test results, stakeholder feedback, including the CRACGC, and a reevaluation of how plans were addressing KBE Goals
- The original five plans have been reduced to three to better organize the work and create a more inclusive approach to addressing the work
- None of the original work identified in the original five plans has been stopped. Feedback and review shoed that many of the strategies could not be as compartmentalized as they first were.
- The focus remains on college and career ready and the intentional focus on closing the achievement gap throughout the system

KEY QUESTONS from Council:

- Efficiency vs. efficacy – how do we reconcile this in Kentucky?
- What about the work form the workgroups we had last year?
    - Are we certain that the focus on gaps with minorities has not been lost?
- Will we revisit the multicultural education/diversity training office that it had in the past?
    - "Several strategies are now addressing those issues. The former office was a 'silo approach'. Everything that office did still exists. It is more pervasive across the KDE initiatives rather than silo".
- What about diversity training in the schools for the educators?
    - "That is in our professional learning and support strategy"
    - Also addressed in the new teacher, principle and superintendents effectiveness systems

11 a.m. **Adjournment**

Next Meeting: June 19, 2014

Legislative Update

Commissioner's Raising Achievement and Closing Gaps Council (CRACGC)

February 6, 2014

Legislative Update

- This is the 22d day of the legislative session
- About 447 bills to date – 120 SB, 327 HB
- Last day for new House bills is March 3
- Last day for new Senate bills is March 5
- The session adjourns close of business April 15

KBE Legislative Priorities

- Primarily budget requests
  - –- Restore Basic Education Funding to its 2008 Levels

	KBE/KDE Budget Priority	Description	FY 15*	FY 16*	Total*
1	SEEK Funding	An increase in the current SEEK funding ($3,827 per pupil) to restore base funding to FY09 levels ($3,866 per pupil), or higher.	$60,000,000	$90,000,000	$150,000,000
2	Flexible Focus Grants	Restore Professional Development, Safe Schools, Extended School Services, Textbooks (hardcopy and digital) and Preschool to FY08 Levels.	$61,000,000	$61,000,000	$122,000,000
3	Technology	• Increase current bandwidth capacity to enhance the learning experience of all students ($5.8M a year). • Kentucky Education Technology System (KETS) funding to support state technology shared services to all school districts ($3.1M a year). • Debt service for Instructional Device Replacement funding (desktops, laptops and mobile devices for students) ($11.4 M a year to support a single $50 M bonded project).	$20,300,000	$20,300,000	$40,600,000
4	College and Career Readiness	• 30 additional teachers and new equipment for State Area Technology Centers ($3.1M a year). • Kentucky Occupational Skill Standards Assessments (KOSSA) used to measure technical skill attainment (career readiness) of students upon completion of a technical program ($240,000/FY 15 and $264,000/FY16). • Additional funding for Local Area Vocational Centers ($3.3 M a year). • ACT/WorkKeys assessments ($1,115,500 a year).	$7,755,500	$7,779,500	$15,535,000
5	District Turnaround Support	Funding to assist schools and districts in need of school improvement and turnaround, especially in persistently low achieving schools ($3,400,000/FY15 and $4,770,000/FY16).	$3,400,000	$4,770,000	$8,170,000
6	KDE Facilities	Capital Projects - Significant facility needs at Kentucky School for the Deaf, Kentucky School for the Blind and FFA Camp.	$17,104,000	$0	$17,104,000
	Total		**$152,455,500**	**$183,849,500**	**$336,305,000**

** All these numbers are estimates and may be revised through the budget process.*

KBE Legislative Priorities

- Finance Officer Legislation -
  - Establishing minimum qualification/certification requirements for finance officers.
- Digital Learning Legislation
  - Along with increased funding for infrastructure, equipment and devices, developing and implementing policy to enhance and expand virtual and blended learning opportunities to students across the Commonwealth.

Governor's Budget

- Education has been very fortunate
- The Governor has chosen education as his top priority
- The primary elements of the KBE budget priorities are included in the Governor's budget proposal
- KDE supports all of the elements of the Governor's education budget

Governor's Budget

- Increase SEEK Funding and Provide Teacher Pay Raises
  - Provides $188.9 million in funding over the biennium for SEEK, the per pupil classroom funding formula.
    - includes a 2% pay raise for teachers and all local school district personnel in FY15, and a 1% pay raise in FY16.
    - Raise the guaranteed base funding per pupil from $3,827 in Fiscal Year 2014 to $3,911 in Fiscal Year 2015 and $3,981 in Fiscal Year 2016.

Governor's Budget

- Funding for Textbooks, Professional Development, Extended School Services, School Safety (Flex Focus)
  - Includes $95.4 million over the biennium for textbooks, professional development, extended school services and safe schools.
- Funding for Preschool
  - Provides $36 million over the biennium to expand preschool services to serve 5,125 more 4-year-olds by increasing eligibility from 150 percent of the poverty level to 160 percent.
- Technology Bonding
  - Provides $50 million in bonding for school technology needs

Governor's Budget

- AdvanceKentucky
  - Includes $2 million to sustain and expand to ten more schools to participate in AdvanceKentucky, a program for high school students that helps expand access to college-level work in high school.
- Gatton Academy
  - Provides an additional $2 million for Western Kentucky University's Gatton Academy of Mathematics and Science to add 80 students to the program.
- Additional funding for Governor's Scholars program, Governor's School for the Arts
- $100M to the School Facilities and Construction Commission (SFCC) for school construction bonds.

Governor's Budget

- The Governor has put forth a tax proposal to raise revenue to support his budget priorities
- There is generally opposition to any tax proposals, and with this being an election year for many legislators, it is unclear whether any taxing provisions can pass
- Budget debates will begin later on this month in the House Appropriations and Revenue (A&R) Committee.

Bills Passed – Senate Education Committee

- SB 16 (Sen. Givens) allows computer programming language courses to be accepted as meeting foreign language requirements in the public schools.
- SB 55 (Sen. Givens) prohibits the withholding of Support Education Excellence in Kentucky (SEEK) funds as a punitive measure.
- SB 87 (Sen. Humphries) permits high school seniors, beginning with the 2014-2015 academic year, and high school juniors and seniors, beginning with the 2015-2016 academic year, to use their KEES awards to pay for dual credit courses.

Bills Passed - House Education Committee

- HB 79 (Reps. J. Richards, D. Graham, M. Marzian) allows local boards of education to provide educational services to refugees and legal alien students are between the ages of 21 and 23 who have not graduated from high school and adjusts the SEEK base funding to include those students.
- HB 98 (Rep. Damron) requires school districts to have a trained school employee to assist in treatment of diabetes in school settings; allows students to self-treat, prohibits schools from forcing students to attend a different school except under certain conditions; prohibits schools from pressuring parents to provide the treatment at school. (Education to Health and Welfare Committee)
- HB 154 (Rep. Denham) specifies annual training requirements for school board members and superintendents. It also requires a certification process and training requirements for school finance officers.

Bills Passed - House Education Committee

- HB 211 (Rep. Adkins) confirms Executive Order 2013-518, which reorganizes various offices in the Education and Workforce Development Cabinet.
- HB 212 (Rep. Adkins) confirms Executive Orders 2013-389 and 2013-853, which reorganize various offices in the Department of Education.
- HJR 48 (Rep. Graham) is a joint resolution directing the Office of the Secretary of State to study civic education and engagement in the commonwealth and requires a report to the Legislative Research Commission by December 1, 2014.

Bills Passed - House Education Committee

- HB 2 (Rep. Stumbo) establishes the Kentucky Coal County College Completion Program to include a scholarship and grant program for students in coal-producing counties; establishes eligibility and maximum amounts for grants and scholarships.
- HB 75 (Rep. Graham) expands the number of components within the Superintendent's Training Program and Assessment Center (to include budgeting; instructional leadership; school improvement; community and board relations; effective communication; an executive coaching and mentoring program) and requires a superintendent to complete it within two years of assuming the duties of superintendent.

Bills Passed - House Education Committee

- HB 77 (Rep. Nelson) requires the Department of Education to develop a financial literacy program and requires a high school student to complete a course in financial literacy that is integrated in the existing curriculum.
- HB 223 (Rep. Glenn) creates the Kentucky Financial Literacy Commission attached to the Department of the Treasury for administrative purposes, provides for a board of directors, sets forth the duties of the Commission and establishes the financial literacy fund to provide support for it.

Kentucky's ESEA Waiver

- Kentucky is applying for an extension of our Elementary and Secondary Education Act (ESEA) Flexibility Waiver
- The white paper explains in detail about the waiver and why it is necessary.
- When the waiver application is completed, we will be posting it on the website and seeking input from all stakeholders, so please stay tuned.

COMMISSIONER'S RAISING ACHIEVEMENT/CLOSING GAPS COUNCIL:UPDATES ON NEW FEDERAL GUIDANCE ON SCHOOL DISCIPLINE

February 6, 2014

David Wickersham, Assistant General Counsel

OVERVIEW OF PRESENTATION

- History of Zero Tolerance policies.
- Disciplinary trends.
- Juvenile Justice trends.
- January 8, 2014 "Dear Colleague" letter from the United States Department of Education.
- What impact do the new guidelines have on classroom discipline practices in our schools and districts?

History of Zero Tolerance Discipline Policies

- Zero-tolerance disciplinary policies were instituted to protect school districts from allegations that districts disciplined students unequally based on race or other factors.
- The goal of Zero-tolerance was to promote blind and mechanical discipline that did not consider race or other factors.

Disciplinary trends

- Kentucky has a student population of about 660,000 students, but less than 60,000 (9%) are involved in behavior incidents. 70% of those students are white, 23% black, and 4% Hispanic.
- Of roughly 10,000 behavior incidents involving drugs, alcohol, or tobacco, tobacco was the "drug" in about 6,500 cases.

Disciplinary Trends

- Of roughly 150,000 behavior incidents resulting in punishment, there were less than 3,000 calls to the police. *This suggests that districts and schools are already exercising great discretion in involving the legal system.*
- Of roughly 3,000 calls to the police, there were less than 300 arrests. Charges were filed less than 1,600 times. *This suggests that the police are already exercising great discretion in involving the legal system beyond the initial contact with police.*

Disciplinary Trends: What do teachers say?

- Nationally, over 40% of public school teachers believe that student misbehavior significantly impacts their ability to instruct.
- What do Kentucky teachers say?

Disciplinary Trends: What do teachers say?

- TELL KY 2013
- 87.4% agree or strongly agree that students at their school understand expectations for their conduct.
- 74.8% agree or strongly agree that students at their school follow rules of conduct.
- 85.1% agree or strongly agree that policies and procedures about student conduct are clearly understood by the faculty.
- 73.5% agree or strongly agree that school administrators consistently enforces rules for student conduct.
- 82.7% agree or strongly agree that school administrators support teachers' efforts to maintain discipline in the classroom.
- 80.3% agree or strongly agree that teachers consistently enforce rules for student conduct.
- 92.9% agree or strongly agree that the faculty work in a school environment that is safe.

ALL OF THESE NUMBERS ARE IMPROVED FROM 2011

Juvenile Justice Statistics

- The Annie E. Casey Foundation reports that from 1995-2004, the national juvenile arrest rate for serious property and violent crime declined 45% and the homicide arrest rate plummeted 70%. *This suggests a strong, positive, and sustained trend in juvenile arrest rates.* The number of youths adjudicated delinquent, placed in secure detention, and sentenced to probation all grew. *To what extent are these trends driven by school-specific factors?*

Kentucky Juvenile Justice Statistics

- From 2009 to 2011, the number of Kentucky youth charged with status offenses dropped over 5%, from 9,696 to 9,173. *This suggests the exercise of prosecutorial discretion in the filing of cases, and a positive trend.*
- In 2011, while habitual truancy, beyond control, and running away accounted for 93% of status charges, they accounted for only 23% of all juvenile charges. *This suggests that school-related offenses are not burgeoning.*
- The number of incarcerations for status offenses dropped 41% since 1997. *This suggests that there is not a trend of increasing incarceration.*

[from the Kentucky Youth Advocate reports of November 2010 and May 2012]

Kentucky's Juvenile Justice Statistics

- The average length of stay in a juvenile justice detention facility declined between 2009 and 2011. *This suggests a positive trend.*
- Incarceration of youth for status offenses in Kentucky has been declining since 2007 and is at its lowest level since 2004. *This suggests a positive and sustained trend.*
- Youth charged with status offenses are most often detained for contempt of court due to violating a valid court order. *This suggests that juvenile detention is wholly beyond the control of the school districts.*

[from the Kentucky Youth Advocate reports of November 2010 and May 2012]

Kentucky's Juvenile Justice Task Force

- The Task Force determined that "a quarter of public offense referrals are from schools".
- This is consistent with the information from the Safe Schools Report showing that districts make court referrals rarely and, apparently, reluctantly.
- The greatest increase in the amount of time offenders are placed out of home is for probation violators. This is consistent with the reports cited earlier.

"Dear Colleague" Letter

- On January 8, 2014, the United States Department of Education issued a "Dear Colleague" letter discouraging strict discipline policies against student misbehavior.
- At first blush, the letter appears to merely encourage a reconsideration of zero-tolerance discipline policies.
- The letter addresses discrimination based on race, color, or national origin.

"Dear Colleague" Letter

- The letter incorporates themes from the administration's "disparate impact" theory of legal liability.
- The "disparate impact" theory holds that practices may be discriminatory and illegal if they have a disproportionate impact on members of a minority group.
- The United States Supreme Court has twice lost opportunities to consider whether the theory can be validly applied outside of employment discrimination lawsuits.

"Dear Colleague" Letter

- Zero-tolerance discipline policies were adopted, not because they were in the interest of students, but because they reduced legal exposure for districts.
- Zero-tolerance discipline policies, to comply with the "Dear Colleague" letter, must now be abandoned, not because they fail to consider the interest of students, but because they increase legal liability exposure for districts.

Implications and Questions

- The challenge for districts will lie in insuring that school disciplinary policies are not only non-discriminatory in their treatment of students, but also that there are equal results for students of all groups.
- It is unclear how districts will accomplish this goal if the rate of the underlying misbehavior is not, in fact, uniform among every group of students. It is also unclear how the Departments will determine whether disciplined students "are similarly situated when they are comparable (even if not identical) in relevant respects".

Implications and Questions

- It is difficult to predict how long it will take districts to implement alternative disciplinary strategies that satisfy USED, and how districts will manage discipline in the interim.
- Studies suggest that while out-of-school suspensions do not academically benefit the suspended student, out-of-school suspensions academically benefit the non-disciplined students who remain, perhaps because of decreased disruption.

Implications and Questions

How can the "Dear Colleague" letter be reconciled with KRS 421.500-575, The Kentucky Crime Victim Bill of Rights (1998)?

- The Kentucky Crime Victim Bill of Rights imposes duties on law enforcement, attorneys for the Commonwealth, and the Courts to ensure that victims receive information on available protective, emergency, social and medical services, and are given information about criminal proceedings and release, including information on how victims may be protected from intimidation, harassment and retaliation.

Implications and Questions

How can the "Dear Colleague" letter be reconciled with bullying prevention statutes and programs?

- KRS 158.156 requires any employee of a school or a local board of education who knows or has reasonable cause to believe that a school student has been the victim of a violation of any felony offense committed by another student while on school premises, on school-sponsored transportation, or at a school-sponsored event to immediately report to the principal of the school attended by the victim. The principal shall notify the parents or guardians when the student is involved in an incident. The principal shall file a written report with the local school board and the local law enforcement agency or the Kentucky State Police or the county attorney within 48 hours of the original report.

Implications and Questions

How can the "Dear Colleague" letter be reconciled with KRS 158.6451, which provides: "[s]chools shall reduce physical and mental health barriers to learning."

Implications and Questions

Since over 40% of public school teachers believe that student misbehavior significantly impacts their ability to instruct, doesn't discipline have an indirect positive effect on the achievement of the students who get to stay in the classroom?

While suspension is costly for the suspended student, does strict discipline reduce the overall number of infractions and increase achievement by limiting the number of offending students and reducing their negative impact on other students?

Implications and Questions

Does reducing consequences reduce the deterrent effect of discipline? Does it increase misbehavior? Does it decrease achievement?

Do current methods deter students from committing minor and serious infractions?

What is the effect of a disruptive environment on achievement school-wide?

Implications and Questions

Will 704 KAR 7:160 provide some legal "cover" for districts?

- The regulation requires all school personnel to be trained annually to:
  - Increase appropriate student behaviors;
  - Decrease inappropriate or dangerous student behaviors; and
  - Respond to dangerous behavior.
- The training also includes:
  - Proper use of positive reinforcement;
  - Crisis prevention; and
  - De-escalation strategies for responding to inappropriate or dangerous behavior, including verbal de-escalation, and relationship building.

Questions

KENTUCKY DEPARTMENT OF EDUCATION

KDE Strategic Plan Restructuring

February 2014

UNBRIDLED LEARNING College/Career Readiness for All

KENTUCKY DEPARTMENT OF EDUCATION

Topics

- ❑ **Kentucky's Focus**
- ❑ Kentucky's Methodology
- ❑ Where We've Been
- ❑ Where We're Going

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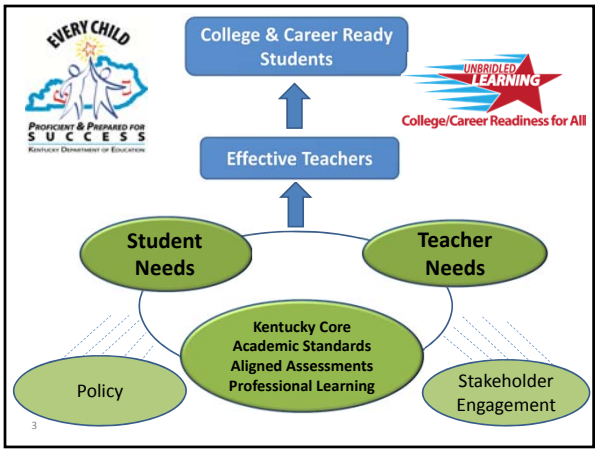
UNBRIDLED LEARNING College/Career Readiness for All



KENTUCKY DEPARTMENT OF EDUCATION

Topics

- ❑Kentucky's Focus
- ❑**Kentucky's Methodology**
- ❑Where We've Been
- ❑Where We're Going

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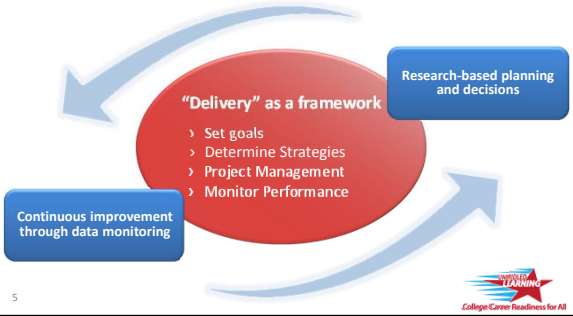
College/Career Readiness for All

KENTUCKY DEPARTMENT OF EDUCATION

Kentucky's Methodology



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College/Career Readiness for All

KENTUCKY DEPARTMENT OF EDUCATION

Topics

- ❑Kentucky's Focus
- ❑Kentucky's Methodology
- ❑**Where We've Been**
- ❑Where We're Going

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College/Career Readiness for All

College/Career Readiness	Proficiency	Closing the Achievement Gap	Next Generation Professionals	Next Generation Schools & Districts
Priority Schools	KSI/RTI	PD for Gap Closure	Teacher PGES	Stakeholder Engagement
Raising Compulsory Age	Program Reviews	Progress Monitoring	Principal PGES	Superintendent PGES
Career Readiness Pathways	Math Initiative	Improvement Planning & Consolidated Monitoring	TELL Ky Survey	Innovation
Early Graduation	Literacy Initiative	Best Practices	Human Capital Management	Priority Schools
Persistence to Graduation	Course & Assessment Alignment	ILP Addendum	Professional Learning & Support	Productivity & Efficiency
Targeted Interventions	School Readiness/ Early Learning	Digital Learning		
Advance KY				
College/Career Advising				

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KENTUCKY DEPARTMENT OF EDUCATION

Topics

- ❑Kentucky's Focus
- ❑Kentucky's Methodology
- ❑Where We've Been
- ❑**Where We're Going**

College/Career Readiness for All

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Next Generation Learners	Next Generation Professionals	Next Generation Support Systems
Career Readiness Pathways	Teacher PGES	Stakeholder Engagement
Persistence to Graduation	Principal PGES	Management Systems
Integrated Methods for Learning	Human Capital Management	Learning Systems
Early Learning	Professional Learning & Support	Continuous Improvement

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Next Generation Support Systems

Stakeholder Engagement

Engage stakeholders (parents, community, business, etc.) ensuring they have input into what KDE is doing and how they can help. Establish effective internal and external communication methods.

Management Systems

Establish systems such as Superintendent PGES to ensure districts and school are managed in a way that promotes productivity, efficiency and accountability.

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Next Generation Support Systems

Learning Systems

Establish vertically aligned curricula responsive to the needs of diverse learners (could include culturally responsive teaching and learning) with strong formative assessment systems (including KSI/RTI), approaches to learning that address the needs of the whole child for a well-rounded educational experience (Program Reviews) and with established pathways toward advising and planning for college and career readiness.

Continuous Improvement

Promote systemic, data-driven change to establish strategic initiatives. Support the implementation of those initiatives through monitoring. Identify and incubate new and innovative approaches to continuously improve teaching and learning.

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Next Generation Professionals

Teacher PGES

Establish a system for effective growth of teachers including teachers in Kentucky Technical System.

Principal PGES

Establish a system for effective growth of principals.

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Next Generation Professionals

Human Capital Management

Promote an effective system based on the use of the data which will drive district and school actions to acquire top talent, develop and retain talent over time, place equitably distributed teachers and leaders in key roles in schools and districts to support student learning.

Professional Learning & Support

Provide a professional learning system that is responsive to the needs of educators by ensuring appropriate training, including training which focuses on closing the achievement gap, is available in the PD360 module of the Continuous Instructional Improvement Technology System (CIITS), the training is monitored to ensure effectiveness and improved as needed.

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Next Generation Learners

Career Readiness Pathways

Establish programs of study that provide opportunities for students to earn industry recognized certification and obtain college credit from an accredited post secondary institution. This includes the Tech Ready Apprentices for Careers in Kentucky (TRACK) Program and the National Academy Foundation (NAF).

Persistence to Graduation

Identify students who are off-track or accelerated to determine the most appropriate way to engage each child to ensure they graduate college/career ready (for example Early Graduation and Alternative Programs). This also includes the use of data from the Persistence to Graduation Tool (PtGt).

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Next Generation Learners

Integrated Methods for Learning

Integrate new methodologies of teaching for closing the achievement gap such as digital, blended, sheltered instruction, Universal Design for Learning (UDL) and Culturally Responsive Instruction. AdvanceKY, LDC and MDC are also intended as methodologies to be scaled.

Early Learning

Build robust strategies for early childhood learning and school readiness which includes monitoring K-3 program reviews, Read to Achieve (RTA) and Math Achievement Fund (MAF).

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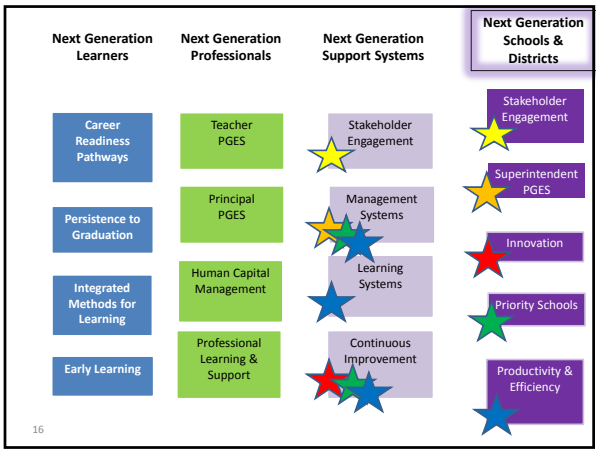
Next Generation Learners
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Innovation
Priority Schools
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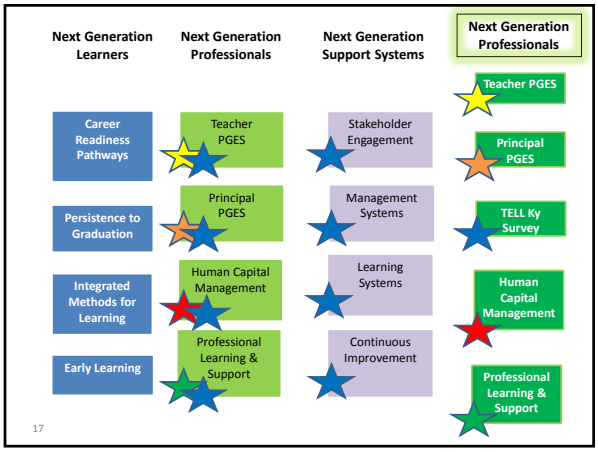
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Continuous Improvement
Teacher PGES
Principal PGES
TELL Ky Survey
Human Capital Management
Professional Learning & Support
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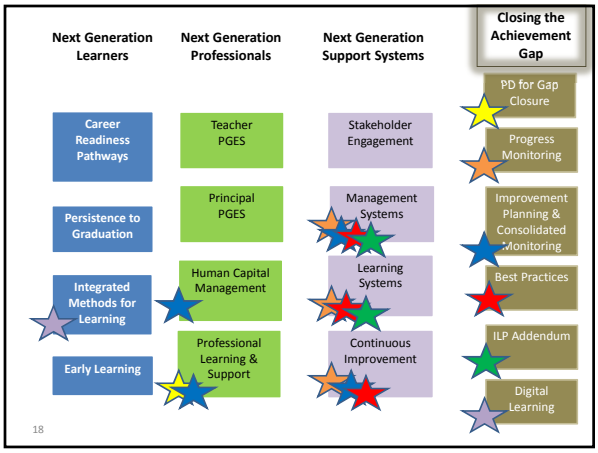
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Digital Learning
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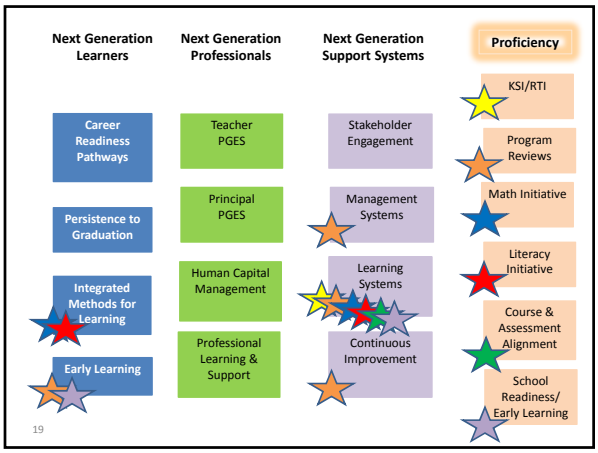

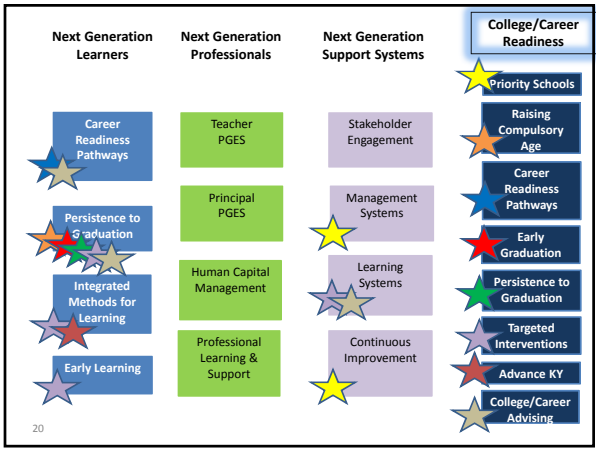

Comprehensive System Approach

STRATEGIC PLANNING

Goal: Close the Achievement Gap
Plans: Next Generation Support Systems
Next Generation Professionals
Next Generation Learners

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Comprehensive System Approach

Strategic Planning
Achievement Gap

OPERATIONS FOCUS

Strategies

Support Systems – Learning Systems (RTI, differentiated learning)

Professionals – Professional Learning & Support; Human Capital Mgmt (PD for gap closure; equitable distribution of teachers)

Learners – Early Learners; Integrated Methods for Learning (personalized)

State Level Processes

- Quarterly Assessments
- Quarterly Notes to the Commissioner
- Bi-annual Stocktakes with the Commissioner

District/School Level Processes

- Planning (CDIP/CSIP)
- Professional Learning (PD360)

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Comprehensive System Approach

Strategic Planning
Achievement Gap

Operations Focus
Strategies
State and Local Processes

RESULTS

Goals

- 5-Year Goals
- Annual Targets

Process/Strategy Indicators

- Students received interventions
- Teachers trained in PD360
- Teacher training feedback
- Analysis of intervention data

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Comprehensive System Approach

LEADERSHIP

Gap Goal Leader
Dr. Kelly Foster

Strategic Planning
Achievement Gap

Operations Focus
Strategies
State and Local Processes

Results
Long-term
Short-term

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Comprehensive System Approach

Leadership
Dr. Kelly Foster

Strategic Planning
Achievement Gap

Operations Focus
Strategies
State and Local Processes

Results
Long-term
Short-term

CUSTOMER FOCUS

Stakeholder Engagement
- Federal and State Requirements
- Feedback Loops
- Internal and External Communication

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Comprehensive System Approach

Leadership
Dr. Kelly Foster

Strategic Planning
Achievement Gap

Operations Focus
Strategies
State and Local Processes

RESULTS
Long-term
Short-term

Customer Focus
Stakeholder
Engagement

State
- Performance Plans
- KDE Professional Learning Workshops

School & District
- Management Systems (PGES)
- Professional Learning & Support
- Human Capital Mgmt

WORKFORCE FOCUS

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Comprehensive System Approach

Leadership
Dr. Kelly Foster

Strategic Planning
Achievement Gap

Workforce Focus
Professional
Development

Operations Focus
Strategies
State and Local Processes

Results
Long-term
Short-term

Customer Focus
Stakeholder
Engagement

Tools and Data
- Management Systems (CIITS, IC, SRC, Intervention Tab, Open House)
- Continuous Improvement (data monitoring, TELL KY, CDIP, CSIP)
- Stakeholder Engagement (feedback)

MEASUREMENT & ANALYSIS

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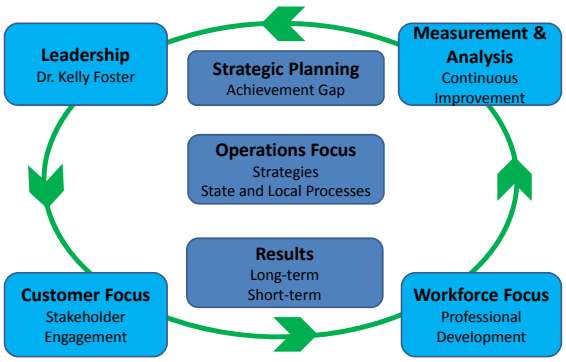
Comprehensive System Approach



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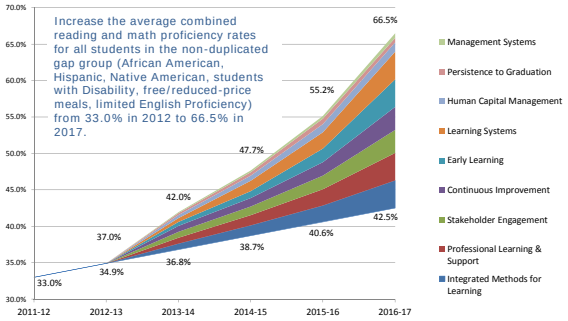
Proficiency Goal for Closing the Achievement Gap



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Next Steps

- ❑Assessments: February
- ❑Stocktakes: March
- ❑Professional Learning Workshops throughout 2014
- ❑Draft Research Agenda: March

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College/Career Readiness for All

KENTUCKY DEPARTMENT OF EDUCATION

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College/Career Readiness for All