

**Commissioner's Raising Achievement/Closing Gaps Council (CRACGC) Meeting**  
**State Board Room - Capital Plaza Tower**  
**June 19, 2014**  
**9 – 11 a.m. ET**

**AGENDA**

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

Terry Holliday, Commissioner  
Kentucky Department of Education  
Tommy Floyd welcomed the council on behalf of Dr. Holliday

9:15 – 9:45 a.m.           **Update on Best Practices Network**

Kelly Foster, Associate Commissioner  
Office of Next-Generation Schools and Districts  
Kentucky Department of Education

- How has the system been made more accessible to schools and districts?
- What do we have in the system so far?
- How do we get more schools and districts to contribute to the network?

**[Continuous Improvement Summit Flyer](#)** (in document)

**[Best Practices and Sustainability website](#)** (web link) <http://education.ky.gov/school/bpsust/Pages/default.aspx>

**[Best Practices Submission and Review website](#)** (web link) <http://applications.education.ky.gov/bestpractices>

**KEY POINTS**

- Provided update on revised website database
- Best Practices began with those developed at the Priority Schools
- Explained the review process
  - Submissions reviewed once a quarter
  - Feedback and scores provided by content and curriculum experts
  - Practices are posted and, in order to engage in continuous improvement, submitters are able to make changes and resubmit for further feedback
- First Summit held last year and recognized ten practices
- 2014 Summit will include preconference sessions provided by AdvancED and KDE Assessment
- The new primary contact for Best Practices is Ginger Kinnard ([ginger.kinnard@education.ky.gov](mailto:ginger.kinnard@education.ky.gov))

**KEY QUESTIONS from Council**

- What processes are in place to provide support to teachers once they have been monitored in the Professional Growth and Effectiveness System (PGES)? How do we help them once they receive a score?
- Can other organizations submit best practices? it is important to hear from other professionals (e.g., autism, special education).

9:45 – 10:15 a.m.           **Review of Kentucky Department of Education Comprehensive Research Plan**

Darlene Combs, Research Analyst  
Office of the Commissioner – Commissioner's Delivery Unit

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.*

## Kentucky Department of Education

- What impact do the research questions have on the recommendations of the CRACGC?
- How will the research questions address concerns with classroom and school environment?

[Comprehensive Research Plan](#) (in document)

[Research Plan Survey](https://www.surveymonkey.com/s/KDERESEARHPPLAN) (web link) <https://www.surveymonkey.com/s/KDERESEARHPPLAN>

### KEY POINTS

- Research plan is still in draft form
- Primary purpose is to “look at where we are, where we want to go, how to get there and how to measure our progress and success”.
- The research questions guiding each objective are being adjusted to ensure that “yes/No” questions are replaced by higher order, evidence-based questions.
- The draft document was reviewed by the council prior to the meeting which resulted in several questions.

### KEY QUESTIONS from Council

- Is there any pre-service teacher/administrator support? What about connections with higher education and training programs? In other words, are we all on the same page?
- There does not appear to be much directed at culture and cultural gaps. What is being done to address this?
- How do we ensure teachers learn about their students before the first day of class? [Some parents] often have the experience that teachers don't know about any special needs (e.g., IEP, etc.)
- How are we measuring teachers' knowledge of and response to student needs?
- [We] can't wait on higher education. Have to determine the needs of our teachers (training, etc.) and get it done. Are we working with higher education to grow this process?

10:15 – 10:45 a.m.      **Assessment and Accountability Updates**

Ken Draught, Associate Commissioner  
Office of Assessment and Accountability

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

- Accountability Review
- Assessment 3.0

[Next Generation Assessment Review](#) (in document)

[Unbridled Learning Accountability Model: Three Year Review](#) (in document)

### KEY POINTS

- The final version of this information will also be presented to the Kentucky Board of Education (KBE) on October 6, 2014 and at the next CRACGC meeting on October 19, 2014.
- We are three years into the accountability and it is under review. Primary questions:

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- “How are we doing?”
- “What needs to change?”
- Provided a reminder that the Gap measure is “gap to goal” rather than a comparison between groups.
  - Gap to goal looks at how far a specific disaggregated group is from its proficiency goal. This allows groups to be compared to their own goals and not those of others. The extent to which these gaps are closed informs the growth measurement as well.
  - Individual group disaggregated data is still available, but it is not used as a measure between groups.
  - “It is possible for gaps to close due to a decrease in higher scores rather than an increase in lower scores. Gap to goal allows for a consistent measure of how far students need to go to reach proficiency”.
- Reviewed the ESEA Waiver Features (page 5, *Three Year Review*)
- Shared a sample of the Feedback Collection Worksheet (page 6, *Three Year Review*)
- Provided a review of the Assessment Review.
  - Provides examples of types of formative assessment throughout the year including classroom embedded, through course and performance-based.
  - Summative assessments (K-PREP) include through course tasks and content-based assessments

### **KEY QUESTIONS from Council**

- Are we truly testing the competency of our students with the tests we have right now?
  - We are presently using a blended assessment process in KPREP
    - Part A – Norm-referenced Test (Stanford 10) is an abbreviated version of a national test
    - Parts B and C - measures Kentucky Content Standards, built specifically for Kentucky with the input and review of Kentucky teachers

11 a.m.

**Adjournment**

**Next Meeting: October 16, 2014**

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Focusing on Best Practice to  
**Close the Achievement Gap**



# Kentucky Continuous Improvement Summit

## Keynote Speaker: Principal Kafele

An internationally-renowned education speaker and consultant, Principal Kafele is one of the most sought-after speakers for transforming the attitudes of at-risk student populations in America. A best-selling author, Principal Kafele is a leading authority on professional development strategies for creating a positive school climate and culture, transforming the attitudes of at-risk student populations, and school leadership development

**September 22-23, 2014**

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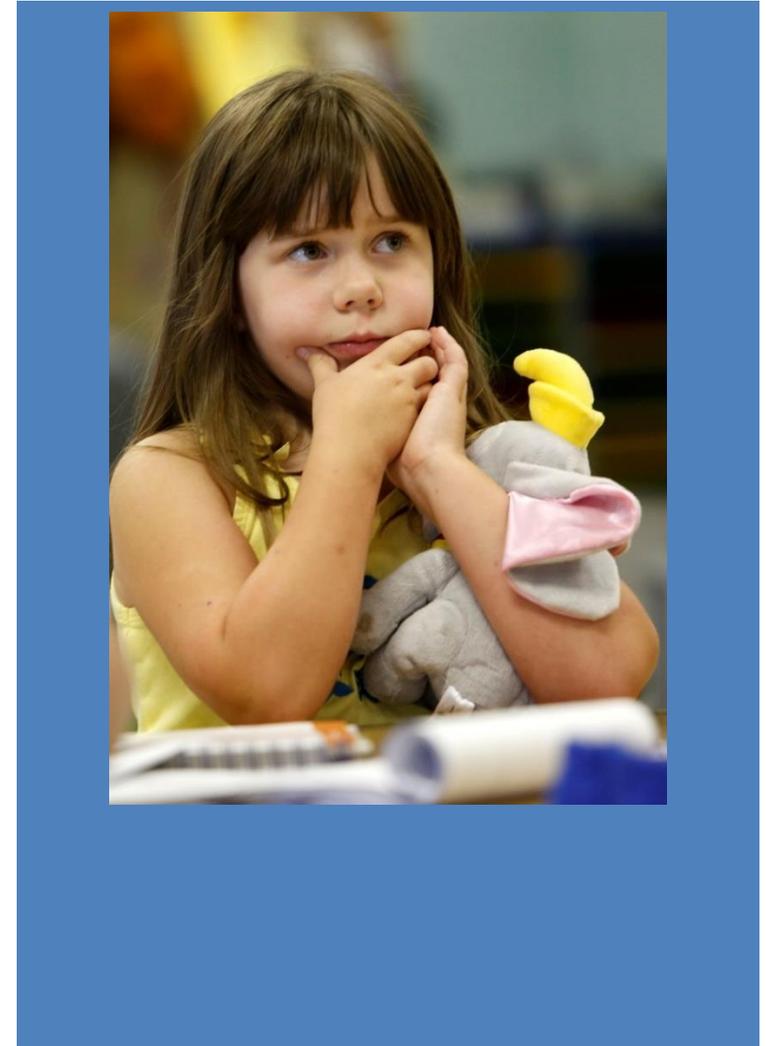
# Comprehensive Strategic Research Plan

Kentucky Department of Education



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## 1 Introduction

*“Vision without action is merely a dream. Action without vision just passes the time. Vision with action can change the world.”* -- Joel Barker, Corporate Consultant. It is the vision of Kentucky Department of Education and the Kentucky Board of Education to ensure that all students across the commonwealth are provided the opportunities and resources to become proficient and prepared for success. Additionally, this means that students have the opportunity to graduate college and/or career ready. This comprehensive strategic research plan communicates the intentional and aligned acts of improvement based on the practices of research to be implemented by the strategy teams and goals leads of the Kentucky Department of Education.

## 2 The Vision and Mission for Education in Kentucky

Our Vision: Every child proficient and prepared for success



### Kentucky Board of Education 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.



### 2.1 P-12 Integrated Research Planning and Goal Tracking

Every part of Kentucky's educational focus is directed towards ensuring student success from preschool through high school graduation and postsecondary choices. In order to ensure successful outcomes for each student, we must intentionally **align** our efforts to our goals, grade-by-grade and initiative-to-initiative, through thoughtful research planning.

This document includes a brief history describing how and why KDE identified these goals and associated research activities, continuous improvement, and a description of the partnerships that assist us in achieving all of these efforts.

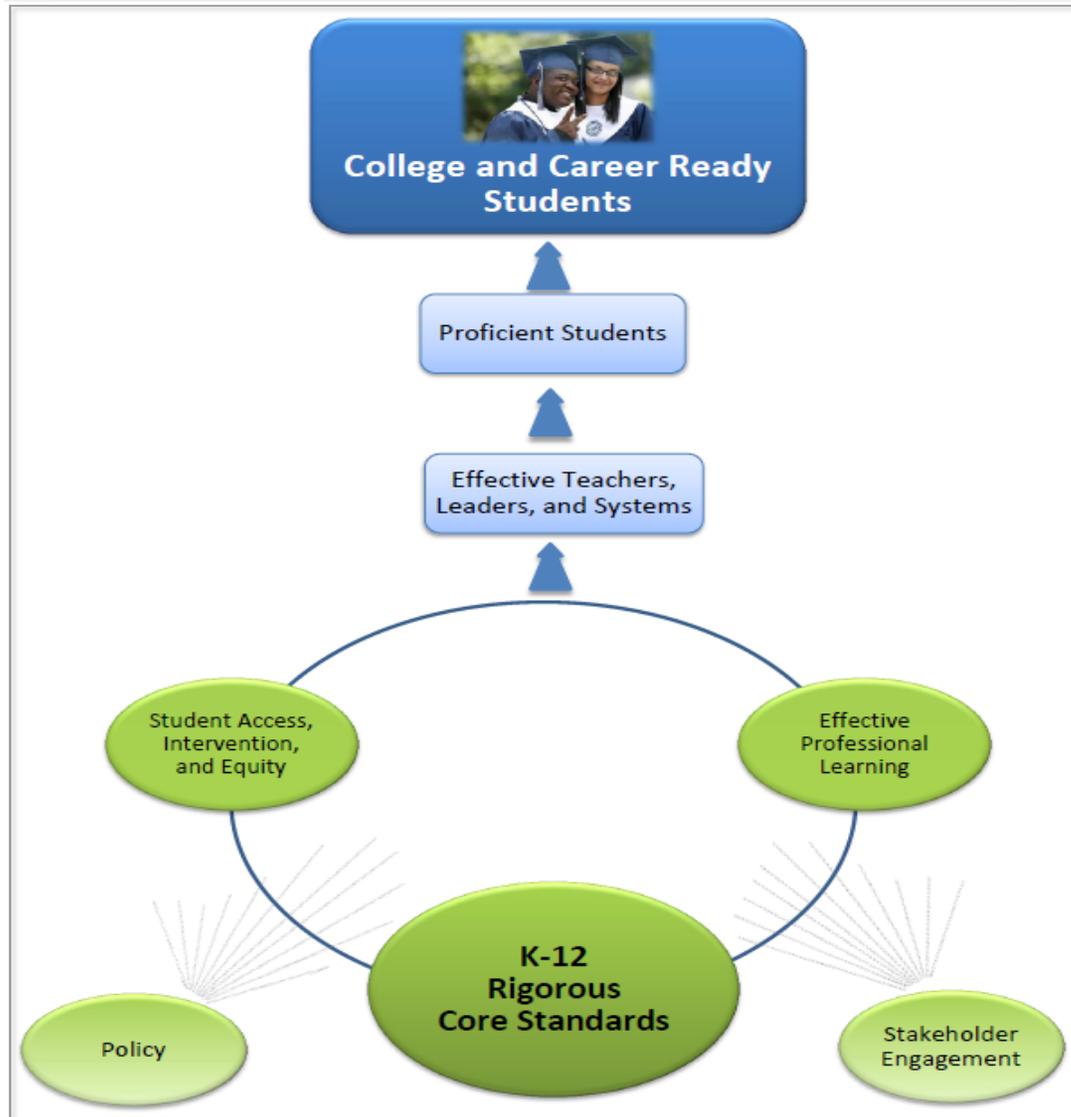


Figure 1 illustrates Kentucky's priorities by identifying expected outcomes (blue boxes) and factors intended to produce these changes (green circles).

## 2.2 Framework for Research

"College and career readiness for all" is the key education outcome to which the Department, as well as the Kentucky Board of Education (KBE), is committed. Proficiency is used as a yearly indicator of ongoing progress while College and Career Readiness is used as a cumulative indicator of student achievement. Figure 1 illustrates how key factors produce change in priorities.

## 2.3 Kentucky Board of Education Strategic Priorities

In 2011, the Kentucky Board of Education established four strategic priorities in response to Senate Bill 1. In developing these priorities with corresponding objectives, the Board focused on the measurement and improvement of Kentucky's education system. In response, KDE established specific goals in response to student achievement, educator effectiveness, school support systems (e.g., program effectiveness, learning environment, working conditions), and school and district performance.

### Next Generation Learners

- All students perform at or above proficiency and show continuous improvement
- All students will succeed.
- Every student will graduate from high school.
- Every student will graduate from high school college/career ready.

### Next Generation Professionals

- Every student will be taught by an effective teacher.
- Every school will be led by an effective leader.

### Next Generation Support Systems

- Use data to inform decision making as well as teaching and learning.

### Next Generation Schools and Districts

- All schools and districts are effective.

## 2.4 Senate Bill 1

The premise for Kentucky's model rigorous core standards as input and college and career readiness as principal output of our education system comes from [Senate Bill 1](#) (SB1) in 2009. This legislation passed by the Kentucky General Assembly required a complete overhaul of Kentucky's assessment and accountability system for P-12 education, including the creation of new, rigorous, focused, and internationally benchmarked standards that aligned with introductory postsecondary courses. As a result, KDE, the [Council for Postsecondary Education \(CPE\)](#), and the [Education Professional Standards Board \(EPSB\)](#) worked collaboratively to develop a plan for revising literacy and mathematics standards to establish content expectations aligned from elementary through postsecondary classrooms. The introduction of the Common Core State Standards in 2010 coincided with this review process, and Kentucky elected to adopt these new standards due to Common Core emphasis on clear and consolidated content expectations, greater depth and complexity, and on knowledge and skills necessary for college and career.

KDE and CPE further solidified Kentucky's focus on post-high school readiness by developing a Unified Strategy for College and Career Readiness with four goals directed toward increasing high school graduates, reducing postsecondary remediation needs, and increasing college completion rates. The Unified Strategy consists of common readiness indicators for college and career, including learning benchmarks and postsecondary placement indicators used by all in-state public colleges and universities.

## 2.5 Elementary and Secondary Education Act (ESEA) Waiver

In order to successfully implement Kentucky's reform agenda laid out by SB1, KDE submitted a request for, and received, flexibility waivers ([Elementary and Secondary Education Act Waiver](#)) from the U. S. Department of Education on 10 ESEA requirements... These waivers link directly to the KBE strategic priorities.

## 2.6 Unified Theory of Action

These four sets of state-level education priorities guide the type of work conducted by the agency and they serve as the premise for this overarching Theory of Action:

- If Districts are held accountable for the progress of their students,
- And if there are adequate supports given to teachers and principals to improve student outcomes,
- And if all students regardless of their race, ethnicity, social class, disability status, and proficiency using the English Language meet benchmarks at every grade from kindergarten through 12<sup>th</sup> grade.
- And if more students enter high school proficient in Reading and Math,
- And if those students complete high school college and career ready,

Then there will be more students who will succeed in post-secondary education and the workforce.

### 3 Alignment of Strategic Priorities and Goals

A crucial element of any state education system is alignment between its components. Traditionally, the focus of alignment included primary accountability components, such as academic standards, curriculum, and state assessments (e.g., USED, 2004; 2009). More broadly, state education systems, such as Kentucky's, have moved beyond traditional accountability models to include goals around achievement of specific student groups (i.e., gaps) and achievement outcomes (i.e., CCR), educator effectiveness, and school/district programs. A good portion of agency work is to be devoted to each of these education system components, and these agency initiatives should be aligned clearly to goals and evaluated regularly based on a rigorous research framework.

#### 3.1 Education Evaluation Research

Evaluation research provides a critical look at how initiatives are developed and implemented as well as any associated impact on outcomes (Werner, 2004). In fact, effective evaluation with solid conclusions about outcomes should include both components – implementation evaluation and impact/efficacy evaluation. Implementation refers to “a specified set of activities designed to put into practice ... a program of known dimensions” (Fixsen, Naoom, Blase, Friedman, and Wallace, 2005). Implementation processes should be well-planned, purposeful, and operationalized sufficiently so that observers and participants can determine “the what” and “the how” readily. Consequently, evaluations of implementation will include data collection on quality, consistency, and validity of program activities put in place across participants. Figure 2 below shows how KBE/KDE structured this strategic research plan.

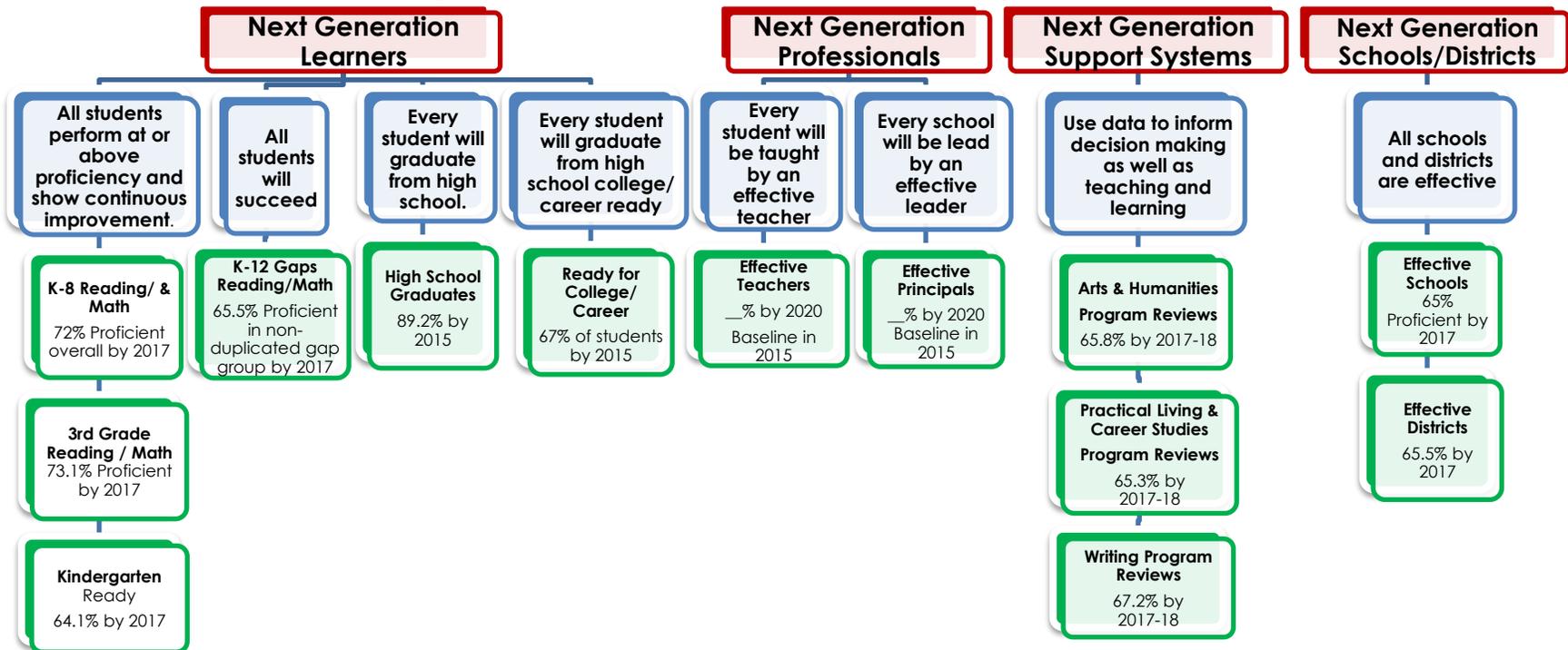


Figure 2. Kentucky Board of Education Strategic Priorities (red) and Objectives (blue) and Corresponding Kentucky Department of Education Goals (green)

### 3.2 Methodology

How does it all fit together? In planning and evaluating the impact of new strategies, teams connect the pieces and steps in the manner shown in Figure 3 below.



Figure 3. Shows how the steps of evaluation research are connected interdependently and to the agency's everyday work.

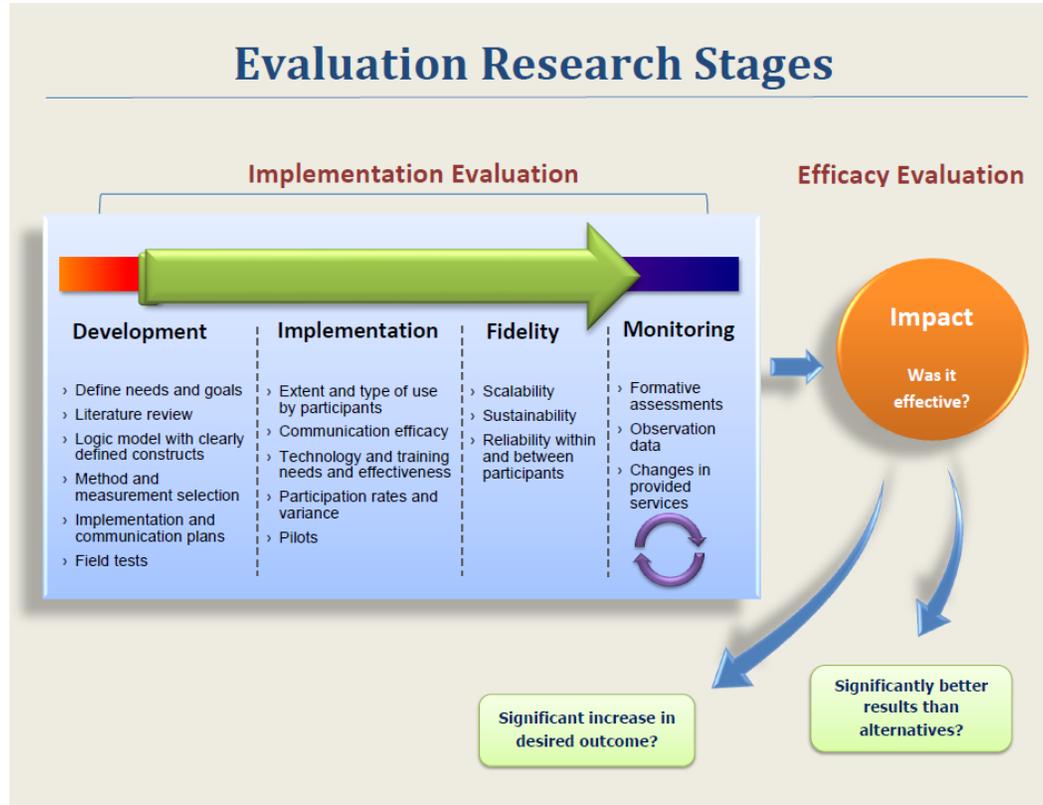


Figure 4. Common Phases of Evaluation Research

The Kentucky Department of Education models standard research processes when implementing new initiatives and determining the impact of these initiatives. Figure 4 provides an overview of common research activities and considerations for implementation and impact evaluations (Taylor, 2011).

Interim data and outcome criteria needed to build evidence for implementation fidelity and program impact.

#### Primary Data

- Data derived from experimental design
- Quantifiable, measurable (empirical) data on desired outcome
- Behavior change
- Quantifiable data on interim outcomes (e.g., progress tests aligned to outcome tests)
- Evidence of implementation breadth (e.g., number of adopters) and depth (e.g., degree of adoption)

#### Secondary Data

- Perception data from key recipients, key implementers
- Communication efficacy
- Participation rates
- Training efficacy

#### Outcome Criteria

- Significant, pervasive, consistent increase in key desired outcome
- Significantly better results compared to alternative programs and to nothing at all (e.g., effect size estimates illustrating magnitude)
- Multiple indicators demonstrating increases in key desired outcomes (substantiated by variance analysis)
- Decrease in undesired outcomes
- Changes in practice or policy based on significant outcomes
- Component usage (e.g., toolkits, software, websites)

Kentucky Department of Education Strategic Research Plan

Along the grade level continuum, figure 5 below illustrates where KDE strategy teams look for indicators of positive impact.

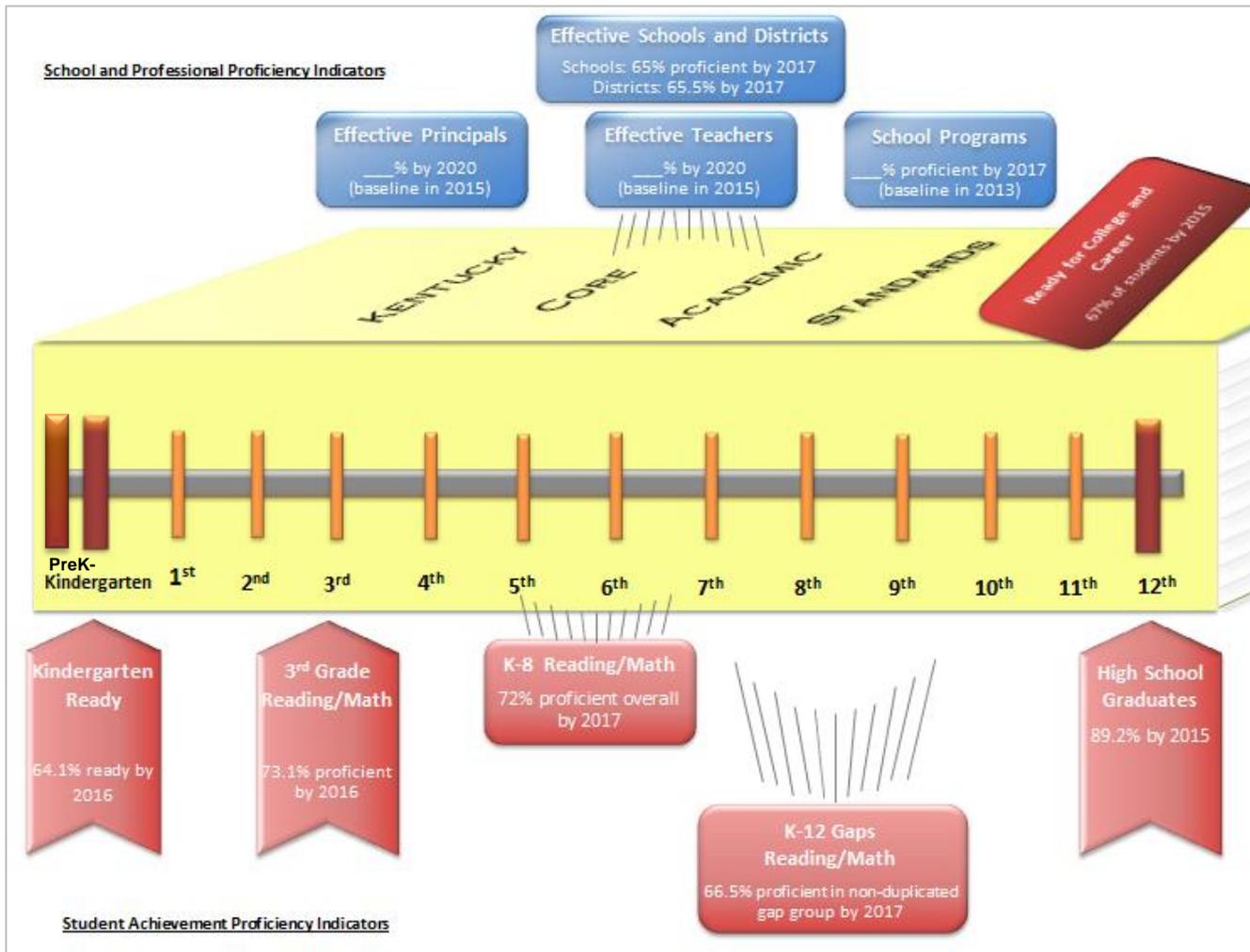


Figure 5. Proficiency Indicators

### 3.3 Focus on Continuous Improvement and Integration

Most program evaluation models implicitly include continuous improvement measures to estimate fidelity of implementation and extent of program impact. The model under which Kentucky operates focuses more explicit attention on short-cycle improvement measures. A key difference between this model and others is that it requires intentional prioritization and linking of all initiatives by the agency.

Goal leads are the implementation agents for each delivery plan. They lead and oversee the alignment of initiatives to the goals and objectives outlined in the strategic research plan. Strategies are integrated into multiple plans to ensure a comprehensive approach and impact on multiple goals as shown in Table 1 below. Furthermore, the work of the agency and members ideally and directly aligns to the initiatives that push on the goals and objectives. The integration of strategies across plans strengthens the efforts and deepens the impact. Continuous improvement activities guide the evaluation of each initiative as to the impact of the agency work on goals and objectives. Deployment strategies will reflect improvement based on impact data. The goal lead will examine the current initiatives that push on the goals to determine the amount of impact. If the initiative yields positive results then the initiative is continued as long as it is pertinent to the agency work. If the initiative does not yield positive results or even shows weak results, then the initiative is omitted or restructured.

		Learner Goals					Educator Goals		Support System Goal	
Delivery Plan		CCR	GRAD	PROF	GAP	3rd Grade	K-Ready	Teacher	Principal	Program Reviews
<b>Next Generation Learners</b>										
Strategies	Career Readiness Pathways	X	X							X
	Persistence to Graduation	X	X	X						
	Integrated Methods for Learning			X	X					
	Early Learning					X	X			
<b>Next Generation Professionals</b>										
Strategies	Teacher PGES							X		X
	Principal PGES							X	X	X
	Human Capital Management							X	X	
	Professional Learning & Support			X	X	X		X	X	X
<b>Next Generation Support Systems</b>										
Strategies	Stakeholder Engagement						X	X	X	
	Management Systems								X	
	Learning Systems	X	X	X	X	X				X
	Continuous Improvement									

#### 4 Next Generation Learners

The Next Generation Learners Delivery Plan for 2014 can be referenced [here](#).

Objective	Research Questions	Goal	Measurement
<p>Every student will graduate from high school college/ career ready</p>	<ol style="list-style-type: none"> <li>a. Is performance on End-of-Course exams correlated with college-ready benchmarks?</li> <li>b. How many students graduate CCR per year since 2010 (measure of percent increase)?</li> <li>c. How many students are CCR by 8th, 9th, 10th, 11th grades? How have these rates changed since 2010?</li> <li>d. How many additional students become CCR (who were not) from 8th to 9th, 9th to 10th, 10 to 11th, and 11th to 12th?</li> <li>e. How many students submitting Early Grad Intent Forms are CCR at time of submission?</li> <li>f. What indicators exist currently showing number of students "on track" to graduate? For example, what is required of students per year (if anything) from 6th grade on in order to "graduate", and how many students meet those requirements?</li> <li>g. What CCR rates do we need per school/district per year to achieve goal?</li> <li>h. What indicators exist currently showing number of students "on track" to graduate college and career ready?</li> <li>i. Do readiness rates vary (higher or lower) per assessment (e.g., ACT, KOSSA) measuring benchmark mastery? If so, in which direction and why? For example, if students pass KOSSA with higher frequency, is that due to test differences, test preparation differences, student differences, or student age differences?</li> <li>j. If students are not on track to graduate CCR, what are schools doing to get them there?</li> <li>k. When schools implement interventions, does student performance improve? How quickly?</li> <li>l. Does student success vary by intervention? If so, what most contributes to differences?</li> <li>m. How are schools and districts using TELL Survey and Student Voice survey to meet student needs?</li> </ol>	<p>Increase the percentage of students who are <b>college and career ready</b> from 34% in 2010 to 67% by 2015</p>	<p>The College Ready indicator includes graduates who met the Kentucky Council on Postsecondary Education (CPE) System-wide Benchmarks for Reading (20), English (18) and Mathematics (19) on any administration of the ACT.</p> <p>The College Placement Tests indicator includes students who passed a college placement test (COMPASS or KYOTE).</p> <p>The Career-Ready indicator includes graduates who met benchmarks for Career-Ready Academic (ASVAB or ACT WorkKeys) and Career-Ready Technical (KOSSA or received an Industry-Recognized Career Certificate)</p> <p><b>Progress Indicators</b></p> <p>State</p> <ul style="list-style-type: none"> <li>• Increased percentage of students meeting college benchmarks at graduation.</li> <li>• Increased percentage of students meeting career benchmarks at graduation.</li> <li>• Increased percentage of students "on track" to graduate.</li> <li>• Increase In year-to-year CCR rates since 2010</li> <li>• Increased CCR students per year in 8th-12th grades who were not previously.</li> <li>• Increased percentage of students enrolling in pathways.</li> <li>• Increased percentage of students entering high school who have met benchmarks.</li> <li>• Increase enrollment in grade-level appropriate courses.</li> <li>• Increased correlation between K-PREP, End-of-Course exams and CCR rates.</li> </ul>

Objective	Research Questions	Goal	Measurement
<p>Every student will graduate from high school</p>	<ol style="list-style-type: none"> <li>a. What graduation rates do we need per school/district per year to achieve goals? (based on likelihood estimates)</li> <li>b. How many students graduate per year since 2010 (measure of percent increase)?</li> <li>c. How many students file Early Grad Intent Forms?</li> <li>d. What indicators exist currently showing number of students "on track" to graduate? How many students meet those requirements?</li> <li>e. What opportunities do schools/districts provide for students who are "off track"?</li> <li>f. What programs or practices are in place for dropout prevention?</li> <li>g. How do schools make decisions (criteria) about grade promotion in primary level?</li> <li>h. What is the impact of early retention (pre-high school) impact dropout rates?</li> <li>i. How do graduation rates vary per school within districts? Between districts? (i.e., where to target efforts to increase graduation)?</li> <li>j. If schools/districts display lower than expected graduation rates, what is their plan for improvement? What does research recommend based on school history and culture?</li> <li>k. How do schools make use of advising, and ILP, to increase graduation likelihood?</li> </ol>	<p>Increase the adjusted cohort <b>graduation rate</b> from 76% in 2010 to 90% by 2015</p>	<p>Number of first-time 9th graders in fall 2010 (2014 cohort) plus students who transfer in, minus students who transfer out, emigrate or die during school years 2010-11, 2011-12, 2012-13 and 2013-14</p> <hr/> <p><b>Progress Indicators</b></p> <p>State</p> <ul style="list-style-type: none"> <li>• Increased on-time credit accumulation.</li> <li>• Decreased student dropouts.</li> <li>• Increased use of persistence to graduation indicators.</li> <li>• Increased progress monitoring of on-track grade promotion?</li> <li>• Increased reporting and monitoring of students with transition plans.</li> </ul> <p>District and School</p> <ul style="list-style-type: none"> <li>• Increased number of students in alternative programs graduating</li> </ul>

Objective	Research Questions	Goal	Measurement
<p>All students perform at or above proficiency and show continuous improvement</p>	<ol style="list-style-type: none"> <li>a. Is math focus sufficiently embedded across state-level strategies?</li> <li>b. Are schools and districts providing evidence-based opportunities/programs around math and reading?</li> <li>c. Do schools evaluate student mastery at various points during school year, including (but not limited to) beginning, middle, and end of year?</li> <li>d. Do schools inform parents of student progress relative to grade-level standards, and is this communication provided frequently?</li> <li>e. What triggers response and intervention to student performance by teachers?</li> <li>f. Are students receiving appropriate intervention, and of sufficient frequency, to improve learning?</li> <li>g. What teaching methods are used currently to differentiate learning for various students?</li> <li>h. Which methods show greatest effectiveness based on in-state, other state, and/or research literature?</li> <li>i. What is required to scale up various teaching and learning methods across schools and districts in terms of success rates, support, and cost (e.g., technology, professional learning, cost-benefit ratios)?</li> <li>j. What is happening at transition points that impacts student achievement (e.g., students who transition between schools show lower achievement gains)?</li> <li>k. Of students who achieve proficiency, how many persist in this achievement category across consecutive grade levels?</li> <li>l. How do students using performance assessments compare on K-PREP to students using only traditional assessments?</li> </ol>	<p>Increase the average combined reading and math Kentucky Performance Rating for Educational Progress (K-PREP) scores <b>(proficiency)</b> for elementary and middle school students from 44% in 2012 to 72% in 2017.</p>	<p>Average combined reading and math Kentucky Performance Rating for Educational Progress (K-PREP) for elementary and middle school students</p> <hr/> <p><b>Progress Indicators</b></p> <p>State</p> <ul style="list-style-type: none"> <li>• Increase in district formative assessment scores in math and in reading per grade.</li> <li>• Increased match in intervention occurrences (type and rate) with student performance per period.</li> <li>• Reduced transition point impact (e.g., 2nd-3rd, 5th-6th, 8th-9th) on learning.</li> </ul> <p>District/School</p> <ul style="list-style-type: none"> <li>• Increased number of students performing at or above PREVIOUS grade standards as measured in beginning of year by district formative assessment (additional data point per student, measure of "summer melt", meet students where they are immediately instead of end of first 6 weeks).</li> <li>• Increased number of students performing at grade-level standards in math and reading as measured by teachers/PLCs every 2-6 weeks per school, district, grade.</li> <li>• Increased parent awareness of student performance status relative to standards (as measured by weekly work sign-offs, report card sign-offs per grading period).</li> </ul>

Objective	Research Questions	Goal	Measurement
<p>All students perform at or above proficiency and show continuous improvement</p>	<ul style="list-style-type: none"> <li>a. How many five year olds live in district and state?</li> <li>b. How does mobility impact readiness?</li> <li>c. Does the distribution of preschool cohorts differ across regions? How? Why?</li> <li>d. What is the distribution of preschool-aged children in each prior setting?</li> <li>e. What is the distribution of gap group student outcomes on Brigance?</li> <li>f. If Brigance performance varies between gap group, what are schools doing for lower performing groups in particular?</li> <li>g. Are interventions used appropriately and with sufficient frequency for Kindergarten, 1st, and 2nd grade students?</li> <li>h. What is relationship between Brigance screener and 3rd grade proficiency?</li> <li>i. Is Brigance correlated with skills needed to meet kindergarten academic standards (i.e., alignment between Brigance and standards)?</li> <li>j. Are Brigance results correlated with kindergarten end of year formative assessment (e.g., MAP)?</li> </ul>	<p>Increase the percentage of children <b>ready for kindergarten</b> from 49.0% in 2012-13 to 74.5% in 2018-19</p>	<p>BRIGANCE K-Screen composite readiness score, which is comprised of the cognitive/general knowledge, language and communication and physical well-being domains</p> <hr/> <p><b>Progress Indicators</b></p> <p>State</p> <ul style="list-style-type: none"> <li>• Increased number of students in preschool.</li> <li>• Increase in effective preschool programs (e.g., STAR graded).</li> <li>• Increased number of students assessed by Brigance screener.</li> </ul> <p>District/School</p> <ul style="list-style-type: none"> <li>• Effective parent communication</li> <li>• Effective data usage and distribution</li> <li>• Improved formative assessment results (e.g., MAP scores)</li> </ul>

Objective	Research Questions	Goal	Measurement
<p>All students perform at or above proficiency and show continuous improvement</p>	<ul style="list-style-type: none"> <li>a. How are students performing when they enter 3rd grade?</li> <li>b. How many students entering 3rd grade were receiving interventions in prior year?</li> <li>c. How many teachers (schools and districts) know where each student is relative to grade-level standards within each grading period?</li> <li>d. Do schools communicate standards performance to parents on a regular basis?</li> <li>e. Do schools have comprehensive, vertical intervention systems in place?</li> <li>f. Does “true” segregation exist in Kentucky?</li> <li>g. Do students perform better when taught by a teacher that looks like them?</li> <li>h. Is there evidence that personalized learning is positively affecting students in the gap?</li> <li>i. Are resources being leveraged in response to student data to address needs of students in the gap?</li> </ul>	<p>Increase the average combined reading and math Kentucky Performance Rating for Educational Progress (K-PREP) scores for <b>3rd grade</b> students from 46.1% in 2012 to 73.1% in 2017.</p>	<p><b>Average combined reading and math Kentucky Performance Rating for Educational Progress (K-PREP) scores for 3rd grade students</b></p> <p><b>Progress Indicators</b></p> <p>State</p> <ul style="list-style-type: none"> <li>• (See Goal 3 Proficiency Indicators).</li> <li>• Increased pre-testing of students beginning of 3rd grade year with formative assessments relative to 2nd grade standards mastery.</li> <li>• Increased number of districts and schools tracking 3rd grade performance relative to standards throughout the year.</li> <li>• Intervention tab reports (metrics to be determined)</li> <li>• Financial report card (metrics to be determined)</li> </ul> <p>District/School</p> <ul style="list-style-type: none"> <li>• Increased effectiveness and efficiency in assessment student needs based on off-grade performance.</li> <li>• Increased number of students performing 3rd grade work relative to standards per grading period.</li> </ul>

Objective	Research Questions	Goal	Measurement
<p>All students will succeed</p>	<ul style="list-style-type: none"> <li>a. (See also Goal 3 Proficiency research questions).</li> <li>b. What is population distribution of gap groups?</li> <li>c. Are programs intended for specific gap groups equitable based on gap group distribution per region?</li> <li>d. Within gap groups, are appropriate students (highest risk, most in need) getting appropriate assistance?</li> <li>e. Does any true segregation exist in Kentucky?</li> <li>f. Do students perform better when taught by a teacher who looks like them?</li> <li>g. Is there evidence that personalized learning is positively affecting students in the gap?</li> </ul>	<p>Increase the average combined reading and math proficiency ratings for all students in the non-duplicated <b>gap</b> group (African-American, Hispanic, Native American, With Disability, Free/Reduced-Price Meals, Limited English Proficiency) from 33.0% in 2012 to 66.5% in 2017.</p>	<p>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) K-PREP for elementary and middle schools and end of course for high schools.</p> <hr/> <p><b>Progress Indicators</b></p> <p>State</p> <ul style="list-style-type: none"> <li>• (See Goal 3 Proficiency Indicators disaggregated by GAP GROUPS).</li> <li>• Increase in educators trained in cultural competence (e.g., culturally relevant instruction).</li> <li>• Increase in socio-emotional programs for students to address behavioral impediments to learning.</li> <li>• Inverse correlation between behavior and engagement (decrease in behavior problems, increase in student engagement).</li> <li>• Increase in Tier I, differentiated instruction.</li> <li>• Increased usage of reports on Response to Intervention.</li> </ul> <p>District/School</p> <ul style="list-style-type: none"> <li>• Increased effectiveness and efficiency in assessment student needs based on off-grade performance.</li> </ul>

## 5 Next Generation Professionals

The Next Generation Professional Delivery Plan for 2014 can be referenced [here](#).

Objective	Research Questions	Goal	Measurement
<p>Every student will be taught by an effective teacher.</p>	<p>a. What is the number/percentage of effective teachers statewide?                      b. What is the percentage of students served by effective teachers by gap group?                      c. Are teachers professional growth plans aligned with their professional learning needs?                      d. Is teacher effectiveness positively correlated with student outcomes?</p>	<p>Increase the percentage of effective teachers as measured by <b>teacher effectiveness</b> tools from ___% in 2015 to ___% in 2020.                      (will be baselined in 2015)</p>	<p>Determined using a matrix that includes multiple evidences of professional practice (classroom observation, student voice, self-reflection, professional growth planning) and multiple measures of student growth (state determined student growth and local student growth goals)</p> <hr/> <p><b>Progress Indicators</b></p> <p>State</p> <ul style="list-style-type: none"> <li>• Increased percentage of teachers entering Student Growth Goals into CIITS.</li> <li>• Increased percentage of teachers entering Professional Growth Goals into CIITS.</li> <li>• Increased percentage of teacher observations conducted in CIITS.</li> <li>• Increased teacher ratings on Principal observations.</li> <li>• Increased percentage of teachers who have student voice surveys completed for a class.</li> <li>• Increased percentage of teachers accessing PD360</li> <li>• Increased percentage of teachers entering self-reflections into CIITS.</li> </ul>

Objective	Research Questions	Goal	Measurement
<p>Every school will be led by an effective leader</p>	<ul style="list-style-type: none"> <li>a. What is the number/percentage of effective leaders statewide?</li> <li>b. What is the percentage of students served by effective leaders by gap group?</li> <li>c. Are leaders professional growth plans aligned with their professional learning needs?</li> <li>d. Is leader effectiveness positively correlated with student outcomes?</li> </ul>	<p>Increase the percentage of <b>effective principals</b> as measured by principal effectiveness tools from ___% in 2015 to ___ % in 2020. (will be baselined in 2015)</p>	<p>Determined using a matrix that includes multiple evidences of professional practice (School Site Visits, Professional Growth Planning, Teacher Voice, Self-Reflection) using several tools (VAL-ED 360, TELL KY, ASSIST) and multiple measures of student growth (state determined growth and local student growth goals)</p> <hr/> <p><b>Progress Indicators</b></p> <p>State</p> <ul style="list-style-type: none"> <li>• Increased percentage of principals with the minimum number of respondents for TELL KY</li> <li>• Increased percentage of principals with the minimum number of respondents for VAL-ED</li> <li>• Increased percentage of principals who entered their student growth goals into KDE's designated electronic platform</li> <li>• Increased percentage of principals who entered their working conditions goals into KDE's designated electronic platform</li> </ul>

## 6 Next Generation Support Systems

The Next Generation Support Systems Delivery Plan for 2014 can be referenced [here](#).

Objective	Research Questions	Goal	Measurement
Use data to inform decision making as well as teaching and learning	a. Do schools and districts understand the criteria and process for program reviews? b. Do school teams have appropriate resources for program review? c. Do program reviews lead to true improvement in program quality? If scores change, is this due to program change or baseline set? d. Are other parts of accountability affected by program review increases? e. How many schools continue to improve their programs once they achieve proficiency? f. How many schools achieve Proficiency on less than 4 standards? g. Do program reviews change quality of teaching? h. Do program reviews change student learning? i. Are schools making program changes based on previous year results? j. Are program review outcomes consistent with TELL KY item results on PD, leadership support, and data usage? k. What is calibration rate between schools and districts on program review criteria and process?	Increase the percentage of proficient Arts & Humanities <b>Program Reviews</b> from 31.5% in 2012-13 to 65.8% in 2017-18  Increase the percentage of proficient Practical Living/Career Studies <b>Program Reviews</b> from 30.6% in 2012-13 to 65.3% in 2017-18  Increase the percentage of proficient Writing <b>Program Reviews</b> from 34.3% in 2012-13 to 67.2% in 2017-18	Comprised of 4 standards (Curriculum/Instruction, Formative/Summative Assessment, Professional Development, and Administrative Support); average each of the characteristic scores; add the 4 averaged standard scores to get a single number; divide by 24  <div style="background-color: #4F81BD; color: white; padding: 2px;"><b>Progress Indicators</b></div> State <ul style="list-style-type: none"> <li>• Increased teacher effectiveness.</li> <li>• Increased student achievement.</li> <li>• Increased quality of program curriculum.</li> <li>• Increased consistency in school program curricula.</li> <li>• Increases in other parts of accountability program reviews improve.</li> <li>• Increased correlation between proficient programs and student achievement OVER TIME.</li> <li>• Increased number of schools/districts evaluating additional programs per year (beyond required minimum).</li> <li>• Increased response (adjustment) to programs based on classification results.</li> </ul>

Objective	Research Questions	Goal	Measurement
All schools and districts are effective		<p>Increase the percentage of districts rated at or above proficient from 30% in 2012 to 65% in 2017 as measured by the School/District Report Cards.</p> <p>Increase the percentage of schools rated at or above proficient from 31% in 2012 to 65.5% in 2017 as measured by the School/District Report Cards.</p>	<p>Determined by calculating the AMO using the Unbridled Learning Accountability Model. The <a href="#">Unbridled Learning Accountability Model</a> can be viewed on the KDE website.</p>

## 7 Research Partners

These groups collect data and/or conduct independent analysis for KDE.

[Council on Postsecondary Education \(CPE\)](#) Defines and approves all academic programs at public institutions as collects and distributes comprehensive data about postsecondary education performance.

[Kentucky Center for Education and Workforce Statistics \(KCEWS\)](#) collects and links data to evaluate education and workforce efforts in the Commonwealth. This includes developing reports and providing statistical data about these efforts so policy makers, agencies, and the general public can make better informed decisions.

[Regional Educational Laboratories-Appalachia \(REL\)](#) serves the applied education research needs of Kentucky, Tennessee, Virginia, and West Virginia. REL Appalachia has identified three priority research areas—ensuring college and career readiness, improving low-achieving schools, and supporting effective teachers and leaders. The CNA research team focuses on a targeted research agenda in these areas in partnership with research alliances of state and local school officials in our four states.

[Appalachian Regional Comprehensive Center \(ARCC\)](#) at Edvantia is one of 16 technical assistance centers funded by the U.S. Department of Education providing state education agencies in Kentucky, North Carolina, Tennessee, Virginia, and West Virginia with intensive technical assistance to address federal requirements and meet student achievement goals.

[Strategic Data Project \(SDP\)](#) is from the Center for Education Policy Research (CEPR) at Harvard University which brings high-quality research methods and data analysis to bear on strategic management and policy decisions to improve student achievement.

[Kentucky Center for Mathematics \(KCM\)](#) Designs, conducts, and disseminates mathematics education research to strengthen the foundation of educational practice and policy.

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## **Next-Generation Assessment Review**

With eyes to the future, the Kentucky Department of Education is collecting feedback on a new way to think about assessment. The following chart shows a new design that calls for a more systemic, blended approach to curriculum, instruction and assessment. The model relies heavily on a formative model of Classroom Embedded assessments combined with Through Course assessments during the year. The new design culminates with an annual end of year assessment that includes Through Course tasks and traditional content-based items.

Classroom Embedded and Through Course assessments are defined as performance based activities where the student does a hands-on tasks linked directly to instructional activities. These tasks are built into the local formative assessment system. Classroom Embedded assessments are developed and scored locally for classroom use; Through Course assessments are developed by vendors, but administered and scored locally. The end of year assessment is a summative test given in a more formal setting and the results are sent for scoring to a vendor. The summative test has two parts: 1) Through Course tasks, modeled on those given throughout the year, and 2) A content based section with more traditional, multiple choice/selected response and short, constructed items.

The goal of this design is to link assessment into a more logical system where classroom instruction helps build a Classroom Embedded assessment that, in turn, leads to a Through Course task or activity that informs the design of the summative test. This system is intended to provide meaningful data to teachers on a regular basis and the information from each component would help teachers make ongoing adjustments to classroom instruction.

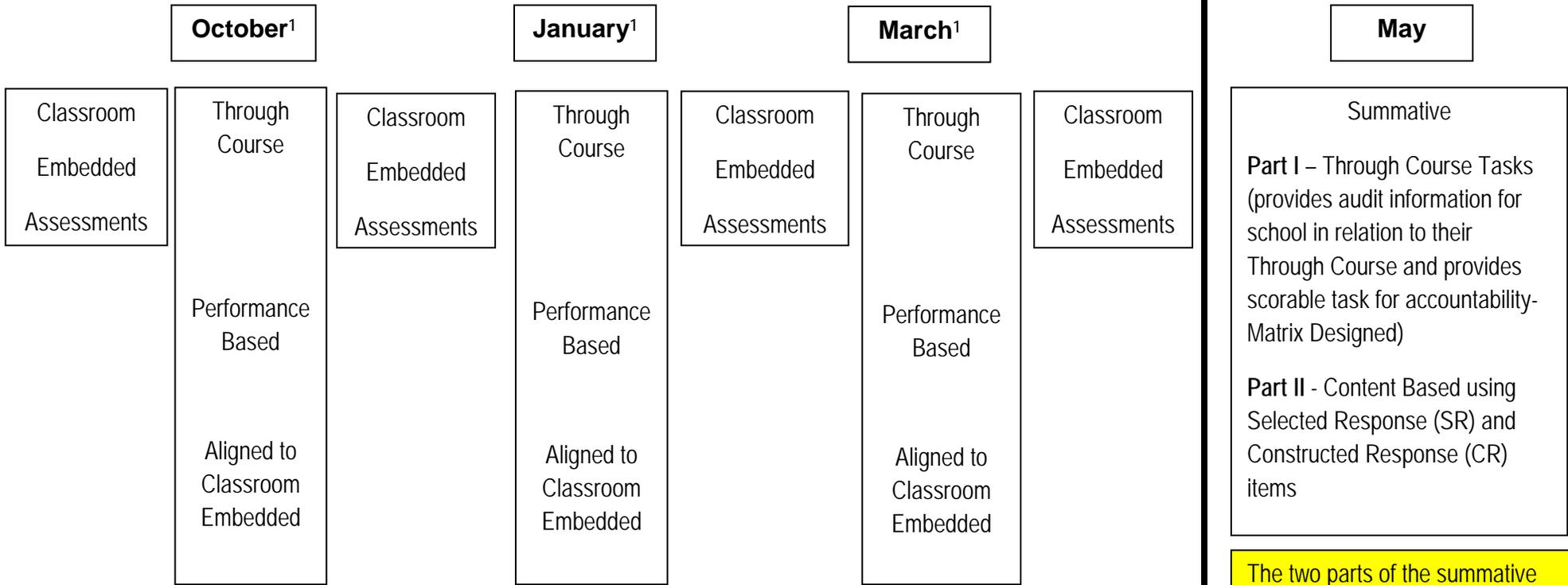
This approach would be used by the Districts of Innovation and a few other pilot districts. As it develops, information and ideas will be shared with all districts in the state and the design may help inform the future assessment system for all schools in Kentucky.

### **Questions about a New Design of Assessments**

1. What clarifying questions do you have about the assessment model?
2. What is your overall reaction to the proposed assessment model?

Thank you for your comments and feedback during discussion. If you have additional comments and ideas to share, please contact Rhonda Sims by e-mail ([rhonda.sims@education.ky.gov](mailto:rhonda.sims@education.ky.gov)) or by phone (502) 564-4394.

# Kentucky's Instructional Transformation System



Accountability Idea: The Classroom Embedded and Through Course assessments are not high stakes. While the district will report the information to the state for determining support, these assessments would not be a part of high stakes accountability calculations. Reporting may include some information from the assessments.



**Part I** – Through Course Tasks (provides audit information for school in relation to their Through Course and provides scorable task for accountability-Matrix Designed)

**Part II** - Content Based using Selected Response (SR) and Constructed Response (CR) items

The two parts of the summative assessment serve as the scores for the state accountability system. Part II would be K-PREP in grades 3-8 and End of Course and Writing in high school. These summative assessments will also serve to validate the reliability of the Classroom Embedded and Through Course assessments.

<sup>1</sup>Dates are arbitrary and provided for illustration purpose

**DRAFT FOR DISCUSSION—  
DOCUMENT IS SUBJECT TO CHANGE**



## UNBRIDLED LEARNING ACCOUNTABILITY MODEL Three Year Review

### BACKGROUND

The Unbridled Learning Accountability Model will complete its third full year of implementation in June 2014. An important activity is for stakeholders to review the accountability model to provide input on adjustments, changes and successes.

The sections below provide “at a glance” information about the accountability system. For more resources, please see the Unbridled Learning webpage ([here](#)). At the end of this document is a series of questions to facilitate review and feedback regarding the accountability model.

### A BALANCED APPROACH

The accountability model was designed to have a more balanced approach in determining school success. In other words, rather than just using a single achievement score of proficiency, the model incorporates a variety of components.

Unbridled Learning: College- and/or Career-Readiness for All				
Next-Generation Learners	Next-Generation Instructional Programs and Support (Program Reviews)	Next-Generation Professionals	=	Next-Generation Schools/Districts
70%	20%	10%		100%
Achievement (Proficiency) Gap	Arts and Humanities	Percent Effective Teachers	=	Overall Accountability Score (using data from the preceding columns)  Revised Report Card
Growth	Practical Living/Careers	Percent Effective Leaders		
Readiness for College/Career	Writing			
Graduation Rate	K-3			
	World Language			

As each component is developed and implemented, it contributes to an Overall Score for accountability. Until all components are fully implemented, an annual goal for improving the Overall Score and a locked Overall Score linked to the Proficient level is set. The annual goal, released each fall, includes the pieces of the assessment and accountability system expected for the upcoming school year. If data cannot be calculated for any component or category, the weights shall be redistributed using an equal proportion to categories that shall be reported for the school or district.

The following timeline chart provides the Overall Score Phase-In of the three components.

### Overall Score Phase-In

Year	Component	Percentage of Overall
2011-12	Next-Generation Learners	100%
2012-13	Next-Generation Learners	77%
2013-14	Next-Generation Instructional Programs and Support	23%
2014-15		
2015-16	Next-Generation Learners	70%
	Next-Generation Instructional Programs and Support	20%
	Next-Generation Professionals	10%

### NEXT-GENERATION LEARNERS

The first major component is called Next-Generation Learners. Performance measures are below:

#### Performance Measures for Next-Generation Learners

*(This model is based on student data from state-required assessments administered in grades 3-12.)*

Grade Range	Achievement	Gap	Growth	College/Career Readiness	Graduation Rate
Elementary (K-5)	Tests: reading, mathematics, science**, social studies and writing	Tests: reading, mathematics, science**, social studies and writing	Reading and Mathematics	N/A	N/A
Middle (6-8)	Tests: reading, mathematics, science**, social studies and writing	Tests: reading, mathematics, science**, social studies and writing	Reading and Mathematics	ACT Explore (College Readiness)	N/A
High (9-12)	End-of-Course Tests* and On-Demand Writing	End-of-Course Tests* and On-Demand Writing	ACT Plan to the ACT <i>Reading and Mathematics</i>	College/Career-Readiness Rate	Cohort Model

\* End-of-Course tests are provided for Algebra II, English 10, Biology and U.S. History.

\*\* Science testing at grades 4 and 7 is suspended in 2014-15; awaiting a new test of new standards.

#### Weights of Next-Generation Learners Accountability

The following table illustrates the weights.

Grade Range	Achievement	Gap	Growth	College/Career Readiness	Graduation Rate	Total
Elementary	30	30	40	N/A	N/A	100
Middle	28	28	28	16	N/A	100
High	20	20	20	20	20	100

**Achievement Calculation:** For each content area, one (1) point is awarded for each percent of students scoring proficient or distinguished. One-half (.5) point is awarded for each percent of students scoring apprentice. No points are awarded for novice students.

Distinguished students can earn a bonus. To calculate the bonus, each percent distinguished earns an additional one-half point, and the percent novice earns a negative one-half point, so that when the distinguished and novice values are combined, the novice points may offset the distinguished bonus. If the novice performance completely offsets the distinguished bonus, no points are added to or subtracted from the achievement calculation.

**Gap Calculation:** The percent of students performing at proficient and distinguished in the Non-Duplicated Gap Group is reported annually. The “N” count (number of students reported) is based on school population by level (elementary, middle, high), not grade-by-grade enrollment, thus causing almost every school in Kentucky to have a focus on gap groups. The Non-Duplicated Gap Group includes the following student groups: ethnicity/race (African American, Hispanic, Native American), Special Education, Poverty (free/reduced-price meals) and Limited English Proficiency (English Learners).

**Growth Calculation:** Points are awarded for percentage of students growing at typical or high growth. Kentucky uses the Student Growth Percentile that places students into academic peer groups and then calculates their improvement over a one-year period compared the academic peer group. Typical growth for accountability is a Student Growth Percentile at or above 40.

**College/Career Readiness Rate Calculation:** A readiness percentage is calculated by dividing the number of high school graduates who have successfully met an indicator of readiness for college/career with the total number of graduates.

College Ready: Must meet benchmarks on one of the following:	Career Ready: Must meet benchmarks for one requirement in Career Academic area and must meet one requirement in Career Technical area		Bonus: College AND Career Ready must meet at least one from each area	
	College Ready	Career Ready Academic	Career Ready Technical	Career Ready Technical
The ACT	Armed Services Vocational Aptitude Battery (ASVAB)	Kentucky Occupational Skills Assessment (KOSSA)	The ACT or ACT Compass or KYOTE	KOSSA
ACT Compass	ACT WorkKeys (Applied Math, Locating information, and Reading for Information)	Industry Certificates	NOTES: (1) By meeting the College Ready Academic definition, the student does not have to take the additional tests of ASVAB or Work Keys for the bonus area. (2) For accountability purposes, the bonus shall not allow the readiness percentage to exceed 100 percent.	Industry Certificates
KYOTE				

*A Career Ready student must be a preparatory student in a career pathway.*

**Graduation Rate Point Calculation:** A graduation rate for each school and district will be reported annually in Next-Generation Learners. The 5-year Adjusted Cohort Graduation Rate in 2013-14 will be used in the accountability calculation of the Overall Score. The 4-year Adjusted Cohort Graduation Rate will be used to compare to the graduation rate goal reported in the 2013 School Report Card.

## NEXT-GENERATION INSTRUCTIONAL PROGRAMS AND SUPPORT (PROGRAM REVIEWS)

The second major component is Next-Generation Instructional Programs and Support. When fully implemented, it will include Program Reviews in the areas of Arts and Humanities, Practical Living/Career Studies, Writing, K-3 and World Language.

Each of the three original Program Reviews (Arts and Humanities, Practical Living/Career Studies and Writing) is comprised of four standards: Curriculum/Instruction, Formative/Summative Assessment, Professional Development and Administrative/Leadership.

<p>A single Program Review score is generated as follows.</p> <ol style="list-style-type: none"> <li><b>Average</b> the characteristics for each standard. <i>The characteristic scores range from 0-3 (0 – Non-Existent, 1 – Needs Improvement, 2 – Proficient and 3 – Distinguished).</i></li> <li><b>Add</b> the four standard scores for a total score for each Program Review content area. <i>Total score is a single number ranging between 0-12.</i></li> <li><b>Assign</b> one of three performance classification labels based on the total score for each Program Review content area. <i>(Needs Improvement –less than 8.0; Proficient –8.0 to 10.7; and Distinguished –Total points 10.8 or higher).</i></li> </ol> <p>Total Points are generated combining all Program Review scores as follows.</p> <ol style="list-style-type: none"> <li>Add the individual Program Review content area total scores for the Total Points.</li> <li>Calculate the Total Points as a percentage of the 24 possible points needed for proficiency.</li> <li>Multiple the percent by the 23 points for Next-Generation Instructional Programs and Support component in accountability.</li> </ol>		<b>AVERAGE CHARACTERISTIC SCORES</b>	<b>PROGRAM REVIEW TOTAL</b>	<b>Category</b>	
	<b>ARTS &amp; HUMANITIES</b>	Curriculum/Instruction	1.2		
		Formative/Summative Assessment	1.5		
		Professional Development	1.0		
		Administrative Support	1.3		
		<b>ARTS &amp; HUMANITIES TOTAL</b>			<b>5</b>
	<b>PRACTICAL LIVING/ CAREER STUDIES</b>	Curriculum/Instruction	2.0		
		Formative/Summative Assessment	2.0		
		Professional Development	1.9		
		Administrative Support	2.1		
		<b>PRACTICAL LIVING TOTAL</b>			<b>8</b>
	<b>WRITING</b>	Curriculum/Instruction	1.4		
		Formative/Summative Assessment	1.4		
		Professional Development	.8		
		Administrative Support	1.4		
		<b>WRITING TOTAL</b>			<b>5</b>
	<b>TOTAL POINTS</b>			<b>18</b>	
	<b>PERCENTAGE OF POINTS (divide by 24)</b>			<b>75%</b>	
	<b>ACCOUNTABILITY POINTS (out of 23 points possible)</b>			<b>17.25</b>	

## ESEA WAIVER FEATURES

Kentucky has an approved waiver with the United States Department of Education. The waiver allows the state accountability system to be used to meet federal reporting requirements. The waiver has several features that are outlined below.

1. Annual Measurable Objective (AMO) – a single AMO that sets an annual goal for the Overall Score. A one (1) point gain for schools below Proficient and a half (.5) point gain for schools higher than Proficient were used in first two years.
2. Schools of Distinction includes all schools at the 95th percentile or higher if they meet their AMO, participation rate and graduation goal.
3. Distinguished Schools includes all schools from 90th to 94th percentile.
4. High Progress includes all schools in the top 10% of improvement.
5. Priority includes schools previously identified as Persistently Low Achieving (PLA). Future Priority identification includes bottom 5%, not meeting AMO for three years, or graduation rate less than 70% for three years.
6. Focus is defined by:
  - a. Non-Duplicated Student Gap Group is below 10% of all schools; or
  - b. Individual Gap groups that fall in the 3rd Standard Deviation below the mean; or
  - c. Any high school with a graduation rate below 60 for two years in a row.

**Please use the Feedback Collection Worksheet on the following page to capture your suggestions and view other comments that have been received.**

Thank you for your comments and feedback during discussion.

If you have additional comments and ideas to share, please contact Rhonda Sims by e-mail ([rhonda.sims@education.ky.gov](mailto:rhonda.sims@education.ky.gov)) or by phone (502) 564-4394.

## FEEDBACK COLLECTION WORKSHEET

1. In Next-Generation Learners, what areas have strengths or weaknesses? What areas need adjustments?

Suggestions for adjustments have been received from stakeholder groups [DAC Advisory (DACAdv), Teacher Advisory Council (TAC), Kentucky Association for Assessment Coordinators Board (KAAC), Arts Council (Arts), Ashland DAC Cadre (Ashland Cadre)].

CATEGORY	STRENGTHS	WEAKNESSES	ADJUSTMENTS
Achievement			
Gap			<ul style="list-style-type: none"> <li>Add for Gap students a measure of enrollment and success in Advanced Placement (AP) courses to reporting or recognition in accountability system (<i>TAC</i>)</li> </ul>
Growth	<ul style="list-style-type: none"> <li>Concept is important to include</li> </ul>	<ul style="list-style-type: none"> <li>The annual comparison to a peer group makes it difficult to set school targets</li> </ul>	<ul style="list-style-type: none"> <li>Reduce weight at elementary (<i>DAC Adv, KAAC, Ashland Cadre</i>)</li> </ul>
College/ Career Readiness	<ul style="list-style-type: none"> <li>Multiple opportunities to show readiness is positive</li> </ul>	<ul style="list-style-type: none"> <li>Multiple tests require a great amount of record keeping</li> </ul>	<ul style="list-style-type: none"> <li>Consider adding AP/IB/dual credit courses (<i>DAC Adv, TAC</i>)</li> <li>Remove Bonus (.5) for students that are college and career technical ready or have policies to prevent all students from being required to choose a CTE major (<i>Arts</i>)</li> </ul>
Graduation Rate			
Overall Score		<ul style="list-style-type: none"> <li>Level-based reporting does not work well for non-standard configuration schools</li> </ul>	

2. In Next-Generation Instructional Programs and Support, what areas have strengths or weaknesses? What areas need adjustment?

CATEGORY	STRENGTHS	WEAKNESSES	ADJUSTMENTS
Program Reviews (Arts/Humanities, PL/CS, Writing, K-3, World Language)		<ul style="list-style-type: none"> <li>Distinguished Program Reviews do not earn more points in accountability than Proficient Program Reviews</li> <li>Concerns that world language at elementary is too focused on language acquisition</li> </ul>	<ul style="list-style-type: none"> <li>Distinguished level points should be available in accountability for Program Reviews (<i>Arts</i>)</li> <li>Reduce weight of this component (<i>KAAC/DAC Adv, Ashland Cadre</i>)</li> <li>Maintain (or increase) weight of this component (<i>Arts</i>)</li> </ul>

3. As a complete accountability system including calculations, what are suggestions for adjustment?

	STRENGTHS	WEAKNESSES	ADJUSTMENTS
Unbridled Learning System	<ul style="list-style-type: none"> <li>Addition</li> </ul>	<ul style="list-style-type: none"> <li>Focus designation should prevent schools from being labeled Distinguished because these schools should have no flaws</li> </ul>	<ul style="list-style-type: none"> <li>Cap the third standard deviation model at zero (0) or create new method using lowest 5% (<i>DAC Adv</i>)</li> </ul>