

# KENTUCKY RISING

## Key Indicators with Subquestions

### 1. Provide strong supports for children and their families before students arrive at school

*Context: Overview of day care and preschool systems*

#### **What proportion of children have access to high quality childcare options?**

- What percent of young children use childcare?
- Is childcare considered affordable?
- What public funding is provided for low-income families to obtain childcare?
- What is the quality of the childcare professionals (pay, qualifications, turnover)?

#### **What proportion of children have access to high quality early childhood education?**

- What percentage of children are enrolled in preschool?
- What is the preschool enrollment rate for low income students?
- How is preschool funded: is preschool universally funded or income-based?
- What percentage of preschool students attend full-day programs?
- What are the qualifications for preschool teachers?
- What systems are in place to ensure preschool quality?
- What proportion of young children are ready for kindergarten or the first year of compulsory education?

### 2. Provide more resources for at-risk\* students than for others

*Context: Overview of how resources are allocated to at-risk students*

#### **Do at-risk students receive more or less resources than other students, and if so how much?**

- Do at risk students receive more funding?
- Do at risk students receive more teachers?
- Do at risk students receive better teachers?

\*For example, low income, ELL, and students with disabilities. But definitions vary by jurisdiction and information will be provided about what resources are available from all public sources—national, state, and local.

### 3. Develop world-class, highly coherent instructional systems

*Context: Overview of instructional systems, including standards, assessment and curricula*

#### **To what extent are standards internationally benchmarked in the core subjects\* and in the competencies demanded of a 21st century workforce?**

- Are standards internationally benchmarked?
- Are standards set for a full range of core subjects?

- Are standards set for 21st century skills?
- Are national and state standards aligned?

\*(Native language, mathematics, sciences, history, the arts)

**To what extent are curriculum frameworks, syllabi and curriculum provided to guide teachers?**

- Are aligned curriculum frameworks, syllabi and curriculum provided to teachers?
- How systematically are teachers trained to use those materials?

**Are high quality assessments that measure the knowledge and skills students need to succeed in the 21st century being used?**

- Do assessments include a combination of summative and formative assessments?
- Are the assessments used to provide incentives? Are there consequences for students, teachers and/or schools?
- Do the assessments have multiple formats which measure critical thinking skills, including essays and multi-step problems?
- Are past exam questions and samples of answers to those questions released so that teachers, students and parents are clear about the expectations?

**To what extent is the instructional system aligned?**

- Are standards, curriculum/frameworks and assessments aligned?
- Are exit standards for secondary school aligned to entrance requirements for tertiary/post-secondary?

## 4. Create clear gateways for students through the system, set to global standards, with no dead ends

*Context: Overview of pathways through the education systems, including gateways and qualifications*

**Are there clear gateways for students through the primary, secondary and post-secondary systems with no dead-ends?**

- Are there clear college and career readiness standards and gateway exams set to those standards?
- Does the system define courses and grades in those courses or cut scores on examinations necessary to move from one program of study or pathway to the next?
- To what extent are options is support available to students who do not meet those qualifications?
- Do all those secondary school options include a path to post-secondary education?
- To what extent are students prepared to enter college or career training without remediation?
- Is there a regular, timely and relevant guidance system that helps students develop their future plans? What is the ratio of guidance counselors to students?

## 5. Assure an abundant supply of highly qualified teachers with the necessary dispositions, knowledge and skills

*Context: Overview of the systems' efforts to recruit and train high quality teachers*

### **Are systems in place to manage the supply of teachers in relation to the demand for them?**

- Does the state produce the appropriate supply of teachers annually? That is, how many are needed and how many are produced graduate statewide and in certain programs in each area of specialization?

### **How qualified are the candidates admitted to teacher preparation programs?**

- From what quartile of college-bound high school graduates are teacher education students drawn?
- What are requirements for entry to the teacher preparation program?
- Are requirements for entry competitive? (E.g., how many people apply? What percent get in? How do admissions rates for teacher preparation compare to preparation programs for high-status professions?)

### **How rigorous is the program of instruction for teacher preparation?**

- What is required for completion? (How many years and what kind of courses? Is there a clinical experience and if so, how long?)
- To what extent is teacher education being conducted in research universities?
- To what extent are teachers being provided with research skills & being taught diagnosis and prescription?
- To what extent are teachers required to have mastery of the subject(s) they will teach?
- What percentage of teachers are teaching without being traditionally prepared?

## 6. Redesign schools to be places in which teachers, as professionals, work collaboratively with opportunities, incentives and support to continuously improve their professional practice and the performance of their students

*Context: Overview of school organization and professional learning to support high quality teaching and teachers*

### **How competitive are teachers' salaries with the compensation in the high status professions?**

- What is teachers' starting salary? Is it competitive relative to high-status professions?
- What is a teachers' average salary? Is it competitive relative to high-status professions?
- Is there a career ladder for educators?
- How is the career ladder for teachers organized?
- What are the criteria for moving along these ladders?
- Is there a formal method for identifying first-rate teachers and for assigning them to mentor new and junior teachers for a significant period of time?

**Does the way the school is organized promote teacher growth and improvements in student learning?**

- Are there strong incentives for teachers to continuously improve their performance?
- Are there formal structures that provide the time and incentives for teachers to learn from other teachers?
- Is there substantial time available for teachers to work together in teams to improve instruction?
- Are there resources available to teachers to gain the knowledge they need to build their expertise and improve their practice?

## 7. Create an effective system of career and technical education and training

*Context: Overview of Career and Technical Education systems*

**Is there a Career and Technical Education (CTE) system that supports 21st century careers?**

- To what extent is training available to students in a wide range of high-skill, high-demand and well-paying careers?
- To what extent does training occur in authentic work environments which include up-to-date equipment, academic integration and work-based learning?
- Are there enough apprenticeship slots for all CTE students who want them?
- To what extent are instructors provided the opportunity to become familiar with state-of-the-art practices?
- To what extent is information available to students, parents and counselors that will help students make informed career choices?

**Do CTE programs lead to industry-recognized qualifications?**

- Do all programs lead to qualifications that are widely recognized by industry?
- Are qualifications continuously adjusted to the needs of economic sectors at the state, national, and global levels?

**Is the CTE system attractive to a broad range of students and parents?**

- What proportion of students choose to pursue a CTE program of study?
- What percent complete those programs at the secondary level?
- What percent go on to post-secondary education or training or work?

## 8. Create a leadership development system that develops leaders at all levels to manage such systems effectively

*Context: Overview of systems of developing high quality school leaders, including recruitment, training, and support*

### **Does the system prepare school leaders effectively?**

- Are principals prepared to be instructional leaders?
- Are principals prepared to manage professionals effectively?
- Does the system develop school leaders continuously throughout their careers?
- Does a career ladder for school leaders exist that provides incentives for increasing roles and responsibilities? If so, what does it look like? Does it extend to district and state level? Who establishes it? Is it aligned with goals for improvement?

### **Are there systems in place for struggling leaders to learn from their most successful peers?**

- Do state/national policies or programs provide incentives for highly effective leaders to manage low performing schools? How?
- Do state/national policies or programs provide incentives for high performing leaders to mentor low performing leaders? How?
- Do state/national policies or programs provide incentives for high performing school faculties to mentor low performing school faculties? How?

## 9. Institute a governance system that has the authority and legitimacy to develop coherent, powerful policies and is capable of implementing them at scale

*Context: Overview of education governance systems*

### **Are there shared goals across the system?**

- Are goals known to all partners in the system?

### **Is there a place where the buck stops?**

- Responsible for pre-school, K12, teacher education, higher education and vocational education?
- Is it clear what the roles of various partners are?
- Are there clear lines of authority to make and implement policies?
- Is system progress tracked, publicized and easily located?

### **Is there an effective way to hold the other parts of the system accountable and to provide effective help to non-performing parts of the system?**

- Does the system have an effective way of identifying non-performing teachers, principals, schools, districts and schools of education?
- Does the system have a way to help less successful teachers and principals?
- Does the system have a way to help less successful schools and districts?