

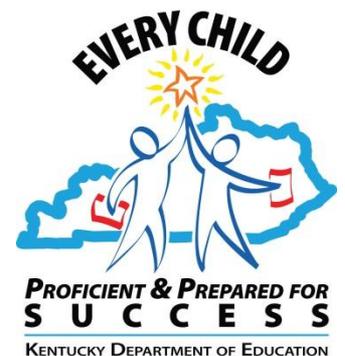
Kentucky Department of Education *Update*

GRREC

December 5, 2012 • Bowling Green, KY

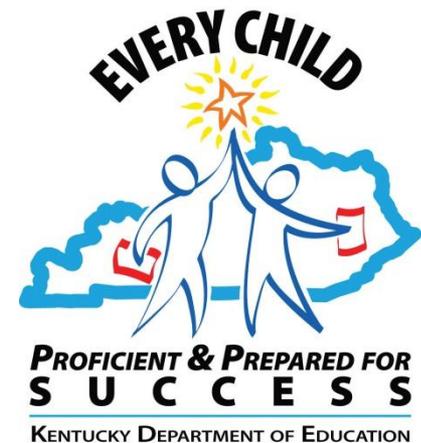
Mission

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.**

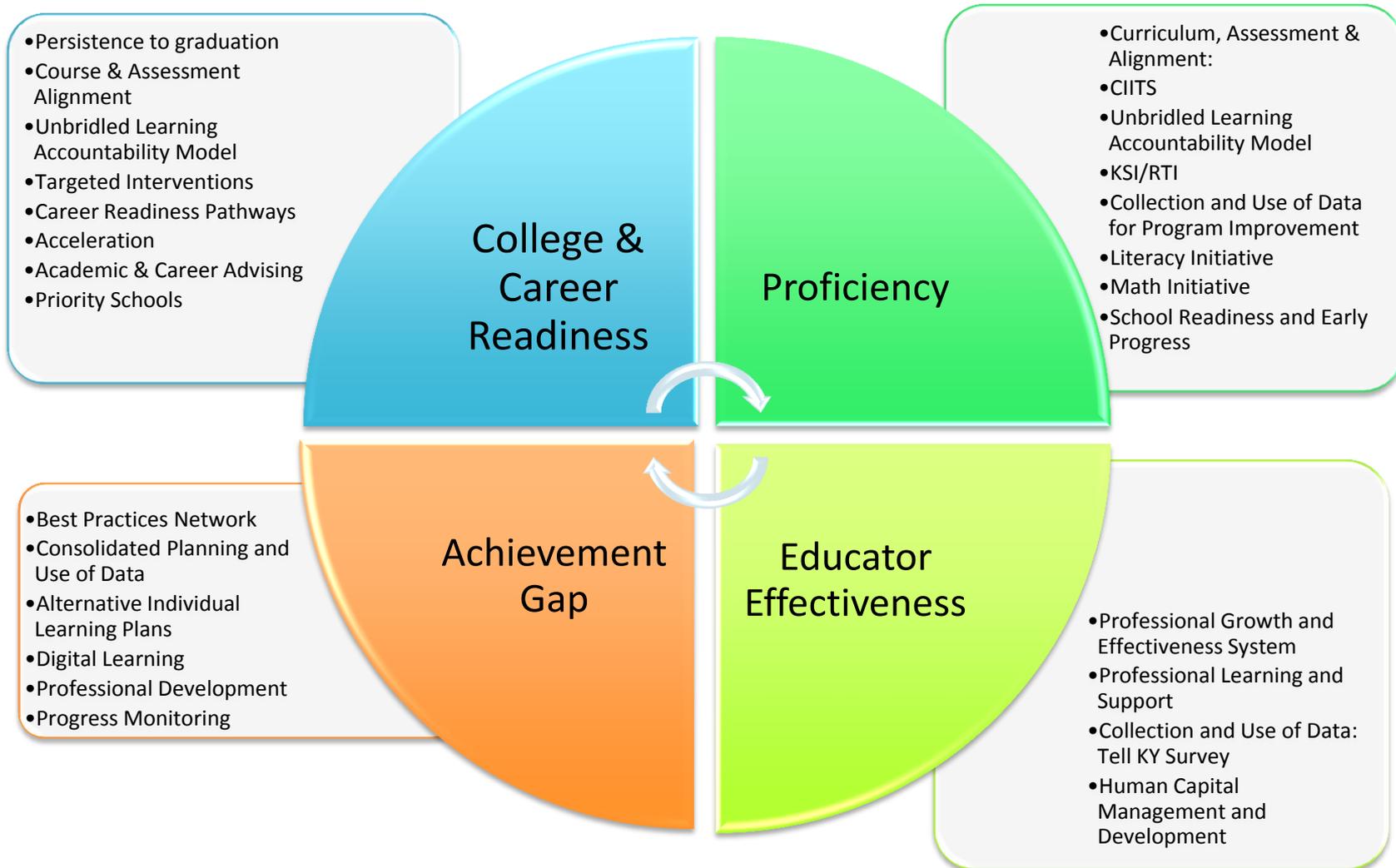


Vision

To ensure that **all students** reach proficiency and graduate from high school ready for college and careers



Proficient and Prepared



Transforming teaching and learning at the classroom level



What's New?

Assessment and Accountability Data Released (Nov 2nd)

College/Career Readiness (CCR) – *The cornerstone of the Unbridled Learning Accountability model*

- 47.2% CCR (38% in 2010-11)
 - Increase of more than **4,500 students**

"The overriding goal of the state's public education system is to prepare students for the paths they want to take after high school, and these data show that we are making progress toward that goal."

Kentucky Education Commissioner Terry Holliday

Assessment and Accountability Data Released (Nov 2nd)

2012 CCR Targets

100 districts met 2012 CCR Targets

Of districts that did not meet 2012 CCR Targets:

- 46 districts increased 10% or more
- 16 districts increased less than 10%
- 7 districts decreased from 2010

*Targets based on 40% progress toward
CCR 5 year goal*



Assessment and Accountability Data Released (Nov 2nd)

Overall Score

(achievement, gap, growth, CCR and graduation rate)

Statewide – 55.2

- ES – 57.3, MS – 53.5, HS – 54.8



Based on their percentile rankings, schools and districts are placed in one of three classifications:

Distinguished – Above 90th Percentile

Proficient – 70th to 89th Percentile

Needs Improvement – Below 70th Percentile

NUMBER OF SCHOOLS AND DISTRICTS BY CLASSIFICATION			
	Needs Improvement	Proficient	Distinguished
Elementary	507	149	77
Middle	232	65	36
High	160	46	24
Total Schools	899	260	137
Districts	121	35	18

Assessment and Accountability Data Released (Nov 2nd)

Schools and districts also are placed in Rewards and Assistance Categories, based on overall scores and other data

NUMBER OF SCHOOLS AND DISTRICTS BY REWARDS AND ASSISTANCE CATEGORY				
	School/District of Distinction	Highest Performing School/District	Focus School/District	Priority School/District
Elementary	40	37	103	0
Middle	17	17	106	9
High	11	8	75	32
Total Schools	68	62	284	41
Districts	9	9	17	N/A

*"Because this year's data is the first from the Unbridled Learning model, I encourage educators, parents, communities, elected officials and others with a stake in public education to think of these classifications as **a starting point for improvement. . .**"*

*"Although more than two-thirds of schools and districts are in the Needs Improvement category, this is **not an indicator of failure**. The Unbridled Learning model is one of **continuous improvement**, and schools and districts now have a wealth of data to use as they plan for improvement in student learning and achievement."*

Kentucky Education Commissioner Terry Holliday



Assessment and Accountability Data Released (Nov 2nd)

Understanding the New System

- New video from Dr. Holliday to assist parents
- New Standards, New Tests, New Scores (brochure from Kentucky Chamber of Commerce)
- Parent's Guide to Testing
- PowerPoint, K-PREP Info Sheet (FAQs), webcast for reporters/editors
- Parent's Guide to Accountability
- FAQs on New Assessment and Accountability System

State Personnel Development Grant (SPDG)

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KY has been awarded a 5 year **State Personnel Development Grant (SPDG)** from the USED/OSEP

- Closing achievement gaps for SWD
- College/Career Readiness for students participating in the alternate assessment

CSIPs/CDIPs

ASSIST

KCMP in ASSIST

ASSIST - *provides a single source for the development, implementation and monitoring of district improvement plans.*

The process of planning for students with disabilities done **as a part of the comprehensive district improvement planning**

"One conversation with everyone's focus."

On the website:

- ASSIST and KCMP
- ASSIST Special Education Guidance Document
- ASSIST 2012 Special Education Data (*grad rate, dropout rate, suspension, LRE, transition*)

CSIPs/CDIPs/Webinars

- **All information** on building comprehensive school and district improvement plans, **including archived webinars**, can be found at:

<http://education.ky.gov/school/csip/Pages/default.aspx>

- **FAQ:**

http://education.ky.gov/school/csip/Documents/Frequently%20Asked%20Questions%20CSIP_CDIP%2011%2012.pdf

- **Email:** csipdsip@education.ky.gov

- **Call:** (502) 564-3791



DLS Chatter. . .

Where does it appear districts may need some support?

Some “IDEAs” we’re discussing. . .

- Focus on **IEP construction**
 - [IEP Guidance Document](#) in its second year of training and implementation by districts
- Process IEP teams use to make **decisions regarding accommodations**
 - What support do IEP teams need regarding “decision rules” when it comes to accommodations?
 - KDE will do more for IEP teams regarding **guidance, training, coaching** and **support** around this

What we're noticing. . .

- Little to no evidence regarding interventions or progress monitoring when students are **reevaluated** and the disability category **changes**
- Particularly from OHI to SLD
- **What data support eligibility** in the “new” category?



What we're noticing. . .

- **Lack of progress monitoring** by teachers to measure a student's progress toward meeting their annual goal
 - *The IEP Design team* is in the initial phase of building a progress monitoring state training
- Not clear **how teachers are adjusting instruction** to meet the needs of students



Going Forward

A couple of things you will hear me say/ask a lot in the coming months. . .

Implementation of the KCAS

Regarding implementation of the [Kentucky Core Academic Standards \(KCAS\)](#). . .

- What **professional learning experiences** have SpEd teachers received related to implementation of the KCAS?
- What **professional learning experiences** do SpEd teachers need related to implementation of the KCAS?
- How will districts ensure that SpEd teachers have the necessary **professional learning experiences** they need related to implementation of the KCAS?

ESEA Waiver, Principle 1



Implementation of the KCAS

Transforming teaching and learning at the classroom level

- How have “**practices**” changed regarding implementation of the new KCAS?
- **Practices** MUST change in order to achieve the intended learning
- How are districts **building capacity** at the local level?



CIITS



“The Continuous Instructional Improvement Technology System ([CIITS](#)) will connect **standards**, electronically stored **instructional resources**, **curriculum**, **formative assessments**, **instruction**, **professional learning** and **evaluation** of teachers and principals in one place, thereby **improving instructional outcomes**, teacher effectiveness and leadership.”

--Terry Holliday, Ph.D.
Kentucky Education Commissioner
on the vision for CIITS

PD 360

KDE is partnering with the **School Improvement Network** to provide the **PD 360** professional development platform to Kentucky educators for the 2012-13 school year **at no charge to school districts.**



PD 360° &
COMMON
CORE 360™

School Improvement Network



PD 360 & Common Coare 360

- available to all public school educators through [CIITS](#) and
- support the new [Professional Growth and Effectiveness System](#)

*Research shows that teachers who use PD 360 become **measurably more effective** in the classroom and help improve student achievement*

[CIITS log-in page](#)

Contact

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