

Common Goals and a Common Vision: One State's Story

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Kentucky Senate Bill 1 (2009)

Unbridled Learning

- New content standards in English/language arts; mathematics; science; social studies
- New balanced assessments
- Program Reviews in writing; arts/humanities; practical living/career studies
- New state accountability system



Unbridled Learning—KY's Focus

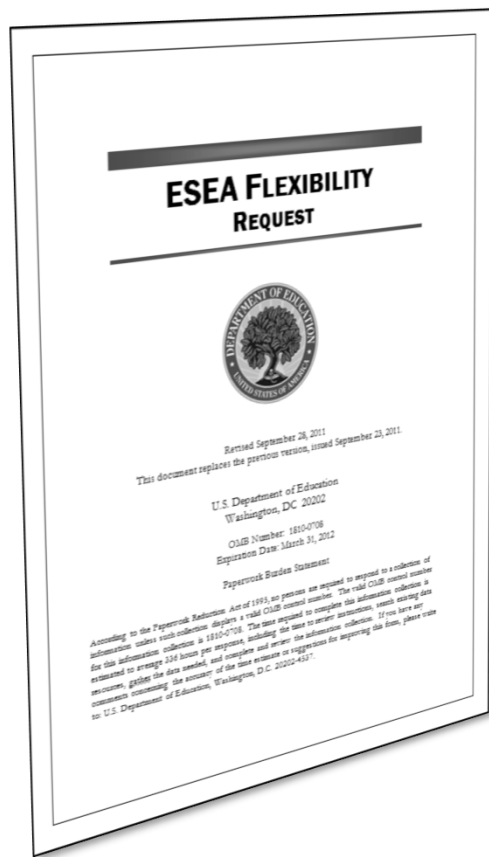
- First to adopt Common Core State Standards (CCSS)



- First to teach and assess students on those standards
- First state to align high quality instructional resources with CCSS in a Continuous Instructional Improvement Technology System (CIITS)
- One of the first states with a comprehensive unified strategy for boosting college/career readiness



Unbridled Learning



- Among the first states granted ESEA flexibility to use a next-generation state accountability model for federal accountability

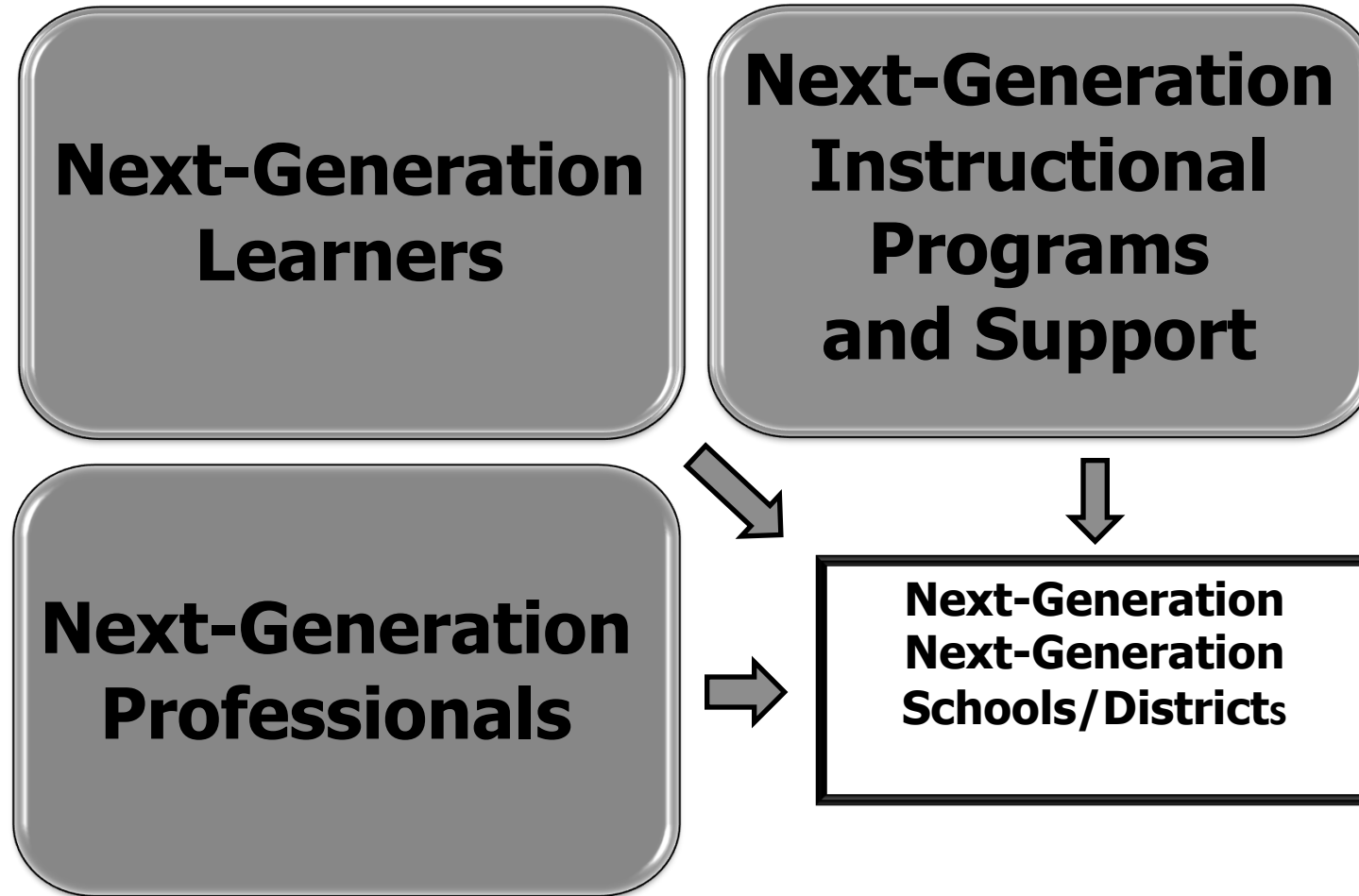


Unbridled Learning

- First state to implement a next-generation accountability system based on a variety of measures:
 - Student achievement
 - Growth
 - Gap
 - College/ career readiness
 - Graduation rate
 - Program Reviews
 - Statewide principal and teacher effectiveness system



Unbridled Learning Accountability Model



Unbridled Learning Accountability Model

- Next-Generation Learner
 - Achievement
 - Gap
 - Growth
 - College/Career Readiness
 - Graduation Rate



- Next-Generation Instructional Programs and Support
 - Program Reviews
 - ✓ Arts/Humanities
 - ✓ Practical Living/Career Studies
 - ✓ Writing
 - ✓ K-3
 - ✓ World Languages

- Next-Generation Professionals
 - Teacher and Leader Effectiveness



Unbridled Learning Accountability Model



KENTUCKY DEPARTMENT OF EDUCATION

KENTUCKY SCHOOL REPORT CARD

College/Career-Readiness for All



 REPORT CARDS

 DATA SETS

 GLOSSARY

 CONTACT US

 **Printer Friendly Report Card (PDF)**

 **Back To Report Card Search**

Profile

Accountability

Assessment

Learning Environment

Delivery Targets

420 North Fifth Street
Bardstown KY 40004
Phone:  (502) 331-8801 
Fax: (502) 331-8831

Bardstown Elementary School
Bardstown Independent
School Enrollment: 585
Grade Range: 3rd-5th
Status: Title I Schoolwide Eligible School – No Program

School Year: 2011-12
School Code: 017010
Principal: Mr. Paul Bowling

Our Students

Our Teachers

Our Technology

Our Community

Our Safety

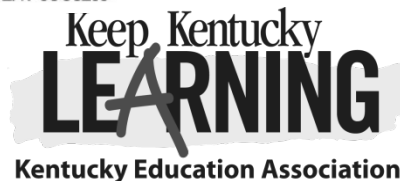
Our Students

Students are our focus -- demographics of our student population.

Students	School	District	State
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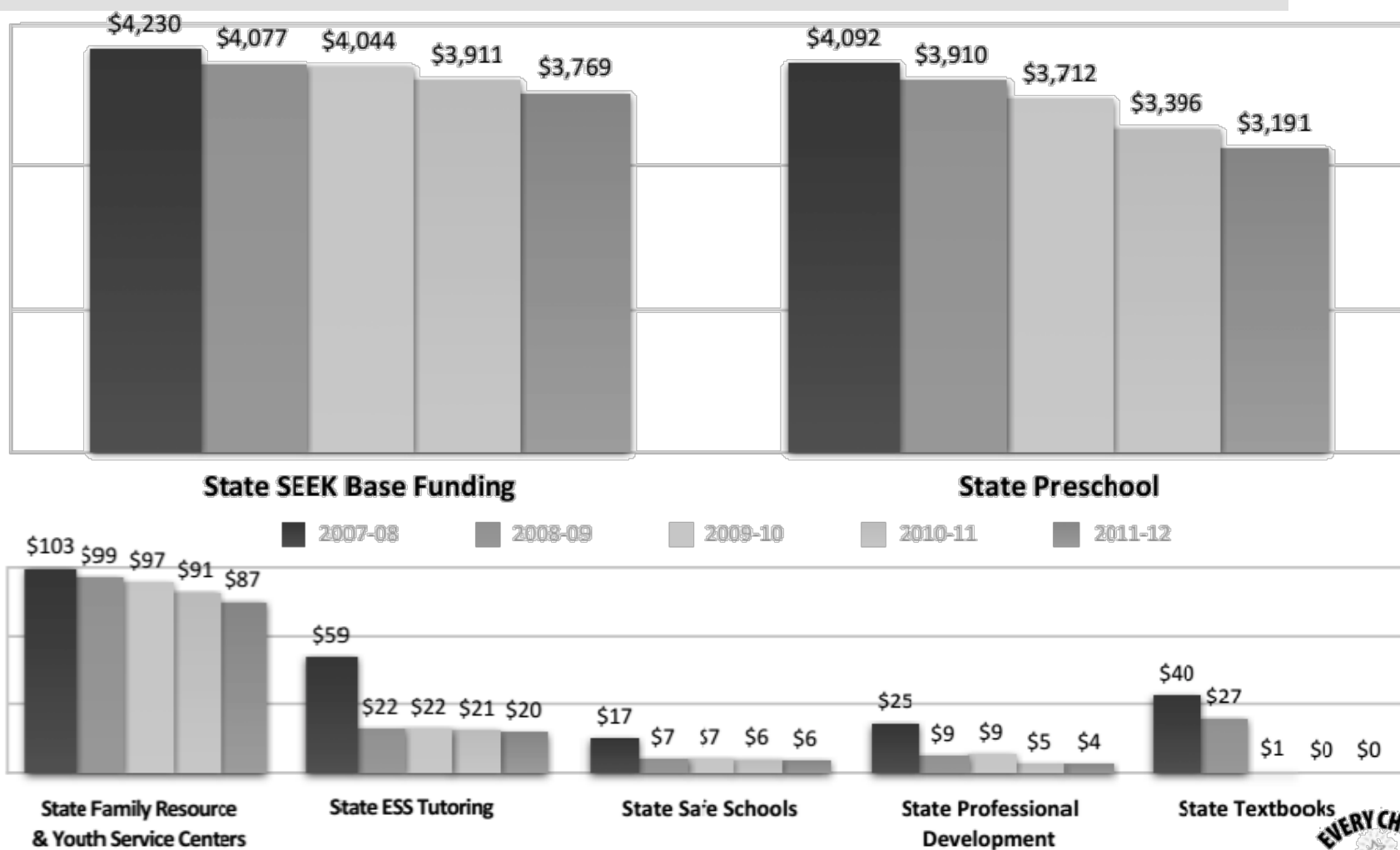
Kentucky Education Action Team (KEAT)

- Coalition representing all aspects of education: community, parent, teacher and P-12 public school leadership organizations
- Kentucky Board of Education issued a resolution supporting KEAT.
- Mission: persuade General Assembly to provide and sustain sufficient resources that will advance and support learning for all P-12 public school students to reach their potential for career/college readiness.

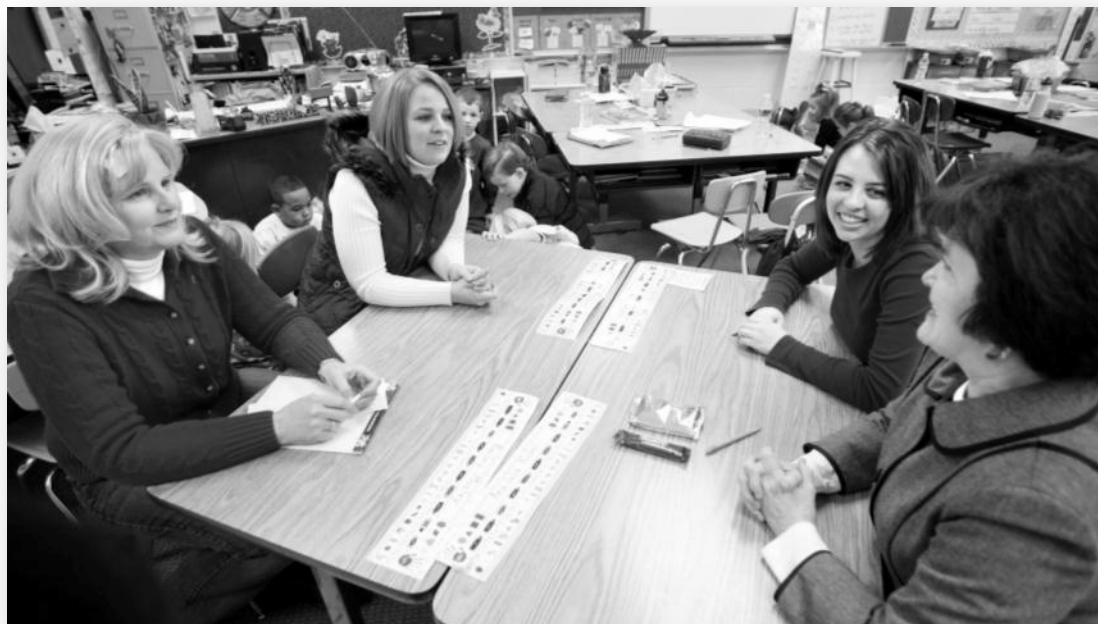


Per Pupil Funding, Adjusted for Inflation*

*(based on KEAT research)



Taking the Lead on Professional Learning

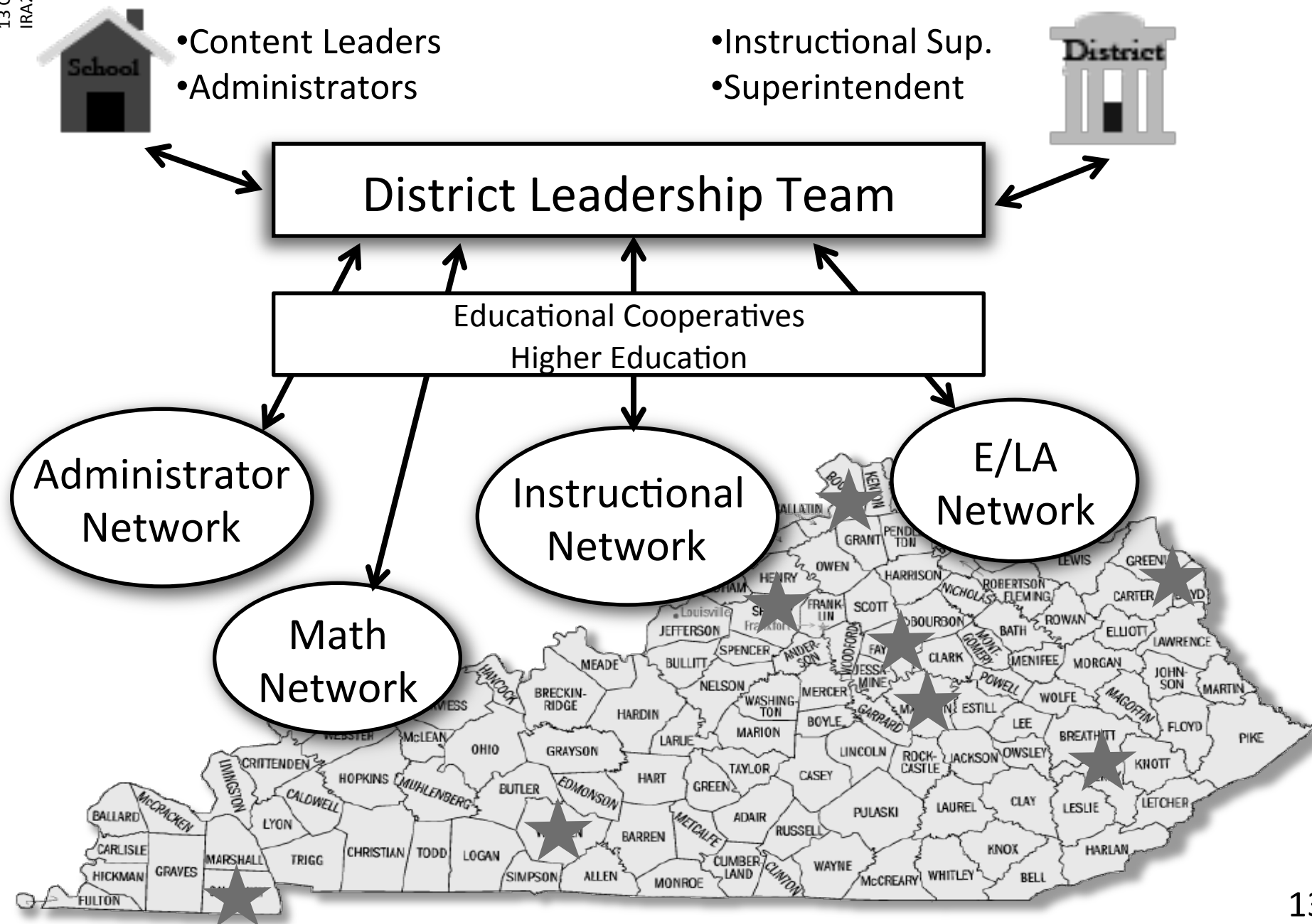


Kentucky Leadership Networks' Pillars of Learning

- Standards
- Assessment Literacy
- Characteristics of Effective Teaching and Learning
- Building Capacity for Leadership



Kentucky Leadership Networks



Leadership Network Work

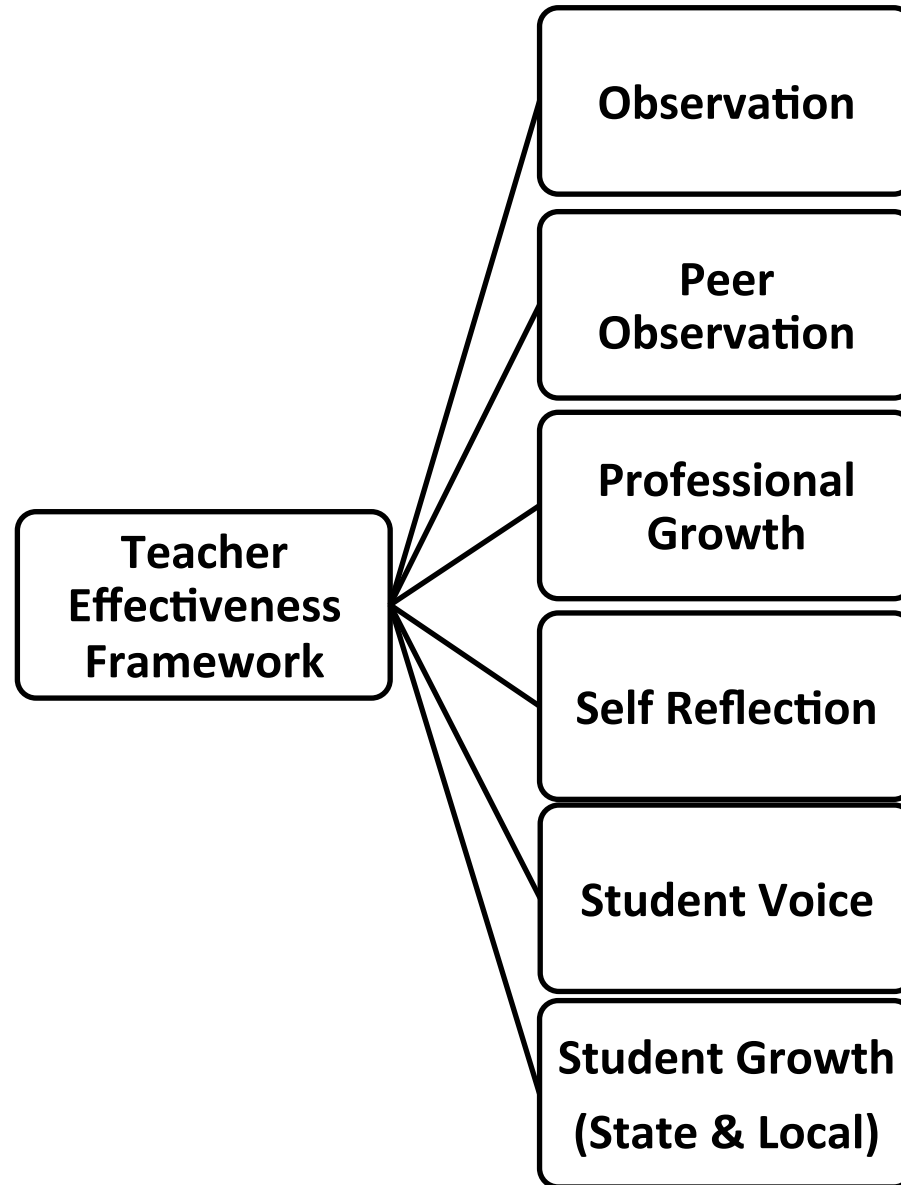
- Deconstruct standards into clear learning targets
- Design/implement high-quality formative assessment practices
- Plan/align rigorous and congruent learning experiences for instruction
- Select evidence-based strategies and resources to enhance instruction
- Facilitate and support professional learning at the local level based on district needs



Taking the Lead on Professional Growth and Educator Effectiveness



Multiple Measures of Effectiveness





Items with greatest disparity between Stayers and Movers

TELL Kentucky Survey Items	Percent Agreement				
	Stayers	Movers	Leave Classroom	Leave Education	Stayers-Movers
The school leadership consistently supports teachers.	77.6	32.7	69.5	51.6	44.9
Overall, my school is a good place to work and learn.	87.6	43.1	81.2	63.1	44.5
There is an atmosphere of trust and mutual respect in this school.	73.3	28.9	62.9	47.8	44.4
Teachers feel comfortable raising issues and concerns that are important to them.	69.6	27.1	60.2	45.8	42.5
The school improvement team provides effective leadership at this school.	81.8	40.5	71.4	58.8	41.3
The school leadership makes a sustained effort to address teacher concerns about leadership issues.	76.2	35.1	64.6	51.7	41.1
The faculty and leadership have a shared vision.	83.0	43.5	72.8	59.4	39.5
The school leadership makes a sustained effort to address teacher concerns about managing student conduct.	77.7	39.7	69.2	57.6	38.0





- Searchable online database of CCSS and Kentucky academic standards, learning targets, aligned instructional resources
- Lesson planner and scheduler
- Standards-based test item bank
- Assessment results from benchmark tests, K-PREP (state tests), ACT, PLAN and EXPLORE
- PD/teacher-leader effectiveness resources
- School improvement resources



College/Career Readiness

Integrated Strategy

Instructional Strategies

- Math and Literacy Design
 - CCSS
- Ky. Curriculum Framework
- Common Core Networks
- Formative/Summative assessment

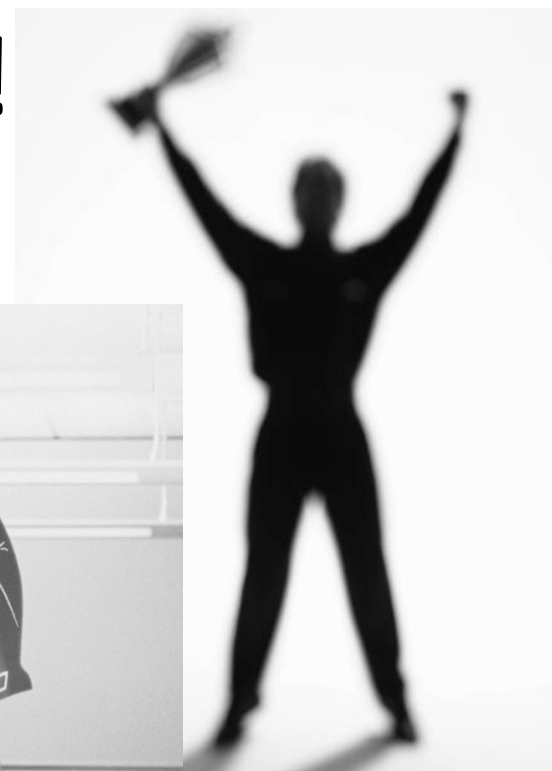
Teacher & Principal Effectiveness

- Steering Committees
- Rubric Development
- Observation Protocol
- Student Learning Evidence
 - Student Voice
- Working Conditions Survey
 - Legislation



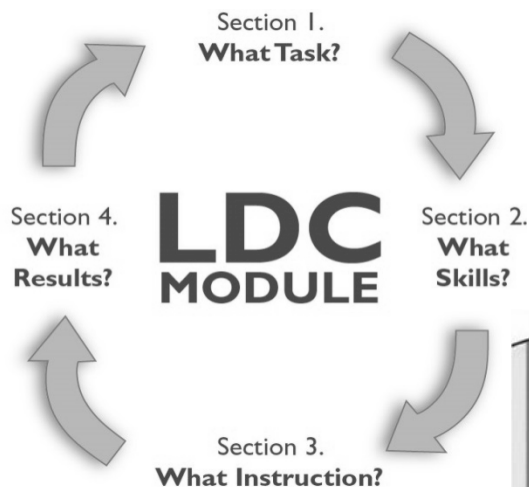
Lessons Learned

Go All In!



Lessons Learned

Provide Tools/Resources



Generalizing Patterns: Table Tiles

Initial assessment task
Maria makes square tables, then sticks tiles to the top. She uses three types of tiles:

whole tiles half tiles quarter tiles

The side lengths of the square tabletops are all multiples of 10 cm.

The collaborative activity
Describe a method for calculating the number of tiles of each type that Maria will need in order to tile any larger square tabletop.

Discuss some of the patterns and generalizations. Draw some diagrams of the different possible tables.

For a $10n \times 10n$ table, the number of quarter tiles is 4.

For a $10n \times 10n$ table, the number of half tiles is $4(n-1)$.

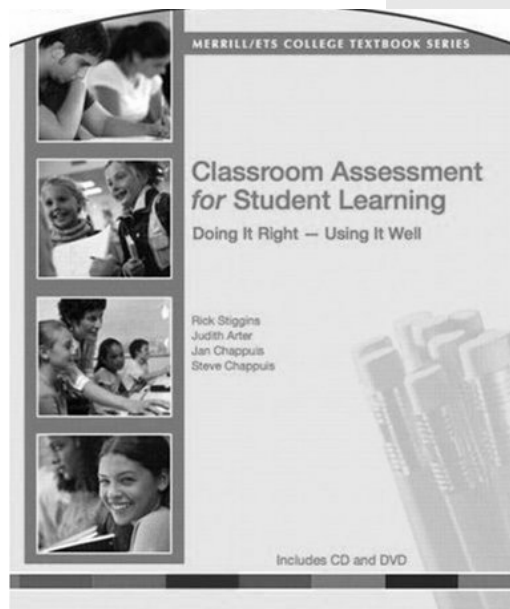
Unlike the number of half tiles, the number of whole tiles increases in a way that is not linear but quadratic. This is not surprising, because the number of whole tiles increases as the area of the square increases.

Size of table	10 x 10	20 x 20	40 x 40	$10n \times 10n$
Number of whole tiles	1	5	25	$n^2 + (n-1)^2$

quarter tiles in the corners, only half of the table, and only whole tiles in

This whole 4

ch type will Maria need for a e tabletop?



Lessons Learned

Lead with Standards first!



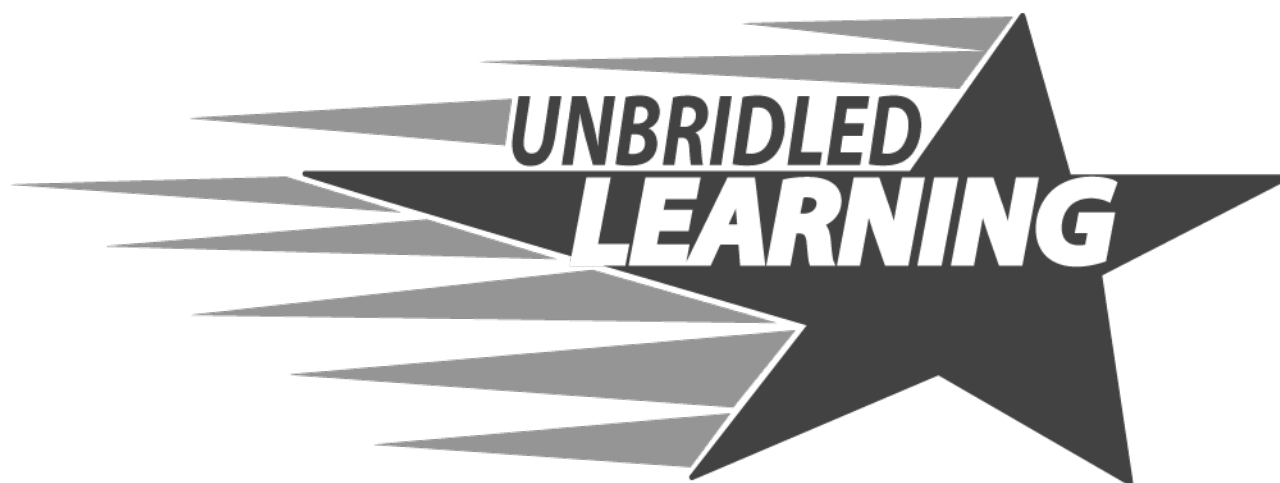
Lessons Learned

Patience, commitment, and involvement!

“States such as Connecticut, Delaware and Kentucky are showing leadership in creating feedback and evaluation systems that reflect the patience and involvement of teachers and administrators. This is what's required to build the kind of infrastructure that stands the test of time.”

--Bill Gates (Washington Post, op-ed, April 2013)





College/Career Readiness for All

www.education.ky.gov



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