EQUITABLE ACCESS TO EFFECTIVE EDUCATORS PLAN FOR KENTUCKY

Kentucky Department of Education

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Equitable Access to Effective Educators Plan for Kentucky

Section 1. Introduction

Kentucky is pleased to submit to the U.S. Department of Education the following plan that has been developed to address the need to improve equitable access to effective teachers and leaders. This plan is responsive to the requirement in Section 1111(b)(8)(C) of the Elementary and Secondary Education Act (ESEA) that each state's Title I, Part A plan include information on the strategies Kentucky will employ to ensure that poor, minority, Limited English Proficient, and special needs students are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. In the spirit of continuous improvement, the Kentucky Department of Education (KDE) will ensure the Equity Plan is a purposeful, ongoing, dynamic and living document that evolves over time. KDE will monitor and communicate the results of improvement efforts to stakeholders, provide technical assistance for district personnel to support their efforts to implement strategies, engage in a continuous process of improvement that highlights the purpose of the plan and use the results to measure success as well as determine next steps. This plan also outlines the five measures that will be used to evaluate impact of the implemented strategies and explains how data from the measures will be publicly reported to support continuous improvement. Kentucky recognizes how important school leaders are to the continuous improvement process; therefore, the plan will include strategies to address access to effective leaders.

As outlined in Kentucky's approved ESEA Waiver application, Kentucky is committed to improving educational outcomes for all students and has invested focused efforts in improving the quality of instruction across the Commonwealth. To develop this plan, the KDE created an Equity Plan Work Group led by the Division of Next Generation Professionals. This group represents not only offices and divisions across the agency, but also other agencies such as the Education Professional Standards Board (EPSB) and Kentucky Center for Education and Workforce Statistics (KCEWS). The steps taken to prepare this plan are included below:

1. Reviewed Kentucky's approved ESEA Waiver application, including Principle 3, Teacher and Leader Effectiveness.

In order to ensure that Kentucky would be able to measure effective teaching and leading, the state has implemented the Professional Growth and Effectiveness System required by KRS 156.557. As outlined in 704 KAR 3:370, the overall rating of a teacher is based on professional practice and student growth. Teachers and leaders receive ratings on both of these measures, and using a matrix model, an overall rating. These metrics will be used as two measures to gauge the impact of Kentucky's equitable access plan.

2. Reviewed existing state policies on hiring, recruiting, retaining, and supporting teachers; funding and staffing of schools and licensure requirements to determine if any barriers existed or new policies were needed to accomplish the goals of the plan. A chart outlining these policies is located in Appendix A.

Kentucky is a local control state. Statutes and regulations create the infrastructure in which districts and schools operate regarding hiring, recruitment (P-12 and higher education), preparation and retention.

3. Provided an Equity Plan overview to the advisory groups outlined in Section 2 and solicited feedback on root causes to equitable access and thoughts on possible strategies to overcome these barriers.

4. Established an Equity Plan workgroup and set a schedule of activities for plan preparation.

5. Outlined key definitions, determined data sources, identified gap groups, and specified metrics.

6. Developed strategies and timelines to address and eliminate existing gaps.

7. Drafted the plan for submission.

Section 2. Stakeholder Engagement Efforts

When Secretary Duncan announced the "Excellent Educators for All" initiative and that states would develop plans to address this issue, the KDE immediately joined in support of this commitment. A planning team met August 6, 2014 to develop a plan of action. This team was comprised of KDE associate commissioners, policy advisors, division directors and staff from across the agency. The tone was set that this work was not that of one particular office or division, but the work of all within the agency. This core team discussed the steps necessary to develop a solid plan to address the equitable access issues that exist in Kentucky. One of the key components identified as critical to the success of the plan was communication. Kentucky was fortunate the Commissioner of Education had already established a mechanism for this to take place. The Commissioner regularly seeks input on education issues from partners through advisory committees and stakeholder groups. These groups have representation including, but not limited to, higher education, unions, civil rights groups, district leaders, principals, pupil personnel staff, teachers, parents, students and non-profit organizations.

While guidance had not yet been released regarding the "Excellent Educators for All" initiative, the Equity Plan work group, established by the core leadership team, began the work of communicating the plan. The kickoff was held August 12, 2014 with the meeting of the Unbridled Learning Guiding Coalition. The development of a statewide plan to address equitable access to effective educators was announced. Additionally, data was shared by the Harvard

Strategic Data Project Fellows regarding turnover rate for newly hired teachers and all teachers in the state of Kentucky. This data created a sense of urgency to develop strategies to address the overall teacher turnover rate in Kentucky, particularly for the highest poverty and minority districts in the state. This first meeting determined direction for the rest of the advisory council meetings.

The Equity Plan work group made contact with each advisory council and reached out to additional stakeholder groups to enlist the assistance with the communication and development of the plan. Each meeting began with an overview of the history of equitable distribution as part of No Child Left Behind. It was explained the focus was on the distribution of highly qualified teachers to ensure that poor and minority students were not taught at higher rates than their peers. It also was explained that the federal definition of highly qualified simply meant teachers held the appropriate certification to teach the course(s) for which they were assigned. Groups quickly recognized that having the appropriate certification was a step in the right direction, but other strategies would be necessary to ensure "Excellent Educators for All." As is the norm, Kentucky turned to data analysis. Specific equity data was shared and a discussion regarding the possible root causes and strategies to address the equitable access issues ensued. While a table detailing specific feedback has been included in the appendix, a summary of overarching themes that emerged from the stakeholder engagement meetings has been included below.

Summary of Stakeholder Suggestions

Root Causes:

- Teachers not being prepared to meet the diverse learning needs of all students;
- New and inexperienced teachers are often assigned to work with the most challenging students;
- Screeners are inappropriately used during the hiring process eliminating quality applicants;
- Policies, procedures and contracts are written and implemented in ways that create a revolving door of teachers in high poverty, high minority, and the lowest achieving schools;
- Working conditions that would improve the culture of the school are not correctly or adequately addressed;
- Administrators are not developing and sustaining a collaborative culture that promotes team work and on-going professional support to improve teaching and learning; and
- Leadership opportunities outside the classroom are not available for teachers.

Strategies to Address Root Causes:

- Develop policies, procedures and guidance for local boards of education and site-based decision making councils for recruitment, selection and hiring;
- Utilize data from the Teaching, Empowering, Leading and Learning (TELL) Survey to improve working conditions;
- Ensure student teachers have experience working in high poverty, high minority and low achieving schools;
- Analyze student performance data and teacher effectiveness data as the basis for teaching assignments;
- Incentivize effective teachers and principals with options specific to working in high needs schools; and
- Develop multiple pathways for teachers to be leaders without leaving the classroom.

The advisory councils and other stakeholder groups also were asked for input regarding mechanisms to measure progress toward achieving equitable access goals. One of the suggestions was to include the TELL Survey data as a measure. However, there were questions as to how this data would be a used since the survey is quite lengthy. Equity Plan staff expressed to stakeholders that three particular constructs from the survey (School Leadership, Community Support and Involvement, and Managing Student Conduct) are associated with teacher retention and could be utilized. Due to the lack of feedback regarding additional measures, it became evident to the core team and Equity Plan work group they would need to determine additional measures to propose to the groups. The proposed measures were TELL Survey, percentage of first year and KTIP teachers, teacher retention, overall teacher and principal effectiveness and overall student growth rating of teachers and leaders. Groups have been supportive of the five measures outlined in the Kentucky plan.

The final component of the plan, public reporting, also was addressed with the advisory groups. Since Kentucky currently utilizes a school report card to address assessment, school safety, and other measures, making a separate tab on the report card to address equitable access was a natural next step. Groups also advised staff to include the use of social media such as Twitter, Facebook, e-mail and newsletters as mechanisms to report progress.

Continued and Future Plans for Stakeholder Engagement

Engaging stakeholders in the development and implementation of "Kentucky's Equitable Access to Effective Educators" plan has been a priority from its inception. The KDE will continue to provide opportunities for feedback regarding the plan via the regularly scheduled meetings of the Commissioner's advisory councils and other stakeholder groups. However, the KDE recognizes the importance of continuing to seek input from additional groups to ensure all voices are heard. While civil rights groups are represented on some of the Commissioner's advisory councils, the

Kentucky Department of Education extended additional opportunities for these groups to engage in dialogue and provide feedback. An e-mail was sent out explaining the purpose of the Equity Plan and the desire to get feedback regarding its content. In order to facilitate participation, two webinars/online sessions were scheduled and invitations were sent to the group points of contact. Prior to the sessions, reminder e-mails were sent; unfortunately, no persons participated in these particular sessions. The KDE then e-mailed a request to schedule a face-to-face meeting at the convenience of these groups. Kentucky Youth Advocates extended an invitation and information regarding the Equitable Access Plan was shared with them on April 2, 2015. The feedback from the meeting has been included in the stakeholder feedback chart found in Appendix C. The KDE also contacted Fayette County, the second largest district in the state, and extended an invitation to speak with its Equity Council. This meeting has yet to be scheduled. The Kentucky Department of Education will continue to seek avenues to gather input from these organizations.

Once the draft plan is available, an e-mail announcing an opportunity to provide feedback on "Kentucky's Equitable Access to Effective Educators" plan will be sent to local districts and partners. The plan also will be put on the KDE's website for the public to access. Various groups and the public will be asked for any input on the content of the plan and apprised that once the document is revised, they will have the opportunity to comment on it as well. The specific groups included in this e-mail distribution will include:

- 2,500+ receivers of the Commissioner's *Fast Five* and *Monday E-mail* weekly e-mails (all local district superintendents, district assessment coordinators, district finance officers, education cooperative directors, state board of education members, Kentucky Department of Education employees, district principals, principals of the area technology schools, local board of education chairs, special education consultants at the education cooperatives and education constituents who request to receive the weekly e-mails)
- all teachers
- Kentucky Special Parent Involvement Network (KY-SPIN)
- State Advisory Panel for Exceptional Children
- Title I Committee of Practitioners
- State Chamber of Commerce
- Kentucky Commission on Human Rights
- Directors of Special Education
- Title III Directors and Title III Consortium School Contacts
- Gifted and Talented Advisory Council

The plan will be posted for public viewing during June 2015.

A complete list of the Commissioner's advisory councils and their purpose is included as Appendix B. While the aforementioned groups meet on a regular basis, the Kentucky Department of Education has reached out to other groups to solicit feedback regarding the

Equitable Access to Effective Educators plan. A complete list of all stakeholder engagement meetings, membership and brief summary of feedback is included as Appendix C.

A list of members, KDE staff contacts, meeting dates, agendas and minutes of the meetings of the Commissioner's advisory councils are posted on each group's webpage which can be accessed at the following link: Advisory Group Information.

Section 3. Equity Gap Exploration and Analysis

As outlined in Kentucky's approved ESEA waiver application, Kentucky, through the Unbridled Learning initiative, has worked for several years to improve the quality of instruction across the Commonwealth by working with all districts and schools, especially those most in need. Since its inception, Kentucky's ESEA waiver and subsequent amendments have been based on the *Unbridled Learning: College and Career Readiness for All* agenda for change that arose out of Senate Bill 1 (2009) passed by the Kentucky General Assembly. This agenda, designed to make significant improvements to Kentucky's education system, has been extremely successful during the past several years and has resulted in significant progress in increased college and career readiness of the state's students. Kentucky has:

- Adopted and implemented new academic standards in English/language arts and mathematics (2011) and science (2013). Kentucky was one of the first states in the nation to adopt and implement new, more rigorous standards aligned with college and career expectations.
- Implemented the Kentucky Core Academic Standards Challenge through an online tool as a way to raise awareness of the standards being taught in Kentucky classrooms and to solicit feedback to inform KDE's regular review of the English/language arts and mathematics standards.
- Created a system of Leadership Networks. By involving teachers and leaders from every district in the state, KDE, education cooperatives and higher education build the capacity of each school district as it implements Kentucky's Core Academic Standards and aligned assessments, develops assessment literacy among all educators and works toward ensuring that every student is college- and career-ready.
- Implemented new assessments, Program Reviews and a balanced accountability system. New, more meaningful assessments aligned with college- and career-readiness standards include both formative assessments that inform instruction as well as summative assessments of student performance and progress. Program Reviews in arts and humanities, practical living and career studies, writing, K-3 and world language ensure student learning opportunities in subjects critical to a well-rounded education and support program improvement. The Unbridled Learning accountability system more accurately

reflects all of the major elements that define school and district success and ultimately impact student success.

- Developed and implemented the Continuous Instructional Improvement Technology System (CIITS). This online technology platform brings together academic standards, instructional materials, formative assessments, student performance results, educator evaluation and prescriptive professional learning into a one-stop shop to support student and educator improvement. The system registers more than 1,000,000 log-ins each month. To date, teachers have created about a quarter-million formative assessments and nearly a half-million lesson plans in CIITS.
- Implemented a comprehensive system of school and district improvement planning and support. The process of improvement planning for all schools is used as the means of determining how schools and districts plan to ensure that all students graduate college- and career-ready. Hub Schools provide a regional learning center for other schools seeking improvement (Focus, Priority, Title I and non-Title I). A best practices website provides a platform for sharing what works. Of the original 41 Priority or Persistently Low-Achieving (PLA) Schools, from 2012-14, four (4) schools have progressed out of Priority status and one closed due to consolidation. Based on 2013-14 data, five (5) Priority Schools scored in the Distinguished category, the highest of all performance categories; five (5) Priority Schools scored in the Proficient category; 21 Priority Schools were categorized as Progressing (met Annual Measurable Objective, student participation rate and graduation rate); 12 Priority Schools had overall scores above the state average; and 30 Priority Schools met their Annual Measurable Objective. Upon the release of the 2014-15 data, fourteen (14) Priority Schools are on track to exit Priority status.
- Initiated a leadership training program for school and district leaders. LEAD-KY, in partnership with the National Institute for School Leadership, is designed to build leadership capacity through distributed leadership, increased recruitment and retention of effective leaders, and improved student achievement.
- Developed, field-tested, piloted and implemented a new Professional Growth and Effectiveness System for teachers, principals and superintendents. The system defines effectiveness, uses multiple measures and focuses on educator support, professional learning and continuous improvement to ensure every student is taught by an effective teacher, every school is led by an effective principal, and every district is run by an effective superintendent.
- Raised the compulsory school age to 18. Senate Bill 97 (2013) cleared the way for districts to adopt a policy raising the compulsory school age to 18. All of the state's 173 school districts have approved such a policy. The new compulsory school age policy will take effect in most school districts in 2015-16.
- Earned national recognition for education improvement. (See the link to the progress report below for the list of national recognition that the state has received.)

- Increased the percentage of students graduating from high school. In 2013, Kentucky's four-year adjusted cohort graduation rate of 86.1 percent was the fourth highest in the nation. The rate increased to 87.4 percent in 2014.
- Increased the percentage of students ready for college and careers. Nearly two-thirds of all graduates (62.3 percent) now are considered ready to take credit-bearing college courses or a postsecondary training program.
- Increased student achievement. In 2013-14, overall student performance improved, with the percentage of Proficient and Distinguished students increasing in nearly every subject at every grade level on state assessments. (See the link to the progress report below for the data on overall student performance.)
- Increased the number of students, including minority students, taking Advanced Placement tests and scoring higher. In 2013-14, Kentucky students outpaced the nation in the percentage of growth for those receiving qualifying scores of three or higher.
- Increased public high school graduates' performance on the ACT in every subject. Overall composite scores on the ACT increased significantly – by nearly one point compared to one-tenth of a point nationally.
- Improved the percentage of recent Kentucky high school graduates who entered college in Kentucky and met statewide standards for readiness in English, mathematics and reading - increased from 52 percent in 2010-11 to more than 68 percent in 2012-13, according to the Kentucky Council on Postsecondary Education. These students may be admitted into entry-level credit-bearing college courses in these subjects without remediation.

For a complete summary of Kentucky's successes, see the document titled *Five Years of Progress in Kentucky Public Education (2009-2014)*.

Currently, Kentucky has 99.7% of teachers identified as highly qualified. However, new research shows that highly qualified teacher (HQT) status does not necessarily get to the heart of what makes an excellent teacher. As a result, states across the country are shifting focus to what makes an effective teacher based on their teacher evaluation systems or other metrics. As outlined in Principle 3 of Kentucky's approved ESEA Waiver application, since 2010, Kentucky has been working with stakeholders to develop and implement a teacher and leader effectiveness system according to the timeline cited (See Appendix D).

In spite of the work Kentucky has done to implement high quality standards and assessments for all students, along with defining effective teaching and leading and implementing a Professional Growth and Effectiveness System, achievement gaps still exist and teachers and leaders are not equitably distributed based on students' needs.

KRS 158.649 requires the Kentucky Department of Education and each local board of education to address achievement gaps regarding other groups of students including male and female

students, students with and without disabilities, students with and without English proficiency, students who are eligible for free and reduced lunch and those who are not eligible for free and reduced lunch.

At the December 2014 meeting, the Kentucky Board of Education (KBE) heard a presentation from representatives of The Education Trust. The materials for the presentation can be found here under Item IX. The presenters shared data from Kentucky highlighting the achievement gaps that exist as follows:

- The average math proficiency rates of African American students at schools earning a distinguished rating are about equal to the math proficiency rates of white students in Needs Improvement schools.
- Overall results for African American students in distinguished schools are about the same as the results for white students in Needs Improvement schools.
- The same patterns for proficiency rates appear in college and career readiness rates.

The Kentucky Board of Education (KBE) considered changes to the accountability model (Details at the following links: October 2014, December 2014, and February 4, 2015) to address the data shared by The Education Trust. The changes were approved on February 4. Additionally, the Kentucky Department of Education (KDE) must ensure that the focus of the work is on not only assessment and accountability, but also on the curriculum and instruction issues that are leading some students to achieve and others to not achieve. Thus, to address achievement gaps, Kentucky is developing a novice reduction plan. The plan is focused on decreasing the number of students performing at the novice level under the accountability model and raising achievement among specific groups of students, such as minorities and students in poverty. The plan to close achievement gaps through reduction of novice applies to all schools (Priority, Focus, Title I, and non-Title I).

After performing an analysis of the data, KDE has determined that despite increases in college and career readiness, increases in graduation rates, more students taking Advanced Placement courses and attaining qualifying scores, achievement gaps still exist.

As a part of its novice reduction plan, KDE has reviewed statutes, regulations, and the ESEA waiver application and identified core work processes that will inform how the work is shared with practitioners. The eight core work processes are:

- Design and deliver curriculum;
- Design and deliver instruction;
- Design and deliver assessment literacy;
- Review, analyze and use data results;
- Design, align and deliver support processes;

- Establish learning culture/environment;
- Align community support partners; and
- Monitor legal requirements.

As part of the December 2014 KBE meeting that focused on changes to the accountability system, the KBE heard a proposal that novice reduction become an important component of Kentucky's accountability model, and this proposal, along with the other regulatory changes, was approved at the February 4, 2015 meeting. The proposals for changes to the accountability model can be found here under Agenda Item XIII. It is imperative that the accountability model used does not allow achievement gaps to be masked. The work of KDE around novice reduction will support schools in meeting the needs of all students, therefore eliminating achievement gaps. The agency's plan for novice reduction also was discussed at the February 4 meeting. It will be the work of the entire agency and will address the goals set for the Commissioner's evaluation by the KBE.

The groundwork has been laid in Kentucky to move forward now with a plan to ensure that students from low-income families, students of color, students with special needs, and English language learners are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers or attend schools led by inexperienced or unqualified principals.

Equity Gaps

In the past, the equity plans used by the Kentucky Department of Education focused on the proportion of teachers who were highly qualified. With more than 99.7% of all teachers deemed to be highly qualified statewide, a new metric of teacher effectiveness is needed to differentiate between levels of effectiveness. The Professional Growth and Effectiveness System (PGES), Kentucky's educator effectiveness system, is currently in its first year of statewide implementation and at the end of the 2014-2015 school year, KDE will have data on the effectiveness of teachers using the PGES. The PGES uses measures of teacher professional practice and student growth to differentiate among different levels of educator effectiveness. Because Kentucky has a three-year summative cycle, not all teachers will have PGES effectiveness ratings until the end of the 2016-17 school year. Until that time, KDE will use three of the five identified measures to determine equitable access to effective educators.

Definitions and Metrics

Kentucky developed an educator equity plan in 2006 focused on highly qualified status. The new plan will focus on ensuring teachers and leaders are not only highly qualified, but also effective. Kentucky has defined an effective educator by using four levels for performance (Exemplary, Accomplished, Developing and Ineffective). The determination as to whether a teacher or leader is effective is done using sources of evidence to inform professional practice and student growth.

Those evidences provide a professional practice rating and student growth rating. The overall performance category is determined through a matrix model.

The following definitions apply to the model:

Effective Leader means a principal or assistant principal with a professional growth and effectiveness rating of accomplished or exemplary.

Effective Teacher means a teacher with a professional growth and effectiveness rating of accomplished or exemplary.

Exceptional Child/Children and Youth means persons under twenty-one (21) years of age who differ in one (1) or more respects from same-age peers in physical, mental, learning, emotional, or social characteristics and abilities to the degree that they need special education programs or services.

First Year Teacher means those teachers who did not teach in Kentucky the previous year.

Inexperienced Teacher means a teacher with less than one year of experience.

Kentucky Teacher Internship Program (KTIP) means the program that requires all new teachers and out-of-state teachers with less than two (2) years of successful teaching experience, who are seeking initial certification in Kentucky, to serve a one (1) year internship.

Limited English Proficient (LEP) means an individual who is 3-21 years of age and who is enrolled or preparing to enroll in an elementary or secondary school; and who was not born in the US or whose native language is a language other than English.

Low-Income Student means a student that qualifies for free or reduced-priced lunch/meals (FRPL).

Minority Student means an American Indian; Alaskan native; African-American; Hispanic, including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin; Pacific Islander; or member of an ethnic group underrepresented in the school.

Novice Teacher means a teacher new to the field or an experienced teacher who is new to a district, school, grade level, or subject area.

Out-of-Field Teacher means a teacher who holds emergency certification for the area in which he/she is teaching.

Overall Effectiveness means the rating a teacher or leader receives using both professional practice and overall student growth to determine the Overall Performance Category.

Overall Effectiveness of School Teachers and Leaders means the percentage of leaders and teachers in their summative cycle that receive an Overall Performance Category rating of Accomplished or Exemplary. Overall Performance Category is determined through the use of a decision matrix that combines professional practice ratings (domains) with overall student growth ratings.

Accomplished means a teacher with a professional practice rating of accomplished and an overall student growth rating of expected.

Developing means a teacher with a professional practice rating of developing and an overall student growth rating of expected or low; or with a professional practice rating of exemplary or accomplished and an overall student growth rating of low; or with a professional practice rating of ineffective and an overall student growth rating of high.

Exemplary means a teacher with a professional practice rating of exemplary and an overall student growth rating of high; or a professional practice rating of accomplished and an overall student growth rating of high.

Ineffective means a teacher with a professional practice rating of ineffective and an overall student growth rating of expected; or with a professional practice rating of ineffective and an overall student growth rating of low.

Overall Student Growth Rating of Teachers and Leaders means the percentage of teachers and leaders in a school building that receive an Overall Student Growth rating of Expected or High. The overall student growth rating is determined by district defined decision rules to combine local and state (if available) contributions.

Percentage of Teacher Turnover means the number of teachers that left a teaching position in a school building as compared to the previous year. Teacher Retention is determined based on where teachers are teaching each year.

Retention means the proportion of teachers who began a new school year at the school at which they taught at the end of the previous year.

Teacher Turnover means the proportion of teachers that left teaching in a school, district or the state.

District Level Teacher Turnover means a teacher left a district for any reason.

School Level Teacher Turnover means the teacher left a school regardless of whether

reemployed in another district, moved within a district, left the Kentucky public school system or retired.

Tenure/Continuing Service Contract means a contract for the employment of a teacher which shall remain in full force and effect until the teacher resigns or retires, or until the contract is terminated or suspended.

Unqualified teacher means a teacher who does not have appropriate state certification or does not demonstrate content competency (not considered highly qualified).

Working Conditions means a survey that addresses professional learning, school leadership, and school safety as well as other aspects of teacher working conditions in their particular school. The constructs in the survey being used are the ones connected to teacher retention and student achievement. Kentucky currently uses the Teaching, Empowering, Leading and Learning (TELL) as the survey for working conditions.

Working Conditions Calculation means the percentage of combined TELL responses of Agree and Strongly Agree in the constructs for questions that address Managing Student Conduct, Community Engagement & Support and School Leadership.

In order to measure equitable access, Kentucky has determined to use the following measures:

- The TELL Survey addresses professional learning, school leadership, and school safety as well as other aspects of teacher working conditions in a particular school. The constructs in the survey are connected to teacher retention and student achievement.
- Overall Teacher and Principal Effectiveness is determined through the use of a decision matrix that combines professional practice ratings (domains) with overall student growth ratings.
- Teacher and Principal Growth Rating is a rating (low, expected, high) of a teacher or principal as determined by the district using local and state, if available, student growth data and professional judgment.
- Total percent of first-year and KTIP teachers in all schools consists of those teachers who did not teach in Kentucky in the previous year and all KTIP teachers.
- Teacher Retention is determined based on where teachers are teaching each year. Teachers may stay in one school, move to another school in the same district, or move to another district.

Proportion of New/Inexperienced Teachers and Teacher Turnover Rate:

Research suggests that new teachers are less effective than their more experienced coworkers (Clotfelter, Ladd, and Vigdor 2007a, 2007b; Harris and Sass 2007; Kane, Rockoff, and Staiger 2006; Ladd 2008; Sass 2007). Furthermore, a higher rate of teacher turnover has a negative impact on student achievement, and this effect is particularly strong in schools with higher proportions of low-performing and African-American students (Ronfeldt et al. 2011). Research also suggests that "fully certified teachers have a statistically significant positive impact" in regards to areas of teaching and learning (Goldhaber, 2002). Based on this research, education partners across Kentucky have decided that the proportion of inexperienced educators, unqualified educators (those who are not deemed to be HQT), and educator turnover at schools/districts should be examined. The differences between schools/districts in different quartiles of student demographic information will be compared.

Proportion of National Board Certified Teachers:

Research suggests that National Board Certification is an effective indicator of teacher quality (Cavalluzzo et al. 2014). In Kentucky, there are initiatives in place to increase the proportion of National Board Certified Teachers (NBCTs), to develop leadership opportunities in classrooms and schools for NBCTs, and a goal of an NBCT in every school by 2020. Teachers who attain National Board Certification receive a stipend and rank change once they attain certification. The differences between schools/districts in different quartiles of student demographic information will be compared.

Measures of School Climate:

Using the TELL Kentucky Survey, comparisons were made between schools in the lowest and highest quartiles of poverty and minority population. The items that were examined most closely were those of Student Conduct and Community Engagement and Support. These constructs were found to be the highest correlates of student achievement at the school level. Items related to school leadership also were examined as they were highly correlated with teacher turnover.

Data Sources:

To ensure that Kentucky's equitable access work is data driven, KDE has relied on multiple data sources that we will be improved upon over time. The main sources of data have been the Kentucky Center for Education and Workforce Statistics (KCEWS) and the Teaching, Empowering, Leading and Learning (TELL) Survey. KCEWS oversees and populates the Statewide Longitudinal Data System (SLDS), which merges employment and student data from KDE, the Education Professional Standards Board (EPSB), the Council on Postsecondary

Education (CPE), and other sources. The most recent data available is from the 2012-13 school year.

The TELL Survey is a biennial survey that is distributed to all educators statewide. The TELL was last administered in the spring of 2013 and was administered again in the spring of 2015. The TELL Survey addresses teachers' perceptions of their workplace environment along seven constructs: Time, Facilities And Resources, Community Support And Engagement, Managing Student Conduct, Teacher Leadership, School Leadership, Professional Development, and Instructional Practices and Support. The 2015 TELL Survey is included in Appendix E of this document. The TELL Survey also is used as a source of evidence in the Principal Professional Growth and Effectiveness System (PPGES) wherein all principals statewide are required to set goals for working conditions in their school buildings. Because of its use as a source of evidence in determining principal effectiveness and its correlation to student achievement, the TELL Kentucky Survey will be used in order to determine equity gaps in Kentucky schools.

Many of the equity gaps that exist were more evident when comparing schools and districts in the quartile with the lowest proportion (Q1) of a particular gap group (Minority Students, Low-Income Students, Students with Disabilities (SWD), Limited English Proficiency Students) to those in the quartile with the highest proportion of that particular gap group (Q4). These equity gaps were discussed with stakeholders in order to perform a root cause analysis of the equity gaps that exist in Kentucky schools. Using these data, KDE will enact strategies aimed at reducing these equity gaps.

To identify Kentucky's equity gaps, KDE defined "low-income" students as those who receive free or reduced-price lunch (FRPL) and "minority" as students identified as a member of a minority race or ethnicity (e.g., American Indian; Alaskan native; African-American; Hispanic, including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin; Pacific Islander; or member of an ethnic group underrepresented in the school). Equity gaps also were examined for schools with high proportions of students with disabilities and students with Limited English Proficiency (LEP).

Exploration of the Data

KDE conducted several preliminary analyses. To begin, KDE examined equity gaps for numerous metrics in which schools are the unit of analysis for low-income students, minority students, and students with disabilities. Next, KDE focused on the three statutory teacher metrics (i.e., experience, qualifications, and out-of-field assignments) across schools, across districts, and finally for schools within districts.

KDE chose to use quartiles to divide "low-income" and "high-income" schools. As a result of the fact that the majority of our low-income students are concentrated in large urban schools, the low-income group was slightly larger in the number of teachers and principals. As metrics were examined at different levels, KDE continued to take into account the size of the underlying subpopulation under consideration. There were 1,175 schools in the sample, meaning there were between 290 and 298 schools in each quartile (depending on the metric). Schools in the higher quartiles have a greater proportion of students with that characteristic (e.g., schools in Q4 of FRPL have a higher proportion of students receiving free and reduced price lunch than those in Q1). Comparisons were made between Q1 and Q4 schools on each of the four attributes identified (FRPL, minority, LEP, SWD). The gap between the Q1 and Q4 schools was calculated. The state is said to have a gap between the groups if the difference between the two groups is more than one percentage point. If there was an equity gap identified, further analysis would be conducted to get at the root cause of that equity gap, and it could be considered a measure that would be included in the state's measures of equitable access.

Table 1 in the following pages depicts the equity gaps in Kentucky based on educator characteristics. KDE chose to focus on equity gaps by schools because district-level analyses may mask large disparities across schools. KDE chose to explore equity gaps for the three groups specified in ESEA: low-income students, minority, and students with disabilities, along with LEP students. Please note that the measures of teacher and principal turnover are for the 2011-12 school year, while the other measures are for the 2012-13 school year (the most recent data available).

Tables 2 and 3 in the following pages depict the equity gaps based upon educator perceptions of their workplace environment. KDE chose to focus on equity gaps by schools because district-level analyses may mask large disparities across schools. Based on the limitations of the data, only the equity gaps for high FRPL and minority schools could be explored. The percentages in tables 2 and 3 refer to the proportion of responses that agreed or strongly agreed with survey items in that particular construct. In comparing the four quartiles, a one-way ANOVA was performed to determine if there were any differences between the four quartiles. Further post-hoc analysis was conducted using the Mann-Whitney U test, a non-parametric statistical test, which is less susceptible to outliers, to measure whether the differences between schools in Q1 of percent minority and FRPL students and schools in Q4 were statistically significant.

Table 1. Kentucky Equity Gaps in School Year 2012–13

School Type	Teacher Data								Principal Data		
	% Teachers <1 Year Experience	% Teachers <3 Years of Experience	% Alternate Certification Teachers	% Teachers Out of Field	% Teachers Not HQT	% Teachers in KTIP	% NBCT Teachers	% Teacher Turnover	% Principal Turnover	% Principals <1 Year of Experience	% Principals <3 Year of Experience
All Schools (*N*t=41,753 *N*p=1,187)	5.7 (*N*=2,365)	15.1 (*N*=6,284)	11.3 (*N*=4,699)	0.17 (*N*=71)	0.30 (*N*=127)	16.2 (*N*=6,783)	4.7 (*N*=1947)	16.4 (*N*=6,766)	11.2 (*N*=132)	16.6 (*N*=197)	43.0 (*N*=511)
Schools in the Top Quartile of Low-Income Students (*N*t=8,967 *N*p=292)	6.8 (*N*=756)	17.5 (*N*=2,022)	11.8 (*N*=1,128)	0.12 (*N*=6)	.20 (*N*=20)	16.8 (*N*=1,921)	2.9 (*N*=628)	17.1 (*N*=1,526)	9.2 (*N*=18)	14.0 (*N*=55)	36.6 (*N*=107)
Schools in the Bottom Quartile of Low-Income Students (*N*t=12,795 *N*p=297)	4.9 (*N*=380)	13.7 (*N*=1,041)	11.5 (*N*=903)	0.17 (*N*=16)	0.38 (*N*=21)	15.7 (*N*=1,173)	6.4 (*N*=241)	16.1 (*N*=2,032)	14.6 (*N*=56)	18.5 (*N*=41)	46.5 (*N*=138)
Income equity gap	**1.9**	**3.8**	**0.3**	**-0.05**	**-0.18**	**1.1**	**-3.5**	**1.0**	**-5.4**	**-4.5**	**-9.9**
Schools in the Top Quartile of Minority Students (*N*t=12,484 *N*p=298)	7.0 (*N*=877)	18.5 (*N*=2,303)	12.1 (*N*=1,515)	0.06 (*N*=8)	0.32 (*N*=40)	17.0 (*N*=2,124)	4.4 (*N*=551)	17.7 (*N*=2,172)	10.0 (*N*=46)	13.8 (*N*=38)	38.3 (*N*=179)
Schools in the Bottom Quartile of Minority Students (*N*t=8,338 *N*p=296)	4.5 (*N*=377)	12.4 (*N*=1,031)	12.1 (*N*=1,006)	0.23 (*N*=19)	0.20 (*N*=17)	15.4 (*N*=1,284)	2.5 (*N*=210)	15.5 (*N*=1,276)	7.7 (*N*=19)	16.6 (*N*=49)	39.5 (*N*=184)
Minority equity gap	**2.5**	**6.1**	**0**	**-0.17**	**0.12**	**1.6**	**-1.9**	**2.2**	**2.3**	**-2.8**	**-1.2**

School Type	Teacher Data								Principal Data		
	% Teachers <1 Year of Experience	% Teachers <3 Years of Experience	% Alternate Certification Teachers	% Teachers Out of Field	% Teachers Not HQT	% Teachers in KTIP	% NBCT Teachers	% Teacher Turnover	% Principal Turnover	% Principals <1 Year of Experience	% Principals <3 Year of Experience
Schools in the Top Quartile of Students With Disabilities (*N*t=8,172 *N*p=293)	5.4 (*N*=442)	14.2 (*N*=1,158)	9.2 (*N*=753)	0.15 (*N*=12)	0.15 (*N*=12)	16.2 (*N*=1,3276)	3.7 (*N*=300)	15.2 (*N*=2,179)	10.6 (*N*=25)	13.7 (*N*=40)	36.5 (*N*=107)
Schools in the Bottom Quartile of Students With Disabilities (*N*t=12,888) *N*p=297)	5.9 (*N*=761)	15.4 (*N*=1,987)	12.5 (*N*=1,612)	0.21 (*N*=27)	0.36 (*N*=47)	15.5 (*N*=1,997)	4.8 (*N*=622)	17.2 (*N*=1,221)	9.9 (*N*=28)	16.5 (*N*=49)	50.1 (*N*=149)
Students with disabilities equity gap	**-0.5**	**-1.2**	**-3.3**	**-0.06**	**-0.21**	**-0.7**	**-1.1**	**-2.0**	**0.7**	**-2.8**	**-13.6**
Schools in the Top Quartile of Students with Limited English Proficiency (*N*t=8,967 *N*p=294)	6.4 (*N*=756)	17.2 (*N*=2,022)	9.6 (*N*=1,128)	0.05 (*N*=6)	0.17 (*N*=20)	16.3 (*N*=1,921)	5.3 (*N*=628)	16.3 (*N*=1,864)	13.2 (*N*=64)	12.9 (*N*=38)	39.5 (*N*=178)
Schools in the Bottom Quartile of Students with Limited English Proficiency (*N*t=12,795 *N*p=298)	4.9 (*N*=380)	17.2 (*N*=1,041)	9.6 (*N*=903)	0.21 (*N*=16)	0.27 (*N*=21)	15.1 (*N*=1,173)	3.1 (*N*=241)	16.0 (*N*=1,229)	7.4 (*N*=13)	16.4 (*N*=49)	41.3 (*N*=175)
Students with Limited English Proficiency equity gap	**1.5**	**0.0**	**0.0**	**-0.15**	**-0.10**	**1.2**	**2.2**	**0.3**	**5.8**	**-3.5**	**-1.8**

Table 2: 2013 TELL Kentucky Results comparing FRPL Quartile 1 and Quartile 4

TELL 2013 Construct	Q1 (N= 12,262)	Q4 (N=9,255)	Q1-Q4	STATE (N=43,426)
Time	67.7%	66.5%*	1.2%	67.8%
Facilities And Resources	85.6%	85.1%	0.5%	85.2%
Community Support And Engagement	89.0%	75.7%*	13.3%	83.0%
Managing Student Conduct	84.9%	79.4%*	5.5%	82.4%
Teacher Leadership	82.3%	80.7%*	1.6%	81.7%
School Leadership	85.2%	82.7%*	2.5%	84.3%
Professional Development	76.9%	80.9%*	-4.0%	78.5%
Instructional Practices And Support	85.8%	85.4%	0.4%	85.9%
Overall Composite	82.2%	80.0%*	2.2%	81.3%

* Q1 $\neq$ Q4 Statistically significant at the $p < 0.05$ level

Table 3: 2013 TELL Kentucky Results comparing Minority Quartile 1 and Quartile 4

TELL 2013 Construct	Q1 (N= 9,556)	Q4 (N=11,368)	Q1-Q4	STATE (N=43,426)
Time	69.5%	65.3%*	4.2%	67.8%
Facilities And Resources	85.6%	83.2%*	2.4%	85.2%
Community Support And Engagement	82.7%	77.2%*	5.5%	83.0%
Managing Student Conduct	84.6%	76.6%*	8.0%	82.4%
Teacher Leadership	82.4%	79.8%*	2.6%	81.7%
School Leadership	85.8%	81.1%*	4.7%	84.3%
Professional Development	79.5%	79.0%*	0.5%	78.5%
Instructional Practices And Support	87.2%	84.0%*	3.2%	85.9%
Overall Composite	82.4%	78.7%*	3.7%	81.3%

* Q1 ≠ Q4 Statistically significant at the $p < 0.05$ level

Equity Gap Analysis

Educator Characteristics:

Data reveal that equity gaps did not exist for every metric included in the analysis. In fact, on some metrics, schools with more disadvantaged populations had better outcomes than those with more advantaged populations. Those metrics include the proportion of teachers teaching out-of-field and principal experience. However, in looking more closely at the data, a gap appears where schools with high proportions of FRPL and minority students had teachers with less experience than schools that had lower proportions of FRPL and minority students. Furthermore, there was a smaller percentage of Nationally Board Certified Teachers (NBCTs) in high FRPL, LEP and minority schools. The teacher turnover rate also was higher in high minority, LEP, and FRPL schools. The main findings that are to be addressed by this equity plan are:

1. Students in high poverty schools are disproportionately taught by inexperienced, and novice teachers.

2. Students in high minority schools are disproportionately taught by inexperienced and novice teachers.
3. Students in high poverty schools are less likely to be taught by National Board Certified Teachers.
4. Students in high minority schools are less likely to be taught by National Board Certified Teachers.
5. Schools with a high level of poverty are more likely to experience teacher turnover.
6. Schools with a high minority population are more likely to experience teacher turnover.

Because the equity gap was not as pronounced for schools in the highest quartiles of SWD and LEP students, the strategies that are being employed will target mostly schools with high proportions of FRPL and minority students; however, there will be continual monitoring of the data for schools with high proportions of SWD and LEP students.

Educator Perceptions:

There was a significant difference between Q1 and Q4 schools on most constructs of the TELL Kentucky data, including the overall composite. However, in looking at the data more closely, equity gaps did not exist for every metric included in the analysis. For example, in the professional development construct, there was no significant difference between minority Q1 and Q4 schools; furthermore, when looking at the difference between schools in Q1 and Q4 of the FRPL population, the teachers in Q4 schools had a higher score on the professional development construct than those in schools of Q1. In looking at the other constructs, the only other constructs that did not show a statistically significant difference were the facilities and resources and the instructional practices and support constructs for FRPL. Otherwise, all differences were statistically significant. While there were statistically significant differences, the rates of agreement typically differed by only a few percentage points. This is due to the fact that there were relatively large population sizes where even small differences could be interpreted as statistically significant. In looking at the greatest differences between Q1 and Q4 minority and FRPL schools, the greatest differences were in managing student conduct, community support and engagement and school leadership. These constructs were the highest correlates of student achievement in the TELL Survey.

Implications:

Because of the differences between schools with high and low populations of minority and FRPL students in their teachers' characteristics, Kentucky will enact strategies that will target the gaps in teacher experience, teacher turnover, and proportion of NBCTs. Furthermore, Kentucky will be enacting strategies that will improve recruitment, career pathways, and mentoring. The efficacy of the strategies will be monitored to ensure that there is an equitable impact on Q1 and

Q4 schools in terms of educator turnover, educator experience, workplace environment and educator effectiveness (when effectiveness ratings become available).

Future Analyses:

Beginning in the fall of 2015, KDE's School Report Card will include educator characteristics and workplace environment. This will allow further exploration of the data including an analysis of the equity gaps between elementary and secondary schools. Moving forward, as more data become available, KDE will partner with KCEWS in order to examine longitudinal data that address these equity measures. When more TELL data become available in the summer of 2015, further trend analysis will be explored, where comparisons are made between the 2011, 2013 and 2015 administrations. Also, the data will be analyzed to compare elementary and secondary schools. Furthermore, scatterplots may be produced to see which schools with high poverty and high minority populations are exceeding expectations. These schools will be examined further to see if there are any best practices to share with similar schools. The data also will be analyzed to see if there are any geographic trends that may allow KDE to use its resources more effectively to target those regions.

Section 4. Strategies for Eliminating Equity Gaps

Kentucky implements data analysis and a problem-solving approach to addressing root causes through the strategic process of delivery. The Delivery Plan for Next Generation Professionals includes four strategies which embed the equitable access plan components:

- Teacher Professional Growth and Effectiveness
- Principal Professional Growth and Effectiveness
- Professional Learning and Support
- Human Resource Management

The **Theory of Action** for the Human Resource Management strategy that includes the statewide equitable access plan strategy states:

> **IF** we develop and support implementation of policies and highly effective tools for preparation and recruitment of effective diverse teachers;
>
> **AND IF** we develop and support implementation of highly effective tools for teacher induction (new to profession or district);
>
> **AND IF** we develop and support implementation of highly effective tools for supporting on-going mentoring throughout a career;

AND IF we develop and implement educator career pathways that recognize, utilize, develop, and retain effective teachers;

AND IF the state equity plan supports the implementation of local plans to ensure all students have equitable access to effective teachers and leaders;

THEN every child will be taught by an effective teacher and every school will be led by an effective leader.

An analysis of Kentucky's barriers to equitable access revealed the following root causes and sparked the generation of subsequent strategies.

Strategy 1: Educator Preparation
Root-Cause Analysis Findings
Teachers are not exiting their educator preparation programs prepared to meet the challenges of the profession.
Relevant Metrics
KCEWS data revealed 55.7% of newly hired teachers were teaching in the same school after two years; 62.8% were teaching in the same district after two years.
Stakeholder Feedback
Teachers are expected to do too much with minimal training. Additional field experience is needed.
Lack of screening of candidates occurs prior to admission into the Colleges of Education.
Educator Preparation Sub-strategies
Sub-strategy 1: Increase the amount of training for pre-service teachers. Recognizing that students in the educator preparation programs were not adequately prepared, Kentucky recently increased the amount of pre-student teaching field experience hours to a minimum of 200 hours, added requirements for cooperating teacher and university supervisor training, incorporated co-teaching as a mandatory component, and identified a series of experiences required prior to student teaching. The relevant regulation is available here.
Sub-strategy 2: Increase the Standards for Literacy Instruction in Educator Preparation Programs. Recognizing the lack of preparedness of new teachers in the area of literacy, Kentucky recently established literacy preparation standards for all candidates in middle school, high school, and P-12

comprehensive certification programs. This regulation, currently in the early implementation stages, is available here.

Sub-strategy 3: Revise the Kentucky Teacher Internship Program (KTIP) to align with the Professional Growth and Effectiveness System.

Recognizing that evaluation of KTIP teachers was not aligned with the Professional Growth and Effectiveness System (PGES), the Education Professional Standards Board (EPSB) continues to work with stakeholders, Kentucky Advisory Council for Internship (KACI), and pilot districts to revise the Kentucky Teacher Internship Program (KTIP). The goal is to ensure that the components of KTIP can be used to support and fulfill the requirements of the Professional Growth and Effectiveness System (PGES). The new KTIP Sources of Evidence (currently Tasks) are based on the domains of the Danielson Framework. A document showing alignment to the Kentucky Teacher Standards and Danielson Domains is available to teacher preparation programs and educators. The pilot is allowing interns to participate in both KTIP and PGES without the need to complete two set of requirements. Feedback from the current pilot districts is being gathered and used to further improve and modify the KTIP Sources of Evidence. Training for the 2015-16 school year will begin in early summer and continue through the fall. All committee members who serve on a KTIP committee will have the opportunity to be trained on the new system before it is launched statewide in 2015-16.

Sub-strategy 4: Revise and align Preparation and Accreditation Programs.

The Education Professional Standards Board (EPSB) Program Approval and Accreditation Review Committee (PARC) is redesigning how Kentucky carries out preparation program authorization and review as well as the accreditation process, all while ensuring alignment with the new standards of national accreditor, The Council for the Accreditation of Educator Preparation (CAEP).

Sub-strategy 5: Work with Institutions of Higher Education to align current education practices.

Educator Effectiveness Coaches, located regionally, will work with Institutions of Higher Education (IHE) to help prepare teacher education faculty regarding Common Core State Standards implementation, the Professional Growth and Effectiveness System (PGES) and Teacher Leadership plans and roles.

Performance Objectives

By 2016, KTIP and PGES will be aligned to ensure a consistent system.

The root cause analysis revealed that Kentucky needs to provide better support for training and supporting pre-service and novice teachers; teachers are not exiting their educator preparation programs prepared to meet the challenges of the profession. As reported in the Strategic Data Project Human Capital Diagnostic by Harvard's Center for Education Policy Research (2014), schools whose populations represent high percentages of minority/low-income students and/or have low accountability indices hire new teachers at higher rates than other schools. These inexperienced teachers are more likely to be placed with students who underperform their counterparts in math, and many leave their first teaching placement and/or the teaching

profession altogether within the first two years. KCEWS data revealed that only 55.7% of newly hired teachers were teaching in the same school after two years; 62.8% were teaching in the same district after two years. With the revolving door of inexperienced teachers and lack of time and support for these teachers, Kentucky's most vulnerable students are at-risk of being taught by the least effective/experienced teachers for multiple/consecutive school years. Stakeholder feedback revealed that novice teachers are simply expected to do too much with minimal training. Additional field experience is needed. Naturally, without adequate time, support, and opportunity to grow professionally, new and inexperienced teachers have less positive impact upon student success than returning and experienced teachers do.

One strategy Kentucky must adopt is to invest in its new and inexperienced teachers. The quality of educator preparation programs, practices, and field/clinical experiences must increase so that teachers are "student-ready" from day one in the classroom. In an effort to address this need, Kentucky recently increased the amount of pre-student-teaching field experience hours to a minimum of 200, added requirements for cooperating teacher and university supervisor training, incorporated co-teaching as a mandatory component, and identified a series of experiences required prior to student teaching. Additionally, Kentucky recently increased the standards for literacy instruction in educator preparation programs for all candidates in middle school, high school, and P-12 comprehensive certification programs so that teachers are better prepared to meet the needs of all students. Finally, the Education Professional Standards Board (EPSB) Program Approval and Accreditation Review Committee (PARC) is redesigning how Kentucky carries out preparation program authorization and review, as well as the accreditation process, all while ensuring alignment with the new standards of the national accreditor, The Council for the Accreditation of Educator Preparation (CAEP).

To further address this strategy, additional resources must be allocated to support novice teachers through on-going, job-embedded coaching and mentoring that support their ability to grow professionally and impact student achievement. To this end, Kentucky is working to revise its Teacher Internship Program (KTIP) to align with the Professional Growth and Effectiveness System. This project requires the cooperation of Kentucky's Education Professional Standards Board (EPSB), along with other stakeholders, such as the Kentucky Advisory Council for Internship (KACI), and pilot districts. The goal is to ensure that the components of KTIP can be used to support and fulfill the requirements of the Professional Growth and Effectiveness System (PGES). This strategy addresses a more seamless system that sets up new teachers for success in schools.

It is important for KDE to work with Institutions of Higher Education to align current education practices as they relate to teacher preparation so that best practices are modeled and embedded in coursework and field experiences, leading to stronger teaching. To support this strategy, KDE educator effectiveness coaches, located regionally, will work with cohorts of teacher educators from Institutions of Higher Education (IHEs) to help inform teacher education faculty regarding

Common Core State Standards implementation, the Professional Growth and Effectiveness System (PGES) and teacher leadership. These strategies will be implemented in order to prepare new teachers for day one of teaching and empower developing teachers to persist through those first years so they can contribute to the teaching profession for the long term.

Strategy 2: Recruitment, Hiring, and Placement
Root-Cause Analysis Findings
Lack of proactive recruitment efforts LEAs lack processes and strategies to recruit candidates, particularly to high poverty schools, high minority schools or schools with low-average test scores. Rural areas of the state report a lack of candidates due to lack of opportunities within the community. Urban areas do not lack candidates; however, recruitment of candidates to teach in the high needs schools, and retaining them, is difficult.
Hiring Timelines Requirements related to posting of certified vacancies and collective bargaining agreements contribute to problematic hiring timelines. State statute requires districts to post certified vacancies 30 days prior to filling the vacancy. Districts may request a waiver of this requirement for positions in areas that are identified as critical shortage areas by the Commissioner or to prevent disruption of student services. KDE currently uses one of the prescribed methods proposed by the U.S. Department of Education to determine critical shortage areas. The method results in numerous content areas being identified as critical shortage areas. This results in many districts applying for and being approved for an automatic waiver of the posting requirement. KDE is investigating a possible change in statute and in the way critical shortage areas are determined. Additionally, districts with collective bargaining agreements may post "anticipated" vacancies. This potentially allows districts with collective bargaining agreements to post positions and hire earlier than surrounding districts. This has been reported as problematic because it decreases the supply of candidates for the neighboring districts without collective bargaining.
Teacher and student assignment New and inexperienced teachers are often placed with students with the greatest needs.
Relevant Metrics
A review of Title II, Part A applications revealed that effective recruitment efforts are lacking for most LEAs. Most efforts are limited to attendance at local recruitment fairs. There is no mention of looking at human resource needs to target recruitment efforts towards meeting the needs of shortage areas.
Kentucky Educator Placement System (KEPS) data was reviewed to determine the number of certified vacancy posting and waiver requests.
Data from the Strategic Data Project revealed that 10.4% of all new hires in elementary and middle

schools were serving in schools in the bottom quartile of schools with lower standardized math scores.

Note: In cases where data for these metrics were under review, preliminary, or difficult to gather in our current timeline, stakeholder insights were given greater weight in informing the human resource management strategy.

Stakeholder Feedback

Urban districts and/or districts with collective bargaining agreements are typically allowed to post "anticipated" vacancies rather than "known" vacancies. Additionally, urban districts with collective bargaining agreements have a higher rate of waiver requests that allow them to post and waive the hiring requirements prior to the 30-day minimum required by statute.

New teachers are often assigned to the most challenging classes. Class and student assignments should be reviewed and aligned to meet needs.

Recruitment, Hiring and Placement

Sub-strategy 1: Improve District Recruitment Practices.

Recognizing that districts often lack intentional recruitment strategies, KDE will provide guidance to districts regarding the development of a Strategic Workforce Plan. Districts will utilize human resource data to analyze district and school hiring needs. Data regarding teacher performance, working conditions, retention, attrition and student population growth are examples of data that could be utilized. Once an analysis of data has been conducted, districts and schools will develop and implement strategies to address the identified needs.

Sub-strategy 2: Review and evaluate statutes, policies and procedures that may contribute to inequitable hiring practices.

Recognizing that salary overall does not appear to be problematic within the state, it can be for some of those that are near districts with positions identified as critical shortage areas or that have collective bargaining agreements. The KDE will work to identify statutes and regulations that allow some districts the advantage of posting positions with "anticipated" vacancies rather than "actual" vacancies.

Sub-strategy 3: Review of district and school teacher and student assignment policies.

Recognizing that new and inexperienced teachers are often placed in high-poverty, high-minority or low-achieving schools, districts need to review school-based decision making (SBDM) council policies regarding teacher and student placement. Some districts have open-enrollment policies that allow parents to select schools for their children to attend. Additionally, some schools allow parents to request teachers for their children. Data from the TELL Survey indicates that a lack of parental influence contributes to inequitable access to effective teachers. Districts and schools should revisit their district and school policies to determine if teacher and student assignment policies are contributing to inequitable access.

Sub-strategy 4: Increase Teacher Pay for Recruitment in High Needs Schools.

Recognizing the insufficiency of teacher and principal salaries to attract and retain excellent educators in our high-need schools, KDE will work with districts to develop a teacher compensation system through the Teacher Incentive Fund (TIF).

Sub-strategy 5: Increase the Pool of Teachers Equipped to Work with Diverse Learners.

Recognizing that many teachers lack the skills necessary to meet the needs of diverse learners, the KDE will continue to support the Minority Educator Recruitment and Retention Scholarship. Additionally, the Traineeship Tuition Assistance Program is funded by the KDE Division of Learning Services through a master agreement with Northern Kentucky University. This program assists special education teachers with becoming certified and consequently increases the supply of public K-12 educators. Currently, Kentucky has only 8 NBCTs with a designated certification for LEPs. As a part of the Network to Transform Teaching work, partners will target recruitment efforts to increase teachers in this certification area to better meet the needs of LEPs.

Performance Objectives

By 2017, districts in the highest poverty and highest minority quartile will report an increase in applicants for certified vacancies.

By 2020, KDE will increase the number of effective teachers across the state by providing professional learning experiences and technical assistance to districts on the need for equitable access to effective teachers in order to close achievement gaps. These experiences and this support will enable districts and schools to design continuous improvement plans which contain equitable access components.

Another root cause of inequitable access to effective teachers is the lack of intentional recruitment, hiring, support, and placement practices. Simply put, Kentucky does not have a comprehensive plan for ensuring all students have equal access to effective teachers. Teachers report that working conditions impact their decision to apply, to remain in or transfer from particular schools and districts, as well as their commitment to persist or leave the teaching profession altogether. Contributing factors such as the school's trusting atmosphere, principal leadership, community support, teacher pay and benefits, student demographics and collaborative colleagues play a significant role in teacher recruitment and retention. Some schools and districts offer incentives for teachers and their families, such as desirable geographic location, robust economic opportunity, and involved community supports. Districts without these amenities are at a natural disadvantage to recruit, hire, and retain effective teachers. For example, LEAs lack processes and strategies to recruit candidates, particularly to high poverty schools, high minority schools or schools with low-average test scores. Rural areas of the state report a lack of candidates due to lack of opportunities within the community. Urban areas do not lack candidates; however, recruiting candidates to teach in the high needs schools, and retaining them, is difficult. In

sum, Kentucky's most effective teachers tend to land in schools with the most hospitable teaching conditions; often, these are not the schools/districts with highest student needs.

To support this strategy, KDE will review and evaluate statutes, policies and procedures that may contribute to inequitable hiring practices. Recognizing that salary does not appear to be generally problematic within the state, it can be an issue for neighboring districts of those with positions that are identified as critical shortage areas or that have collective bargaining agreements. KDE will work to identify statutes and regulations that allow some districts the advantage of posting positions with "anticipated" vacancies rather than "actual" vacancies.

KDE also will request that SBDM councils review the policies which determine how districts and schools assign teachers and students. Too often, new and inexperienced teachers are placed with students having the greatest needs. Data from the Strategic Data Project revealed that 10.4% of all new hires in elementary and middle schools were serving in schools in the bottom quartile of the state's standardized math scores. Moreover, new teachers are often assigned to the most challenging classes. Districts and schools should revisit their district and school policies to determine if teacher and student assignment policies are contributing to inequitable access. Decisions about class and student assignments should be based upon student need. To that end, KDE will invest in training principals to match teachers' strengths to students' needs in scheduling rather than convenience or chance.

KDE also will investigate and enact ways to increase teacher pay for recruitment in high needs schools. Recognizing the insufficiency of teacher and principal salaries to attract and retain excellent educators in our high-need schools, KDE will work with districts to develop a teacher compensation system through the Teacher Incentive Fund (TIF).

Additionally, the KDE is investigating the option of redirecting a portion of its state recruitment funds to the high-needs schools for recruitment and retention incentives. Bi-annually, Kentucky receives an allocation for recruitment from the General Assembly. These funds have been utilized for recruitment and diversification efforts. After a review of data, it has been determined that some of the previous initiatives have not yielded the anticipated results; therefore, a redirection of a portion of these funds is in order. Redirection would not occur until the spring of 2016. Schools selected would be those ***no***t receiving School Improvement Grants (SIG) as these schools are currently required to address recruitment and retention of effective educators within their SIG plans. The KDE will determine the percentage or number of schools to be targeted for this incentive by fall of 2015.

KDE's commitment to equitable access is a serious one. The agency's goals include that by 2017, Kentucky districts in the highest poverty and highest minority quartile will report an increase in applicants for certified vacancies. Likewise, by 2020, KDE will increase the number of effective teachers across the state by providing professional learning experiences and technical

assistance to districts on the need for equitable access to effective teachers in order to close achievement gaps. These experiences and this support will enable districts and schools to design continuous improvement plans which contain equitable access components.

Strategy 3: Ongoing Professional Learning (Teacher and Principal Development)
Root-Cause Analysis Findings
Professional Learning is not aligned to educator need. Teachers and principals need access to professional learning that aligns with Kentucky's Academic Standards in 704 KAR 3:303, educator effectiveness standards, and individual growth goals as well as school, school district, and state goals for student achievement. Professional learning should focus on content; pedagogy; pedagogical content-knowledge, as specified in certification requirements; and other related job-specific performance standards and expectations. It should be differentiated to meet the needs of diverse groups of students; occur among educators at the school who share accountability for student results; and facilitated daily or weekly by well-prepared school and district leaders including curriculum specialists, principals, coaches, mentors or other teacher leaders. Additionally, it should simultaneously serve three purposes: individual improvement, school improvement and program implementation.
Inconsistent Induction and Mentoring Opportunities. Districts face the challenges of designing comprehensive induction and mentoring systems within the context of their professional learning systems so that teachers and principals have access to on-going, job-embedded experiences such as action research, case discussions, coaching, mentoring, critical friends groups, data teams/assessment development, examining student work/tuning protocol, implementing individual professional growth plans, lesson study, portfolios, PLCs and study groups.
Relevant Metrics
Results of the Teaching, Empowering, Leading and Learning Survey (TELL) indicate that teachers feel they need professional learning in the areas of common core standards, differentiation, special education, closing the achievement gap and integrating technology into instruction.
A Review of Teacher Quality Program budgets reveal that the amount of Title II, Part A funds utilized for professional learning has increased; however, many schools choose to utilize funds for class-size reduction.
Survey responses indicate that the currently available professional learning opportunities are not linked to their professional goals, student achievement goals, or content area. For example, approximately 70 percent of teachers and 55 percent of principals surveyed say that the learning opportunities available are not aligned to strengthening their professional skills or improving student performance.
TELL Survey data reports 81% of teachers have a mentor; however, it is not clear if this includes first year teachers that have mentors assigned through the KTIP process. Additional mentoring and induction beyond the first year is necessary to support teachers.
Note: While there isn't a significant statistical difference between Kentucky's high-poverty, high-

minority quartile as reported in Section 3 of equity gaps, a review of each question within the professional learning section of the TELL Survey indicates that there was enough evidence in individual TELL items to warrant the inclusion of a professional learning strategy. Stakeholder feedback coincided with the information in the TELL Survey, so KDE concluded that a professional learning strategy was necessary for the equity plan.

Stakeholder Feedback

New teachers need coaching/mentoring in the classroom in real time until they are tenured, and mentors need to be compensated. New teachers need job-embedded professional learning on classroom management, best practices, and the new evaluation system.

Professional Learning needs to be differentiated to the meet the needs of diverse groups of students.

National Board Certified Teachers should be utilized as mentors for teachers.

Teacher networks that are providing content and pedagogical support for teachers implementing college and career readiness standards should be continued.

Monthly support for new teachers, mentors, and coaches is needed. Don't leave a new teacher alone. Pair a new teacher up with a veteran teacher to work with daily.

Ongoing Professional Learning Sub-strategies

Sub-strategy 1: Strategically allocate federal funds.

KDE will review school districts' use of Title II funds to ensure that all expenditures directly address the districts' needs. Once local districts determine their needs through a needs assessment, KDE will review equity plans and determine if the use of Title II funds is appropriate. The professional learning activities using Title II funds would be those that have evidence of effectiveness and would directly align to each district's student achievement goals and professional learning needs based on Professional Growth and Effectiveness System data. KDE also will assure that the use of state set-aside funds supports this objective, and in cooperation with other agencies such as the Council on Postsecondary Education, ensure that activities carried out under Subpart 3, "Sub-grants to Eligible Partnerships", do the same.

Sub-strategy 2: Review of Alternative Funding Streams.

KDE will review all funding streams available for professional learning to see if those funds can be allocated more strategically to support the goals of the plan. KDE also will look outward for funding sources to support professional development needs.

Sub-strategy 3: Implement the Professional Learning, Integrated Methods for Learning and Support Systems Strategies in the Next Generation Professionals Delivery Plan.

KDE is creating and refining a system focused on professional learning to support professional growth and is monitoring the system's effectiveness. KDE supports the implementation of the Professional Growth and Effectiveness System so that educators will receive personalized feedback through data gathered from multiple sources to gain an understanding of their current performance. In the PGES, educators implement, monitor and refine their professional growth plan, and engage in continuous learning for continuous improvement of practice and student achievement results. Professional Learning

support is an important component through the Delivery plans to support the implementation of college and career ready standards as outlined in Kentucky's approved ESEA flexibility waiver.

Sub-strategy 4: Develop Induction and Mentoring Programs.

Set statewide program standards for high-quality comprehensive induction that lead to successful implementation of the Kentucky Core Academic Standards (KCAS), assessments and the Professional Growth and Effectiveness System by increasing the number of National Board Certified Teachers to provide a pool of mentors for new teachers. The goal of the Network to Transform Teaching (NT3), a US Department of Education and National Board for Professional Teaching Standards grant, is to double the number of NBCTs in the state and provide at least one NBCT in each school. NT3 targets Priority School teachers. The increase of National Board Certified Teachers would increase the number of mentors available.

Sub-strategy 5: Implement a coherent statewide system for professional learning that is aligned to the PGES and is implemented as a continuous improvement process and not a one-time event or training.

- KDE identifies, develops and disseminates resources to support a professional learning system of data-driven learning communities and collaborative environments engaged in the problem-solving of teaching and learning issues.
- KDE leadership supports the vision and implementation of transformed professional learning across all divisions.
- KDE supports capacity building among districts to develop professional learning experiences that are aligned to academic standards and school/district goals.
- KDE field staff supports the vision and implementation of transformed professional learning across all districts.
- District improvement plans reflect district application of resources to plan, implement, facilitate and evaluate effective professional learning.
- Districts develop a culture in which continued learning is an essential aspect of professional practice.
- Schools provide common teacher learning time, distinct from planning time (e.g., visit other teachers' classroom, collaborative teaching).
- Schools use student performance data to inform decisions about the design and implementation of professional learning experiences.

Sub-strategy 6: Concentrate efforts on engaging teachers in the professional learning experiences that would most impact student achievement and on evaluating the impact in order to improve practice and demonstrate results.

- Co-Teaching for Gap Closure (CT4GC) is a professional development initiative developed by the Kentucky Department of Education (KDE) in 2012 to help close the achievement gap. It is comprised of four components: Co-Teaching Best Practices; Continuous Classroom Improvement; Student Supports; and ELA/Math Instructional Strategies. Sustainability is built through a system of coaching from the state level to the classroom level.
- The State Systemic Improvement Plan is a new initiative to ensure that students with disabilities

reach proficiency and graduate from high school ready for college and careers. • Early Learning Leadership Networks are regional professional learning communities working with preschool readiness. • Education Recovery Staff are assigned to Priority Schools to support school improvement. • KDE Effectiveness Coaches work with 18 Instructional Transformation Grant Districts to support professional learning for standards implementation, PGES, assessment literacy, and teacher leadership. • Literacy Design Collaborative/Math Design Collaborative state leads provide professional learning in all 173 districts for implementation of the literacy and mathematics standards.
Performance Objectives:
Increase alignment between teacher needs and coaching materials.
Increase alignment between professional learning experiences and KCAS.
Increase the number of educators who have a broader repertoire of effective strategies for gap closure and adapt their practices based on student learning needs.
Increase student learning outcomes. Increase the number of educators who engage in continuous learning and professional growth experiences.
Increase the proportion of teachers stating they received professional learning on closing the achievement gap.
Double the number of NBCTs in the state by 2020.

Another strategy to address the root cause of inadequate working conditions is to align professional learning to educator need. Results of the Teaching, Empowering, Leading and Learning Survey (TELL) indicate teachers do not believe that their professional learning opportunities are aligned to their needs as educators. Teachers report needing professional learning in the areas of common core standards, differentiation, special education, closing the achievement gap and integrating technology into instruction. Furthermore, survey responses indicate that the currently available professional learning opportunities are not linked to the teachers' professional goals, student achievement goals, or content areas. For example, approximately 70 percent of teachers and 55 percent of principals surveyed say that the available learning opportunities are not aligned to strengthening their professional skills or improving student performance.

This is especially true for the mentoring and induction of inexperienced teachers. Stakeholders suggest that monthly support is needed for new teachers, mentors, and coaches. They advise that new hires should not be left alone without support. Rather, they should be paired with a veteran teacher, mentor or coach to work with daily. TELL Survey data suggest that eighty-one percent of teachers report having a mentor; however, it is not clear if this includes first year teachers that

have mentors assigned through the KTIP process. Stakeholders agree that new teachers need coaching/mentoring in the classroom in real time until they are tenured, and mentors need to be compensated, which is expensive. New teachers need job-embedded professional learning targeting classroom management, best practices, and the new professional growth and effectiveness system. Additional mentoring and induction beyond the first year is necessary to support teachers, as well. Stakeholders suggest utilizing National Board Certified Teachers as mentors for teachers and continuing teacher networks that are providing content and pedagogical support for teachers as they implement college and career readiness standards. Districts face the challenges of designing comprehensive induction and mentoring systems within the context of their professional learning systems so that teachers and principals have access to on-going, job-embedded experiences such as action research, case discussions, coaching, mentoring, critical friends groups, data teams/assessment development, examination of student work/tuning protocol, implementation of individual professional growth plans, lesson study, portfolios, professional learning communities and study groups.

The varied professional learning needs of teachers are expensive to implement. A review of teacher quality program budgets revealed that the amount of Title II, Part A funds utilized for professional learning has increased; however, many schools choose to utilize funds for class-size reduction rather than to invest in the quality, frequency and strategic application of professional learning.

KDE will address this strategy in several specific ways. First, federal funds will be strategically allocated. The agency will review school districts' use of Title II funds to ensure that all expenditures directly address the districts' pressing needs for improvement. Once local districts conduct a needs assessment and target areas for growth, KDE will review equity plans and determine if the use of Title II funds is appropriate. The professional learning activities approved for Title II funds would be those that have evidence of effectiveness and would directly align to each district's student achievement goals and professional learning needs based on Professional Growth and Effectiveness System data. KDE also will assure the use of state funds set aside to support this objective, and in cooperation with other agencies such as the Council on Postsecondary Education, will ensure activities carried out under Subpart 3, "Sub-grants to Eligible Partnerships," do the same. Additionally, the agency will monitor the use of Title I funds to ensure that they are used to support equitable access by supporting high quality professional development, teacher induction, recruitment and retention efforts, and improvement in school climate as highlighted by the TELL Survey.

Furthermore, KDE will review all alternative funding streams available for professional learning to see if those funds can be allocated more strategically to support the goals of the plan. Another avenue will be to look outward for funding sources to support teacher effectiveness through professional learning.

The agency will be implementing the Professional Learning, Integrated Methods for Learning and Support Systems Strategies in the Next Generation Professionals Delivery Plan. Currently, KDE is creating and refining a system focused on professional learning to support professional growth and is monitoring the system's effectiveness. KDE supports the implementation of the Professional Growth and Effectiveness System so that educators will receive personalized feedback through data gathered from multiple sources to gain an understanding of their current performance. In the system, educators implement, monitor and refine their professional growth plan, and engage in uninterrupted learning for continuous improvement of practice and student achievement results. Professional learning support is an important thread that weaves throughout Kentucky's delivery plans to support the implementation of college and career ready standards as outlined in Kentucky's approved ESEA flexibility waiver.

Still one more initiative for KDE is to develop induction and mentoring programs by setting statewide program standards for high-quality, comprehensive induction that lead to successful implementation of the KCAS, assessment practices, and the Professional Growth and Effectiveness System (PGES). This will be accomplished by increasing the number of National Board Certified Teachers (NBCTs) to provide a pool of mentors for new teachers. The goal of the Network to Transform Teaching (NT3), a United States Department of Education and National Board for Professional Teaching Standards (NBPTS) grant is to double the number of NBCTs in the state and provide at least one NBCT in each school. NT3 targets Priority School teachers. The increase of NBCTs will increase the number of qualified mentors who are available.

Overall, the state agency will implement a coherent statewide system for professional learning that is aligned to the PGES and is implemented as a continuous improvement process and not a one-time event or training. This will be accomplished by identifying, developing, and disseminating resources to support a professional learning system of data-driven learning communities and collaborative environments engaged in the problem-solving of teaching and learning issues. To this end, KDE commits to:

- support the vision and implementation of transformed professional learning across all of its own divisions;
- support capacity building among districts to develop professional learning experiences that are aligned to academic standards and school/district goals;
- support the vision and implementation of transformed professional learning across all districts through strategic training and placement of field staff;
- ensure that district improvement plans reflect district application of resources to plan, implement, facilitate and evaluate effective professional learning;

- support districts as they develop a culture in which continued learning is an essential aspect of professional practice;

- ensure that Kentucky schools provide common teacher learning time, distinct from planning time (e.g., opportunity to observe an accomplished or exemplary teacher, collaborative teaching); and

- ensure that schools use student performance data to inform decisions about the design and implementation of professional learning experiences.

Finally, KDE will concentrate efforts to engage teachers in the professional learning experiences that will provide the most impact on student achievement and evaluate their impact in order to improve practice and demonstrate results. The following are some examples of the initiatives currently in place:

- Co-Teaching for Gap Closure (CT4GC) is a professional development initiative developed by the Kentucky Department of Education (KDE) in 2012 to help close the achievement gap. It is comprised of four components: Co-Teaching Best Practices; Continuous Classroom Improvement; Student Supports; and ELA/Math Instructional Strategies. Sustainability is built through a system of coaching from the state level to the classroom level.

- The State Systemic Improvement Plan, designed to ensure that students with disabilities reach proficiency and graduate from high school ready for college and careers.

- Early Learning Leadership Networks are regional professional learning communities working with preschool readiness.

- Education Recovery Staff are assigned to Priority Schools to support school improvement.

- KDE Effectiveness coaches work with 18 Instructional Transformation Grant Districts to support professional learning for standards implementation through the Literacy Design Collaborative and the Math Design Collaborative, next generation assessment systems, teacher leadership, and professional learning systems. The Literacy Design Collaborative and Math Design Collaborative are further supported by state leads that provide professional learning in all 173 districts for implementation of the literacy and mathematics standards.

As KDE successfully implements these strategies for professional learning, the results will include increased alignment between teacher needs and coaching materials, better alignment between professional learning experiences and the Kentucky Core Academic Standards, a greater

number of educators who have a broader repertoire of effective strategies for gap closure and who adapt their practices based on student learning needs, increased student learning outcomes, more educators who engage in continuous learning and professional growth experiences, an increased proportion of teachers stating they received professional learning on closing the achievement gap, and double the number of NBCTs in the state by 2020.

Strategy 4: Retention Strategies
Root-Cause Analysis Findings
Lack of opportunities for career advancement. Unlike many other professions where there are opportunities for advancement, most often teachers must leave the classroom and become administrators to advance their careers.
Lack of supportive school leadership. School leadership has evolved from being the building supervisor that manages student discipline to an instructional leader. Leaders often lack the skills necessary to effectively support teachers. Teachers that do not feel supported often leave their school, district or the profession entirely.
Relevant Metrics
TELL Survey data reveals a 4.7% gap in rate of agreement between the lowest minority and highest minority quartiles and a 2.5% gap in rate of agreement between the lowest and highest poverty schools in the area of school leadership.
Data provided by the Kentucky Center for Education and Workforce Statistics (KCEWS) revealed that overall teacher turnover rates in the highest poverty schools is 15.7% as compared 13.1% in the lowest poverty schools.
KCEWS data revealed overall teacher turnover rates were 16.4% for schools located in urban areas as opposed to 12.6% for schools located in rural areas of the state.
KCEWS data revealed 55.7% of newly hired teachers were teaching in the same school after two years; 62.8% were teaching in the same district after two years.
Note: Data for the development of additional opportunities and roles for teachers has been self-reported by district. KDE will develop a metric to assess this strategy.
Stakeholder Feedback
There needs to be a restructuring of the profession to include opportunities for teachers to attain professional satisfaction through development of career pathways.
Defining additional roles for teachers would allow them a career ladder that does not necessarily mean leaving the classroom.
Retention Sub-strategies
Sub-strategy 1: Provide Educator Career Pathway Opportunities.

In recognition of the relative lack of career advancement opportunities available to educators, KDE is facilitating a workgroup to develop guidance for districts to support the development of career pathways for teacher leaders that impact district goals. The group is currently developing guidance that will be shared with 18 Instructional Transformation Districts. The guidance will be rolled out statewide in the fall of 2015. In addition to this guidance, the Career Pathways Expanded Working Group is developing a workshop for district teams to be held at three locations in June 2015. The purpose is to provide guidance to district teams regarding how to develop career pathways to support district goals (i.e., mentoring, induction). Teacher Leadership/Career Pathways also is one of three strategies addressed in the Instructional Transformation Grant. Some of the 18 IT Grant districts will become Commonwealth Accountability Model sites for Teacher Leadership. Additionally, the Empowering Effective Educators (E^3) Grant provides schools with funds to design and implement a teacher leadership structure that addresses the needs of building capacity of staff and recognizing the impact of teacher leaders on continuous improvement of schools. The teacher leadership program will promote the use of highly effective teachers in various leadership roles based on the needs of the school. As part of the grant, districts have agreed to share their teacher leadership structure with other districts as a potential model.
Sub-strategy 2: Improve the Collaborative Culture through Effective School Leadership. Clearly defined professional responsibilities for principals constitute the foundation for the Principal Professional Growth and Effectiveness System (PPGES). Performance standards define the criteria expected when principals perform their major duties. For all principals, there are six performance standards that guide the performance of the principal. They include Instructional Leadership, School Climate, Human Resource Management, Organizational Management, Communication and Community Relations, and Professionalism. The PPGES provides principals with an assessment of their performance on these standards as viewed through Student Growth, Val-Ed and Working Conditions Growth Goals. Each source of evidence that comprises the effectiveness system is aligned to and anchored by these standards. Summative ratings are based on the measures. The standards also will inform professional growth planning, superintendent site visits/observations, conversations for feedback and formative, on-going assessments of the principal's performance.
Performance Objectives
By 2018, there will be a decrease in the overall teacher turnover rates for all schools.
By 2018, there will be a decrease in teacher turnover rates for newly hired teachers for all schools.
By 2018, there will be a decrease in teacher turnover rates between schools in the highest poverty and minority quartiles.

The last strategy focuses on retention of teachers. Educators report two primary reasons for leaving the profession. First, they report a lack of opportunity for career advancement within the teaching profession. Unlike many other occupations where various opportunities for advancement exist, for the most part teachers must become administrators to advance their careers, requiring that they leave the classroom and essentially the teaching profession to do so. Stakeholder feedback suggests that Kentucky teachers invite a restructuring of the profession to include opportunities for teachers to attain professional satisfaction through development of

career pathways. Defining additional roles for teachers will allow Kentucky's most experienced and effective educators a career ladder and opportunity for advancement that does not necessarily mean leaving the classroom.

KDE is committed to providing new educator career pathway opportunities for Kentucky's teachers. In recognition of the relative lack of career advancement opportunities available to educators, the agency is currently facilitating a workgroup whose purpose is to provide guidance for districts to support the development of career pathways for teacher leaders that impact district goals. The group is currently piloting guidance to be shared with 18 Instructional Transformation Districts. In the fall of 2015, the guidance will be rolled out for statewide access. Along with this guidance, the Career Pathways Expanded Working Group is developing a workshop for district teams to be held at three locations in June 2015. The purpose is to provide guidance to district teams regarding how to develop career pathways to support district goals (i.e., mentoring, induction). Teacher Leadership/Career Pathways also is one of three strategies addressed in the Instructional Transformation Grant. The 18 Instructional Transformation Grant Districts will each have the opportunity to become Commonwealth Acceleration Model sites for teacher leadership in order to share their learning and experiences in the area of teacher development with other districts and schools in the state. Additionally, the Empowering Effective Educators (E3) Grant provides schools with funds to design and implement a teacher leadership structure that addresses the needs of building capacity of staff and recognizing the impact of teacher leaders on continuous improvement of schools. The teacher leadership program will promote the use of highly effective teachers in various leadership roles based on the needs of the school. As part of the grant, districts have agreed to share their teacher leadership structure with other districts as a potential model.

In addition to lack of career advancement pathways, teachers report a lack of supportive school leadership as a reason for leaving the profession. By necessity, effective school leadership has evolved over the years from a building supervisor who manages student discipline to an involved, responsive instructional leader. Too often, leaders in these positions have not had the opportunity to learn or develop the instructional and coaching skills necessary to effectively support teachers. Predictably, gaps in leader quality, as well as in teacher quality, exist in high need schools. TELL Survey data reveal a 4.7% gap in rate of agreement between the lowest minority and highest minority quartiles and a 2.5% gap in rate of agreement between the lowest and highest poverty schools in the area of school leadership. This gap in supportive leadership directly affects teacher retention. Data provided by the Kentucky Center for Education and Workforce Statistics (KCEWS) revealed that the overall teacher turnover rate in the highest poverty schools is 15.7%, as compared to 13.1% in the lowest poverty schools. Further KCEWS data revealed that the overall teacher turnover rate was 16.4% for schools located in urban areas as opposed to 12.6% for schools located in rural areas of the state. KCEWS data revealed that only 55.7% of newly hired teachers were teaching in the same school after two years, and 62.8%

were teaching in the same district after two years. In summary, teachers who do not feel supported often leave their schools, districts, or the profession entirely, and this occurs in high minority/poverty schools and districts at higher rates than in schools and districts with lower minority/poverty rates, further contributing to the gaps in equitable access.

In response to the need for improving schools' collaborative culture through effective school leadership, KDE has developed clearly defined professional responsibilities for principals. These constitute the foundation for the Principal Professional Growth and Effectiveness System (PPGES). Performance standards define the criteria expected when principals perform their major duties. For all principals, there are six performance standards that guide effective performance: Instructional Leadership, School Climate, Human Resource Management, Organizational Management, Communication and Community Relations, and Professionalism. The PPGES provides principals with an assessment of their performance on these standards as viewed through Student Growth, Val-Ed and Working Conditions Growth Goals. Each source of evidence that comprises the effectiveness system is aligned to and anchored by these standards. Summative ratings are based on the measures. The standards also will inform professional growth planning, superintendent site visits/observations, conversations for feedback and formative assessments, and on-going assessments of the principal's performance.

Through enacting these initiatives, KDE expects to see improvements in several areas by 2018. First, we expect a decrease in overall teacher turnover rates for all schools. Second, the turnover rates for newly hired teachers for all schools are expected to decrease. Finally, the teacher turnover rates between schools in the highest poverty and minority quartiles are expected to decrease.

Section 5. Ongoing Monitoring and Support

Monitoring and support will be provided in several ways. Each year, School and District Report Cards are posted on the Kentucky Department of Education's (KDE's) website. Not to be confused with student report cards, these report cards provide information about each school and district, including test performance, teacher qualifications, student safety, awards, parent involvement and much more. The School and District Report Cards were established by statute, KRS 158.6453, and regulation, 703 KAR 5:140. Additionally, the report cards must incorporate the requirements of the federal No Child Left Behind (NCLB) Act. Kentucky is creating a tab on the school and district report cards to report each school's equity measures. The report cards are published each year and inform the development of school and district improvement plans.

Through an Equity Tab on the School Report Card, multiple measures for equitable access will be publicly reported. The measures that will be reported are as follows:

- Working Conditions – School; District; State - TELL Survey results will demonstrate the percentage rate responses of Agree/Strongly Agree for questions that address Managing Student Conduct, Community Engagement and Support and School Leadership.

- Overall Effectiveness of School Teachers and Leaders – School; District; State – Percentage of Effective Educators

- Overall Student Growth of Teachers and Leaders – School; District; State – Overall percentage of teachers and leaders that receive an Expected or High growth rating.

- Percentage of New and Kentucky Internship Program (KTIP) teachers – School; District; State – Number of new teachers to a building or teachers in the KTIP.

- Percentage of Teacher Turnover - School; District; State – Percentage of teachers that leave a building, district, state or teaching profession.

As districts receive this information on the school report card, the data will be used to identify areas of concern to focus efforts for equitable access as well as recruiting and retaining effective teachers. There also will be opportunities for districts to focus efforts internally to create career pathways for strong effective teachers. This will help keep strong teachers in the classroom as a support system to build capacity within their district. Finally, the school report card will allow districts to take a deeper dive into data and create a plan centered on student placement to help address identified gaps. Districts will address identified needs through setting goals in their Comprehensive School Improvement Plan (CSIP) or Comprehensive District Improvement Plan (CDIP) which will be reviewed annually.

Much of Kentucky's support and monitoring activities for all schools and districts center around the development, revision and monitoring of the Comprehensive School Improvement Plan (CSIP) or Comprehensive District Improvement Plan (CDIP). Schools that have been identified as Focus or Priority Schools/Districts have specific process and content requirements for development of the CSIP/CDIP relative to their status. All other schools and districts are required to complete a plan, but the requirements are not as prescriptive as those for Focus and Priority Schools and Districts. The CSIP/CDIP process requires a needs assessment to be completed that includes the involvement of parents, students and the community. Committees analyze and use the data to determine the school's or district's needs. That data is synthesized into causes and contributing factors, translated into needs and then prioritized. Goals, objectives, strategies and activities are developed to address the priority needs. The strategies and activities to address the goals must be research-based, proven to be effective or noted as instructional best practices. Each strategy is assigned a person responsible, timeline and funding source. The process requires a review of the previous year's plan to evaluate its effectiveness, which is used

to inform the development process for the new plan and includes a plan for ongoing public communication. District plans will have strategies to address equitable access to teachers.

For the past several years, Kentucky has been working with AdvancEd to implement its electronic ASSIST (Adaptive System of School Improvement Support Tools) system statewide in order to streamline, simplify and make more transparent both the planning and reporting process for schools and districts, and the monitoring process for KDE. Simultaneously, KDE has been ratcheting up both the resources and the expectation that schools and districts must achieve consistently higher levels of performance through a continuous improvement framework.

ASSIST reduces the number of plans required of schools and districts, better aligns the state's data collection and practices with those of the U.S. Department of Education and ensures the use of a more comprehensive plan allowing districts to track resources used and results realized from the implementation of electronic plans. It provides schools and districts with a template for their plans, the ability to upload additional compliance data and a method for monitoring completion of school and district strategies in the plan.

Connecting Title I schools to the ASSIST process provides a support and intervention component, as the system requires a data analysis procedure that will lead to identification of the root causes leading to low student performance among subgroups. This enables schools to create a strategic plan that directly addresses the root causes and to effectively monitor the implementation and the impact of the plan.

An additional benefit of this collaboration is the development of an electronic state education agency monitoring process that flows from the school and district planning processes. The online tools allow school districts to upload a number of compliance documents, send them electronically to KDE and receive feedback. It provides KDE with a centralized location for all monitoring documents and activities, and it is anticipated that ASSIST will reduce or eliminate some monitoring activities that had in the past been performed on-site.

Consolidated Monitoring provides districts an opportunity to review state and federal programs with an eye toward effective implementation and collaboration. Aside from individual program reports, districts are provided consolidated reports that represent an opportunity for collaboration among the programs. Program monitors note effective practices identified during the monitoring visit as well as provide recommendations for addressing noted common concerns. Thus, Consolidated Monitoring provides for the identification and sharing of best practices, along with the remediation of deficiencies. These reports provide opportunities for programs to collaborate, streamline implementation, and increase success.

Prior to the announcement of the requirement to develop a Teacher and Leader Equitable Access Plan, Kentucky developed a Delivery Plan for Next Generation Professionals that includes four strategies:

- Teacher Professional Growth and Effectiveness
- Principal Professional Growth and Effectiveness
- Professional Learning and Support
- Human Resource Management

The KDE delivery plans (strategic plans) are the roadmap of where we are going (KBE/KDE Goals/Targets) and how we are going to get there is outlined in the delivery strategies. Delivery is an approach which utilizes a set of routines, problem-solving techniques and two-way communication designed to overcome the barriers to delivering results through the vast public bureaucracy. Delivery is a combination of the people and processes/procedures that provide a structure for analyzing and measuring progress and results. Human Resource Management is the strategy within the KDE strategic delivery plan that addresses all components of Kentucky's Equitable Access to Effective Educators Plan.

KDE requires quarterly assessments of progress toward goals. Those charged with that work provide data showing progress as well as potential barriers and risks that could impact progress. The Director of the Delivery Unit provides regular updates to the Kentucky Board of Education on progress toward achieving goals. Annually, KDE provides technical assistance to all district Federal Programs Coordinators. During those technical assistance sessions, local districts will be asked to provide feedback on state supports and strategies and report on progress of their implementation efforts. Twice per year during the monthly webcast with superintendents, the Commissioner will ask for feedback to determine supports necessary for implementation of local Equity Plans. Additionally, best practices will be shared with districts and schools on the KDE Best Practices website.

Kentucky's Implementation Timeline

Major Activities	***Stakeholders Involved***	***Organizer***	***Start***	***Frequency***
Submission of Equitable Access Plan to USED	State Level Equitable Access Workgroup	State Equity Lead	June 1, 2015	Once
Regional Equitable Access Training	District Level Federal Program Coordinators/State Level Federal Program Coordinators	State Equity Lead	Fall 2015	Once
Equity Measures in District and School Report Card	**State Level Data Team, Equitable Access Workgroup**	**State Equity Lead, Associate Commissioner(s)**	**Fall 2015**	**Once**
Update to the Kentucky Board of Education on	Equitable Access Workgroup/Associate	State Equity Lead, Associate	Fall 2015	Annually

Status of Equitable Access Plan	Commissioner/Kentucky Board of Education Members	Commissioner(s)	(October)	
Update to Commissioner's Advisory Councils and other stakeholder groups	See Stakeholder Feedback for complete list; others to be added	State Equity Lead	Fall 2015	Semi-Annually
Comprehensive District and School Improvement Plans (CDIPs/CSIPs) include Equitable Access Strategies	District Level Leadership	State Equity Lead, Associate Commissioner(s), ASSIST Coordinator	Winter 2015	Annually
KDE provides feedback regarding Comprehensive District Improvement Plan Strategies for Equitable Access	State Level Federal Programs Coordinators and other state level staff	Director of Consolidated Plans and Audits	Spring 2016	Annually
Update to Commissioner's Advisory Councils and other stakeholder groups	See Stakeholder Feedback for complete list; others to be added	State Equity Lead	Spring 2016	Semi-Annually
On-site Monitoring of Implementation of Equitable Access Strategies through the Consolidated Monitoring Process	**District Level Leadership/Staff, State Level Monitoring Staff**	**Director of Consolidated Plans and Audits**	**Spring 2016**	**Annually**
Implementation of Consolidated Grant Application (Fiscal Resource Planning)	State Level Program Coordinators, District Level Staff	KDE Director - Division of Budgets	Spring 2016	Annually
Regional Equitable Access Support Training	District Level Staff, State Level Coordinators	State Equity Lead/Title I Manager	Summer 2016	Annually
Equity Baseline Measures in District and School Report Card	**State Level Data Team, Equitable Access Workgroup**	**State Equity Lead, Associate Commissioner(s)**	**Fall 2016**	**Once**
Progress Measured in District and School	**State Level Data Team,**	**State Equity Lead, Associate**	**Fall 2017**	**Annually**

Report Card	Equitable Access Workgroup	Commissioner(s)		
Revision to Statewide Equity Plan Based on Data and Stakeholder Feedback	State Level Data Team, Equitable Access Workgroup	State Equity Lead	Summer 2018	Annually

***Bolded Activities are Publicly Reported**

Section 6. Conclusion

The state of Kentucky has a history of reform efforts designed to provide all students access to an equitable education system. Those beliefs and principles resulted in a groundbreaking law in 1990 which led to programs ensuring that every school in Kentucky would be afforded equitable financial supports. That legacy continues today as the Kentucky Department of Education engages in efforts to accomplish its mission 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.

The data review and root cause analysis described within this plan revealed higher turnover and a higher percentage of first year teachers in high poverty/high minority schools than in other schools. Therefore, the plan includes strategies that will target the gaps in teacher experience, teacher turnover, and the proportion of National Board Certified Teachers. The implementation of an evaluation system centered on increasing the number of effective teachers and leaders will help close gaps in the percentage of effective teachers teaching low income and minority students. Elements of the equity plan are embedded in KDE's strategic planning efforts to implement an effective system for Human Resource Management. Kentucky is ready to meet the challenges of continuous improvement of equitable access and expects further refinement of its equity plan to produce better implementation of strategies and improved results for all students.

Appendix A

State Level Policy Review

Topic	Policy	Provisions
Create the infrastructure to support local districts to hire the best future educators based on evidence of their performance	156.810 Posting of full-time vacancies http://www.lrc.ky.gov/Statutes/statute.aspx?id=42161	Positions must be posted for ten days
	160.350 http://www.lrc.ky.gov/Statutes/statute.aspx?id=42951	Hiring of Superintendent
	160.390 School employees (KEPS) http://www.lrc.ky.gov/Statutes/statute.aspx?id=3725	Role of Superintendent in personnel decisions, including hiring
	161.155 Salary and benefits http://www.lrc.ky.gov/Statutes/statute.aspx?id=3874	Specifically sick leave and how it is handled
	156.557 Statewide system of evaluation http://www.lrc.ky.gov/Statutes/statute.aspx?id=42137	Establishes statewide system of evaluation of all certified employees
	704 KAR 3:370 http://www.lrc.ky.gov/kar/704/003/370reg.htm	Establishes a statewide professional growth and effectiveness system to support and improve the performance of all certified school personnel
	KRS 161.1221 Local Education Assignment Data	LEAD
	16 KAR 1:050 Local Educator Assignment Data http://www.lrc.ky.gov/kar/016/001/050.htm	Establishes the requirements for public school districts for reporting educator assignment data used to determine out-of-field teaching
	161.020 Certificates and renewal http://www.lrc.ky.gov/Statutes/statute.aspx?id=43530	Requires certified personnel to have valid certificates
	161.123 Out of state teachers http://www.lrc.ky.gov/Statutes/statute.aspx?id=3858	Reciprocity for out-of-state teachers
Create the infrastructure to support local districts to recruit the best future educators based	161.167 Program to encourage persons to enter Kentucky teaching profession – Reports http://www.lrc.ky.gov/Statutes/statute.aspx?id=3885	Partners are to develop a multi-dimensional plan to recruit and develop information program to encourage those outside Kentucky to teach in

Topic	Policy	Provisions
on evidence of their performance		Kentucky.
	160.345 Minority Representation http://www.lrc.ky.gov/Statutes/statute.aspx?id=42589	Defines minority
	161.165 Recruitment of minority teachers http://www.lrc.ky.gov/Statutes/statute.aspx?id=3883	Partners review and revise, as needed, a strategic plan for increasing the number of minority teachers and administrators in Kentucky.
	704 KAR 7:130, Minority teacher recruitment http://www.lrc.ky.gov/kar/704/007/130.htm	Requires each school district superintendent to report annually the school district's recruitment process and the activities used to increase the percentage of minority teachers in the district pursuant to administrative regulations of the Kentucky Board of Education. This administrative regulation establishes the recruitment and annual reporting procedures.
	HJ Resolution 188 FEA	KDE set aside teacher recruitment dollars to help districts start FEA
	KRS 7:410, KRS 7:420 OEA	Outlines OEAs responsibility to oversee district hiring practices
Create the infrastructure to support local districts to reward and retain the best teachers we have in place	157.390 Determination of teachers' salaries and other required public school funding components – Additional compensation expenses. http://www.lrc.ky.gov/Statutes/statute.aspx?id=3274	Salary schedule based on rank and experience. School districts can provide additional compensation for mentors. Leadership and mentor fund is described.
	157.395 Salary supplement for National Board Certified Teachers http://www.lrc.ky.gov/Statutes/statute.aspx?id=42219	Salary supplement for the life of the certificate of $2000
	157.397 Salary supplement for speech-language pathologists or audiologists	If funds appropriated by the General Assembly, salary

Topic	Policy	Provisions
	http://www.lrc.ky.gov/Statutes/statute.aspx?id=42219	supplement for speech-language pathologists or audiologists
	161.133 Teachers' national certification incentive trust fund – Purposes and Appropriations http://www.lrc.ky.gov/Statutes/statute.aspx?id=42224	Establishes Trust Fund for national certification incentive
	161.134 Preparation for national board certification – Incentives http://www.lrc.ky.gov/Statutes/statute.aspx?id=3865	Teachers get $200 per day for two days to prepare.
	16 KAR 1:040, Teachers' National Certification Incentive Trust Fund	Establishes participation requirements and payment procedures
	157.075 Differentiated compensation plans – Professional compensation fund – Department of Education recommendations on teacher compensation http://www.lrc.ky.gov/Statutes/statute.aspx?id=3274	Allows school districts to develop differentiated compensation programs
	702 KAR 3:310, Differentiated compensation http://www.lrc.ky.gov/kar/702/003/310.htm	Establishes the factors that may be included in a plan and specifies the maximum size of a grant, the application and selection process, the obligation of the local board of education and the evaluation and data requirements
Create work environments capable of supporting and sustaining a well-prepared and effective teacher workforce	704 KAR 3:370, Professional Growth and Effective System http://www.lrc.ky.gov/kar/704/003/370reg.htm .	Requires principals to develop a working conditions goal based on the data collected through a working conditions survey
	703 KAR 5:180. Intervention system for persistently low-achieving schools http://www.lrc.ky.gov/kar/703/005/180.htm	Leadership assessments in schools use working conditions data as one source of evidence in making determinations about school leadership.
Address the structural causes	161.720 Teacher Tenure	Defines terms related to

Topic	Policy	Provisions
of inequitable access/teacher distribution embedded in how we fund and staff our schools	Definitions http://www.lrc.ky.gov/Statutes/statute.aspx?id=3991 161.730 limited and continuing contract requirement http://www.lrc.ky.gov/Statutes/statute.aspx?id=3991 161.740 Eligibility for continuing service contract (tenure) http://www.lrc.ky.gov/Statutes/statute.aspx?id=3994 161.750 Non-renewal of limited service contracts http://www.lrc.ky.gov/Statutes/statute.aspx?id=3995	teacher tenure

Appendix B - Summary of Advisory Groups and Other Consulted Stakeholders

The summary found below includes the name of each group and its purpose.

- In June 2012, the Unbridled Learning Guiding Coalition was formed to take the place of the Educational Leadership Development Collaborative (ELDC) and the Race to the Top Advisory Council.

  The coalition is charged with the implementation of Unbridled Learning (Senate Bill 1, 2009), including the communicating and delivery of a new accountability model and all elements of the ESEA waiver. The group also focuses on delivery strategies for the development and implementation of the teacher and leader effectiveness system.

- Mandated by KRS 158.648, the Gifted and Talented Advisory Council advises the Commissioner of Education, the Kentucky Board of Education, and the Education Professional Standards Board concerning the development of administrative regulations and education policy regarding gifted and talented (GT) students. The commissioner and the executive secretary for the Education Professional Standards Board submit proposed administrative regulations and education policies relating to GT education and other administrative regulations that impact GT students for review by the advisory council prior to seeking approval of the appropriate board.

- The Commissioner's Raising Achievement/Closing the Gaps Council was organized so that community members across the state (parents, clergy, practitioners, community leaders, etc.) can provide the department with advice and insight into strategies for addressing the obvious achievement gaps among our state's children of color, those in poverty, disadvantaged or disabled.

- The Local School Board Members Advisory Council (LSBMAC) meets to discuss how the KDE initiatives and decisions affect local school boards and districts throughout Kentucky.

- The Parents Advisory Council provides advice and counsel to the Commissioner of Education about topics of interest to parents, such as ways that parents and communities can assist schools in ensuring that the achievement level is raised for all schools and every student. The council is not statutorily required but was formed at the commissioner's request.

- The Next-Generation Student Council (NGSC) advises the Commissioner of Education on issues relevant to high school students throughout the state.

- The Superintendents Advisory Council (SAC) was formed by the Commissioner of Education to give advice and input on matters concerning education policy.

- The Principal Effectiveness Steering Committee provides recommendations for the Principal Professional Growth and Effectiveness System.

- The Teachers Advisory Council (TAC) provides the Commissioner of Education with input from classroom teachers. The TAC advises on the educational goals, strategies and activities KDE should pursue to help assure that all students achieve proficiency and are prepared for college and career success.

- The Teacher Effectiveness Steering Committee provides guidance on the design, development and deployment of the Teacher Professional Growth and Effectiveness System (TPGES).

- The Committee for Mathematics Achievement (CMA) was created to develop a multifaceted strategic plan to improve student achievement in mathematics at all levels of schooling, pre-kindergarten through postsecondary and adult.

- Mandated by KRS 158.6452, the School Curriculum, Assessment and Accountability Council (SCAAC) studies, reviews and makes recommendations concerning Kentucky's system of setting academic standards, assessing learning, identifying academic competencies and deficiencies of individual students, holding schools accountable for learning, and assisting schools to improve performance.

- The State Advisory Panel on Exceptional Children (SAPEC) is organized as mandated in the Individuals with Disabilities Education Act of 2004 to provide policy guidance with respect to special education and related services for children with disabilities in Kentucky.

- The state has eight education cooperatives. District membership determines the focus of each cooperative based on the needs of member districts. Cooperative directors were asked for feedback and held regional meetings to provide their constituents the opportunity to learn about the equitable access plan and provide feedback regarding root causes, strategies, measures and mechanisms for public reporting.

- Each Kentucky school district has a Title II Coordinator who oversees Title II funds. The coordinators were consulted for feedback.

- Kentucky Youth Advocates (KYA) is an advocacy group that believes all children deserve to be safe, healthy, and secure. The KYA lobbies decision makers, creates policies and makes investments in support of these goals.

- The Fayette County Equity Council monitors and analyzes equity issues, advises the Fayette County Board of Education, and advocates for achievement for all students.

While various civil rights groups are represented on some of the commissioner's advisory councils, the Kentucky Department of Education reached out to additional organizations. An e-mail was sent out explaining the purpose of the Equity Plan and the desire to get feedback regarding its content. In order to facilitate participation, two webinars/online sessions were scheduled and invitations were sent to the group points of contact. Prior to the sessions, reminder e-mails were sent; unfortunately, no persons participated in these particular sessions. The KDE then e-mailed a request to schedule a face-to-face meeting at the convenience of these groups. Kentucky Youth Advocates extended an invitation and information regarding the Equitable Access Plan was shared with them on April 2, 2015. The feedback from the meeting has been included in the stakeholder feedback chart in Appendix C. The KDE also contacted Fayette County, the second largest district in the state, and extended an invitation to speak with its Equity Council. This meeting has yet to be scheduled. The Kentucky Department of Education will continue to seek avenues to gather input from these organizations.

A list of members, KDE staff contact, meeting dates, agendas and minutes of the meetings of the commissioner's advisory councils are posted on each group's webpage which can be accessed at the following link: Commissioner's Advisory Councils.

In addition to advisory group feedback, an e-mail announcing an opportunity to provide feedback on the Teacher Equity Plan was sent to local districts and partners. The plan also was put on the KDE's website for the public to access. Various groups and the public were asked for any input on the content of the proposed plan and were apprised that once the document was revised, they would have the opportunity to comment on it as well. The specific groups included in this e-mail distribution included:

- 2,500+ receivers of the Commissioner's *Fast Five* and *Monday E-mail* weekly e-mails (all local district superintendents, district assessment coordinators, district finance officers, education cooperative directors, state board of education members, Kentucky Department of Education employees, district principals, principals of the area technology schools, local board of education chairs, special education consultants at the education cooperatives and education constituents who request to receive the weekly e-mails)
- all teachers
- Kentucky Special Parent Involvement Network (KY-SPIN)
- State Advisory Panel for Exceptional Children
- Title I Committee of Practitioners
- State Chamber of Commerce

- Kentucky Commission on Human Rights
- Directors of Special Education
- Title III Directors and Title III Consortium School Contacts
- Gifted and Talented Advisory Council

Once the draft plan was available, it was e-mailed out to the same groups listed above and posted on the KDE website.

Plans for ongoing engagement with stakeholders are to provide annual updates to the advisory groups listed above. Information in the updates will include a summary of data. Also, Human Resource Management is a strategy within the KDE strategic delivery plan, and KDE requires quarterly assessments of progress toward goals. Those charged with that work provide data showing progress as well as potential barriers and risks that could impact progress. The Director of the Delivery Unit provides regular updates to the Kentucky Board of Education on progress toward achieving goals. Annually, KDE provides technical assistance to all district Federal Programs Coordinators. During those technical assistance sessions, local districts will be asked to provide feedback on state supports and strategies and report on progress of their implementation efforts. Twice per year during the monthly webcast with superintendents, the commissioner will ask for feedback to determine supports necessary for implementation of local Equity Plans. Additionally, best practices will be shared with districts and schools on the KDE Best Practices website.

Appendix C – Stakeholder Engagement Feedback

Stakeholder Group	Membership	Meeting Date	Feedback
Unbridled Learning Guiding Coalition ***(Includes representation from Civil Rights and Community Organizations, District Leadership, Teacher Advocacy, Higher Education, Private Business, Parent-Teacher Organizations)***	Representatives from the following stakeholder groups include: Jefferson County Public Schools, Partnership for Successful Schools, Prichard Committee for Academic Excellence, Council on Postsecondary Education, Kentucky Education Association, Education Professional Standards Board, Kentucky Association of School Councils, Kentucky Parent-Teacher Association, Legislative Research Commission, Fayette County Public Schools, Kentucky Leads the Nation, Kentucky Association of School Superintendents, Kentucky Association of School Administrators, Western Kentucky University, University of Kentucky, AdvanceEd Kentucky, University of Louisville, Kentucky Chamber of Commerce, Kentucky Association of Education Cooperatives, Taylor and Gray Associates, Kentucky Department of Education, Kentucky School Boards Association, Appalachian Regional Comprehensive Center, Governor's Office, and Workforce Development Cabinet.	August 12, 2014	The Guiding Coalition suggested KDE provide policy and procedure guidance for school boards and for school councils so they can identify policies already in place and those that are needed in order to understand how they influence equity. It also was requested that KDE provide guidance to districts on how to address teacher selection (least expensive teacher vs. most expensive teacher). The group also suggested reviewing the Teaching, Empowering, Leading and Learning (TELL) Survey data for schools that are having difficulty with recruitment and retention of staff. This was proposed as a potential way for schools and districts to measure equitable access to effective teachers and leaders. It suggested that Kentucky's recruitment and retention data be shared at the education cooperative level and in particular an invitation was extended to KDE staff to present to the Ohio Valley Cooperative Human Resource Role Group for support and models.
Institutions of Higher Education ***(Includes representatives from Educator Preparation Programs and Special Education)***	Representatives from the following stakeholder groups include: Council on Postsecondary Education, Berea College, Bresica University, Campbellsville University, Eastern Kentucky University, Georgetown College, Kentucky Christian University, Kentucky State University, Lindsey-Wilson College, Murray State University, Northern Kentucky University, Spalding University, Union College, University of the Cumberlands, University of Kentucky, University of Louisville, Western Kentucky University, and Warren County Public Schools.	September 19, 2014	A review of Kentucky data regarding retention of new teachers and overall teacher recruitment from the Strategic Data Fellows project was shared with this group. Possible components were shared with the group and feedback was requested in regard to barriers to achieving equitable access and possible metrics used to determine progress. This group had an additional meeting scheduled in November of 2014. This allowed for additional comments. Most comments were related to how higher education could assist with the plan. This was an initial conversation with the group.

Ohio Valley Educational Cooperative (OVEC) Human Resource Role Group ***(Includes District Human Resource Staff, Instructional Supervisors, District Finance Officers)***	Representatives from this group include: Human Resource Directors, Instructional Supervisors and Finance Officers from the Ohio Valley/Central Kentucky region. Representatives from the Kentucky Education Professional Standards Board also were present.	October 3, 2014	By special invitation, KDE equity staff presented data regarding the retention of newly hired Kentucky teachers as well as all teachers in the state since this was the first data set for KY that was readily available. This group represents areas very close to the largest public school district in the state that also is one of the highest paying districts. It also has collective bargaining. It is worth noting most surrounding districts, if not all, do not have collective bargaining. One participant expressed a barrier to achieving equitable access was reciprocity between schools accepting transferring teachers. The salary scale for beginning teachers is much less than the larger, collective bargaining district. Competing with one particular district and collective bargaining appeared to be a major issue with this group.
Commissioner's Raising Achievement/Closing the Gap Council ***(Includes Community-Based, Civil Rights, Institutions of Higher Education, Parents)***	Representatives from this stakeholder group include: parents, college instructors, clergy, superintendents, teachers, community members and representatives for groups such as special needs students, juvenile justice, human rights and various businesses. These representatives are from Fayette County Public Schools, Bellarmine University, KDE Office of Guiding Support Services, Superintendent of Carroll County Schools, Kentucky State University, Kentucky Commission on Human Rights, Georgetown College, Christian County Schools, Laurel County Public Schools, Shelby County Public Schools, and Henderson County Schools.	October 6, 2014	This group expressed that hiring begins at the central office level with filtering/vetting of applications. The council suggested the need to look at the training of central office staff and principals and their understanding of principles on hiring practices. This could help ensure that truly qualified applicants are sent to the school and the council knows what to look for in an effective teacher. There was concern regarding the use of subjective screeners to determine suitability of candidates as these sometimes eliminate good teachers. The council wanted to know if the equitable access plan would provide a mandate to principals to ensure that lower performing students get the better teachers. It was shared that this was the intent of the plan and that teacher and principal effectiveness would assist in this area. The council also suggested the use of the best practices on the KDE website as a way to share strategies across the state.
Local School Board Members Advisory Council ***(Includes regionally located school board members)***	Representatives from this stakeholder group include a school board member from each of the seven judicial districts in the state. In addition, there are three at-large members.	October 15, 2014	Members of this group expressed concern regarding the teacher retention data and the importance of local schools boards in the equitable access to effective educators. The group had no additional suggestions in regard to assessments that should be used to measure progress toward equitable access goals or barriers that may impede progress.
Superintendents Advisory Council ***(Includes regionally located***	Representatives consist of district superintendents geographically located across the state.	October 28, 2014	Districts can all do more to recruit, train and retrain teachers. The suggestion that districts currently are not trying or doing a good job with trying to provide a quality teacher force in the district was not a favorable view held by those in attendance. Districts are trying to get

district superintendents)			the best teachers they can, but will not keep an unsuccessful teacher. It is not a simple process with regard to superintendents moving teachers to another location. The school-based decision making council (SBDM) and Kentucky statutes have requirements dictating teacher placement. Comments were made about the federal level personnel being unaware of Kentucky law. Now that Kentucky is much more data driven, districts are looking at student performance data and making decisions to release non-tenured teachers. The data sample provided in today's PowerPoint coincides with the timeframe where federal grants such as SFSF dollars and Edujobs dollars were ending. Many teachers that were assigned other duties for 1-2 years under federal funding were returning to their previous district positions. Non-tenured teachers hired during the federal window were released to allow return of the more experienced teachers to their original spot due to grant funds running out.
Next Generation Student Council ***(Includes regionally located students, including students with special needs)***	Representatives include geographically and ethnically diverse students from grades 10-12.	October 29, 2014	Feedback from this student organization was candid. Students feel that teachers are expected to do work to improve student achievement with minimal training. Students representing areas where *Teach for America* teachers were/are placed stated that these teachers do not stay in the classroom. This raises questions about collecting data on teachers that are from this program. Students also expressed that teachers, particularly new to the profession, are overwhelmed with new requirements. When these teachers graduated from college they were not familiar with Common Core State Standards that they are now required to implement. They are not fully prepared when they leave college. Additionally, more experienced teachers are the ones teaching advanced classes. The groups agreed that experienced teachers also should work with struggling students. This group shared that social media, such as Twitter, Facebook, school website, e-mail, and newsletters should be utilized to publicly report progress.
Principals Advisory Council ***(Includes regionally located principals)***	Representatives include principals from elementary, middle, high schools, alternative and vocational schools.	October 30, 2014	This group expressed that the preparation of teachers can be a barrier to the recruitment and retention of teachers. Additionally, they questioned whether the data shared regarding retention of new teachers and teachers in general was reflective of trends in the high school setting. It was explained that the data was broken down by new hires and all teachers in general and would include high schools.

Parents Advisory Council ***(Includes various parent advocacy groups)***	Regional representation from this group includes: Jefferson County 21st Century Community Learning Center, Jefferson County representative from the Commonwealth Institute for Parent Leadership, Fayette County Prichard Committee, Kentucky Commission on Community Volunteerism and Service, Fayette County Kentucky Partnership for Families and Children, Franklin County Parent-Teacher Association, Butler Co. Middle School Parent, Franklin County Family Resource and Youth Services Center, Kentucky Out-of-School Alliance, Grayson and Corbin Independent Parents, Jefferson County Atherton High School Parent, Jefferson County Kentucky Special Parent Involvement Network, University of Kentucky Family Consumer Science, Butler Co. High School Parent, Jefferson County Lowe Elementary Parent, Butler County Elementary Parent, Pulaski County Forward in the Fifth, Boyle County Kentucky Association of School Councils.	November 7, 2014	Many of top-notch teachers moved on to leadership positions for financial and academic reasons. There needs to be a strong emphasis on recruiting and retaining highly effective teachers. It was mentioned that placement during student teaching should mirror where first-year teachers begin teaching, at least a somewhat similar situation.. As a follow-up to concerns regarding educator preparation, the council asked if there was a way to track the success of teachers in the first year. The only available data regarding first year teachers is related to placement and retention.
Northern Kentucky Cooperative for Educational Services (NKCES) ***(Includes Curtis Hall, Director; area superintendents and various central office staff)***	Representatives include cooperative director, staff and member superintendents from the northern region of Kentucky.	November 10, 2014	The NKCES recommends state funded incentives to improve teacher retention in high poverty districts such as matching deferred comp benefits with teachers being vested after 5 years of service. It was suggested to provide mentoring programs for new teachers and new hires. Local leadership should be able to assign the best teacher to the neediest student population. Increased community/business partnerships and housing/mortgage benefits should be considered.
West Kentucky Educational Cooperative (WKEC) ***(Includes John Settle, Director; area superintendents and various central office staff)***	Representatives include cooperative director, staff and member superintendents from the western region of Kentucky.	November 25, 2014	The WKEC recommends incentives for equity plan participation and compensation for highly-effective teacher transfers to high-needs schools. There should be a great focus on experienced teachers and consideration for those who have 10+ years. Funding should be increased from the state level based on poverty rates to allow for increased teacher salaries. Continuous learning/support needs to be in place for new hires and returning teachers to encourage them to set ambitious goals.

Teachers Advisory Council ***(Includes regionally located general and special education teachers)***	Membership includes: a diverse group of teachers according to various geographic, ethnic, gender and grade-level factors and representatives of the Kentucky Education Association, Kentucky Teachers of the Year and Milken Family Foundation Educator Award winners.	November 18, 2014	The group discussed how alternative certification fits into the equity plan. The state currently knows how many teachers receive their certification through this manner and where they are serving. The effectiveness of these teachers will be something to look at once we have effectiveness data. The group voiced the need to have a focus on mentorships and other retention supports. One member stated they would be curious to see why new teachers are drawn to these (high poverty and high minority) schools in the first place. If the reasons were known then you could develop a plan to recruit teachers to these high need areas. If they only apply there as a feeling of "last resort" because they weren't hired elsewhere, that's a completely different issue. It also was voiced that it seems a lot of new teachers end up in high poverty/minority schools due to local contracts and job openings. The issue of salary was mentioned and looking at a business model as a possible solution. Some business models pay for their employees to earn an advanced degree and then that employee must work for the district for a set amount of years (five) in order to get the return on their money. One suggestion was to use funds for teachers to work toward their National Board Certification (NBC), with the guarantee that upon their certification they would be in that school for five years. Once relationships are built, teachers are more likely to be retained. Lack of administrative support also was cited as a reason for leaving. Administrators are more focused on everything looking good on paper and less on what is actually happening in the classroom, which leads to low morale. The TELL Survey was cited by the group as a way to utilize data to improve working conditions and that it should be used as a measure for the equity plan.
Institutions of Higher Education ***(Includes representatives from Educator Preparation Programs and Special Education)***	This group includes a minimum of one representative from each public and private university that have teacher education preparation programs. Other members include a representative from the Education Professional Standards Board and the Council on Postsecondary Education.	November 23, 2014	Feedback from this group was particularly focused on teacher preparation. The group expressed they would like to have a stronger relationship with school districts. The group feels they could be helpful with hiring and placement of teachers graduating from their particular preparation programs.
Green River Regional Educational Cooperative (GRREC) ***(Includes Director George***	The group includes the Cooperative Director, staff and member superintendents from the Green River and western region of Kentucky.	November 24, 2014	The GRREC recommends that rigorous screening of education program applicants at the higher education level be employed, entry level requirements for teacher preparation programs be increased and new teacher development be personalized. Mentor support should be continued for 3-5 years beyond the Kentucky Teacher

Wilson, area superintendents and various central office staff)			Internship Program (KTIP) experience and provide leadership to districts on how to develop systems that support new teachers. Recruitment and placement are critical along with incentives and increased pay.
Jefferson County Public Schools (JCPS) ***(considered a cooperative due to size; includes superintendent and district administration)***	The group includes the Jefferson County Superintendent and district administrators.	December 1, 2014	The JCPS recommends that districts partner with higher education programs to ensure teacher preparation is more authentic. Districts need to examine how to incentivize the transfer of highly-effective teachers to low-performing schools. Challenging schools need leadership that invests in effective teachers through professional learning and teacher leader opportunities.
Ohio Valley Educational Cooperative (OVEC) ***(Includes Director Dr. Leon Mooneyhan, area superintendents and various central office staff)***	The group includes the cooperative director, staff and member superintendents from the Ohio Valley and central regions of Kentucky.	December 2, 2014	The OVEC recommends a revamp to tenure and KTIP to a 3-year process coupled with strategies for leadership in the area of mentoring. Funding and resources need to be allocated toward new staff to meet their specific professional learning and support needs as well as paying supplements to retain teachers in low-performing schools. Equity must occur in teacher assignments and preparation. Highly-effective teachers should be paired with the most challenging students. Teacher retention and career advancement must occur by way of extended school day/extended school year, more compensation and additional instruction time. National Board Certified Teachers (NBCTs) should be used in schools and teacher leadership positions in order to build capacity. Higher education programs need to prepare effective, new teachers through clinical/field/practice experiences to work in specific settings such as high-needs schools.
Kentucky Educational Development Corporation (KEDC) ***(Includes Director Nancy Hutchinson, area superintendents and various central office staff)***	This group includes the cooperative director, staff and member superintendents from the northeast and eastern regions of Kentucky.	December 4, 2014	The KEDC recommends continuing support and mentoring beyond the first few years of teaching to build teacher/leader capacity. District and school professional learning communities (PLCs) need to support the equitable access of effective teachers. Principals and school leadership need to have authority to move personnel based on the needs of the students. Teacher and administrator preparatory programs need to be of high quality.

Kentucky Valley Educational Cooperative (KEDC) ***(Includes Director Jeff Hawkins, area superintendents and various central office staff)***	The group includes the cooperative director, staff and member superintendents from the southeast and eastern regions of Kentucky.	December 10, 2014	The KVEC recommends equalizing salaries statewide and eliminating tenure. New teacher retention needs to be a focus in order to lessen the negative effects on students. Professional learning opportunities for new hires on strategies for teaching struggling students need to be increased. The apprenticeship prior to KTIP and mentoring need to extend beyond the first year. The expectations of the job are not congruent with reality.
Southeast/Southcentral Educational Cooperative (SESC) ***(Includes Director David Johnson, area superintendents and various central office staff)***	The group includes the cooperative director, staff and member superintendents from the southcentral and southeastern regions of Kentucky.	December 15, 2014	The SESC recommends the identification of specific recruitment strategies for high-poverty geographic areas which lack industry/tourism opportunities to attract educators and their families. Districts need to partner with KDE and higher education to support new teachers.
Central Kentucky Educational Cooperative (CKEC) ***(Includes Director Dorothy Perkins, area superintendents and various central office staff)***	The group includes the cooperative director, staff and member superintendents from the central region of Kentucky.	December 18, 2014	The CKEC recommends coaching and mentoring for new teachers beyond KTIP as well as implementation of an improved process for KTIP mentor/resource teachers assigned to a new teacher so that pairing is based on a match to needs. Processes at the higher education/pre-service level need to be improved so selection of and learning experiences for teacher candidates will support the reduction of first year concerns. Professional learning needs to be differentiated to meet the needs of adult learners and address the learning needs of the diverse learners in today's classrooms.
School Curriculum, Assessment, and Accountability Council	Membership includes: administrators, teachers, parents, school board members, assessment coordinators and university professors.	January 13, 2015	Representatives suggested KDE look at data by grade levels and geographic regions and overlay with issues going on around districts at the same time (e.g., budget cuts, implementation of new standards) to develop root causes for issues related to retention of teachers. It is imperative to use teacher retention as a measure for progress. The use of the TELL Survey is a good measure, but the time of year when it is given is problematic. The survey needs to be given between the months of November-February to get the most reliable data. It also was suggested that Title II, Part A programs change to a form of measurement rather than a qualitative response to the question of how districts ensure equitable access. Staff shared that the plan would require a measure to ensure equitable access of

			teachers and leaders.
Superintendents Advisory Council ***(Includes regionally located district superintendents)***	Representatives consist of district superintendents geographically located across the state.	January 20, 2015	KDE Equity Staff provided the council with an update regarding the components of the equity plan and feedback that had been provided by other groups. One of the members requested information on how working conditions could be used to determine equitable access. Staff shared that various questions on the TELL Survey could be utilized by district and school staff to determine issues with recruitment, retention, professional learning and retention. Commissioner Holliday followed up by stating that use of working conditions data for this purpose has more research behind it than the current PGES data and would assist with root cause analysis. Dr. Holliday ensured members that KDE would work with the New Teacher Center to determine the specific constructs of the survey that are correlated to teacher retention, recruitment to low performing schools, and improvements in student learning outcomes that could be used in the state teacher equitable access plan.
Teacher Effectiveness Steering Committee ***(Includes regional representation from general and special education teachers, principals, retired teachers, private, non-profit advocacy group, administrative advocacy group, school board advocacy group)***	Representatives come from various stakeholder groups such as the Council on Postsecondary Education, Kentucky Education Association, parents, regionally located teachers, Jefferson County Teachers Association, retired teachers, Education Professional Standards Board, Prichard Committee for Academic Excellence, Kentucky School Boards Association, Kentucky Association of School Administrators.	January 23, 2015	Members discussed questions from the Harvard Data Fellows (recruitment/retention). In particular they wanted to know how Kentucky compared nationally in regard to recruitment and retention of teachers. They also encouraged the equity team to include data regarding alternative certification of teachers and to disaggregate data by rural vs. urban. They also discussed the use of the TELL Survey data as a measure and the possibility of including the Val Ed Survey for principals. They wanted to know at what level effectiveness data would be aggregated. There was some confusion over Overall Effectiveness being used as a measure and it being separate from student growth. The group felt it may be redundant. They questioned whether or not retirements would be included in retention data.
Unbridled Learning Guiding Coalition ***(Includes representation from Civil Rights and Community Organizations, District Leadership, Teacher Advocacy,***	Same as previously described.	February 24, 2015	Members of the Guiding Coalition commented on the usefulness of the TELL Survey as a measure for the Equitable Access to Effective Educators Plan. Clarification was provided in regard to the effectiveness measures. Overall teacher and principal effectiveness will be utilized as well as teacher and principal growth ratings.

Higher Education, Private Business, Parent-Teacher Organization)			
Teachers Advisory Council ***(Includes regionally located general and special education teachers)***	Same as previously described.	March 19, 2015	Members of this group suggested implementation of career pathways as a strategy to assist with recruitment and retention. They suggested that we make sure we work closely with teacher preparation programs and teacher preparation programs must include leadership, networking, and professionalism. The group stated that professional learning should be a key component to ensure equitable access as it is critical to improving the effectiveness of all teachers. One particular member voiced the concern that so many of the issues extend beyond the school and the message of equitable access must be very carefully conveyed. There was discussion to include targeting NBCTs as leads to support this work. The group was informed that increasing NBCTs and utilizing their expertise is a strategy within the plan. Another concern was raised regarding high teacher turnover in the assessment grades. Assessment pressure was listed as a root cause. As part of public reporting, the group questioned when the measures would be reported in the district and school report cards. They were apprised that the measure will be in the report cards at the end of the 2015-16 school year. There was no concern expressed with the proposed measures.
Committee for Mathematics Achievement ***(Includes the eight state universities, private colleges and universities, Council on Postsecondary Education, Education Professional Standards Board, Mathematics Teachers, Kentucky Education Association, Kentucky***	Membership includes representation from the Council on Postsecondary Education, Association of Independent Kentucky Colleges and Universities, Education Professional Standards Board, Education and Workforce Development Cabinet, Public postsecondary education institutions (University of Kentucky, University of Louisville, Eastern Kentucky University, Kentucky State University, Morehead State University, Murray State University, Northern Kentucky University, Western Kentucky University), Kentucky Community and Technical College System, Instructors for Kentucky Adult Education, Kentucky Education Association, Kentucky	March 20, 2015	Members of this group suggested that we examine the retention rates of teachers that earn their certification through alternative means and for programs such as *Teach for America*. It was shared that we are looking at the percentage of staff that received their certification through alternative routes. It also was suggested that we look at data regarding pre-service preparation programs. Kate Akers shared that the Kentucky Center for Education and Workforce Statistics (KCEWS) is looking at school and district level data. Also, they are currently working on a large report this spring connected to this topic. Alice Gabbard shared that her institution of higher education is working on an elementary math specialist endorsement. They will examine how this will impact the teacher turnover. The group discussed issues around teacher screening processes: considering teacher preparation, coaching during the first years, etc. The group discussed

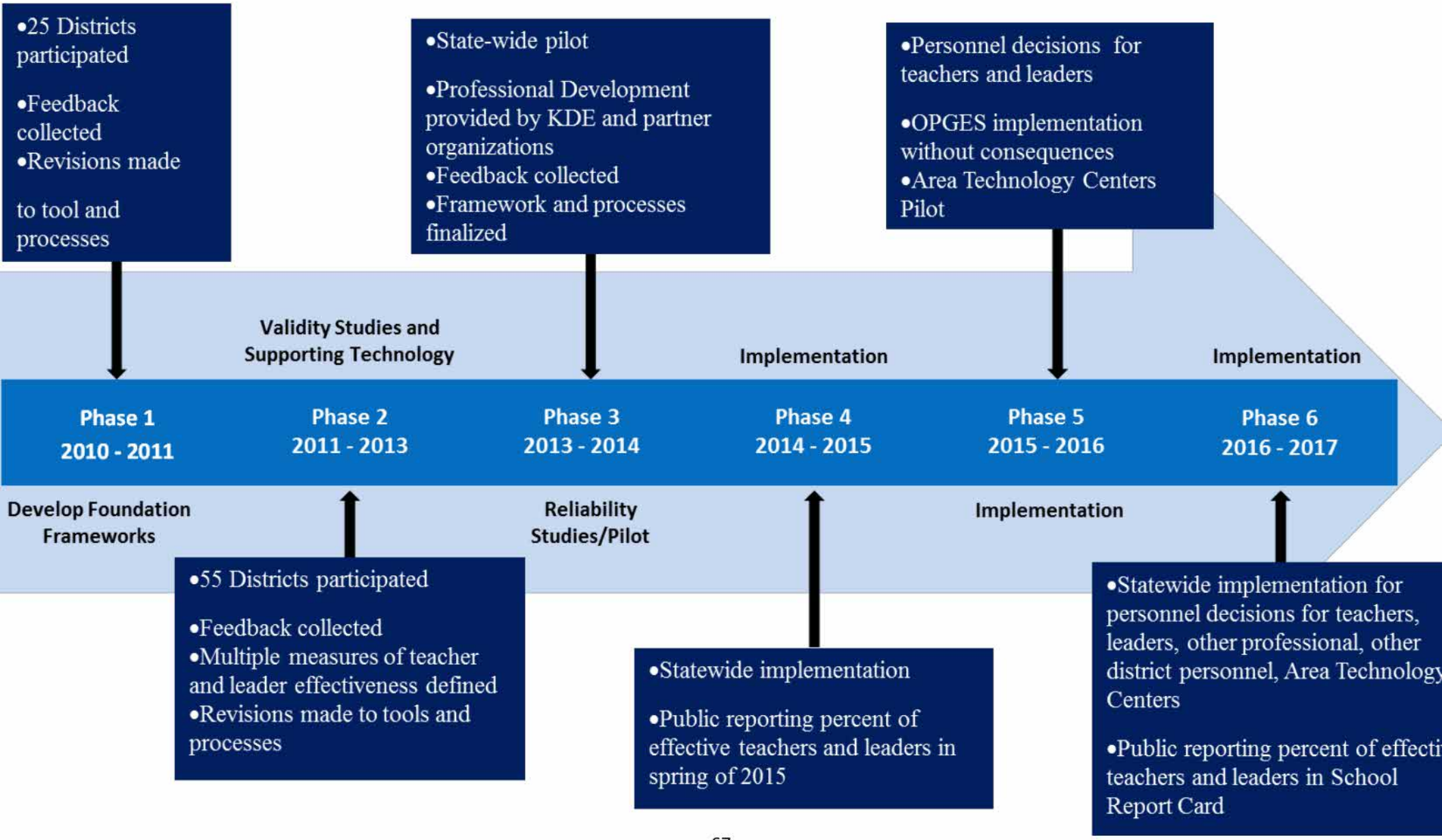
Association of School Administrators)	Association of School Administrators, Kentucky Center for Mathematics.		some of the issues around standardized testing and the Professional Growth and Effectiveness System (PGES). Some great teachers and principals are leaving the profession because they do not have the support or they feel beaten down because of an assessment. This is especially an issue in low-performing schools. The state needs to work on the perception of the profession as well. It seems like a hit to the profession when someone says that we have to work on teacher quality. Strategies that have been discussed to eliminate identified equity gaps were shared. Additionally, strategies cannot be forced on the districts, but guidance and models will be made available in the future. Proposed measures to evaluate progress were shared: working conditions, overall teacher and principal effectiveness, teacher and principal growth rating, total percent of first year and KTIP teachers in all schools, and teacher retention. There was no concern regarding the use of measures. A survey link for feedback on the equity plan was shared with the group and they were encouraged to add additional comments through the survey.
East KY Title I, Part A Cadre Meeting ***(Includes regionally located district Title I, Part A coordinators)***	The Title I, Part A Cadre is a quarterly meeting held by district level Title I, Part A coordinators. Other district staff represented includes finance officers, Directors of Special Education and a Morehead State University supervising teacher.	March 23, 2015	Members of this group shared that lack of preparedness when teachers enter the classroom is a root cause for teacher turnover. They also commented that some attrition is good. Teacher and student assignment and parent requests also are problematic. Some agreed that discontinuing the practice of accepting student requests would alleviate some of the problem. Additionally, they felt that the implementation of the effectiveness system would assist with equitable access.
Kentucky Board of Education (KBE)	The Kentucky Board of Education has 12 members. The governor appoints 11 voting members, seven representing the Supreme Court districts and four representing the state at large. The additional member, the president of the Council on Postsecondary Education, serves as a non-voting member.	April 1, 2015	Commissioner Holliday and Associate Commissioner Amanda Ellis had previously informed the Kentucky Board of Education (KBE) regarding the development of a new plan to address equitable access to effective teachers and leaders. Additionally, the KBE has had updates via the Commissioner's Delivery Unit. Members of this group were provided with an update regarding the status of the plan and feedback received from stakeholders. Questions from the KBE included collecting data on what it would take to get more teachers to stay. It was reiterated that the TELL Working Conditions Survey will be used as a measure and district and schools can use this data to improve working conditions and likely increase teacher recruitment and retention. The group also inquired about policies that may be in place that hinder equitable access. Collective bargaining and local politics were noted as potential barriers. One KBE member noted

			that mentoring would have to be a key strategy. It was verified that mentoring and induction were strategies in the plan. Additional measures for the plan were shared. There was discussion regarding the importance of effectiveness measures in achieving equitable access. The KBE also inquired whether analysis of *Teach for America* teachers and *TEACH Kentucky* have been conducted as part of the equity gap analysis. It was shared that this could be done in the future.
Kentucky Youth Advocates ***(Non-profit Civil Rights Organization)***	Membership includes staff of the Kentucky Youth Advocates.	April 2, 2015	Feedback was provided regarding root causes. The group cited collective bargaining contracts as a contributing factor to teacher turnover. These contracts allow for easier movement between schools in the district once the teacher has been hired and served for a minimal amount of time. This creates a revolving door of staff in some of the highest needs schools. The teacher retirement system has a lot to do with the attractiveness of teaching as a career. A business model for pay may attract more high quality candidates to the profession. Additional strategies to address teacher retention and turnover, particularly high-need schools, are to provide a higher salary to go to high poverty and high minority schools and make going to these schools a "badge of honor" not a "prison sentence". Increasing professional capacity of teachers was also discussed. There should be a dual-phase induction system for teachers; collaborative/co-teaching also would be beneficial. An internship for student teaching would be more beneficial than the six-week placement that is currently in place. Analysis and disaggregation of data on districts with collective bargaining compared to those who do not also was suggested. Once effectiveness data is available, data should also be collected on the effectiveness of teacher preparation programs.
Principals Advisory Council	Same as previously described.	April 7, 2015	This group was provided with an update regarding the equity plan since it had been shared previously. Gaps, root cause analysis, strategies and measures were shared. There were no additional comments from this group.
Teacher Effectiveness Steering Committee	Same as previously described.	April 27, 2015	Members of this committee had previously provided input regarding the root causes, strategies and measures. At this meeting most of the questions were in regard to the data. Specifically, the group wanted to know if there was more recent data than 2012. It was shared that there is a lag in terms of measuring turnover. It also was shared with

			the group that this work will be ongoing and they would have additional opportunities to provide input.
Other Professionals Steering Committee ***(Includes other pupil services personnel)***	Membership includes librarians, counselors, speech therapists, instructional coaches, psychologists, and regional cooperative directors and representatives.	April 27, 2015	Members of this committee were introduced to the Equitable Access to Effective Educators plan. Components of the plan and feedback from other stakeholder groups were shared. The group was asked to identify any additional root causes, strategies, measures and mechanisms for public reporting. The group agreed that teacher preparation, working conditions, and professional support were contributing factors to high teacher turnover. The group suggested that effectively utilizing "other professionals" as supports to teachers and students would assist with ensuring equitable access. "Other professionals" work with teachers to increase their own learning and assist teachers and principals in working with students with various social, emotional and academic needs. This increased collaboration would improve overall working conditions.
Teachers Advisory Council	See above description.	May 12, 2014	An update of the progress regarding the development of the Equitable Access to Effective Educators Plan was provided to the group. The update included feedback provided by other stakeholder groups regarding specific components of the plan. The group focused on the development of teacher career pathways as a strength of the plan to improve teacher capacity, support and retain top talent. Specific work around teacher leadership in the state was discussed.
Gifted Advisory Council ***(Includes general education teachers, gifted education teachers, principals, parents, postsecondary, private and public universities, community-business community, school board member)***	Representatives include: four teachers from elementary, middle and high schools with at least one full-time teacher of gifted and talented students and one full time regular classroom teacher; four parents, two of students identified as gifted and talented and one who serves or has served on a school council; three members from postsecondary, with one from an independent college or university; one superintendent; two principals, one from elementary or middle and one from high school; two coordinators of gifted and talented services in districts; one local board member; one individual representing visual and performing arts; a business community member.	June 4, 2015	Input will be added once the meeting occurs.

Appendix D – PGES Timeline

Timeline for Development of the Professional Growth and Effectiveness System


•25 Districts participated
•Feedback collected
•Revisions made to tool and processes
•State-wide pilot
•Professional Development provided by KDE and partner organizations
•Feedback collected
•Framework and processes finalized
•Personnel decisions for teachers and leaders
•OPGES implementation without consequences
•Area Technology Centers Pilot
Validity Studies and Supporting Technology
Implementation
Implementation
Phase 1 2010 - 2011
Phase 2 2011 - 2013
Phase 3 2013 - 2014
Phase 4 2014 - 2015
Phase 5 2015 - 2016
Phase 6 2016 - 2017
Develop Foundation Frameworks
Reliability Studies/Pilot
Implementation
•55 Districts participated
•Feedback collected
•Multiple measures of teacher and leader effectiveness defined
•Revisions made to tools and processes
•Statewide implementation
•Public reporting percent of effective teachers and leaders in spring of 2015
•Statewide implementation for personnel decisions for teachers, leaders, other professional, other district personnel, Area Technology Centers
•Public reporting percent of effecti teachers and leaders in School Report Card

Appendix E- Teaching, Empowering, Leading and Learning (TELL) Survey Sample Questions

Thank you in advance for your time and willingness to share your views on working conditions in your school.

Access Code

You have been assigned an anonymous access code to ensure that we can identify the school in which you work and to ensure the survey is taken only once by each respondent. The code can only be used to identify a school, and not an individual. No demographic information that could be used to identify an individual will be reported or shared.

The effectiveness of the survey is dependent upon your honest completion. While you can submit the survey without completing all questions, we hope you will take the opportunity to share your views.

Thank you in advance for your time and all that you do to help children every day.

☆ Indicates an item not in the NTC Core Survey.

✪ Indicates an item added by NTC for this iteration of the survey.

Introduction

Please indicate your position:

- ❑ Teacher (including instructional coaches, department heads, vocational, literacy specialist, etc.)
- ❑ Principal
- ❑ Assistant Principal
- ❑ Other Education Professional (school counselor, school psychologist, social worker, etc.)

How many total years have you been employed as an educator?

- ❑ First Year
- ❑ 2 - 3 Years
- ❑ 4 - 6 Years
- ❑ 7 - 10 Years
- ❑ 11 - 20 Years
- ❑ 20+ Years

How many total years have you been employed in the school in which you are currently working?

- ❑ First Year
- ❑ 2 - 3 Years
- ❑ 4 - 6 Years
- ❑ 7 - 10 Years
- ❑ 11 - 20 Years
- ❑ 20+ Years

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✪ Indicates an item added by NTC for this iteration of the survey.

Time

Please rate how strongly you agree or disagree with the following statements about the use of time in your school.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Class sizes are reasonable such that **teachers**[1] have the time available to meet the needs of all students.	❑	❑	❑	❑	❑
b. Teachers have time available to collaborate with colleagues.	❑	❑	❑	❑	❑
c. Teachers are allowed to focus on educating students with minimal interruptions.	❑	❑	❑	❑	❑
d. The **non-instructional time**[2] provided for teachers in my school is sufficient.	❑	❑	❑	❑	❑
e. Efforts are made to minimize the amount of **routine paperwork**[3] teachers are	❑	❑	❑	❑	❑
f. Teachers have sufficient instructional time to meet the needs of all students.	❑	❑	❑	❑	❑
g. Teachers are protected from duties that interfere with their essential role of educating students.	❑	❑	❑	❑	❑

[1] Teachers means a majority of teachers in your school.
[2] Non-instructional time includes any time during the day without the responsibility for student contact, including collaboration planning, meetings/conferences with students and families, etc. [3] Routine paperwork means both electronic and paper forms and documentation that must be completed to comply with school, district, state, and federal policies.

In an AVERAGE WEEK, how much time do you devote to the following activities during the school day (i.e., time for which you are under contract to be at the school)?

	None	Less than or equal to 1 hour	More than 1 hour but less than or equal to 3 hours	More than 3 hours but less than or equal to 5 hours	More than 5 hours but less than or equal to 10 hours	More than 10 hours
a. Individual planning time	❑	❑	❑	❑	❑	❑
b. **Collaborative planning time**[1]	❑	❑	❑	❑	❑	❑
c. **Supervisory duties**[2]	❑	❑	❑	❑	❑	❑

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d. Required committee and/or staff meetings	❑	❑	❑	❑	❑	❑
e. Completing required administrative **paperwork**[3]	❑	❑	❑	❑	❑	❑
f. Preparing for/participating in the **teacher evaluation process**[4]	❑	❑	❑	❑	❑	❑
f. Communicating with parents/guardians and/or the community	❑	❑	❑	❑	❑	❑
g. Addressing student discipline issues	❑	❑	❑	❑	❑	❑
h. **Professional development**[5]	❑	❑	❑	❑	❑	❑
i. Preparation for required federal, state, and local assessments	❑	❑	❑	❑	❑	❑
j. Delivery of assessments	❑	❑	❑	❑	❑	❑
k. Utilizing results of assessments	❑	❑	❑	❑	❑	❑

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[1] Collaborative time includes time spent working with other teachers within or across grade and subject areas as part of a Professional Learning Community to plan and assess instructional strategies. [2] Supervisory duties include hall monitoring, recess, bus and cafeteria coverage, etc.
[3] Paperwork means both electronic and paper forms and documentation that must be completed to comply with federal, state and local policies. This includes the use of the state-approved electronic platform (i.e., CIITS, EDS).
[4] The teacher evaluation process is a cycle of performance improvement which includes self-assessment, goal-setting and performance planning, observations, coaching and feedback sessions, collecting artifacts and evidence of student growth, and an annual written evaluation report/summary. This includes the use of PGES.
[5] Professional development includes all opportunities, formal and informal, where adults learn from one another including graduate courses, in service, workshops, conferences, professional learning communities and other meetings focused on improving teaching and learning.

In an AVERAGE WEEK of teaching, how many hours do you spend on school-related activities outside of the regular school work day (before or after school, and/or on weekends)?

- ❑ None
- ❑ Less than or equal to 1 hour
- ❑ More than 1 hour but less than or equal to 3 hours
- ❑ More than 3 hour but less than or equal to 5 hours
- ❑ More than 5 hour but less than or equal to 10 hours
- ❑ More than 10 hours

Facilities and Resources

Please rate how strongly you agree or disagree with the following statements about your school facilities and resources.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Teachers[1] have sufficient access to appropriate instructional materials[2].	❑	❑	❑	❑	❑
b. Teachers have sufficient access to instructional technology, including computers, printers, software and internet access.	❑	❑	❑	❑	❑
c. Teachers have sufficient support to use effectively the state-approved electronic platform (i.e., CIITS, EDS).	❑	❑	❑	❑	❑
d. Teachers have access to reliable communication technology, including phones, faxes and email.	❑	❑	❑	❑	❑
e. Teachers have sufficient access to office equipment and supplies such as copy machines, paper, pens, etc.	❑	❑	❑	❑	❑
f. Teachers have sufficient access to a broad range of professional support personnel.[3]	❑	❑	❑	❑	❑
g. The school environment is clean and well maintained.	❑	❑	❑	❑	❑
h. Teachers have adequate space to work productively.	❑	❑	❑	❑	❑
i. The physical environment of classrooms in this school supports teaching and learning.	❑	❑	❑	❑	❑
j. The reliability and speed of Internet connections in this school are sufficient to support instructional practices.	❑	❑	❑	❑	❑

[1] Teachers means a majority of teachers in your school.
[2] Instructional materials include items such as textbooks, curriculum materials, content references, etc.
[3] Professional support personnel includes other educators such as school counselors, nurses, school psychologists and social workers, library media specialists, etc.

Please rate how strongly you agree or disagree with the following statements about community support and involvement in your school.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Parents/guardians are influential decision makers in this school.	❑	❑	❑	❑	❑
b. This school maintains clear, two-way communication with the community.	❑	❑	❑	❑	❑
c. This school does a good job of encouraging parent/guardian involvement.	❑	❑	❑	❑	❑
d. **Teachers**[1] provide parents/guardians with useful information about student learning.	❑	❑	❑	❑	❑
e. Parents/guardians know what is going on in this school.	❑	❑	❑	❑	❑
f. Parents/guardians support teachers, contributing to their success with students.	❑	❑	❑	❑	❑
g. Community members support teachers, contributing to their success with students.	❑	❑	❑	❑	❑
h. The community we serve is supportive of this school.	❑	❑	❑	❑	❑

[1]Teachers means a majority of teachers in your school.

Please rate how strongly you agree or disagree with the following statements about managing student conduct in your school.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Students at this school understand expectations for their conduct.	❑	❑	❑	❑	❑
b. Students at this school follow rules of conduct.	❑	❑	❑	❑	❑
c. Policies and procedures about student conduct are clearly understood by the faculty.	❑	❑	❑	❑	❑
d. School administrators consistently enforce rules for student conduct.	❑	❑	❑	❑	❑
e. School administrators support **teachers'**[1] efforts to maintain discipline in the classroom.	❑	❑	❑	❑	❑
f. Teachers consistently enforce rules for student conduct.	❑	❑	❑	❑	❑
g. The faculty work in a school environment that is safe.	❑	❑	❑	❑	❑

[1] Teachers means a majority of teachers in your school.

Teacher Leadership

Please rate how strongly you agree or disagree with the following statements about teacher leadership in your school.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. **Teachers**[1] are recognized as educational experts.	❑	❑	❑	❑	❑
b. Teachers are trusted to make sound professional decisions about instruction.	❑	❑	❑	❑	❑
c. Teachers are relied upon to make decisions about educational issues.	❑	❑	❑	❑	❑
d. Teachers are encouraged to participate in **school leadership roles**[2].	❑	❑	❑	❑	❑
e. The faculty has an effective process for making group decisions to solve problems.	❑	❑	❑	❑	❑
f. In this school we take steps to solve problems.	❑	❑	❑	❑	❑
g. Teachers are effective leaders in this school.	❑	❑	❑	❑	❑

[1] Teachers means a majority of teachers in your school.
[2] School leadership roles may include formal roles such as department chair, an elected member of the School Improvement Team, mentor/resource teacher, coach or leader of a professional learning community, etc.

Please indicate the role teachers[1] have at your school in each of the following areas.

	No role at all	Small role	Moderate role	Large role	Don't Know
a. Selecting instructional materials and resources	❑	❑	❑	❑	❑
b. Devising teaching techniques	❑	❑	❑	❑	❑
c. Setting grading and student assessment practices	❑	❑	❑	❑	❑
d. Determining the content of in-service professional development programs	❑	❑	❑	❑	❑
e. Establishing student discipline procedures	❑	❑	❑	❑	❑
f. Providing input on how the school budget will be spent	❑	❑	❑	❑	❑
g. The selection of teachers new to this school	❑	❑	❑	❑	❑
h. School improvement planning	❑	❑	❑	❑	❑

[1] Teachers means a majority of teachers in your school.

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Teachers[1] have an appropriate level of influence on decision making in this school.

- ❑ Strongly disagree
- ❑ Disagree
- ❑ Agree
- ❑ Strongly agree
- ❑ Don't know

[1] Teachers means a majority of teachers in your school.

School Leadership

Please rate how strongly you agree or disagree with the following statements about school leadership in your school.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. The faculty and leadership have a shared vision.	❑	❑	❑	❑	❑
b. There is an atmosphere of trust and mutual respect in this school.	❑	❑	❑	❑	❑
c. **Teachers**[1] feel comfortable raising issues and concerns that are important to them.	❑	❑	❑	❑	❑
d. The **school leadership**[2] consistently supports teachers.	❑	❑	❑	❑	❑
e. Teachers are held to high professional standards for delivering instruction.	❑	❑	❑	❑	❑
f. The school leadership facilitates using data to improve student learning.	❑	❑	❑	❑	❑
g. Teacher performance is assessed objectively.	❑	❑	❑	❑	❑
h. Teachers receive feedback that can help them improve teaching.	❑	❑	❑	❑	❑
i. The procedures for teacher evaluation are consistent.	❑	❑	❑	❑	❑
j. The school improvement team provides effective leadership at this school.	❑	❑	❑	❑	❑
k. The faculty are recognized for accomplishments.	❑	❑	❑	❑	❑

[1]Teachers means a majority of teachers in your school.
[2]School leadership is an individual, group of individuals or team within the school that focuses on managing a complex operation. This may include scheduling; ensuring a safe school environment; reporting on students' academic, social and behavioral performance; using resources to provide the textbooks and instructional materials necessary for teaching and learning; overseeing the care and maintenance of the physical plant; or developing and implementing the school budget.

The school leadership[1] makes a sustained effort to address teacher concerns about:

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Leadership issues	❑	❑	❑	❑	❑
b. Facilities and resources	❑	❑	❑	❑	❑
c. The use of time in my school	❑	❑	❑	❑	❑

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d. Professional development	❑	❑	❑	❑	❑
e. Teacher leadership	❑	❑	❑	❑	❑
f. Community support and involvement	❑	❑	❑	❑	❑
g. Managing student conduct	❑	❑	❑	❑	❑
h. Instructional practices and support	❑	❑	❑	❑	❑
i. New teacher support	❑	❑	❑	❑	❑

[1] School leadership is an individual, group of individuals or team within the school that focuses on managing a complex operation. This may include scheduling; ensuring a safe school environment; reporting on students' academic, social and behavioral performance; using resources to provide the textbooks and instructional materials necessary for teaching and learning; overseeing the care and maintenance of the physical plant; or developing and implementing the school budget.

☆ **Please rate how strongly you agree or disagree with the following statements about the school council in your school.**

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
☆ a. **Teachers**[1] on the school council are representative of the faculty (i.e. experience, subject/grade, etc.)	❑	❑	❑	❑	❑
☆ b. Parents on the school council are representative of the diversity within the school community.	❑	❑	❑	❑	❑
☆ c. The school council makes decisions that positively impact instruction (i.e. curriculum, instructional practices, etc.).	❑	❑	❑	❑	❑
☆ d. The school council makes decisions that positively impact school staffing and schedules.	❑	❑	❑	❑	❑
☆ e. Overall, the school council provides effective leadership in this school.	❑	❑	❑	❑	❑

[1] Teachers means a majority of teachers in your school.

Professional Development

Please rate how strongly you agree or disagree with the following statements about professional development in your school.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. Sufficient resources are available for **professional development**[1] in my school.	❑	❑	❑	❑	❑
b. An appropriate amount of time is provided for professional development.	❑	❑	❑	❑	❑
c. Professional development offerings are data driven.	❑	❑	❑	❑	❑
d. Professional learning opportunities are aligned with the school's improvement plan.	❑	❑	❑	❑	❑
e. Professional development is differentiated to meet the needs of individual **teachers**[2].	❑	❑	❑	❑	❑
f. Decision making about professional development is guided by the teacher evaluation system (PGES).	❑	❑	❑	❑	❑
☆ g. Professional development deepens teachers' content knowledge.	❑	❑	❑	❑	❑
h. Teachers have sufficient training to fully utilize instructional technology.	❑	❑	❑	❑	❑
i. Teachers are encouraged to reflect on their own practice.	❑	❑	❑	❑	❑
j. In this school, follow up is provided from professional development.	❑	❑	❑	❑	❑
k. Professional development provides ongoing opportunities for teachers to work with colleagues to refine teaching practices.	❑	❑	❑	❑	❑
l. Professional development is evaluated and results are communicated to teachers.	❑	❑	❑	❑	❑
m. Professional development enhances teachers' ability to implement instructional strategies that meet diverse student learning needs.	❑	❑	❑	❑	❑
n. Professional development enhances teachers' abilities to improve student learning.					

[1] Professional development includes all opportunities, formal and informal, where adults learn from one another including graduate courses, in service, workshops, conferences, professional learning communities and other meetings focused on improving teaching and learning.

[2] Teachers means a majority of teachers in your school.

☆ Indicates an item not in the NTC Core Survey.

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In which of the following areas (if any) do you need professional development to teach your students more effectively?

	Yes	No
a. Your content area	❑	❑
☆ b. Kentucky Core Academic Standards	❑	❑
c. Student assessment	❑	❑
d. Differentiating instruction	❑	❑
e. Special education (students with disabilities)	❑	❑
f. Special education (gifted and talented)	❑	❑
g. English Language Learners	❑	❑
h. Closing the Achievement Gap	❑	❑
i. Methods of teaching	❑	❑
j. Reading strategies	❑	❑
k. Integrating technology into instruction	❑	❑
l. Classroom management techniques	❑	❑

In the past 2 years, have you had 10 hours or more of professional development in any of the following areas?

	Yes	No
a. Your content area	❑	❑
☆ b. Kentucky Core Academic Standards	❑	❑
c. Student assessment	❑	❑
d. Differentiating instruction	❑	❑
e. Special education (students with disabilities)	❑	❑
f. Special education (gifted and talented)	❑	❑
g. English Language Learners	❑	❑
h. Closing the Achievement Gap	❑	❑
i. Methods of teaching	❑	❑
j. Reading strategies	❑	❑
k. Integrating technology into instruction	❑	❑
j. Classroom management techniques	❑	❑

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Instructional Practices and Support

Please rate how strongly you agree or disagree with the following statements about instructional practices and support in your school.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. **State assessment**[1] data are available in time to impact instructional practices.	❑	❑	❑	❑	❑
b. **Local assessment**[2] data are available in time to impact instructional practices.	❑	❑	❑	❑	❑
c. **Teachers**[3] use assessment data to inform their instruction.	❑	❑	❑	❑	❑
d. Teachers work in **professional learning communities**[4] to develop and align instructional practices.	❑	❑	❑	❑	❑
e. Provided supports (i.e. instructional coaching, professional learning communities, etc.) translate to improvements in instructional practices by teachers.	❑	❑	❑	❑	❑
f. Teachers are encouraged to try new things to improve instruction.	❑	❑	❑	❑	❑
g. Teachers are assigned classes that maximize their likelihood of success with students.	❑	❑	❑	❑	❑
h. Teachers have autonomy to make decisions about instructional delivery (i.e. pacing, materials and pedagogy).	❑	❑	❑	❑	❑
☆ i. The curriculum taught in this school is aligned with the Kentucky Core Academic Standards.	❑	❑	❑	❑	❑

[1] State assessments include end of course and end of grade tests.
[2] Local assessments are standardized instruments offered across schools within the district and can include any norm or criterion referenced tests, diagnostics, or local benchmarks. [3] Teachers means a majority of teachers in your school.
[4] Professional learning communities include formalized groupings of teachers within or across grade and subject areas that meet regularly to plan and assess instructional strategies for student success.

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Please rate how strongly you agree or disagree with the following statements about instructional practices and support in your school.

	Strongly disagree	Disagree	Agree	Strongly agree	Don't know
a. **Teachers**[1] believe almost every student has the potential to do well on assignments.	❑	❑	❑	❑	❑
b. Teachers believe what is taught will make a difference in students' lives.	❑	❑	❑	❑	❑
c. Teachers require students to work hard.	❑	❑	❑	❑	❑
d. Teachers collaborate to achieve consistency on how student work is assessed.	❑	❑	❑	❑	❑
e. Teachers know what students learn in each of their classes.	❑	❑	❑	❑	❑
f. Teachers have knowledge of the content covered and instructional methods used by other teachers at this school.	❑	❑	❑	❑	❑

[1]Teachers means a majority of teachers in your school..

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Overall

Which of the following best describes your immediate professional plans? *(*Select one.*)*

- ❑ Continue teaching at my current school
- ❑ Continue teaching in this district, but leave this school
- ❑ Continue teaching in this state, but leave this district
- ❑ Continue working in education, but pursue an administrative position
- ❑ Continue working in education, but pursue a non-administrative position
- ❑ Leave education entirely

Which aspect of your teaching conditions most affects your willingness to keep teaching at your school? (Select one.)

- ❑ Time during the work day
- ❑ Facilities and resources
- ❑ Community support and involvement
- ❑ Managing student conduct
- ❑ Teacher leadership
- ❑ School leadership
- ❑ Professional development
- ❑ Instructional practices and support

Which aspect of your teaching conditions is most important to you in promoting student learning? (Select one.)

- ❑ Time during the work day

- ❑ Facilities and resources
- ❑ Community support and involvement
- ❑ Managing student conduct
- ❑ Teacher leadership
- ❑ School leadership
- ❑ Professional development
- ❑ Instructional practices and support

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Overall, my school is a good place to work and learn.

- ❑ Strongly disagree
- ❑ Disagree
- ❑ Agree
- ❑ Strongly agree
- ❑ Don't know

At this school, we utilize the results from the 2013 TELL Kentucky Survey as a tool for school improvement.

- ❑ Strongly disagree
- ❑ Disagree
- ❑ Agree
- ❑ Strongly agree
- ❑ Don't know

New Teacher Support

As a beginning teacher, I have received the following kinds of supports during this current school year.

	Yes	No
a. Formally assigned resource teacher/mentor.	❑	❑
b. Seminars specifically designed for new teachers	❑	❑
c. Reduced workload	❑	❑
d. Common planning time with other teachers	❑	❑
e. Release time to observe other teachers	❑	❑
f. Formal time to meet with mentor during school hours	❑	❑
g. Orientation for new teachers	❑	❑
h. Access to professional learning communities where I could discuss concerns with other teacher(s)	❑	❑
i. Regular communication with principals, other administrator or department chair	❑	❑
j. Other	❑	❑
k. I received no additional support as a new teacher.	❑	❑

On average, how often did you engage in each of the following activities with your resource teacher/mentor during the current school year?

	Never	Less than once per month	Once per month	Several times per month	Once per week	Almost daily
a. Developing lesson plans	❑	❑	❑	❑	❑	❑
b. Being observed teaching by my resource teacher/mentor	❑	❑	❑	❑	❑	❑
c. Observing my resource teacher's/mentor's teaching	❑	❑	❑	❑	❑	❑
d. Analyzing student work	❑	❑	❑	❑	❑	❑
e. Reviewing results of students' assessments	❑	❑	❑	❑	❑	❑
f. Addressing student or classroom behavioral issues	❑	❑	❑	❑	❑	❑
g. Reflecting on the effectiveness of my teaching together	❑	❑	❑	❑	❑	❑

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h. Aligning my lesson planning with the state curriculum and local curriculum	❑	❑	❑	❑	❑	❑
i. Other	❑	❑	❑	❑	❑	❑

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How much did the support you received from your resource teacher/mentor influence your practice in the following areas during this current school year?

	Not at all	Hardly at all	Some	Quite a bit	A great deal
a. Instructional strategies	❑	❑	❑	❑	❑
b. Subject matter I teach	❑	❑	❑	❑	❑
c. Classroom management strategies	❑	❑	❑	❑	❑
d. Using data to identify student needs	❑	❑	❑	❑	❑
e. Differentiating instruction based upon individual student needs and characteristics	❑	❑	❑	❑	❑
f. Creating a supportive, equitable classroom where differences are valued	❑	❑	❑	❑	❑
g. Enlisting the help of family members, parents and/or guardians	❑	❑	❑	❑	❑
h. Working collaboratively with other teachers at my school	❑	❑	❑	❑	❑
i. Connecting with key resource professionals (e.g., coaches, counselors, etc.)	❑	❑	❑	❑	❑
j. Complying with policies and procedures	❑	❑	❑	❑	❑
k. Completing administrative paperwork	❑	❑	❑	❑	❑
l. Providing emotional support	❑	❑	❑	❑	❑
m. Other	❑	❑	❑	❑	❑

Please indicate whether each of the following were true for you and your resource teacher/mentor for this current school year.

	Yes	No
a. My resource teacher/mentor and I were in the same building.	❑	❑
b. My resource teacher/mentor and I taught in the same content area.	❑	❑
c. My resource teacher/mentor and I taught the same grade level.	❑	❑

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Overall, the additional support I received as a new teacher during this current school year improved my instructional practice.

- ❑ Strongly disagree
- ❑ Disagree
- ❑ Agree
- ❑ Strongly agree
- ❑ Don't know

Overall, the additional support I received as a new teacher during this current school year has helped me to impact my students' learning.

- ❑ Strongly disagree
- ❑ Disagree
- ❑ Agree
- ❑ Strongly agree
- ❑ Don't know

Overall, the additional support I received as a new teacher during this current school year has been important in my decision to continue teaching at this school.

- ❑ Strongly disagree
- ❑ Disagree
- ❑ Agree
- ❑ Strongly agree
- ❑ Don't know

Thank you for time. Please submit your responses.

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