Vision for Education Reform in Kentucky

The key to our success in transforming education in Kentucky will reside in our ability to focus on a few goals with a few strategies that are done with precision and fidelity. These few goals will focus on the vision of every child proficient and prepared for success. This vision will be measured by indicators of proficiency, growth, and closing gaps among student groups. Proficiency will be measured by the cohort graduation rate and our comparative position among states. Growth will be measured by the increases in our annual percentage of high school graduates who are prepared for college and career as compared against other states. Closing gaps will be measured by the decreases in gaps for the graduation and readiness rates among student groups in Kentucky as compared against other states.

The ultimate measure for the vision of Kentucky education will be informed by the following measures:

- NAEP Proficiency, Growth and Gap rates – 4th and 8th grade reading and math
- EPAS Proficiency, Growth and Gap rates – 8th grade Explore, 10th grade Plan, and 11th grade ACT

The Kentucky Board of Education will set biannual goals for each of the measures to reach and maintain a top 20 in the nation ranking.

There will be four strategic priorities with specific strategies and annual indicators of progress. These priorities, strategies, and indicators are based on federal guidance provided by Race to the Top, State Fiscal Stabilization Funds, and proposed reauthorization of Elementary and Secondary Education Act. Also, the priorities, strategies, and indicators are based on state guidance provided by SB 1 (2009), SB 168 (2002), SB 130 (2006), and other state statutes. Over the coming year, we will be working with advisory groups to more clearly define the district and school indicators that are reflected in the table below. There is much work to do in defining the new common core assessments that are due to be on line by 2012. Also, we must define growth to the student level and match with classrooms and schools. Also, we must develop an index that reflect a school and district performance in closing gaps among groups of students. Perhaps one of largest challenges is clearly defining what “career ready” means.

We are excited to announce that the Teacher and Principal Working Conditions Survey will be initiated in the spring of 2011 and program reviews will be piloted in 2010-11. With support from Race to the Top funding, we hope to be able to develop clear definitions of effective teachers and leaders with the support of steering committees comprised of teachers, leaders and other partners.

Finally, we will revise district and school report cards to match the indicators in the strategic plan.

This work is multi-year work and will require a tremendous amount of collaboration between all partners. However, with fewer priorities (4), very clear strategies (6) and indicators that are aligned between state and federal requirements through our strategic plan, I feel very confident that we can meet and exceed the expectations of Kentucky citizens. Through Senate Bill 1, the citizens have defined that we must have a greater percentage of high school graduates prepared for college and career. Failure to meet this goal impacts our state economy, however, even more important, failure to meet this goal impacts the lives of our children.
## Proposed Strategic Plan Components for 2010-2014 Kentucky P-12 Education

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<tr>
<th>Strategic Priorities</th>
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| Next Generation Learners              | Common Core Standards and Balanced Assessments                              | • Proficiency, growth, and gap rates in literacy, numeracy, science and social studies on common core assessment  
                                |                                                                             | • Career readiness                                                                                                                                  |
| Next Generation Professionals         | Effective Teachers and Leaders                                              | • % Effective teachers  
                                |                                                                             | • % Effective leaders                                                                                                                                  |
| Next Generation Support Systems       | Data systems that inform instruction and policy decisions                   | • Working Conditions Survey  
                                |                                                                             | • Program Reviews                                                                                                                                     |
| Next Generation Schools and Districts | Turnaround low achieving schools  
                                | • Effective schools and districts per state report card  
                                | Create innovative schools and programs for Next Generation Learning  
                                |                                                                             |                                                                                                                                                    |

The state report card will be developed on the fundamental principle of accountability at all levels – state, district, school, classroom and student. The accountability system must be clear and easily understood by parents and community members but built upon a complex system of equity and excellence. The system of equity and excellence will be composed of proficiency measures that define a continuum that leads to college and career readiness, equity in closing gaps among all groups of students, and rewarding growth of all student groups.

While the development of a system that provides data for student, classroom, school, district and state instructional and policy decisions will be complex, the fundamental components of the system must be built upon proficiency, growth, and closing gaps. At the state level, a baseline for proficiency, growth and gaps would be developed. Annual improvements would then be measured against the baseline and relative position among districts, schools, classrooms, and students.