

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Review Item:

Student Growth and the Professional Growth and Effectiveness System

Applicable Statute or Regulation:

KRS 156.557, 703 KAR 5:200, 704 KAR 3:370

History/Background:

Existing Policy. At its February meeting, the Kentucky Board of Education (KBE) requested a study session be held on the role of student growth in the Professional Growth and Effectiveness System. The study session will address the issues explained below.

Composition of student growth in Kentucky: Kentucky has laid the foundation over the last several years for including student growth in the Professional Growth and Effectiveness System (PGES). The student growth measure in PGES for teachers is comprised of two possible contributions: a state contribution and a local contribution. The state contribution is reported using Student Growth Percentiles (SGP). The local contribution uses the Student Growth Goal Setting Process and applies to all teachers in the district, including those who receive SGP.

The state contribution for student growth is a rating based on each student's rate of change compared to other students with a similar test score history ("academic peers") expressed as a percentile. The median SGP for a teacher's class is compared to that of the state. The scale for determining acceptable growth will be determined by the Kentucky Board of Education and provided to the districts by the Kentucky Department of Education.

The local contribution for the student growth measure is a rating based on the degree to which a teacher meets the growth goal for a set of students over an identified interval of instruction (i.e., trimester, semester, year-long) as indicated in the teacher's Student Growth Goal (SGG). All teachers, regardless of grade level and content area, will develop a SGG for inclusion in the student growth measure. All SGG will be determined by the teacher in collaboration with the principal and will be grounded in the fundamentals of assessment quality (Clear Purpose, Clear Targets, Sound Design, Effective Communication, and Student Involvement).

Foundation for the work: With the passage of Senate Bill 1 (2009), the Kentucky Department of Education began work with all local districts on assessment literacy. The touchstone text for this work was *Classroom Assessment for Student Learning* and the focus with leadership teams was the importance of formative assessment at the classroom level to improve student achievement. As new standards have been and will continue to

be implemented across Kentucky, leadership networks continue to develop instructional tasks and assessments that are formative to help students and teachers track progress toward standard mastery. It is when students learn that true effectiveness of teachers and principals is reached. Also, the work in Kentucky is built on a strong research foundation. At the October 2013 meeting, the KBE heard from a lead researcher with the Measuring Effective Teaching Project, Dr. Steve Cantrell, regarding the findings of the project, and at subsequent meetings results from the field test of PGES have been shared with the KBE to inform eventual policy decisions.

Key features of Student Growth Goals: The study session will address features related to student growth goals such as the balance between policy and practice; comparability and rigor; and enduring skills and knowledge.

Lessons Learned: As PGES has been field tested and piloted, some specific issues have been targeted as learning opportunities to inform implementation. Local districts will be present at the April meeting to share their experiences with the following projects related to local student growth.

- Problem-based learning
- Literacy by Design and Mathematics by Design
- Program Reviews


Impact on Getting to Proficiency:

As teachers become more confident with understanding how student performance data can be turned into instructional improvement, and as they implement, on a regular basis, instructional improvements based on meaningful goals focused on student performance, not only will students be proficient but learning needs will be met as students and teachers soar.

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