

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Review Item:

Kentucky Teacher Equity Plan

Applicable Statute or Regulation:

Elementary and Secondary Education Act, KRS 156.557, 704 KAR 3:370

History/Background:

Existing Policy. National data shows that poor and minority children still are being taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. As a result, the United States Department of Education (USED) is requiring states to develop equity plans and use evidence-based strategies to address the data.

In response, Kentucky is developing a plan to address human resource management in the following areas:

- recruitment
- placement
- development (Professional Learning)
- evaluation
- retention
- career pathways (keeping effective and exemplary teachers in the classroom)

Data in all of these areas is being reviewed to inform strategies for the state plan and identify support needed by districts and schools to address equity issues.

The required components of the state equity plan include consultation with stakeholders regarding the plan; identification of equity gaps; a root cause analysis of the gaps; strategies to eliminate the gaps; measures to evaluate progress; and public reporting on progress.

Feedback has been collected from the commissioner's advisory groups and civil rights organizations. Concerns have been raised about the differences in rural and urban settings; barriers that exist such as statutory, regulatory, and contractual issues; budgetary constraints; and teacher preparation, to name a few. All of this feedback is informing the plan and opportunities for feedback have been provided throughout the process.

Feedback has been collected from advisory groups on measures to be included in the equity plan. Those measures are:

- working conditions
- effectiveness measures (Each domain and student growth)
- overall effectiveness
- total percent of first year and the Kentucky Teacher Internship Program (KTIP) teachers in all schools
- teacher retention

The Teacher Equity Plan will be submitted to USED by June 1.

Impact on Getting to Proficiency:

Knowing that an effective teacher and leader are the most crucial elements for the success of students, the Professional Growth and Effectiveness System has put in place a system that focuses on investment in the success of educators in being the most effective professionals to work with students and provides data to drive discussions about strengths and improvement areas. This data, along with many other sources, should be driving decisions in districts and schools around the areas mentioned above in order to have a truly cohesive human resource management strategy.

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Commissioner of Education

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