

The background of the slide is a composite image. The top left shows a line of yellow school buses, with the word 'SCHOOL BUS' visible on the front of one. The bottom left shows a classroom with blue walls, decorated with colorful balloons and framed pictures. Several desks and chairs are arranged in the room.

# 2022-2023 Data At-a-Glance and Statewide Efforts to Support Teaching and Learning

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Kentucky Department of  
**E D U C A T I O N**

# Kentucky's Assessment and Accountability Systems

Rhonda L. Sims, Associate Commissioner  
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# Two Systems Working Together

## Assessment System\*

- Measures individual student performance on specific tests
- Can inform classroom instruction
- Receive student data in August or earlier and subset of test items released in September/October
- Used in Accountability System
- Can compare 2022 and 2023

## Accountability System

- Measures school and student groups' performance on indicators
- Can inform overall program planning
- Receive data later
- Reports state and federal requirements (color-coded dashboard, CSI/TSI)
- Cannot compare 2022 and 2023

\*In addition to the state summative assessments, classroom formative assessments and other local measures are part of a balanced assessment system that provides a full picture of a student's performance.

# The Assessment System is a Large Part of the Accountability System

## Accountability System

Postsecondary  
Readiness  
Measures  
(high school only)

Graduation  
Rate  
(high school only)

Quality of  
School Climate  
and Safety

## Assessment System

Reading and  
Mathematics Tests

Science, Social Studies  
and Writing Tests

English Language  
Proficiency Test

Note: Although not directly used as an accountability measure, a college admissions exam (The ACT) in grade 11 is required by state law. Students can use ACT benchmark scores or passing scores from other optional tests to demonstrate postsecondary readiness.

# 2022-2023 Assessment and Accountability Reporting

# 2022-2023 Assessment and Accountability Performance Highlights

- 185 schools previously identified as Targeted Support and Improvement (TSI) and 23 schools previously identified as Comprehensive Support and Improvement (CSI) have exited.
- Increase in percentage of Proficient/Distinguished (P/D) in almost all content areas at elementary and middle school levels
- Increase in percentage of P/D in social studies and writing at high school level
- Increase in 4-Year Graduation Rate for almost all student groups
- Increase in Junior State ACT Composite Scores

# 2022-2023 Assessment and Accountability Growth Areas

- Persistent Achievement Gaps among student groups (Students with Disabilities, English Learners and African American students)
- Mathematics and Science Performance at all Grade Spans (E/M/H)
- High School Performance declines in Mathematics and Science



# Factors Potentially Impacting Performance

- Science not traditionally taught with integrated approach at high school—individual courses by field
- Chronic Absenteeism\*
- Teacher Shortage\* (especially in critical areas such as Middle and High School Science and Mathematics, Special Education, and English as a Second Language)

\*Legislators are discussing these issues.

[IJCE: 1Nov2023 - 8 - KDE Chronically Absent Student Count.pdf](#)

[EAARS: 01Nov2023 - 3 - OEA Staffing Shortages.pdf](#)



# Kentucky Department of Education Improvement Efforts

# School Improvement and Support

Kelly Foster, Associate Commissioner  
Office of Continuous Improvement and Support

# School Improvement Update

- Twenty-three schools exited Comprehensive Support and Improvement (CSI) status in 2023.
- No new schools were identified for CSI I or II.
- These circumstances created space within the KDE's Education Recovery network to allow for more robust support for TSI schools for the first time.
  - This work models the proposal in our Advanced Budget Request (ABR) for the Kentucky Education Recovery Fund.

# Supports for TSI Schools

- Introductory Webinar (November 8, 2023)
- TSI schools opt in for TSI support.
  - The Every Student Succeeds Act (ESSA) requires that TSI supports are offered on an opt-in basis.
- Schools who opt-in to TSI support will receive:
  - A Two-Day Review;
  - Strategic Planning Support;
  - Needs Assessment Analysis;
  - Professional Learning;
  - Leadership Coaching and Support;
  - PLC Development Support;
  - Leadership Team Retreats;
  - Walkthrough Support;
  - Data Analysis Support; and
  - MTSS Development Support.

# High Quality Teaching and Learning

Micki L. Ray, Chief Academic Officer  
Office of Teaching and Learning

# High Quality Teaching and Learning: Implications for Instruction

- Investing in Kentucky teachers and administrators to increase student access to high-quality, standards-aligned, grade-level instruction
- Promoting High-Quality Instructional Resources (HQIRs) – Supported by KDE pilot program and the development of consumer guides
- Providing High-Quality Professional Learning (HQPL) – Asynchronous and synchronous learning, including curriculum-based PL aligned to selected HQIR
- Improving communication around available resources and improvement supports



# Strengthening Tier 1 Instruction

FROM VISION TO IMPACT

1



**COMMON  
INSTRUCTIONAL  
VISION**

2



**Access to Strong  
Local Curriculum  
& HQIR(s)**

3



**High-Quality  
Professional  
Learning**

4



**High-Quality  
Instruction**



**IMPROVED  
STUDENT  
OUTCOMES**



# Students Have **Inconsistent Access** to Content that is Grade-level Appropriate

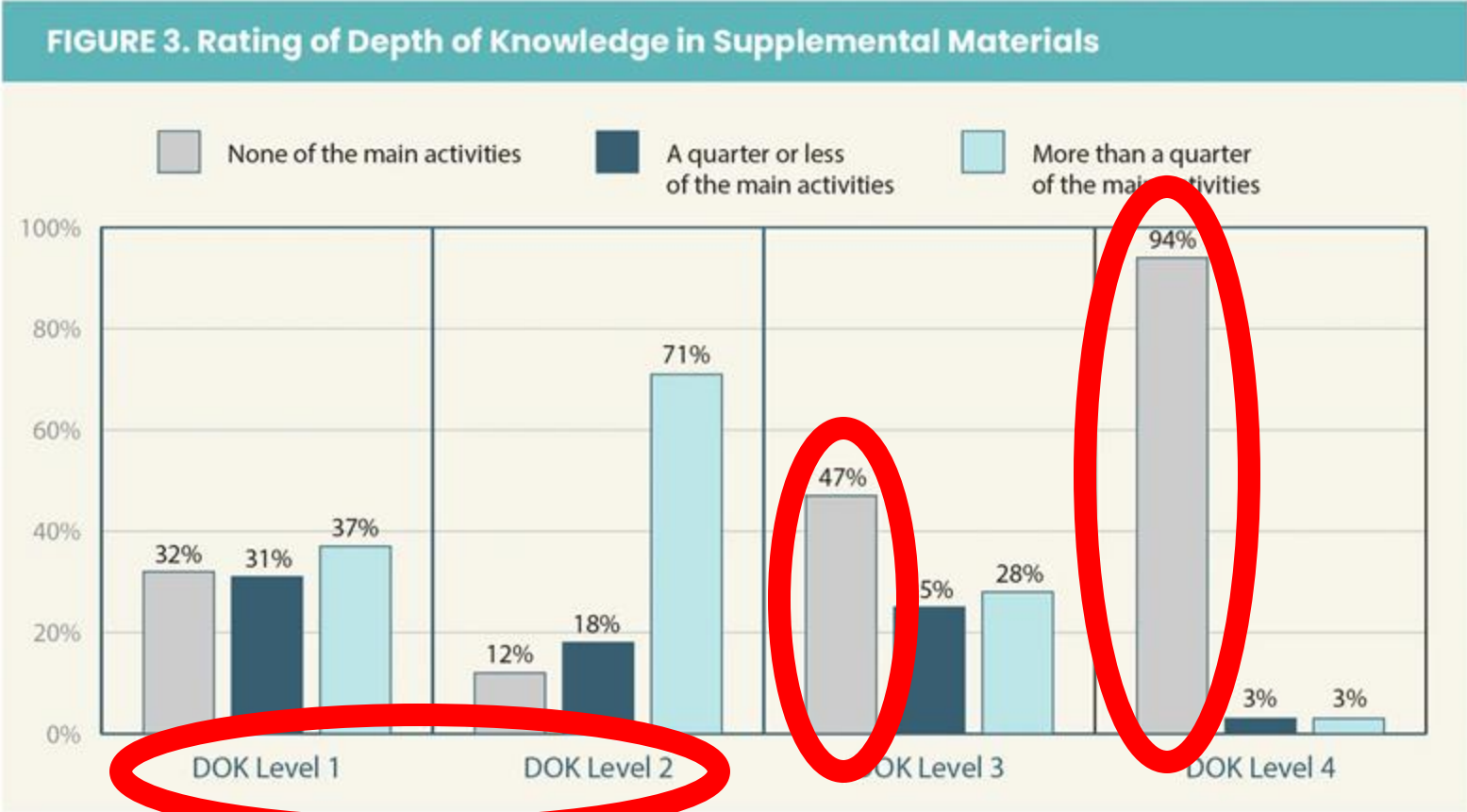
In a single school year, the average student spends **581** of **720** available hours on assignments that are **NOT high-quality**.

This is particularly significant for **students of color** and **students living in poverty** who have less access to high-quality, standards-aligned resources than their peers.

# Supplemental Online Resources Tend to be Low DOK

Most content included in the main activity was **DOK level 1 or 2**.

Nearly half of main activities had no **DOK level 3** content; only **six percent** scored higher than 0 for **DOK level 4**.



Source: Polikoff, M., with Dean, J. (2019, December). *The Supplemental-Curriculum Bazaar: Is What's Online Any Good?* Thomas B. Fordham Institute.

# What Does the Research Say?

## Improvements in Teacher Practice and Gains in Student Achievement

- HQIRs that are aligned to state standards can reduce variability in the quality of instruction across classrooms and help boost student achievement, but teachers often do not have resources that are aligned to their state's standards (SREB, 2017).
- A 2017 study shows that the effect of learning when using a HQIR is the same as moving an average performing teacher to one at the 80th percentile (Jackson, K. & Makarin, A., 2017).
- When teachers don't have access to HQIRs, they spend 7-12 hours per week searching for them online often leading to inconsistent quality that impacts low-income students of color the most (Goldberg, M., 2016).
- Research shows students of color, those from low-income families, English learners, and those with mild to moderate disabilities are less likely to have access to strong grade-level instruction and HQIRs in the classroom than students who are in classrooms with mostly white students and in higher income communities (The New Teacher Project, 2018).
- Another study found that the average cost-effectiveness ratio of switching to HQIRs is almost 40 times that of class size reduction (Koedel, C., & Polikoff, M., 2017).
- Students in classrooms that used one HQIR for four consecutive years outpaced comparison students by a margin of 38 percentile points—equivalent to four additional years of learning (Steiner, 2018).
- A 2018 study illustrated that teachers using HQIRs engaged students in mathematical practices at a SIGNIFICANTLY HIGHER RATE than teachers who did not have access to aligned curriculum (Opfer, V., Kaufman, J., Bongard, M, Pane, J., 2018).
- Providing teachers with a set of instructional resources without also providing them with professional learning focused on how to implement those resources effectively to meet the needs of all students will not impact student achievement (Blazar, D., et al., 2019).

# HQIR Impact in Pilot Districts

## Teacher Access:

- Frees up their time to leverage what is engaging in the resource and to meet individual student needs
- Raises their expectations of what students are able to know and do, regardless of their ability or background

## Student Access:

- Builds necessary background knowledge of the world
- Increases interest and confidence in learning as they develop new skills and knowledge through challenging material

# Reading and Writing

## Supports for HQ Standards-Aligned Instruction

### Professional learning:

- KY Reading Academies LETRS training
- Adolescent Literacy Cohort for 6-12 teachers with EBIPs to support skilled reading in middle and high school
- Targeted asynchronous module for teachers of grades 6-12 (brain research, critical pedagogy, and key instructional shifts/strategies)
- *KY Reads to Succeed Summer Conference* (June 20, 2024)

### Resources/Materials:

- *Text-Based Writing Across Disciplines* engages students in rigorous reading and writing experiences in middle and high school
  - Phenomena-based reading and writing in science
  - Discipline-specific reading and writing in social studies
- K-3 common comprehensive reading program adoption – July 1, 2024; Consumer Guide available for evaluation and selection
- K-5 Literacy Coaching Model (2024-25 academic year)
- State Reading Research Center RFP (in process)

# Mathematics

## Supports for HQ Standards-Aligned Instruction

### Professional learning:

- Roadmap to Implementing HQ Mathematics Instruction – *KAS for Mathematics* implementation support for teachers and coaches; workshop and accessible online; includes sample library of HQ tasks

### Resources/Materials:

- Consumer Guide for Mathematics available statewide

### Pilot Opportunities:

- Developing High-Quality Local Curriculum Math Pilot, Year 2; Access to instructional resources and district- and school-based coaching
- XQ Math Badging partnership with OCIS and 6 pilot districts for Algebra I

### Grant Opportunities (Mathematics Achievement Fund)

- MAF Coaching Grant – direct job-embedded support for teachers and administrators; KCM partnership
- \$40K mini-grants for HQIRs to support Tier 1, 2, and 3 instruction and interventions; includes high-quality professional learning for implementing the new resource(s)
- Family Math Night resources

# Science

## Supports for HQ Standards-Aligned Instruction

### Professional learning:

- Modules: Diverse Sensemaking, Modeling in Science, Scientific Phenomena-Based Instruction
- Regional presentations on effective implementation of the *KAS for Science*

### Resources/Materials:

- 3-Dimensional Assessment Modification samples
- ATLAS web-based instructional tasks for Kentucky-based scientific phenomena
- Consumer Guide under development; published statewide in spring 2024

### Pilot Opportunities:

- Developing HQ Local Curriculum Science Pilot, including evaluation and selection of HQIRs for science

### Partnership:

- PIMSER Partnership (six locations):
  - Science Learning Support Network (all grades)
  - Science Leadership Support Institute for school and district leaders, teachers, and coaches



# Social Studies

## Supports for HQ Standards-Aligned Instruction

### Professional Learning:

- *Minding the Gap* module: KAS for Social Studies implementation; addresses gaps in practice/curricula
- *Supporting Students in Using Evidence* module: instructional support in teaching students how to collect, evaluate, and synthesize evidence
- *The Learning Goals and Success Criteria and the Connection to Compelling and Supporting Questions of the KAS for Social Studies*
- Creating Collaborative Civic Spaces
- Performance Assessments in Social Studies

### Resources/Materials:

- Social Studies Student Assignment Library samples
- Instructional Resources Alignment Rubric; early discussions on how we can signal quality of resources aligned to the KAS for SS
- Assignment Review Protocol