

## Summary of ARCC Initiatives: Kentucky, 2012-13

### **KY-01: Next Generation Science and Social Studies Standards**

As one of the first states in the nation to adopt and implement Common Core English Language Arts and Math Standards, Kentucky demonstrated its commitment to provide students with the access and opportunity to become proficient in the skills and knowledge necessary for success in next-generation learning, work, and citizenship. Via initiative KY01, the ARCC will support the Kentucky Department of Education (KDE) in identifying and developing strategies and resources for the effective implementation of the state's Next Generation science standards, which were recently developed through a collaborative, state-led process managed by Achieve. Additionally, the ARCC will collaborate with KDE to complete the development of social studies standards which are to be implemented in the 2014-2015 school year.

### **KY-02: Evaluative Model to Support Implementation of Professional Growth and Effectiveness System (PGES)**

The Kentucky Board of Education's (KBE) vision is that every student will be taught by an effective teacher and every school led by an effective principal. The ARCC will support KDE as its staff continues to design and implement a common, statewide professional growth and effectiveness system that is fair, equitable and consists of multiple measures. ARCC staff will assist KDE in designing two new components to the PGES professional growth and effectiveness system. One component consists of the inclusion of measures of student growth for all teachers, including teachers of nontested subjects and grades. The second component is a parent survey that will generate data to inform the improvement of programs and processes.

### **KY-03: Comprehensive Professional Development/Human Capital Management and Development Plan**

To staff schools and districts in the state of Kentucky with effective teachers and leaders, KDE has requested assistance from the ARCC to create an effective Human Capital Management Strategy (HCMS). The goal of such a HCMS is for schools statewide to recruit and retain effective teachers and leaders, and distribute these professional in the most effective and equitable manner. Key components of the HCMS will address teacher recruitment, teacher retention, leader recruitment, leader retention, and the equitable distribution of teachers and leaders.

### **KY-04: Identify and Support Struggling Students**

The ARCC will provide assistance to KDE staff as they work to create a system to provide intensive support for identified areas of the state at the district or school level. The system will allow KDE to support struggling districts and schools more effectively by assessing their foundational capacities (human, organizational, material, or structural) and their specific capacity needs (for information, skills, structures, or processes). Once specific needs are identified, KDE will then be able to provide appropriate assistance in a timely manner.

#### **KY-05: Research-Based Tracking System**

KDE requested ARCC assistance with updating and implementing an online Comprehensive District Improvement Process (CDIP) and Comprehensive School Improvement Process (CSIP). The ARCC will collaborate with KDE throughout the revision cycle, assisting in the development of clear standards for each component of the improvement plans via rubrics that articulate levels of excellence for each. In addition, ARCC staff will advise KDE on additional system components to provide access to best practices, models of effective improvement initiative implementation, and other supports, including functionalities that will enable KDE to track the progress of improvement work more effectively.

#### **KY-06: Refine the KDE College and Career Readiness System**

KDE is working to ensure that all students achieve proficiency and graduate from high school ready for college and careers. To support this effort, the ARCC will provide assistance analyzing several current practices employed by high schools to support college and career readiness, and will offer guidance about changes that might be needed at the state level as a result of that analysis. Specifically, KDE is seeking to build its capacity to refine and implement its college- and career-readiness strategies by providing supports for 1) creating consistent definitions for early college credit classes, 2) promoting the effective use of the Individual Learning Plan for high school students, 3) understanding the use of remedial courses at the high school level, 4) aligning higher education and state dual credit data, 5) increasing the effectiveness of the Early Warning System, and 6) increasing enrollment in Advanced Placement or other accelerated courses.