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Kentucky Final Report

Executive Summary:

The Kentucky State Department of Education (KDOE) in collaboration with the Center for Educational Leadership and Technology (CELT) worked on the Teacher-Student Data Link (TSDL) Project funded by the Gates Foundation with support from the Data Quality Campaign (DQC). The structure of the TSDL Project in Kentucky was the same as that in Colorado. Phase two states received technical assistance, opportunities for collaboration and learning and support for travel, meetings and other expenses such as focus groups. The focus in Kentucky was on assessing where they were in readiness to implement a teacher-student data link, sharing best practices from around the country and providing guidance and resources for next steps.

At this time, Kentucky has successfully established the teacher-student data link including Teacher of Record (TOR) and Contributing Professional (CP) definitions and roster verification. They have developed several web-ex videos and other materials to help teachers and administrators use the TSDL processes, definitions and rules in assigning and scheduling courses and verifying rosters. Http://education.ky.gov/teachers/HiEffTeach/Pages/Student-and-Teacher-Links.aspx is the link to the Kentucky Dept. of Education teacher-student data link web information.

Challenges faced were similar to other states in dealing with competing opportunities and demands on professional staff time, but Kentucky was ahead of most states with an effective statewide Student Information System (SIS) and a well-constructed plan for the development and implementation of its instructional improvement system. These assets worked together to enable the incorporation of TSDL processes throughout the systems.

Key lessons learned through the TSDL project began with a reinforcement of the value of gathering input from stakeholders including educators and district administrators, not only to inform decisions, but also to strengthen communication and encourage acceptance of the TSDL. Another lesson that was echoed in other states was the importance of making deliberate efforts to include both technology and program experts within the Department throughout the discussions.

Within the TSDL work, Kentucky focused on several areas: TSDL data system work, TOR and CP definitions, TSDL incorporation into their teacher effectiveness work and cross-state collaboration and learning. More details on each area are provided below.

Focus Areas:

I.   **TSDL Data System Work including Roster Verification**

As previously mentioned, Kentucky has a well-established statewide SIS that has been the backbone of the TSDL. In addition, Kentucky's Continuous Instructional Improvement Technology System (CIITS) has been rolled out statewide with future enhancements planned. Developed over several years, CIITS provides teachers with resources 24 hours a day, seven days a week to help them manage standards-based instruction and enhance teaching and learning.

Their data system has the capability to link teachers and students and supports CIITS' high-quality instructional materials and tools for functions such as lesson planning, creating assessments and scheduling. CIITS uses the TSDL to give teachers access to student performance data which is available on an individual as well as aggregate level. The following weblink connects to the CIITS site: http://education.ky.gov/districts/tech/ciits/Pages/Continuous-Instructional-Improvement-Technology-System.aspx.

CIITS also houses the roster verification methodology with links to the student information system. This enables teachers to verify their rosters in a system they are familiar with and has the capability for teachers to request any necessary roster adjustments. There was considerable discussion about various roster verification options with presentations and materials shared on the different models for example from New York, Rhode Island and Battelle for Kids. As mentioned above, roster verification was part of the pilot work done which gave a better understanding of building the function as part of the continuous development of CIITS.

II.   **Teacher of Record and Contributing Professional Definitions**

Kentucky participated in several conferences and webinars sponsored through the TSDL project and conducted meetings and focus groups with stakeholders for input on TSDL policies. Following that information gathering, they developed the following definitions for Teacher of Record and Contributing Professional:

A Teacher of Record (TOR) in a Kentucky public school is a certified teacher who has been assigned the lead responsibility for the student's learning in a subject/course aligned to Kentucky Core Academic Standards or Career and Technical Skill Standards Documents.

A Contributing Professional (CP) in a Kentucky public school is an individual who has been assigned the responsibility to provide additional services that support and increase a student's learning.

Using their TOR definition, they conducted a two-phased field test to determine the accuracy of the TSDL. The first pilot phase included a sampling of districts and schools and showed that

especially in elementary and middle schools; teachers were not always accurately linked with their students in the student information system. The TOR Phase 2 Field Test covered all districts statewide and provided training and support for scheduling standards to ensure correct data links were being made. Teachers verified the accuracy of their rosters in the SIS and CIITS and responded to TOR survey questions. A focus group with representation from various districts was conducted, and all information collected from the field test work was used to inform policy and practice.

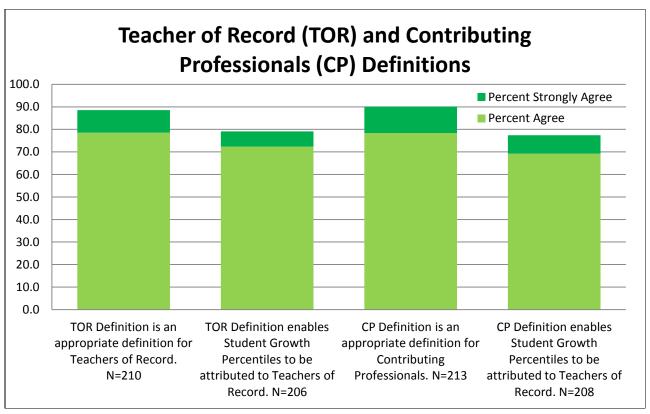### III.   Incorporation into Teacher Effectiveness Work

While Kentucky used the list found in Attachment A for planning and communication during the TSDL development, through their work with stakeholders two primary objectives of linking educators with student data were identified: (1) To support accountability growth models based on longitudinal data, and (2) To identify the primary teacher(s) or contributing professionals for a subject/course/program and track the academic growth of their students. They developed communication materials on the supporting benefits of having an accurate TSDL such as being able to view individual student data in the CIITS and improve teaching and learning.
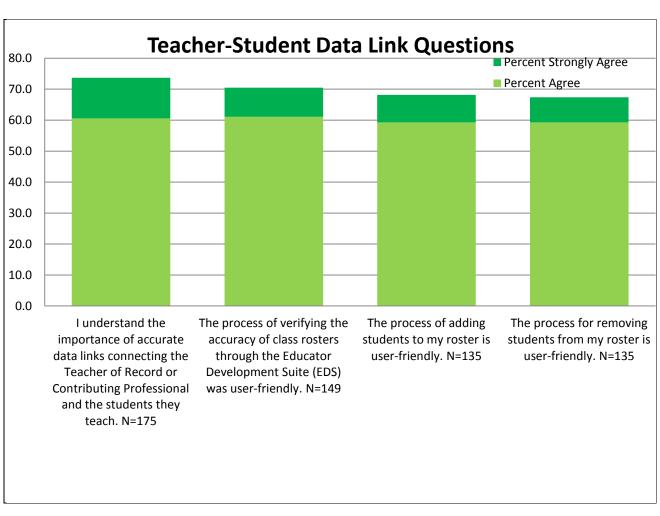
The development of their Professional Growth and Effectiveness System (PGES) has been guided by the vision "to have every student taught by an effective teacher and every school led by an effective principal. The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth." More detailed information can be found at http://education.ky.gov/teachers/HiEffTeach/Pages/Designing-PGES.aspx.

Presentations on Kentucky's TSDL efforts were included in the stakeholder meetings held during the PGES development. There were robust discussions on TSDL processes and business rules, and best practice material from other states was shared. Technical assistance and document reviews were provided by the CELT team with notated feedback.

The TSDL Project supported the development of the PGES including the surveys and focus groups that were conducted to collect feedback on the training, measures and implementation of the PGES including the TSDL. The resulting data was used to make informed adjustments and have the educator and administrator experience guide the statewide expansion of the PGES. As the state reviewed and began to implement the multiple measures model used in the PGES, it was critical to have an accurate and reliable TSDL.

Regarding the TOR and CP definitions, there was strong agreement among the survey participants (see TOR chart on page 4) that both definitions were appropriate and enabled student growth percentiles to be attributed to teachers of record. There were two questions related to roster verification, one on whether participants under the need for it and whether the process had been user-friendly. Responses to these TSDL questions are reflected in the TSDL Questions chart on page 4. They were also positive; although not quite as high as the first set.

Teacher of Record (TOR) and Contributing Professionals (CP) Definitions

Legend:
- Percent Strongly Agree (dark green)
- Percent Agree (light green)

Bars:
- TOR Definition is an appropriate definition for Teachers of Record. N=210 — ~89
- TOR Definition enables Student Growth Percentiles to be attributed to Teachers of Record. N=206 — ~79
- CP Definition is an appropriate definition for Contributing Professionals. N=213 — ~90
- CP Definition enables Student Growth Percentiles to be attributed to Teachers of Record. N=208 — ~77

Teacher-Student Data Link Questions

Legend:
- Percent Strongly Agree (dark green)
- Percent Agree (light green)

Bars:
- I understand the importance of accurate data links connecting the Teacher of Record or Contributing Professional and the students they teach. N=175 — ~74
- The process of verifying the accuracy of class rosters through the Educator Development Suite (EDS) was user-friendly. N=149 — ~70
- The process of adding students to my roster is user-friendly. N=135 — ~68
- The process for removing students from my roster is user-friendly. N=135 — ~67

IV.   Cross-state Collaboration

Kentucky actively participated and presented at the annual TSDL Project Summits which brought together teams from all of the TSDL states. Also, the Kentucky representatives provided input on agendas and shared their state's plans and emerging practices. They made several requests for and were provided information from other state education agencies and thought partners on issues such as TSDL business rules, student growth measures and roster verification models.

A highlight of Kentucky's cross-state collaboration was a field trip to Denver, Colorado, to meet with their colleagues and exchange TSDL issues addressed, lessons learned and current challenges. The teams held a series of meetings to discuss the status of their TSDL including project management and communication plans, regulations and legislation, TSDL uses including teacher prep program reviews and professional development planning, stakeholder engagement and data governance. A priority of their joint discussion was interaction with higher education and both included university representatives in their teams.

Conclusion:

Kentucky leaders made significant progress during their TSDL Project. Beginning with a good combined foundation of a strong data system, teacher effectiveness work and focus on teacher support, they thoughtfully moved forward to incorporate the additional components needed to establish a valid and reliable teacher-student data link. They followed a tradition of engaging stakeholders to provide input in the development and implementation of the TSDL definitions and practices. Attachment 2 contains the current school year PGES timetable for principals as an example of their continued commitment to roster verification and TSDL support.

It was clear in the project wrap-up meeting that Kentucky would continue to refine and improve the business rules and expand the use of the TSDL as more functionality is incorporated in the CIITS. It was recommended that Kentucky maintain the supporting relationships they have developed with other TSDL state team members to share best practices and develop solutions together. They have demonstrated the effectiveness of this approach in their TSDL work and anticipate continuing to benefit from the cross-state collaborations.

From Kentucky Department of Education website section on Teacher-Student Data Link:

Purpose of Connecting Teacher and Student Data Links:

1. Allow the identification of the primary teacher(s) for a subject/course/program and track their contributions to student achievement.

2. Identify contributing professionals who contributed to a student's learning and track their contribution to student achievement.

3. Plan professional development tailored to student outcomes and specific academic standards, objectives and pedagogy.

4. Assess the effectiveness of professional development using student outcome data.

5. Examine teacher prep programs across colleges, universities and other program providers using student outcome data.

6. Better identify instructional practices and programs and determine their effectiveness in increasing student achievement.

7. Support accountability growth models based on longitudinal data that can link contributions to student outcomes to multiple teachers, programs and schools over time.

8. Identify highly effective teachers to be used as mentors and coaches for collaborative support of others.

Characteristics of TOR definition:

1. Be flexible to cover all students in grade levels, pre-K through 12.

2. Accommodate teacher assignment changes and turnover during the course of the semester of year.

3. Be supportable by current or future systems and data collection methods.

4. Be clear and understandable for all stakeholders.

5. Be applicable to all educators and cover all courses and subjects.

6. Accommodate multiple (contributing) educators for a given subject/course.

7. Be clear enough for teachers to validate class rosters.

The 2013-14 Year-At-A-Glance provides a Principal an overview of monthly tasks to begin to put in place the Professional Growth & Effectiveness statewide pilot. These individual tasks are designed to support the overall systems change occurring at the district to build the capacity necessary to ensure successful implementation of the Professional Growth & Effectiveness System.

PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM
2013-2014 PGES YEAR-AT-A-GLANCE CALENDAR **Principal**

PGES Web Page	PGES Headline News	PGES Professional Learning
June 2013 • PGES resource: http://delivr.com/2x5mv • Teacher, Peer Observer & Principal Summer • Training on Multiple Measures • Receive notification of Observation Windows • Receive log-in credentials for Proficiency System • Inter-rater reliability training and certification begins - certify by September 15th • Know the KY Framework for Teaching • Know the TPGES measures • Scale-up work with entire staff for 2014-15 full implementation • Review PGES Learning Targets posted on KDE • Explore CIITS for the variety of PL resources (PD360, Lync, & district resources) • Register for & monitor your PL experience via EDS	**July 2013** • Teacher, Peer Observer & Principal Summer • Training on Multiple Measures • Principal & Superintendent Training for PPGES in PD360 • KLA Kick-off with "just in time" support • Create observation caseloads in EDS • Review PGES Learning Targets posted on KDE • Learn how to use EDS to implement the PGES • Register for & monitor your PL experience via EDS • Orient self to the use of evaluation in the PGES as well as the district's existing evaluation system	**August 2013** • Support resources: http://delivr.com/2ej3w • Scale-up work with entire staff for 2014-15 full implementation • Tag IC administrator as CIITS roster manager • Verification by KDE of state pilot participant list • Review PGES Learning Targets posted on KDE • Learn how to use EDS to implement the PGES • Register for & monitor your PL experience via EDS • Confirm that all teacher's classroom rosters are visible in CIITS/ • Correct inaccuracies and add corrected roster to IC • Conduct an orientation of evaluation in PGES as well as existing evaluation system for teachers • 1st Observation window opens
September 2013 • Develop own PGP and SGG in collaboration with Superintendent • Complete self-reflection • Scale-up work with entire staff for 2014-15 full implementation • Conference with teachers to complete their PGPs • Collaborate with teacher to define strategies to reach SGG • Provide accurate and meaningful feedback to teacher to enhance their professional growth	**October 2013** • Complete principal portion of Val-Ed • Facilitate completion of teacher portion of Val-Ed • Scale-up work with entire staff for 2014-15 full implementation • Monitor roster verification & data • 2nd observation window opens • 1st observation window closes	**November 2013** • Scale-up work with entire staff for 2014-15 full implementation • Host site visit by superintendent • Provide accurate and meaningful feedback to teacher to enhance their professional growth • Conduct mid-course conference with teacher to discuss student growth progress & adjust if needed
December 2013 • Scale-up work with entire staff for 2014-15 full implementation • Review standards at mid-year of PGP/SGG and formative reviews • Monitor roster verification	**January 2014** • Scale-up work with entire staff for 2014-15 full implementation • Review standards at mid-year of PGP/SGG and formative reviews • Monitor roster verification	**February 2014** • Scale-up work with entire staff for 2014-15 full implementation • Prepare for March administration of SV survey

March 2014
• Scale-up work with entire staff for 2014-15 full implementation
• Completed site visits by superintendents at principal's school
• Administer SV survey
• Complete principal portion of Val-Ed
• Host site visit by superintendent
	April 2014
	• Monitor final roster verifications & data before end of year testing window
	• Scale-up work with entire staff for 2014-15 full implementation
	• Conduct collaborative post conference to:
	  o determine if student growth goal was met based on assessment results,
	  o discuss teacher's PGP
		May 2014
		• Scale-up work with entire staff for 2014-15 full implementation

June 2014 • Teacher, Peer Observer & Principal Summer Training on Multiple Measures • Receive notification of Observation Windows • Receive log-in credentials for Proficiency System • Inter-rater reliability training and certification begins - certify by September 15th • Know the KY Framework for Teaching • Know the TPGES measures • Scale-up work with entire staff for 2014-15 full implementation • Review PGES Learning Targets posted on KDE • Explore CIITS for the variety of PL resources (PD360, Lync, & district resources) • Register for & monitor your PL experience via EDS	**July 2014** • Explore CIITS for the variety of PL resources (PD360, Lync, & district resources) • Teacher, Peer Observer & Principal Summer Training on Multiple Measures • Principal & Superintendent Training for PPGES in PD360 • KLA Kick-off with "just in time" support • Orient self to the use of evaluation in the PGES • Create observation caseloads in EDS • Review PGES Learning Targets posted on KDE • Learn how to use EDS to implement the PGES • Register for & monitor your PL experience via EDS	**August 2014** • Explore CIITS for the variety of PL resources (PD360, Lync, & district resources) • Support resources: http://delivr.com/2ej3w • Work with entire staff for 2014-15 full implementation • Tag IC administrator as CIITS roster manager • Conduct an orientation to evaluation in all of PGES as well as existing evaluation system • Verification by KDE of state pilot participant list • Review PGES Learning Targets posted on KDE • Learn how to use EDS to implement the PGES • Register for & monitor your PL experience via EDS • Confirm that all teacher's classroom rosters are visible in CIITS/ • Correct inaccuracies and add corrected roster to IC