Accountability
Steering Committee

Organizational Meeting
June 2, 2016
Agenda

- Welcome and Introductions
- Purpose and Role
- Every Student Succeeds Act (ESSA)
- Town Hall Summary
- Accountability Model Examples
- Development Process
- Next Steps
Welcome and Introductions

- Introductions
  - Name
  - Organization you represent
Purpose and Role
Draft Timeline

- **2016**
  - **Public Input**
    - March-May
  - **Work Groups**
    - May-Mid-October
- **2017**
  - **Public Feedback on Proposed System**
    - March-May
  - **KBE 1st Reading**
    - January Special Meeting
  - **Regulatory Process**
    - March-April
  - **New System in Place**
    - August 2017
  - **System and Regulations to U.S. Department of Education**
    - May
  - **Education and Training**
  - **Communication**
    - **Alignment with Federal Regulations**
      - December
    - **KBE 2nd Reading**
      - February
Steering Committee Charge

- Considering public and work group input, advise the commissioner on Kentucky’s new accountability system.

- The goal is to design a system that will improve the education and readiness of ALL Kentucky students and is fair, reliable, valid and easier to understand than the current system.
Every Student Succeeds Act (ESSA)
Elementary and Secondary Education Act (ESEA)

- Signed into law in 1965 to ensure educational opportunity for every child and provide support for schools
- Reauthorized in different versions:
  - No Child Left Behind (2001)
Every Student Succeeds Act (ESSA)

- Limits USED secretary’s authority
- Provides more state, local control
- Ends state NCLB waivers (used in KY since 2012)
- Less prescriptive, but does not mean we can back off of accountability
- Provides opportunity to create a new accountability system that will be more meaningful for kids
Standards

- Must demonstrate “challenging academic standards” in mathematics, reading or language arts, and science.
- Must be aligned with state postsecondary entry requirements for credit-bearing coursework and relevant state career and technical education standards.
- English language proficiency standards must align with state academic standards.
Assessments

- High quality; can include portfolios, projects or extended performance tasks

- Annual **summative OR multiple assessments** combined to produce summative score

- **Reading/language arts and Math:** Grades 3-8 and once in grades 9-12

- **Science:** Once per grade level band

- State may set limit on time devoted to assessment administration for each grade

- 1 percent cap on students with significant cognitive disabilities who can be assessed with alt. assessments
Accountability

- State-determined (USED must approve) with certain federal requirements
  - At least 4 academic indicators including:
    - proficiency on state tests
    - progress on English language proficiency for ELL students
    - student growth or other academic indicator (elementary and middle schools only)
    - graduation rate (high schools only)
  - A measure of school quality and student success such as student engagement, teacher engagement, access to and completion of advanced coursework, postsecondary readiness, school climate/safety
  - Must include not less than 95% overall and subgroup participation rate
Accountability

- **Individual student group reporting** on all measures (focus on gap closure)

- **Weighting** is determined by states but academic factors have to count “much” more than measures of school quality or student success

- State must **establish “ambitious long term goals”** with measurements of progress for all students

- Each year state must “**meaningfully differentiate**” schools and identified student populations based on performance on indicators

- Maintains requirement for **state and local report cards** with emphasis on disaggregated data and some expanded reporting requirements
Interventions

COMPREHENSIVE SUPPORT AND IMPROVEMENT

- Bottom 5% of schools (identified at least every 3 years)
- High schools failing to graduate 1/3 or more of students
- Schools with consistently underperforming student group (lowest 5% in state)

How:

- Districts work with teachers and school staff to develop evidence-based plan based on needs assessment; must identify resource inequities; plan must be approved by school, district and state
- State monitors turnaround effort; can intervene (after no more than 4 years) with its own plan if school continues to struggle
Interventions

TARGETED SUPPORT AND IMPROVEMENT PLANS

Who: Schools where identified students groups consistently underperform

How:

- Schools develop evidence-based plan to help each student group that is behind
- Schools with consistently underperforming student groups (lowest 5% in state) also must address resource inequities through plan
- Districts monitor the plan and can intervene
- Continuing poor performance requires comprehensive support and improvement; more aggressive district and state intervention
- For both support and improvement categories
  - No specific school improvement strategies prescribed
  - States set exit criteria
Miscellaneous Items

- No federal requirement for assessment data in teacher evaluation

- Provides resources to states and districts to support teachers, principals and other educators including:
  - high quality induction for new teachers
  - evidence-based PD
  - new teacher recruitment

- Promotes choices of parents with students in schools identified for comprehensive support and improvement
  - option to transfer (up to district) with priority to lowest-achieving children
  - quality charter schools (where allowed) with increased accountability
# Accountability: NCLB vs. ESSA

<table>
<thead>
<tr>
<th>Issue</th>
<th>No Child Left Behind</th>
<th>Every Student Succeeds (with Proposed Regulations)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expectations for Students</strong></td>
<td>Unrealistic goals created incentives for states to lower standards below what was needed after high school</td>
<td>States set expectations for student college/career success and design accountability to meet this goal</td>
</tr>
<tr>
<td><strong>Goals and Timelines</strong></td>
<td>States held to federally-prescribed timeline for all students to achieve proficiency in reading and math</td>
<td>States set goals and measures with high expectations for all and progress toward closing achievement gaps</td>
</tr>
<tr>
<td><strong>Measures of School Quality</strong></td>
<td>School performance defined and measured narrowly with focus on reading, math and grad rates</td>
<td>More holistic. Includes achievement; academic progress; grad rate; ELL language progress; state indicator</td>
</tr>
<tr>
<td><strong>Transparency around Performance</strong></td>
<td>Schools given pass/fail and label for level of improvement efforts – info not always useful for parents/public</td>
<td>State determined, multi-level. Clearly communicates how schools doing on multiple measures. Timely SRC.</td>
</tr>
<tr>
<td><strong>Interventions</strong></td>
<td>Federally-prescribed for schools/districts identified as failing</td>
<td>Locally-tailored, evidence-based. Collaborative improvement plans.</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>Districts set aside funding for federally prescribed interventions that were no consistently effective</td>
<td>No district set aside. State funds targeted to lowest 5%; those with low grad rates; persistent gaps</td>
</tr>
</tbody>
</table>
Proposed ESSA Regulations

A More Comprehensive Picture of School Success

- Allows states to set their own ambitious goals and measurements of interim progress, provided those goals take into account the improvement necessary to close achievement and graduation rate gaps.

- Creates the opportunity for states to select new indicators of school quality and student success, when the indicators:
  - Measure the performance of all students in all public schools (including public charters);
  - Demonstrate variation across schools;
  - Allow for comparisons between subgroups of students; and
  - Are likely to increase graduation rates or academic achievement.

- Promotes accountability in a format that is easily understandable by parents, requiring a comprehensive rating for each school.

- Requires states to consider each subgroup of students separately to ensure that each student group is meaningfully included in the state’s accountability system.
Proposed ESSA Regulations
Tailored Support for Struggling Schools

- Eliminates prescriptive interventions allowing states, districts, and schools to select evidenced-based strategies based on local needs and circumstances.
  - Involves parents, educators, and other stakeholders in developing improvement plans.
  - Emphasizes identifying, and addressing, critical resource inequities.
- Prioritizes school improvement funds to the schools that need the most help and ensures states provide a solid base of funding for schools, proportionate to the need for intervention.
- The Department also is announcing approximately $10 million in technical assistance funds to help states and districts focus on low performing schools.
Proposed ESSA Regulations

Better Data for Parents and Communities

- Ensures that parents are consulted in designing state & district report cards and they are made public before the end of each calendar year.

- Provides new transparency around vulnerable subgroups of students, including children in foster care, English language learners with disabilities, and long-term English language learners (those who have not gained English proficiency within a period of five years of their initial identification).

- Clarifies how students with the most significant cognitive disabilities who earn alternate diplomas may be included in graduation rate calculations.

- Ensures more transparency around resource equity measures.

- Includes new information regarding district- and school-level expenditures to ensure transparency around educational spending; and postsecondary enrollment, so parents and educators know whether students are prepared for and enrolling in college.
Proposed ESSA Regulations

Streamlined, Consolidated State Plans to Eliminate Duplication

- Requires broad, robust engagement with a diverse group of stakeholders, as state plans are being developed and implemented.

- Reinforces equitable access to a full range of educational supports for all students.

- Builds upon states’ Educator Equity Plans by asking for plans to support and develop excellent educators, including how states will ensure subgroups of students have equitable access to effective, in-field, and experienced teachers, especially in our highest-need schools.
Proposed ESSA Regulations

- Available at [www.ed.gov/essa](http://www.ed.gov/essa)
- Public comment closes August 1
Town Hall Meetings
Summary
Background

- Passage of Every Student Succeeds Act (ESSA) ends No Child Left Behind and the federal waiver process.
- States have current opportunity to revise their accountability systems to meet ESSA
- Input from Kentuckians is the critical first step to revision.
Town Halls By the Numbers

- 7 weeks
- 2,225 miles traveled
- 11 public meetings
- 3,000 attendees
- 262 public speakers
- 207 comments via email
Guiding Questions

- What do you expect from our schools?
- What school characteristics are most important?
- How should we measure student and school success?
- How do we ensure all students and schools are successful?
- How should we celebrate school success?
Who Attended

- Teachers
- Administrators
- Parents
- Students
- Legislators
- Student support service staff
- School board and council members
- Community members
- Education partners
## Who Spoke

<table>
<thead>
<tr>
<th>Town Hall Site (Date)</th>
<th>Teachers</th>
<th>School and District Administrators</th>
<th>Parents</th>
<th>Students</th>
<th>Student Support Services</th>
<th>Other</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Shelbyville (3/14)</td>
<td>6</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>10</td>
<td>23</td>
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<tr>
<td>Campbellsville (3/22)</td>
<td>7</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>19</td>
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<td>Owensboro (3/29)</td>
<td>5</td>
<td>3</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>7</td>
<td>22</td>
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<tr>
<td>Hazard (3/31)</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>2</td>
<td>5</td>
<td>25</td>
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<td>Lexington (4/7)</td>
<td>10</td>
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<td>4</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>26</td>
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<td>Corbin (4/11)</td>
<td>7</td>
<td>8</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>22</td>
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<td>Ashland (4/18)</td>
<td>7</td>
<td>5</td>
<td>1</td>
<td>8</td>
<td>1</td>
<td>3</td>
<td>25</td>
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<tr>
<td>Louisville (4/21)</td>
<td>6</td>
<td>1</td>
<td>7</td>
<td>13</td>
<td>3</td>
<td>3</td>
<td>33</td>
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<td>Highland Heights (4/25)</td>
<td>8</td>
<td>1</td>
<td>9</td>
<td>16</td>
<td>1</td>
<td>1</td>
<td>36</td>
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<tr>
<td>Bowling Green (4/27)</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>Murray (4/28)</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>68</td>
<td>31</td>
<td>40</td>
<td>52</td>
<td>17</td>
<td>54</td>
<td>262</td>
</tr>
</tbody>
</table>
Overarching Themes
“The Big Ideas Heard”

- Our children must be at the heart of the system.
- A well-rounded education is important and necessary.
- All subjects, both tested and non-tested, need to be valued.
Overarching Themes
“The Big Ideas Heard”

- Access and opportunity for students are critical.
- An emphasis on teaching is needed.
- Collaboration instead of competition among schools and districts needs to be the focus.
Capturing the Feedback

- Audio and/or video recordings made.
- Hope Street Group teachers were note takers.
  - Both available on the KDE website.
- Notes were coded and analyzed qualitatively.
- Themes and sub-themes emerged and were recorded.
- Themes and sub-themes discussed in this report are ranked in order of the number of times mentioned in the notes.
Organizing Themes

Comments were grouped into 5 themes:

1. Students need a well-rounded education
2. Goals for the new accountability system
3. Opportunity for improvement in the current assessment and accountability system
4. There needs to be an emphasis on teaching
5. There are external factors to be considered in education
More/better course offerings; there were vocal participants supporting the Arts, Career and Technical Education (CTE), early childhood and physical education.

Students with special needs need better services.

Students need access to music and arts courses as part of their curriculum.
Well-Rounded Education

- Student health and well-being should be emphasized (either through physical education, more recess, or school nurses).
- Students need a well-rounded education.
- Respect students’ cultural backgrounds.
- Career pathways are important.
- There needs to be an emphasis on early childhood education.
Well-Rounded Education

- Extra-curricular opportunities are important.
- School curricula should emphasize practical learning for students.
- Whole child approach is needed.
- More publicity needed to highlight achievement.
- More counselors should be made available to students.
- Need student leadership focus.
Goals of the New Accountability System

- Future success of students is key.
- Higher emphasis on achievement/student success/high standards needed.
- Student engagement is important.
- Less competition, more collaboration is critical.
- Need simplicity in the accountability system.
Goals of the New Accountability System

- Customization of district accountability should be available.
- Socio-emotional learning is important.
- More than one way to reach benchmarks is needed.
- Positive use of the program reviews is needed.
- Project Based Learning is important.
Goals of the New Accountability System

- Measures throughout the year are desirable.
- More realistic goals needed.
- Novice reduction should be a focus.
- Recognize student achievement in the system.
Opportunity for Improvement of the Current System

- Too much emphasis now on testing
- Does not measure student growth
- Need to close the achievement gap
- Need to improve program review process
- Emphasize more than just math and reading
Emphasis on Teaching

- Invest in teachers
- Create better teacher working conditions
- Support innovative teaching
- Encourage caring teachers
- Improve teacher effectiveness
- Build a culture of teacher collaboration
- Need better communication with teachers
External Factors

- Community involvement
- Parental involvement
- School safety
- Involving the business community
- Class size
- Lack of male role models for students
Accountability Model
Examples
# Exploring Accountability Dashboards

<table>
<thead>
<tr>
<th>How are performance indicators displayed?</th>
<th>Traditional Accountability</th>
<th>Accountability Dashboard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeric (57.6)</td>
<td>Visual/textual (Improving)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What does it emphasize?</th>
<th>Summative ratings</th>
<th>Component measures</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What kinds of conversations does it encourage?</th>
<th>How is School A doing compared to School B?</th>
<th>Where is School A doing well and where does it need to build capacity?</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Other features</th>
<th>Easy to publish</th>
<th>Easy to interpret</th>
</tr>
</thead>
</table>


Accountability Dashboards in Action

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2015
Province: Alberta

<table>
<thead>
<tr>
<th>Measure Category</th>
<th>Measure Category Evaluation</th>
<th>Measure</th>
<th>Alberta</th>
<th>Measure Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety and Caring Skills</td>
<td>Excellent</td>
<td>89.2</td>
<td>85.1</td>
<td>88.9</td>
</tr>
<tr>
<td>Student Learning Opportunities</td>
<td>Good</td>
<td>81.3</td>
<td>81.2</td>
<td>81.2</td>
</tr>
<tr>
<td>Student Learning Achievement (Grades K-9)</td>
<td>Issue</td>
<td>73.0</td>
<td>73.1</td>
<td>73.9</td>
</tr>
<tr>
<td>Student Learning Achievement (Grades 10-12)</td>
<td>Good</td>
<td>85.2</td>
<td>85.5</td>
<td>84.6</td>
</tr>
<tr>
<td>Preparation for Lifelong Learning, World of Work, Citizenship</td>
<td>Good</td>
<td>61.2</td>
<td>60.9</td>
<td>61.3</td>
</tr>
<tr>
<td>Parental Involvement</td>
<td>Good</td>
<td>80.7</td>
<td>80.6</td>
<td>80.2</td>
</tr>
<tr>
<td>Continuous Improvement</td>
<td>Issue</td>
<td>78.6</td>
<td>78.8</td>
<td>80.1</td>
</tr>
</tbody>
</table>

Notes:
1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellent). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Mathematics (Grades 6, 8, 9 KAE), Science (Grades 6, 8, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, French Language Arts 30-1, French Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect changes in data source system.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. Results for the AOEL measures are included in the detailed report; see "AOEL Measures" in the Table of Contents.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
6. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
7. Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
8. Survey results for the province and school authorities were impacted by changes in the number of students responding to the survey through the Introduction of the Tell THEM From ME survey tool in 2014.
# Accountability Dashboards in Action

## David L. Greenberg Elementary

<table>
<thead>
<tr>
<th>Metric</th>
<th>2014</th>
<th>2015</th>
<th>Change in Metric Performance from 2014 to 2015</th>
<th>Index Level 2015</th>
<th>Change in Index Level from 2014 to 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Performance English Language Arts</td>
<td>-</td>
<td>21%</td>
<td>MEST or KD/MIDD 0/PROVES</td>
<td>5 / 10</td>
<td>-</td>
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<tr>
<td>Growth English Language Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Coming Fall 2016</td>
</tr>
<tr>
<td>Academic Performance Math</td>
<td>-</td>
<td>12%</td>
<td>MEST or KD/MIDD 0/PROVES</td>
<td>2 / 10</td>
<td>-</td>
</tr>
<tr>
<td>Growth Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Coming Fall 2016</td>
</tr>
</tbody>
</table>

### Academic Domain (see pages 12 & 13 for metric descriptions)

- **Chronic Absenteeism**: 14% of 2014 attendance, 15% of 2015 attendance, +1% change, 3 / 10, change to 0.
- **Suspension Rate (Includes students suspended and/or expelled)**: 4.78% (2014 attendance), 3.59% (2015 attendance), -1.18% change, 4 / 10, change to 1.
- **English Learner Re-designation**: 44% (2014 attendance), 68% (2015 attendance), +24% change, 9 / 10, change to 6.

**Green** = above average (Index Levels 6, 7 and 10); **Orange** = average (Index Levels 4, 5, 6, 7); **Red** = below average (Index Levels 1, 2, 3)
### Accountability Dashboards in Action

#### Summary of School Quality Improvement Index points

<table>
<thead>
<tr>
<th>Category</th>
<th>Index</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>39/100</strong>&lt;br&gt;Eighth Grade Students</td>
<td>39/100</td>
<td>Elementary School Index Rating (387 Students)</td>
</tr>
<tr>
<td><strong>-/100</strong>&lt;br&gt;Mid-Grade Students</td>
<td>-/100</td>
<td>Middle School Index Rating (0 Students)</td>
</tr>
<tr>
<td><strong>-/100</strong>&lt;br&gt;High School Students</td>
<td>-/100</td>
<td>High School Index Rating (0 Students)</td>
</tr>
</tbody>
</table>

**Academic domain: 18/60**<br>**Socio-emotional/Culture climate domain: 21/40**

<table>
<thead>
<tr>
<th>Domain</th>
<th>All Students</th>
<th>Lowest Performing</th>
<th>English Language Arts</th>
<th>Students with Disabilities</th>
<th>Socio-Economically Disadvantaged</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACADEMIC DOMAIN</strong> (see pages 12 &amp; 13 for metric descriptions)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Performance&lt;br&gt;English Language Arts</td>
<td>Level 6 x 15% x 10 = 7.5</td>
<td>Level 5 x 3.7% x 10 = 0.37</td>
<td>Level 6 x 3.7% x 10 = 0.37</td>
<td>Level 6 x 3.7% x 10 = 0.37</td>
<td>Level 6 x 3.7% x 10 = 0.37</td>
<td>12.38 out of 30</td>
</tr>
<tr>
<td>Growth English Language Arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Coming Fall 2016</td>
</tr>
<tr>
<td>Academic Performance&lt;br&gt;Math</td>
<td>Level 2 x 15% x 10 = 3</td>
<td>Level 1 x 3.7% x 10 = 0.37</td>
<td>Level 6 x 3.7% x 10 = 0.37</td>
<td>Level 6 x 3.7% x 10 = 0.37</td>
<td>Level 6 x 3.7% x 10 = 0.37</td>
<td>8.93 out of 30</td>
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<tr>
<td>Growth Math</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Coming Fall 2016</td>
</tr>
<tr>
<td><strong>SOCIAL-EMOTIONAL &amp; CULTURE CLIMATE DOMAIN</strong> (see pages 12 &amp; 13 for metric descriptions)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chronic Absenteeism</td>
<td>Level 3 x 6.67% x 10 = 2</td>
<td>Level 1 x 1.67% x 10 = 0.17</td>
<td>Level 9 x 1.67% x 10 = 0.17</td>
<td>Level 4 x 1.67% x 10 = 0.67</td>
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<td>4.63 out of 13.33</td>
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<tr>
<td>Suspension Rate (includes students suspended and/or expelled)</td>
<td>Level 4 x 6.67% x 10 = 2.67</td>
<td>Level 1 x 1.67% x 10 = 0.17</td>
<td>Level 9 x 1.67% x 10 = 0.17</td>
<td>Level 4 x 1.67% x 10 = 0.67</td>
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<td>4.87 out of 13.33</td>
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<td>English Learner Re-designation</td>
<td>Level 9 x 13.33% x 10 = 1.2</td>
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<td>(N/A)</td>
<td>(N/A)</td>
<td>(N/A)</td>
<td>12 out of 13.33</td>
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<tr>
<td>Social-Emotional Skills</td>
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<td>Coming Fall 2016</td>
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<td>Culture and Climate</td>
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<td>Coming Fall 2016</td>
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</tbody>
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*Green = above average (Levels 8, 9 and 10) Orange = average (Levels 4, 5, 6, 7) Red = below average (Levels 1, 2, 3)
Development Process
Draft Timeline

- **2016**
  - Public Input: March-May

- **2017**
  - Public Feedback on Proposed System: November
  - Work Groups: May–Mid-October
  - Alignment with Federal Regulations: December
  - KBE 1st Reading: January Special Meeting
  - KBE 2nd Reading: February
  - Regulatory Process: March-April
  - System and Regulations to U.S. Department of Education: May
  - New System in Place: August 2017
  - Education and Training
Next Steps
Dates of Future Meetings

- July 25
- August 22
- September 16
- October 10

YOUR COMMITMENT IS ESSENTIAL TO OUR SUCCESS!
Expense forms

- Expense forms were emailed – hard copies also are available today
  - Send to Karen Dodd (karen.dodd@education.ky.gov) for reimbursement
THANK YOU!