Strand III Conceptualizing Meaningful Assessment:

Designing an Evidence-Based System through a Shared Identity
Kentucky Education Professional Standards Board

http://www.epsb.ky.gov/
How does EPSB collaborate with our EPPs?

- We provide Technical Guidance to all EPPs.
- We provide data to partners and stakeholders when we are the best source, e.g., CAEP Annual Reporting.
- We provide content and program reviews.
- We work with partners and stakeholders to improve data quality, e.g., ensuring reports comply with regulations.
- We are working on common data definitions across EPPs, other state agencies, and outside entities (KCEWS, CPE, KDE, CAEP, NASDTEC, DOE, etc.).
EPSB Data Use

• Our state collects data from EPPs, from school districts, from educators, and from candidates.
• We get and use data from other state agencies (KDE, CPE, and KCEWS)
• We provide information to the public via our web site and a data dashboard.
• We do our own research and support others’ research when possible.
• We try to model data-informed decision making.

Report Card: https://wd.kyepsb.net/EPSB.WebApps/KEPPReportCard/Public/default.aspx
Dashboard: https://wd.kyepsb.net/EPSB.WebApps/Dashboa
Kentucky EPSB – Program Review Project

• KEPRS Goals:
  • Build online system to maintain EPP programs for review and approvals
  • Provide access to EPPs, EPSB, and the Review Committees
  • Provide status, timelines and updates on all program reviews in progress
  • Streamline the data gathering and review efforts, become more efficient
  • Rollout in phases to allow EPPs gradual implementation
  • Production release of Program Design Modules
    • 2Q 2017 - Profiles, Permissions, Contacts, Courses, Faculty, Assessments
    • 3Q 2017 - Program Responses, Attachments, Program Inventory View
    • 4Q 2017 – New Program Request, Audit Reports
    • 1Q 2018 – Program Closure, KEPRS enhancements

• Implementation timelines
  • All EPPs should have all programs in KEPRS by end of 2019
  • All Contacts should be in KEPRS now
  • All Clinical Educators should be in KEPRS by August 2018
Reports and Data…

- Admission and Exit
- Survey of New Teachers and Teacher Leaders
- Teacher Employment, Salary, Assigned Classes
- Assessments
- Program Review
- Proportional Accountability Reports
- Candidate Placement Data
1. Who we are and our mission
2. How we are governed
3. Kentucky Data
4. How it works
5. Outputs based on Collaboration
6. Questions
1. Who we are and Our Mission

- **Security, privacy and confidentiality** is our number one concern.

- We **collect and integrate education and workforce** data so that policymakers, practitioners and the public can make the **best informed decisions** possible.

- We manage and maintain the **Kentucky Longitudinal Data System (KLDS)**.
2. How We are Governed

BOARD MEMBER
Kentucky Department of Education (KDE) Commissioner

BOARD MEMBER
Kentucky Council on Postsecondary Education (CPE) President

BOARD CHAIR
Education & Workforce Development Cabinet (EWDC) Secretary

BOARD MEMBER
Kentucky Higher Education Assistance Authority (KHEAA) Executive Director

BOARD MEMBER
Education Professional Standards Board (EPSB) Executive Director
3. Kentucky Data

**NEAR FUTURE DATA:** Children and Family Services - Apprenticeships - Out-of-State and Military Employment - Healthcare License

**CURRENT DATA**

- Education and Workforce Development Cabinet @KyEdWorkforce
- In-State Employment and Earnings (UI) - Unemployment Claims
- Council on Postsecondary Education @CPENews
- Public & Independent Postsecondary - Proprietary Colleges
- Kentucky Department of Education @KyDeptoEd
- K12 Students - K12 Teachers - K12 Staff - Career/Tech Ed
- Education Professional Standards Board
- Teacher/Educator Certification
- Kentucky Higher Education Assistance Authority @KHEAA
- Financial Aid
- Governor’s Office of Early Childhood @KYGOEC
- Early Childhood & Kindergarten Readiness - Head Start
4. How it Works

**Inputs**
- Kentucky Education Workforce & Development Cabinet
- KHEAA
- Kentucky Council on Postsecondary Education
- EPSB
- Kentucky Department of Education

**Kentucky Longitudinal Data System**

**Outputs**
- Information Requests
- Independent Evaluation
- Data Analysis
- Standard Reports
- Custom Reports
Kentucky New Teacher Survey

The Kentucky Education Professional Standards Board New Teacher Survey is administered to gather data about the perception of the quality of the teacher certification programs in Kentucky and to gauge attitudes toward current institutional training. It is administered to principals, resource teachers, cooperating teachers, interns, and student teachers.

To review reports go to: [https://kcews.ky.gov/Reports/CreateReports](https://kcews.ky.gov/Reports/CreateReports) AND Click on the Teacher Preparation tab, then click on New Teacher Survey
5. Outputs

### Kentucky EPSB New Teacher Survey (Fall 2015 & Spring 2016)

<table>
<thead>
<tr>
<th>Certification Areas - Statewide</th>
<th>Certification</th>
<th>Grade</th>
<th>Kentucky University (157)</th>
</tr>
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<tbody>
<tr>
<td>Biology</td>
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<td>P-8</td>
<td>Elementary Education</td>
</tr>
<tr>
<td>Chemistry</td>
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<tr>
<td>Earth Science</td>
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<tr>
<td>Physics</td>
<td>Certificate</td>
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<tr>
<td>Mathematics</td>
<td>Certificate</td>
<td>P-8</td>
<td>Elementary Education</td>
</tr>
<tr>
<td>Statistics and Probability</td>
<td>Certificate</td>
<td>P-8</td>
<td>Elementary Education</td>
</tr>
<tr>
<td>Economics</td>
<td>Certificate</td>
<td>P-8</td>
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</tr>
<tr>
<td>Sociology</td>
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</tr>
<tr>
<td>Special Education</td>
<td>Certificate</td>
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<tr>
<td>English</td>
<td>Certificate</td>
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<td>Elementary Education</td>
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<tr>
<td>French</td>
<td>Certificate</td>
<td>P-8</td>
<td>Elementary Education</td>
</tr>
<tr>
<td>German</td>
<td>Certificate</td>
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</tr>
<tr>
<td>Health</td>
<td>Certificate</td>
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</tr>
<tr>
<td>Japanese</td>
<td>Certificate</td>
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<tr>
<td>Latin</td>
<td>Certificate</td>
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<tr>
<td>Russian</td>
<td>Certificate</td>
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<tr>
<td>Spanish</td>
<td>Certificate</td>
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<tr>
<td>Art</td>
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<td>P-8</td>
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<td>Music - Instrumental</td>
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<tr>
<td>Music - Integrated</td>
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<td>Elementary Education</td>
</tr>
<tr>
<td>Music - Vocal</td>
<td>Certificate</td>
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</tr>
<tr>
<td>Physical Education</td>
<td>Certificate</td>
<td>P-8</td>
<td>Elementary Education</td>
</tr>
<tr>
<td>School Media Librarian</td>
<td>Certificate</td>
<td>P-8</td>
<td>Elementary Education</td>
</tr>
<tr>
<td>P-12 Social Studies</td>
<td>Certificate</td>
<td>P-8</td>
<td>Elementary Education</td>
</tr>
<tr>
<td>P-12 Exceptional Education</td>
<td>Certificate</td>
<td>P-8</td>
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</tr>
<tr>
<td>P-12 Teaching Endorsement</td>
<td>Certificate</td>
<td>P-8</td>
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</tr>
<tr>
<td>P-12 Educational Leadership</td>
<td>Certificate</td>
<td>P-8</td>
<td>Elementary Education</td>
</tr>
<tr>
<td>P-12 Early Childhood Education</td>
<td>Certificate</td>
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<td>Elementary Education</td>
</tr>
<tr>
<td>P-12 Middle Childhood Education</td>
<td>Certificate</td>
<td>P-8</td>
<td>Elementary Education</td>
</tr>
<tr>
<td>P-12 Middle Childhood Education</td>
<td>Certificate</td>
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<td>P-12 Middle Childhood Education</td>
<td>Certificate</td>
<td>P-8</td>
<td>Elementary Education</td>
</tr>
</tbody>
</table>

### Kentucky New Teacher Survey

- Collaboration between EPSB and KCEWS
- EPSB collected data, KCEWS produced data display
- Both Teams did analyses and the survey has been revised going forward
2017 Teacher Preparation Feedback Report

The TPFR answers the following questions:

► Who are our future teachers?
► What initial certification programs are producing the most Program Completers?
► How are candidates progressing through their Teacher Preparation Programs?
► Do Program Completers continue to get a statement of eligibility and certification?
► What are employment outcomes for Program Completers one year after completion?
► For Program Completers employed as a certified K-12 teacher one year after completion, where were they employed?
► What are employment and retention rates for Program Completers?
https://kcews.ky.gov/Reports/CreateReports
AND Click on the Teacher Preparation tab

Pilot Project and use in 2016 CAEP submissions:
- University of Louisville, Dr. Manish Sharma
- Murray State University, Dr. Alesa Walker

Continuation and use in 2017 CAEP submission:
- Eastern Kentucky University, Dr. Margaret Moore

Continuation and use in 2018 CAEP submissions:
- Northern Kentucky University, Dr. Carol Ryan
- Western Kentucky University, Dr. Tony Kirchner
Teacher Preparation Feedback Reports: Program Completions

- EPSB provided the program mapping categories

- Tracks program completions by year of completion and EPP

- Can be compared to information about Critical Shortage Areas and need from KDE
Teacher Preparation Feedback Reports: Program Progress

- Tracks program progress by type of program, institution, and program beginning year

- Allows institutions to assess whether students are completing a program in the expected time frame.

5. Outputs

Teacher Preparation Program Progress - Institution: All, Initial Undergraduate, All

- Tracks program progress by type of program, institution, and program beginning year
- Allows institutions to assess whether students are completing a program in the expected time frame.
5. Outputs

Teacher Preparation Feedback Reports: SOE and Certification

- New Definitions to aid border institutions whose students may have never intended to teach in KY
- Inclusion of both SOE and Certification data
- Breakdown by Program Major
5. Outputs

Teacher Preparation Feedback Reports: Employment Outcomes

- Waterfall of classification for employment outcome determined by EPPs

- Prioritizes working as a teacher

- Reduced redaction

Program Completers One Year After Finishing Teacher Preparation Program - Institution: University of Kentucky, 2014

From the 2014 cohort, 34 program completers from University of Kentucky were employed one year after completion.
5. Outputs

Teacher Preparation Feedback Reports: Employment Outcome Locations

- SOE defines the cohort
- Shows Districts of first time employment based on EPP with no redaction
- Filter by Cohort Year, additional cohort years as time progresses
Teacher Preparation Feedback Reports: Employment Outcome Outcomes over Time

- New definitions to aid border institutions whose students may have never intended to teach in KY

- Top Panel: Time to first employment in a certified K-12 instruction position

- Bottom Panel: Retention of those teachers employed one year after SOE across the next four years

5. Outputs

Employment and Retention By Cohort Year, Institution -

- Time-to-Employment as Certified Public K-12 Employees for Program Completers

  - Employed Within 1 Year
  - Employed Within 2 Years
  - Employed Within 3 Years
  - Employed Within 4 Years
  - Employed Within 5 Years

- Retention of Completers Employed as Certified Public K-12 Employees Within One Year

  - Retained in Year 2
  - Retained in Year 3
  - Retained in Year 4
  - Retained in Year 5

This chart follows three cohorts across the five years following statement of eligibility by KYED. The displayed percentage is a cumulative percentage showing the portion of the cohort who found employment as a Certified Public K-12 Employee within a given time frame (within 1 year, within 2 years, within 3 years, etc.). This percentage will show the same or increase across the years.
The Kentucky Department of Education

The PGES overall professional practice categorization is an aggregation of four sub-components of professional practice. Principals use their professional judgement and data from different sources of evidence to determine domain scores for these four sub-components of professional practice. Sources of evidence include: Student Voice Surveys, Professional Growth Planning/Self Reflection, Classroom Observations, and anything that the district determines is important within their Certified Evaluation Plans.
Professional Growth and Evaluation System (PGES)

The Kentucky Department of Education

- Legislation gets in the way . . .

- “Amend KRS 156.557 to require schools districts to develop and implement a professional growth and effectiveness system based on a statewide framework; prohibit the Kentucky Department of Education from imposing reporting requirements related to the system on local districts; prohibit the system from using student growth data in the system; ...” (see: http://www.lrc.ky.gov/record/16RS/SB1.htm, emphasis added)
Professional Growth and Evaluation System (PGES)

Pilot Project and use in 2016 CAEP submissions:
- University of Louisville, Dr. Manish Sharma
- Murray State University, Dr. Alesa Walker

Continuation and use in 2017 CAEP submission:
- Eastern Kentucky University, Dr. Margaret Moore

Continuation and use in 2018 CAEP submissions:
- Northern Kentucky University, Dr. Carol Ryan
- Western Kentucky University, Dr. Tony Kirchner
Professional Growth and Evaluation System: Overall Performance

- KDE data used to assess current teacher performance with the intent of helping teachers improve
- Repurposed through use of EPSB data to provide feedback to EPPs
- Piloted display with University of Louisville and Murray State

Previously Available Output

The Professional Growth and Evaluation System (PGES) overall professional practice categorization is an aggregation, according to the Kentucky Department of Education (KDE) decision rules, of four sub-components of professional practice. Principals use their professional judgement and data from different sources of evidence to determine domain scores for these four sub-components of professional practice. Sources of evidence include: (Student Voice Surveys), Professional Growth Planning (Reflection, Classroom Observations), and anything that the district determines important within their Certified Evaluation Plans.

According to KDE, all teachers have two sources of data contributing to their Student Growth Rating: 1) a local contribution based on their Student Growth Goal, and 2) a state contribution based on their Student Growth Percentile (a measure of growth over time). Because math and reading are the only areas for which state assessments are administered for all students every year, only teachers of these subjects will have the potential inclusion of a state contribution to Overall Student Growth.
Professional Growth and Evaluation System: Domain Drilldown

- More specific aspects of performance to inform EPPs
Steps Forward

- Acquired business rules for calculating Median Student Growth Percentiles by teacher

- Reviewing Legislation for technical direction as to what is allowable
  - Implementing calculations on the KCEWS side to facilitate comparable metrics for EPPs
  - Psychometric Analysis of metrics for CAEP accreditation

- Overall: Working with EPPs to answer open questions and facilitate the implementation of new methods of analysis designed to expand the available report series.
Teacher Supply and Demand

• Shows general teacher migration patterns by Subject Area and Academic Year

• Foundation for future projections of need
The Kentucky Center for Education and Workforce Statistics collects and integrates education and workforce data so that policymakers, practitioners and the public can make the best informed decisions possible.
Assessing Dispositions
Using a Shared Identity
Development of Statewide Dispositions Assessment

AACTE Grant provided funding for these efforts

- Presentation by Dr. Vince Rinaldo and Dr. Thomas Sheeran to gathering of KACTE Institutions October 2017 - Niagara Disposition Assessment Instrument
- KITEP surveyed attending institutions to gather depositional alignment data. Each KY EPP compared their current instrument to the Niagara Instrument
- Data results were provided to KY EPPs during an online follow-up meeting
- All Niagara items were similar to current EPP items (65%-100%)
- KITEP is currently surveying KY EPP Faculty/Staff/Administrators and P12 Partners to determine Validity of the Niagara Assessment Items
- Following Lawshe Process, KITEP will provide results in an upcoming meeting
Institutional Commitment

Following is an example of institutional commitment and what that may look like.
OFFICE OF PROGRAM DOCUMENTATION, ACCOUNTABILITY AND COMPLIANCE

WHAT WE DO

1. EPSB, KACTE, AACTE Liaison
2. Teacher Education Admissions and Data Processing
3. Candidate State Certification and Licensure
4. Annual reporting (Title 2, CAEP, EPSB)
5. Program Faculty Chairs Committee management + CAEP/EPSB task groups management and support
6. Develop, maintain, and utilize the CEPIS Professional Information System
7. EPSB/CAEP program documentation and documentation infrastructure development
8. Field Experiences Tracking and Field Experience Tracking System (KFETS) support
College of Education: Academic Programs, Accreditation and Planning

Office of Program Documentation, Accountability and Compliance

HOW ARE WE STAFFED? WHO ARE OUR PERSONNEL?

Assistant Dean
Accreditation Assistant
Director
Certification, TEP, Documentation Assistant
Data Manager and Reporting Assistant
Senior Systems Programmer

Assistant Dean for Program Assessment

Assistant Dean and OTIS Online Portfolio System Developer

UK COE EVALUATION CENTER CONTRACT FOR QAS
Educator Preparation Programs – Life Cycle

**Program Accountability**
- **Planning**
  - Setting objectives and goals
  - Mission – Vision
  - Shared Values
- **Analysis**
  - Trends
  - Observations
- **Improvement**
  - Continuous Improvement

**KEPAS**
- **Design**
  - Courses
  - Educators
  - Assessments
- **Implementation**
  - Clinical Experiences
  - Quality Assurance
- **Monitor**
  - Updates
  - Continuous Improvement
  - Audit Report

**THE WORLD ACCORDING TO KEPRS AND KEPASS**

**KEPRS**
- **Program Review**
  - Design
  - Courses
  - Educators
  - Assessments

**KEPASS**
- **Program Review**
  - Implementation
  - Clinical Experiences
  - Quality Assurance

**EPSB**
THE UNIVERSITY OF PROGRAM MANAGEMENT, ACCREDITATION, REGULATION, REPORTING AND ACCOUNTABILITY IN KENTUCKY

THE KENTUCKY LEGISLATURE

THE KENTUCKY CABINET FOR HEALTH AND FAMILY SERVICES

THE KENTUCKY DEPARTMENT OF EDUCATION

THE KENTUCKY EDUCATION PROFESSIONAL STANDARDS BOARD

THE KENTUCKY CENTER FOR EDUCATION AND WORKFORCE STATISTICS

THE KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION

OUR INSTITUTION: THE UNIVERSITY OF KENTUCKY

THE SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS

THE UNIVERSITY OF KENTUCKY EDUCATOR PREPARATION UNIT

THE COUNCIL FOR THE ACCREDITATION OF EDUCATOR PREPARATION
Data going From UK To Various Partners. (Also once sent, must continually be managed.)
Data FROM our partners and collaborating agencies.
<table>
<thead>
<tr>
<th>Office of Program Documentation, Accountability and Compliance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries for seven personnel</td>
</tr>
<tr>
<td>Office space, building maintenance, business equipment</td>
</tr>
<tr>
<td>Networking, servers and cloud based storage</td>
</tr>
<tr>
<td>Recurring costs for software licenses and updating of operating systems</td>
</tr>
<tr>
<td>Time, membership fees, and travel support to participate in accreditation related organizations and systems</td>
</tr>
<tr>
<td>Specialized contracts and consulting services as needed</td>
</tr>
</tbody>
</table>
IN SUMMARY:

1. In Kentucky and nationally, collaboration between EPP Institutions, the stakeholder partners, and their regulator agencies provides a number of challenges to EPP institutions.
2. Requirements to participate in increasing numbers of accreditation and compliance systems cannot be met with the resources of past years.
3. Successful participation in accreditation and accountability systems relies on accurate data, comprehensive program documentation, and robust reporting capabilities.
4. Institutions must allocate the internal resources necessary to carry out these accountability and compliance requirements.
5. The University of Kentucky College of Education recognizes the added costs in money, time and has made the commitment to maintain fully accredited programs in educator preparation and other professional preparation areas.
PRESENTERS

Agencies
- Education Professional Standards Board
- Angie Tombari - Kentucky Center for Education Workforce Statistics

Research I Institutions
- Gary Schroeder, University of Kentucky
- Manish Sharma, University of Louisville

Regional Institutions
- Tony Kirchner, Western Kentucky University
- Alesa Walker, Murray State University
- Margaret Moore, Eastern Kentucky University
Questions for Kentucky Agencies

Kentucky Center for Education and Workforce Statistics
Dr. Kate Shirley Akers, Executive Director
Kate.Akers@ky.gov  http://kcews.ky.gov

Kentucky Education Professional Standards Board (EPSB)
Jimmy Adams, Executive Director
Jimmy.Adams@ky.gov  www.epsb.ky.gov
Questions for Institutional Presenters

**Research I Institutions**
- Gary Schroeder, gschr1@uky.edu  University of Kentucky
- Manish Sharma, manish.sharma@louisville.edu  University of Louisville

**Regional Institutions**
- Tony Kirchner, tony.kirchner@wku.edu  Western Kentucky University
- Alesa Walker, awalker@murraystate.edu  Murray State University
- Margaret Moore, margaret.moore@eku.edu  Eastern Kentucky University
Kentucky Association of Colleges for Teacher Education (KACTE)

There are 27 institutions that prepare educators in Kentucky that are members of KACTE. The KACTE communication network is regularly used to inform the membership, carry out statewide plans, conduct retreats, leadership meetings and conferences, and solicit feedback from across the membership.

http://www.kacte.org/

Dr. Carol Ryan, President
K-ITEP is a standing research arm of KACTE that plays a key role in helping the KACTE membership to follow technology initiatives at the state and national levels and to prepare for the accountability measures identified in state regulations and CAEP accreditation measures. Tools and techniques that can best be developed in a collaborative environment are assigned by KACTE to KITEP.
Kentucky Education Preparation Providers seek state level data to demonstrate the impact of educator preparation on student achievement.

- In 2013/2014 a collaboration began between educator preparation providers and three state agencies to develop mechanisms whereby data from public education sources could be reported, specifically for use in accountability reports and for accreditation purposes.

- In 2014/2015 KACTE lead two Data Institutes designed to engage state agencies in collaborative cross-agency data collection in support of institutional reporting.

- In 2015/2016 Kentucky Educator Preparation Providers began collaborations with state agencies to create common reports for EPP use in the CAEP process. Work continues on the development of a common employer survey.

- AACTE State Chapter Grant funding was not available in 2016/2017.

- In 2017/2018 began statewide meetings to develop common dispositional line items for data collection and analysis at a state-level.

Thank you AACTE.