



Kentucky Department of Education

College and Career Readiness Delivery Plan

January 2013



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VISION/CHALLENGE

Kentucky, along with the rest of the nation, understands that increasing demands for higher levels of skills by employers suggests our futures are tied to our level of education. In 1970, more than 80 percent of jobs in our state and nation only required a high school degree or less. Today, those numbers are reversed: 80 percent of jobs require training beyond high school, and 63 percent of those jobs will require a postsecondary degree.

In the 2010 PDK/Gallup poll, more than 90 percent of parents believe that a postsecondary experience is necessary to ensure a better quality of life, while more than 90 percent of 2010 public high school graduates in Kentucky indicate a desire to attend postsecondary institutions. However, Kentucky's current graduation rate of 76 percent and college- and/or career-readiness rate of 34 percent clearly indicate that we are not adequately preparing students for the challenges of the world in which we live.

The vision of the Kentucky Board of Education is to ensure that all students reach proficiency and graduate from high school ready for college and careers. The board's vision is informed by a changing economy that requires P-12 schools to prepare students for a more complex and competitive workplace.

Therefore, in February 2011, the Kentucky Department of Education (KDE) secured the Commonwealth Commitment from all districts to move 50 percent of their district's high school graduates who are not college- and/or career-ready to college- and/or career-ready between 2010 and 2015.

This plan defines how KDE will support districts to meet this vision and overcome this challenge.

BACKGROUND/HISTORY

The work of KDE is also guided by key legislation driving education transformation in Kentucky. Senate Bill 1 (SB 1), passed in the 2009 session of the General Assembly, charged KDE and the Council on Postsecondary Education (CPE) with creating a unified plan for reducing the number of students in need of remediation after high school by 50 percent by 2014 and increasing college completion rates for students enrolled in one or more remedial classes by 3 percent annually from 2009 to 2014. A new statewide school and district accountability model is being established as a result of SB 1, which will include new measures for graduation and college and career readiness. The revision of content standards in all subject areas is also required. According to the legislation, the standards will:

- focus on critical knowledge, skills and capacities needed for success in the global economy
- result in fewer, but more in-depth standards to facilitate mastery learning
- communicate expectations more clearly and concisely to teachers, parents, students and citizens
- be based on evidence-based research
- consider international benchmarks
- ensure that the standards are aligned from elementary to high school to postsecondary education so that students can be successful at each educational level

Several related pieces of legislation supporting SB 1 and the two targets of this delivery plan are outlined below:

- House Bill 176 (2010) supported the focus on turnaround efforts for struggling schools. This legislation required KDE to identify the persistently low-performing schools and provide intensive support to promote student learning in those schools.
- Senate Bill 2 (2008) supported a statewide focus on the advancement of science, technology, engineering and mathematics, which allowed KDE to create greater alignment for middle and high school student experiences with Advanced Placement and STEM-related initiatives.
- Senate Bill 168 (2002) supported intervention strategies for accelerated learning. It required districts/schools to focus on individualizing learning opportunities for secondary students and provide robust intervention systems for students who struggle with meeting standards as measured by the Educational Planning and Assessment System (EPAS).

The above reforms served as the policy infrastructure for the development of Kentucky's application for federal Race to the Top funding. The four Race to the Top assurances were broken down in KDE's strategic plan into target goals and subsequent deployment strategies. While Kentucky was not selected to receive Race to the Top funding, KDE was committed to the target goals identified in the plan. As a result, KDE chose to partner with the U.S. Education Delivery Institute (EDI) and utilize Deliverology as the methodology to develop delivery plans for achieving the target goals.

In order to achieve the desired results of this plan, however, additional policy must be crafted and implemented to impact practice at the state and local levels. The Governor's Transforming Education in Kentucky (TEK) Task Force has presented recommendations (*see Appendix C- TEK Recommendations*) for improving education aligned to the projects and activities outlined. These recommendations are designed to initiate the policies necessary to fully implement Kentucky's college and career readiness agenda.

The agenda includes more rigorous academic standards, a new accountability model, acceleration opportunities, robust intervention systems for students not meeting standards and strong data systems to guide schools and districts in making decisions to target strategies to keep students on track to graduate.

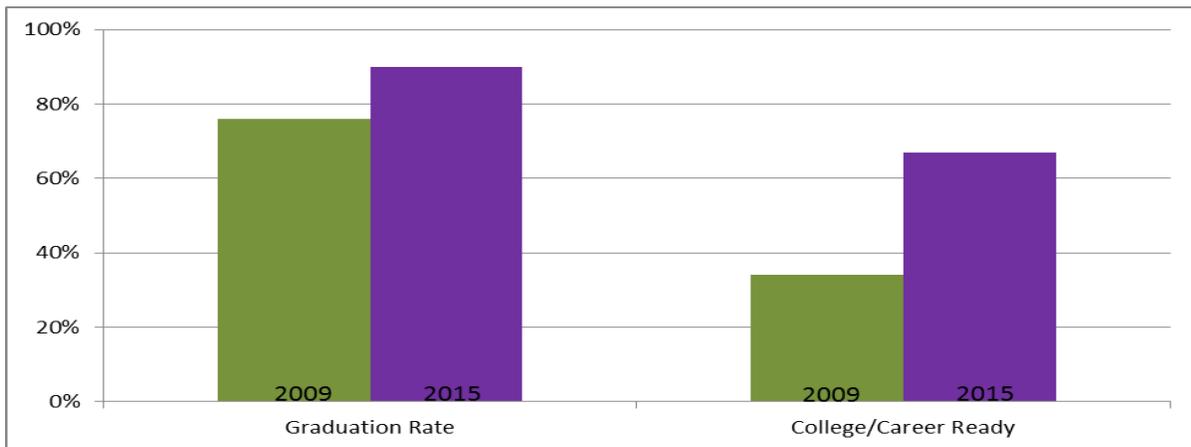
THEORY OF ACTION

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DELIVERY TARGETS

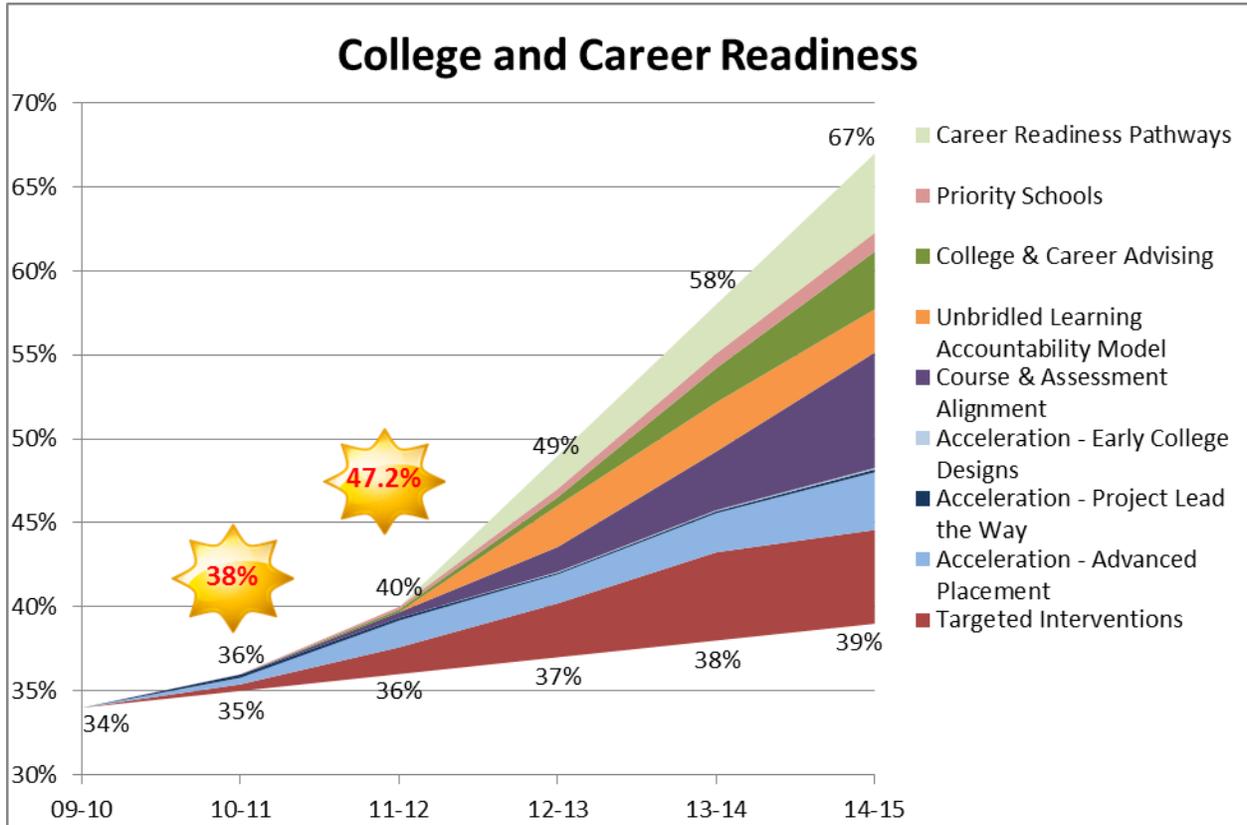
There are two main target goals:

1. Increase the percentage of students who are college- and career-ready from 34 percent to 67 percent by 2015.
2. Increase the Averaged Freshman Graduation Rate from 76 percent to 90 percent by 2015.

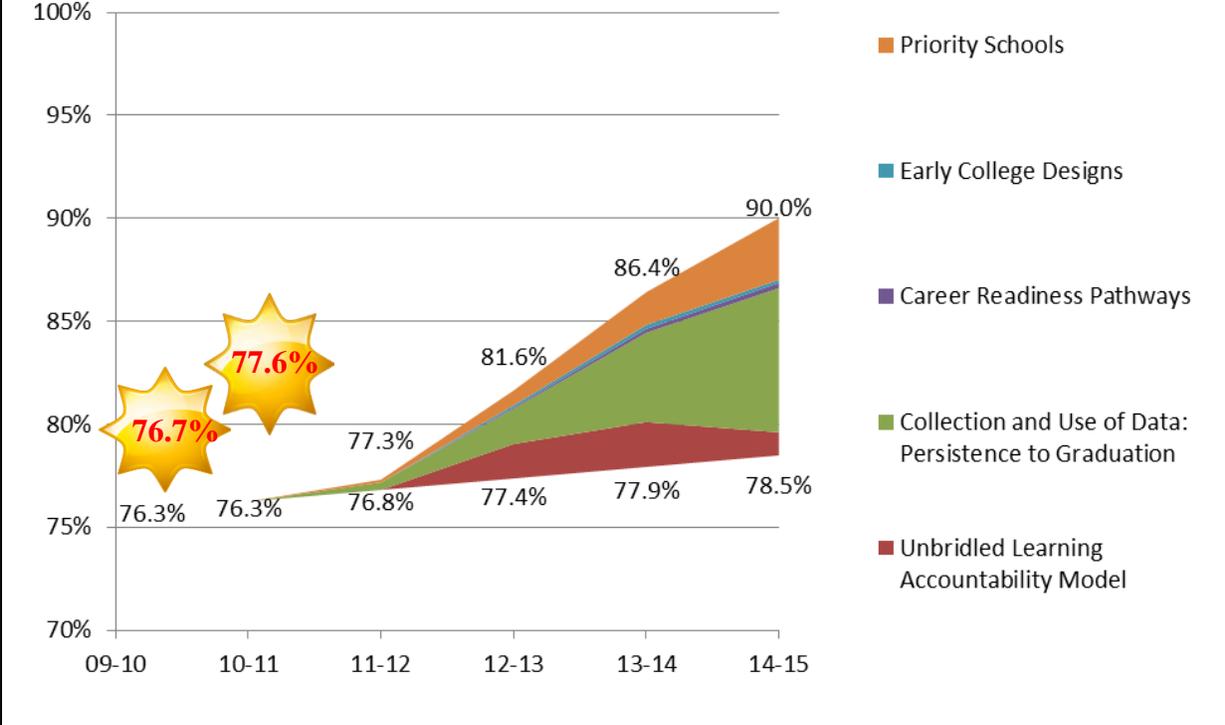


TRAJECTORY GRAPH

The charts below connect each of the strategies to student outcomes. They represent evidenced-based projections for the levels of performance we will achieve each year to meet our targets.



Graduation Trajectory



SUMMARY OF STRATEGIES

The executive sponsor for the College and Career Readiness plan is Dale Winkler, Associate Commissioner of the Office of Career and Technical Education. The following table includes strategies that will impact college and career readiness and graduation, and identifies appropriate leads responsible for each strategy.

Strategy	Description	Strategy Lead
1. Collection and Use of Data: Persistence to Graduation	The Persistence to Graduation Tool (PtGT) is an early warning indicator system that districts and schools use to identify students who may be “off-track” to graduate on-time. The PtGT/Report uses critical student-level data to identify students in need of additional intervention/support. Student-level data include: number of days absent, grades retained, credit earned, credits attempted, migrant, English Learner status, homeless, gender, age, age equivalent, truancy, behavior, suspensions, expulsions and eventually academic data about grades and assessment performance.	Bonnie Tomberlin
2. Course and Assessment Alignment	In order to provide students with access and opportunity to become college/career ready with the KCAS, teachers need to address curriculum/instructional gaps, utilize appropriate instructional materials and assessments that are aligned to KCAS and use standards-based reporting to communicate progress for each student. This strategy utilizes the Leadership Networks to build capacity to implement the KCAS in each district, school and classroom.	Karen Kidwell
3. Unbridled Learning Accountability Model	Kentucky’s proposed assessment and accountability model is a balanced approach that incorporates all aspects of school and district work and is organized around the Kentucky Board of Education’s (KBE’s) four strategic priorities: next-generation learners, next-generation professionals, next-generation instructional program and support and next-generation schools/districts. The strategic priority most relevant to this delivery plan is the next-generation learners component. Achievement (proficiency), gap, growth, readiness and graduation rate are categories within this component. The focus is on student data from the state-required assessments administered in grades 3-12. This reform strategy will have an impact on both student	Ken Draut

	goals but should have a greater impact on the college and career readiness goal.	
4. Targeted Interventions	This strategy is designed to build robust intervention systems for students struggling to meet standards. Senior-level transitional courses represent the state’s primary strategy to reduce remediation rates for students entering postsecondary upon graduation. Middle school transitional and bridging programs also will be designed to help with early intervention for students who do not meet ACT benchmarks on the EXPLORE assessment.	April Pieper
5. Career Readiness Pathways	A goal of the NAF academies and career pathways is to provide students with rigorous and relevant programs of study that prepare them for college and a career. Career Pathways include both academic and technical courses that align with the common core and industry standards. These courses provide opportunities for students to earn industry recognized certification and obtain college credit from an accredited postsecondary institution. The rigorous curriculum combines a career focus while meeting college entrance requirements for four-year colleges and universities. Students obtain a certificate or recognition upon completion of three or more courses in their academy at graduation. Many students are able to earn advanced standing for their academy course work and completion of a career pathway, some of which are science, technology, engineering, and math (STEM) related.	Carole Frakes
6.1 Acceleration – Advanced Placement	The strategy is two-fold. The first action is to focus on presenting opportunities by way of targeting underrepresented students, which in turn increases the number of students who participate in the AP experience and are exposed to rigorous, college-level courses. The second action is to scale up AdvanceKentucky as one model to support access and opportunity for students taking AP courses.	Amy Patterson
6.2 Acceleration – Project Lead the Way	While Kentucky’s dual credit/concurrent enrollment opportunities enable high school students to receive, simultaneously, both high school and college-level	Mindy Curless

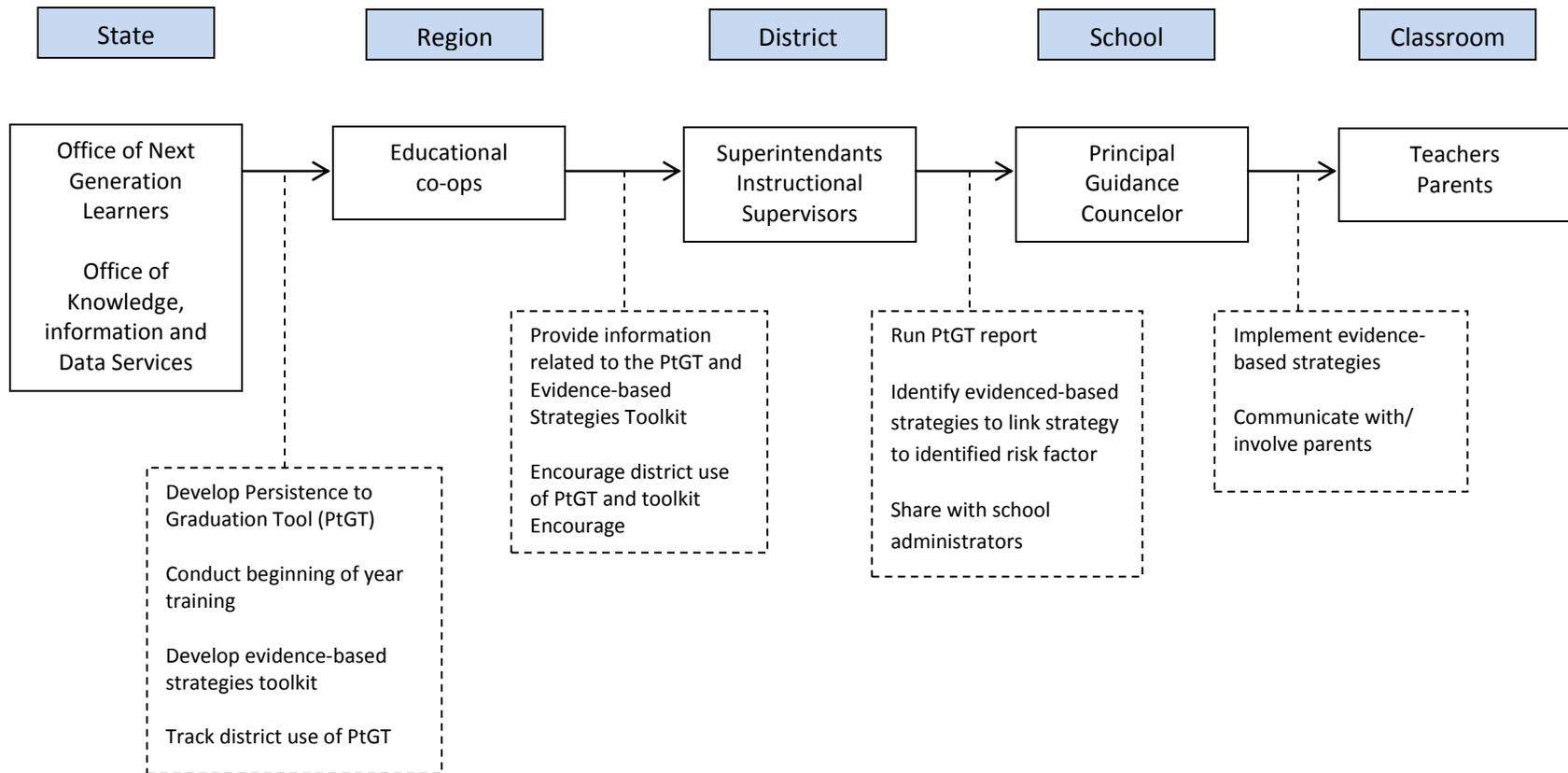
	<p>course credit, Project Lead The Way (PLTW) accelerates students through the education system by providing opportunities to attain articulated college credit through successful completion of PLTW assessments.</p> <p>PLTW is a nationally-recognized middle and high school curriculum that focuses on project- and problem-based contextual learning aimed at cultivating student interest in pursuing careers in engineering, engineering technology, and biomedical sciences. PLTW currently focuses on the development of STEM skills, preparing students for pre-engineering, bio-medical and energy-related postsecondary education.</p>	
6.3 Acceleration – Early College Designs	<p>Early College is defined as activities for students assigned to help meet basic academic competencies, improve behavior and attendance and/or provide an enhanced learning experience for students not responding to traditional academic settings. Early College models could include Dual Credit opportunities, Excellence for All, and board exam programs, and middle and early college programs.</p> <p>Early College programs are available to all students, but could be focused on serving students at risk of not graduating or students who may be first-in-family college-goers or English language learners.</p>	April Pieper
7. College and Career Advising	<p>In order for all secondary students to receive the support and guidance they need to make sound decisions regarding life after high school, KDE will create a system of college and career advising based on national and state standards, and provide the Individual Learning Plan (ILP) as a resource to guide their decisions.</p>	Sharon Johnston
8. Priority Schools	<p>The Office of Next Generation Schools and Districts provides educational recovery services that focus on the schools and districts identified for school improvement. The work of this strategy is to align college and career readiness processes for the 41 priority schools.</p>	Susan Allred

DESCRIPTION OF STRATEGIES

Strategy 1: Collection and Use of Data: Persistence to Graduation	
Theory of Action	<p><i>If</i> districts/schools have access to data that identify students who may be off-track for graduation,</p> <p><i>and if</i> districts/schools utilize these data as an early warning indicator,</p> <p><i>and if</i> districts/schools intervene early to align the needs of the students with evidence-based strategies that have the greatest potential to support each student,</p> <p><i>then</i> more students previously identified as being off-track for graduation will persist to graduation.</p>
Milestones	<p>2010-11 School Year</p> <ul style="list-style-type: none"> • Develop Persistence to Graduation Tool • Develop Persistence to Graduation Toolkit <p>2011-12 School Year</p> <ul style="list-style-type: none"> • Create website for Persistence to Graduation – Evidence-Based Strategies Toolkit • Communicate tool and toolkit resources to districts • Analyze district usage <p>2012-13 School Year</p> <ul style="list-style-type: none"> • Communicate tool and toolkit resources to districts • Analyze district usage <p>2013-14 School Year</p> <ul style="list-style-type: none"> • Communicate tool and toolkit resources to districts • Analyze district usage <p>2014-15 School Year</p> <ul style="list-style-type: none"> • Communicate tool and toolkit resources to districts • Analyze district usage
Target Impact	<p>Graduation Goal</p> <p>2010-11: no additional students 2011-12: 672 additional students 2012-13: 922 additional students 2013-14: 1,440 additional students</p>

	2014-15: 1,306 additional students Total Additional Students: 4,340
Indicators	<ul style="list-style-type: none">• Number of districts/schools running the report• Change in the distribution of risk (indicators)

Collection and Use of Data: Persistence to Graduation Delivery Chain

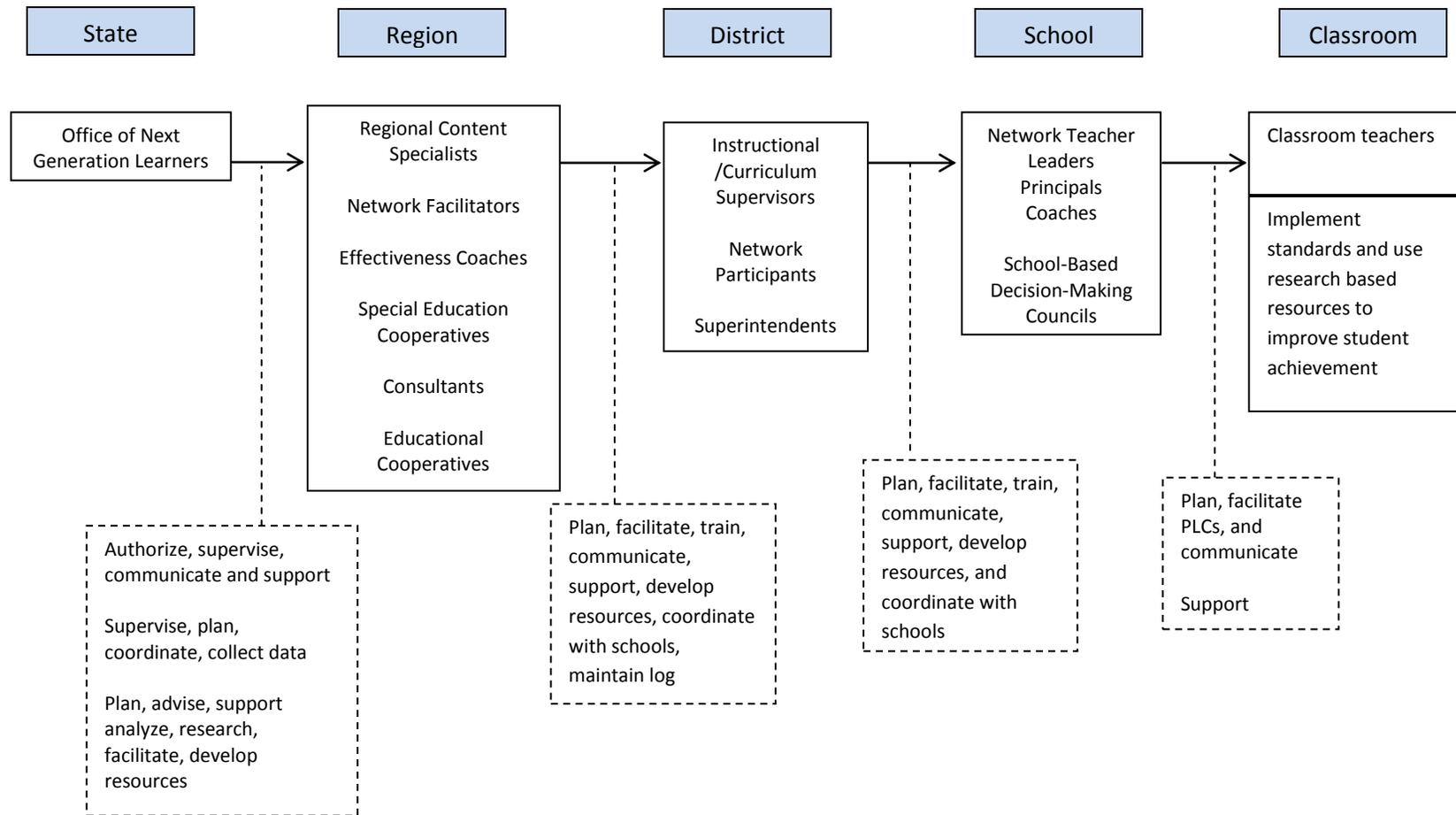


Strategy 2: Course and Assessment Alignment

<p>Theory of Action</p>	<p><i>If</i> schools analyze curriculum/courses to identify gaps related to Kentucky Core Academic Standards (KCAS),</p> <p><i>and if</i> schools make adjustments to ensure curriculum/course alignment to KCAS and if schools utilize appropriate instructional resources aligned to the developed curricula/courses,</p> <p><i>and if</i> teachers effectively implement those within the context of highly effective teaching, learning and assessment practices,</p> <p><i>then</i> more students will graduate college and career ready between 2012 to 2017.</p>
<p>Milestones</p>	<p>2010-11 School Year</p> <ul style="list-style-type: none"> • Construct and disseminate standards • Review instructional and assessment resources • Conduct site visits with regional content specialists reports for fidelity of implementation • Conduct surveys to networks participants • Analyze logs from regional content specialists • Create CIITS – alignment with instructional and assessment materials <p>2011-12 School Year</p> <ul style="list-style-type: none"> • Conduct site visits with regional content specialists reports for fidelity of implementation • Conduct surveys to networks participants • Analyze logs from regional content specialists <p>2012-13 School Year</p> <ul style="list-style-type: none"> • Conduct site visits with regional content specialists reports for fidelity of implementation • Conduct surveys to networks participants • Analyze logs from regional content specialists • Create CIITS – alignment with instructional and assessment materials <p>2013-14 School Year</p> <ul style="list-style-type: none"> • Conduct site visits with regional content specialists reports for fidelity of implementation • Conduct surveys to networks participants • Analyze logs from regional content specialists • Create CIITS – alignment with instructional and assessment materials

	<p>2014-15 School Year</p> <ul style="list-style-type: none"> • Conduct site visits with regional content specialists reports for fidelity of implementation • Conduct surveys to networks participants • Analyze logs from regional content specialists • Create CIITS – alignment with instructional and assessment materials
<p>Target Impact</p>	<p>CCR Goal</p> <p>2010-11: no impact 2011-12: 273 additional students 2012-13: 1,320 additional students 2013-14: 2,640 additional students 2014-15: 3,520 additional students</p> <p>Total Additional Students: 7,753</p>
<p>Indicators</p>	<p>CCR Goal</p> <ul style="list-style-type: none"> • Regional content specialists logs for professional development and effectiveness • Surveys provided to districts teams: percent of teachers trained to address curriculum gaps, utilize instructional materials and assessments aligned to KCAS. • Rubrics used for district/school teams and school-based decision making councils regarding implementing the standards. • Sampling of School Improvement Grant (SIG) schools and districts regarding Program Reviews for mathematics and English/language arts and action plans for literacy and numeracy based on those Program Reviews and classroom observations and other information. • P-20 Lab team data

Course and Assessment Alignment Delivery Chain

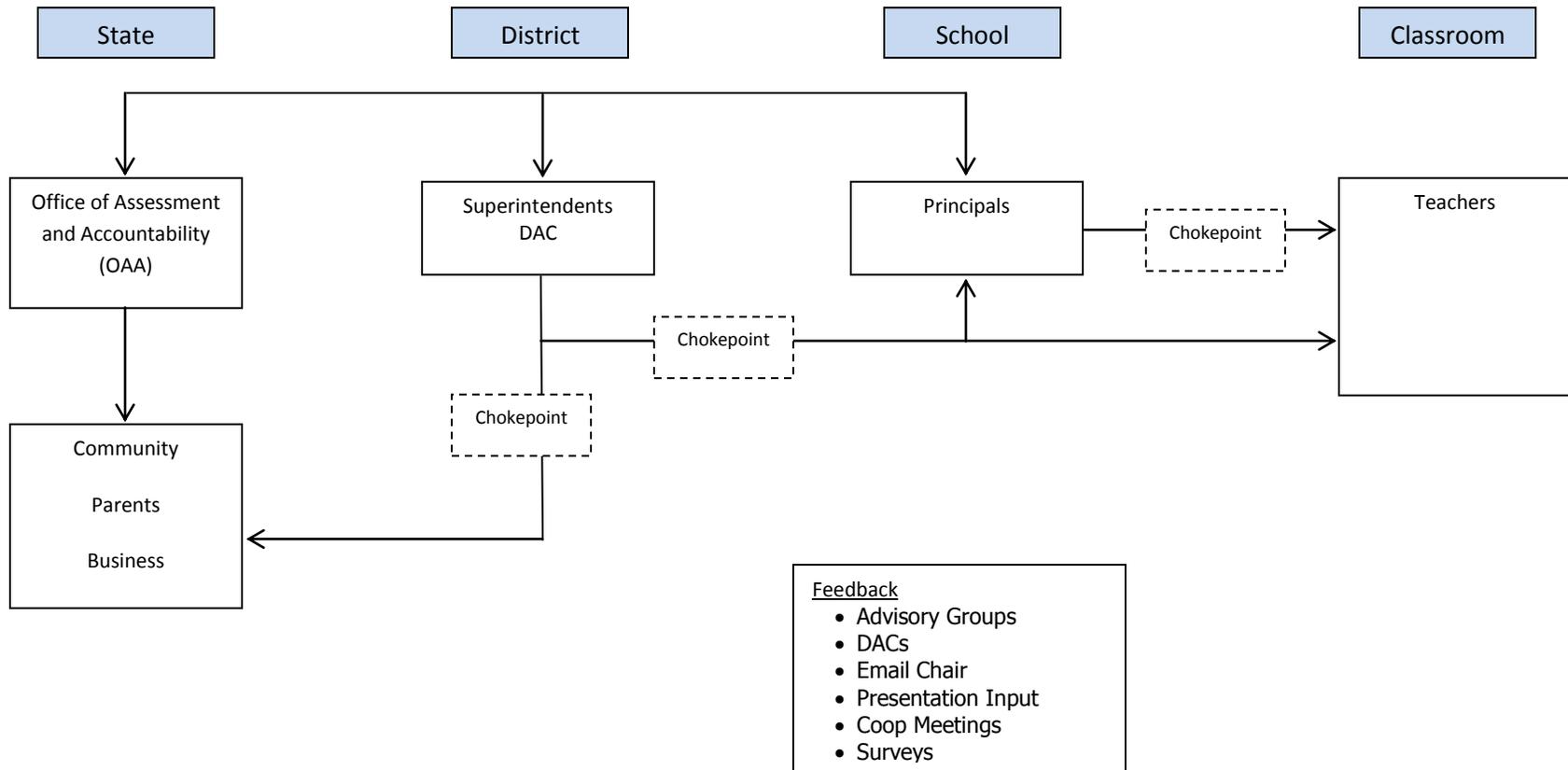


Strategy 3: Unbridled Learning Accountability Model

Theory of Action	<p><i>If</i> Kentucky’s schools and districts are held accountable for increasing proficiency, graduation rates and college/career readiness rates, as they have not been in the past,</p> <p><i>and if</i> this accountability uses a balanced approach organized around the KBE four strategic priorities and incorporating all aspects of school and district work,</p> <p><i>then</i> schools and districts will focus on student data from the state-required assessments administered grades K-12 to drive local strategies for engaging students in learning experiences that will lead to increases in proficiency, graduation rates and meeting CCR benchmarks.</p>
Milestones	<p>2010-11 School Year</p> <ul style="list-style-type: none"> Administer and report EPAS exams and College and Career Readiness scores <p>2011-12 School Year</p> <ul style="list-style-type: none"> Administer and report EPAS exams and College and Career Readiness scores <p>2012-13 School Year</p> <ul style="list-style-type: none"> Administer and report EPAS exams and College and Career Readiness scores <p>2013-14 School Year</p> <ul style="list-style-type: none"> Administer and report EPAS exams and College and Career Readiness scores <p>2014-15 School Year</p> <ul style="list-style-type: none"> Administer and report EPAS exams and College and Career Readiness scores
Target Impact	<p>CCR Goal 2012-13: 2,200 additional students 2013-14: 2,200 additional students 2014-15: 1,320 additional students</p> <p>Total Additional Students: 5,720</p> <p>Graduation Goal 2010-11: no impact 2011-12: no impact 2012-13: 816 additional students 2013-14: 115 additional students</p>

	<p>2014-15: 96 additional students</p> <p>Total Additional Students: 1,027</p>
Indicators	<p>CCR Goal</p> <ul style="list-style-type: none"> • EPAS scores <p>Graduation Goal</p> <ul style="list-style-type: none"> • Graduate rate

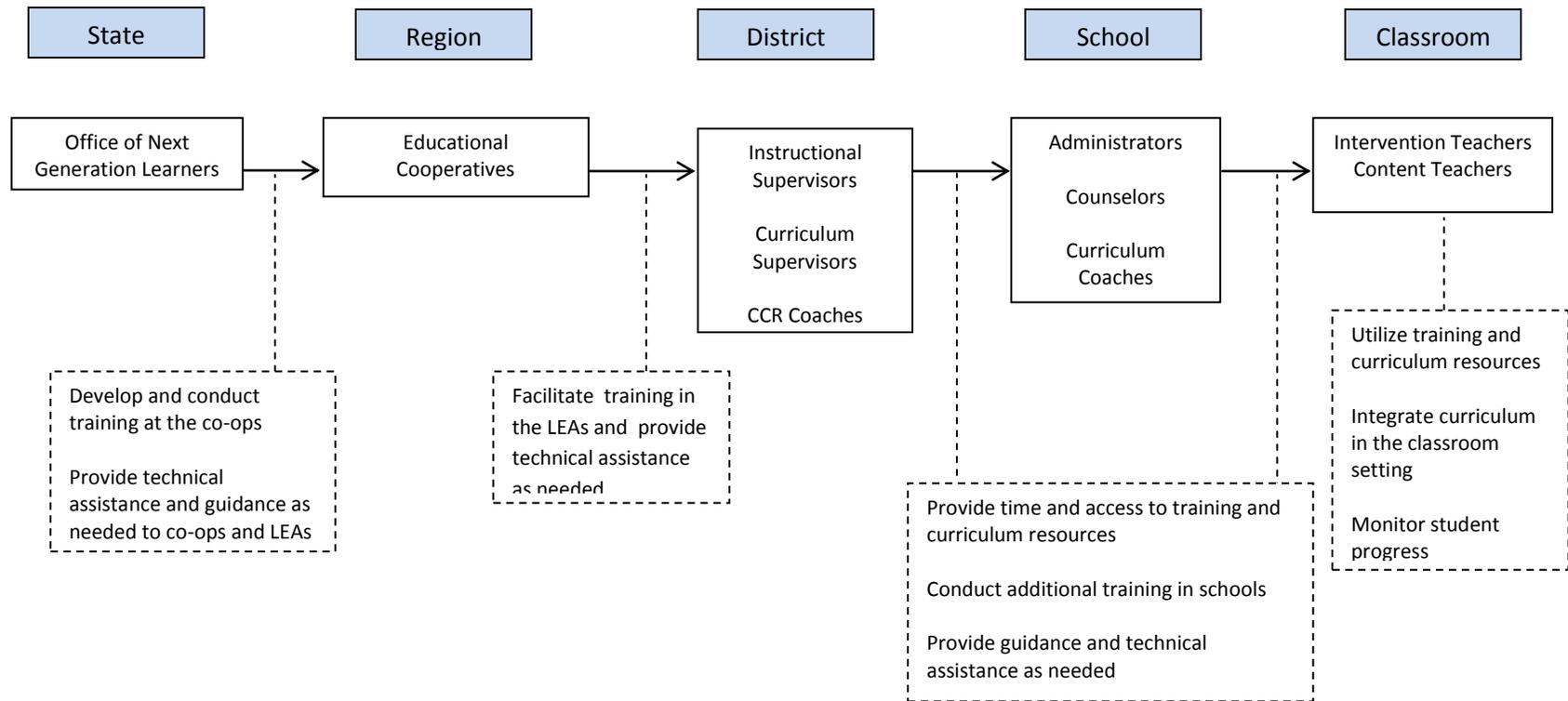
Unbridled Learning Accountability Model Delivery Chain



Strategy 4: Targeted Interventions	
Theory of Action	<p><i>If</i> schools/districts adequately analyze assessment data for students who fail to meet benchmarks on EPAS,</p> <p><i>and if</i> schools/districts use the data to implement individualized, targeted, transitional interventions per best practice research and guidance,</p> <p><i>then</i> students will be successful in achieving college and career readiness goals and will graduate from high school ready to enter college in credit-bearing courses.</p>
Milestones	<p>2010-11 School Year</p> <ul style="list-style-type: none"> • Develop high school transitional courses for students that do not meet ACT benchmarks • Disseminate high school transitional courses • Develop writing transitional course for students that do not meet ACT benchmark <p>2011-12 School Year</p> <ul style="list-style-type: none"> • Communicate • Develop middle school transitional courses for students that do not meet EXPLORE benchmarks • Disseminate middle transitional courses <p>2012-13 School Year</p> <ul style="list-style-type: none"> • Analyze 2011-12 school year transitional course enrollment and impact <p>2013-14 School Year</p> <ul style="list-style-type: none"> • Analyze 2011-12 school year transitional course enrollment and impact <p>2014-15 School Year</p> <ul style="list-style-type: none"> • Analyze 2011-12 school year transitional course enrollment and impact
Target Impact	<p>CCR Goal</p> <p>2010-11: 880 additional students 2011-12: 1,320 additional students 2012-13: 2,860 additional students 2013-14: 3,960 additional students 2014-15: 2,860 additional students</p> <p>Total Additional Students: 11,880</p>

Indicators	<ul style="list-style-type: none">• EPAS scores• KYOTE, COMPASS, and ACT scores of students who had an intervention available for upload into the KDE system monthly• Number of students enrolled in transitional courses• District/school personnel feedback on implementation

Targeted Interventions Delivery Chain



Strategy 5: Career Readiness Pathways

<p>Theory of Action</p>	<p><i>If</i> schools, partners and stakeholders have access to and use data,</p> <p><i>and if</i> students are engaged and participate in rigorous and college preparatory coursework connected/aligned to a career theme,</p> <p><i>and if</i> schools, partners and stakeholders support the themed programs,</p> <p><i>then</i> students will be prepared for both college and careers, providing opportunities for students to earn industry recognized certification, obtain college credit from an accredited postsecondary institution and obtain a certificate/recognition upon completion of four courses in their specific career themed academy at graduation.</p> <p><i>If</i> schools develop and implement career pathways that are aligned with common career technical core,</p> <p><i>then</i> schools will have opportunity for dual credit accelerating students into postsecondary transitions.</p>
<p>Milestones</p>	<p>2010-11 School Year</p> <ul style="list-style-type: none"> • Select Cohort 1 schools <p>2011-12 School Year</p> <ul style="list-style-type: none"> • Disseminate PD to Cohort 1 schools • Year of Planning for Cohort 1 schools • Select Cohort 2 schools <p>2012-13 School Year</p> <ul style="list-style-type: none"> • Disseminate PD to Cohort 2 schools • Year of Planning for Cohort 2 schools • Select Cohort 3 schools • Communicate dual credit career pathway opportunities to districts/schools <p>2013-14 School Year</p> <ul style="list-style-type: none"> • Disseminate PD to Cohort 3 schools • Year of Planning for Cohort 3 schools • Select Cohort 4 schools • Communicate dual credit career pathway opportunities • Communicate dual credit career pathway opportunities to districts/schools <p>2014-15 School Year</p> <ul style="list-style-type: none"> • Disseminate PD to Cohort 4 schools

	<ul style="list-style-type: none"> • Year of Planning for Cohort 4 schools • Select Cohort 5 schools • Communicate dual credit career pathway opportunities to districts/schools
Target Impact	<p>CCR Goal 2010-11: no impact 2011-12: no impact 2012-13: 1,760 additional students 2013-14: 2,200 additional students 2014-15: 2,420 additional students</p> <p>Total Additional Students: 6,380</p> <p>Graduation Goal 2010-11: no impact 2011-12: no impact 2012-13: 29 additional students 2013-14: 28 additional students 2014-15: 20 additional students</p> <p>Total Additional Students: 77</p>
Indicators	<ul style="list-style-type: none"> • Number of students enrolled in NAF academies • Student performance

Career Readiness Pathways Delivery Chain

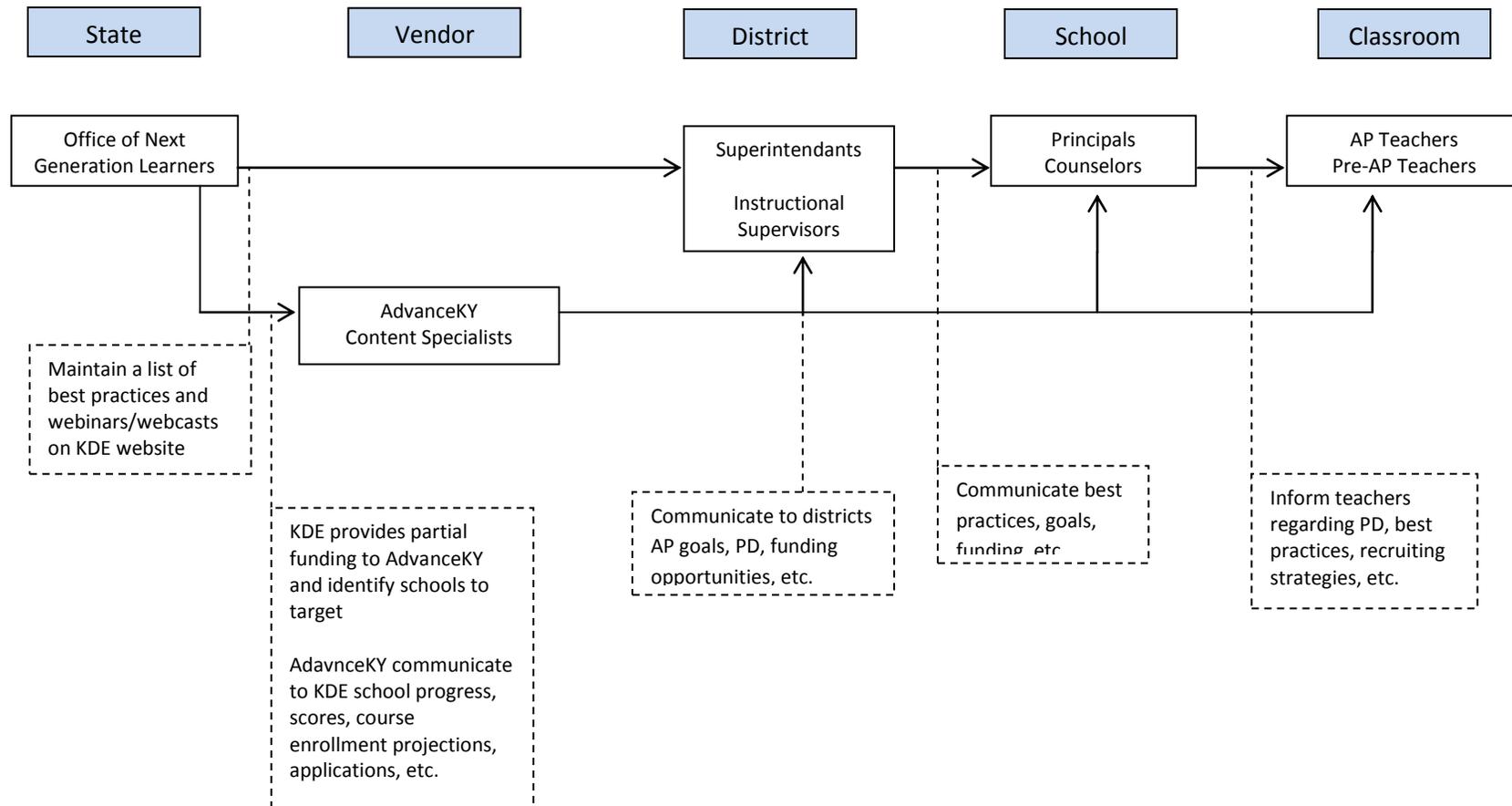
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Strategy 6.1: Acceleration – Advanced Placement

Theory of Action	<p><i>If</i> Kentucky schools continue to scale up access to Advanced Placement (AP) courses including recruiting more traditionally underrepresented students,</p> <p><i>and if</i> schools provide the necessary supports for students and teachers to be successful in these courses,</p> <p><i>and if</i> all eligible students take the AP exams and score a 3 or higher on the AP exam,</p> <p><i>then</i> more students will be exposed to and successful in college-level courses, increasing the number of students considered college ready.</p>
Milestones	<p>2010-11 School Year</p> <ul style="list-style-type: none"> • Select AdvanceKY Cohort 1 schools • Disseminate PD to AdvanceKY schools • Communicate best practices to schools • Analyze AP course and test participation data <p>2011-12 School Year</p> <ul style="list-style-type: none"> • Select AdvanceKY Cohort 2 schools • Disseminate PD to AdvanceKY schools • Communicate best practices to schools • Analyze AP course and test participation data <p>2012-13 School Year</p> <ul style="list-style-type: none"> • Select AdvanceKY Cohort 3 schools • Disseminate PD to AdvanceKY schools • Communicate best practices to schools • Analyze AP course and test participation data <p>2013-14 School Year</p> <ul style="list-style-type: none"> • Select AdvanceKY Cohort 4 schools • Disseminate PD to AdvanceKY schools • Communicate best practices to schools • Analyze AP course and test participation data <p>2014-15 School Year</p> <ul style="list-style-type: none"> • Select AdvanceKY Cohort 5 schools • Disseminate PD to AdvanceKY schools • Communicate best practices to schools • Analyze AP course and test participation data
Target Impact	CCR Goal

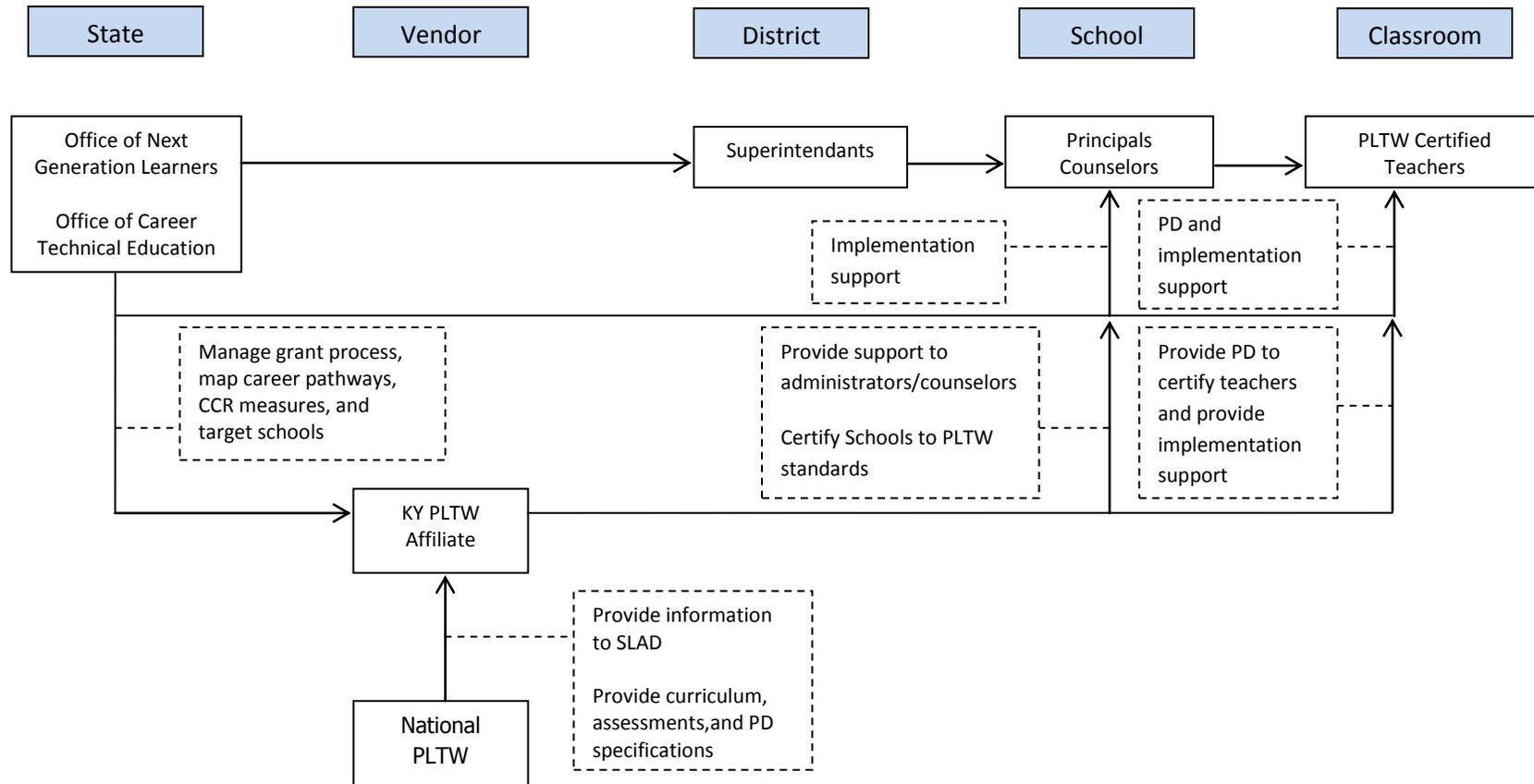
	<p>2010-11: 880 additional students 2011-12: 1,320 additional students 2012-13: 1,540 additional students 2013-14: 1,760 additional students 2014-15: 1,760 additional students</p> <p>Total Additional Students: 7,260</p>
Indicators	<ul style="list-style-type: none"> • Number of students (low-income, minority) enrolled in AP courses • Number of students (low-income, minority) that take AP exams • Number of students (low-income, minority) that score 3 or higher on AP exams • Number of teachers participating in Laying the Foundation and Summer Institute. • ACT course-taking patterns report

Acceleration – Advanced Placement Delivery Chain



Strategy 6.2: Acceleration – Project Lead the Way	
Theory of Action	<p><i>If...</i> school districts implement/expand PLTW, <i>then</i> students will succeed by meeting CCR benchmarks.</p> <p><i>If...</i> students complete a 4-course sequence in a PLTW pathway, <i>then</i> they will obtain a skills set where their post-secondary experience will be meaningful and successful.</p>
Milestones	<p>2010-11 School Year</p> <ul style="list-style-type: none"> • Select PLTW schools • Disseminate accountability reports to KDE and CPE <p>2011-12 School Year</p> <ul style="list-style-type: none"> • Select PLTW schools • Disseminate accountability reports to KDE and CPE <p>2012-13 School Year</p> <ul style="list-style-type: none"> • Select PLTW schools • Disseminate accountability reports to KDE and CPE <p>2013-14 School Year</p> <ul style="list-style-type: none"> • Select PLTW schools • Disseminate accountability reports to KDE and CPE <p>2014-15 School Year</p> <ul style="list-style-type: none"> • Select PLTW schools • Disseminate accountability reports to KDE and CPE
Students Impacted	<p>CCR Goal</p> <p>2010-11: 440 additional students 2011-12: 132 additional students 2012-13: 88 additional students 2013-14: 88 additional students 2014-15: 88 additional students</p> <p>Total Additional Students: 836</p>
Indicators	<ul style="list-style-type: none"> • Student enrollment in PLTW courses (KDE/Infinite Campus) • Performance in PLTW course sequence • Program quarterly reports • Number of students taking KOSSA

Acceleration – Project Lead the Way Delivery Chain

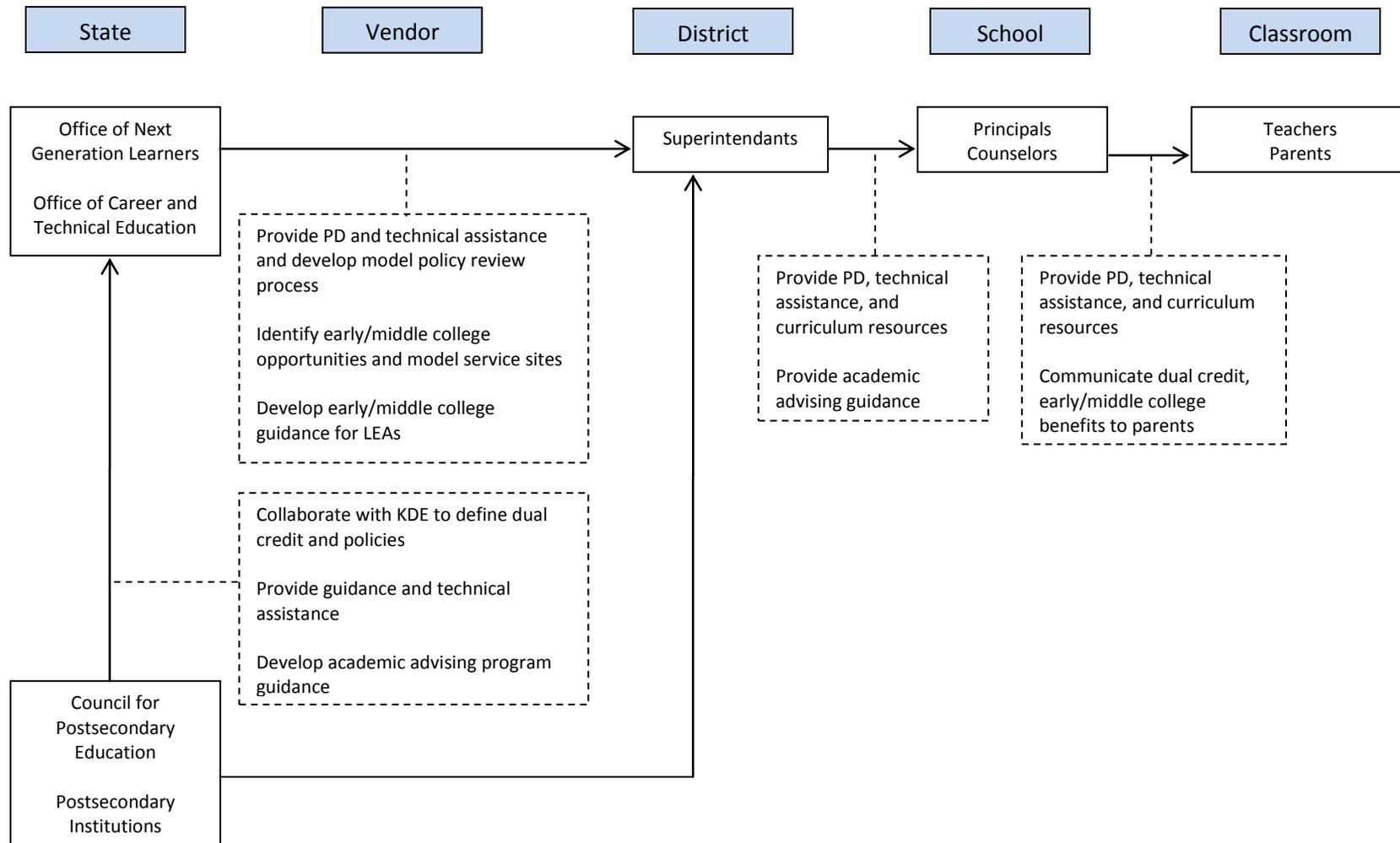


Strategy 6.3: Acceleration – Early College Designs

Theory of Action	<p><i>If</i> schools/district implement innovative, alternate instructional pathways that allow for greater student success for those students who need an environment that is different from the traditional classroom,</p> <p><i>then</i> more students will be successful in achieving college and career readiness goals and will graduate from high school ready to enter college in credit-bearing courses.</p>
Milestones	<p>2010-11 School Year</p> <p>2011-12 School Year</p> <p>2012-13 School Year</p> <ul style="list-style-type: none"> • Communicate best practices • Collaborate with CPE to define early/middle college • Analyze Early College Cohort 1 implementation data • Analyze early/middle college, and dual credit enrollment • Identify Early College Cohort 2 schools <p>2013-14 School Year</p> <ul style="list-style-type: none"> • Communicate best practices • Analyze Early College Cohort 2 year of planning data • Analyze early/middle college, and dual credit enrollment <p>2014-15 School Year</p> <ul style="list-style-type: none"> • Communicate best practices • Analyze Early College Cohort 2 year of implementation data • Analyze early/middle college, and dual credit enrollment
Target Impact	<p>College & Career Readiness Goal</p> <p>2010-11: no impact 2011-12: no impact 2012-13: 44 additional students 2013-14: 44 additional students 2014-15: 44 additional students</p> <p>Total Additional Students: 132</p> <p>Graduation Goal</p> <p>2010-11: no impact 2011-12: no impact 2012-13: 25 additional students 2013-14: 17 additional students 2014-15: 12 additional students</p>

	Total Additional Students: 54
Indicators	Indicators for CCR & Graduation <ul style="list-style-type: none">• Number of students entering and completing EC programs• Dual credit enrollment

Acceleration – Early College Designs Delivery Chain

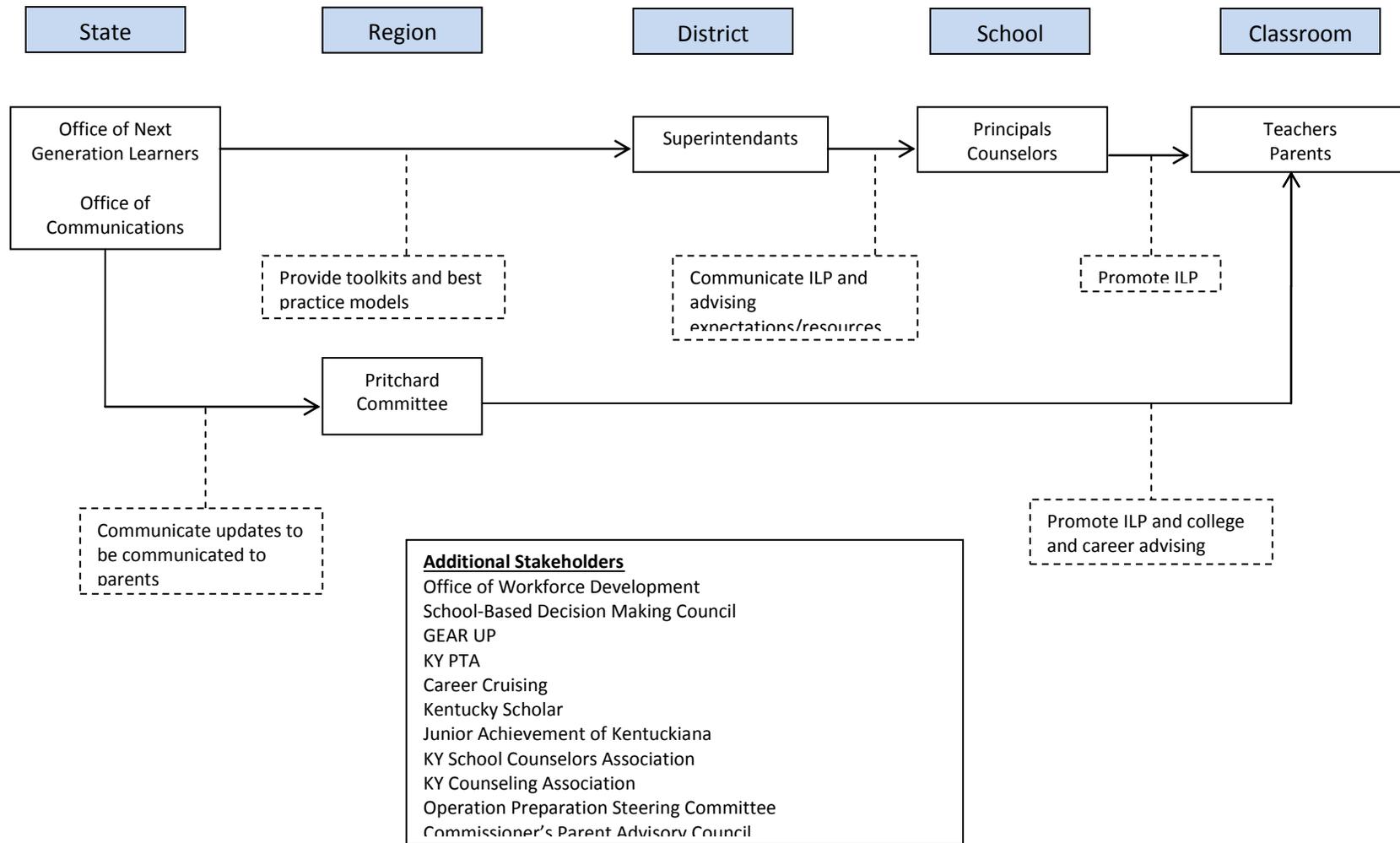


Strategy 7: College and Career Advising

Theory of Action	<p><i>If</i> schools/districts have access to research-based guidance, support, resources and tools to implement and effectively deliver comprehensive, on-going advising framed around the Individual Learning Plan (ILP),</p> <p><i>and if</i> all middle and high schools implement a system of advising with fidelity(monitor data and outcomes and subsequently adjust the advising system to best meet the needs of students),</p> <p><i>then</i> students in grades 6-12 will set achievable goals aligned with their individual career assessment recommendations, successfully complete appropriate and rigorous coursework, and have the opportunity to utilize skills and knowledge to make sound decisions that prepare them for life after high school.</p>
Milestones	<p>2010-11 School Year</p> <ul style="list-style-type: none"> • Communicate advising resources <p>2011-12 School Year</p> <ul style="list-style-type: none"> • Communicate advising resources and toolkits • Operation Preparation (OP) • Analyze ILP usage and OP participation <p>2012-13 School Year</p> <ul style="list-style-type: none"> • Collaborate with NKU to define comprehensive college and career advising • Communicate advising resources and toolkits • Close the Deal • Operation Preparation (OP) • Analyze ILP usage and OP participation <p>2013-14 School Year</p> <ul style="list-style-type: none"> • Communicate advising resources and toolkits • Close the Deal • Operation Preparation (OP) • Analyze ILP usage and OP participation <p>2014-15 School Year</p> <ul style="list-style-type: none"> • Communicate advising resources and toolkits • Close the Deal • Operation Preparation (OP) • Pilot ILP Course Planner module • Analyze ILP usage and OP participation
Target Impact	<p>CCR Goal</p> <p>2010-11: no impact</p>

	<p>2011-12: 132 additional students 2012-13: 440 additional students 2013-14: 1,540 additional students 2014-15: 1,760 additional students</p> <p>Total Additional Students: 3,872</p>
Indicators	<ul style="list-style-type: none"> • ILP usage and completion (student/parent logins/ILP) • Toolkit usage (OP, Advising, Transition, ILP leadership, ILP Parent, and ILP Curriculum Alignment) • Operation Preparation participation • Close the Deal participation • Feedback from advisory groups (Parent, Leadership, Student, OP Steering Committee) • Number of counselors per student

College and Career Advising Delivery Chain

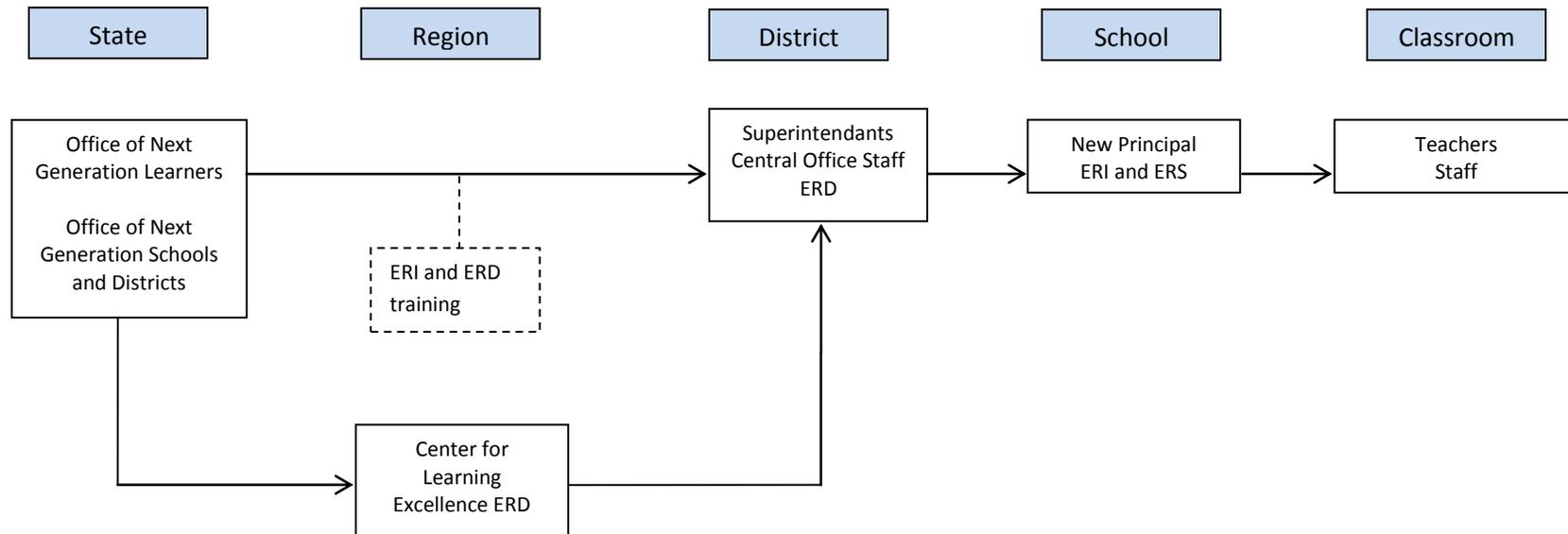


Strategy 8: Priority Schools

<p>Theory of Action</p>	<p><i>If</i> we identify the lowest performing schools in KY, <i>and if</i> we diagnose the needs and deficiencies of the schools, <i>and if</i> we provide expertise and resources to address those diagnosed needs, <i>and if</i> we monitor and support the implementation of the strategies to address those needs while building capacity for continuous improvement, <i>and if</i> we hold those schools accountable for meeting benchmarks and goals, <i>then</i> we can increase overall college and career readiness rates in those Priority schools.</p>
<p>Milestones</p>	<p>2010-11 School Year</p> <ul style="list-style-type: none"> • Identify priority schools <p>2011-12 School Year</p> <ul style="list-style-type: none"> • Conduct leadership assessments • Train Education Recovery staff • Design, delivery Teach-the-Teacher training • Design, deliver, and deploy teacher evaluation • Collect, aggregate, and analyze quarterly reports <p>2012-13 School Year</p> <ul style="list-style-type: none"> • Train Education Recovery staff • Design, deliver, and deploy teacher evaluation • Align Leadership Assessment/diagnostic review for Cohort 2 Priority Schools • Organize Office of Next Generation Schools and Districts (ONGSD) to support/promote CCR • Engage in Regulation 225 accountability work • Analyze quarterly reports and use to inform CSIP • Survey ER effectiveness using semester review rubric for process implementation <p>2013-14 School Year</p> <ul style="list-style-type: none"> • Communicate next steps for Priority schools • Conduct diagnostic review • Train Education Recovery staff • Align Leadership Assessment/diagnostic review for Cohort 2 Priority Schools • Analyze quarterly reports and use to inform CSIP

	<p>2014-15 School Year</p> <ul style="list-style-type: none"> • Conduct diagnostic review • Analyze quarterly reports and use to inform CSIP
<p>Target Impact</p>	<p>CCR Goal</p> <p>2010-11: 44 additional students 2011-12: 132 additional students 2012-13: 440 additional students 2013-14: 660 additional students 2014-15: 572 additional students</p> <p>Total Additional Students: 1,848</p> <p>Graduation Goal</p> <p>2010-11: 98 additional students 2011-12: 176 additional students 2012-13: 289 additional students 2013-14: 341 additional students 2014-15: 312 additional students</p> <p>Total Additional Students: 1,215</p>
<p>Indicators</p>	<ul style="list-style-type: none"> • Changes in CCR rates within Priority Schools • Student enrollment in targeted intervention courses (and success on COMPASS, KYOTE, or ACT)

Priority Schools Delivery Chain



RISKS/MITIGATIONS

Feedback from internal and external stakeholders indicates the following significant and primary obstacles and risks to successful delivery and the efforts to mitigate these risks.

	RISK	MITIGATION
Complexity	<p>The messages surrounding the roll-out and implementation of strategies may tend to be inconsistent.</p> <p>Fidelity of implementation is associated with a lack of mandates.</p>	<p>The state needs to ensure a common message across the agency related to the delivery of these strategies. This should be ongoing and roll out to districts at both the district and building levels.</p> <p>Reporting and feedback from surveys is critical, and while KDE may not be able to mandate all reporting related to strategies not associated with statute, the agency should employ the power of social pressure and PR to reward those schools and districts utilizing multiple strategies effectively.</p>
Funding Flows	<p>Training Costs</p> <p>State funding to keep pace with each strategy has not been fully identified and may limit the pace of expansion.</p> <p>Funding cliff awaits as state dollars have been zeroed out and federal School Improvement Grant dollars are uncertain.</p>	<p>Budget for Training</p> <p>Must look for potential alternative funding sources (i.e. grants, repurpose of existing funds).</p>
Feedback Loops	<p>Multiple connections are needed within the feedback loop – from KDE to classroom to KDE.</p>	<p>Ensure each strategy has identified specific reporting / communication tools and protocols – defined process.</p>
Choke-Points	<p>Trickle-Down Training</p> <p>Instructional supervisors are overloaded and are identified within many delivery chains.</p> <p>Identify and maintain information on school-level</p>	<p>Electronic Training</p> <p>Include instructional supervisors in training and guidance communication.</p> <p>Utilize co-ops for data and collect data through school-level contacts.</p>

	contacts. There is limited KDE-level staff to support districts.	Cross-train KDE staff and share knowledge.
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