Kentucky UNITED WE LEARN COUNCIL

Kentucky United We Learn Council: Accelerating Innovation

January 8, 2024 12:30 - 1:30 p.m.

In the chat box, share something positive that has happened for you in 2024, or something you are looking forward to in 2024.

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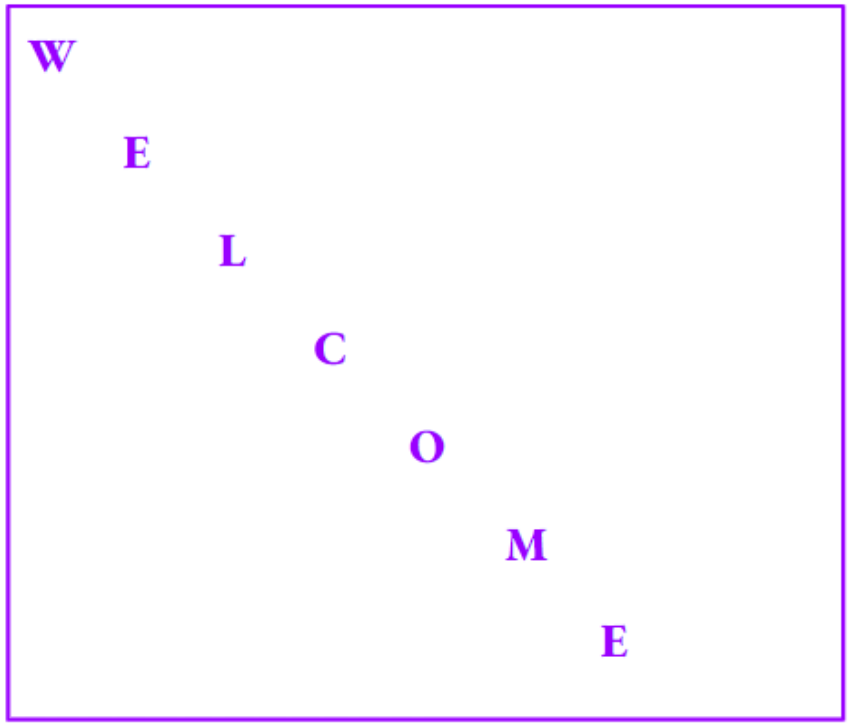


Accelerating Innovation

Bold New Futures

Vibrant Learners

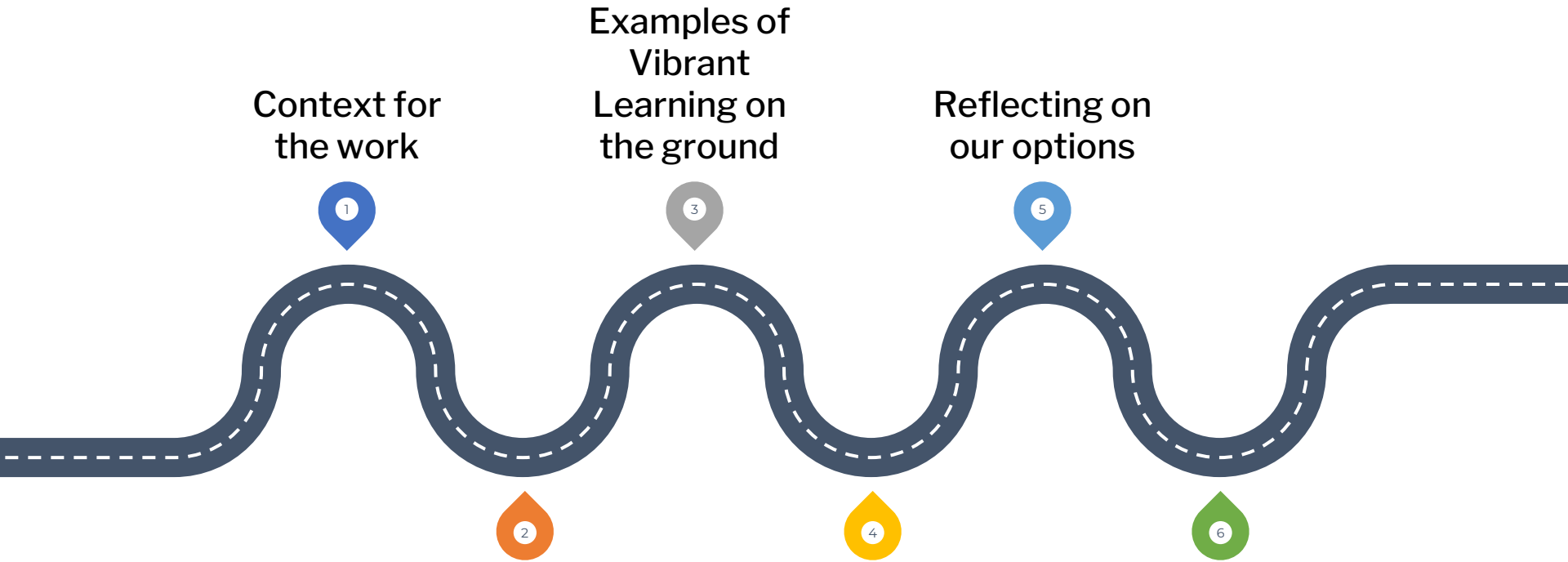
Planning Team

KDE Staff

Norms In Our Meetings (from our charter)

1. We **start and end meetings on time** to be respectful of members' time.
2. We **create an agenda in advance** with clear roles/responsibilities, goals and outcomes, whenever possible.
3. We **vary group size at times** from small to large to allow all members to participate in the process overall.
4. We facilitate and mutually monitor conversations in meetings to ensure that **all members have a chance to be heard and that time constraints are respected.**
5. We use **meeting technology** that is preferred by the majority of members and support members who had other preferences in productively engaging in meetings nonetheless.
6. We encourage **live cameras on virtual meetings** to encourage members to engage productively in meetings and to allow other members to read nonverbal cues.
7. We generally use the **hand icon in virtual meetings to indicate our interest in contributing to a conversation.**
8. We r**ecord our meetings and provide transcripts** that we share openly with all members, other committees, and the Kentucky United We Learn Council overall.

Today's Roadmap



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Meeting Context - Where we are today

Continued discussion of a high-level proposal for a system of systems design that explores the integration of a “menu of options” approach within the state accountability system.

Deep Dive into Postsecondary Readiness

Shara Savage and Holly Tracy

Notes Capture: Jamboard (page 1)

Agenda

- Postsecondary Readiness Overview
- Academic Readiness
- Career Readiness

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Postsecondary Readiness Overview

Shara Savage, Education Administration Program Manager
Office of Assessment and Accountability

Postsecondary Readiness Defined

- ***Postsecondary Readiness*** is the attainment of the necessary knowledge, skills and dispositions for a student to successfully transition to the next level of his or her educational career.
- To demonstrate postsecondary readiness, high school students must earn a regular or alternative high school diploma or be classified as a grade 12 non-graduate AND meet one type of readiness (Academic or Career).
- All students with a G-code in Infinite Campus (IC) and grade 12 non-graduates are included in Postsecondary Readiness and are accountable based on the 100-day rule.

Postsecondary Readiness

Senate Bill 59 (2022) requires that postsecondary readiness for each high school student be measured by **one** of the following:

- Meeting or exceeding a college readiness benchmark score on the college admissions examination or a college placement examination approved by the Council on Postsecondary Education (CPE);
- Achieving three hours of college credit or postsecondary articulated credit by completing a course approved by the Kentucky Board of Education (KBE);
- Achieving a benchmark score on an Advanced Placement (AP), International Baccalaureate (IB), Cambridge Advanced International (CAI) or other nationally recognized exam approved by the Kentucky Board of Education (KBE) that generally qualifies the student for three or more hours of college credit;
- Completing a required number of hours or achieving a benchmark within an apprenticeship, cooperative or internship that is aligned with a credential or associate degree and approved by the KBE after receiving input from the Local Superintendents Advisory Council (LSAC); or
- Achieving any industry-recognized certifications, licensures, or credentials, with more weight in accountability for industry-recognized certifications, licensures or credentials identified as high demand.
- ***Please note: *Currently under development and will become a measure in accountability once number of hours are approved by the Kentucky Board of Education.***

State Indicators in the Accountability System

State Indicators
State Assessment Results in Reading and Mathematics *Reaching the desired level of knowledge and skills as measured on state required academic assessments in reading and mathematics.* *Student performance is aggregated to school, district and state levels.*
State Assessment Results in Science, Social Studies and Writing *Reaching the desired level of knowledge and skills as measured on state required academic assessments in science, social studies and writing.* *Student performance is aggregated to school, district and state levels.*
English Learner Progress *Improvement on the English Language Proficiency Exam by English Learners.* *English learners' progress is included in the calculation using an English learner growth table.*
Postsecondary Readiness *Attainment of the necessary knowledge, skills and dispositions to successfully transition to the next level of his or her education career.* *To demonstrate postsecondary readiness, high school students must earn a high school diploma or be classified as a grade 12 non-graduate AND meet one type of readiness (Academic or Career).*
Quality of School Climate and Safety *Measures of the school environment.* *Perception data from surveys that measure insight to the school environment.*
Graduation Rate *Percentage of students earning a high school diploma compared to the cohort of students starting in grade 9.* *Kentucky uses a 4-year adjusted cohort rate and an extended 5-year adjusted cohort in accountability, which recognizes the persistence of students and educators in completing the requirements for a Kentucky high school diploma.* *4-year and 5-year rates averaged for accountability reporting.* *Schools with a 4-year graduation rate of less than 80 percent are identified for Comprehensive Support and Improvement (CSI).*

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Academic Readiness

Shara Savage, Education Administration Program Manager
Office of Assessment and Accountability

Postsecondary Readiness (College Admissions or Placement Examination)

Senate Bill 59 (2022) requires that postsecondary readiness for each high school student be measured by ***one*** benchmark:

- Meeting or exceeding a college readiness benchmark score on the college admissions examination or a college placement examination approved by the Council on Postsecondary Education (CPE)

CPE College Indicators (2022-2025)

CPE
Higher Education Matters

Fall 2022-Spring 2025

Area	ACT	SAT	KYOTE	GED College Readiness	Accuplacer	ALEKS	EdReady Diagnostic
English (Writing)	18	22	6	165	250		70
Reading	20	24	20	165	250		70
Math (Quant Reasoning)	19	510	22	165	250	30	55
Math (College Algebra)	22	540	14	175	*	46	65
Math (Calculus)	27	640	15	NA	*	76	*

** Institutions may determine readiness at these levels based on institutional data, as long as students have met the quantitative reasoning benchmark in one of the identified measures.*

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Career Readiness

Holly Tracy, Data Manager
Office of Career and Technical Education

Career Readiness Indicators

- Career and Technical Education (CTE) End-of-Program Assessment
- CTE Dual Credit
- Industry Certification
  - With possible 0.25 bonus for earning certification(s) deemed high demand by the Kentucky Workforce Innovation Board (KWIB)
- Apprenticeship
  - TRACK certificate
- Cooperative/Internship/Experienced-Based Work- NEW as of the 21-22 school year

Career Readiness (EOP-Articulated Credit)

- ***Achieving three hours of college credit or postsecondary articulated credit by completing a course approved by the Kentucky Board of Education***

- CTE postsecondary articulated credit – to meet this indicator, a student must achieve a passing score on a CTE End-of-Program (EOP) assessment
- A student must reach CTE concentrator status (two or more earned credits on the transcript in a career pathway in which the CTE EOP assessment is valid) to be eligible to sit for a CTE EOP assessment
- Valid CTE EOP assessments for the 2023-2024 school year

Career Readiness (Dual Credit)

- ***Achieving college credit or postsecondary articulated credit by completing a course approved by the Kentucky Board of Education***
- CTE dual credit – a "KDE-approved CTE dual credit course" is a course at the postsecondary institution that aligns closely with a CTE course/course code that is valid within a KDE-approved secondary career pathway
- Students must complete one of the approved dual credit courses with a letter grade of “C” or higher to meet this indicator
- Eligible KDE-approved CTE dual credit courses/course codes (see the Career Readiness tab)

Career Readiness (Industry Certification)

- ***Achieving any industry-recognized certifications, licensures, or credentials, with more weight in accountability for industry-recognized certifications, licensures or credentials identified as high demand***
- Industry certification – to meet this indicator, a student must pass a certification (or stack of certifications, if applicable) on the dynamic valid industry certification list published by KDE and approved by the KWIB
- Industry certifications identified as high demand by KWIB will receive 1.25 in the state accountability model under Postsecondary Readiness versus 1.00 for all other certifications
- 2023-2024 valid industry certification list

Career Readiness (Apprenticeship)

- ***Completing a required number of hours or achieving a benchmark within an apprenticeship, cooperative or internship that is aligned with a credential or associate degree and approved by the KBE after receiving input from the LSAC***
- Apprenticeship – to meet this indicator, a student must earn the Tech Ready Apprentices for Careers in Kentucky (TRACK) certificate (the certificate is officially earned once all TRACK requirements are met, and names are submitted to the Labor Cabinet for Registered Apprenticeship)

Career Readiness (Co-op/Internship)

- Pursuant to 703 KAR 5:270, successfully completing a KBE-approved cooperative (co-op) or internship that is aligned with a credential or associate degree and which provides a minimum of 300 hours of on-the-job work experience is an indicator of career readiness
- Frequently Asked Questions- Co-Ops and Internships for State Accountability
- Work Based Learning Manual

Career Readiness (Co-op/Internship) - Eligibility

Which students are eligible to pursue career readiness via the Cooperative/Internship/Experience-Based Work indicator?

- CTE pathway students
  - To qualify for CTE cooperative students must either have already completed the career pathway (four plus credits in the pathway) or concurrently be taking a related career pathway course in addition to the cooperative experience
  - Note: Schools must use a valid CTE cooperative or internship course code
- Non-CTE students
  - Schools would use the Experience-Based Work (901005) course code
  - Note: there are Kentucky Educational Excellence Scholarship (KEES) issues to consider (those using this course code must have four courses not listed as work experience to be considered eligible for KEES for that academic year)

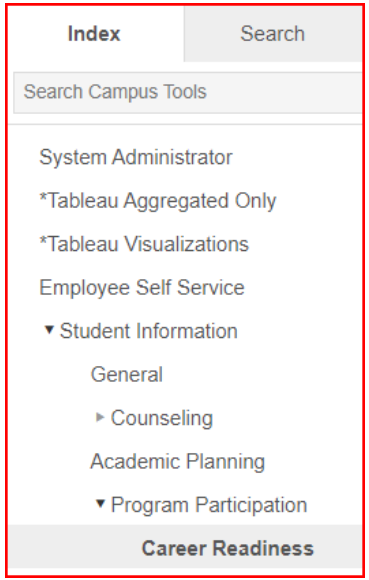
Career Readiness (Co-op/Internship) - Requirements

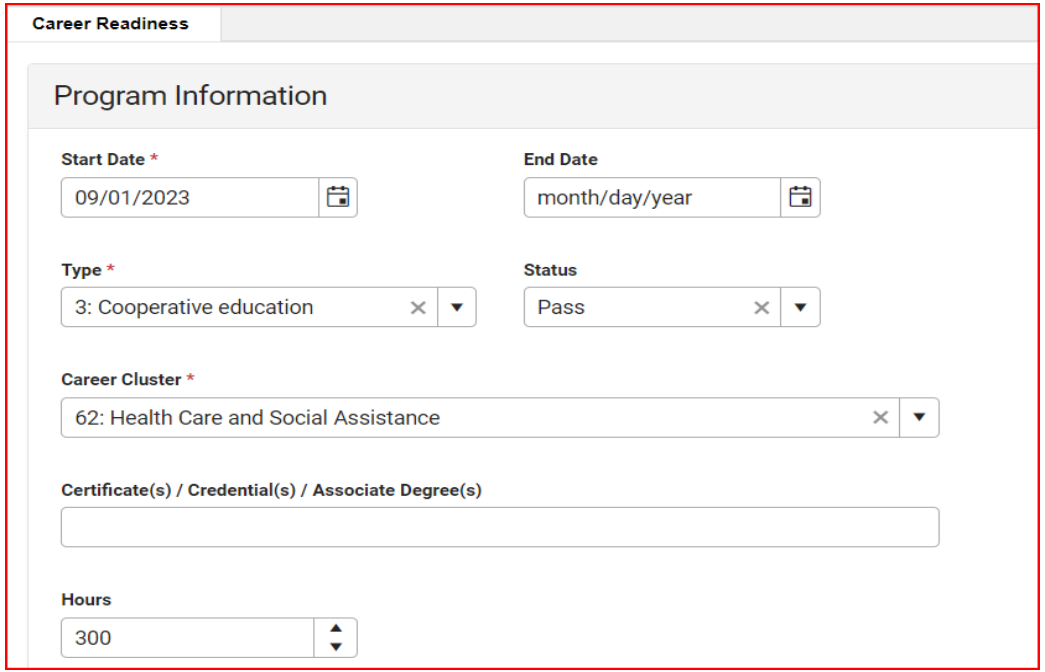
Accountability requirements:

1. A minimum of 300 work hours to benchmark in a Co-op or Internship
2. A minimum letter grade of C or higher to benchmark which would be considered a 'Pass' in Infinite Campus
3. Must be an approved work-based learning course code found in the FAQ Co-Op/Internship document

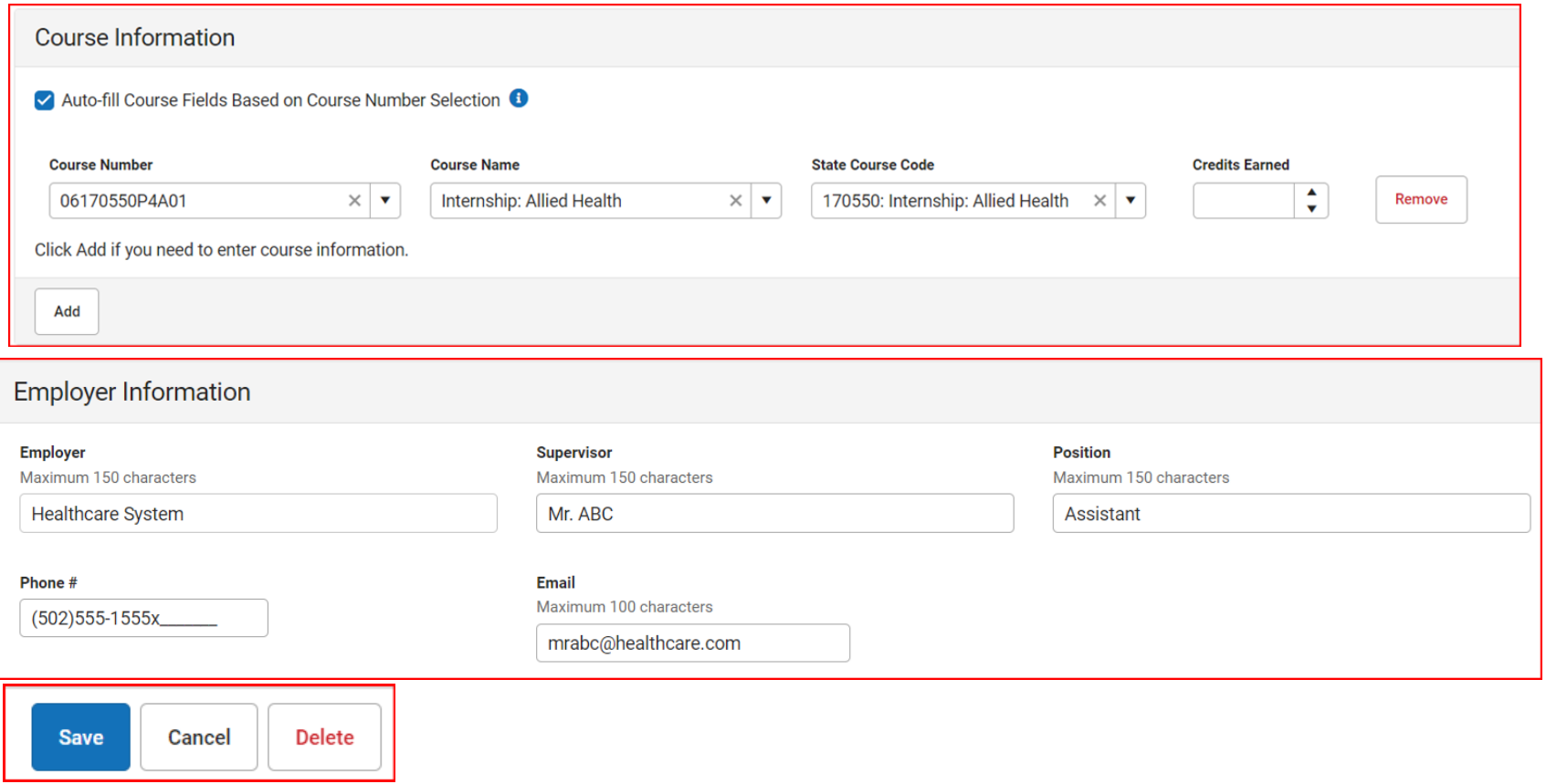
Career Readiness (Co-op/Internship) - Data Entry

- Pathway in IC: Student Information | Program Participation | Career Readiness





Career Readiness (Co-Op/Internship)- Data Entry



Coming Soon!

Postsecondary Readiness Report

- Includes academic and career readiness indicators for all students
- Helps monitor students in your school who are progressing towards being postsecondary ready or already are
- Review the Postsecondary Readiness Overview for information on academic and career requirements
- NOTE: This report does not calculate points for accountability. The Office of Assessment and Accountability (OAA) calculates points for accountability purposes. OAA's determination of Postsecondary Readiness considers multiple factors in the calculation, some of which are not addressed by this report

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OAA/DAAS

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Vibrant Learning Experiences (VLE): Leading with Learning

Sarah Snipes and Karen Perry

Notes Capture: Jamboard (page 2)

AISC Design Principles

1. *Design to Support Vibrant Learning Experiences*
2. *Design with Marginalized Students at the Center*
3. *Design to Empower Students as Agents of their Own Learning*
4. Design to Reflect Labor Market Needs in Kentucky and Beyond
5. Design for Local Flexibility
6. Design to Value the Professionalism of Educators
7. Design for Sustainability
8. Design for Transparency, Trust and Reciprocal Accountability
9. Design in Alignment with Theories of Action
10. Design for Continuous Improvement based on Evidence
11. Design with Future-oriented Policy Changes in Mind
12. Design to Minimize Systemic Corruptibility

Reminder of our first three design principles:

1. Design to Support Vibrant Learning Experiences
2. Design with Marginalized Students at the Center
3. Design to Empower Students as Agents of their Own Learning

Revised Definition of Vibrant Learning Experiences

“Learning that matters to students”

In partnership with families and communities, students are agents of their own learning, engaged in relevant, authentic and joyful learning opportunities. Vibrant learning honors students' cultural wealth, gifts and interests. Vibrant learning culminates in the application of knowledge and skills demonstrated through personalized products.

Project-Based Learning

3rd Grade, The Tiny House Project

A teaching method in which students learn by actively engaging in real-world and personally meaningful projects.

Experience is broken down into three parts:

- Launch: entry event and driving questions
- Build knowledge, understanding and skills
- Present Products and Answers

Defined by PBLWorks

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Tangible Experiences

During a book study of Linda Sue Park's novel *A Long Walk to Water*, students participate in a Socratic Seminar to discuss how the author builds empathy for the characters.

To bring the book's themes to life for students in Eminence, Kentucky, middle schoolers participated in a hands-on experience.

Article published by Edutopia

Middle Grades English Language Arts (ELA), Eminence Independent Schools

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Performance Assessment

Type	Description	Example(s)	Audience	Accountability
Single Performance Task	Assess a specific skill or set of knowledge in a controlled environment	Specific, focused task such as a lab experiment, math problem, or short essay.	Limited; often the teacher or single assessor who evaluates the student's performance against a set of criteria	Formative or Summative, medium stakes Used to evaluate a set of content knowledge or skills
Student-Led Conference	Give students an opportunity to practice self-reflection, share ownership of their learning, and develop communication skills	Informal presentation of learning goals, progress, challenges, and achievements which often involves a portfolio of student work.	A trusted adult such as a mentor, teacher, parent or guardian	Formative, low stakes Used to collaborate on individual student progress
Exhibition of Learning	Showcase the application of knowledge and skills, often integrating and sharing learning across various subject areas.	A public display of student work such as a science fair, art exhibit, or group project presentation.	Broader; may include peers, teachers, parents, and members of the community.	Summative, medium stakes Used to showcase student learning and capture feedback for students
Defense of Learning	Rigorously assess student mastery of subject matter, competencies, and presentation skills.	Formal presentation to defend a student's work.	Often a panel of experts, educators, or external assessors who provide an evaluation of a student's work and presentation.	Summative, high stakes Used for significant academic milestones such as transition years

Types of Performance Assessment

Looking for more examples? Check out these resources!

- OVEC Deeper Learning Destinations
- KEDC Deeper Learning Destinations
- KY Innovative Teacher Fellows
- Kentucky Teacher PBL Article

Break

Brainstorm: Deeper Learning

What are all the possible menu options that would indicate deeper, more vibrant learning?

FOCUS: Idea generation

- *Not evaluating*
- *Not deep discussion*

Brainstorm: Deeper Learning (2)

Individual think time

Brainstorm: Deeper Learning (3)

Group brainstorm:

Notes Capture: Jamboard (pages 3, 4, 5)

Break (2)

Reflecting on our Options

- Using our Design Principles as a lens
- Asking clarifying questions to the author of idea
- Advocating for different ideas (positive)

AISC Design Principles

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Next Steps

In the chat box, share your thoughts on the meeting and next steps.