



Next Generation Learners Delivery Plan

Kentucky Department of Education



We count students

Because every student counts



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Strategy 1: Career Readiness Pathways

Milestones for Timeline

2014-2015 School Year

- Best practices/resources/research via email, conferences, website, PL sessions to teachers
- Arts Pathways piloted
- Advanced Career with SREB piloted
- Infinite Campus with Area Technology Centers piloted.
- TRACK in Manufacturing implemented.
- TRACK in Skilled Trades piloted.
- Professional learning for career pathways.
- Struggling students in NAF academy students identified.
- Assessment components of KOSSA updated.
- Consolidated career readiness data collection via site visits
- Career readiness resources provided to middle schools
- TEDS Training session held.

2015-2016 School Year

- Art Pathways assessments will go live for 2015-16
- Program assessment for the TRACK Skilled Trades will be live
- Informatics Pathway will be fully available
- ILP resources developed
- Develop a communication plan with counselors

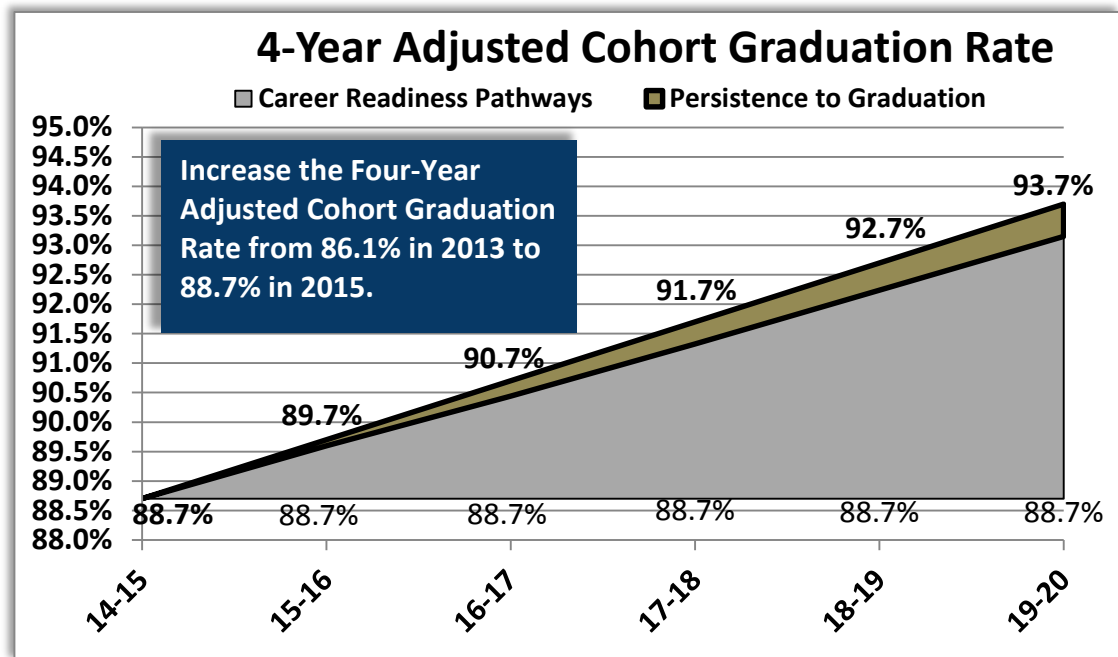
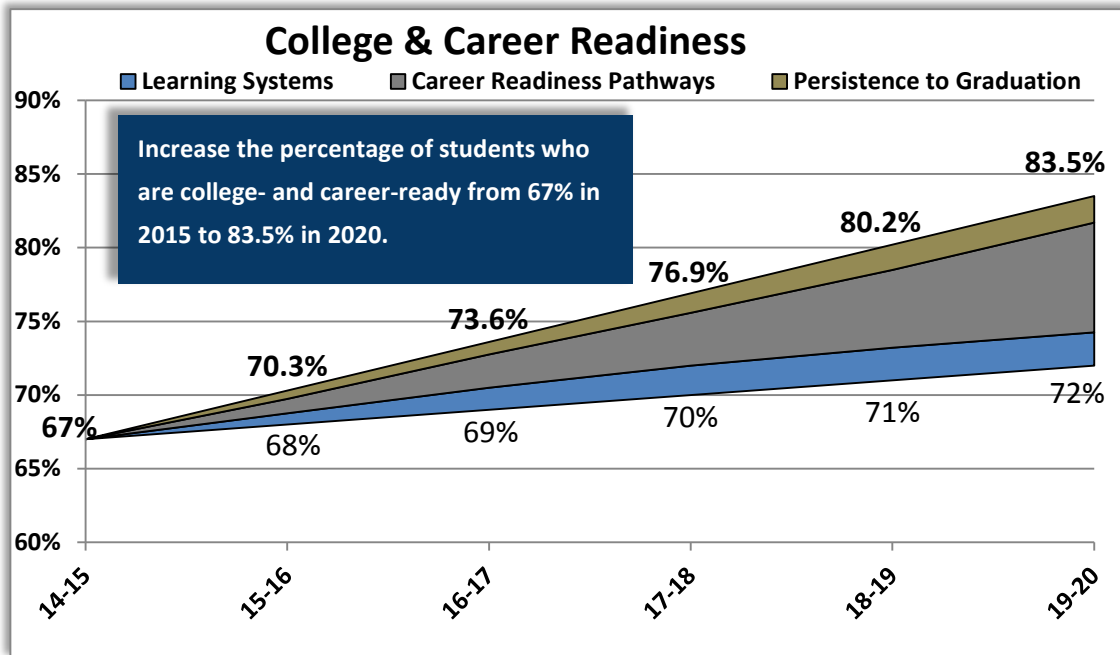
Theory of Action

If provide guidance, support, and training on the proper implementation of career pathways;

And if promote the use of the ILP as an essential student advising tool, along with providing necessary trainings and reinforcement for school wide implementation;

And if then monitor and provide feedback through technical assistance;

THEN more students will graduate from high school career, or college AND career ready.

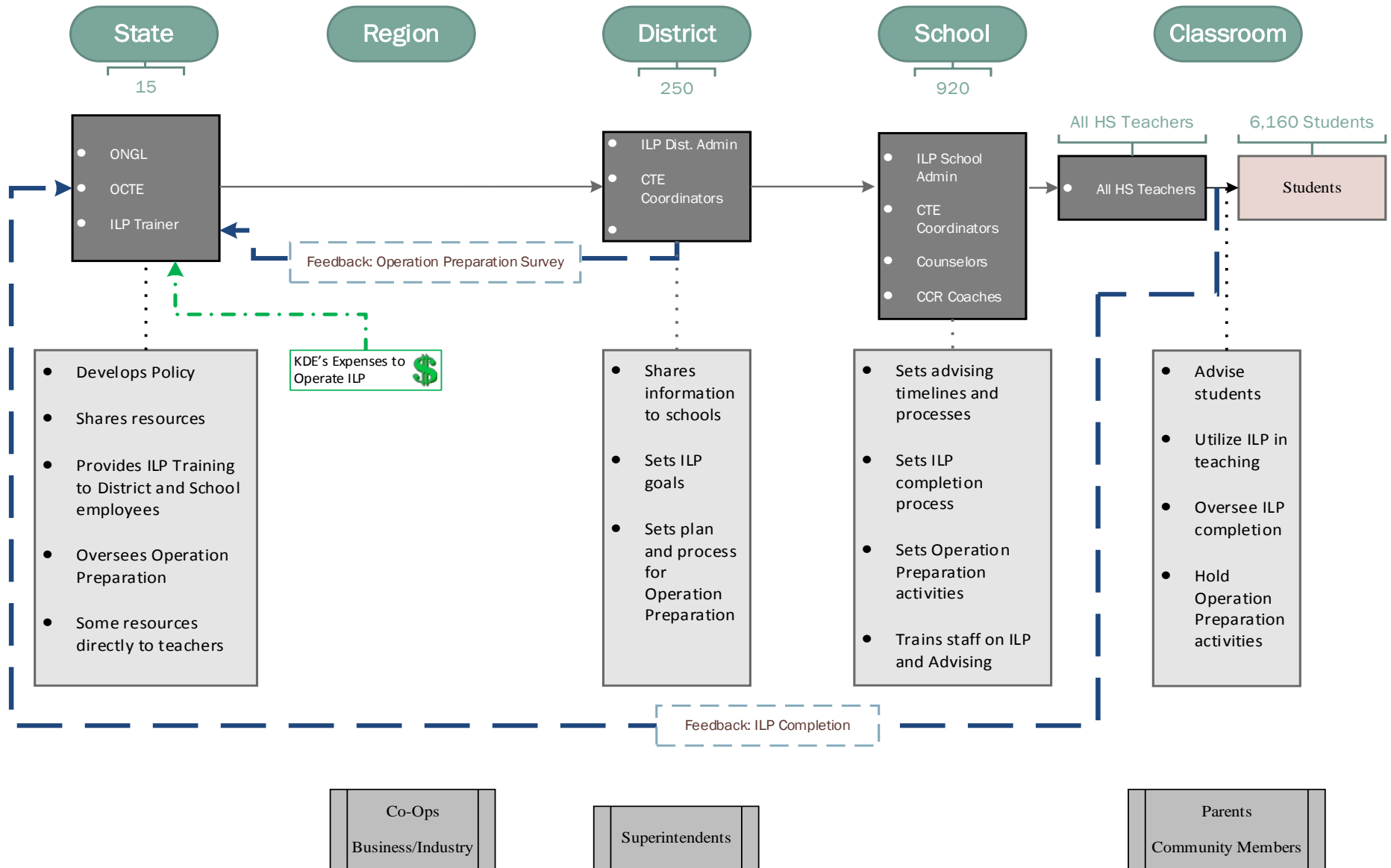


Strategy Research Questions

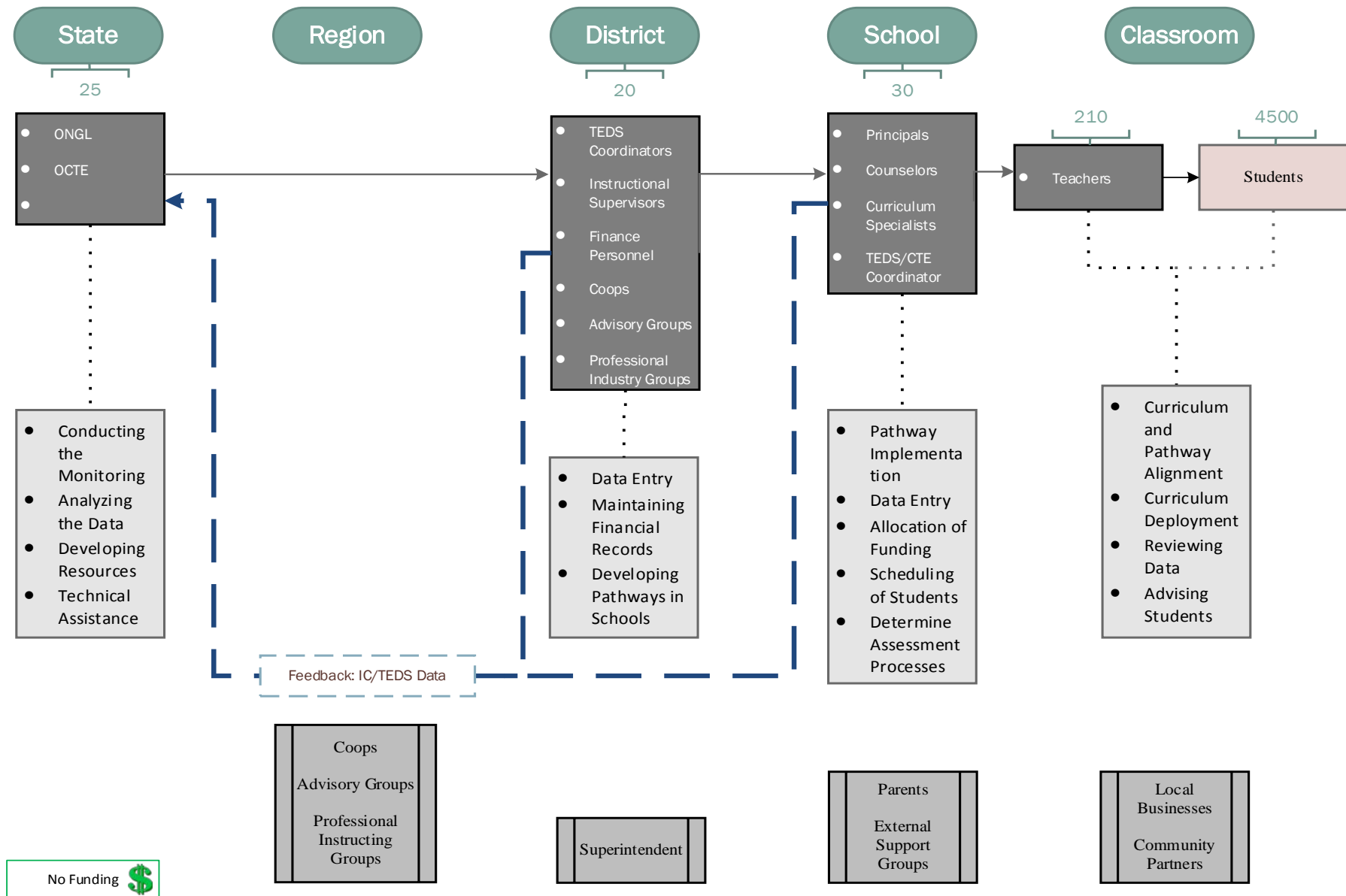
Career Readiness Pathways: Indicators and Methods to Meet Evaluation Questions and Goals

Evaluation Phase	Goal	Evaluation Questions	Performance Indicators	Data Collection Methods
Development		› What is the match between community career pathway needs and student career pathway demands?	› Increased match between pathways available and career demand and student demand.	› ILP, SREB Data
		› What level of funding is required to implement new career pathways?	› Federal Perkins Funding, local money provided to district/school, support from local industry.	›
		› What are parameters of specific pathways (“What counts?”), such as new Arts pathway?	›	›
		› What program areas and locations would be able to accommodate a TRACK program?	›	› TEDS, SREB, EWD
Process Implementation		› What are the most popular career pathways?	› Highest rates of students who are preparatory, meet academic and technical standards, and meet career- and college-ready benchmarks.	› TEDS
		› At what rate are teachers properly certified to teach career pathways courses?	› Increased number of emergency certified teachers in pathway courses.	› EPSB
		› How do schools/districts integrate pathways into their regular curriculum?	› Increased interdisciplinary pathways. › Performance on PLCS Program Review.	› Program Review
		› Do schools implement career pathways appropriately (i.e., correct sequence, all courses required)?	› Increased number of students reaching preparatory and completer status. › Increase in students meeting technical skill attainment benchmarks.	› TEDS
Fidelity Implementation		› What is the alignment between student interests and pathways in which they enroll (based on ILP, EXPLORE)?	› Increase in students enrolling in pathways that match interests.	› ILP › TEDS
		› Are new schools being recruited to participate in NAF academies?	› Increase in number of NAF programs being requests/implemented.	› NAF
		› Are students receiving advising in course/pathway selection?	› Increase schools providing career advising.	›
		› How many students complete career pathways?	› Increased number of students enrolled in pathways.	› TEDS
Progress Monitoring		› How many students who complete a pathway complete the academic and technical components?	› Increased number of students meeting academic and technical standards.	› TEDS
		› How many students only meet one of two components (i.e., only academic or only technical)?	› Decrease number of students meeting only one component of Career Readiness.	› TEDS
		› Of struggling students who are steered to a pathway, how many complete? (DISTRICT LEVEL)	› Increase number of struggling students that complete a pathway.	› TEDS
		› Are students in NAF programs performing at levels above their non-academy peers?	› Performance of NAF academy students compared to non-academy students.	› NAF
		› Are students with ___ scores on PTG tool and enrolling in career pathways graduating on time as compared to students not in a pathway?	› Graduation rate of CTE students within specific range scores in PTG tool.	› PTG
		› Are students enrolled in pathways more engaged?	› Fewer behavioral problems.	›
		› At what rate do students enrolled in career pathways receive dual credit?	› Number of students in CTE courses receiving dual credit.	› IC › TEDS
		› At what rate do students enrolled in career pathways receive AP credit?	› CTE programs offered as AP credit.	› IC › TEDS
Outcomes		› How many students who have completed pathways become CCR?	›	› TEDS › CCR benchmarks

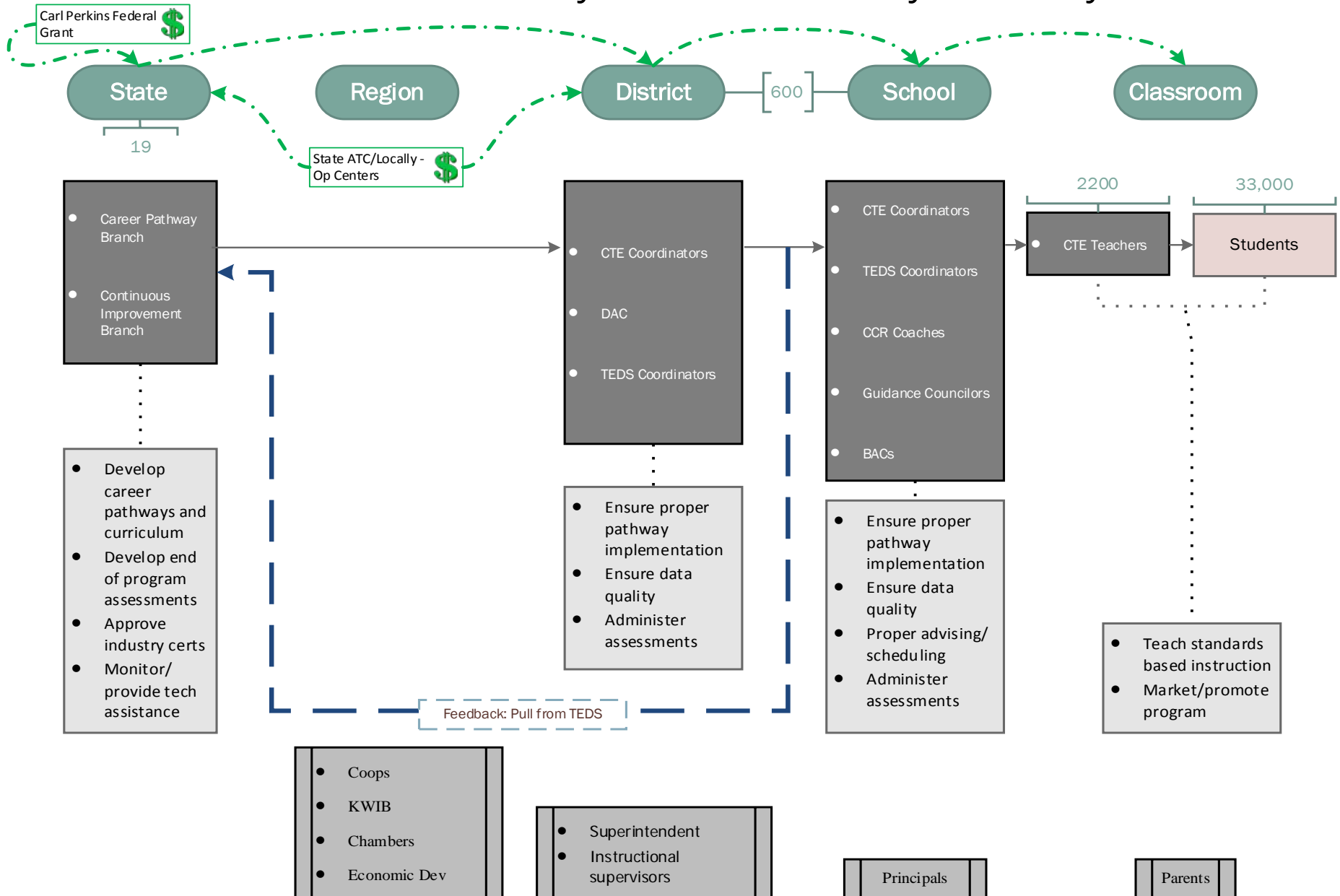
Career Readiness Pathways: ILP Advising Delivery Chain



Career Readiness Pathways: Monitoring / Tech Assistance Delivery Chain



Career Readiness Pathways: Career Pathways Delivery Chain



Strategy 2: Persistence to Graduation

Milestones for Timeline

2014-15 School Year

- **Early Graduation**
(will complete after Early Graduation Task Force Meeting)
- **Compulsory Attendance**
100% of districts will have adopted SB 97 regulation.
- **Persistence to Graduation Tool** (Early Warning Tool):
100% of districts use the PtGT.
CIITS powered early warning tool with increased use in elementary schools.
- **Persistence to Graduation Toolkit**
Highly accessible Persistence to Graduation toolkit with intervention resources on KDE website.
- **Interventions**
Add milestone here.
- **Dropout Rate**
Add milestone here.
- **Individual Learning Plan Addendum**
Add milestone here.

2015-2016 School Year

Theory of Action

If districts/ schools are provided access to data that identify students who may be accelerated or off-track for College and Career Readiness, promotion, and /or on-time graduation;

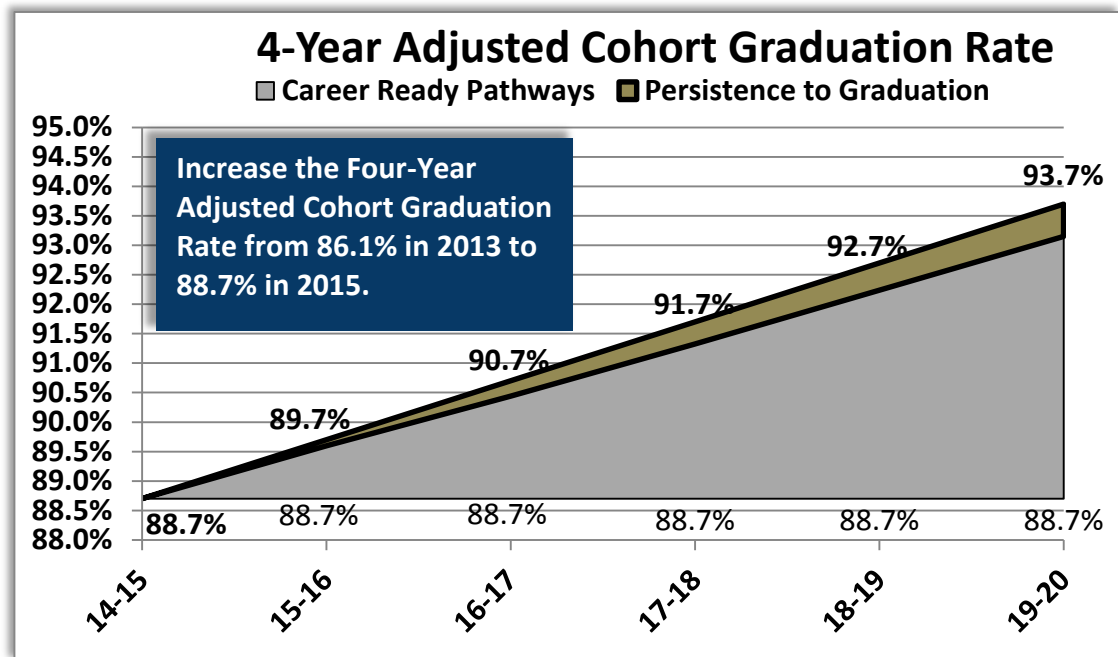
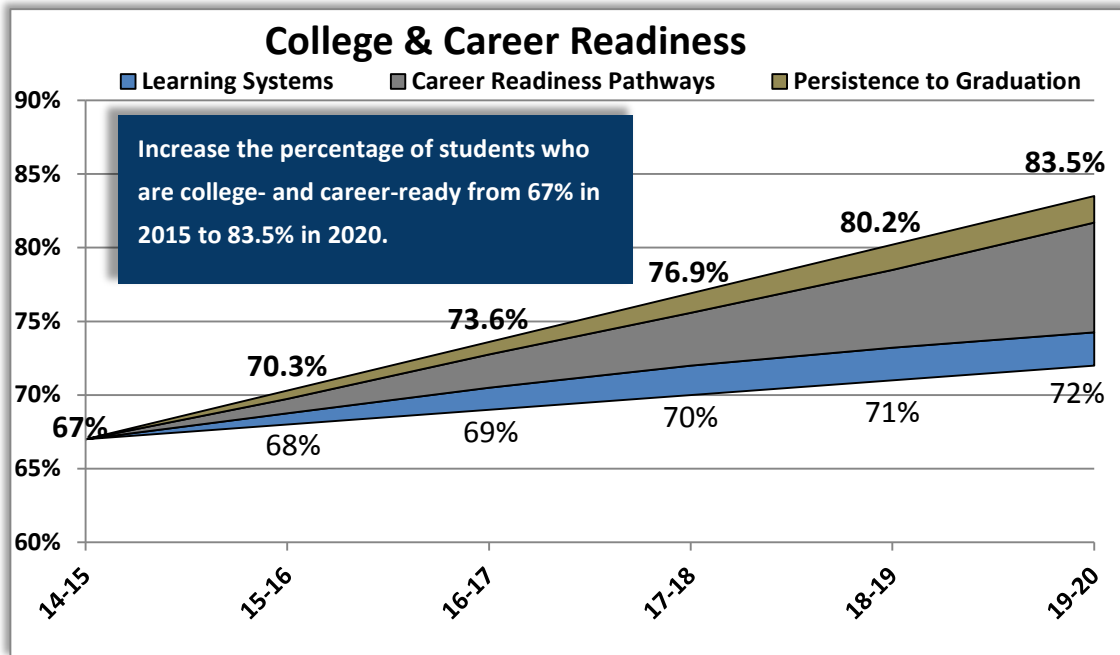
And if districts/schools are trained to utilize the data to intervene early to align the needs of the students with evidence based strategies and/or interventions that have the greatest potential to support each student;

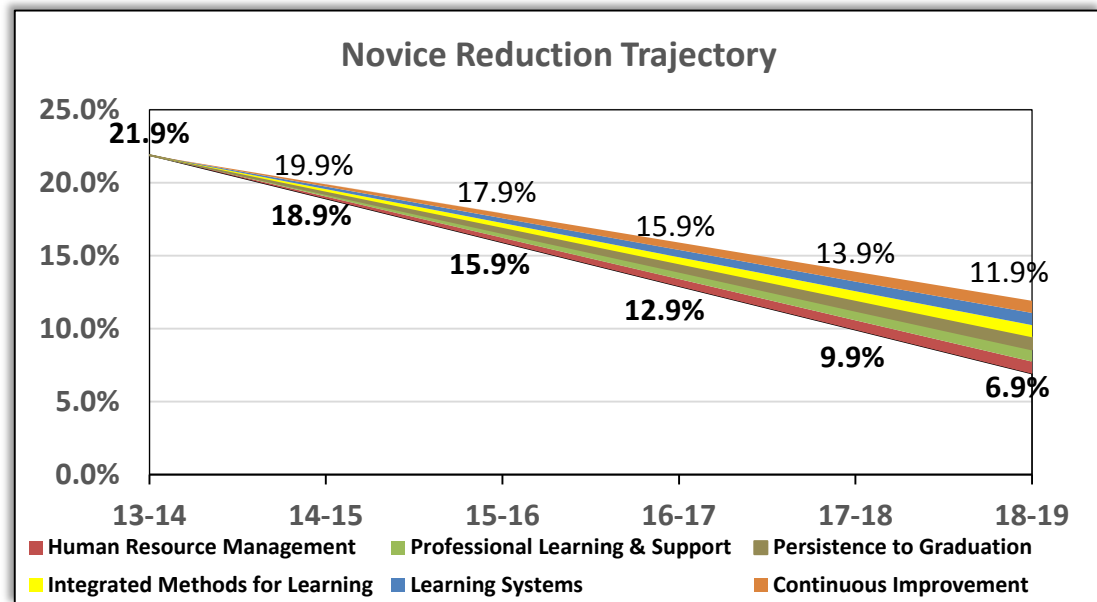
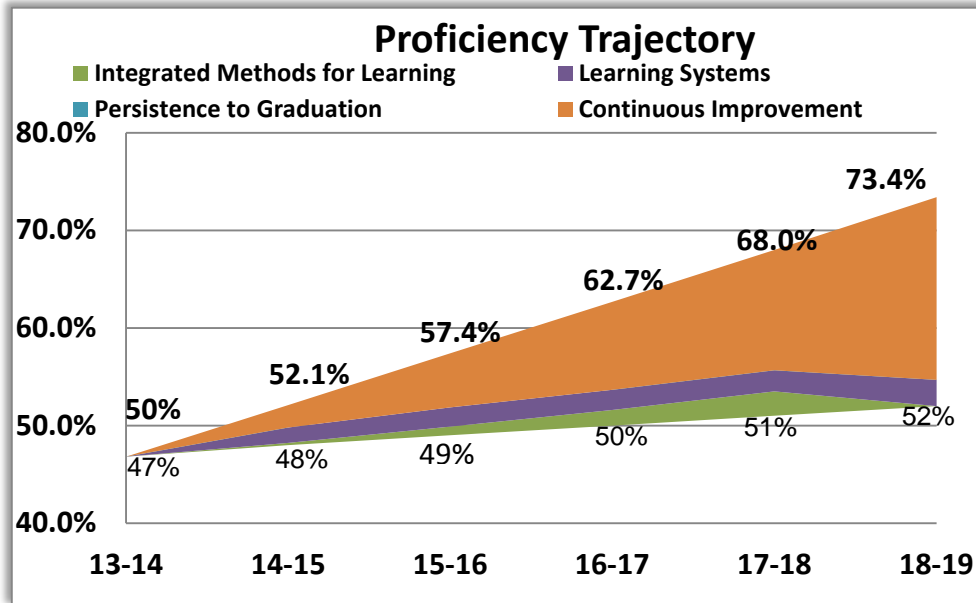
And if districts are trained in the benefits of and are provided model policies that promote robust participation in Early Graduation;

And if KDE identifies and publicizes alternative programs of distinction to serve as dropout prevention professional development centers for other alternative education programs;

THEN students of all demographics will persist to graduation and be college and /or career ready as evidenced by increased graduation and CCR rates.





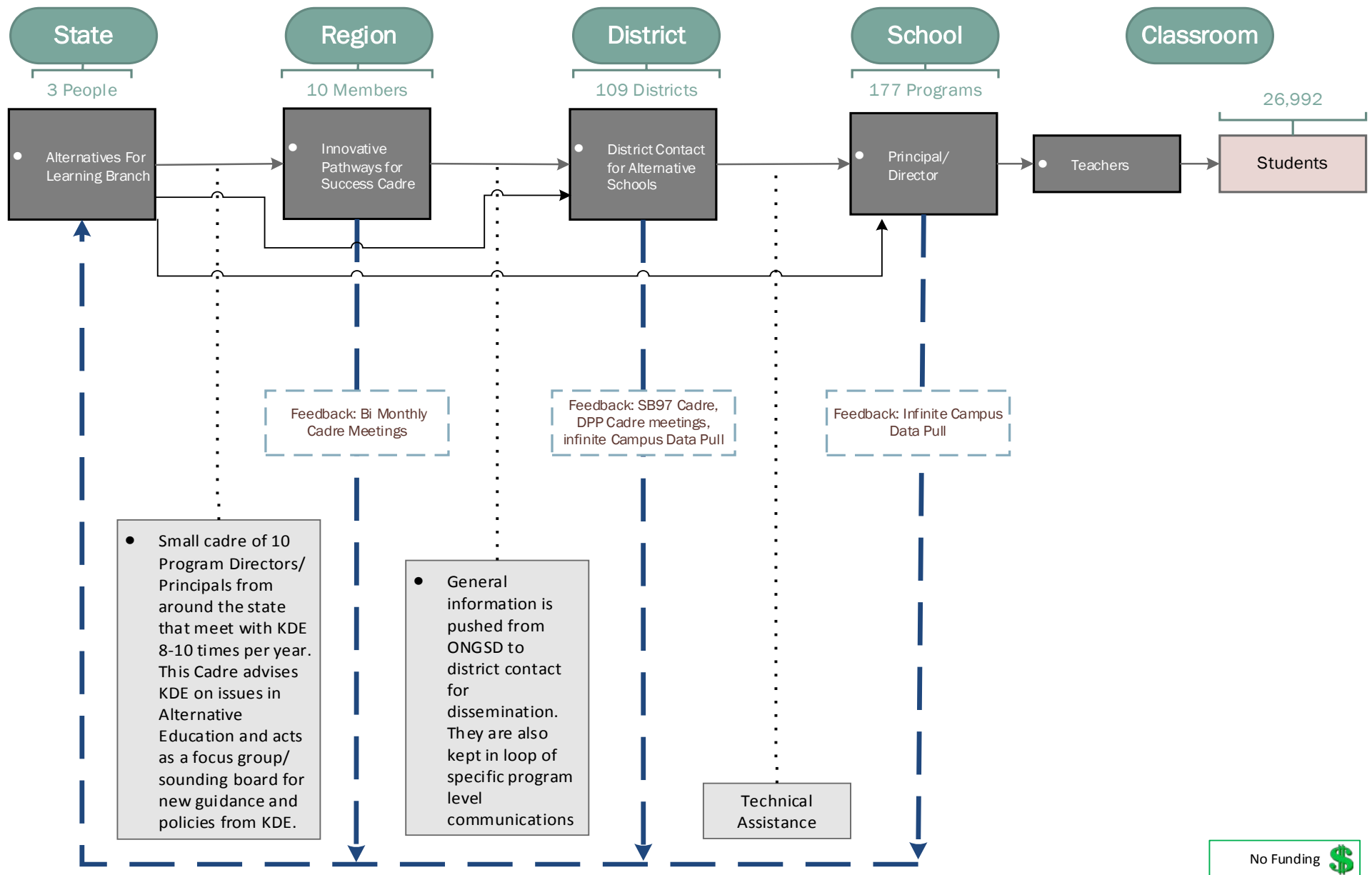


Strategy Research Questions

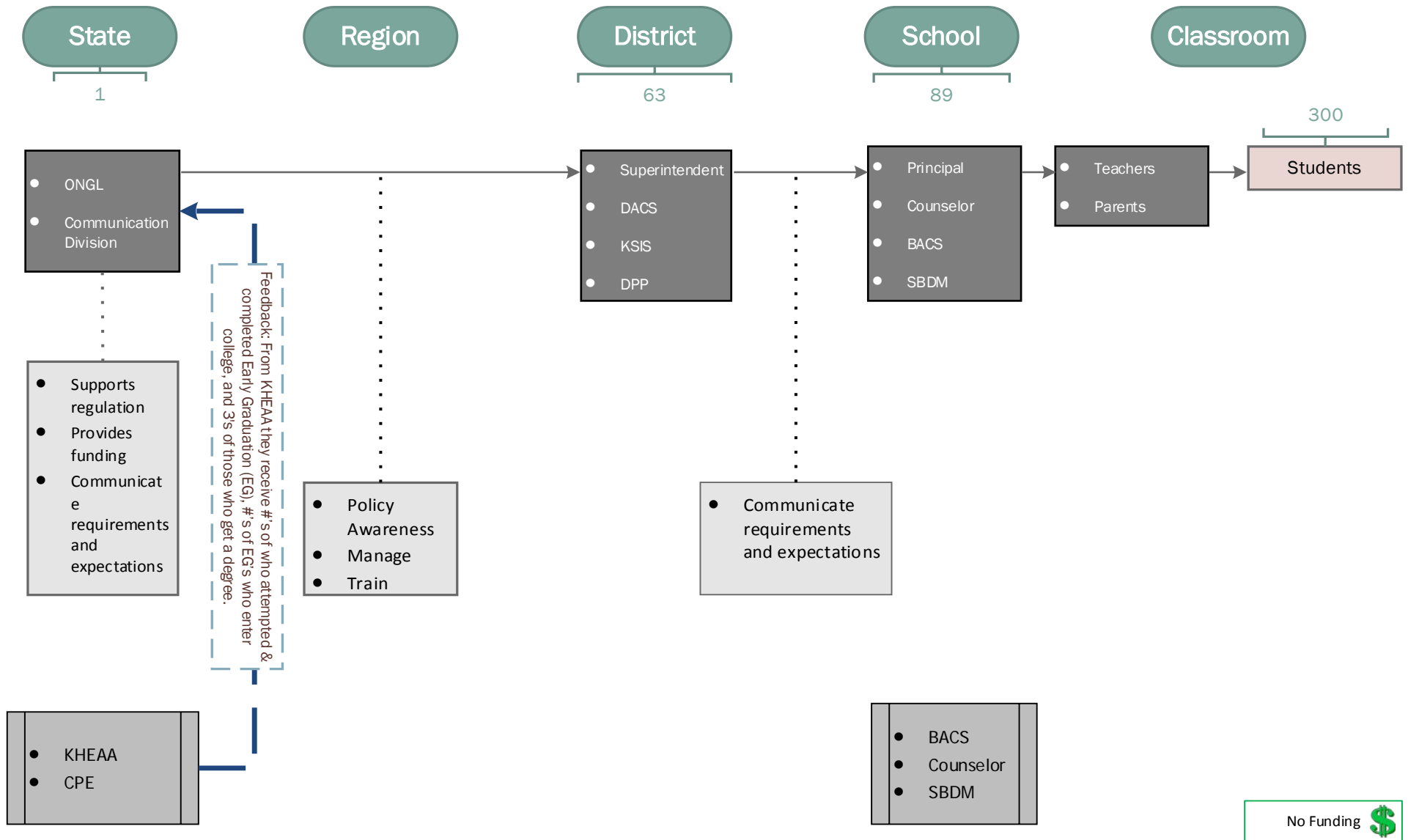
Persistence to Graduation: Indicators and Methods to Meet Evaluation Questions and Goals

Evaluation Phase	Goal	Evaluation Questions	Performance Indicators	Data Collection Methods
Development		› How many schools use early warning resources and how often?	› Increased number of schools that use EWIC systems.	› Survey
		› What are the most common early warning sources that schools and districts use?	›	› Survey
		› If schools use early warning sources, how do they use that information?	›	› Survey
		› How many schools have developed a dropout prevention program?	› Increased number of districts with dropout prevention policies.	› RCA policy adoption, survey
		› How many elementary schools are using the PtGT early warning tool?	› Increased number of elementary schools using the tool.	› IC District usage report
Process Implementation		› How many schools have established alternative programs?	›	›
		› How many schools/districts are using the PtGT early warning tool?	› Increased number of districts using the tool.	› IC District usage report
		› Of the schools that use early warning data, what proportion conduct root cause analysis (e.g., cause of behavior problems, academic problems) to evaluate individual students?	› Increased proportion of schools conducting root cause analysis.	› Training logs/surveys
Fidelity Implementation		›	›	›
		›	›	›
Progress Monitoring		›	›	›
		› How many students identified by early warning proceed to meet academic performance (e.g., KCAS, ACT) and behavioral expectations?	› Increased rate of students who meet performance benchmarks.	› IC
		›	›	›
		› Are students more likely to dropout or be retained based on performance/credit accumulation for certain content areas over others (e.g., math, reading, PE)?	›	› IC
		› What types of interventions (content/behavior) are provided to students who are identified as off-track?	› Increased rate of interventions provided to students.	› IC
Outcomes		›	›	›
		› How many students identified by early warning persist to graduate?	› Increased proportion of students identified as at-risk who graduate on time.	› IC

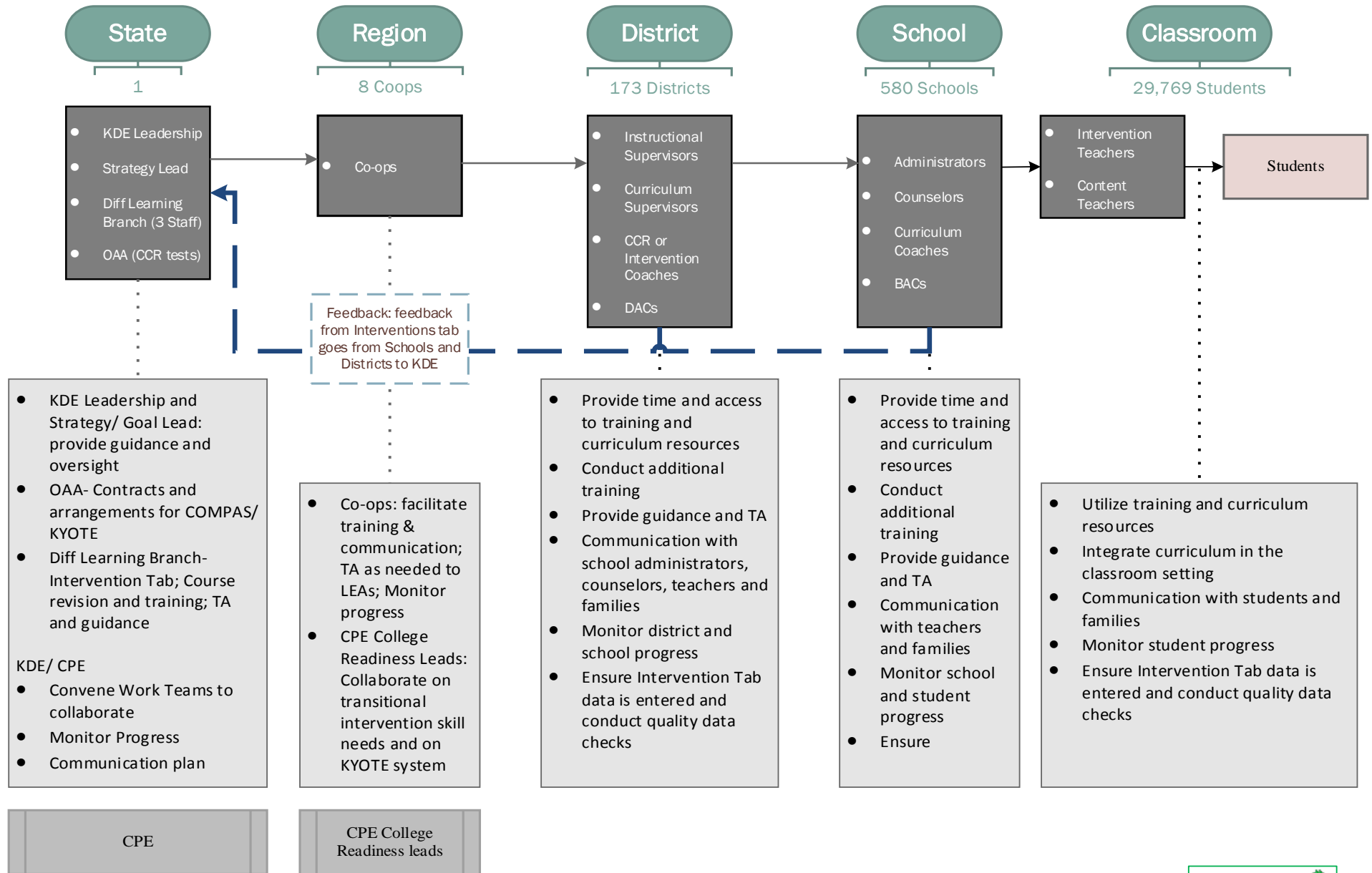
Persistence to Graduation: Alternative Schools Delivery Chain



Persistence to Graduation: Early Graduation Delivery Chain



Persistence to Graduation: Interventions Delivery Chain



Strategy 3: Integrated Methods for Learning

Milestones for Timeline

2014-15 School Year

- Professional learning opportunities (including but not limited to CIITS) promote utilization of resources that formatively assess in the areas of reading and math.
- Professional learning opportunities (including but not limited to CIITS) promote utilization of resources that promote differentiated instruction and learning in the areas of reading and math.
- Professional learning opportunities (including but not limited to CIITS) support the implementation of research-based integrated methodologies of instruction.

2015-16 School Year

- Professional learning opportunities (including but not limited to CIITS) that address diverse 21st century learners promote educator engagement.

Theory of Action

IF KDE provides systemic support and professional learning opportunities to schools/districts that enable them to meet the expectations of 21st century learners and their diverse needs;

AND IF Co-Teaching For Gap Closures implements with fidelity;

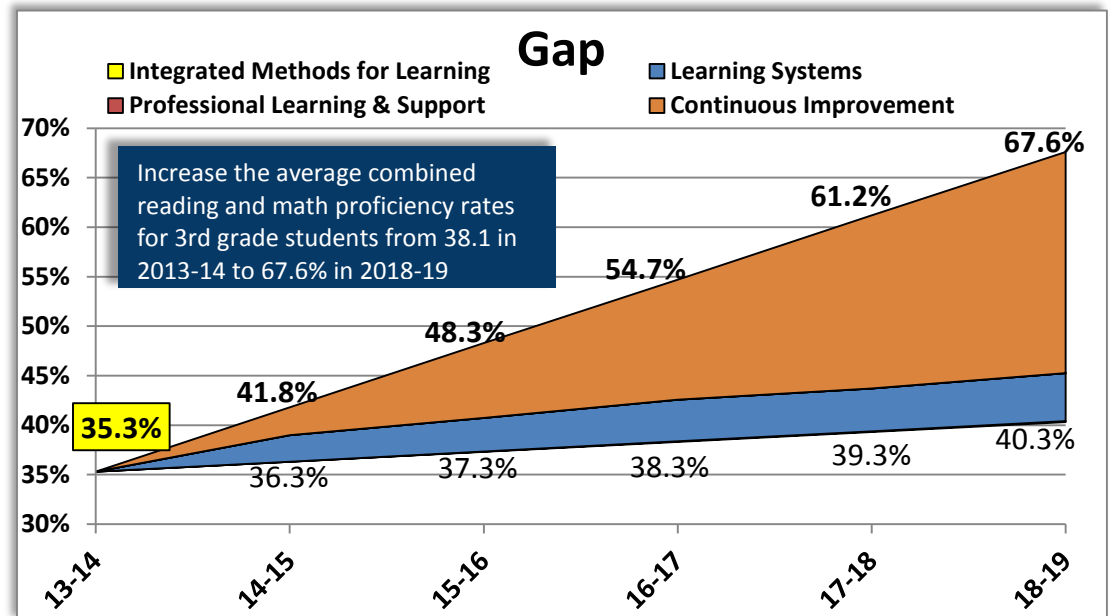
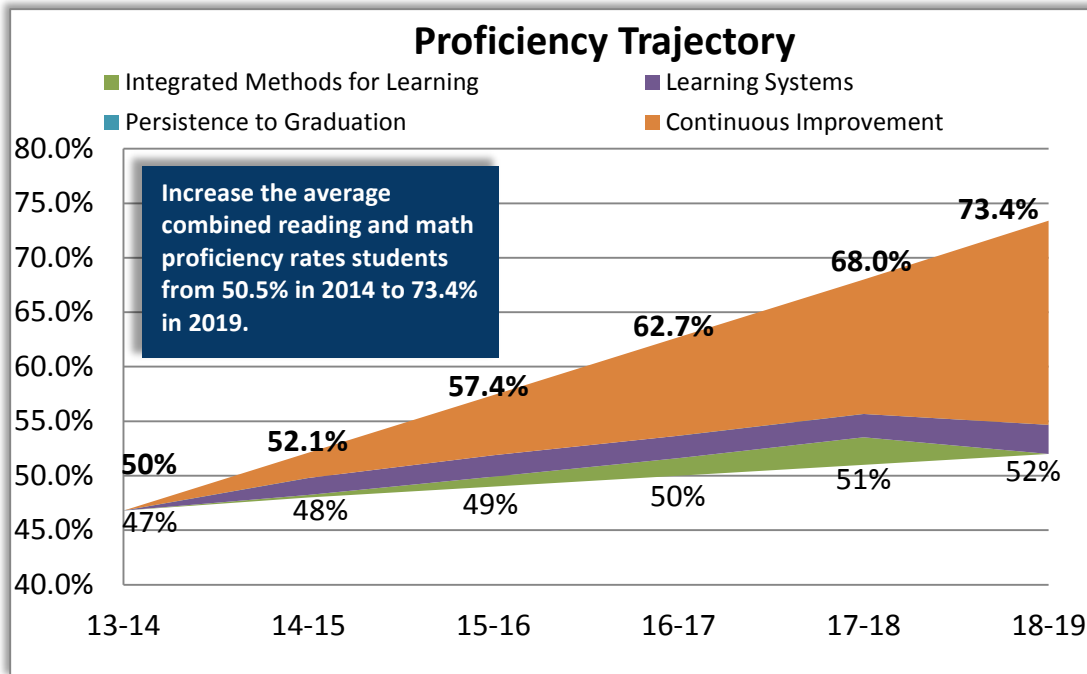
AND IF teachers engage in professional learning experiences for Cultural Responsive Instruction;

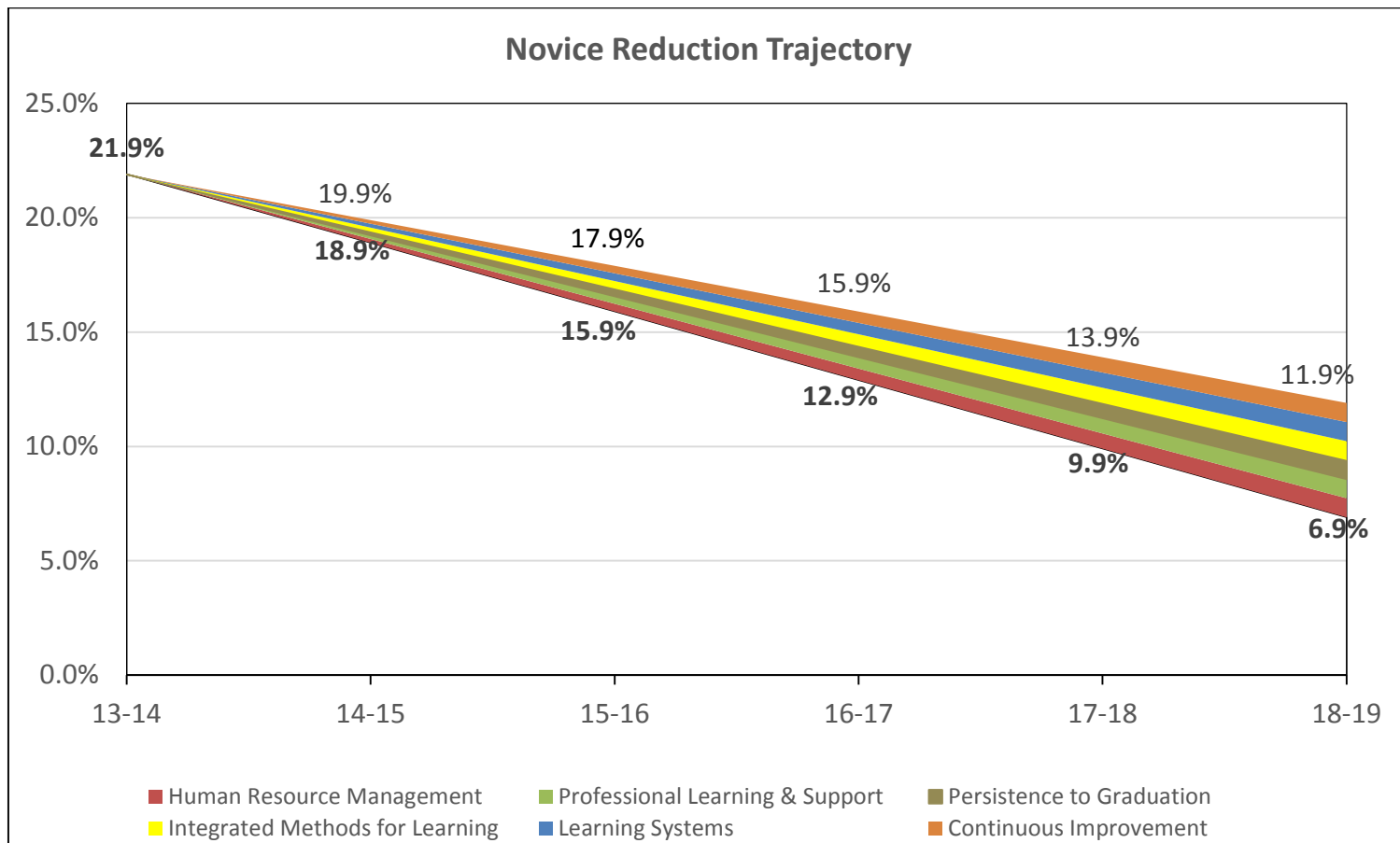
AND IF teachers implement Kentucky's Core Academic Standards for math through MDC;

AND IF teachers implement Kentucky's Core Academic Standards for literacy through LDC;

THEN achievement in reading and math will increase for all students.





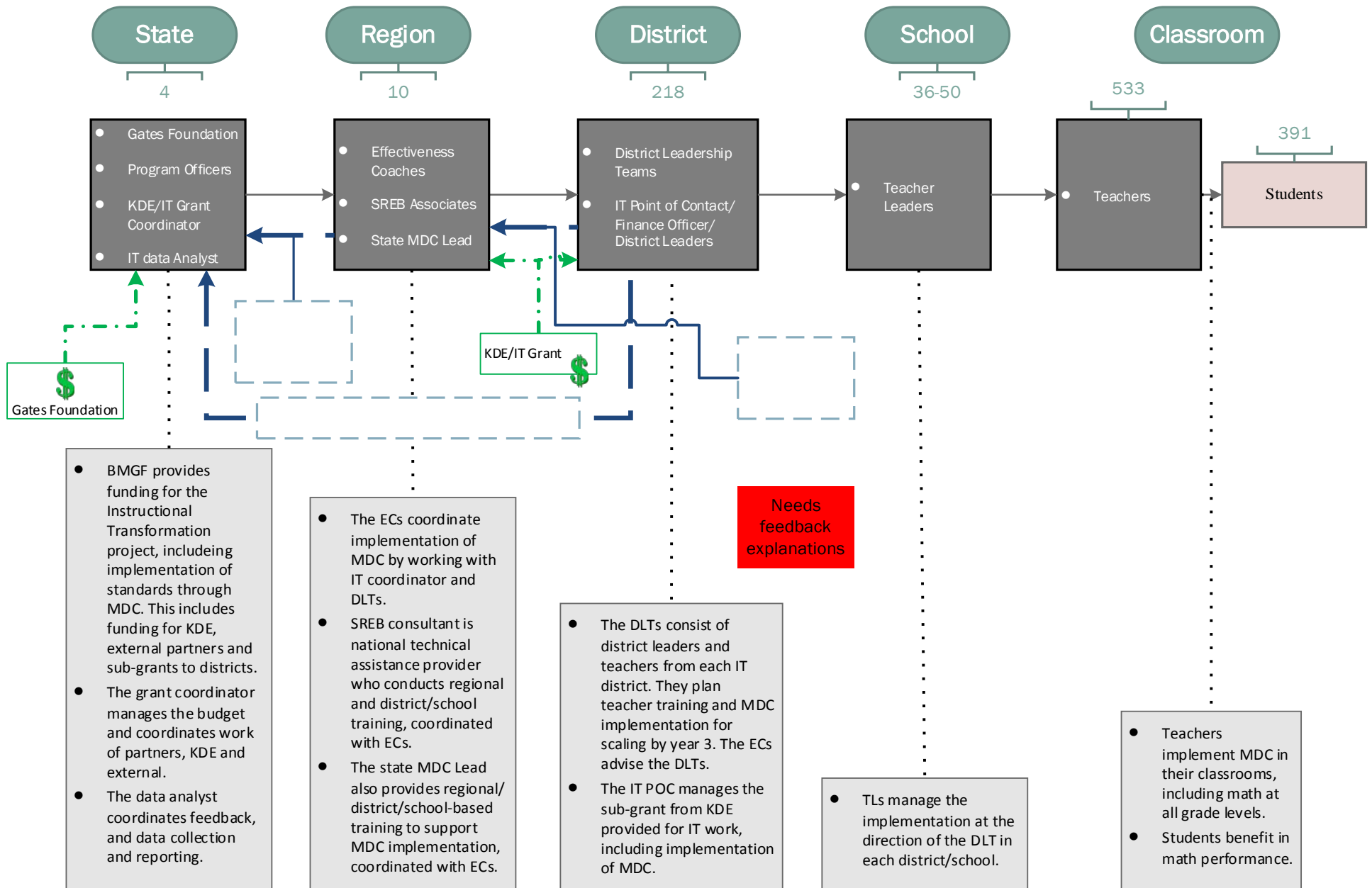


Strategy Research Questions

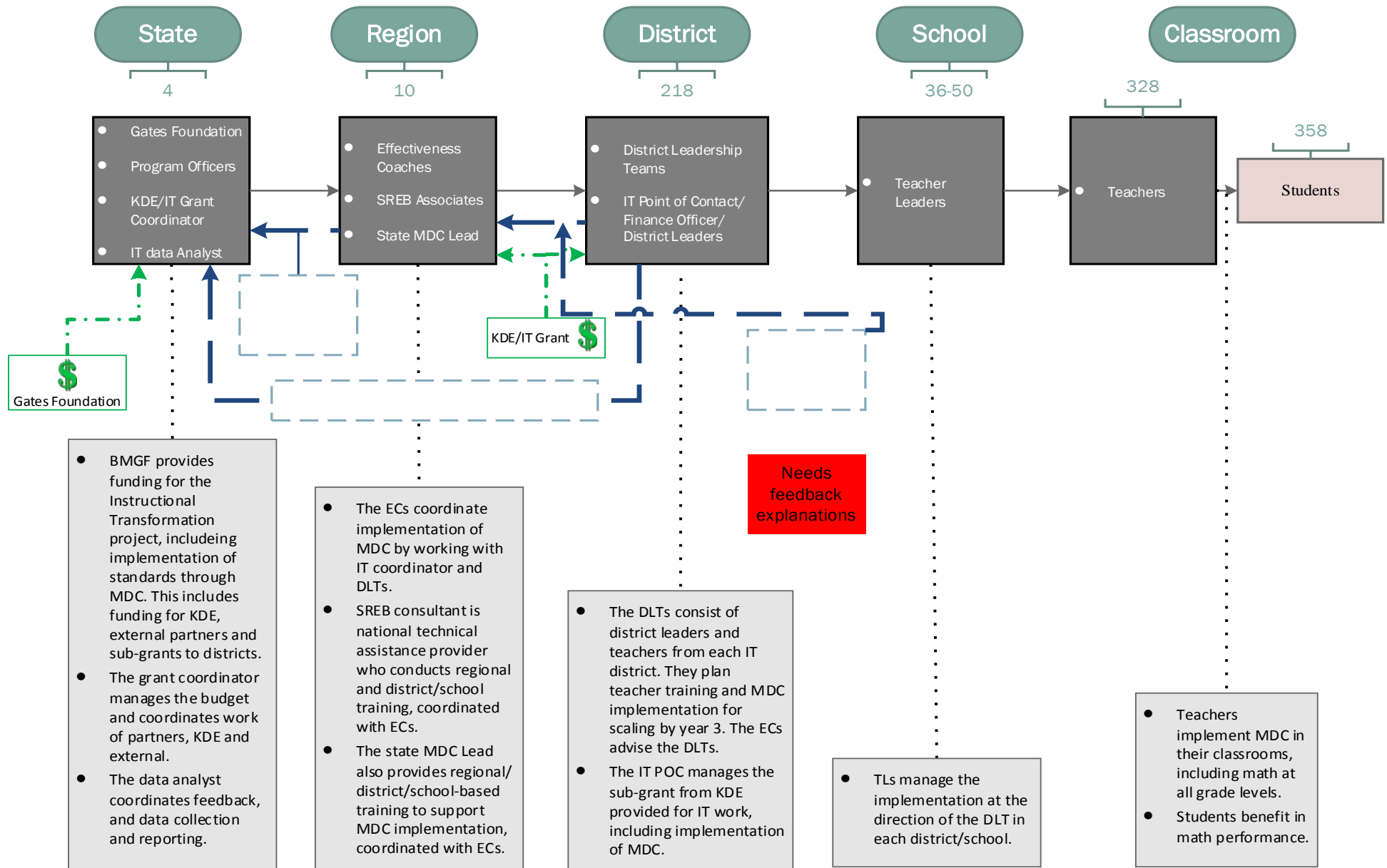
*Integrated Methods for Learning: Indicators and Methods to Meet Evaluation Questions and Goals**

Evaluation Phase	Goal	Evaluation Questions	Performance Indicators	Data Collection Methods
Development		› To what extent do KDE field staff and school/district staff understand the definition of ‘integrated learning method for learning’?	› Most KDE staff, field staff, and school/district staff support and PD are aligned to definitions.	› Communication
		› What proportion of ILM are tracked within the KDE data systems?	› Identification of specific teaching methods. › Operationalize teaching methods.	› IC, CIITS
		› What teaching methods are used to currently differentiate learning for various students?	› Increased understanding of current teaching methods used to differentiate learning.	› Surveys, PD 360 ›
Process Implementation		› What proportion of schools have identified varied, specific teaching methods and plans?	› Increase in variety of teaching methods applied across student group and content area.	› PD Planner/CIITS, PD 360
		› What proportion of teachers are trained to use these methods?	› More teachers trained on selected teaching methods through professional development.	› CSIPs and CDIPs › Training logs
Fidelity Implementation		› What is the alignment between teaching methods used and students’ needs?	› Increase in effective delivery of teaching methods by closing gaps in groups targeted with teaching methods.	› Teacher plans › Observations
		› At what rate do teachers implement targeted methods?	› Proportion of teachers within schools and districts effectively implementing selected methods.	› CSIPs and CDIPs
		› Is there sufficient support at district and school levels to implement multi-method teaching and learning?	› Increase in professional development offerings on multi-method instruction. › Increase in grant funding opportunities to scale up implementation on methods.	› PD Planner/CIITS, PD 360
		› Are schools implementing school wide literacy and math plans using PERKS (Program Effectiveness Reviews for Ky Schools); specifically standards 2, 3, and 6?	›	› CSIPs
Progress Monitoring		› Are teachers using various core strategy teaching methods in math at MS and HS levels? In reading? (including LDC, MDC)	› More teachers trained using specific, non-traditional teaching methods. › Increase in students proficiency. › Increase in gap group proficiency.	› Training Logs for MS/HS › Training Logs for ES › School Report Card
		› What core strategy teaching methods are being implemented in math at ES level? Reading?		
		› Are teachers providing responsive instructional methods based on student progress?	› Increase in intervention planning??	› Teacher plans › Observations › Grade-level PLC reviews
		› What is the correlation between student achievement and the use of integrated methods?	› Increase in achievement proportionate to scale of implementation and method implemented.	› District formative assessments
Outcomes		› Which methods show greatest effectiveness based on in-state, other state, and/or research literature?	› Increased positive correlation between instructional strategies and teacher effectiveness.	› CIITS/PD 360
		› Are more students proficient?	› Increase in K-PREP math and reading proficiency.	› K-PREP
		› Are learning increases retained over time differentially per method?	›	› K-PREP › Formative assessments

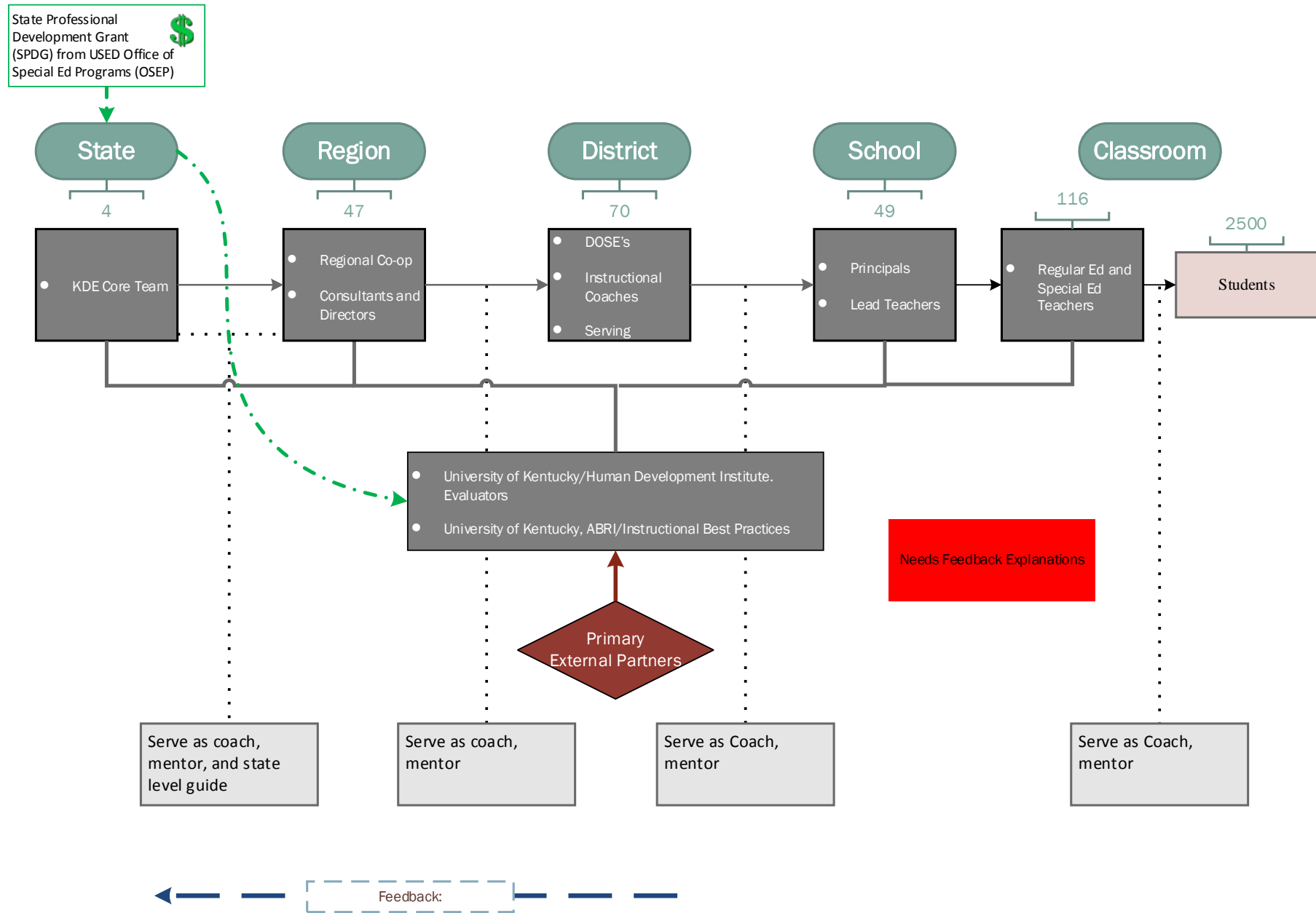
Integrated Methods for Learning: LDC Delivery Chain



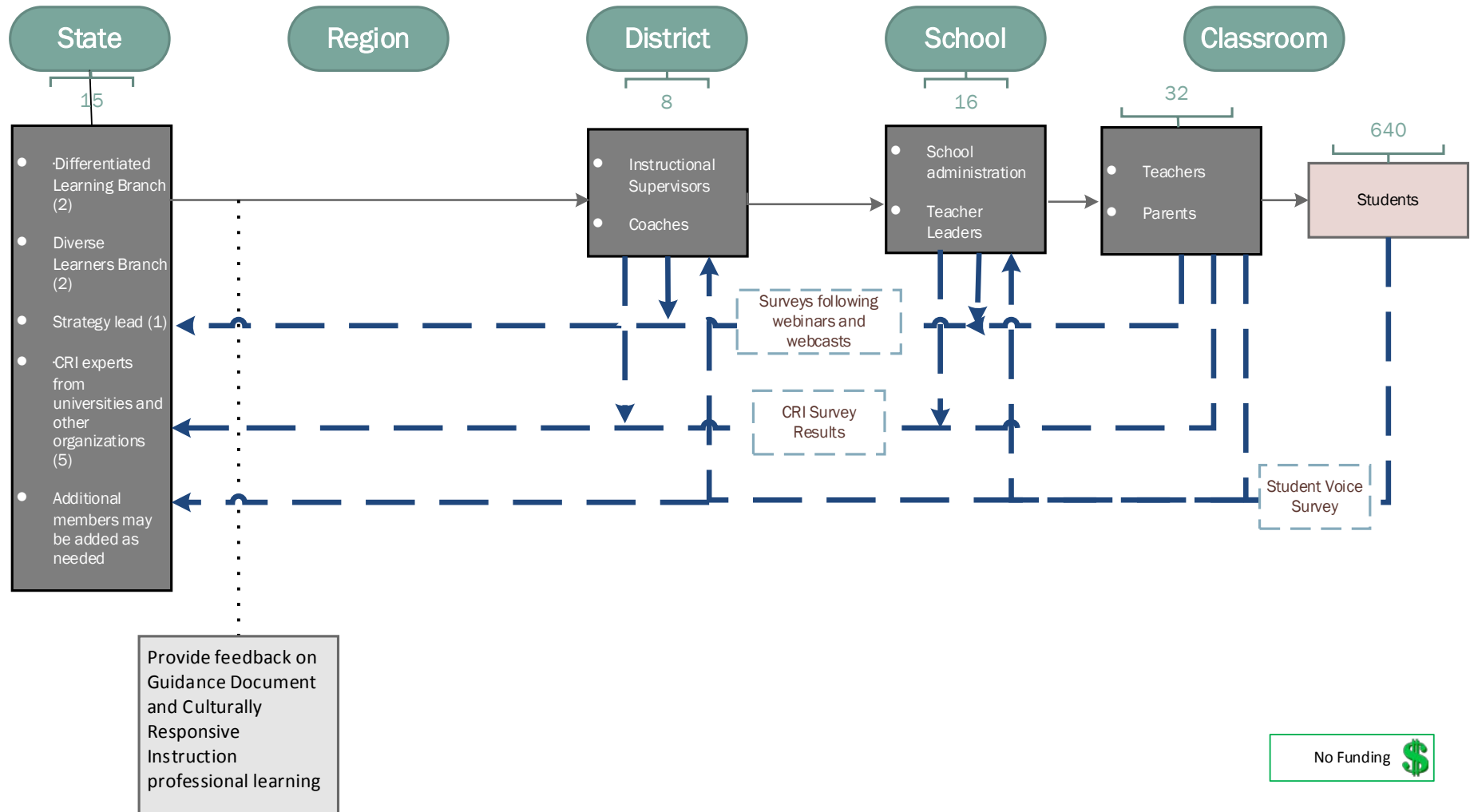
Integrated Methods for Learning: MDC Delivery Chain



Integrated Methods for Learning: Co-Teaching for Gap Closure Delivery Chain

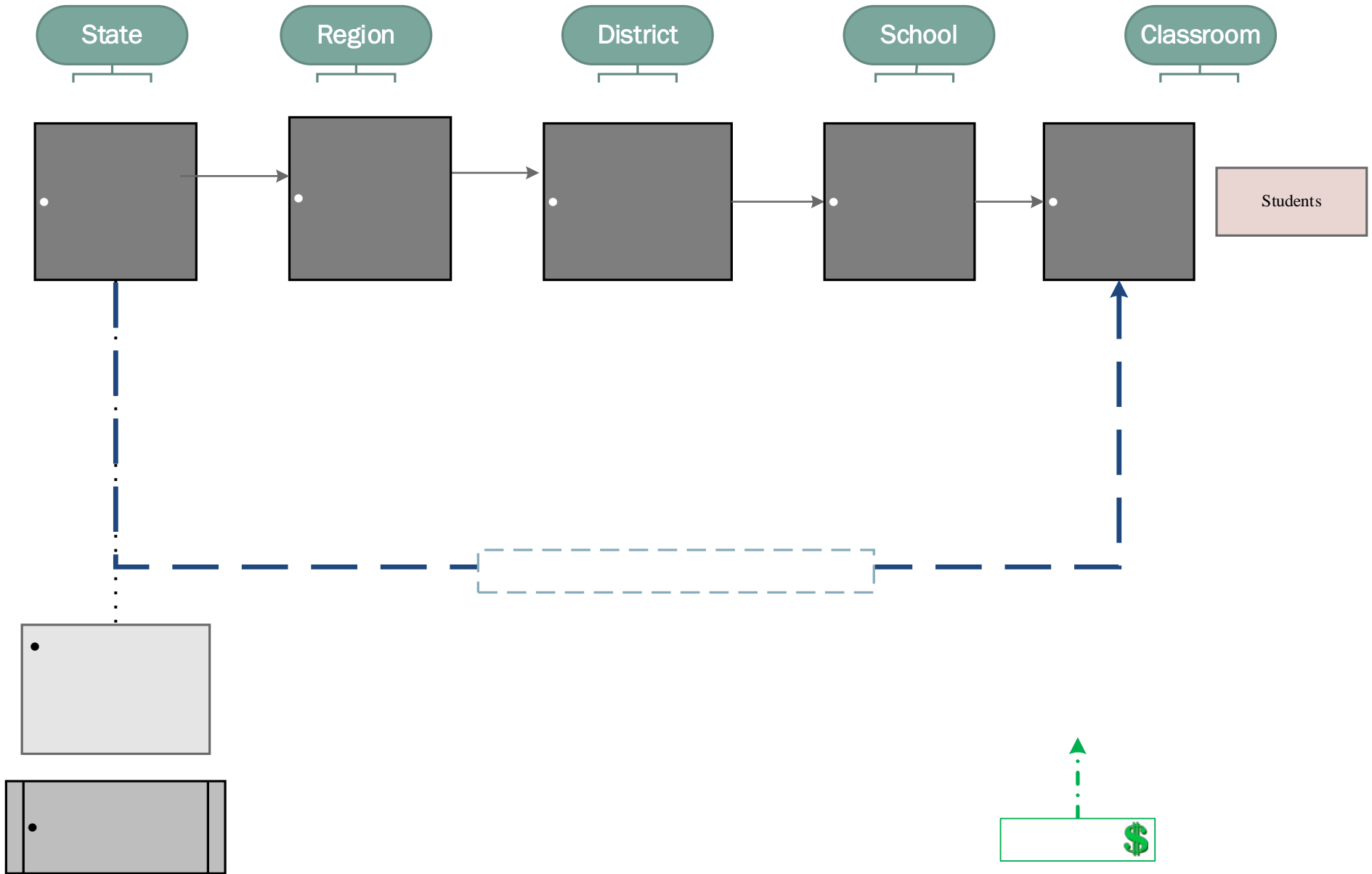


Integrated Methods for Learning: Culturally Responsive Delivery Chain



Delivery Chain for SSIP will be updated soon

Integrated Methods for Learning: SSIP Delivery Chain



Strategy 4: Early Learning

Milestones for Timeline

2014-2015 School Year

- K-3 Program Review audit pilot in place to ensure that effective implementation of the review process allows students to participate in programs that will enable them to progress towards proficiency
- RTA/MAF grants awarded for new cycle
- RTT/RTC consultants hired at each RTC

2015-2016 School Year

- Survey results support depth of implementation of highly effective teaching and learning.
- ELLN content disseminated to a larger audience via district participants, the School Readiness Branch and the RTCs.
- K-3 Program Review audit process streamlined and implemented in more schools, feedback and results analyzed
- Process designed to determine effectiveness of RTA/MAF on student achievement
- All STARS system pilot in 10-15 state-funded preschool programs, star rating assigned

2016-2017 School Year

- Survey and school readiness results analyzed to form ELLN content which will address the needs of teachers, early childhood partners and learners
- K-3 Program Review audit process in place and ensuring that performance ratings are assigned with accuracy
- Process in place to show effectiveness of RTA/MAF on student achievement
- All state-funded preschool programs assigned star ratings

Theory of Action

If KDE, through ELLNs, provides systemic support to schools and districts that enables them to implement highly effective teaching and learning for children birth through kindergarten;

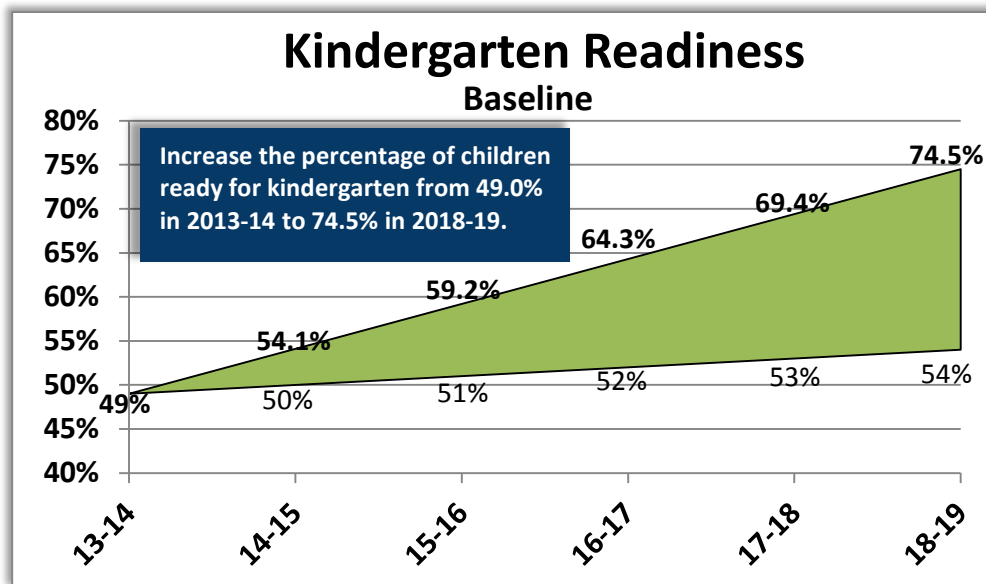
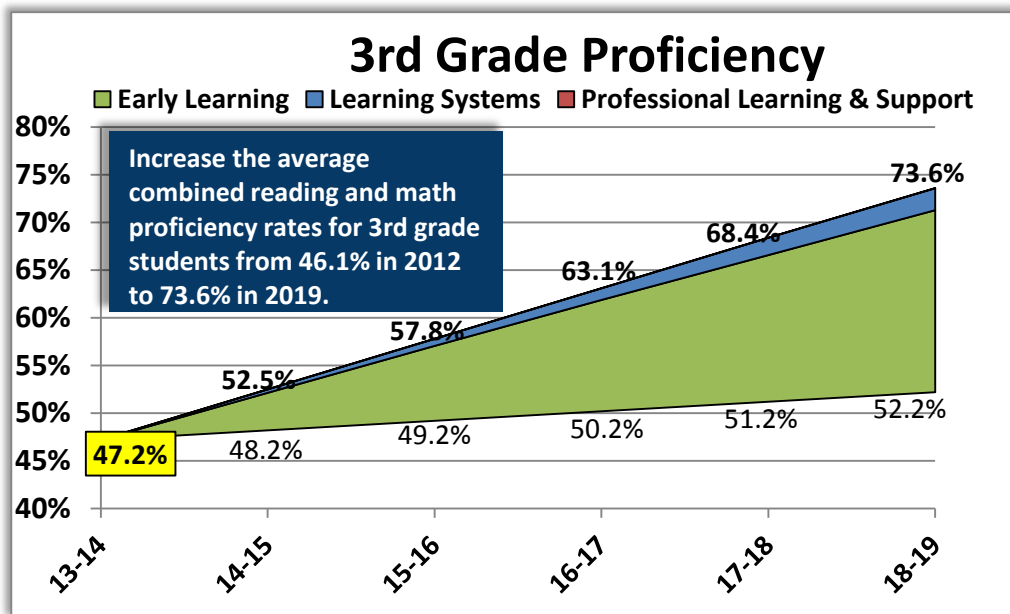
And if KDE, through K-3 Program Reviews, provides systemic support to schools and districts that assists them in analyzing the components of their primary program and making improvements that increase student outcomes;

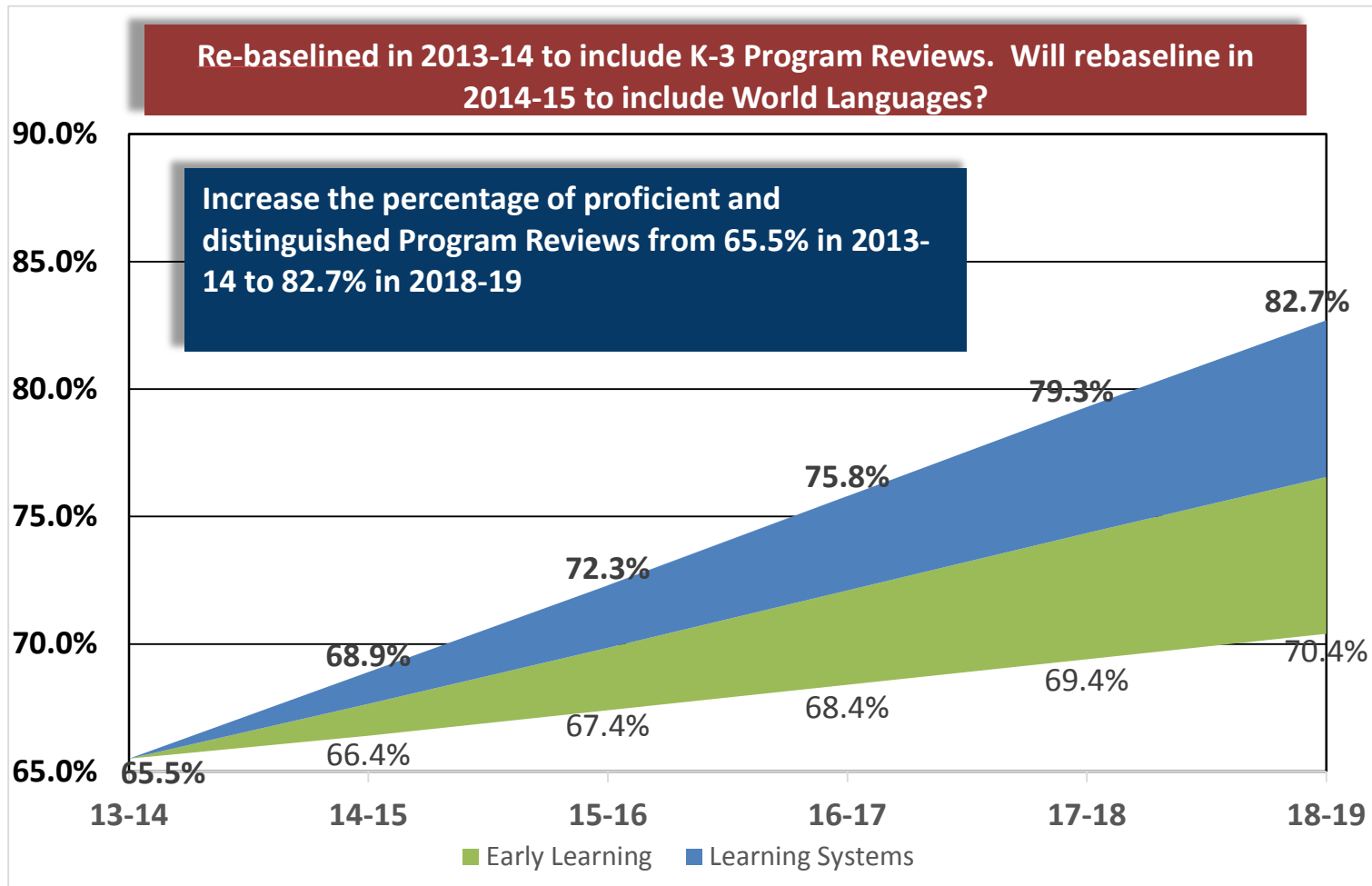
And if KDE, through the RTA and MAF Grants, provides resources, targeted professional learning experiences and support for reading and math interventionists;

And if KDE, through RTT ELC Grant work with GOEC, equips districts with strategies to actively collaborate with community early childhood partners in an effort to support families, eliminate barriers to learning, and provide high quality, developmentally appropriate early learning settings;

THEN more students will enter public school kindergarten ready, have access to high quality PreK-3 programs, and progress to proficiency in reading and math by the end of third grade, as measured by K Screen, Program Review, and K-PREP scores.







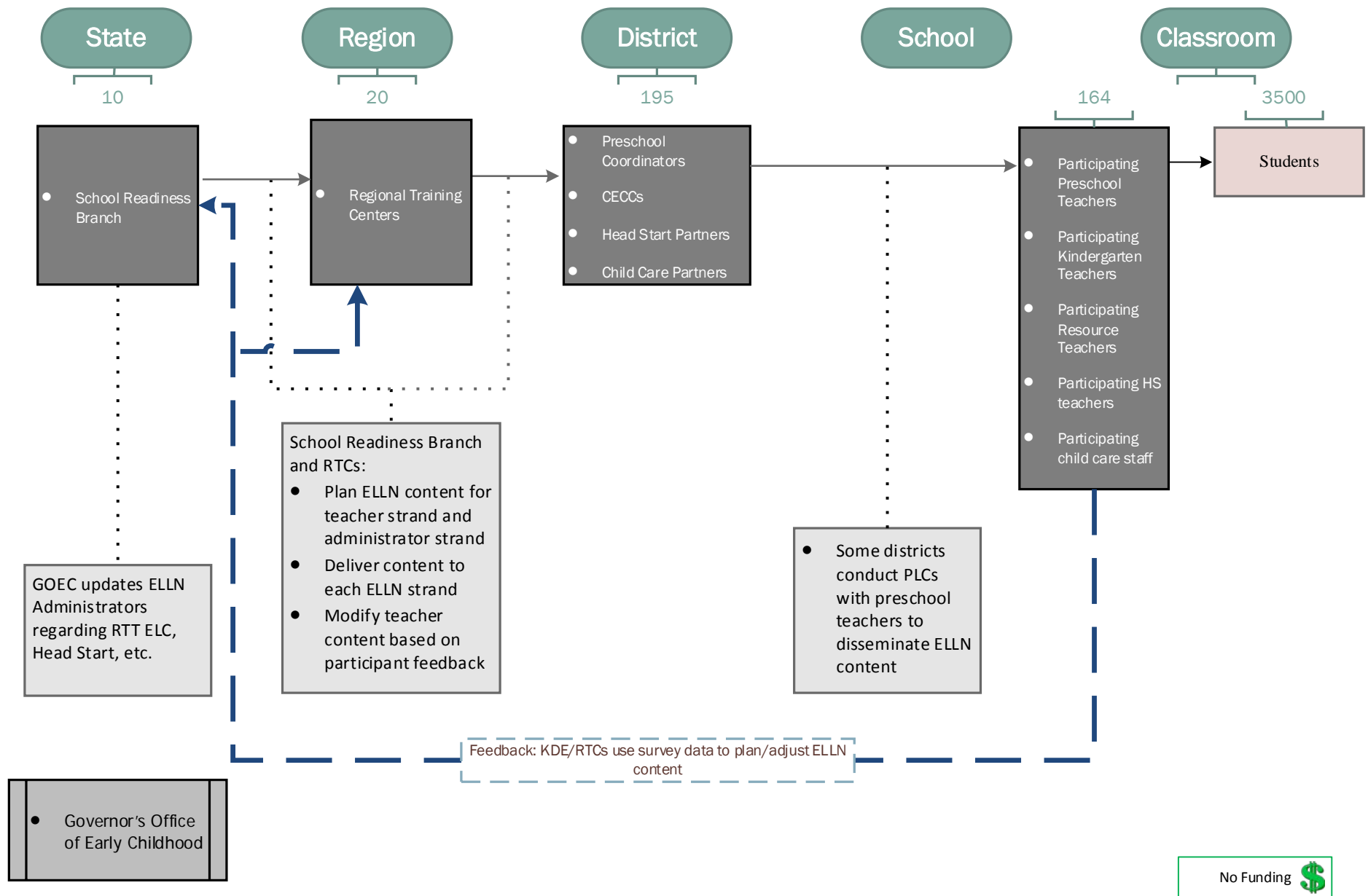
Strategy Research Questions

Early Learning: Indicators and Methods to Meet Evaluation Questions

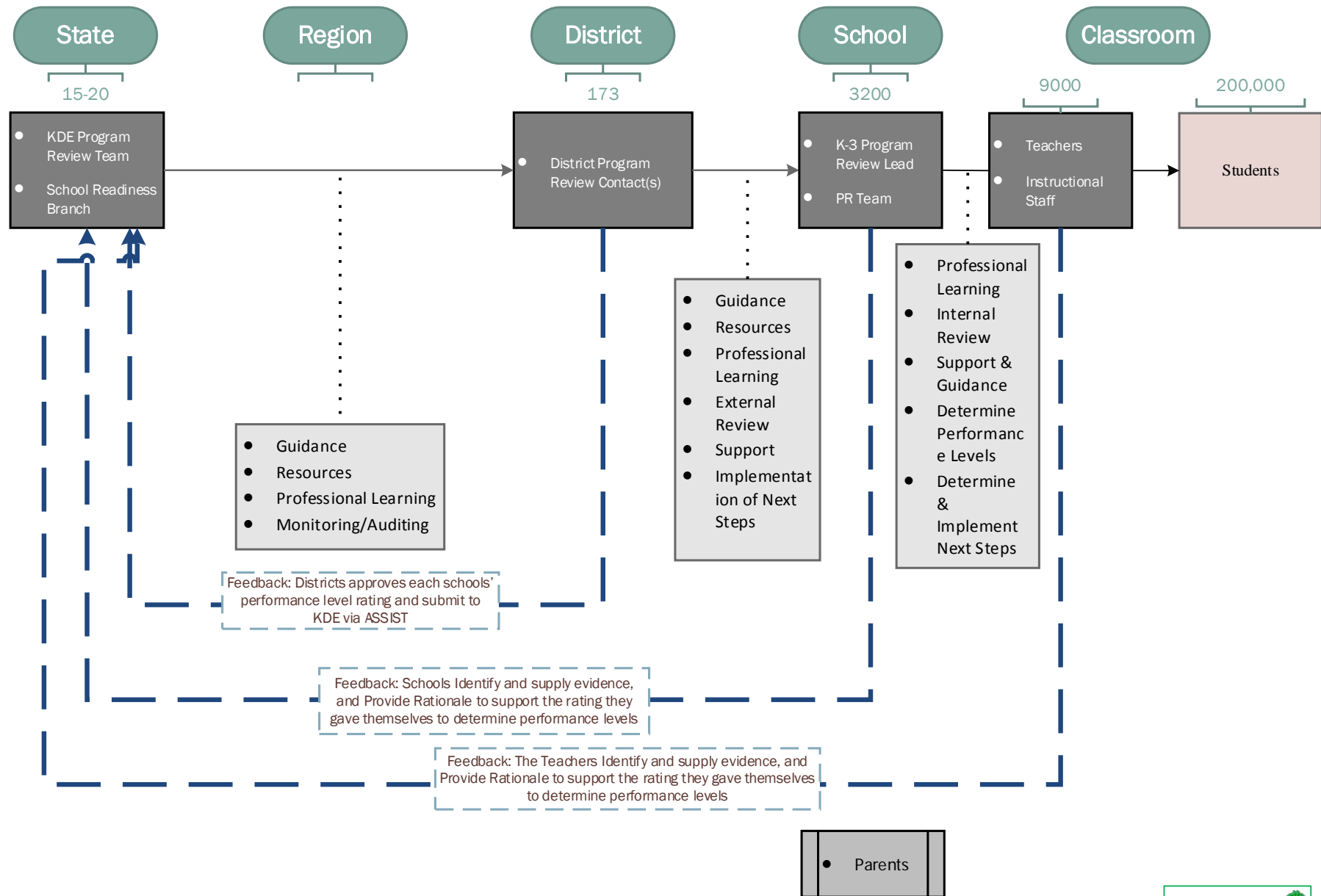
Evaluation Phase	Goal	Evaluation Questions	Performance Indicators	Data Collection Methods
Development		› How many State Funded Preschool students are on track to be ready?	› Classroom Assessments in state funded pre-schools.	› In KEDS
		› How many students currently are ready?	› K-Screener (all kindergarten students)	› Brigance (online)
		› What is the alignment between the screener and the kindergarten standards?	› Alignment study › Look at highest correlates within Brigance to 3 rd grade proficiency.	› Brigance Screener/ Kindergarten Standards › Brigance (online) and 3 rd Grade K-Prep Scores.
		› What is the distribution of early childhood settings statewide?	› Examination of the settings students are in.	› Collected through screener and available through infinite campus.
		› What proportion of these prior settings provides adequate kindergarten preparation?	› Increased proportion of 5-star preschools. › Increased performance of students who are not in preschool programs.	› Star rating system (when available) › Look at screener results and prior setting: Brigance and Infinite Campus)
		› What are schools doing to improve the performance of students that perform below grade level on the Kindergarten Screener?	› Increased identification of intervention methods for lower performing students.	› Brigance Screener › IC › Intervention Tab
		› What are schools doing to improve the performance students who perform below grade level on K-3 rd grade assessments?	› Increased identification of intervention methods for lower performing students.	› Intervention tab › Ongoing assessment data › Child outcome data from TPGES
Process Implementation		› Are certain types of providers making greater impact on readiness?	› Examine which providers have the highest percentage of K-ready (control for SES IEP and Race).	› Provider information (at a broad level) is collected by the screener and entered into IC. Brigance data is available.
		› What proportion of districts and providers receive guidelines on how to prepare students for kindergarten?	› Teacher participation in ELLN . › District action plans from ELLN teams. › Professional Learning activities. › District support and participation on CECCs.	› Governor's office may have information or the Cabinet for Health and Human Services; data from CECCs › Survey data from ELLNs › Data from district action plans › Professional growth plans › CIITS, PD 360
		› Do teachers receive targeted professional learning to address needs of preschool students?	› Increased percentage of teachers with school readiness Professional Learning. › Teacher participation in ELLN. › District action plans from ELLN teams. › Professional learning activities.	› TRIS › Survey data from ELLNs › Data from district action plans

		› District support and participation on CECCs.	› Professional growth plans, CIITS, PD 360 › data from CECCs
	› Do parents receive communication about their own students' readiness, what counts as ready, and how to improve?	› Increase number of effective communications to parents. › Increased teacher-parent conferences in preparation for kindergarten.	› Head Start, State funded Pre-schools, and CECC's provide information. ›
	› Are interventions used appropriately and with sufficient frequency for K- 3 rd grade students?	› Increased proportion of students requiring interventions in K-3 rd grade receiving interventions.	› Interventions tab data
	› Do teachers receive targeted professional learning to address needs of all levels of students in their classroom?	› Increased teacher participation in leadership networks. › District dissemination of professional learning from leadership networks. › Targeted professional learning opportunities.	› Data from leadership networks › CIITS, PD360 › Professional growth plans
Fidelity Implementation	› What is the efficacy of the teacher training to administer the Brigance screener?	› Increased consistency in results. ›	› Brigance data
	› Are the Brigance results used to give students who are not-ready access to appropriate services?	› Interventions logged.	› Infinite Campus Intervention tab
	› Are assessment results used to give students who are not on grade level access to appropriate services?	› Interventions logged.	› Infinite Campus Intervention tab
Progress Monitoring	› What is the correlation between the results of the Brigance screener and student achievement?	› Progress monitoring correlate with Screener data.	› Progress Monitoring data from Districts, possibly at the end of the year for grades k-2. MAP, Think-Link, MAF, RtA › Proficiency data from grade 3.
	› How do schools utilize the screener results for kindergarten students?	› Increased use of interventions with students who need them. › Increase in number of needs assessment/diagnosis in K. › Increased Tier I differentiation. › Increase number of K ready children.	› Interventions tab. › K-3 Program review › MAF and RtA enrollment › Brigance screener ›
	› How do schools use the screener results to engage the childcare community?	› Increase of district participation in CECCs.	› Data from CECCs, Early Childhood Profile data,
	› How do school utilize assessment data for K-3 rd grade students?	› Student proficiency at the end of 3 rd grade will increase. › Increase Tier 1 differentiation. › Increase in number of needs assessment/diagnosis in K-3.	› 3 rd grd proficiency rates › MAF and RTA enrollment › K-3 Program Reviews › Intervention Tab › Assessment scores
Outcomes	› As a result of the work of this strategy (e.g., professional learning, increasing awareness, community outreach, use of data), are more students ready for Kindergarten?	› Increased scores on screener.	› Brigance screener
	› As a result of the work of this strategy (e.g., professional learning, increasing awareness, use of data), are more students proficient at the end of 3 rd grade?	› Increased proficiency rates.	› 3 rd grade K-PREP scores

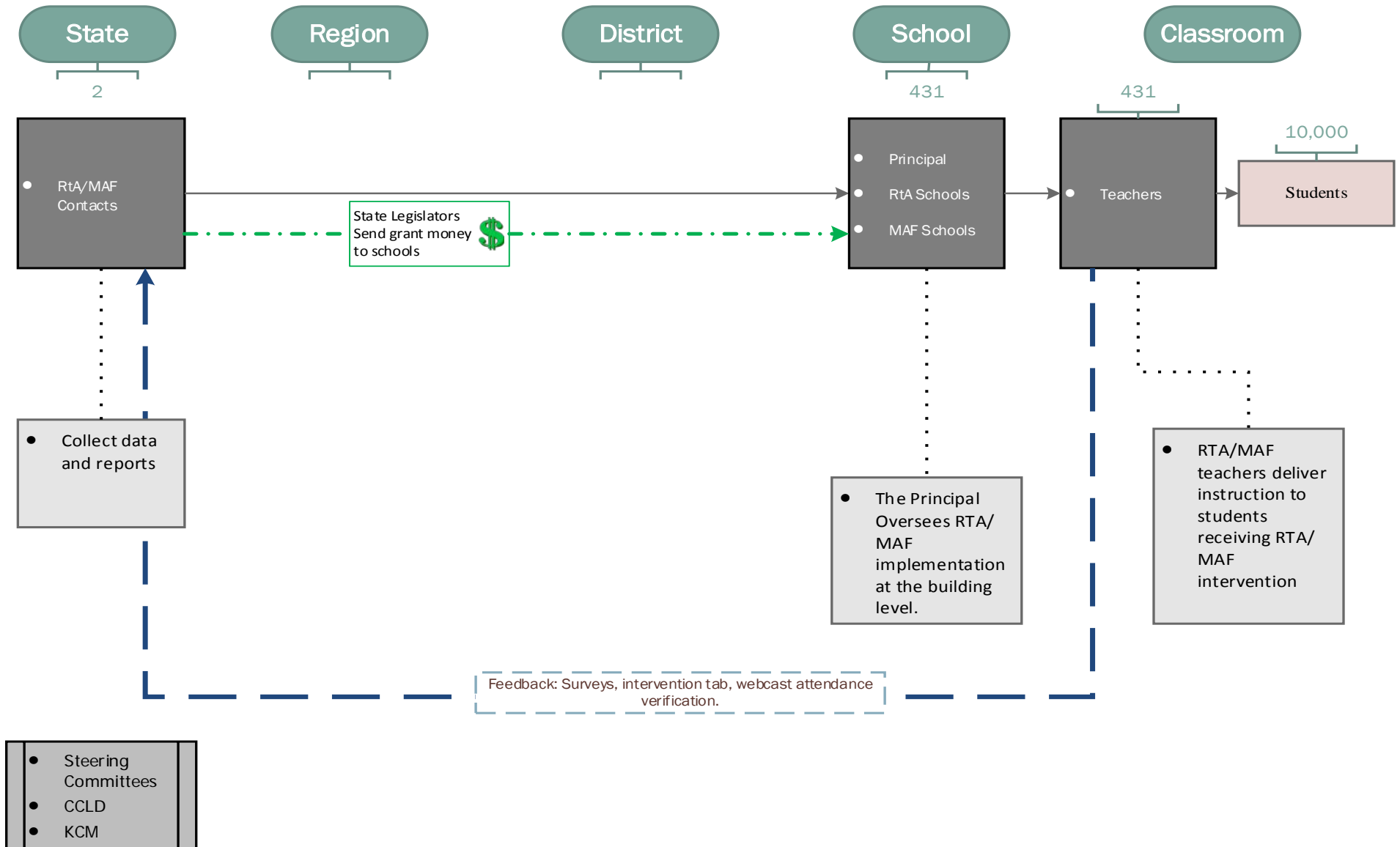
Early Learners: ELLN Delivery Chain



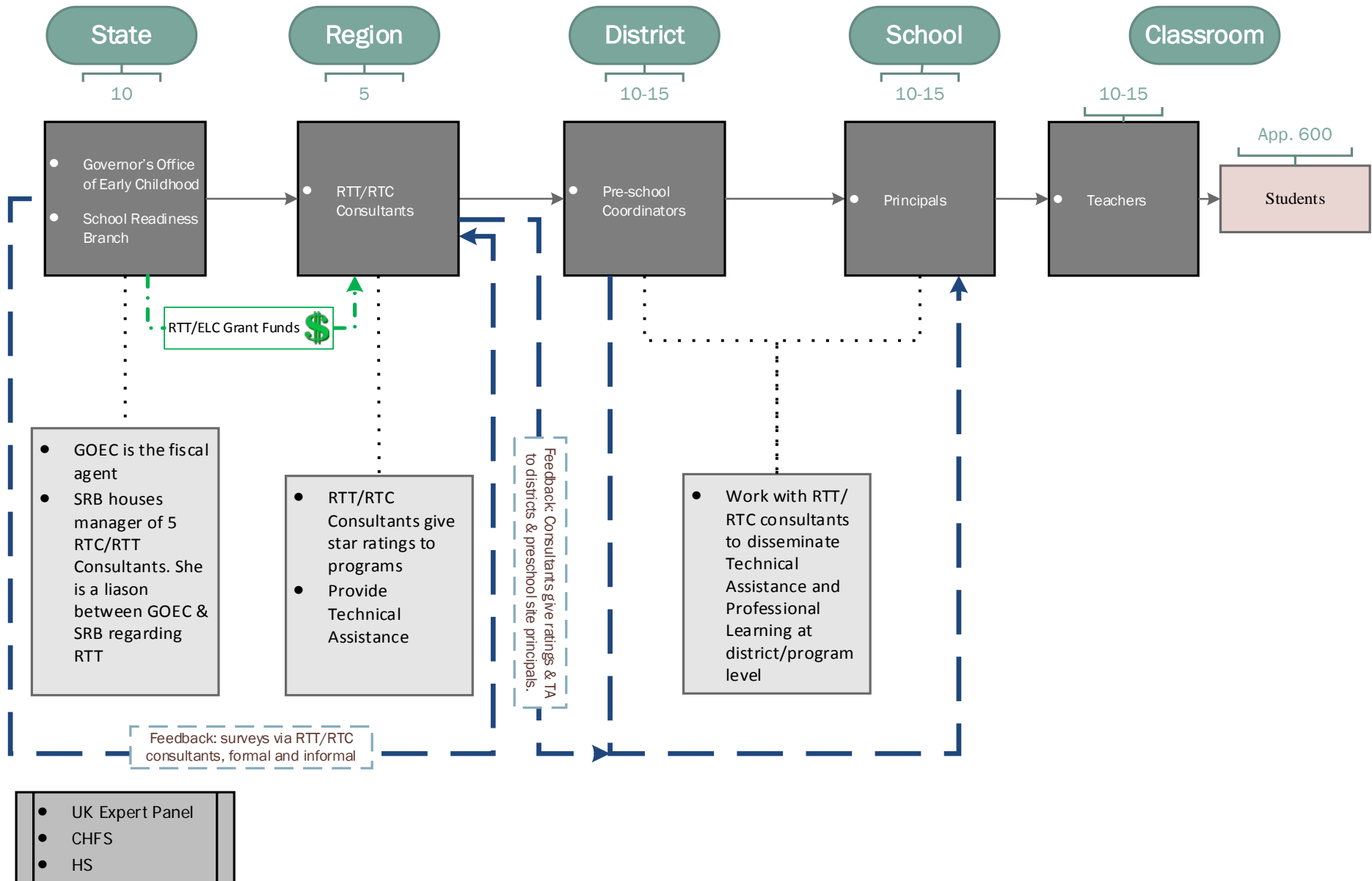
Early Learners: K-3 Program Reviews Delivery Chain



Early Learning: RtA Math Achievement Fund Delivery Chain



Early Learning: RTTT Early Challenge Grant Delivery Chain



RISKS/MITIGATIONS

	RISKS	MITIGATIONS
Relationships	District and community partners may not collaborate effectively or efficiently.	KDE's mediation between district and community partners.
Complexity	<p>KDE only serves approximately 30% of the preschool population. KDE would like to influence the additional 70% of the population to ensure readiness upon kindergarten entry.</p> <p>KDE does not have common data sources to reflect milestones throughout the primary years.</p>	<p>Districts need to collaborate effectively and efficiently with community and preschool partners. Public reporting of K-Screener data may have the power to reward districts for creating stronger partnerships.</p> <p>Utilize existing (ex. Math Achievement Fund and Read to Achieve) data sources to inform progress on milestones.</p>
Funding Flows	<p>Lack of funds for training.</p> <p>State funding to keep pace with each strategy has not been fully identified and may limit the pace of expansion.</p>	<p>Budget for training</p> <p>Must look for potential alternative funding sources (i.e., grants such as RTT-ELC, repurpose of existing funds).</p>
Feedback Loops	Multiple connections are needed within the feedback loop – from KDE to classroom back to KDE.	Ensure each regional partner, SEA, and LEA has identified specific reporting/communication tools and protocols – defined process.
Choke-Points	<p>There is limited KDE-level staff to support districts.</p> <p>District participation in Community Early Childhood Councils may be sporadic or ineffective.</p>	<p>Cross-train KDE staff and share knowledge.</p> <p>Clarify district expectation and responsibility. Provide needed specific technical assistance to districts.</p>