

Overview and Rationale

Revised College and Career Measures for Students Participating in the Alternate Assessment

**Kentucky's Unbridled Learning
Assessment and Accountability Model:
Next Generation Learners**

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Overview

College and Career Ready in Kentucky

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. It’s the expectation that ALL Kentucky children will receive an education that prepares them for a successful future. Students participating in the Alternate Assessment are included in the vision.

Kentucky’s Unbridled Learning Assessment and Accountability System

A new statewide school and district accountability system, designed to provide in-depth information about the performance of students, schools, districts and the state as a whole, was established as a result of SB 1 passed in the 2009 session of the General Assembly. The system includes three components: Next Generation Learners, Next Generation Instructional Programs and Supports, and Next Generation Professionals. Measures for Readiness for College and Careers are included in the Next Generation Learners component. June 2014 marked the third full year of the accountability model implementation and triggered a review of the current accountability model. Changes made by the Kentucky Board of Education in early 2015 related mainly to Gap, Novice Reduction and Growth.

Next Generation Learners: College and Career Readiness

Currently all students in Kentucky are assessed using the CCR measures below, except for students participating in the Kentucky Alternate Assessment Program (KAAP).

College Ready: Must meet benchmarks on one of the following:	Career Ready: Must meet benchmarks for one requirement in Career Academic area AND must meet one requirement in Career Technical area		College AND Career Ready: Must meet at least one from College-Ready Academic AND Career-Ready Technical	
College Ready	Career Ready Academic	Career Ready Technical	College Ready Academic	Career Ready Technical
ACT ¹ or if a student misses one or more of the ACT benchmarks: COMPASS ² or KYOTE ²	ACT Work Keys ³ (Applied Math, Locating information and Reading for information) or Armed Services Vocational Aptitude Battery (ASVAB) ⁴	Kentucky Occupational Skills Standards Assessment (KOSSA) ⁵ Industry Certificate(s) ⁶	ACT or COMPASS or KYOTE NOTE: By meeting the College Ready Academic definition, the student does not have to take the additional ASVAB or Work Keys tests	KOSSA or Industry Certificate(s)

¹ Kentucky Council on Postsecondary Education’s Systemwide Benchmarks on the ACT in English—18, Mathematics—19 and Reading—20. Students qualify only if they meet all three ACT benchmarks on any administration of the ACT.

² Kentucky Council on Postsecondary Education’s College Placement Test Benchmarks on COMPASS: English (Writing Skills)—74; Mathematics—36; Reading—85 KYOTE: College Readiness Mathematics—22

³ Work Keys—Silver Certificate (Applied Math, Locating Information and Reading for Information) OR

⁴ Armed Services Vocational Aptitude Battery (ASVAB)—50 Armed Forces Qualifying Test (AFQT)

⁵ KOSSA—70 on academic, employability, occupational multiple choice AND 75 on constructed response/performance-based scenario. (The one exception is with the Manufacturing assessment, where the assessment has an overall score of 70% rather than a two-part score.)

⁶ certification based on industry standards

The chart below indicates the current College and Career Readiness measures from the Alternate Assessment Accountability Table. The Transition Attainment Record (TAR), administered during the Alternate-Kentucky Performance Rating for Educational Progress (Alternate K-PREP), is the sole instrument used for College and Career Ready accountability. The TAR aligns with the ACT for the college ready component. Beyond that there is little similarity to the measures used for students participating in the general assessment, particularly in relation to the career ready components.

Next-Generation Learners Inclusion of Alternate Assessment Student Scores

	Elementary	Middle School	High School
COLLEGE/CAREER READINESS Used in calculation: Percentage of students career ready	N/A	Benchmarks from Transition Attainment Record at grade 8 will be used for college/career measure. **English/Reading-17 Mathematics-15	Benchmarks from Transition Attainment Record at grade 11 will be used for a college/career measure. **English/Reading-19 Mathematics-16

**** Transition Attainment Record: Reading score represents both English and reading content areas.**

KDE: OAA: DSR: KO:rls 09-09-2013

Background for CCR Model Revision for Students Participating in the Kentucky Alternate Assessment Program (KAAP)

In 2010, during the development of KDE’s vision for ALL students, initial discussion about College Career Ready for students participating in the KAAP began. In 2011 a Kentucky delegation attended an Assessing Special Education Students (ASES) Summit. ASES is part of the State Collaboratives on Assessment and Student Standards (SCASS). The ASES SCASS supports states in efforts to develop assessment and accountability systems that provide full equity for students with disabilities. As the only national consortium of assessment and special education professionals, ASES addresses the inclusion of students with disabilities in standards, curriculum, instruction, assessment, and accountability systems, and the effects of these systems on education reform efforts. Among other things the ASES members focus discussions and activities related to graduation rates of students with disabilities and College and Career Ready studies/resources regarding students with mild/moderate and significant cognitive disabilities. Knowledge gained at the summit increased the discussion about CCR for students in the KAAP population. KDE began a workgroup to look at the related issues after attendance at the summit.

As Kentucky’s adopted assessment and accountability model was implemented the KDE Office of Assessment and Accountability began receiving questions and comments about the point system given for College and Career Ready students in the general assessment. The KDE CCR

measures did not include a viable component for assessing career readiness for student in the KAAP. In a few instances schools/districts began taking students out of Community Based Work Transition Programs (CBWTP) or other work-based type programs that benefit them in order to put them in classes to prepare for the Kentucky Occupational Skill Standards Assessment (KOSSA) or WorkKeys. This action was taken in the hope that students on the alternate assessment ‘might’ be able to earn the extra bonus point if they scored high enough on the KOSSA. Subsequently this hurt programs partnering with Office of Vocational Rehabilitation (OVR) due to loss of student enrollment. The practice took students out of the KAAP programming and into credit bearing courses. It also took the students away from the Alternate Assessment Accountability Table requirements. Concerns arose that the appropriate due process, IEP, placement, and assessment participation procedures may not have been followed when making these changes in student programming.

KDE became aware that schools needed a different way to account for career readiness.

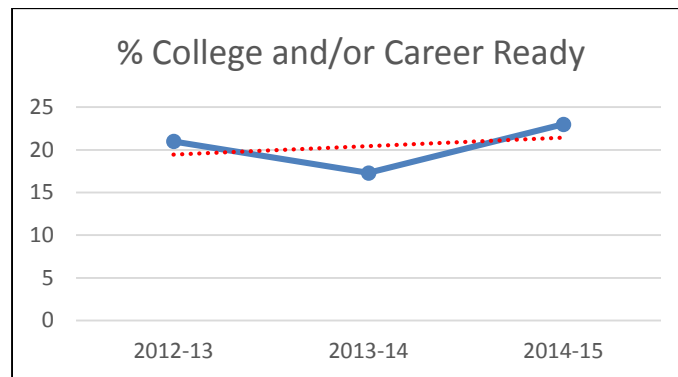
College and Career Data- Alternate Assessment

The table below provides recent state data for how many students participating in the alternate assessment are ready for college and/or careers, based on test scores measured by the Transition Attainment Record.

Disability-Alternate Only

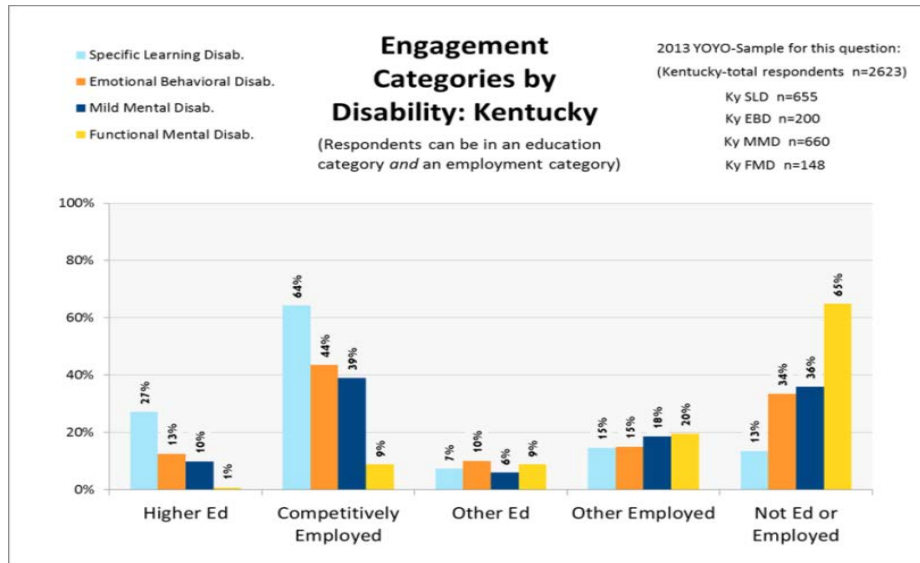
School Year	# of Graduates with Certificate of Attainment/Alternative HS Diploma	# Students Meeting Benchmarks on TAR –Assigned Graduation Code	% College and/or Career Ready
2012-13	433	91	21.0
2013-14	398	69	17.3
2014-15	460	106	23.0

Please note that students remaining in school through Grade 14 are not included in this data. Only students assigned a graduation code are reported. Between the last two years there was an increase in the percent of students participating in the alternate assessment deemed CCR. The chart below indicates the data is still in a flat-line trend. It is clear that students in this targeted population are not reaching college and career ready status to the desired level.



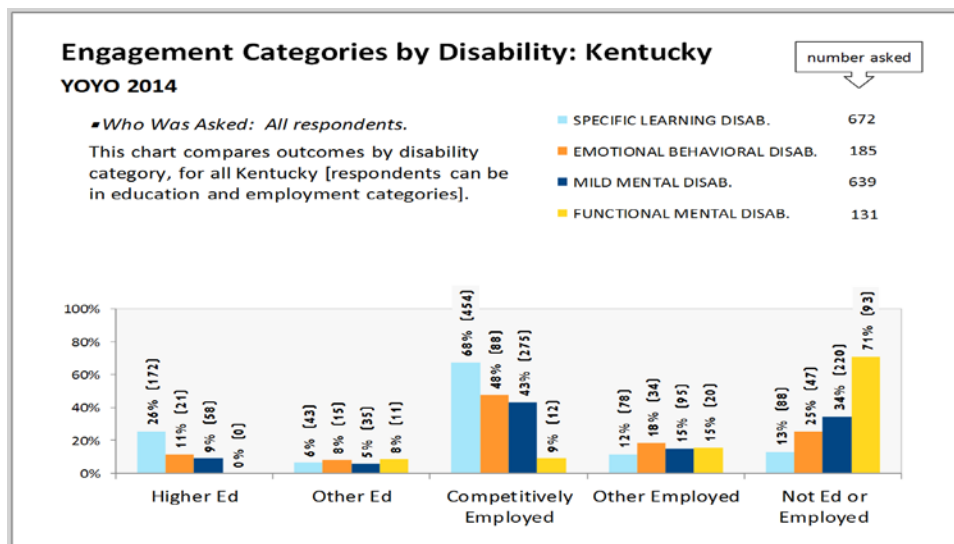
Post-School Outcomes

Positive post-school outcomes remain elusive and vary by disability type. The following graph shows the 2013 Youth One Year Out (YOYO) results for engagement after high school.

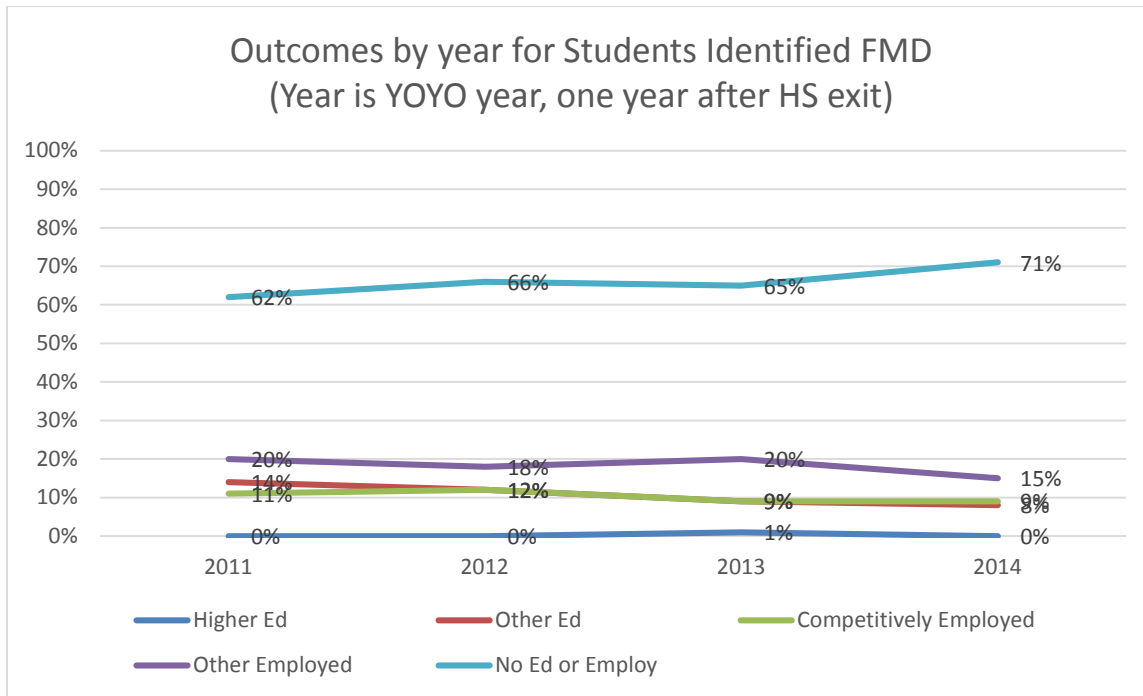


While only 13% of students with learning disabilities were not employed or in education programs, this percentage more than doubled for students with emotional/behavioral disorders (34%) and mild mental disabilities (36%). *Almost two-thirds (65%) of students with functional mental disabilities were not working or in an educational program a year after graduating/exiting high school.*

The 2014 YOYO data for engagement after high school indicates *closer to three-fourths (71%) of students with functional mental disabilities were not working in an educational program one year after graduating/exiting high school.*



The graph below includes YOYO Engagement Category trend data from 2011 to 2014 for students with Functional Mental Disabilities.



	Higher Ed	Other Ed	Competitively Employed	Other Employed	No Ed or Employ
2011	0%	14%	11%	20%	62%
2012	0%	12%	12%	18%	66%
2013	1%	9%	9%	20%	65%
2014	0%	8%	9%	15%	71%

Each category indicates positive post-school outcomes are on a negative trend for students within the FMD disability area.

2014 YOYO data (2012-13 school year exiters) also includes 215 respondents who exited with an Alternative High School Diploma (note – this students who exited as ‘aged out’). Of these 215:

- 21 (9.8%) were competitively employed (at least minimum wage, at least 20 hours per week)
- 37 (17.2%) were otherwise employed
- 1 (0.5%) was in higher education
- 23 (10.7%) were in other forms of education

As a reference point, of the 2180 former students with IEPs who graduated with regular diplomas:

- 55.3% competitively employed
- 14.4% otherwise employed
- 22.3% higher education
- 6.1% other education

Data continue to show, whether or not students with disabilities graduate, positive post-school outcomes fail to meet SPP targets, particularly for those with more significant disabilities.

Alternative High School Diploma

Augmenting the need for a revised CCR Assessment and Accountability measures for students participating in the alternate assessment was the Alternative High School Diploma. The diploma was developed by the passage of Senate Bill 43 (2012), started in the 2012-13 school year, and allows a student with a significant disability who has completed a modified curriculum and an individualized course of study established by the Kentucky Board of Education to receive an Alternative High School Diploma. The hope is for the diploma to become more than a mere name change from the former term, Certificate of Completion.

Based on concerns regarding lack of knowledge of the CCR measures for alternate assessment and the new Alternative High School Diploma, it was determined that additional policy needed to be crafted and implemented to impact practice at the state and local levels that addresses specific needs of students with moderate and significant intellectual disabilities (MSD) related to postsecondary transition. Therefore, Kentucky had three questions to answer:

1. What does CCR look like for students with significant cognitive disabilities?
2. How will we measure it?
3. How will it fit into the accountability system?

Kentucky Action

Kentucky decided to address CCR for students with significant cognitive disabilities in the 2013 State Personnel Development Grant (SPDG). Prior to writing the SPDG stakeholder groups were convened to provide suggestions for overcoming the identified barriers. A goal was developed to better prepare students with low incidence disabilities to reach proficiency and graduate from high school ready for college and careers through increased and enhanced academic achievement, communication capacity, and transition opportunities. Through the SPDG-CCR initiative, College and Career Readiness are defined for this group of students along with how to measure readiness in terms of district accountability.

College Ready Definition Comparison

Kentucky’s Definition of College Ready General Assessment	Kentucky’s Definition of College Ready Alternate Assessment
<p>College readiness is the level of preparation a first-time student needs in order to succeed in a credit-bearing course at a postsecondary institution. “Succeed” is defined as completing entry-level courses at a level of understanding and proficiency that prepares the student for subsequent courses. Kentucky’s system-wide standards of readiness guarantee students access to credit-bearing coursework without the need for developmental education or supplemental courses.</p> <p>Developmental education courses do not award credit for a degree.</p>	<p>College readiness is the level of preparation a first-time student needs in order to succeed in a Comprehensive Transition Program (CTP)*. Kentucky’s standards of readiness prepares the student for an inclusive and individualized post-secondary experience that encompasses academics, as well as social activities, employment experiences, independent living and leads to a meaningful credential.</p>

*Comprehensive Transition Programs are degree, certification, or non-degree programs for students with intellectual disabilities that are offered by college or career schools leading to a meaningful credential and approved by the U.S. Department of Education.

Kentucky’s Definition of Career Ready General Assessment	Kentucky’s Definition of Career Ready for Alternate Assessment
<p>Career readiness is the level of preparation a high school graduate needs in order to proceed to the next step in a chosen career, whether that is postsecondary course-work, industry certification, or entry into the workforce. According to the Association of Career and Technical Education (ACTE), career readiness includes core academic skills and the ability to apply those skills to concrete situations in order to function in the workplace and in routine daily activities; employability skills that are essential in any career area such as critical thinking and responsibility; and technical, job-specific skills related to a specific career pathway.</p>	<p>Career readiness is the level of preparation a high school graduate needs in order to proceed to the next step in a chosen career, whether that is postsecondary coursework, industry certification, or entry into the workforce. According to the Association of Career and Technical Education (ACTE), career readiness includes core academic skills and the ability to apply those skills to concrete situations in order to function in the workplace and in routine daily activities; employability skills that are essential in any career area such as critical thinking and responsibility; and technical, job-specific skills.</p> <p>The student is preparatory in the Career Work Experience Curriculum and has: 1) met the benchmarks on the Employability Skills Attainment Record (ESAR), and 2) has obtained a Career Work Experience Certification (CWEC).</p>

Kentucky’s Unbridled Learning Accountability Model: Next Generation Learners

The College and Career Readiness measures for students participating in the general assessment remain unchanged.

College and Career Readiness for Students Participating in General Assessment				
College Ready: Must meet benchmarks on one of following	Career Ready: Must meet benchmarks for one requirement in Career Academic area and must meet one requirement in Career Technical area		Bonus: College AND Career Ready Must meet at least one from each area	
College Ready	Career Ready Academic	Career Ready Technical	College Ready Academic	Career Ready Technical
ACT	Armed Services Vocational Aptitude Battery (ASVAB)	Kentucky Occupational Skills Standards Assessment (KOSSA)	ACT or COMPASS or KYOTE NOTES: (1) By meeting College Ready Academic definition, student does not have to take additional tests of ASVAB or Work Keys for bonus area (2)For accountability purposes, the bonus shall not allow the readiness percentage to exceed 100%	KOSSA
COMPASS				
KYOTE		ACT Work Keys (Applied Math, Locating Information, and Reading for Information)		Industry Certificates

The revised CCR measures developed for students participating in the alternate assessment now align more closely with those for students in the general assessment. The assessment instruments were expanded beyond the TAR and Career Ready accountability was strengthened. (For comparison see the Alternate Assessment Accountability Table on page 2.)

College and Career Readiness for Students Participating in Alternate Assessment				
College Ready: Must meet TAR benchmarks	Career Ready: Must meet benchmarks in Career Academic area and Career Ready Technical area.		Bonus: College AND Career Ready Must meet benchmarks on the following	
College Ready	Career Ready Academic	Career Ready Technical	College Ready Academic	Career Ready Technical
Transition Attainment Record (TAR)	Employability Skills Attainment Record (ESAR) (is based on the foundational academic and employability skills identified by business and industry for the Kentucky Occupational Skills Standards Assessment KOSSA)	Career Work Experience Certification (CWEC) (is based on the foundational academic and employability skills identified by business and industry for the Kentucky Occupational Skills Standards Assessment KOSSA)	Transition Attainment Record	Employability Skills Attainment Record
				Career Work Experience Certificate

Revised Model Components

College Ready: For students participating in Alternate K-PREP, the *Transition Attainment Record* remains as the indicator for college readiness.

Career Ready Academic: In an effort to also include a more effective indicator for career readiness, Kentucky developed the *Employability Skills Attainment Record* or *ESAR*. The *Employability Skills Attainment Record* is based on alternate employability skills, the soft skills that speak to a worker's interpersonal skills and character, as identified in the 1990s as a critical component of worker productivity by the U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS). Salient skills for this population were also chosen from the Kentucky Occupational Skill Standards Assessment (KOSSA). The skills were cross-walked against the Department of Labor's Disability Employment *Skills to Pay the Bills* research and curriculum. The *Employability Skills Attainment Record* will indicate the student's career readiness academically.

The *ESAR* is a checklist of skills and knowledge in the area of career awareness and development. The *ESAR* is completed by a professional certified staff member of the student's instructional team in collaboration with other instructional team members. This is often the student's IEP or transition team. Each *ESAR* test item is rated on a three-point scale indicating either the student does not demonstrate the skill in any setting (0); the student displays the skill only with some level of prompt (i.e., a verbal cue, partial physical guidance, modeling, etc.) or the skill is displayed inconsistently (1); or the student clearly has mastered and performs the skill independently and demonstrates the skill consistently over time (3).

Career Ready Technical: The technical component of career readiness for the Alternate K-PREP is the attainment of a Career Work Experience Certification (CWEC), based on experiential and work-based learning. The student will complete a minimum of three years of coursework in order to attain the CWEC.

Bonus Points: For bonus point status a student must meet the benchmarks for the Transition Attainment Record (College Ready), benchmarks for the Employability Skills Attainment Record (Career Ready Academic), and earn a Career Work Experience Certification (Career Ready Technical).

CCR Transition to Postsecondary (Instructional) Model

When the Alternative High School Diploma was developed in 2012, KDE staff recommended approval of the amendments to 704 KAR 3:305. The changes were broadly supported by stakeholders to make the regulation conform to SB 43. The KDE staff also recommended that discussions continue around the experiences of students with the most significant cognitive disabilities, and making their readiness to transition to postsecondary life even more meaningful (e.g., flexibility in high school programming to allow students to pursue more career training, while continuing to meet academic standards; a range of curricular options critical to successful transition; etc.). This is addressed by the CCR Transition to Postsecondary (Instructional) Model developed for the students with the most significant cognitive disabilities. The Transition to Postsecondary Model complements and supports the revised measures for assessment and accountability, but defines instructional and programming concepts beyond the accountability model.

The model development addresses student transition competencies along with the Alternate K-PREP Standards; identifies courses of study; incorporates Person Centered Planning with required transition planning; includes the process for student discovery; includes strategies for postsecondary education inclusion, job development, and other evidence-based transition strategies; aligns with the KDE Office of Career and Technical Education Work-Based Learning Manual; and encourages collaboration with the Office of Vocational Rehabilitation (OVR) to provide community based work experiences.