

Talking Points
Unbridled Learning Accountability Model: Next Generation Learners
Revisions to CCR Readiness Measures for Students Participating in the Alternate Assessment

Workgroup and Development Background- Steps Leading Up to the Revisions

2011 - KDE began a workgroup to discuss and investigate College and Career Readiness for students in the Kentucky Alternate Assessment Program population.

2012 - Alternative High School Diploma was created by the passage of Senate Bill 43.

2012- Amendment to 704 KAR 3:305 developed the Alternative High School Diploma.

- Along with support for the diploma, KDE staff supported changes to instructional practices.
- The staff note that accompanied the regulation 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.)

2013 - KDE decided to further address CCR for students with significant cognitive disabilities within the State Personnel Development Grant (SPDG). Goal 2 of the grant is focused solely toward students with low incidence disabilities. Within Goal 2 the specific task of the CCR initiative is to:

1. help Kentucky define and revise the college and career readiness measures for students with low incidence disabilities; and
2. develop a transition to postsecondary (instructional) model for students with IEPs remaining in high school until the age of 21.

July 2013 to date -The original workgroup convened by KDE continues the work. Additional members were added to increase stakeholder representation. The CCR Workgroup for Assessment and Accountability defined college and career ready and revised how to define and assess CCR for the targeted population of students under the SPDG-CCR initiative.

October 2013 – the CCR Transition to Postsecondary (Instructional) Workgroup convened. The group meets monthly to develop the CCR instructional model and associated documents and materials.

March 2014 – Members of both workgroup received a copy of House Resolution 197, concerning students participating in the alternate assessment. The resolution commended the Kentucky Board of Education “for providing challenging and meaningful learning opportunities for Kentucky students with disabilities.” Three resolution sections in particular relate directly to the work in progress related to CCR for these students:

Section 1. The members of the House of Representatives entreat the Kentucky Board of Education to ensure that, in addition to high-quality teaching and learning that meet and exceed the standards, attention is given to other knowledge and skills necessary for successful transition to postsecondary education.

Section 2. The members of the House of Representatives exhort the Kentucky Board of Education to continue to expand transitional services to students participating in the Alternate Assessment and who require extensive instruction in an array of settings to ensure skill acquisition and development.

Section 3. The members of the House of Representatives enjoin the Kentucky Board of Education to continue to focus on the application of learned skills across multiple school and community settings.

July 2014 - The revised CCR Assessment and Accountability measures for the Alternate Assessment were presented, along with corresponding instruments, documents, and processes, to the KDE Associates on July 1, 2014. Dale Winkler, Associate Commissioner for CTE, presented the information. Dr. Winkler served as the lead for shepherding the changes through KDE.

October 2014 – February 2015 – Kentucky Board of Education (KBE) reviewed Kentucky’s Unbridled Learning Accountability System. Timelines for the implementation of the revised CCR measures for student participating in the alternate assessment were kept on hold during this review period.

September 2014-February 2015 – CCR Usability Site selection process. Site selected are Campbell County Schools, Christian County Schools, Simpson County Schools and Spencer County Schools.

May 2015 – Commissioner Holiday released information about the revised CCR measures for students participating in the alternate assessment in the May 22 Fast Five on Friday. Timelines for implementation, as noted below, were included.

2015-2016

- Four CCR Usability Sites begin implementation
- All LEAs engage in CCR readiness activities

2016-2017

- Statewide pilot
- Usability Sites continue

2017-2018

- Accountability begins – first year points can be earned under the revised measures
- Usability Sites complete activities

May – August 2015 – Initial two-day training conducted in Usability Sites.

September 2015 – Usability Site coaching began. CCR Coaching Community of Practice began for cooperative consultants supporting the implementation.

Data Supporting the Need for a Revised CCR Measures

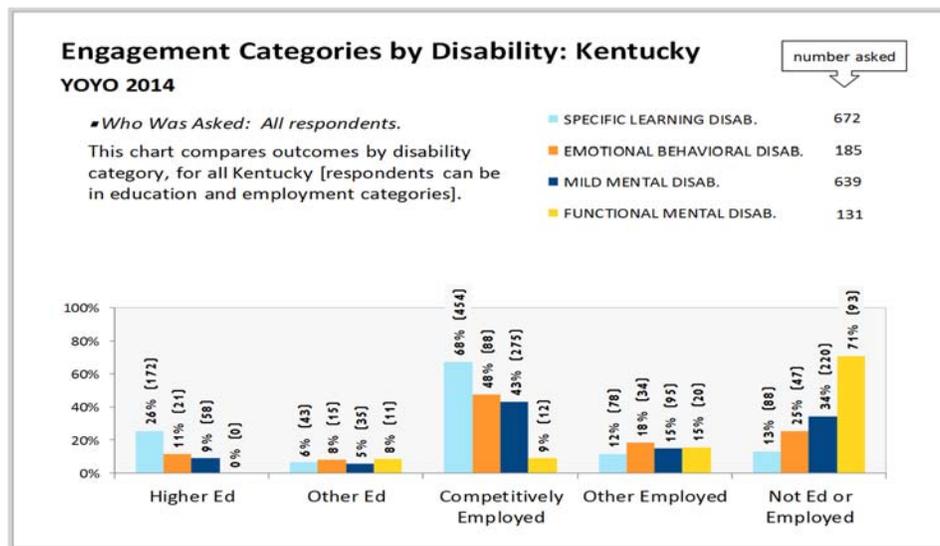
Data show students in this targeted population are not reaching college and career ready status to the desired level

CCR Data

School Year	# of Graduates with Certificate of Attainment/Alternative HS Diploma	# Students Meeting Benchmarks on TAR –Assigned Graduation Code	% College and/or Career Ready
2011-12	306	121	39.5
2012-13	433	91	21.0
2013-14	398	69	17.3

- 2011-12 data shows 39.5% of students participating in the alternate assessment assigned a graduation code were deemed CCR by meeting benchmarks on the TAR.
- 2012-13 results indicate 21% were CCR.
- Since standards and assessment practices changed between the two school years the results cannot be compared.
- However, even with the data constraints, it is clear that students in this targeted population are not reaching college and career ready status to the desired level.
- 2013-14 data shows 17.3% of students participating in the alternated assessment were deemed CCR. Again the targeted population is not reaching CCR status to the desired level.

Post-School Outcomes Data



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.* This is an increase when compared to YOYO 2013 data. 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 in that reporting year.

Revised CCR Measures for Alternate Assessment

- College Ready
 - The *Transition Attainment Record* (TAR) remains as the indicator for college readiness.
 - The TAR aligns with the ACT
 - In the current model the TAR is the single instrument used to determine both College and Career Readiness.
- Career Ready Academic
 - The *Employability Skills Attainment Record* (ESAR) was developed for this component.
 - The *Employability Skills Attainment Record* is based on *Employability and Foundational Academic Skills-Alternate Assessment* (EFAS-AA).
 - The skills in the EFAS-AA were selected based on the soft skills identified as a critical component of worker productivity by the U.S. Department of Labor Secretary's Commission on Achieving Necessary Skills (SCANS, 1990) and the skills salient for this population within the Kentucky Occupational Skill Standards Assessment (KOSSA).
 - The skills chosen were cross-walked against the Department of Labor's Disability Employment *Skills to Pay the Bills* research and curriculum.
 - The ESAR will be used for both formative assessment and as an accountability measure.
- Career Ready Technical
 - The technical component of career readiness is the attainment of a Career Work Experience Certification (CWEC), based on experiential and work-based learning.
 - The purpose of the CWEC is to provide students opportunities to practice and generalize employability skills within work and community settings.
- Bonus Points
 - 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).
 - Bonus points were not included in the current measures for alternate assessment.

Documents Developed by the CCR Workgroup for Assessment & Accountability to Support the Revised Measures

To support the understanding, fidelity, and implementation of the revised measures the workgroup developed the following documents:

- Employability and Foundational Academic Skills-Alternate Assessment (EFAS-AA)
- Employability Skills Attainment Record (ESAR)
- Definitions for College and Career Ready for students participating in the alternative assessment

- Glossary related to terms included in the CCR definitions
- Frequently Asked Questions
- Career Work Experience Certification Process
- Career Ready Alternate Assessment Folder (CRAAF) to document the attainment of benchmarks on the ESAR and attainment of the CWEC

Documents and Resources from the CCR Instructional Workgroup to Support the Revised Measures and Meaningful Instruction

To support implementation of the revised measures and meaningful instruction in the classroom the workgroup developed the following documents:

- Employability and Foundational Academic Skills-Alternate Assessment Progressions
- Kentucky Taxonomy for Transition Programming, including a district self-assessment instrument
- Three-tiered process for state-wide implementation
- Course of Study Descriptions – Alternate Assessment
- CCR Unit of Study minimum requirements
- CCR WIKI – CCR information included on a joint project website for teachers of students with multiple and severe disabilities.
 - The link to msd1stop: <https://msd1stop.hdiuk.org>

Next Steps

- Continued implementation of CCR Usability Sites at high schools in Campbell, Christian, Simpson and Spencer County Schools
- Continued development/revision of CCR documents, resources and processes
- ESAR and CWEC Administrator Guides
- ESAR and CWEC Quizzes
- Program the Career Ready Database to collect ESAR scores and CWEC status
- Continue initial training for targeted and universal level districts
- Develop program fidelity instruments
- Benchmark Employability Skills Attainment Record – during Usability Site phase

**Unbridled Learning Accountability Model: Next Generation Learners
College and Career Readiness Measures**

College and Career Readiness for Students Participating in Regular 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 KYOTE	KOSSA
KYOTE				
	ACT Work Keys (Applied Math, Locating Information, and Reading for Information	Industry Certificates	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%	Industry Certificates

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

Note: The proposed revisions for Students Participating in the Alternate Assessment is still draft and not yet approved by the Kentucky Department of Education.