

# American Diploma Project Commonwealth of Kentucky Action Plan

## Executive Summary

### The Challenge

The Commonwealth of Kentucky is responsible for providing appropriate educational experiences for each and every child regardless of the circumstances of birth, the location of home and school, or particular interest, aptitude and ability. Appropriate educational experiences include any means necessary to prepare each and every young person for the postsecondary world of learning and work so that each is able to meet individual goals and become a contributing member of society. Young adults leaving our high schools should be ready for credit bearing postsecondary learning and capable of participating in the workplace without need for remediation. In pursuit of this goal, all students must be meaningfully engaged in academics, expanded learning opportunities, and the attainment of 21<sup>st</sup> century literacy and work readiness skills that align with the expectations of the world beyond high school.

Fundamental to this agenda for secondary education reform is the need to overcome a legacy of under education and low expectation that still pervades many of our schools and communities. It is imperative that every student and every family believe in the value of education and be supported in planning for life after high school as an integral part of the K12 system. Further, it is crucial that we have both an educator workforce and communities that embrace a culture of achievement, understand the relationship between education and the economy and, therefore, place value on each and every child.

The Commonwealth of Kentucky has established ambitious goals for increasing educational attainment:

- The Kentucky Board of Education carries forward the goal of Proficiency for all students by 2014. To meet this goal, the graduation rate must rise to 100% and every student must make a successful transition from high school to learning and work, which means that remediation at the postsecondary level must virtually disappear. The Kentucky Board of Education work to improve the state's secondary system is called the Refocusing Secondary initiative.
- The Council on Postsecondary Education has established the goal of increasing the number of degree holding citizens from 420,000 to 800,000 by 2020. To meet this goal, the leaks from the education pipeline at all levels of the education system must be closed and the state must find ways to attract business and industry that bring and attract a more educated populace. The Council on Postsecondary Education has adopted a Public Agenda for Postsecondary Reform.

To maintain focus on these goals and to ensure that resources of multiple agencies are leveraged on the broader strategic vision, Kentucky is careful to limit alliances to those that add significant value to the education reform agenda. The Commonwealth is pursuing SREB's *Challenge to Lead* Goals for Education. These goals raise the sights of the 16 SREB states and challenge them to ". . .lead the nation in educational progress." Kentucky has joined the work of the National Governor's Association to

improve America's high schools and is one of the NGA Honor States, having received grants to further work on Advanced Placement, virtual learning and longitudinal data systems. In November 2005, Kentucky was awarded \$5.8M from the United States Department of Education to design and implement a longitudinal data system. Kentucky was one of the first five states to join the American Diploma Project and has recommitted to that agenda as part of the American Diploma Project Network. Because the ADP activities are going forward as part of the state's broader agenda, Kentucky includes adult education in the initiative. Under the leadership of Governor Fletcher and Education Cabinet Secretary Virginia Fox, all education agencies of the Commonwealth partner in the above-named initiatives: the Kentucky Department of Education; the Council on Postsecondary Education; the Department of Adult Education; the Education and Professional Standards Board; and, the Department of Workforce Investment.

### Changing A Culture

To change the culture of our schools from one that views the high school diploma as an end-point, Kentucky has identified the need for earlier and much more deliberate career planning and postsecondary opportunity awareness. Waiting until the high school years to begin career and postsecondary planning is simply too late. The process must begin earlier and Kentucky has identified the sixth grade as the time to begin a structured focus on looking ahead to the postsecondary world through exploration and information sharing. The burden of advising cannot fall solely on the guidance counselors at the various schools. Alternate methods of meeting the needs of the students by taking advantage of the talents of building staff, both certified and non-certified, and resources in the community must be employed.

Kentucky has made substantial progress in improving educational attainment since the 1990 Reform and, so, there is a very strong foundation on which to build. According to the United States Census Bureau, *Education Brief 2000*, Kentucky was among six states with the lowest percentage of population having high school or more education in 1990 and was among those with the largest growth over the decade. By 2000, the state's percentage of high school completers had increased by 9 points. In 2004, 60% of high school graduates taking the ACT assessment had completed the ACT-recommended college preparatory core, as compared to 28% in 1994. The percentage of students taking the ACT increased to 75% in 2004 from 60% in 1994. The percentage of students taking at least one higher-level mathematics class increased from 39% in 1992 to 53% in 2002.

Access to college-level course taking in high school has increased as well. The Kentucky Virtual High School offers 25 Advanced Placement courses and Kentucky administered 168 AP exams per 1,000 juniors and seniors in 2003, as compared to 122 in 2000. The number of upper level high school students taking college-level courses per 1,000 increased from 77 in 1997 to 378 in 2003. According to the Southern Regional Education Board, Kentucky's four-year high school graduation rate (as computed by NCES) has increased to 79%, which approaches the national median of 80% and is higher than the regional median of 77%. Also, according to SREB, in 2002 61 percent of Kentucky's high school graduates enrolled in college the following fall, which is five percentage points above the 2002 national average. The chances of

enrolling in college by age 19 in Kentucky increased by 11 percent, compared with a 3 percent decline nationwide.

The trade publication Education Week uses more than 100 indicators to grade each state on the quality of its K-12 education system. Kentucky was one of only eight states in the nation to receive a grade of A in 2004 for its system of Assessment and Accountability, and one of only four states to receive a grade of A in 2003. Education Week went on to say, "Kentucky is one of only 14 states that offer standards-based exams at all grade spans -- elementary, middle and high school -- in each core subject. Another strength is that the state tests incorporate a variety of items, including multiple-choice and extended-response questions and portfolios."

Still, too many do not complete high school. A recent study by Johns Hopkins University identifies forty-two of the state's 231 high schools as graduating no more than 60% of their seniors in 2002. The persistence and completion rates for those who do go on to enroll in Kentucky colleges and universities is far short of the state's goals. According to SREB, based on first-time freshmen entering the community college system, the three-year graduation rate for the 2000 cohort was 9% compared to 14% across all SREB states. The six-year graduation rate at the four-year institutions was 45% for the 1997 cohort. Among those who do complete, too many are not engaged in a rigorous, college preparatory curriculum and find themselves unprepared for college and work. As a whole, Kentucky students continue to compare poorly to top performing states on national assessments, such as the National Assessment of Education Progress, Advanced Placement examinations, and the ACT.

### **Kentucky's Commitment to the ADP Action Agenda**

The purpose of Kentucky's APD Network Plan is to:

- Put a framework in place for pursuing the ADP policy goals within the broader context of secondary and postsecondary reform, including a timeline and key milestones to guide the work.
- Build political will and understanding of key constituencies to support the policy priorities.
- Engage the public in conversation about the importance of the agenda.

The plan is organized around four Action Items, which are highlighted briefly below. A summary of the implementation plan with associated timelines by Action Item follows.

#### **Action Item One: Align Standards and Assessments**

**Align high school standards and assessments with the knowledge and skills required for success in postsecondary education and work.**

Goal I: The expectations of postsecondary education and the workforce for high school graduates will be articulated more clearly and consistently

throughout the postsecondary system, including admissions and placement decisions, so that they can be better understood and reinforced through advising with high school students and parents.

Goal 2: K12 content and performance standards and the minimum requirements for high school graduation will be reviewed and refined to meet those expectations.

Goal 3: A more comprehensive and aligned approach to high school assessments will be implemented, and it will include assessments that are more predictive of college and work readiness.

### **Action Item Two: A Single Rigorous Curriculum**

**Require all high school graduates to take challenging courses that actually prepare them for life after high school.**

Goal 4: The minimum high school graduation requirements will be revised to require that all students participate in a single, rigorous curriculum leading to college and work readiness.

Goal 5: From middle school forward, every student will be guided by an Individual Learning Plan as a requirement of high school graduation. Both students and schools will be held accountable for the planning process and the results.

Goal 6: The number of high school students participating in proven, credit-based transition programs and the number of students earning college credit and/or postsecondary credentials while in high school will increase.

### **Action Item Three: A P16 Approach to Assessment**

**Streamline the assessment system so that the tests students take in high school also serve as readiness tests for college and work.**

Goal 7: The Commonwealth Accountability and Testing System (CATS) will be refined to produce indicators of college and work readiness as a subset of the Kentucky Core Content Tests.

Goal 8: Every Kentucky student will take an assessment predictive of college and work readiness in the late middle and/or early high school years and schools will be prepared to analyze and use those results to accelerate learning and improve student achievement.

Goal 9: End of course, diagnostic, and occupational skills assessments will be available for the content and courses leading to high school graduation and the results of those assessments will be used for admission and placement in college and work.

#### Action Item Four: Increase Results-based Accountability

Hold high schools accountable for graduating students who are ready for college or careers, and hold postsecondary institutions accountable for students' success once enrolled.

- Goal 10: Strengthen accountability for results of the Individual Learning Planning through the high school accountability model and make these results and their consequences for the community and the economy more transparent to the public.
- Goal 11: Establish institutional level accountability measures for postsecondary persistence and completion, strengthen impact of results on awards and sanctions, and make these results and their consequences for the community and the economy more transparent to the public.
- Goal 12: Implement the Kentucky Instructional Data System (KIDS) - a longitudinal data system to follow student progress through K12 and on to postsecondary, to assess the impact of services, interventions and programs, to provide feedback to teacher preparation programs on the effectiveness of their graduates and to schools on the effectiveness of their faculty, and to enable accountability at multiple levels for supporting every student through successful transitions.

In order for Kentucky to meet these goals, the state ADP work team will be comprised of state officials, as well as representatives from higher education, P-12 education, the business community, and civic and community organizations who are already engaged in the Refocusing Secondary initiative. This group is committed to improving education for every Kentucky student and has committed to the tenants of the Kentucky ADP agenda.

*Note: As of this writing, there are policy and legislative actions pending in Kentucky that will impact implementation. Specifically:*

- *The Kentucky Board of Education is scheduled to take final action on minimum high school graduation requirements in February;*
- *The Commonwealth will soon announce award of the contract and final details of the design for the redesigned assessment system;*
- *Governor Fletcher has recommended funding for a P16 Learning Systems Integration Initiative, based on a joint budget proposal submitted by the Kentucky Department of Education, the Council on Postsecondary Education and the Education Professional Standards Board; and,*
- *There are several bills before the General Assembly that relate to aspects of the ADP plan.*

*The Commonwealth will update the plan as decisions are made on these items.*

## **Kentucky's ADP Action Plan**

**Action Item One: Align Standards and Assessments** - Align high school standards and assessments with the knowledge and skills required for success in postsecondary education and work.

**Timeline:** The award for the redesigned Commonwealth Accountability and Testing System will be made in Spring 2006 and the first assessment will be given in Spring 2007. The assessment will be based on the revised Core Content for Assessment. The first results from the new assessment system will be available to schools in Spring 2007.

**Goal 1:** The expectations of postsecondary education and the workforce for high school graduates will be articulated more clearly and consistently throughout the postsecondary system, and through admissions and placement decisions, so that they can be better understood and reinforced through advising with high school students and parents.

- a) Kentucky's statewide public postsecondary placement policy is designed to guide placement decisions for incoming students demonstrating specified levels of competence. It does not guarantee admission to any institution, nor does it mandate remedial placement of students earning less than one of the ACT threshold scores. Students who do not meet these statewide thresholds in mathematics but who have an ACT of 18 or higher will be placed according to institutional determination. American Diploma Project benchmarks in English and mathematics form the basis of the policy and they are correlated to the ACT standards and scores.

**Goal 2:** K12 content and performance standards will be reviewed and refined to meet those expectations.

- a) The *Core Content for Assessment (Version 4.0)* represents the content that has been identified as essential for all students and that may be targeted for inclusion on the state assessment beginning in 2007. The *Core Content* is used with Kentucky's *Academic Expectations* and *Program of Studies*. These content and performance standards reflect the American Diploma Project benchmarks and the National Assessment of Educational Progress (NAEP) standards, as well as national content association standards.
- b) Performance-based credit will be acknowledged via administrative regulation 704 KAR 3:305 as a means to award high school credit for the first time.

**Goal 3:** A more comprehensive and aligned approach to high school assessments will be implemented, and it will include assessments that are more predictive of college and work readiness. (See also, Goals 7 & 8)

- a) The Commonwealth Accountability Testing System (CATS) will be strengthened. Targeted improvements include embedding ties to the standards for postsecondary success, both academic and vocational:
  - i. Provide better assessment tools for use by teachers
  - ii. Redesign the testing cycle to promote optimum results
  - iii. Provide a “learning guarantee” for all students as they progress through key transition points from elementary to middle school and from middle to high school
  - iv. Proceed with implementation of the longitudinal assessment component
  - v. Update national comparisons
  
- b) With the redesign of the assessment system for 2007, local boards will be better able to tie student grades to state content and performance standards and, therefore, introduce student and school accountability measures that are directly tied to college and work readiness.

**Action Item Two: A Single Rigorous Curriculum - Require all high school graduates to take challenging courses that actually prepare them for life after high school.**

**Timeline:** The minimum high school graduation requirements will be enacted in Spring 2006 and will take effect for the graduating class of 2012. The Department, the Council on Postsecondary Education and the Education Professional Standards Board will focus collaboration on improving teaching access and quality to support implementation of a single, rigorous curriculum for all students. In Spring 2006, the web-enabled Individual Learning Plan will be released to the field fully integrated with GoHigherKy.org to support postsecondary selection, admissions and placement. By 2008, Kentucky will have expanded its Advanced Placement program to meet or exceed national averages for participation, performance and diversity. By 2008, a statewide policy in access and quality in dual credit will be in place.

**Goal 4:** The minimum high school graduation requirements will be revised to require that all students participate in a single, rigorous curriculum leading to college and work readiness

- a) The Kentucky Board of Education will amend 704 KAR 3:305, Minimum High School Graduation Requirements, to require a single rigorous college and work ready curriculum for all students and to eliminate general track studies. Recommendations include: four credits of English/Language Arts; Algebra I, Geometry and Algebra II as course requirements and mathematics every year; three credits each of social studies and science; science coursework must include lab-based experiences for students. Other requirements include one credit of Health/PE and one credit of Fine Arts. Options for Fine Arts have been expanded to allow specialization in an area of interest.

Among the seven elective credits, at least four must be tied to the student's identified career path. The total number of minimum credits needed for high school graduation is unchanged at 22 credits. The allocation of those credits by subject area or area of interest is changed, however.

- b) No opt-out provision will be available.
- c) Administrative Regulations governing the Kentucky Educational Excellence Scholarship will be amended to limit awards to successful participation in the college and work readiness curriculum, with additional weight provided for higher levels of performance in those courses.

**Goal 5: From middle school forward, every student will be guided by an Individual Learning Plan as a requirement of high school graduation. Both students and schools will be held accountable for the planning process and the results.**

- a) The Kentucky Board of Education will amend 704 KAR 3:305, Minimum High School Graduation Requirements, to strengthen requirements of and accountability for Individual Learning Plan. The plan includes career development and awareness and specifically address Vocational Studies Academic Expectations 2.36-2.38 as established in Academic Expectations, 703 KAR 4:060.
  - i. Currently, the plan is initiated by the end of the 8<sup>th</sup> grade. Beginning with the graduating class of 2013, the plan will be initiated by the end of the 6<sup>th</sup> grade year.
  - ii. Administrative Regulation will hold schools accountable for providing course of study, interventions and expanded learning opportunities that align with the student's plans for postsecondary learning and work, as articulated in the ILP.
- b) Through the same regulation, the responsibility for implementing effective guidance and advising processes will shift from schools to districts to promote a more systemic, equitable and seamless approach.
  - i. Feeder middle and high schools will be required to work together to provide better and more consistent information to students and parents.
  - ii. Districts will evaluate the effectiveness of the planning process and will include indicators related to the status of the student in the twelve months following graduation.
- c) The Kentucky Board of Education will amend the statewide accountability index to increase accountability for successful student transitions, based on the ILP (see also, Goal 10).

- d) All schools will use the web-enabled individual Learning plan, which draws validated student demographic, academic and assessment data from the KIDS student data repository (see Goal 12), allows students, student advisors, counselors and parents to input additional information and to collaborate online, produces electronic transcripts and student portfolios, and interfaces with the *GoHigherKentucky* website to support college exploration, electronic admissions and financial aid application.
- e) Postsecondary institutions and workforce partners will use the ILP in admissions and placement processes.
- f) As an example of how these plans will be used by the partners to support students through transition to postsecondary, the Kentucky Department of Education and the Kentucky Community and Technical College System (KCTCS) will use the assessment data and student goals from the ILPs to identify and provide supports to high school students who are not yet ready for postsecondary work.
  - i. The partners will develop online modules for developmental work and deliver them through the Kentucky Virtual High School. Actual credit bearing KCTCS courses (K-CORE) will be the basis for the content offered to the high school students. The modules will specifically target the student skill sets identified as deficient or needing support. These opportunities will be offered to the students within their normal schedule.
  - ii. KCTCS will continue to provide remedial assistance to students demonstrating the need for such services upon enrollment in these institutions.
  - iii. Success will be determined based on the degree to which the need for remediation at the college level is reduced.
  - iv. After the targeted students transition to KCTCS as high school graduates, they will be monitored and receive continued tutoring and supports through online learning.

**Goal 6:** The number of high school students participating in proven, credit-based transition programs (Advanced Placement, Dual Credit, International Baccalaureate) and the number of students earning college credit while in high school will increase. Enrollment in those courses will reflect the diversity of the student population at the state, school and institutional levels.

- a) A statewide policy will be established to ensure quality and access in credit-based transition programs, including funding, teacher credentialing, recruitment, admissions and placement, award of credit, and common assessments.
- b) Specific statewide policy will be developed to guide the growth in dual credit programs, including criteria for college readiness and placement, instructors, course content, and assessment. This policy

will be applicable to both academic and career and technical education dual credit pathways.

- c) Policies governing Advanced Placement will be strengthened to require that courses meet course descriptions published by the College Board, teachers teaching AP receive initial and refresher training, students take the AP exam if the course is to be noted as AP on the transcript, and curriculum in the lower grades is sufficient to prepare students for the opportunity for AP.
- d) The early college model, and other models that promote the attainment of a postsecondary credentials as part of a high school program, will be expanded.
- e) Rules governing the manner in which high school credit may be granted and the criteria on which school funding is allocated are being modified to remove time and place-dependent criteria and to provide schools with more flexibility in scheduling.

**Action Item Three: A P16 Approach to Assessment - Streamline the assessment system so that the tests students take in high school also serve as readiness tests for college and work.**

**Timeline:** The timeline associated with implementation of the new CATS is referenced in Action Item One. Diagnostic and end of course assessments for mathematics will be released for local use at local option in Spring 2006. A pilot year for statewide implementation is targeted for 2007-08. The development of diagnostics and EOCA in English/ Language Arts and Sciences are beginning and implementation will follow 6 - 12 months behind that for mathematics. Development in Social Studies will begin in Summer 06. Kentucky is participating with Achieve in multi-state development of an EOCA for Algebra II.

**Goal 7:** The Commonwealth Accountability and Testing System (CATS) will be refined to produce valid and reliable indicators of student progress towards college and work readiness as a subset of the Kentucky Core Content Tests. (See also, Goal 3)

- a) The proposed Assessment design adheres to the values and priorities held by KDE and KBE, including:
  - i. Maintaining professional standards of reliability and validity
  - ii. Maintaining strong support for instruction
  - iii. Maintaining involvement of Kentucky teachers
  - iv. Providing data for low stakes student accountability
  - v. Meeting federal testing requirements
  - vi. Providing more student information within a reasonable total testing time
  - vii. Higher order thinking skills or higher levels of cognitive complexity will be assessed through both multiple choice and open response items

- viii. Common items will be released immediately after test administration and scored by teachers, allowing these items to be used for local school/district accountability if the school/district chose to do so.
- b) The design of the CATS calls for embedding an NRT within the KCCT for a longitudinal measure in Reading and Mathematics.
- c) The revisions will also provide additional assessment measures not included as part of a school's accountability index but the diagnostic/formative assessment process will complement the CATS assessment system and allow for additional local options for student accountability. The recommendations include formative assessments, diagnostic assessments, and end-of-course assessments.
- d) The revised assessment format will contain a means to form the longitudinal measure of individual student growth not available under the current assessment system.
- e) The revised assessment will outline a progression from a paper/pencil assessment scored by an out of state vendor to an in-state online assessment delivery with a scoring process utilizing Kentucky teachers.
- f) The design calls for improvements in the state Writing Portfolio process, including fewer student entries in the portfolio, a change from an holistic to an analytical scoring measure, alignment at the high school level with expectations of higher education, more specific and increased professional development for teachers, revisions to statewide regulations, and dissemination of specific guidelines for portfolio administration to reduce the amount of inappropriate assessment practices relative to the portfolio.

**Goal 8: As a component of CATS, every Kentucky student will take an assessment predictive of college and work readiness in the late middle and/or early high school years and schools will be prepared to analyze and use those results to shape the kinds of instruction in ways that promote student achievement. (See also, Goals 3 and 7)**

- a) The design for the new CATS assessment includes the provision of a predictive measure of college success to be utilized to guide student course taking and to target areas identified for accelerated, remedial, or specialized work by students. The predictive assessments would take place at the eighth grade level to measure middle school students' readiness for high school curricula and at the tenth grade level to measure high school students' readiness for successful postsecondary placement.

- b) Kentucky will institute a Learning Promise Program to be administered at the transition points between end-of-primary and grade 4, grades 5 and 6 and grades 8 and 9, beginning in the areas of reading and mathematics, so that schools will put into place a support structure for all students scoring novice or apprentice on the CATS assessment. CATS would be the "trigger" mechanism for review of student grades, teacher assessments and the need for additional diagnostic assessments. For identified students, an intervention programs will be developed.
- c) CATS results will used for student accountability. As an example, using CATS results as one criteria in determining the recipients of and amounts for the Kentucky Educational Excellence Scholarships and placing CATS results on student transcripts for college admissions and placement decisions.

**Goal 9: End of course, diagnostic, and occupational skills assessments will be available for the content and courses leading to high school graduation.**

- a) Diagnostic assessments will be available to classroom teachers that can be scored quickly and used immediately. Colleges of education and colleges of arts and sciences will collaborate with secondary education partners to support teachers in the use of these new classroom tools and the design of effective interventions.
- b) End of course assessments (EOCAs) will be available for all graduation course requirements as a mechanism for assessing readiness for the next level of learning and as a criterion for awarding credit.
  - i. Algebra I, Geometry and Algebra II EOCAs will be released to the field in Spring 06. Development of English/ Language Arts and Science EOCAs is underway. Social Studies EOCA development teams will be initiated in Summer '06.
  - ii. Generally, EOCAs will be released to districts to be used as instructional resources in accordance with local policy. By the 2007-08 school year, the EOCAs for mathematics will have undergone validation and reliability. Kentucky will determine whether or not and to what extent they should be used for state level accountability, for students and/or schools.
- c) Occupational skills assessments will be utilized in the advising process and will be included in the ILP no later than the 10<sup>th</sup> grade for every Kentucky student.

**Action Item Four: Increase Results-based Accountability - Hold high schools accountable for graduating students who are ready for college or careers, and hold postsecondary institutions accountable for students' success once enrolled.**

**Timeline:** The Kentucky Board of Education will strengthen high school accountability through modification of the Accountability Index and the introduction of new accountability for student transition to postsecondary through the Individual Learning Plan by 2008. KIDS will be implemented in classrooms throughout the state by 2008. Data sharing among K12, postsecondary institutions and the Educational Professional Standards Board will be piloted in 2007 as part of KIDS. Full implementation is dependent upon legislative funding.

**Goal 10:** Strengthen accountability for results of the Individual Learning Planning through the high school accountability model and make these results and their consequences for the community and the economy more transparent to the public.

- a) The High School Feedback Report will be improved to provide more timely and more comprehensive data about the status of graduates and their transition to postsecondary learning or work. The enhanced functionality will be enabled through implementation of the unique student identifier and the ability of secondary and postsecondary partners to track students through transition. (see also, Goal 11)
- b) The proposed changes to 704 KAR 2:305, Minimum High School Graduation Requirements, will require districts to evaluate the effectiveness of their advising and student planning processes based on the status of the graduates twelve months after they exit secondary.
- c) The ADP partners will continue to develop and make available toolkits, including powerpoints, videos, and other presentation materials, that can be used by community partners to demonstrate the impact of educational attainment on the local economy based on local and regional data. As an example, all members of the Kentucky School Boards Association will receive a Refocusing Secondary Toolkit at their 2006 Annual Meeting.

**Goal 11:** Establish institutional level accountability measures for postsecondary persistence and completion, strengthen impact of results on awards and sanctions, and make these results and their consequences for the community and the economy more transparent to the public.

- a) The Council on Postsecondary Education adopted a public agenda entitled “Five Questions - One mission, Better Lives for Kentucky’s People.” The public agenda includes statewide key indicators and individual campus action plans for each of the public postsecondary institutions, the Kentucky Community and Technical College System and the Association of Independent Kentucky Colleges and Universities.

- b) The public agenda will guide the work of Kentucky adult and postsecondary education through 2010. The plan emphasizes accountability, degree completion, and affordability and its framework is built around the five questions of reform.

**Goal 12: Implement the Kentucky Instructional Data System (KIDS) - a longitudinal data system to follow student progress through K12 and on to postsecondary, to assess the impact of services, interventions and programs, to provide feedback to teacher preparation programs on the effectiveness of their graduates and to schools on the effectiveness of their faculty, and to enable accountability at multiple levels for supporting every student through successful transitions.**

- a) Kentucky will establish a longitudinal data tracking system for P through 16 so that student data, including assessment results, can be monitored from the initial enrollment in primary school and tracked to, and ultimately through, the post secondary experience.
- b) Kentucky implemented a P12 unique student identifier in the fall of 2005. This single feature makes it possible to link individual student records over time regardless of the amount of time the student remains in one school or district. Through the development and implementation of a longitudinal student data system made possible by a federal grant from the United States Department of Education of \$5.8 million received in November, 2005, Kentucky will collect the following information at the student level: initial enrollment data, demographic and program participation data; spring test score data; information on each student absent or exempted from testing; high school course completion data; high school SAT, ACT, and Advanced Placement participation and scores; and graduation and dropout data. To ensure accuracy of data, the state will develop an audit system to monitor the information that school districts provide.
- c) The longitudinal data tracking system known as KIDS (Kentucky Instructional Data System) is a comprehensive data warehouse comprising student demographic, financial, and assessment data in a user friendly workspace, accessible from any Web browser via a secure login. At its core, KIDS will bring together various information silos that are now isolated from one another. Atop that data foundation, KIDS will then build a longitudinal student data tracking system, based upon work already in progress in Kentucky. With that accomplished, Kentucky educators will be able to add student accountability to its already potent school accountability framework.
- d) Construction of this data system is time intensive with results anticipated in a 36-month timeline. Work in year one will be comprised mainly of the development of new data structures and data capture

procedures. Year two will add elaboration of the reporting interface. The infrastructure development will serve as the foundation for report generation that incorporates both individual student data as well as that data for aggregated groups of students. Year two work will also include an analysis of methods for connecting the longitudinal view of student achievement to the results of the partner systems.

- e) Year three work will center around adding sophisticated test delivery and analysis functionality to the portal, and incorporation of the functionality developed in the course of the project into ongoing Department operations. Additional work for year three includes developing a value-added reporting mechanism.
- f) To ensure that all partners will be able to share data among agencies and across the boundaries of P12, postsecondary and workforce, the Kentucky Department of Education, the Council on Postsecondary Education and the Educational Professional Standards Board have submitted a joint budget proposal to the 2006 General Assembly for an integrated K20 longitudinal data system. The system would develop as an extension of KIDS at the P12 level.