Continuous Improvement

Pamela Moore, Academic Program Manager
Office of Career and Technical Education
Kentucky Department of Education
Pamela.Moore@education.ky.gov
502-564-4286 *4215

July/19/2016
Overview

- OCTE Priority Projects 2016-17
- Accountability System in Kentucky
- Continuous Improvement and Targeted Technical Assistance
- KOSSA
- TRACK
OCTE Priority Projects

- New Skills for Youth Initiative
  - National Review Committee - October

- Structure and process for creating new and removing outdated pathways
  - State CTE taskforce groups

- Revamp the New Teacher Induction (NTI) program for occupation-based teachers
  - New position in OCTE
  - NTI Committee
  - Revision of occupation-based certification regulations
Accountability System in Kentucky

Moving Forward
The Charge and The Goal

- Considering public and work group input, the accountability steering committee will advise the commissioner on Kentucky’s new accountability system.

- Design a system that will improve the education and readiness of ALL Kentucky students and is fair, reliable, valid, and easier to understand than the current model.
Draft Timeline

Public Input
March-May

Public Feedback on Proposed System
March - May

KBE 1st Reading
May - Mid-October

Regulatory Process
March-April

New System in Place
August 2017

KBE 2nd Reading
February

 Alignment with Federal Regulations
December

System and Regulations to
U.S. Department of Education
May

Communication

Education and Training
The Work Begins

Kentucky Board of Education
Approval of System and Promulgation of Regulations

Accountability Steering Committee
Make Recommendations to KBE

Consequential Review
System Integration
Work Group
Chairs Attend

Regulatory Review

Communication and Messaging
College/Career Readiness
Assessment
Opportunity and Access Indicators

School Improvement
Educational Innovation
Continuous Improvement and Targeted Technical Assistance (CIV/TTAV)

- Re-visioned the 2000 legislative mandate for program assessment

- New model is two-fold
  - Targeted Technical Assistance Visits (TTAV)
  - Continuous Improvement Visits (CIV)
Continuous Improvement and Targeted Technical Assistance (CIV/TTAV)

- A Data Driven Model
  - TTAVs are determined based on program performance on technical skill attainment for career readiness (KOSSA and Industry Certs)
    - Targeted approximately 50 schools for visits across all CTE program areas for fall 2016
    - Following evaluation of process, additional schools may be targeted
Continuous Improvement and Targeted Technical Assistance (CIV/TTAV)

- A Data Driven Model
  - CIVs are based on data not documentation
    - Teacher and Principal Surveys
    - School and Program data snapshot
  - Approximately 90 schools will receive visits in 2016-17
  - Designed to drive continuous improvement by enhancing the effectiveness of Continuous School Improvement Plans (CSIP) and Program Improvement Plans (PIP)
KOSSA

Sherri Craig, Systems Consultant IT - KOSSA
Office of Career and Technical Education
Kentucky Department of Education
Sherri.Craig@education.ky.gov
502-564-4286
Kentucky Occupational Skills Standards Assessment (KOSSA)

- KOSSA is one of two measures to meet the career ready technical portion of college and career readiness

- KOSSA is one measure of technical skill attainment for Perkins Accountability
Standards

Assessment

Curriculum
<table>
<thead>
<tr>
<th>Assessment Blueprint</th>
<th>Assessment Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>25% Academic</td>
<td>• 120 MC Questions</td>
</tr>
<tr>
<td>25% Employability</td>
<td>• 100 point bearing questions</td>
</tr>
<tr>
<td>50% Occupational</td>
<td>• 20 pilot questions</td>
</tr>
</tbody>
</table>

KOSSA
Industry Certifications and KOSSA

- **2016-2017 Valid Industry Certification and KOSSA List** is available on the KOSSA webpage

- There are some specific notes related to pathway and assessment changes

<table>
<thead>
<tr>
<th>Cluster</th>
<th>Career Pathway</th>
<th>CIP Code</th>
<th>KOSSA</th>
<th>Industry Certifications</th>
<th>Changes / Removals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agricultural Education</td>
<td>Agribusiness Systems</td>
<td>01.0101.00</td>
<td>Agribusiness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Agricultural Education</td>
<td>Structural, Technical Systems</td>
<td>01.0201.00</td>
<td>Ag Power, Structural, Technical Systems</td>
<td>Equipment &amp; Engine Training Council Two Stroke</td>
<td></td>
</tr>
<tr>
<td>Agricultural Education</td>
<td>Agricultural Power, Structural, Technical Systems</td>
<td>01.0201.00</td>
<td>Ag Power, Structural, Technical Systems</td>
<td>2 Exams Required - AWS-SENSE Certification (Level 1) and Briggs and Stratton Master Service Technician</td>
<td></td>
</tr>
<tr>
<td>Agricultural Education</td>
<td>Structural, Technical</td>
<td></td>
<td>Ag Power, Structural, Technical Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Event Description</td>
<td>Timeline / Deadlines</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>----------------------------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>DACs Identify School KOSSA Coordinators (Complete Survey)</td>
<td>August 31, 2016</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Schools Identify (consecutive two-week) KOSSA Testing Window (Complete Survey)</td>
<td>December 1, 2016</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KOSSA Registration (TEDS Data Entry)</td>
<td>January 15, 2017</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KOSSA Testing Window</td>
<td>February 1 – March 31</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>KOSSA Results Available</td>
<td>April 16</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Performance Reporting

- Standards Performance Summary with Graph
  - State Level
  - School Level
Standards Performance Summary

Assessment: Early Childhood Education
Standard Set: KOSSA Program Areas
Filters:
• All Standards
• Accumulating results
Number tested: 1269

KOSSA Program Areas
– Early Childhood Education

1) OA CAREER PATHS WITHIN EARLY CHILDHOOD EDUCATION AND SERVICES

2) OA 3 Examine education/training requirements and opportunities for career paths in early childhood education and services

4) OA 4 Examine the impact of early childhood education and service occupations on local, state, national, and global economies

3) OC DEVELOPMENTALLY APPROPRIATE PRACTICES FOR EARLY CHILDHOOD EDUCATION AND SERVICES

1) OC 1 Examine child development theories and their implications for educational and childcare practices

2) OC 2 Determine a variety of assessment methods to observe and interpret children's growth and development

3) OC 3 Consider cultural and environmental influences with assessing children's development

4) OC 4 Determine special needs of children

Results:
- 70.39%
- 62.45%
- 52.66%
- 71.95%
- 66.41%
- 38.85%
- 59.97%
- 65.56%
- 82.66%
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Completed</th>
<th>Passed</th>
<th>Percentage Passed</th>
<th>Mean Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>575</td>
<td>288</td>
<td>50%</td>
<td>68.6%</td>
</tr>
<tr>
<td>Administrative Support</td>
<td>2244</td>
<td>1268</td>
<td>57%</td>
<td>69.6%</td>
</tr>
<tr>
<td>Ag Power, Structural, Tech Systems</td>
<td>1427</td>
<td>537</td>
<td>38%</td>
<td>63.8%</td>
</tr>
<tr>
<td>Agribiotechnology</td>
<td>61</td>
<td>15</td>
<td>25%</td>
<td>59.7%</td>
</tr>
<tr>
<td>Agribusiness</td>
<td>415</td>
<td>172</td>
<td>41%</td>
<td>65.1%</td>
</tr>
<tr>
<td>Allied Health</td>
<td>3383</td>
<td>1931</td>
<td>57%</td>
<td>70.1%</td>
</tr>
<tr>
<td>Animal Science</td>
<td>2475</td>
<td>1017</td>
<td>41%</td>
<td>65.6%</td>
</tr>
<tr>
<td>Automotive Technology</td>
<td>671</td>
<td>129</td>
<td>19%</td>
<td>57.8%</td>
</tr>
<tr>
<td>Business Management</td>
<td>1817</td>
<td>905</td>
<td>50%</td>
<td>67.4%</td>
</tr>
<tr>
<td>Communications</td>
<td>495</td>
<td>399</td>
<td>81%</td>
<td>77.7%</td>
</tr>
<tr>
<td>Computer Programming</td>
<td>354</td>
<td>255</td>
<td>72%</td>
<td>74.2%</td>
</tr>
<tr>
<td>Construction</td>
<td>1288</td>
<td>617</td>
<td>48%</td>
<td>66.3%</td>
</tr>
<tr>
<td>Consumer and Family Management</td>
<td>1829</td>
<td>1201</td>
<td>66%</td>
<td>72.2%</td>
</tr>
<tr>
<td>Culinary and Food Services</td>
<td>1696</td>
<td>1019</td>
<td>60%</td>
<td>70.4%</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>1269</td>
<td>753</td>
<td>59%</td>
<td>71.2%</td>
</tr>
<tr>
<td>Engineering and Technology</td>
<td>1578</td>
<td>1071</td>
<td>68%</td>
<td>73.1%</td>
</tr>
<tr>
<td>Environmental Science/Natural</td>
<td>447</td>
<td>209</td>
<td>47%</td>
<td>67.2%</td>
</tr>
<tr>
<td>Resources Systems</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fashion and Interior Design</td>
<td>232</td>
<td>114</td>
<td>49%</td>
<td>66.0%</td>
</tr>
<tr>
<td>Financial Services</td>
<td>673</td>
<td>469</td>
<td>70%</td>
<td>72.5%</td>
</tr>
<tr>
<td>Food Science &amp; Processing System</td>
<td>120</td>
<td>50</td>
<td>42%</td>
<td>64.8%</td>
</tr>
<tr>
<td>Horticulture</td>
<td>2016</td>
<td>445</td>
<td>22%</td>
<td>59.7%</td>
</tr>
<tr>
<td>Hospitality Services</td>
<td>78</td>
<td>27</td>
<td>35%</td>
<td>64.4%</td>
</tr>
<tr>
<td>Information Support &amp; Services</td>
<td>308</td>
<td>178</td>
<td>58%</td>
<td>69.1%</td>
</tr>
<tr>
<td>Manufacturing</td>
<td>779</td>
<td>439</td>
<td>56%</td>
<td>69.2%</td>
</tr>
<tr>
<td>Marketing</td>
<td>1222</td>
<td>807</td>
<td>66%</td>
<td>72.7%</td>
</tr>
<tr>
<td>Network Administration</td>
<td>193</td>
<td>107</td>
<td>55%</td>
<td>69.7%</td>
</tr>
<tr>
<td>Production Crop</td>
<td>21</td>
<td>14</td>
<td>67%</td>
<td>71.1%</td>
</tr>
<tr>
<td>Retail Services</td>
<td>233</td>
<td>148</td>
<td>64%</td>
<td>71.9%</td>
</tr>
<tr>
<td>Transportation</td>
<td>204</td>
<td>92</td>
<td>45%</td>
<td>63.1%</td>
</tr>
<tr>
<td>Web Development/Administration</td>
<td>206</td>
<td>115</td>
<td>56%</td>
<td>69.0%</td>
</tr>
<tr>
<td>Welding</td>
<td>989</td>
<td>270</td>
<td>27%</td>
<td>61.0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>29298</strong></td>
<td><strong>15061</strong></td>
<td><strong>51%</strong></td>
<td></td>
</tr>
</tbody>
</table>
2015-16 KOSSA Results

- 31 Assessment Areas
- 29,298 Students Assessed
  - 8.2% increase from 2014-15
- 15,061 Students Earned Certificates
  - 5% decrease from 2014-15
- Overall 51% Pass Rate
  - 8% decrease from 2014-15
2016-17 KOSSA

- 32 Valid KOSSA
- New KOSSA Assessments 2016-17
  - Collision Repair
  - Computerized Manufacturing and Machining
- Pilot Assessment 2016-17
  - Cinematography/Video Production
  - Graphic Design
Assessment Blueprint

- TRACK Electrical – 60 MC Questions
- TRACK Carpentry - 120 MC Questions
TRACK Team

Electrical

1) International Brotherhood of Electrical Workers (IBEW)

2) Independent Electrical Contractors (IEC)

3) AMTECK
TRACK Team

Carpentry

1) Indiana, Kentucky, Ohio Regional Council of Carpenters and Millwrights

2) Messer Construction