Districts of Innovation

KRS 156.108 and 160.107
(House Bill 37, enacted 2012)

• provided Kentucky public school districts the opportunity to apply to the Kentucky Board of Education (KBE) to be exempt from certain administrative regulations and statutory provisions, in an effort to improve the learning of students.

• By “re-thinking” how learning might look, districts will be able to redesign the system in an effort to engage and motivate more students and increase the numbers of those who are college and career ready.
A District of Innovation is a district that has developed a plan of innovation, in compliance with these statutes, which has been approved by the KBE and exempts the district from certain administrative regulations and statutory provisions to improve the educational performance of students within the district.
Districts of Innovation

School of Innovation

A School of Innovation is a school that voluntarily participates in a District of Innovation plan to improve instruction, including waivers and exemptions from local board of education policies, selected provisions of Kentucky Administrative Regulations promulgated by the Kentucky Board of Education and selected sections of the Kentucky Revised Statutes, as permitted under these statutes.
What is Learning Innovation?

KRS 156.108 (Kentucky’s new Districts of Innovation statute) defines “innovation” as:

“a new or creative alternative to existing instructional and administrative practices intended to improve student learning and student performance of all students”
Districts of Innovation
2013-2014

Danville Schools – Danville KY

Eminence Schools – Eminence KY

Jefferson County Schools  - Louisville KY

Taylor County Schools – Campbellsville KY
New Approach to Accountability

FLEXIBILITY IN
Assessment

Skills
Dispositions
Knowledge

State Measures
Local Measures

New Accountability System

Life Ready Graduate

As it is displayed here, the “skills and dispositions” are universal to all students, the “essential” skills. Pathway specific skills would be incorporated in the “knowledge.”

The concept is that existing state accountability measures outlined in our ESEA Waiver would remain. The vision is then to allow districts to additionally report a set of local measures on their annual school report card. In addition, the concept of a competency based summative assessment system would be implemented, so summative assessment would be given at readiness.
THE DANVILLE JOURNEY
commonalities

- Design based on need, not existing structures
- Meaningful work for both students and adults
- Allowing technology to do what it can do best
- A variety of successful pathways for students
- Public presentations of work
What makes us different?

• CONTENT
• SKILLS
• APPLICATION
Without deviation from the norm, progress is not possible.

-Frank Zappa
HERE’S OUR STORY
SCHOOL ON F.I.R.E.
Surprise and Delight
Next Generation Skills
Student Agency
Mastery Model for CCR
SCHOOL ON FIRE
Mastery Model for CCR

- ICE
- Standards Based Reporting
- Instructional Defense Panels
- Grades K, 5, 8, 12
- BE Ready (Early College)
- Grades 13/14
- Embedded Career Readiness
- Master Schedule Redesign
- Personalized Progression
Student Agency

• Voice Teams (Teacher, Student, and Parent)
• Interest Based Lessons
• Student Voice Surveys
• Student D.N.A. (Digital Narrative Album)
• Student Feedback
• Student Led PD / Classes
• Advisor / Advisee Advocates
• Student Site Based Voting Members
• SPARC Teams for all students
Next Generation Skills

• ACES (1:1 Initiative)
• Next Gen Skills Continuum
• Change The Day Challenges
• Modeling Strategies - Teachers in PD and All Meetings
• Partner with Apple Business
• Designed KY’s First Wifi Bus
• Exemplars of Eminence Excellence
• Flipped, Blended, and Virtual Experiences
• Cafeteria Is a Next Gen Collab Lab
Surprise and Delight

• Systemically Embed SAD into every lesson for the entire organization
• Utilize the Fun Theorem to gain staff/student buy-in
• Redesigned PD
• E-magineers
• Monitor FUN and SAD on walk-throughs
• Incentivize SAD
• Parent / Student / Teacher Buy-In
EMINENCE INDEPENDENT SCHOOLS
STUDENT D.N.A.
(DIGITAL NARRATIVE ALBUM - STUDENT LEARNING PROFILE)
e³: EXEMPLARS OF EMINENCE EXCELLENCE

WORLD CLASS KNOWLEDGE & SKILLS

- Community Service Hours (20)
- Successful Completion of an Individual Service Learning Experience
- One Student Initiated Project Based Learning Experience
- Successful Participation in Four Clubs / Sports / Activities for High School Career (One Per Year)
- Panel Review Defense of High School Competency

COLLEGE & CAREER READINESS

- 80% Mastery of all Standards for Mathematics and Reading
- *College Readiness Benchmarks Met on ACT of:
  - English (18)
  - Mathematics (19)
  - Reading (20)
- Successful Completion of College & Career Readiness Portfolio
- Three College Credit Hours or Passing Industry Certification Exam
- Complete (2) Applications to Post-Secondary Institutions, Military, or Vocation
- Complete FAFSA
- Internship in a Career Field Identified on the LLP.

*Students not meeting College Readiness on ACT Benchmarks can meet Career Readiness through completion of Industry Certification and Career Pathway Completions.

NEXT GENERATION SKILLS

- Completion of On-Demand Performance Based Assessment
- Flipped, Blended, and Virtual Classroom Experience
- Completion of Digital Skills Portfolio
- Senior Project Will Include E³ Next Generation Skills /Tools
- Students Will Produce Content for National Distribution
- Students Will Keep Good Standing for Digital Driver’s License
- Students Will Be Able to Completely Construct, Create, Consume or Collaborate on Content through a variety of virtual means.
<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
</table>
| Shelby| I am an independent thinker.  
I love science.  
I tend to learn best when I apply my learning to real-life scenarios.  
I love to be challenged.  
My parents are both college graduates.  
I think I want to be a doctor, but I'm not totally sure.  
I am pretty “techie”. I love working on and with a computer.  
I enjoy helping others. |
| Mark  | I am a K-8 Home-Schooled student.  
I am very good with managing my time and self pacing my studies.  
I love working on a computer.  
I am very creative and love any and all art techniques, especially pottery.  
I am an extremely active athlete.  
I struggle most with mathematics, but usually can figure it out with a little help.  
I have never had anyone in my family graduate from college. |
| Zoe   | I am passionate about helping others.  
I either want to work with environmental assistance or in medicine.  
I Learn best when its hands on and purposeful.  
I am very active in my youth group.  
My family have all been lab techs.  
I am very organized.  
I am motivated in all I do by compassion.  
I generated $7500 in Middle School in order to raise money for clean water. |
| Ben   | I am very good with electronics.  
I am an amateur musician.  
Mathematics is hard, but I enjoy problem solving.  
I'm not sure if I want to attend college or not. It's partly because of not being able to afford it.  
I'm not sure if I want to attend college or not.  
I am a very good reader. English and Social Studies have always come very easy to me.  
I need to work during high school in order to support my family.  
I like to “create and construct” more than “sitting and getting” |
**Student 1:***
Completed 1.5 High School Credits before 9th Grade and All High School Course Requirements in 1.5 Years.

Took Virtual A.P. Biology and Chemistry via Competency Based Credits earned during summers and intercussions.

Spent one semester as an intern at Family Physicians shadowing an MD while taking all courses virtually for 10th. Internship was from 8:00 AM - 3:00 PM daily.

Participated in the BE Ready Pathway.

Completed competency based certifications for CPR, Emergency Services, First Aide, and Paramedic Care.

Earned an Associates Degree and left Eminence at the end of Year Four.

Continued for two more years in Eminence’s Extended Support Structure until graduating with her Pre-Med Bachelor’s Degree.

**Student 2:***
Completed High School Course Requirements in 2.5 Years. Completed one semester abroad.

Completed 100% of my core courses virtually from home.

Attended Art Courses at Eminence Schools.

Participated in extra-curricular events, clubs, and sports offered to other students even though I attended school from home.

Utilized Eminence staff office hours to help me when I struggled with core subjects. Most of the help occurred remotely via video conferencing, but some was at school.

Earned 25 hours of College Credits from the BE Ready program on University Campus through year four.

Remained in the intensive Eminence Extended Support Structure for years 13 and 14. Completed Bachelor's in years 15 and 16 in just the EESS.

**Student 3:***
Completed High School Course Requirements in 3.0 Years.

Chose a mixture of traditional, competency, and virtual courses to maximize my time spent studying clean water systems.

I completed my Chemistry and Advanced Chemistry Credits in Safety Kleen Industries’ lab.

Spent two summers building my prototype clean water system in Haiti.

Conducted an internship at a Clinic, Urgent Care, and a hospital.

Participated in BE Ready Program earning 24 hours of College Credit on a University Campus.

Took 8 hours of virtual courses from a community college.

Completed her R.N. degree during years 12, 13, and 14.

Participated in Eminence Extended Support Services.

**Student 4:***
Completed High School Course Requirements in 4.0 Years.

Chose to take all Social Studies and English Classes in a virtual setting, during the summer and at night, allowing me a three year internship at Eminence Speaker Corporation.

Earned an Industrial Technology career certification.

Designed a new circuit board pathway for Yamaha Subs through Community Based Problem Solving.

Remained at Eminence, at nights, for Years 5 and 6 while continuing my internship at Speaker Corp.

Completed 15 hours of Community College Credit hours. (9 were virtual and 6 were on the college campus).

Speaker Corp. paid for his final two years of college to earn his Associates Degree from a state school and he remained in EHS Support System.
Our Contact Info

David Cook
david.cook@education.ky.gov

Carmen Coleman
carmen.coleman@danville.kyschools.us

Buddy Berry
buddy.berry@eminence.kyschools.us