KENTUCKY DEPARTMENT OF EDUCATION
School Curriculum, Assessment and Accountability Council (SCAAC)Meeting Summary
March 15, 2022

ATTENDANCE:

Artavia Acklin, Heather Aldrich, Deborah Atherton, Renee Boss, Martha Emmons, Chuck Fletcher, JanaBeth Francis, Leslie Jeffries, Lisa Kear, Kristin Putnam, Jason Reeves, Allison Tamme

MEMBERS ABSENT:

Houston Barber, Brenda McGown, Jenny Urie, Henry Webb

SUMMARY:

The March 15, 2022, virtual School Curriculum, Assessment and Accountability Council (SCAAC) meeting was called to order at 9 a.m. by Program Manager Helen Jones (Office of Assessment and Accountability, Division of Assessment and Accountability Support, Kentucky Department of Education {KDE}). Members and guests were welcomed, and introductions were made to the newly appointed member Jason Reeves. Jones informed the council of public meeting protocol.

A quorum of members was present. The open meeting was broadcast live from the KDE State Board Room and recording posted on the KDE Media Portal.

All materials are available in the SCAAC Google Folder.

Agenda Item: Approval of Nov. 16, 2021 Meeting Minutes

Chuck Fletcher made a motion to approve the Nov. 16, 2021 meeting minutes. Artavia Acklin seconded the motion. Motion carried.

Agenda Item: Commissioner's Greetings

Presenter: Jason Glass, Ed.D., Commissioner of Education and Chief Learner, KDE

Summary of Discussion: Education Commissioner Jason E. Glass referenced the legislative update shared by Brian Perry, mentioning positive appropriations for education in the funding bills.

Glass also emphasized the importance of the United We Learn effort as it relates to the work of SCAAC around assessment and accountability. A major focus with United We Learn is the work of the Laboratories of Learning and the redesign of the assessment and accountability system, which originated with the desire for our students to be prepared for a globally interconnected,

fast-moving, automated future. The heart of the United We Learn effort is to create experiences for students in school that emphasize human skills, deeper learning skills, communication, complex problem-solving, reasoning, persistence, creativity and related skills; and to do so by co-creating a redesigned system with students, parents, educators, communities, advisory groups and other stakeholders.

In closing, Glass expressed thanks and appreciation for the hard work that has been done in districts over the last two years.

Feedback:

Chair JanaBeth Francis said that districts need models of how to co-create with communities in the data analysis. She asked about how educators could involve communities in meaningful ways in the analysis of results—in ways that focus on the whole child and not just the numbers.

Agenda Item: Legislative Update

Presenter: Brian Perry, Director of Government Relations, Office of the Commissioner, KDE

Summary of Discussion:

Perry provided an update on the status of the legislature, noting that Sine Die is April 14. There were 1,165 bills filed this year, including an unusual number of "shell bills" used as placeholders. Legislators' highest priorities this session are the budget and tax reform. Perry summarized House and Senate bills of interest and explained where the bills are in the legislative process. KDE will continue to monitor.

SCAAC expressed particular interest in Senate Bill 1, Senate Bill 9, Senate Bill 61 and Senate Bill 138. Chair Francis noted that Senate Bill 1 could have a significant impact on the work of SCAAC.

SB1 – Principal selection and curriculum decisions moved to superintendent
   • Assigned to House Education - SB9 – Early literacy education
SB9 - Read to Succeed Act
   • Would not impact Read to Achieve
   • On House Education agenda for March 15
SB61 - Deleting end-of-course examination and ACT benchmark requirements from the early high school graduation program.
   • Reported favorably from House Education; posted for passage on 10/14
SB138 – CRT-related bill
   • Assigned to House Education

Perry suggested that to view legislative action in real time, SCAAC members can follow along on Kentucky Educational Television (KET) or the Legislative Research Commission (LRC) YouTube site or follow the Twitter accounts of the majority and minority parties.

Agenda Item: Update on KDE Diversity, Equity, Inclusion and Belonging (DEIB) Efforts

Presenter: Nicole Fields, Ed.D., Community Engagement Coordinator, Office of Teaching and Learning, KDE

Summary of Discussion:

Nicole Fields explained her role as DEIB community engagement coordinator and recommended that SCAAC members read the newsletter recently sent from Glass that introduces the new Diversity, Equity, Inclusion (DEI) coordinators at the education cooperatives. Additionally, KDE will be adding a DEIB team member who will represent special education and early childhood.

Fields defined diversity, equity, inclusion and radical inclusion for SCAAC members and spoke about the Equity Toolkit and Equity Dashboard, sharing a video narrated by KDE's Chief Equity Officer, Thomas Woods-Tucker, Ph.D. The definition of belonging will be forthcoming.

The Equity Dashboard suite of visualizations is available in Infinite Campus for those school and district leaders whom have been given access. The Equity Dashboard provides live, inward facing data on the under- or over-representation of various demographic groups on several indicators: special education, chronic absenteeism, in-school suspension, out-of-school suspension, gifted and talented, advanced coursework/dual credit, CTE coursework, CTE completers, and benchmarks. The dashboard is designed to offer a "big picture" look to help schools and districts identify areas needing further attention. Data analysis guidance is available within the dashboard, including the four step and the root cause/five whys processes.

Fields shared a data equity walk demonstration and introduced the Kentucky Academy for Equity in Teaching (KAET). The KAET project initiatives will seek to inspire, prepare and educate our current and future teacher workforce.

Fields finished her presentation with a summary of ongoing and future plans and initiatives:
- Personalized Graduation Requirements connected to the Individual Learning Plan (ILP)
- Advanced Placement Exams (capped at $10 for 2021-2022)
- Collaborative meetings with DEIB staff and stakeholders
- KET partnership for Asynchronous Safe Spaces course for all educators with micro-credentials
- Request for Proposal (RFP) for live coaching on DEIB for co-ops, districts and schools
- Create Community Stakeholder Advisory Council on DEIB Strategies and Priorities
- Begin RFP process for six asynchronous modules with micro-credentials using national experts on topics like restorative practices, fostering equity, deeper learning and more
- Podcast highlighting heroic stories and practices in our schools
- Monthly newsletter for stakeholders throughout Kentucky

Chair Francis directed SCAAC members to focus on the high-quality standards and high-quality resources emphasized in the equity toolkit, as that is a major connection for SCAAC.

Feedback:

Chuck Fletcher asked for an example of how the community can effectively be involved in this work. Fields explained that in her role as community engagement coordinator, she will research what community resources are available near schools and connect students and families with those resources. She provided an example of a church next door to a school that began offering after school homework help for students.

Chair Francis recommended that DEIB provide data analysis resources for communities to engage with accountability results in a way that honors all the letters of DEIB and helps schools analyze for root causes. Receiving these tools prior to the next public release of data is desired.

Agenda Item: Local Laboratories of Learning Update

Presenter: Sarah Snipes, Program Manager, Division of Innovation, Office of Continuous Improvement and Support, KDE

Summary of Discussion:

Sarah Snipes provided SCAAC members with background information on the KDE United We Learn initiative, followed by an overview of the trends that exist in the assessment and accountability prototypes that the Local Laboratories of Learning (L3s) are developing.

Trends identified by the Kentucky Coalition for Advancing Education (KCAE):

- Make assessments go beyond a snapshot of a whole child to reflect what communities need to do to cultivate learning
- Many are expanding or refining some level of redesign of existing initiatives or structures with a new focus on direct stakeholder involvement
- The prototypes are currently focused on student learning experience
- All teams seem to want to build trust across their community by improving how they communicate their local systems
- Profile of a Graduate is common, but differences between communities are honored
- The current size and weight of the state assessment system is competing for time and attention with these prototypes

Many L3s found that the Commonwealth Theme 9 (from KCAE's United We Learn Report) resonated within their communities and are developing their prototypes around that theme:

> *There is a hunger for local accountability and assessment systems that portray a more complete picture of each student, and value the investment teachers, school leaders and local school boards make in providing relevant, personal and joyful learning opportunities to each young person in their community.*

There are currently two active L3 cohorts (14 districts and communities), and KDE is actively recruiting and preparing to launch a third group.

Feedback:

Leslie Jefferies wondered if there are non-negotiable variables or characteristics that should be considered by any districts interested in joining a L3 cohort. Snipes responded that a district simply needs a willingness to get messy and get into their communities and co-create.

Artavia Acklin described the positive experience Shelby County has had in their work with the L3s and recommended other districts to join in the work.

Chair Francis asked how the current prototypes are working together with the current accountability system and if the federal government is considering anything similar. Snipes noted that the conversations are mostly local as of now and that the US Department of Education has released a grant opportunity around assessment and accountability.

Agenda Item: Assessment and Accountability Updates

Presenters: Rhonda Sims, Associate Commissioner, and Jennifer Stafford, Division Director, Office of Assessment and Accountability, KDE

Summary of Discussion:

Sims and Stafford welcomed new member Jason Reeves, then provided an update to SCAAC members around current assessment and accountability work and the Competitive Grant for State Assessment.

Upcoming Testing:

- The ACT window 2 (makeup testing for some districts) opens March 22.
- The Alternative Kentucky Summative Assessment is open from April 18 to May 27.
- Kentucky Summative Assessment is the last 14 days of the district's instructional calendar.

Updates for the 2021-2022 and 2022-2023 accountability system include:

- For the 2021-2022 school year, accountability indicators are based on status only (current year performance). Indicators include state assessment results in reading and mathematics, science, social studies and writing, progress on English language proficiency, quality of school climate and safety survey, postsecondary readiness, and graduation rate.
- For the 2022-2023 school year, accountability indicators are based on status and change. Status is the current year's performance and change is improvement from prior to current year.
- This fall, schools will be identified for Comprehensive Support and Improvement to be supported in the 2022-2023 school year. The next identification will be in the fall of 2025.
- Schools will be identified for Targeted Support and Improvement in fall 2022 based on data from 2021-2022 only due to interruptions in testing caused by COVID-19.
- Additional Targeted Support and Improvement will not be identified in fall 2022.

Sims suggested that the council monitor Senate Bill 59 which could reduce the number of [readiness measures](#) a student would need to demonstrate academic readiness to one.

Currently, demonstration of academic readiness includes successful completion of one quantitative reasoning or natural sciences course AND one written or oral communication course, or visual and performing arts course; or humanities course; or social and behavioral sciences learning outcomes course.

The council had questions about how the writing would be combined (editing and mechanics and on demand writing). The combined writing calculation will be determined during a standard setting process involving Kentucky teachers who are experts in this content area.

Chair Francis reminded the council that SCAAC will be advisers in the standard setting process as prescribed in [703 KAR 5:270](#) along with the Kentucky Technical Advisory Committee, the Local Superintendent Advisory Council and the Office of Education Accountability (Section 4(11)(d)(1)).

KDE will submit a letter of intent to apply for the state assessment grant opportunity provided by the US Department of Education. Additional resources were shared with the members to create a better understanding of the current assessment and accountability work.

[Accountability at a Glance](#)
[Assessment and Accountability Reporting Through 2024](#)

Feedback:

Renee Boss asked where to find writing test resources. Practice tests in writing and other content areas are located on the [Kentucky Portal](#).

Chair Francis asked how federal designations of Comprehensive Support and Improvement (CSI) would be determined this school year. Exiting from CSI requires a school to be above the bottom 5% of all schools by level.

Agenda Item: Adjournment

Leslie Jefferies made a motion to adjourn the meeting. Debbie Atherton seconded. The next meeting is scheduled for July 19.