Principal Advisory Council (PrAC)

September 23, 2022

Jason E. Glass, Ed.D., KDE Commissioner

Suzanne Farmer, PrAC Chairperson
Stacy Noah, KDE Liaison

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I. Welcome

Stacy Noah, KDE PrAC Liaison

II. Roll Call of Members

Suzanne Farmer, PrAC Chairperson

PrAC Members Digital Sign In

- Please access the digital sign in by using the link provided in chat.

- Select today's date and provide your information.

PrAC Digital Attendance Link

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First Name	Last Name	School District	Member Since
Suzanne	Farmer	Danville Independent	2021-2022
Wayne	Ackerman	Russell County	2021-2022
Nick	Brooks	Wolfe County	2021-2022
Ashley	Burd	KY Tech	2021-2022
Brandy	Carver	Rowan County	2021-2022
Beth	Davidson	Barren County	2021-2022
Brandy	Feagan	Williamstown Independent	2021-2022
Bryne	Jacobs	Fayette County	2019-2020
Sara	Kise	Lawrence County	2021-2022
Carla	Kolodey	Jefferson County	2021-2022
Anne-Marie	Landry	Bullitt County	2021-2022
Amy	Rhodes	Pike County	2021-2022
Amy	Rigsby	Lincoln County	2021-2022
Toyah	Robey	KY School for the Deaf	2018-2019
Matt	Shafer	Boone County	2021-2022
Peggy	Sinclair-Morris	KY School for the Blind	2019-2020

Roll Call

Suzanne Farmer, Chairperson	Danville Independent Schools	Sept. 2024
Wayne Ackerman	Russell County Schools	Sept. 2024
Nick Brooks	Wolfe County Schools	Sept. 2024
Ashley Burd	KY Technical Schools	Dec. 2024
Brandy Carver	Rowan County Schools	Sept. 2024
Beth Davidson	Barren County Schools	Sept. 2024
Brandy Feagan	Williamstown Independent	Sept. 2024
Alison Gregory	Graves County Schools	Sept. 2024
Bryne Jacobs	Fayette County Schools	Sept. 2022
Sara Kise	Lawrence County Schools	Sept. 2024
Carla Kolodey	Jefferson County Schools	Dec. 2024
Anne-Marie Landry	Bullitt County Schools	Sept. 2024
Amy Rhodes	Pike County Schools	Sept. 2024
Amy Rigsby	Lincoln County Schools	Sept. 2024
Toyah Robey	KY School for the Deaf	Sept. 2024
Matt Shafer	Boone County Schools	Sept. 2024
Peggy Sinclair-Morris	KY School for the Blind	Sept. 2024

Terms of new members will begin December 2022.

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III. Agenda Approval

Suzanne Farmer, PrAC Chairperson

IV. Approve Summary Minutes

Suzanne Farmer, PrAC Chairperson

V. Accelerated Learning Strategies

Misty Higgins, Fox Demoisey and Jan Sellers, Office of Teaching and Learning

Accelerating Student Learning

Key Actions for Improving Student Outcomes

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Creating Acceleration Plans

- Grounded in evidence-based strategies and practices that provide students with more time and dedicated attention focused on immersing students in **grade-level standards**

- Should also include strategies that support students' social-emotional and behavioral needs so they are in a physical and emotional state that enables them to learn

- Multipart and multiyear process

- Summer AND throughout the Academic School Year

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Academic Support Through the School Year

- Based on research from the Anneberg Institute at Brown University (2021) and McKinsey & Company (2020)

- Three crucial supports:
  - Quality, standards-aligned Tier 1 instruction
  - High-intensity tutoring
  - Vacation academies

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Strengthening Tier 1 Instruction

Key Action 1: Adjust the Curriculum

Adjust Curriculum for Acceleration

Purpose: provide a step-by-step process for grade-level or course content teams to identify learning gaps and adjust the curriculum to ensure accelerated learning

- adjust curriculum to tighten focus on grade-level content aligned to the *KAS*

- embed identified learning gaps as they connect to content, concepts and/or skills within grade-level standards

- use pre-assessment data to inform instruction based on student needs

- utilize the PLC process to meet academic needs of the students

➢ **Adjusting Curriculum for Acceleration Guidance**

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Strengthening Tier 1 Instruction

Key Action 2: Focus on Formative Assessment

The Formative Assessment Process

Purpose of the resources:

- Define formative assessment and explain the benefits for students and teachers.

- Describe key strategies that support the formative assessment process.

- Identify instructional approaches for taking responsive action to address the needs of all learners.

➢ Balanced Assessment Professional Learning Modules for Teachers
➢ Assessment Leadership Professional Learning Modules for Leaders

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Strengthening Tier 1 Instruction

Key Action 3: Use of Evidence-Based Instructional Practices (EBIPs)

Evidence-Based Instructional Practices

Purpose of the resources:

- Provide a synthesis of the current research for each practice

- Make content-specific connections to support effective classroom implementation and the *KAS* for each content area

- Offer facilitation considerations for structuring professional learning

➢ Evidence-Based Instructional Practices PL Series

- *Establishing the Learning Environment*

- *Clarifying and Sharing Clear Learning Goals*

- *Explicit Teaching and Modeling*

- *Discussion*

- *Questioning*

- *Meaningful Feedback*

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Provide Supplemental Tier I Supports

High-Intensity Tutoring and Vacation Academies

High-Intensity Tutoring

- Provides students with individualized tutoring sessions three or more times a week that addresse content that meets students where they are but also links back to what is being taught in the regular classroom

- Research shows students participating in high-intensity tutoring learned one to two additional school years of mathematics in a single year (grades 3-12)

- For reading and writing, proves to be more effective with K-2

Vacation Academies

- Provides students 25 hours of targeted instruction in a single subject during week-long vacation breaks

- Research shows students participating in vacation academies gain up to three months of additional learning in the targeted subject area

➢ **Accelerating Student Learning During Summer Learning Programs and Through the Academic Year**

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Questions

Fox DeMoisey

fox.demoisey@education.ky.gov

Misty Higgins

misty.higgins@education.ky.gov

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VI. School Safety

Christina Weeter, Deborah Sauber, and Matthew Courtney, Office of Continuous Improvement and Support

SSRA Timeline

- Oct 2017 – SIAC voted unanimously to establish a Social and Emotional Health Task Force (SEHTF)

- Jan 23, 2018 – Marshall Co HS shooting

- June 5, 2018 – SEHTF began monthly meetings

- June 11, 2018 – Legislative School Safety Working Group (SSWG)
  Co-chaired by Sen. Wise and Rep. Carney, but also included a student member

- Dec 11, 2018 – SSWG completed its work

- Mar 11, 2019 – SB 1 passed

- July 2019 – SSRA Implementation Team formed

- Sept 25, 2019 – SEHTF finalized recommendations

- Feb 21, 2020 – SB 8 passed

- 2022 – additional legislation passed related to mental health absences, School Resource Officers (SROs) and district-operated police forces, and school-based mental health services provider data collection

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SSRA Implementation Team

- Kentucky Center for School Safety (KCSS)

- Kentucky Department of Criminal Justice Training (DOCJT)

- Kentucky Department of Education (KDE)

- Kentucky Cabinet for Health and Family Services – Office of the Secretary (CHFS)

- Kentucky Department for Behavioral Health, Developmental and Intellectual Disabilities (BHDID)

- Kentucky Division of Family Resource and Youth Services Centers (FRYSC)

- Kentucky Office of Homeland Security (KOHS)

- Ad hoc members and subject matter experts

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The School Safety and Resiliency Act

- During the 2018 Interim, the Legislative School Safety Working Group met monthly and heard testimony from KCSS as well as from Superintendents, DPPs, SROs, students, teachers, counselors, and other stakeholder groups.

- The result is a comprehensive bill that addresses school safety from the perspective of:
  - Hardening our campuses through, for example, school facility upgrades and increased security personnel as well as
  - Softening our classrooms by promoting the psychological well-being of students.

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How does the School Safety and Resiliency Act promote the _physical_ safety of students and staff?

- Controlling access to school buildings, including entrances & classrooms

- Requires every district to appoint a School Safety Coordinator

- Requires the Office of the State School Security Marshal to conduct annual on-site reviews using a school security risk assessment tool for all schools

- Requires SROs to be assigned to every school building

- School Safety and Threat Assessment Team at each school to identify and respond to students exhibiting behavior that indicates a potential threat to school safety or security

- Required annual active shooter training for school staff

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How does the School Safety and Resiliency Act promote the _psychological_ well-being of students?

- Requires students in grades 6-12 receive annual suicide prevention training that is in-person, by live streaming, or video recording

- Requires employees with job duties "requiring direct contact with students" in grades 6-12 complete training on suicide prevention and recognizing "signs and symptoms" of possible mental illness every other year

- Increases the number of school counselors and school-based mental health services providers in schools

- Requires KDE produce a trauma-informed toolkit; local boards to adopt a plan for a trauma-informed approach to education; and each school to create a trauma-informed team to identify and support students as well as provide training and assistance to staff

- Encourages communication between districts and law enforcement at the local and state levels regarding trauma-exposed students (Handle with Care)

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SRO Requirements in the SSRA

KRS 158.441 defines an SRO as an officer whose primary job junction is to work with youth at a school site, who has specialized training to work with youth at a school site, and who is:

- A sworn law enforcement (LE) officer or a special law enforcement officer appointed pursuant to KRS 61.902; and

- Employed through a contract between a local law enforcement agency or KSP & LEA, or directly by a local board of education

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SRO Requirements in the SSRA (cont.)

KRS 158.4414:

- (1) Local boards of education, school district administrators, administrators of state controlled facilities and local and state LE agencies shall cooperate to assign, by Aug 1, 2022, one (1) or more SROs to serve each campus where one (1) or more buildings are used to deliver instruction to students on a continuous basis

- (2) Local boards of education shall ensure, for each campus in the district, that at least one (1) certified school resource officer is assigned to and working on-site full-time in the school building or buildings on the campus. If sufficient funds and qualified personnel are not available for this purpose for every campus, the local board of education shall fulfill the requirements of this subsection on a per campus basis, as approved in writing by the state school security marshal, until a certified school resource officer is assigned to and working on-site full-time on each campus in the district.

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Other Roles for SROs in Schools

- Trauma-informed team
- School threat assessment team and training
- Emergency management response plans – the principal is responsible for discussing the emergency plan with all school staff prior to the first instructional day of each school year, but the SRO should be involved in the development of the plan and can assist in discussions with staff
- Collaboration with the district School Safety Coordinator

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SROs training includes:

- Foundations of school-based law enforcement
- Threat assessment and response
- Youth drug use and abuse
- Social media and cyber security
- School resource officers as teachers and mentors
- Youth mental health awareness
- Diversity and bias awareness training
- Trauma-informed action
- Understanding students with special needs
- De-escalation strategies

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Resources to Support School Safety

- [Quality of School Climate and Safety](#), [KIP](#), & [YRBS](#) data

- STOP anonymous tip line

- School counselors & school-based mental health services providers

- FRYSC Coordinators

- Effective bullying prevention practices and policies

- Relationships, relationships, relationships – with students, staff, and community

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KDE Supports and Services

- Trauma-Informed Toolkit and training on Trauma-Informed Practices for Educators

- Positive Behavior Interventions & Supports (PBIS)/Interconnected Systems Framework (ISF)

- MOAs with community mental health providers

- Youth Mental Health First Aid

- Sources of Strength

- Olweus Bullying Prevention Program

- Well-being and Resilience Strategies for Educators

- Mindfulness in Schools

- Tele-health Opportunities

Note: List is only a sample of supports and services available

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Trauma-Informed Toolkit & Training

- Current tools:
  - Understanding Trauma & Traumatic Stress
  - What Is a Trauma-Informed School?
  - Trauma-Informed Teams
  - Trauma-Informed Active Shooter Drills
  - Handle with Care
  - Trauma-Informed Lockdown Drills
  - Trauma-Informed Discipline Response and Behavior System

- KDE continues to partner with UK's Center on Trauma and Children to provide free training on trauma-informed practices to educators, schools and districts across the state.

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Trauma-Informed Plan

The plan included but not limited to strategies for:

- Enhancing trauma awareness throughout the school community;
- Conducting a school climate assessment, including but not limited to inclusiveness and respect for diversity;
- Developing trauma-informed discipline policies;
- Collaborating with law enforcement to create procedures for the notification of trauma-exposed students (HWC)
- Providing services and programs designed to reduce the negative impact of trauma, support critical learning, and foster a positive safe school environment for every student.

Trauma-Informed Team

Provides training, guidance, and assistance to other administrators, teachers and staff on:

- Recognizing the symptoms of trauma in students;
- Utilizing interventions and strategies to support the learning needs of those students; and
- Implementing a plan for a trauma-informed approach

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Active Shooter Training

- "…a minimum of one (1) hour of training on how to respond to an active shooter situation shall be required for all school district employees with job duties requiring direct contact with students…." (KRS 156.095(7))

- KDE's Trauma Informed Toolkit includes tools for conducting trauma-informed active shooter and lockdown drills

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VII. Science Standards Revision Process

Thomas Clouse and Chrystal Rowland, Office of Teaching and Learning

Standards Review Update

Chrystal Rowland, Division Director
Thomas Clouse, Branch Manager
Division of Program Standards
Office of Teaching and Learning

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Guiding Questions

- How might the KDE support the field in science and VPA standards implementation?

Review of the Kentucky Academic Standards (KAS)

- KRS 158.6453 calls for the Kentucky Department of Education (KDE) to implement a process for reviewing all academic standards and aligned assessments beginning in the 2017-2018 school year. The schedule calls for one or two content areas to be reviewed each year and every six years after that on a rotating basis.

KAS for Science

- Application for Advisory Panel (AP) and Review Committee (RC) - October/November 2020

- Public Comment Survey on current *KAS for Science* - January 2021

- Initial Vision Setting - April 2021

- Committee Meetings to respond to public feedback - June 2021- July 2022

- Public Comment Survey on and Focus Groups for DRAFT *KAS for Science- July 2022*

- *Committee meetings to respond to public feedback- August 2022*

- Interim Joint Committee on Education (IJCE) and Standards and Assessment Process Review Committee (SARPC)- tentatively fall 2022

- KY Board of Education- tentatively December 2022

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KAS *for Visual and Performing Arts (VPA)*

- Public Comment Feedback Survey - December 2021

- Application for Advisory Panel (AP) and Review Committee (RC): February/March 2022

- Selection of AP and RC members - April 2022

- First vision setting meeting – June 2022

- Committee Meetings to respond to public feedback –*July 2022 - present*

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Standards Review Timeline

Content Area	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Technology	Legislative Review Technology Standards	Classroom Implementation Technology Standards					
Library / Media	Legislative Review Library/Media Standards	Classroom Implementation Library/Media Standards					
World Language	Legislative Review World Language Standards	Classroom Implementation World Language Standards					
Science	Science Standards Review	Science Standards Review / Legislative Review	Classroom Implementation Science Standards; Assessment Review / Development	Implement Science Assessments			
Visual and Performing Arts		Visual and Performing Arts Standards Review	Visual and Performing Arts Standards Review	Implement Visual and Performing Arts Standards			

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Standard Review Timeline

Content Area	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Physical Education and Health Education (aka PLCS) Adopted 2019					Tentative: Review (spring)		
Reading and Writing Adopted 2019					Tentative: Review (spring)		
Math Adopted 2019						Tentative: Review (fall)	
Computer Science Adopted 2019						Tentative: Review (spring)	
Social Studies (with Global Competencies) Adopted 2019						Tentative: Review (spring)	
Career Studies / Financial Literacy (aka Vocational Studies) Adopted 2020							Tentative: Review (fall)

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Guiding Questions

- How might the KDE support the field in science and VPA standards implementation?

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Questions

Chrystal Rowland – chrystal.rowland@education.ky.gov
Thomas Clouse – thomas.clouse@education.ky.gov

VIII. Accountability Update

Helen Jones and Jennifer Larkins, Office of Assessment and Accountability

Accountability Update
Principals Advisory Council
September 23, 2022

Helen Jones

Branch Manager, Division of Assessment and Accountability Support

Jennifer Larkins

Program Manager, Division of Assessment and Accountability Support

Office of Assessment and Accountability

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Guiding Question

What is the next step in the implementation of Kentucky's Accountability System following the Accountability Standard Setting?

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Agenda

- KSA/AKSA Standard Setting
- Accountability Standard Setting
- Kentucky's Accountability System
- Accountability Reporting

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KSA/AKSA Standard Setting

KSA Standard Setting

- From July 25 to July 29, 2022, after the first year of a fully operational assessment administration, a standard setting committee meeting was conducted to provide cut score recommendations for the Kentucky Summative Assessments (KSA) for mathematics, reading, social studies, editing and mechanics, and on-demand writing.

- The performance level cut scores for the KSA science assessments were reviewed through a validation process, since they were recently established in 2018 and 2019.

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AKSA Standard Setting

- After the first year of a fully operational assessment administration, a standard setting committee meeting was conducted to provide cut score recommendations for the Alternate Kentucky Summative Assessments (AKSA) for mathematics, reading, social studies, editing and mechanics, and on-demand writing. The standards setting took place on June 13 -17 for reading and writing, June 20 – 24 for math, July 11, and July 13 for social studies.

- The performance level cut scores for the AKSA science assessments have not changed.

KSA and AKSA Score Ranges

KSA

In order to create a common point of reference across the assessments in different grades, cut scores and measures of student performance on the Kentucky Summative Assessment (KSA) are translated to a scale that ranges from **400 to 600 points** for all content areas.

AKSA

Alternate Kentucky Summative Assessment scores range from **0-30 points** for reading, mathematics, science and social studies and **0-15 points** for editing and mechanics and on demand writing.

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KSA/AKSA Performance Level Cut Scores

- The [2021-2022 KSA/AKSA Performance Level Cut Scores](#) are being provided to assist with the identification of student performance levels (Novice, Apprentice, Proficient, and Distinguished) during the QC Day review.

- Cut Scores are provided to assist with defining the identification of scale scores to performance level (novice, apprentice, proficient and distinguished) for the Kentucky Summative Assessment (KSA) and the Alternate KSA.

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Combined Writing

- Student level scores and performance levels will be provided for Editing and Mechanics and On Demand Writing. There are no aggregations of Editing and Mechanics and On Demand Writing scores for the school.

- The Writing component of the State Assessment Results for Science, Social Studies and Writing indicator uses the **Combined Writing** (CW) Performance Levels to determine scores.

- The student performance level (NAPD) for writing will combine student performance on Editing and Mechanics and On Demand Writing. How to determine the Combined Writing student performance can be found on a decision matrix (table).

- NAPD points values are assigned for the Combined Writing performance levels included in accountability.

Combined Writing Decision Matrix

The combined writing performance levels are determined by the performance levels assigned for editing & mechanics and on-demand writing.

	On Demand Writing			
Performance Level	Novice	Apprentice	Proficient	Distinguished
Distinguished	Apprentice	Proficient	Proficient	Distinguished
Proficient	Apprentice	Apprentice	Proficient	Distinguished
Apprentice	Novice	Apprentice	Proficient	Proficient
Novice	Novice	Apprentice	Apprentice	Proficient

Editing and Mechanics (vertical axis label)

This table represents the general guidelines described by the panellists in determining the overall writing performance level that the influence of the on-demand writing performance level should be greater than the editing & mechanics performance level.

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Guiding Principles

The Standard Setting Panel for Writing, made up of content area experts, set justification for determining combined writing performance levels.

- If the editing & mechanics performance level is the same or one level different from the on-demand writing performance level, then the writing performance level will be the same as the on-demand writing performance level.

- If the editing & mechanics performance level is two levels or greater different from the on-demand performance, the overall writing performance level would be one performance level different from the on-demand writing performance level in the same direction as the editing & mechanics performance level.

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Accountability Standard Setting

Process Summary

Kentucky has a strong history of setting accountability performance standards through an open process that involves a broad group of stakeholders and that follows best practices.

- Met on Sept. 13-14, 2022
- Review of performance level descriptors for indicators and overall school performance
- Multiple rounds of review allowing panelists opportunity to apply their professional judgment
- Opportunity for small- and large-group discussion including a structured process for overall adjustments to initial recommendations
- Included a group evaluation at the end of the meeting
    - ***Over 95% of panelists agreed or strongly agreed*** *that the meeting was well organized and that they had adequate opportunities to express their opinions.*

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Accountability Standard Setting Committee Members

- Steve Trimble, Kentucky Board of Education

- Patrice McCrary, Kentucky Board of Education

- Robbie Fletcher, Superintendent, Lawrence County

- Sheila Mitchell, Superintendent, Anderson County

- Alvin Garrison, Superintendent, Covington Independent

- Travis Hamby, Superintendent, Allen County

- Lenny Whalen, Superintendent, Dawson Springs Independent

- Jim Flynn, Kentucky Association for School Superintendents

- Artavia Acklin, Elementary School Principal, Shelby County

- Christi Lefevers, Middle School Principal, Corbin Independent

- Kym Rice, High School Principal, Jefferson County

- Laura Williams, Principal, Boone County ATC

- JanaBeth Francis, District Assessment Coordinator, Daviess County

- Amanda Reed, District Assessment Coordinator, LaRue County

- Dena Dossett, Chief of Accountability, Research and Systems Improvement, Jefferson County

- Alfonso de Torres Nunez, Elementary School Teacher, Jefferson County

- Amy Leasgang, Middle School Teacher, Bullitt County

- Renita Wilburn, High School Teacher, Fayette County

- Lora Grant, CTE Teacher, Southern Kentucky Early College and Career Academy

- Eddie Campbell, President, Kentucky Education Association

- Gretchen Wetzel, Executive Director, Western Kentucky Educational Cooperative

- Dionne Bates, Implementation and Improvement Lead, Kentucky Valley Educational Cooperative

- Kathy Fields, Membership Engagement Specialist, Kentucky Association for School Administrators

- Penny Christian, Parent

- Kathy Smiley, President, Kentucky Parent Teacher Association

- Arnav Dharmagadda, Student

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Steps of Standard Setting

1. Determine performance level descriptors (PLD)
   - Indicator level descriptors
   - School level descriptors

2. Set very high to very low on each indicator
   - Elementary, middle and high
   - Using 2021-2022 data
   - Through a spreadsheet form, each participant selected cut scores on status for each indicator for very high, high, medium, low and very low

3. Overall performance ratings
   - Using established criteria (PLDs, red, orange, yellow, green, blue)
   - Through a different spreadsheet form, each participant selected how samples of schools that represented the range of school performance would rate

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Considerations by Panelists

- Distinguishing between performance of schools on indicators and associated colors
- Connection of academic indicator cuts for red aligned to federal definition of lowest performing schools (5%)
- Relationship and coherence between indicators and the overall performance
- Discussion of English Learner Progress demonstrated desire to increase performance and recognize the highest performing schools that made real growth with students
- Reflection of schools after a pandemic using most recent data

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KDE and LSAC Approval

- The Accountability Standard Setting Committee provided accountability cut score recommendations to the Kentucky Department of Education (KDE) and the Local Superintendents Advisory Council (LSAC).

- The Commissioner of Education approved the cut scores based on the recommendations from the Accountability Standard Setting Committee as did the LSAC during their meeting on Sept. 19.

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Kentucky's Accountability System

Senate Bill 158 (2020)

- Senate Bill (SB) 158 (2020) made significant changes to the statewide accountability system.

- SB 158 new requirements include:
  - Performance-based on a combination of academic and school quality indicators and measures known as "state indicators." SB 158 exclusively lists these indicators.
  - Requires state indicators be evaluated on "status" and "change" and defines the terms.
  - Requires a school's indicators, overall performance, status and change to be displayed on an online colored dashboard.

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Status and Change for State Indicators

SB 158 (2020) stipulates that school performance must be measured exclusively for the designated indicators.

- **Status (reported beginning fall 2022)**, which is defined as the annual school-level summary based on student performance that year, and
- **Change (reported beginning fall 2023)**, which is defined as the difference between one year's status score and the subsequent year's status score, e.g., 2023 State Assessment Results for Reading and Mathematics (Proficiency) compared to 2022 State Assessment Results for Reading and Mathematics (Proficiency).

Indicator Ratings for Status Only

- Indicator scores for status will be reported as very low (red), low (orange), medium (yellow), high (green), very high (blue), Status is defined as the annual school-level summary based on student performance for 2022
  - State Assessment Results in Reading and Mathematics (E/M/H)
  - State Assessment Results in Writing, Science and Social Studies (E/M/H)
  - Progress on English Language Proficiency (E/M/H)
  - Quality of School Climate and Safety Survey (E/M/H)
  - Postsecondary Readiness (H)
  - Graduation Rate (H)

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Overall Accountability Weights

	State Assessment Results (Reading and Mathematics)	State Assessment Results (Science, Social Studies and Writing)	English Learner Progress	Quality of School Climate and Safety	Postsecondary Readiness	Graduation Rate (4- and 5-year cohort)
Elementary Schools	51	40	5	4	--	---
Middle Schools	46	45	5	4	--	--
High Schools	45	20	5	4	20	6

Federal law requires the greatest emphasis on Reading and Mathematics and English Language progress at elementary and middle schools. At high school, federal law requires emphasis on Reading and Mathematics and Graduation Rate.

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Overall Accountability Rating

- An overall performance rating combines performance on the exclusive state indicators for elementary, middle and high schools.

- Each school, district and the state will be assigned an Overall Performance Rating of one of five colors (red, orange, yellow, green blue, with red being the lowest and blue being the highest).

  [2021-2022 Accountability Indicator and Overall Cut Scores](#)

Blue
Green
Yellow
Orange
Red

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E D U C A T I O N
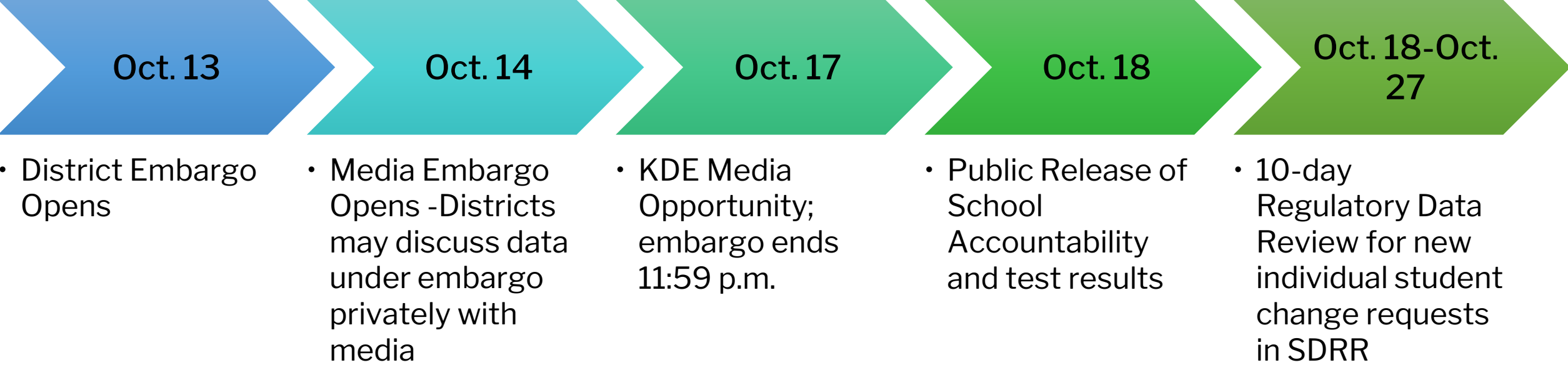
Federal Designations

- Comprehensive Support and Improvement (CSI)
- Targeted Support and Improvement (TSI)
- Additional Targeted Support and Improvement (ATSI)

  - Fall 2022 reporting will identify schools for CSI to be supported in the 2022-2023 school year. The next identification of CSI will be in the fall of 2025.

  - TSI identification in fall 2022 is based on data from 2021-2022 only due to COVID-19 interruption of testing.

  - No <u>new</u> ATSI designations will be identified for fall 2022.

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2021-2022 Accountability Reporting

First Year of Implementation of Color Rating Accountability System (reporting status only for indicators)

Timeline for 2022 Public Reporting

TENTATIVE

Oct. 13	Oct. 14	Oct. 17	Oct. 18	Oct. 18-Oct. 27

- District Embargo Opens

- Media Embargo Opens -Districts may discuss data under embargo privately with media

- KDE Media Opportunity; embargo ends 11:59 p.m.

- Public Release of School Accountability and test results

- 10-day Regulatory Data Review for new individual student change requests in SDRR

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QC DAY
2022

IX. New Teacher Support

Alison Gregory, Office of Educator Licensure and Effectiveness

Supporting New Teachers

PHASES OF FIRST-YEAR TEACHERS' ATTITUDE TOWARD TEACHING

NEW TEACHER CENTER
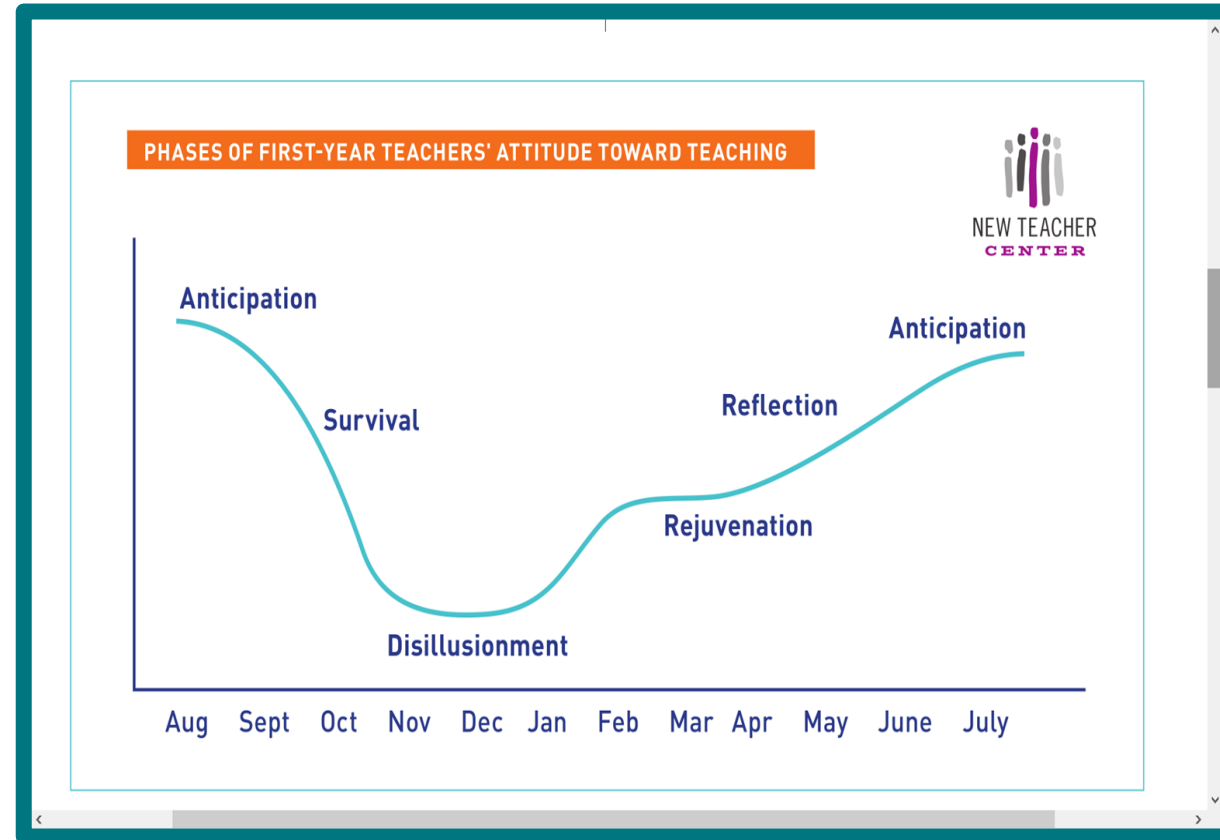
Logistics!

New Teachers:
Management Tools
Engagement Tools
Technology Tools
Programs / Initiative

Option 6
Bachelors
Enrolled in Edu classes

School/District Vision
School/District Expectations
School/District Norms

New "to us" Teachers
Diagnose early
Programs/Initiatives

What does each "type" of new teacher need? Are there any commonalities?

Emerg. Cert
Bachelors ?
Good for one year

Kentucky Department of
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ENCOURAGE early entry	ELEVATE the teaching profession	ENGAGE in actionable supports	EMPLOY strategies to certification	ENTICE to stay in the profession
• Grow Your Own • Educators Rising • Teaching and Learning career pathway	• Ambassador program • GoTeachKY social media	• Recruitment tips for districts • New Teacher Support - Mentoring and induction	• Praxis coaching and reimbursement • Scholarships • ESSER/ARP grant-funded programs	• Teacher leadership • Teacher voice • National Boards • Rank advancement pathways
John Paise	Justin Edwards	Elly Gilbert	Erin Ashcraft	Jocelyne Waddle

Division Director:
Dr. Veda Stewart

Visit:
https://goteachky.com

KDE – Educator Development and Equity webpages

GoTeachKY Programs

X. United We Learn

Karen Dodd, Office of the Commissioner

Kentucky United We Learn

Karen Dodd, Chief Performance Officer

Kentucky Department of
EDUCATION

United We Learn

- **Commissioner's Listening Tour**- In the spring of 2021, Commissioner of Education Jason E. Glass held a series of 13 virtual town halls to hear from Kentuckians about what is and isn't working in education for them and their families. This was accomplished through empathy interviews conducted by Kentucky students.

Kentucky Department of
EDUCATION

United We Learn

- **Kentucky Coalition for Advancing Education-** A diverse group of more than 60 stakeholders from across the Commonwealth was formed in June 2021 to dig into the information from the town halls and do more empathy interviewing to create a report called United We Learn: Hearing Kentucky's Voices on the Future of Education which has become the vision for education in Kentucky.

Kentucky Department of **EDUCATION**

United We Learn

- **Kentucky Education Summit-** The statewide summit, held in November of 2021, focused on the future of K-12 education in the Commonwealth. Over two days, the event pulled in some of the nation's top education reform leaders to help begin a discussion about how to build a stronger education system with high standards in Kentucky. We launched the United We Learn vision at the summit.

Kentucky Department of
EDUCATION

United We Learn

- **Kentucky United We Learn Council**- This council is currently being formed. Its purpose is to give a broad stakeholder voice to the process of learning from the Kentucky United We Learn work underway in the field and then evaluate and recommend strategic practice, policy and investment ideas to state policymakers and the broader Kentucky community. The commissioner and KBE chair will work with staff, the Kentucky Board of Education and if necessary, the Kentucky General Assembly to respond to the Kentucky United We Learn Council's recommendations.

Kentucky Department of
EDUCATION

United We Learn

How You Can Help

- How can principals help spread the word about the Kentucky United We Learn vision?
- What are other outlets for sharing the United We Learn Council membership application and informational document?

Kentucky Department of
EDUCATION

XI. PrAC Chairperson

Stacy Noah, Office of Educator Licensure and Effectiveness

Announcements:

Kentucky Department of
EDUCATION

2022-23 Meeting Dates:

Qtr 1: September 23, 2022

Qtr 2: December 13, 2022

Qtr 3: March 14, 2023

Qtr 4: June 13, 2023

Link to Feedback Form

PrAC Members: CLICK HERE FOR FEEDBACK FORM

XII. Adjournment

Suzanne Farmer
PrAC Chairperson