



**KENTUCKY DEPARTMENT OF EDUCATION
SCHOOL CURRICULUM, ASSESSMENT AND ACCOUNTABILITY COUNCIL (SCAAC)
MEETING SUMMARY
JULY 19, 2022**

MEMBERS PRESENT:

Heather Aldrich, Deborah Atherton, Renee Boss, Martha Emmons, Chuck Fletcher, Jana Beth Francis, Leslie Jeffries, Brenda McGown, Kristin Putnam, Jenny Urie

MEMBERS ABSENT:

Artavia Acklin, Houston Barber, Lisa Kear, Allison Tamme, Henry Webb, Jason Reeves

SUMMARY:

The July 19, 2022, virtual School Curriculum, Assessment and Accountability Council (SCAAC) meeting was called to order at 9 a.m. by Chairperson Jana Beth Francis. Members and guests were welcomed, and Melissa Chandler was introduced as the new program consultant for the Kentucky Department of Education (KDE) in the Office of Assessment and Accountability (OAA) who will act as facilitator for SCAAC meetings moving forward. Chandler informed the council of public meeting protocol.

A quorum of members was present. The open meeting was recorded and made available for viewing on the [KDE Media Portal](#).

All materials were made available in [SCAAC Google Folder](#).

Agenda Item: Approval of March 15, 2022, Meeting Minutes

Deborah Atherton made a motion to approve the March 15, 2022, meeting minutes. Kristin Putnam seconded the motion. Motion carried.

Presenter: Jana Beth Francis, Chair, Assistant Superintendent of Teaching and Learning, Daviess County Public Schools

Agenda Item: Standards Review Timeline and Update on Science Standards

Presenters: Chrystal Rowland, Division Director, Office of Teaching and Learning, Kentucky Department of Education; and Thomas Clouse, Branch Manager, Office of Teaching and Learning, Kentucky Department of Education

Summary of Discussion:

Rowland and Clouse provided an update on the standards review process in accordance with KRS 158.6453 and were seeking feedback on how to support science and visual and performing arts standards implementation. In addition, Rowland and Clouse were looking to improve quorum on the advisory panel and review committee, which are charged with the work of the standards review.

Clouse shared that the process for reviewing the Kentucky Academic Standards (KAS) for Science began in the fall of 2020, when an application for the science review committee and three advisory panels (elementary, middle and high school) was announced. The intent of these groups, including educators, representatives from higher education and community members, was to review and revise the KAS for Science based on public comment.

In January 2021, a public comment survey was released to get feedback on the current KAS for Science. Using the data collected with this form, the science advisory panels and review committee met to review the science standards and review the first round of public comment. A draft KAS for Science was finalized in July.

Currently, there is an open public comment survey that is being used alongside focus groups to get feedback on the draft standards document. Once the survey closes at the end of July, the advisory panels and review committee will reconvene to review and respond to the public comments. The draft KAS for Science is set to be reviewed by the Kentucky Board of Education (KBE) in the fall of this year.

The review of KAS for Visual and Performing Arts began in December 2021 with a public comment feedback survey. The advisory panels and review committee were formed in April and began reviewing the feedback in July 2022.

Rowland shared that the Kentucky Standards Review Timeline was recently updated to extend to the end of the 2027 school year and is currently available on the KDE website.

Feedback:

Chair Francis inquired about a crosswalk document that will help districts move from the previous standards to the new standards. In addition, the request was made for additional resources (e.g., checklist document) to support teachers, administrators and instructional coaches in implementing the standards.

Martha Emmons inquired about parameters that are established for volunteers that agree to be on the advisory panel and review committee. Suggestions from other members to improve quorum included a form of compensation or an email badge, along with emphasis from leadership about the learning opportunity that being on an advisory panel or review committee can bring.

Chair Francis inquired about the time frame for implementation of the new standards. Rowland shared it is typically a two-year process.

Agenda Item: Update on Full-Time Enrolled Online, Virtual and Remote Learning

Presenters: Marty Park, Chief Digital Officer, Office of Education Technology, Kentucky Department of Education; and Micki Ray, Chief Academic Officer, Office of Teaching and Learning, Kentucky Department of Education

Summary of Discussion:

Park discussed the collaborative effort that is underway to create a high-quality program to best serve full-time enrolled online, virtual and remote students. Approximately 2% of Kentucky students need an option other than in-person learning to meet their needs. He shared a timeline showcasing the transition from a delivery model approach to one supporting districts in local development.

Park shared data for program structures of full-time enrolled online, virtual and remote learning. Currently 45 districts have applied for the School Year Pupil Attendance Waiver with the anticipation of 55-60 districts submitting the waiver.

Ray highlighted the focus on innovation to create vibrant learning experiences for students who require a non-traditional learning environment along with opportunities for teachers to have access to high-quality professional learning.

Feedback:

Chair Francis verified that changes to 702 KAR 7:125 will go into effect for the 2023-2024 school year and highlighted the importance of the requirement for districts to have a transition plan for students in and out of virtual programs.

Chuck Fletcher asked for an example of attendance-based structures and full-time virtual enrollment. Park clarified the differences between an attendance-based structure and a performance-based structure. Attendance based structures will support the program standards being discussed. Park also defined full-time enrollment as a student with a full course load that does not attend classes in person on campus daily.

Fletcher inquired about the diploma that is earned in a virtual setting. Park shared that this is a local decision.

Renee Boss asked if there are any specific teacher certification requirements for a virtual program and Park explained that the certifications are the same for a virtual setting as an in-person setting.

Agenda Item: Amendments to Minimum Requirements for High School Graduation – Early Graduation Program

Presenters: Micki Ray, Chief Academic Officer, Office of Teaching and Learning, Kentucky Department of Education; and Sarah Peace, Policy Advisor, Office of Teaching and Learning, Kentucky Department of Education

Summary of Discussion:

Ray and Peace discussed the amendments to 704 KAR 3:305, specifically the Early Graduation Program (EGP), and how to elevate the long-term success of accelerated learners who are interested in completing the Early Graduation Program. Data shows that only 48% of students

that participate in the EGP go on to earn a postsecondary degree.

Peace shared technical amendments to conform to updated language from Senate Bill (SB) 61 before sharing the substantive changes that will take place over a three-year period, beginning in the spring of 2023.

Feedback:

Deborah Atherton asked for clarification about the date to enter intent for the EGP. Peace and Ray shared that when the amendments to the regulation become effective, the intent should be entered into Infinite Campus (IC) by Oct. 15 of the graduating year. For the 2022-23 academic year, the submission date continues to be Oct. 1 as stated in the existing regulation.

Martha Emmons inquired about how the amendments will make the program better than graduating early. Ray shared that EGP is designed for students who are accelerated and requires that they declare intent, meaning that students must complete all program requirements and may graduate early with the EGP certificate and associated scholarship in order to pursue postsecondary education earlier.

Agenda Item: Identification and Exit Criteria of Comprehensive School Improvement (CSI), Targeted School Improvement (TSI) and Additional Targeted Support and Improvement (ATSI)

Presenter: Kelly Foster, Associate Commissioner, Office of Continuous Improvement and Support, Kentucky Department of Education

Summary of Discussion:

Foster explained that the state plan for identification and exit criteria of CSI, TSI and ATSI schools, as well as an addendum, have been shared with the U.S. Department of Education and KDE is awaiting final approval. With approval still pending, Foster was only able to share the proposed plan. The proposed plan includes identification and exit criteria for CSI and TSI schools for the fall of 2022.

Based on the proposed plan, schools will be identified as CSI in the fall of 2022 based on two categories: 1) they are in the bottom 5% of schools academically or 2) they have a high school graduation rate below 80%. Schools will exit CSI if they no longer meet the criteria for identification and demonstrate progress based on 2019 assessment data.

Based on the proposed plan, schools will be identified as TSI if one or more of the same subgroups are performing as poorly as all students in any of the lowest performing 5% of schools based on the 2021-2022 data. Schools will exit TSI if they no longer meet the criteria for identification and demonstrate progress based on 2019 assessment data.

Schools will not be identified as ATSI in the fall of 2022 due to lack of data on account of the COVID-19 pandemic. Schools can exit ATSI in the fall of 2022 if they no longer meet the criteria for identification and demonstrate progress based on 2019 assessment data.

Feedback:

Chair Francis asked if populations of subgroups would have to meet the N-count of 30 for identification. Foster and Jennifer Stafford confirmed that 30 is the current N-count.

Agenda Item: Assessment and Accountability Updates

Presenters: Rhonda Sims, Associate Commissioner, Office of Assessment and Accountability, Kentucky Department of Education; and Jennifer Stafford, Division Director, Office of Assessment and Accountability, Kentucky Department of Education

Summary of Discussion:

Sims and Stafford gave a brief review of testing and accountability since 2019. They shared information on reporting for 2022 and a look ahead for accountability in 2022-2023.

Sims highlighted new accountability updates from SB 158 including the requirement that state indicators be evaluated on “status” and “change” and be displayed on an online colored dashboard. Status, defined as current year performance, will be reported for the 2021-2022 school year. Change, defined as the difference between one year's status compared to the subsequent year's status score, will be reported beginning for the 2022-2023 school year.

Stafford shared an accountability standard setting and reporting timeline which begins with a fall data review in early August for district assessment coordinators. OAA will host a standard setting workshop on Sept. 13 and 14 to establish cut scores for status on each indicator and the overall performance rating. The Local Superintendent Advisory Council (LSAC) will meet to approve the work completed by the OAA on Sept. 19, 2022, followed by a quality control day prior to public reporting in October.

Stafford shared that the assessment blueprint for KAS for Science is currently out for review. Public feedback will be collected through July 31 and will be reviewed in the fall by advisory panels and review committees.

Feedback:

Heather Aldrich asked for clarification on how Quality of School Climate and Safety will be factored. Stafford shared that there will be points affiliated for positive and negative responses which will be calculated to determine 4% of accountability. Aldrich also asked about how students that took advantage of a supplemental year will impact the graduation rate. Sims shared that these students make up a five-year cohort which will be averaged with four-year students, and likely will only impact accountability minimally.

Chair Francis asked about the identification of ATSI schools in the 2025 school year. Sims clarified that ATSI schools will be identified based on both status and change.

Agenda Item: 2023 SCAAC Meeting Dates

Presenter: Jana Beth Francis, Chair, Assistant Superintendent of Teaching and Learning, Daviess County Public Schools

Summary of Discussion:

Francis shared the tentative 2023 dates of March 21, July 18, Sept. 19, and Nov. 21 for the council to consider.

Heather Aldrich made a motion to adjourn the July 19 SCAAC meeting. Chuck Fletcher seconded the motion. Motion carried. The next SCAAC meeting is scheduled for Sept. 20, 2022.