

Superintendents' Webcast

February 24, 2014

(E-mail questions to
maryann.miller@education.ky.gov)



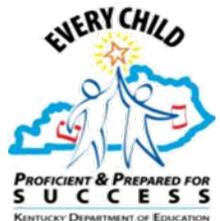
Testing Schedules



Testing Schedules for Spring 2014

ACT – March 2014

- Due to the severe weather in Kentucky this winter, ACT, Inc. is providing the following two options for the 2014 ACT test administration:
 - Option 1: March 4 (initial test date), March 18 (make-up) and the accommodations window March 4-18
 - Option 2: March 18 (initial test date) without a make-up date and the accommodations window March 4-18



K-PREP and End-of-Course 2014

- No calendar adjustment will be needed. Kentucky state law calls for districts to test in the last 14 days of the school calendar using no more than 5 days to test.
- This rule means that testing for K-PREP and End-of-Course falls at the same instructional time each year for all districts.



**Answer Questions 1 and 2 of the
interactive survey poll.**

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Kentucky Digital Learning Guidelines



Kentucky Digital Learning Guidelines

- Guidance for schools, districts, and digital providers when selecting or creating developmentally appropriate digital learning resources for instruction, as well as online and blended learning courses in Kentucky schools.
- Digital learning resources as well as online and digital learning courses in Kentucky to align explicitly to the Kentucky approved academic standards appropriate for each course and be endorsed by a highly qualified content teacher.
- Best practices embedded within the delivery of digital learning resources as well as online and blended learning courses by a highly qualified content teacher to increase student engagement and achievement to close achievement gaps, and lead Kentucky's students to college and/or career readiness by graduation.



Digital Learning Guiding Principles

- To ensure that digital learning resources, online courses and blended learning courses meet or exceed the criteria for high-quality traditional instruction, these five Guiding Principles have been established:
 - A highly qualified teacher in the school (and/or district) reviews and endorses digital content.
 - A highly qualified teacher or content mentor stewards student learning performance and demonstrated mastery.
 - Learners have access to highly qualified teachers, content coaches, or professionally recognized masters in the course field, as mentors in their digital learning experience.
 - Student learning experiences are personalized based on the following: student's diagnostic data, learning style, and learning needs which allow for student choice, voice, and pace.
 - Effective teaching practices prescribed by the Professional Growth and Effectiveness System apply equally to digital learning experiences.
- The digital guidelines can be accessed on the [Digital Learning website](#). If you have additional questions contact Darlene Combs at darlene.combs@education.ky.gov.



**Answer Questions 3 and 4 of the
interactive survey poll.**

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Intervention Tab





IC Intervention Tab

- **Beginning in the 2014-15 school year**, the following schools will be required to enter information on intervention plans for specific students within Infinite Campus:
- *Third year Focus Schools – All novice students*
 - *High Schools – All seniors who did not meet ACT benchmark(s)*



IC Intervention Tab

- The tab is designed to collect intervention data for students K – 12.
- A combination of required and optional areas exist within the tab.
- A statewide report on interventions will be produced annually.
- Schools that already have an intervention tracking mechanism in place have the option to provide the same student-level detail on interventions collected through the tab in a standard Excel template each year.
- To avoid duplicate data collection, the intervention tab is being merged with the current Extended School Services (ESS) tab in 2014-15. However, schools should continue using the current ESS tab for the remainder of 2013-14. Additionally, in 2014-15 schools will no longer be required to enter student intervention plans in the Individual Learning Plan (KY ILP).

For More Information:

April Pieper at april.pieper@education.ky.gov

Nick Easter at nick.easter@education.ky.gov



SREB Report - CTE in Kentucky

**From Two Systems to One World-Class System of
Technical Centers – Study Conducted by the
Southern Regional Education Board in Fall 2013**



Purpose of the Study

- Assess the impact of CTE on student performance, graduation and preparation for college and a career, as well as to examine the strength of the relationships between high school career preparation programs and the regional workforce needs of Kentucky's businesses and industries.



Data Sources

- Faculty and Student Surveys
- Desk Audit Data
- Institutional Reviews
- Focus Groups
- Individual Interviews



Significant Findings

- SREB found alignment gaps between existing CTE programs offered at the state's 95 state & local centers and workforce needs both at the state level and by economic regions.
- CTE students appear to be better prepared academically than they are technically. Sixty-three percent of students at all 95 centers met academic career-ready benchmarks, while only 49 percent met technical career-ready benchmarks.



Findings Continued . . .

- Little is being done at either the state or local centers to embed essential work-related math and literacy standards into assignments that address real-world problems.
- At present, the promise inherent in the Dual Credit Memorandum of Understanding has not been fully realized.
- Individual Learning Plans are not being used effectively to help students plan optional career pathway programs of study that will prepare them for work, advanced training and college.



SREB's Four Over-Arching Recommendations

- Commission an in-depth study that will identify funding priorities and formulate recommendations to create an improved and more equitable funding system for technical centers.
- Establish an accountability system that not only measures outcomes, but also measures whether all of the components are in place that will maximize opportunities for all students.



Recommendations Continued . . .

- Forge a unified system of world-class technical centers.
- Establish stronger, more formal ties between the state's secondary and postsecondary education institutions and private sector business and industry partners by creating a robust system of state and regional advisory committees.



Next Steps

- Present the complete report to the CTE Advisory Committee and the Kentucky Board of Education.
- Prioritize the recommendations.
- Form workgroups to analyze the findings and recommendations.
- Develop a long-range strategic plan for integrating and elevating CTE.



Answer Questions 5 and 6 of the interactive survey poll.

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Legislative and Budget Update 2014 Regular Session of the Kentucky General Assembly



2014 Regular Session Legislation

- **HB 75 – Superintendent Training** – expands the number of components within the superintendent's training program and assessment center. The bill requires a superintendent to complete the assessment center process within two years of taking office as superintendent.
- **HB 85 – Charter Schools** – authorizes public charter schools and establishes the Kentucky Public Charter School Commission and outlines the requirements and limitations on the establishment of charter schools.
- **HB 154 – Finance Officer Training** – requires financial reports to be made by a school finance officer and the commissioner of education and requires an annual review of school district financial reports; specifies annual training requirements for school finance officers.
- **HB 202 – Non-Teaching Time for Teachers** – requires teachers to be provided a minimum of 150 minutes per week for nonteaching activities and specifies types of teacher-directed activities to be completed during nonteaching time.
- **HB 205 – Cardiopulmonary resuscitation training in schools** – requires high schools to include CPR training in the health education curriculum.



2014 Regular Session Legislation

- **HB 215 – Public School Standards** – would prohibit the Kentucky Board of Education and the Kentucky Department of Education from implementing the English/language arts and mathematics academic content standards developed by the Common Core Standards Initiative and the science academic content standards developed by the Next Generation Science Standards Initiative. The bill would require the state board to recommend new content standards to school districts and schools.
- **HB 254 – Free and Appropriate Education** – would extend for special education students the ability to attend school through 21 (day before the 22nd birthday).
- **HB 326 – Interscholastic Athletics** – would require a specific legislative committee to be established to review the rules, regulations, and bylaws of an agency designated to manage interscholastic athletics (currently KHSAA).
- **HB 332 – Early Childhood** – would mandate that all preschool and early child care providers participate in a provider rating system.
- **HB 383 – School Calendars** – defines “minimum school term”, “student attendance day”, “student instructional year”, and “teacher professional day” and establishes a process to amend a school calendar due to an emergency.



2014 Regular Session Legislation

- **SB 30** – **Safety in Schools for Students with Diabetes** – permits student self-treatment of diabetes symptoms in school settings and would require schools to have two staff employees trained in diabetes symptom responses and that the training be consistent with programs and guidelines developed by the American Diabetes Association.
- **SB 32** – **Hearing Exams for School Children** – requires beginning with the 2015-2016 school year, the physical exam required by the Kentucky Board of Education to include a hearing exam rather than a hearing screening.
- **SB 87** – **Kentucky Educational Excellence Scholarship and Dual Credit** – would permit high school seniors, beginning with the 2014-2015 academic year, and high school juniors and seniors, beginning with the 2015-2016 academic year, to use their KEES awards to pay for dual credit courses.
- **SB 89** – **Public School Standards and Privacy** – directs the Kentucky Board of Education to require that the Kentucky Department of Education and all school districts adhere to transparency and privacy standards when outsourcing cloud computing service providers. The bill also restates that school councils may adopt content standards that exceed those approved by the state board.



Governor's Proposed K-12 Budget

HB 235 State Budget

- HB 235 provides financing and conditions for the operations, maintenance, support, and functioning of the government of the Commonwealth of Kentucky and its various officers, cabinets, departments, boards, commissions, institutions, subdivisions, agencies, and other state-supported activities.

Questions?

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