



Monday DAC E-Mail

December 10, 2018

QUESTION OF THE WEEK

- Q:** Will foreign exchange students participate in the Grade 11 State Administration of the ACT?
- A:** Based on the Elementary and Secondary Education Act (ESEA) section 1111(c)(4)(F), the Kentucky Department of Education (KDE) policy will monitor enrollment and testing of foreign exchange students.
- Students will participate in state-required testing and will be included in accountability calculations, if the student meets the full academic year requirement of 100-days.

[Assessment Calendar](#)

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Important Dates

Nov. 5- Dec. 14:	Alternate K-PREP Window 1 Test Administration
Dec. 5-Mar. 1:	ACCESS for ELLs/Alternate ACCESS for ELLs Rosters Open in SDRR
Dec. 11:	WIDA ACCESS Webinar, 2-3 p.m. CT: During Testing: Managing Students (Paper)
Dec. 12:	Live Q & A Session on High School Graduation Requirements with Commissioner Lewis at 3:30 p.m. ET
Dec. 13:	Monthly DAC Webcast
Dec. 21:	Alternate K-PREP Student Registration Database Closes
Dec. 24-25:	Christmas Eve and Christmas Day Holidays: State Government Offices Closed
Dec. 31-Jan. 1:	New Year's Eve and New Year's Day Holidays: State Government Offices Closed
Jan. 25:	Deadline for Site Readiness for ACT [®] Online Testing
Feb. 1- Mar. 31:	2018-2019 CTE End-of-Program (CTE EOP) Assessment/TRACK Testing Window

COMMISSIONER TO HOST Q&A SESSION ON HIGH SCHOOL GRADUATION REQUIREMENTS

Kentucky Education Commissioner Wayne Lewis will host a live Q&A session on the new high school graduation requirements at 3:30 p.m. ET Wednesday, December 12, on the [Kentucky Department of Education's Media Portal](#).

Applications

[SDRR](#)

[Secure Web App](#)

[SRD](#)

[PearsonAccess^{next}](#)

- [ACT](#)
- [K-PREP](#)

KBE APPROVES HIGH SCHOOL GRADUATION REQUIREMENT PROPOSAL

The Kentucky Board of Education (KBE) approved the high school graduation requirement proposal at its December board meeting. In the December 6 issue of *Kentucky Teacher*, there is an article with further details that may be of interest to District Assessment Coordinators (DACs).

(FRANKFORT, Ky.) – In a unanimous vote December 5, the Kentucky Board of Education (KBE) approved changes to the regulation on minimum graduation requirements for Kentucky students entering high school in 2019 and 2020. The changes made were in response to comments received from education stakeholders throughout the state. The requirements now will move through the remainder of the administrative regulations process, including review by two legislative committees, with a possible effective date of March 2019.

In a presentation to the board, Kentucky Education Commissioner Wayne Lewis described the two main changes to the original proposal approved in October, both related to providing more flexibility for students on their path toward college or a career.

“We value the comments we received,” said Lewis. “In the revised proposal, the personalized pathways for students remain, with flexibility for additional mathematics and English courses. The most significant change comes in detaching the transition readiness component from the graduation requirement.”

After a lengthy discussion, board chair Hal Heiner said the revised proposal seemed to address the concerns brought up during the public hearing. “I commend the KDE staff for making sure student and district needs are accounted for,” said Heiner. “This provides alternatives that takes into account the differences in our districts, but also the differences in our students.”

Under the revised proposal, students entering high school in the 2019-2020 school year must meet one of eight Graduation Qualifiers:

1. Precollege curriculum as established by the Council on Postsecondary Education in 13 KAR 2:020; or
2. Benchmark score in one section of a college admissions or placement examination as established by the Council on Postsecondary Education (CPE) in 13 KAR 2:020; or
3. Three postsecondary credit hours or more of a Kentucky Department of Education (KDE)-approved dual credit course with a grade of C or higher; or
4. One course and corresponding assessment meeting the following criteria:
 - Advanced placement (AP) with a score of three or higher; or
 - Cambridge Advanced International (CAI) with a score at or above benchmark; or International Baccalaureate (IB) with a score of five or higher; or
5. Industry certification as approved by the Kentucky Workforce Innovation Board; or
6. Four credits from valid courses within a single KDE-approved career pathway; or

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[ACCESS for ELLs](#)
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[Alternate K-PREP](#)
[End-of-Course](#)
[K-PREP](#)
[DAC E-Mails](#)
[School Report Card](#)
[Open House](#)

Helpful Links

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[NAEP](#)
[Pearson](#)

7. Complete two years of a KDE-approved or Kentucky Labor Cabinet-approved pre-apprenticeship or apprenticeship
8. A KDE-approved process to verify 500 hours of exceptional work experience, or alternative requirements as prescribed in a student's IEP.

“The Department believes these qualifiers are more representative of the varying availability of courses students currently have access to, thus creating more equitable requirements,” said Lewis.

The proposed changes also include the introduction of Graduation Prerequisites. Students entering high school in the 2020-2021 school year, in addition to meeting one of eight Graduation Qualifiers, will be required to demonstrate basic competency in reading and mathematics in one of three ways:

1. The student's 10th-grade state-required assessments meeting the minimum criteria in reading and mathematics;
 - The minimum criteria shall include scoring, at least, as an Apprentice in reading and mathematics in the state-required assessments approved by the Kentucky Board of Education.
 - Students who do not meet the minimum criteria on one or both assessments may retake the reading and/or mathematics assessments twice annually in the 11th and 12th grades of high school enrollment.
 - The student's first completion of the assessments in grade 10 shall contribute to the school's accountability rating; or
2. The student's 8th-grade state-required assessment rating of Proficient or higher for reading or mathematics or both reading and mathematics, if applicable; or
3. The principal may submit a collection of the following student evidence to the superintendent or designee for review and approval:
 - The student's ILP that includes student transcript;
 - If applicable, for students with IEPs, evidence that the student has achieved progress on measurable annual IEP goals as determined by the Admissions and Release Committee;
 - Performance on the 10th-grade state-required assessments in reading or mathematics;
 - Appropriate interventions, targeted to the student's needs, provided to the student to ensure support was provided toward meeting the requirements outlined in this administrative regulation;
 - Student work demonstrating the students' competency in reading or mathematics; and
 - The student's post-graduation plans.

For public charter schools, principals may submit the same collection of student evidence to the commissioner of education or designee. The transition readiness component in the first draft of the proposal has been removed in recognition of some of the equity challenges among districts and students. Because resources can vary greatly between districts, some stakeholders

believed transition readiness would have put an undue burden on smaller or financially strapped districts by having to provide additional courses to students. “The key concern is, depending on the district that we are talking about, the routes that some districts can provide to help students achieve transition readiness are just not there,” said Lewis. “In some of our larger and better-resourced districts, we have those opportunities, but in resource-starved districts, they could only provide two or three pathways. Whether we are talking about high school graduation requirements or not, there is an equity issue among districts.”

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DECEMBER 13 MONTHLY DAC WEBCAST

The Office of Standards, Assessment and Accountability (OSAA) will host its live monthly District Assessment Coordinator (DAC) webcast on Thursday, December 13 from 11 a.m. – 12 noon ET. Future broadcasts are scheduled for the second Thursday of each month.

The webcast will be hosted by Michael Hackworth, Policy Advisor, in OSAA. He will be joined by Chris Williams and Jenni Larkins, Program Consultants, in the Division of Assessment and Accountability Support. Topics include the amendment updates regarding the Kentucky Accountability System regulation (703 KAR 5:270), the high school graduation requirement proposal, ACCESS for ELLs, and ACT at Grade 10. The PowerPoint presentation will be shared in a Special DAC E-mail early Thursday morning.

Please join Michael at 11 a.m. ET on Thursday for the [live broadcast](#) from the Kentucky Department of Education (KDE) Studio in Frankfort. Questions may be asked by sending an e-mail to [KDE DAC Information](#).

These sessions will be recorded and posted on the [KDE Media Portal](#) and the [KDE Meetings and Trainings](#) page with any pertinent materials.

DAC Spotlight

Robertson County School District, a K-12 school that serves 455 students, is located in Mt. Olivet. Students from Head start, preschool and kindergarten through grade 12, are housed in one school building, which is located approximately one hour north of Lexington.

Robertson County Schools has a goal to be “one of the best small schools in the state of Kentucky.” All education partners feel as if they are well on their way to achieving that goal. They have learned to take advantage of their unique situation and focus on building relationships with students, their families and the community. The school truly is the central hub of this small county; along with staff and students, the members of this town play a huge role in its success.

Due to the kindness and generosity of two Deming (Robertson County) alumni, juniors and seniors are able to take 30 dual credit college hours at no cost. This year, the school district was able to build “success labs” into high



[Holly Linville](#)

school schedules, where students daily have time to meet with a teacher or advisor that works with them to better understand the course syllabus and what is expected of them in each particular class. In addition, the teacher or advisor ensures that students are completing their course work in a timely manner with bi-weekly grade checks. Everyone wants each student to understand that the support provided by teachers and mentors will always be available to him or her, after high school and beyond.

It is small changes like this that have helped Robertson County Schools become successful. The district also has an advantage of ensuring student success by the capability to work on a more individual basis. This type of high quality interaction with both students and their families' help to ensure that all students will accomplish their goals.

Disclaimer: Any views or opinions presented in the article are solely those of the author and do not necessarily represent those of the Kentucky Department of Education (KDE).

Previous Topics

GRADUATION REQUIREMENT PROPOSAL

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On December 5 at the Kentucky Board of Education (KBE) meeting, board members approved a high school graduation requirement proposal, and accepted unanimously the second reading of [an amendment to 703 KAR 5:270](#), Kentucky's accountability system. Thanks to the careful and diligent reading of our District Assessment Coordinators (DACs), it was noted that the media release had a couple of errors in the high school graduation requirement proposal. The changes are highlighted in the revised media release below from the Kentucky Department of Education (KDE).

KENTUCKY DEPARTMENT OF EDUCATION

NEWS RELEASE - **REVISED**

KENTUCKY BOARD OF EDUCATION APPROVES HIGH SCHOOL GRADUATION REQUIREMENT PROPOSAL

(FRANKFORT, Ky.) – In a unanimous vote December. 5, the Kentucky Board of Education approved changes to the regulation on minimum graduation requirements for Kentucky students entering high school in 2019 and 2020. The changes made were in response to comments received from education stakeholders throughout the state. The requirements now will move through the remainder of the administrative regulations process, including review by two legislative committees, with a possible effective date of March 2019.

In a presentation to the board, Kentucky Education Commissioner Wayne Lewis described the two main changes to the original proposal approved in October, both related to providing more flexibility for students on their path toward college or a career. “We value the comments we received,” said Lewis. “In the revised proposal, the personalized pathways for students remain, with flexibility for additional math and English courses. The most significant

change comes in detaching the transition readiness component from the graduation requirement.”

After a lengthy discussion, board chair Hal Heiner said the revised proposal seemed to address the concerns brought up during the public hearing. “I commend the KDE staff for making sure student and district needs are accounted for,” said Heiner. “This provides alternatives that takes into account the differences in our districts, but also the differences in our students.”

Under the revised proposal, students entering high school in the 2019-2020 school year must meet one of eight Graduation Qualifiers (listed below):

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2. Benchmark score in one section of a college admissions or placement examination as established by the Council on Postsecondary Education in 13 KAR 2:020; or
3. Three postsecondary credit hours or more of a Kentucky Department of Education-approved dual credit course with a grade of C or higher; or
4. One course and corresponding assessment meeting the following criteria:
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 - Cambridge Advanced International (CAI) with a score at or above benchmark; or
 - International Baccalaureate (IB) with a score of five or higher; or
5. Industry certification as approved by the Kentucky Workforce Innovation Board; or
6. Four credits from valid courses within a single KDE-approved career pathway; or
7. Complete two years of a KDE-approved or Kentucky Labor Cabinet-approved pre-apprenticeship or apprenticeship
8. A KDE-approved process to verify 500 hours of exceptional work experience, or alternative requirements as prescribed in a student’s IEP.

“The Department believes these qualifiers are more representative of the varying availability of courses students currently have access to, thus creating more equitable requirements,” said Lewis.

The proposed changes also include the introduction of Graduation Prerequisites. Students entering high school in the 2020-2021 school year, in addition to meeting one of eight Graduation Qualifiers, will be required to demonstrate basic competency in reading and math in one of three ways:

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assessments twice annually in the 11th and 12th grades of high school enrollment.

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2. The student’s 8th-grade state-required assessment rating of Proficient or higher for reading or mathematics or both reading and mathematics, if applicable; or
 3. The principal may submit a collection of the following student evidence to the superintendent or designee for review and approval:
 - The student’s ILP that includes student transcript;
 - If applicable, for students with IEPs, evidence that the student has achieved progress on measurable annual IEP goals as determined by the Admissions and Release Committee;
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The transition readiness component in the first draft of the proposal has been removed in recognition of some of the equity challenges among districts and students. Because resources can vary greatly between districts, some stakeholders believed transition readiness would have put an undue burden on smaller or financially strapped districts by having to provide additional courses to students.

“The key concern is, depending on the district that we are talking about, the routes that some districts can provide to help students achieve transition readiness are just not there,” said Lewis. “In some of our larger and better-resourced districts, we have those opportunities, but in resource-starved districts, they could only provide two or three pathways. Whether we are talking about high school graduation requirements or not, there is an equity issue among districts.”

SCHOOL REPORT CARD DATA VERIFICATION

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School Report Card – Data now available for verification and validation

The School Report Card (SRC) secure site validation tool is now open; two additional domains (School Accountability and Transition) are ready for school and district review. In total, three domains are open; the Safety data was reviewed in August, but the precautionary measures entered by schools are now viewable within the secure School Report Card site.

KDE and BrightBytes will cohost a **webcast 3:30 p.m. ET Tuesday, Dec. 4**, to provide an overview of the platform and process; a walkthrough of how to access, view and approve/flag data; and provide an overview of timelines.

Schools and districts can begin reviewing data; the review period ends on Dec. 21. Active confirmation of validation is required this year. Each school and district must review data and approve each domain to indicate the data review process is complete. BrightBytes has provided a [KY SRC Data Approval Support Guide](#) to help schools and districts navigate the new School Report Card to complete approvals. In addition, two short [videos](#) are available that provide a high-level overview of the process for approving data.

School Report Card Contacts (SRCC) and DACs will be notified as the other domains are opened for school and district review. They are expected later this week.

As a reminder, the timeframe for completion of the collection items (Community, Safety Precautionary Measures, Technology and School Profile Programs) has been extended to Dec. 7. BrightBytes has informed KDE that the School Profile Report (SPR) issue that was impacting printing of some school reports has been resolved. All schools should be able to complete the School Profile Report, get signatures and maintain a copy on file at the district board office. BrightBytes will include a link to the unsigned SPR in the SRC.

The new School Report Card includes data to meet new Every Student Succeeds Act (ESSA) requirements. Reporting goes beyond what has been historically reported. The [SRC Quality Assurance Worksheet](#) summarizes all data included within the card by domain. It also includes quality assurance tools that can be used to help validate data and for which relevant schools – elementary (ES), middle (MS) and high (HS) – data is applicable. KDE points of contact are included to help with questions related to data within the card.

Link to KDE Media Portal for the Webcast -
<https://mediaportal.education.ky.gov/watch-live/>

Questions can be submitted prior to or during the webcast for discussion at [GoSoapBox](#), Access Code = **KDEData**

School Report Card Collection Item Contacts:

Bright Bytes support contacts are:

Email BrightBytes Support at support@brightbytes.net

Call BrightBytes Support at (877) 433-4036

For general School Report Card questions – [Contact KDE by email.](#)

2018-2019 KINDERGARTEN SCREEN DATA

Kindergarten screen state level summary data will be discussed at the Kentucky Board of Education (KDE) meeting on Wednesday, December 5. The tentative timeline is to make district scores available to the public through Open House this week.

Additionally, the Kindergarten screen results for 2018-2019 will be available in the State Edition of Infinite Campus (IC) later this week. For more

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information about the Kindergarten screener, contact [Lorrie Devers](#) at (502) 564-4394.

SCORES IN INFINITE CAMPUS (IC) (Updated)

The Kentucky Department of Education (KDE) strives to publish student results data in IC as it becomes available. In this spirit, the **Kindergarten** screen results for the 2018-2019 school year have been imported into the State Edition of IC. **CTE End of Program Assessment with Articulation Agreement, Apprenticeship, and Valid Industry Certification**, scores for the 2017-18 year have been newly added and imported in IC. KDE will publish these scores to all districts beginning on Wednesday, December 5.

Please e-mail [Raymond Carter](#) with any questions on this matter.

SITE READINESS FOR ACT® ONLINE TESTING OPTION

Any schools or districts planning to administer the ACT® test online should begin the site readiness process.

Acknowledging that a school will be participating in ACT® online testing is indicated by completing all site readiness requirements prior to the **January 25, 2019 deadline**. (Opting to test with ACT® Taken Online was not indicated as part of the Managing Participation task in [PearsonAccess^{next}](#) {PAN}.)

As a first step, it is necessary for District Assessment Coordinators (DACs) to appoint a Technical Coordinator and create a user account for him/her in [PearsonAccess^{next}](#). Directions for creating a user account begin on page 6 of the [PAN User Guide for ACT](#). This Technical Coordinator user account is necessary for completing required technical steps.

District Assessment Coordinators and School Test Coordinators will be receiving an e-mail today from ACT describing remaining steps necessary to complete the site readiness process for online testing. Please forward ACT's e-mail to your appointed Technical Coordinators.

If technical requirements are not complete by **January 25, 2019**, schools will only be able to administer paper testing.

ACCESS FOR ELLS/ALTERNATE ACCESS FOR ELLS ROSTERS TO OPEN IN SDRR

ACCESS for ELLs/Alternate ACCESS for ELLs rosters will open in the Student Data Review and Rosters (SDRR) application on Wednesday, December 5, 2018 and will close on March 1, 2019. There is a PowerPoint training to assist on the [ACCESS for ELLs](#) page. There are short videos on the I Need Help Button in [SDRR](#).

GRADE 10 TRANSITION ATTAINMENT RECORD (TAR) PUT ON HOLD FOR 2018-2019

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With the recent announcement that funding for the ACT at grade 10 will not be available for the current school year, students participating in the Kentucky

Alternate Assessment will not be required to complete the Transition Attainment Record (TAR) assessment at grade 10. For anyone who has administered the TAR to a student or students at grade 10 you may still upload those answers in the Student Registration Database (SRD) until December 21. The scores will be retained for any student who has met the benchmark and applied to the grade 11 administration for 2019-2020. The grade 10 TAR option will not be available after December 21. For any questions regarding the TAR please contact [Kevin O’Hair](#).

ALTERNATE K-PREP TESTING WINDOW 1 TO CLOSE FRIDAY, DECEMBER 14

The first Alternate K-PREP testing window to administer Attainment Tasks will end Friday, December 14. This is the first of two windows set to assess content standards for reading, mathematics, science, social studies and writing. **No tasks may be administered after December 14 without prior approval by the Kentucky Department of Education (KDE).**

ALTERNATE K-PREP STUDENT REGISTRATION DATABASE (SRD) TO CLOSE FRIDAY, DECEMBER 21

All scores for the first Alternate K-PREP test window must be submitted in the Student Registration Database (SRD) by Friday, December 21. The system is designed to automatically shut off at this point. Please make sure that all scores have been entered at this point.

The Transition Attainment Record (TAR) will remain open until the close of administration for test Window 2 in May.

If there are additional questions or concerns, please contact [Kevin O’Hair](#) or by phone at (502) 564-4394.

CAREER AND TECHNICAL EDUCATION END-OF-PROGRAM (CTE EOP) ASSESSMENT [Top of Page](#)

2018-2019 Testing Window:

- **CTE EOP ASSESSMENT: February 1 – March 31 of the current school year****
- **TRACK*: February 1 – March 31 of the current school year****
*Tech Ready Apprentices for Careers in Kentucky (TRACK) Assessments (TRACK Carpentry and TRACK Electrical) only pertain to schools with students enrolled in specified TRACK pathways. Not all schools participate in the TRACK program.
**Each school must identify a consecutive two-week school testing window within the assessment testing window. A survey was sent to each CTE EOP Assessment Coordinator to identify their school’s two-week testing window for CTE EOP Assessment (and TRACK, if applicable).

Assessment Administration:

- **CTE EOP ASSESSMENT COORDINATOR MANUAL AND ADMINISTRATOR MANUAL: 2019 manuals are available on the [CTE EOP Assessment web page](#).**
 - All CTE EOP Assessments and (Skilled Trades) TRACK Assessments are administered online. There will be no paper/pencil version of the assessments in 2019.
 - Accommodations for readers, large-print, and extended time can be met through the online system. Readers must read the assessment from the student’s computer. There are no printed CTE EOP/ TRACK assessment scripts. While assistive reading technology is not supported by E-SESS, some schools have had success using assistive technology software (e.g., NVDA screen reader software, Read and Write Gold). Readers must complete all required trainings prior to local testing window.
 - All individuals participating in the administration of CTE EOP/ TRACK assessments shall comply with the Administration Code for Kentucky's Educational Assessment Program and Inclusion of Special Populations. Required assessment trainings must be completed prior to the administration of CTE EOP/TRACK at the local level. Nondisclosures and Group Signature Sheets verifying training should be kept on file locally.
- **[CTE EOP Online IT Requirements](#)** are available on the **[CTE EOP Assessment web page](#)**. Please review the technical specifications provided by TFI and KDE to ensure a smooth testing experience. Test Coordinators should communicate with Building and District Technology Coordinators to confirm all guidelines are addressed prior to local administration for the test.
- **[Critical Deadlines](#):** The CTE EOP Assessment testing window is February 1 – March 31 of the current school year. Schools must meet Critical Deadlines in order for students to test. Students must be identified as preparatory in TEDS by January 15 in a career pathway aligned to a CTE EOP Assessment to be eligible to test. Refer to the [CTE EOP Assessments with Articulated Credit](#) for a complete list of CTE EOP Assessments associate with articulated credit.
- For CTE EOP or TRACK assessment administration related questions contact Sherri Craig by phone (502) 564-4286 Ext. 4226, or [e-mail](#).

Contact Information

Office of Standards, Assessment and Accountability
 Division of Assessment and Accountability Support
 (502) 564-4394

[KDE DAC Information](#)