



# Monday DAC E-Mail

December 17, 2018

## QUESTION OF THE WEEK

**Q:** When will the Student Registration Database (SRD) close for Window 1 score entry?

**A:** All scores for the first Alternate K-PREP test window must be submitted in SRD by this Friday, December 21. The system is designed to automatically shut-off at this point for Attainment Task score entry. 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 on May 24.

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

## [Assessment Calendar](#)

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## Important Dates

|                 |   |
|-----------------|---|
| Dec. 5-Mar. 1:  | ACCESS for ELLs/Alternate ACCESS for ELLs Rosters Open in SDRR                                |
| 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. 10:        | Administration Code/Inclusion of Special Populations Training for Allegations in Frankfort    |
| Jan. 10:        | DAC Monthly Webcast   |
| Jan. 15:        | CTE End of Program and Skilled Trades TRACK Deadline to Identify Students Preparatory in TEDS |
| Jan. 21:        | Martin Luther King Jr. Holiday, State Government Offices Closed                               |
| Jan. 24:        | Proposed Public Hearing on Kentucky Accountability System Regulation 703 KAR 5:270            |
| Jan. 25:        | Deadline for Site Readiness for ACT <sup>®</sup> Online Testing                               |
| Jan. 31:        | Administration Code/Inclusion of Special Populations Training for Allegations in Frankfort    |
| Jan. 31:        | Deadline for Written Comments on the Kentucky Accountability System Regulation 703 KAR 5:270  |

|                  |   |
|------------------|---|
| Feb. 1:          | Deadline to Destroy or Confirm Plan to Destroy Alternate K-PREP Window 1 School Level Materials |
| Feb. 1- Mar. 31: | 2018-2019 CTE End-of-Program (CTE EOP) Assessment/TRACK Testing Window                          |

## KENTUCKY BOARD OF EDUCATION APPROVES UPDATES TO HIGH SCHOOL GRADUATION REQUIREMENTS

On Wednesday, December 5, the Kentucky Board of Education approved changes to the proposed minimum high school graduation requirements, [704 KAR 3:305](#). The changes add “graduation prerequisites” and “graduation qualifiers,” to ensure students have basic competency in mathematics and reading as well as experiences intended to equip them for success in postsecondary education and the workforce. The changes will now go to the Kentucky General Assembly for review.

- [Click](#) here for an overview of the requirements
- View the [slide deck](#) from the December 12 live webinar
- [Watch](#) the December 12 live webinar

## KENTUCKY ACCOUNTABILITY SYSTEM REGULATION PUBLIC COMMENT AND PUBLIC HEARING SET

A public hearing on the proposed administrative regulation (703 KAR 5:270) will be held on January 24 at 10 a.m. in the State Board Room, 5th Floor, 300 Sower Blvd, Frankfort, Kentucky. **Individuals interested in being heard at this hearing should notify the agency in writing five working days prior to the hearing of their intent to attend.** If no notification of intent to attend the hearing is received by that date, the hearing may be canceled. This hearing is open to the public. Any person who wishes to be heard will be given an opportunity to comment on the proposed administrative regulation. A transcript of the public hearing will not be made unless a written request for a transcript is made. If you do not wish to be heard at the public hearing, you may submit written comments on the proposed administrative regulation. **Written comments will be accepted through January 31. Send written notification of intent to be heard at the public hearing or written comments on the proposed administrative regulation to:**

Deanna L. Durrett, General Counsel  
 Kentucky Department of Education  
 300 Sower Blvd, 5th Floor, Frankfort, KY 40601  
 fax 502-564-9321  
 e-mail [regcomments@education.ky.gov](mailto:regcomments@education.ky.gov)  
[703 KAR 5:270. Kentucky's Accountability System](#)

## INCLUSION OF SPECIAL POPULATIONS REGULATION 703 KAR 5:070 UPDATE

Over the last several months, there has been much discussion regarding the Inclusion of Special Populations regulation and the testing of English Learners (EL). The Office of Standards, Assessment, and Accountability (OSAA) has consulted with multiple offices, researched federal law, talked

### Applications

[SDRR](#)  
[Secure Web App](#)  
[SRD](#)  
[PearsonAccess<sup>next</sup>](#)

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

### @KDE

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

with staff from the United States Department of Education (USED), and compared the regulation and training materials to determine if an EL student is permitted technology in place of a human reader on state assessments. Without a federal law or other legal reference that specifically addresses this issue, Kentucky must follow what is written in current state law. The December 2016 version of the Inclusion of Special Populations regulation 703 KAR 5:070 states on Section 2 (bottom of page 17) as part of the reader definition for EL students that “The use of a reader (text-to-speech or human) is allowed on all sections of the state-required assessment [i.e., reading, mathematics, science, social studies, and writing (language mechanics and on-demand)].” This is no concern for a student with an Individualized Education Program (IEP) as technology is permitted. Until the regulation changes, **students with a PSP may have either a human reader or text reader on the state assessment.** At this time there is no timetable on when the regulation will be reopened to update that information. Changes have been made in the current Inclusion of Special Populations training video posted to the Kentucky Department of Education website.

### **ALTERNATE K-PREP WINDOW 1 SCHOOL LEVEL MATERIALS TO BE DESTROYED**

The first Alternate K-PREP testing window ended December 14. All school level Attainment Tasks (including VI and science materials) should be returned to the District Assessment Coordinator (DAC), Building Assessment Coordinator (BAC), Director of Special Education (DOSE) or district level personnel who provided the tasks for assessment. Once the school level tasks are in the hands of the district level personnel in charge of the Attainment Tasks, **they should be destroyed or arrangements made to destroy at a later date while secured at the district level.** This should also include any copies of the tasks made and shared with teachers. Binders should be kept for use in the spring. However, all school level materials **inside** those binders will need to be destroyed.

The Office of Standards, Assessment and Accountability (OSAA) is requesting each district to confirm via e-mail to [Kevin O’Hair](#) that you have received and destroyed all **school level materials** for the first Alternate K-PREP testing window by February 1.

### **ALTERNATE K-PREP DISTRICT LEVEL MATERIALS RETAINED**

District level Attainment Tasks for Window 1 should be kept at the district office. **These materials will be required if a makeup test is to be administered. No district level materials should be destroyed until the end of the school year.**

### **ACT ACCOMMODATIONS Q&A WEBINAR RECORDING AVAILABLE**

On November 20, ACT hosted a question and answer webinar for testing with accommodations. The one hour webinar was recorded and is now available on the [Kentucky ACT website.](#)

When you click the [webinar link](#) , you will be taken to a registration page. If you previously registered for the webinar, you will not need to register

again. Select the “Already Registered?” link and simply enter your e-mail address.

If you did not previously register, you will need to complete registration information to access the recording.

Although the webinar is not live, viewers who have questions may enter their questions into the chat area. Doing so will generate an e-mail to an ACT representative who will respond.

## **CRITICAL ACTIONS REQUIRED: CAREER AND TECHNICAL EDUCATION**

The Career and Technical Education End-of-Program (CTE EOP) Assessment and Skilled Trades TRACK Assessment programs request that all students must be identified as preparatory in the Technical Education Database System (TEDS) by January 15 to be eligible for testing. Refer to the CRITICAL ACTIONS REQUIRED BY JANUARY 15 document for details.

For CTE EOP Assessment or TRACK Assessment administration related questions contact: [Sherri Craig](#) or by phone at (502) 564-4286 Ext. 4226.

### **DAC Spotlight**

The Cumberland County School District is located in south central Kentucky, near Dale Hollow Lake. The school district is comprised of three schools serving a population of about 900 students, preschool through grade 12. In Cumberland County, the district motto is “Success: Every Student, Every Day,” and we strive to find opportunities for innovation so that all students thrive and reach their full potential. The size of student population creates the perfect environment for teachers and students to connect and build positive relationships. School staff seek innovation and encourage risk-taking to engage all students. There is a 1:1 environment in grades 4-10 with an environment that supports students bringing their own devices into the network. The majority of teachers are google certified and have a google classroom environment. Annually a team of teachers is sent to the Ron Clark Academy to help support the district’s vision of creating a highly engaging learning environment.



[Michelle Cash](#)  
Cumberland County

Cumberland County Schools pair with a neighboring district to conduct instructional rounds to encourage collaboration and fuel district and school improvement targets. Each school has also implemented a house system to foster relationship-building and a positive school climate. Cumberland County Schools also supports that learning is the most important aspect of education by implementing a standards-based grading system districtwide. All schools only count summative grades, reported by standard. Homework is used as a tool to learn and check for learning. Students are allowed to retake summative assessments if additional learning has occurred.

Cumberland County School District was named a “District of Distinction” in the 2015-2016 and all three schools were also labeled as “Distinguished”. We contribute this success to the outstanding leadership, hard-working teachers and staff, and the concern and commitment of the entire

community. We are dedicated to providing an engaging, quality learning experience where all students learn and grow. Remember a quote from John Quincy Adams, “If your actions inspire others to dream more, learn more, do more and become more, you are a leader.”

*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

### **FOREIGN EXCHANGE STUDENTS INCLUDED IN ACCOUNTABILITY**

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.

### **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
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.”

### **Contact Information**

Office of Assessment and Accountability  
Division of Assessment Support

(502) 564-4394

[KDE DAC Information](#)