



## **KENTUCKY DEPARTMENT OF EDUCATION ADVISORY GROUP TOPIC SUMMARY**

### **ADVISORY GROUP:**

Local Superintendent Advisory Council

### **MEETING DATE:**

July 24, 2018

### **Agenda Item:**

**704 KAR 3:303**, Kentucky Academic Standards (*First Reading*)

**Presenter:** Amanda Ellis

### **Summary of Discussion:**

704 KAR 3:303 currently incorporates by reference standards for the arts, English/language arts, mathematics, social studies, science, health, physical education and practical living and career studies. To meet the requirements of Senate Bill 1 (2017), which calls for the Kentucky Department of Education (KDE) to implement a process for reviewing and revising all academic standards and aligned assessments beginning in the 2017-18 school year, this regulation will be amended to increase the efficiency of this process. As each set of standards is revised, it will now be contained in separate regulations. Once each new set of standards is adopted into regulation, 704 KAR 3:303 will only contain the standards for the arts, science, technology and career studies. Eventually all of those standards will be reviewed, revised, and adopted into their own regulations. At that time, 704 KAR 3:303 will be repealed.

**Action Taken:** No action taken at this time.

**Follow-up Required:** Committee members indicated support and did not pose any questions. No follow-up was deemed necessary.

### **Agenda Item:**

**704 KAR 8:010**, Kentucky Academic Standards for Computer Science Elective (*First Reading*)

**Presenter:** Amanda Ellis, Marty Park

**Summary of Discussion:**

This regulation will incorporate by reference the required *Kentucky Academic Standards for Computer Science*. Computer science is a rapidly growing field. The U.S. Bureau of Labor Statistics projects that occupations related to Science, Technology, Engineering and Mathematics (STEM) will grow to more than nine million between 2012 and 2022. No regulation is currently in place, so it was recommended that although one is not required, one should be promulgated. The regulation will cover grades K through 12. This regulation will provide cross-curricular connections to enhance the understanding of computer science skills and concepts.

**Action Taken:** No action taken at this time.

**Follow-up Required:** Committee members indicated support for the new regulation. Minimal discussion took place. No additional follow up was deemed necessary.

**Agenda Item:**

**704 KAR 8:020**, Kentucky Academic Standards for Reading and Writing (*First Reading*)

**Presenter:** Amanda Ellis

**Summary of Discussion:**

This regulation, which will incorporate by reference the required *Kentucky Academic Standards for Reading and Writing*, will meet the requirements of Senate Bill 1 (2017) which called for the Kentucky Department of Education (KDE) to implement a process for reviewing and revising all academic standards and aligned assessments beginning in the 2017-18 school year. Educators have taught the state's current English/language arts standards in Kentucky classrooms since 2010. The *Kentucky Academic Standards for Reading and Writing* help ensure all students throughout Kentucky are provided with common content and have opportunities to learn at high levels. The standards, coupled with high quality curriculum and instruction, complement the diversity of students and how they learn, construct knowledge and acquire skills and concepts of the disciplines.

**Action Taken:** No action taken at this time.

**Follow-up Required:** Committee members indicated support and were complementary of the design/architecture. Superintendent Green raised a question concerning color coding in the document. KDE staff indicated the document recently was revised to account for ADA compliance/accessibility and will be corrected prior to a second reading. No additional follow-up was deemed necessary.

**Agenda Item:**

**704 KAR 8:030**, Kentucky Academic Standards for Health Education (*First Reading*)

**Presenter:** Amanda Ellis

**Summary of Discussion:**

This regulation, which will incorporate by reference the required *Kentucky Academic Standards for Health Education*, will meet the requirements of Senate Bill 1 (2017) which called for the Kentucky Department of Education (KDE) to implement a process for reviewing and revising all

academic standards and aligned assessments beginning in the 2017-18 school year. Educators have taught the state's current health standards, as part of Practical Living/Career Studies (PL/CS) in Kentucky classrooms since 2006. The health standards are organized into three different parts: practices, rationales, and performance standards. Practices communicate the broader learning of skills in all grade levels. Rationales provide clarity, direction and understanding for the practices and how they connect to the performance standards. Performance standards are the expectation of what students should know and be able to do by the end of each grade level. The overall organization enables schools to consider the specific needs of their students and develop skill-based instruction to create meaningful learning experiences.

**Action Taken:** No action taken at this time.

**Follow-up Required:** Committee members indicated support and were complementary of the flexibility the standards afford for local curricular design to address health needs/concerns. Superintendents Flynn and Rust advised the multiple architectures associated with all of the new standards may present a struggle for schools/districts. It was suggested an overview page be added to all standards documents similar to that included in the draft *Kentucky Academic Standards for Mathematics*. No additional follow-up was deemed necessary.

#### **Agenda Item:**

**704 KAR 8:040**, Kentucky Academic Standards for Mathematics (*First Reading*)

**Presenter:** Amanda Ellis

#### **Summary of Discussion:**

This regulation, which will incorporate by reference the required *Kentucky Academic Standards for Mathematics*, will meet the requirements of Senate Bill 1 (2017) which called for the Kentucky Department of Education (KDE) to implement a process for reviewing and revising all academic standards and aligned assessments beginning in the 2017-18 school year. Educators have taught the state's current math standards in Kentucky classrooms since 2010. The *Kentucky Academic Standards for Mathematics* reflect revisions, additions, coherence/vertical alignment and clarifications to ensure student proficiency in mathematics. By focusing on conceptual understanding, and building from procedural skill and fluency, students will perform at the highest cognitive demand-solving mathematical situations using the modeling cycle. These standards include having the ability to make sense of problems and persevere in solving them, to reason abstractly and quantitatively, to construct viable arguments and critique the reasoning of others, to model with mathematics, to use appropriate tools strategically, to attend to precision, to look for and make use of structure, and to look for and express regularity in repeated reasoning.

**Action Taken:** No action taken at this time.

**Follow-up Required:** Committee members indicated support and were complementary of the design/architecture, stating it was easy to use and understand for all stakeholders. No additional follow-up was deemed necessary.

**Agenda Item:**

**704 KAR 8:050**, Kentucky Academic Standards for Physical Education (*First Reading*)

**Presenter:** Amanda Ellis

**Summary of Discussion:**

This regulation, which will incorporate by reference the required *Kentucky Academic Standards for Physical Education*, will meet the requirements of Senate Bill 1 (2017) which called for the Kentucky Department of Education (KDE) to implement a process for reviewing and revising all academic standards and aligned assessments beginning in the 2017-18 school year. Educators have taught the state's current physical education standards, as part of Practical Living/Career Studies (PL/CS) in Kentucky classrooms since 2006. The physical education standards are organized into three different parts: practices, rationales and performance standards. Practices communicate the broader learning of skills in all grade levels. Rationales provide clarity, direction and understanding for the practices and how they connect to the performance standards. Performance standards are the expectation of what students should know and be able to do by the end of each grade level. The overall organization enables schools to consider the specific needs of their students and develop skill-based instruction to create meaningful learning experiences.

**Action Taken:** No action taken at this time.

**Follow-up Required:** Committee members indicated support and were complementary of the design/architecture. No additional follow-up was deemed necessary.

**Agenda Item:**

**Kentucky School for the Blind (KSB) and Kentucky School for the Deaf (KSD), Policy Adoptions and Amendments**

**Presenter:** Amanda Ellis

**Summary of Discussion:**

The Kentucky Department of Education (KDE) and the schools have been working with the Kentucky School Boards Association (KSBA) to consider model policies for KSB and KSD. Policies and procedures for the KSB and KSD are updated annually to reflect laws passed during the legislative session. These policies provide consistency between the two schools, and are consistent with school districts across the Commonwealth, except in those few instances when the unique situation of these schools require otherwise. This item makes minor amendments to chapters 1, 3, 5, 6, 8 and 9 to ensure alignment with KSBA guidance.

**Action Taken:** No action taken at this time.

**Follow-up Required:** Committee members indicated support and voted to approve the policy changes being presented to the Kentucky Board of Education (KBE). No additional follow-up was deemed necessary.

**Agenda Item:****704 KAR 3:305**, Minimum requirements for high school graduation (*First Reading*)**Presenter:** Amanda Ellis**Summary of Discussion:**

KRS 156.160 requires the Kentucky Board of Education to promulgate administrative regulations relating to the courses of study for the different grades and the minimum requirements for high school graduation. At the June meeting, the KBE was provided a framework to begin discussion of the proposed amendments to 704 KAR 3:305. The proposed minimum high school graduation requirements are aligned to the profile of a graduate described by post-secondary educators and business and industry leaders.

According to these groups, a high school graduate should be able to communicate, achieve academically, think critically, adapt to change, and collaborate. In order to develop these skills, under the new requirements graduates shall complete a minimum of 22 credits and demonstrate proficiency in reading and mathematics. Additionally, a graduate must pass a Civics exam, receive instruction in financial literacy, and demonstrate competency in essential skills and technology. The requirements, shared with the council, are divided into three components: foundational, performance and transition-ready.

**Action Taken:** No action taken at this time.**Follow-up Required:** The following questions were posed during the discussion of this item:

- Superintendent Rust voiced concerns regarding end-of-span assessments being additional tests which would reduce these efforts to be those of compliance. Dr. Lewis relayed these assessments would serve to replace current End-of-Course assessments and are required by federal law, but would not serve as additional assessments beyond what is already in place.
- Superintendent Flynn questioned what the fiscal impact of multiple testing opportunities would be on districts. Dr. Lewis shared there would be five opportunities (grades 10-12) for students to take and pass these exams. The cost to districts would be the expense of interventions and remediation. Dr. Lewis also shared the department would seek to have the administration of these tests conducted on-line.
- Superintendent Flynn shared concerns regarding science and social studies assessments not being tied to graduation requirements as he felt students would not take them seriously and the results would not be valid. He asked for further consideration should it be appropriate.
- Superintendent Flynn questioned what academic and CTE dual credit offerings would count towards graduation requirements. Associate Commissioner Horseman explained the relationship of CTE pathways to approved courses. More guidance may be needed after this regulation is passed to assist schools/districts in providing guidance to students regarding the selection of dual credit courses.
- Superintendents Ransdell and Rust voiced concern on the sunset of Career Cruising as tied to the Individual Learning Plan (ILP) requirements. Associate Commissioner Ellis shared there currently are free resources for schools/districts and guidance will be created from the department; a Comprehensive Guidance Counselor Coordinator will begin in mid-August and will work to support schools/districts with these needs.
- No follow-up, beyond consideration of the above topics, was deemed necessary.

**Agenda Item:**

**701 KAR 5:150**, Nontraditional Instruction Program (*Review item – First Reading*)

**Presenter:** Kelly Foster

**Summary of Discussion:**

This was LSAC’s first reading of this new administrative regulation that establishes the requirements and process for districts to be approved for the nontraditional instruction (NTI) program. This regulation is being proposed to fulfill the Kentucky Board of Education’s requirements under KRS 158.070 as amended by Senate Bill 73 (2018).

**Action Taken:** No action taken at this time.

**Follow-up Required:** There were no questions regarding the contents of the regulation. Superintendents offered some positive feedback about the NTI program in general.

**Agenda Item:**

**704 KAR 3:365**, Chapter 1 Compliant Procedures (*Review item – First Reading*)

**Presenter:** Kelly Foster

**Summary of Discussion:**

This was LSAC’s first reading of this revised administrative regulation that makes technical updates as well as aligns the complaint procedures for federal programs with the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act and establishes specific procedures for complaints related to ensuring equitable services to nonpublic school children as required by ESEA.

**Action Taken:** No action taken at this time.

**Follow-up Required:** The only question/comment posed was with regard to the use of different terms for ESEA programs. Namely, the use of “title” versus “chapter” when referencing the different program numbers within ESEA. It was explained that “title” is the terminology used now in ESEA, and language in the regulation has been updated to conform thereto. There was no other discussion regarding this regulation.

**Agenda Item:**

**704 KAR 3:292**, Chapter 1, ESSIA Migrant Education Requirements (*Review item – First Reading*)

**Presenter:** Kelly Foster

**Summary of Discussion:**

This was LSAC’s first reading of this revised administrative regulation that makes technical updates as well as aligns language regarding migratory education programs with ESEA as well as Kentucky’s consolidated state plan under ESEA.

**Action Taken:** No action taken at this time.

**Follow-up Required:** There were no questions or discussion regarding the contents of the regulation.

**Agenda Item:**

**701 KAR 5:140**, Districts of Innovation (Action/discussion item – Second Reading)

**Presenter:** Kelly Foster

**Summary of Discussion:**

This was LSAC's second reading of this revised administrative regulation that provides clarification on and imbeds more flexibility in the process a public school district follows when applying to the Kentucky Board of Education (KBE) to be approved as a District of Innovation.

**Action Taken:** This item was approved by LSAC.

**Follow-up Required:** There were no questions or discussion regarding the contents of the regulation.