



## KENTUCKY DEPARTMENT OF EDUCATION ADVISORY GROUP TOPIC SUMMARY

**ADVISORY GROUP:** Local Superintendents Advisory Council (LSAC)

**MEETING DATE:** September 25, 2018

**Agenda Item:** 704 KAR 3:303, Kentucky Academic Standards (*Second Reading*)

**Presenter:** Amanda Ellis/Jennifer Fraker

**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 At that time, 704 KAR 3:303 will be repealed.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:** Approved by LSAC

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

**Agenda Item:** 704 KAR 3:305, Minimum requirements for high school graduation (*Second Reading*)

**Presenter:** Amanda Ellis/Jennifer Fraker

**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:** LSAC did not approve this item.

- **Follow-up Required:** The majority of the proposed regulation was viewed positively by LSAC. In particular, support was indicated for improvements and changes for transition readiness by Superintendents Flynn and Rust. This was reiterated several times. Superintendent Flynn asked about pathway routes. The number of different pathways was discussed. While not all will likely be possible for every school, each school should be able to offer several. The foundational and personalized components were other strong points seen by LSAC.
- Superintendent Rust questioned the implementation of the required reading and mathematics tests. The data on those students who struggled in these areas was requested several times, but as there is no current test to determine this information, no such data was given. The superintendents agreed that basic reading and mathematics are issues where some of our graduates struggle. The exact number is not known. Dr. Lewis stated someone with a GED may well have a better base knowledge than those who were given a Kentucky high school diploma. The floor of learning for a GED has more clearly established fundamentals.
- Superintendent Flynn expressed concern on the unintended consequences of the exit exams. Concerns specifically noted were resources needed for interventions and the ability of schools and districts to provide needed supports for struggling students in light of the potential increase of affected students.
- Superintendent Ransdell suggested the possibility of a pilot program. Concerns of how this test would be measured and when it would go into effect were discussed. Commissioner Lewis explained the process would be to develop the standard setting process. Stakeholders, including teachers, would be the ones to set these standards. Concerns of testing were addressed that there would likely be a couple of rounds of testing before this test would be a requirement.
- Commissioner Lewis stated this year's 8<sup>th</sup> grade class will be the first class required to meet this basic proficiency test. One member noted that taking this course in 10<sup>th</sup> grade, as is the plan, could hurt the some students moving forward if they fail the test. It was explained the reason for the test is all students should be prepared for the material at this point. Also, students will have multiple opportunities to successfully complete the exam in future years should they not initially pass.
- Superintendent Flynn expressed concerned about students who are successful in some areas, but not standardized tests. How would this test affect them going forward? This lead to the discussion of the appeals process when appropriate for students to take a different route with a documented portfolio. Some superintendents expressed concern with this process, due to small schools and limited resources.
- Superintendent stated his belief that wherever the bar is, students will rise to meet it. While there may be an expectation that these new requirements will lead to lower graduation rates, this may not end up being the case.
- Commissioner Lewis pointed out that KBE has the power to set a bar for the test concerning basic reading and mathematics. The regulation will not set the actual bar. LSAC members indicated they would prefer to have a grace period of testing, where it would not affect accountability initially. They believe this data would give them a good point moving forward.

No other follow up, other than what was discussed, was deemed necessary.

Following the conclusion of the meeting, a call for a motion to approve the graduation requirements was requested. No motion was made, and no vote was held.

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

**Presenter:** Amanda Ellis/Jennifer Fraker

**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:** Approved by LSAC

**Follow-up Required:** Committee members indicated support for the new regulation.

The Council voted unanimously to approve the regulation.

No additional follow up was deemed necessary.

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

**Presenter:** Amanda Ellis/Jennifer Fraker

**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:** Approved by LSAC

**Follow-up Required:** Committee members indicated support and were complementary of the design/architecture. Superintendent Bobrowski questioned if these standards would be included in the spring field test. Commissioner Lewis responded they would not; current standards would be aligned to the spring field test. No follow-up was deemed necessary.

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

**Presenter:** Amanda Ellis/Jennifer Fraker

**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:** Approved by LSAC

**Follow-up Required:** No questions were posed and no additional follow-up was deemed necessary.

**Agenda Item:** 704 KAR 8:040, Kentucky Academic Standards for Mathematics (*Second Reading*)

**Presenter:** Amanda Ellis/Jennifer Fraker

**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:** Approved by LSAC

**Follow-up Required:** No questions were posed and no additional follow-up was deemed necessary.

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

**Presenter:** Amanda Ellis/Jennifer Fraker

**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:** Approved by LSAC

**Follow-up Required:** No questions were posed and no additional follow-up was deemed necessary.

**Agenda Item:** Request for approval of recommended certification of regulations promulgated by the Kentucky Board of Education (KBE) per House Bill 50

**Presenter:** Todd Allen

**Summary of Discussion:** Presented overview of HB50 (2017) requirements and KDE process for regulation review. Answered questions of LSAC members regarding the regulatory review and certification process.

**Action Taken:** Superintendent Rust moved to approve the list of regulations marked for certification without change and recommend the action to the KBE. The motion was seconded by Superintendent Bobrowski. Approved unanimously.

**Follow-up Required:** None.

**Agenda Item: CTE Policies and Procedures** (*One Reading Required*)

**Summary of Discussion:** Kentucky School Boards Association updates policies and procedures manuals in conjunction with local school districts, Kentucky School for the Blind, Kentucky School for the Deaf, and the Office of Career and Technical Education.

Updates are noted for Chapter 3, Chapter 8, and Chapter 9.

**Action Taken:** LSAC voted unanimously to approve the changes.

**Follow-up Required:** Minimal discussion took place. Only brief discussion if these had been recently updated. Mr. Horseman explained recent regulation changes had occurred, and some of these would now be reflected in the OCTE Policies and Procedures.

No additional follow up was deemed necessary.