This meeting will be recorded. It is requested that PrAC members please enable video during the meeting.

Principal Advisory Council (PrAC)

September 5, 2024

Robbie Fletcher, Commissioner,
Kentucky Department of Education (KDE)

Brian Eerenberg, PrAC Chairperson
Stacy Noah, KDE Liaison

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I. Welcome

Robbie Fletcher, Commissioner, Kentucky Department of Education

II. Roll Call of Members

Brian Eerenberg, PrAC Chairperson, Boyd County Schools

Roll Call

Name	Representing	Term Expiring
Erika Bowles	Boone County	December 2025 *New position, resigned
Nick Brooks	Wolfe County	September 2024
Ashley Burd	Kentucky Tech Schools	December 2024
Anne Cox	McCracken County	December 2025
Beth Davidson	Barren County	September 2024
Brian Eerenberg	Boyd County	December 2025
Kevin Garner	Jefferson County	December 2025
Jarrod Hankins	Webster County	December 2025
Sara Kise	Lawrence County	September 2024
Carla Kolodey	Jefferson County	December 2024
Robert Lightning	Bowling Green Independent	December 2025
Amy Rhodes	Pike County	September 2024
Matt Shafer	Boone County	September 2024
Peggy Sinclair-Morris	Kentucky School for the Blind	September 2024
Sarah Woodford	Fayette County	December 2025 *Resigned
Lynn Petrey	Kentucky School for the Deaf	September 2027 *New member

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III. Agenda Approval

Brian Eerenberg, PrAC Chairperson, Boyd County Schools

IV. Approve Summary Minutes

The PrAC minutes can be found at JUNE 2024 SUMMARY

Brian Eerenberg, PrAC Chairperson, Boyd County Schools

V. Supporting Aspiring and Veteran Principals

Danielle Pickens, Chief Program Officer, Urban Schools Human Capital Academy

VI. Family Partnership Council's Recommendations to the Kentucky Department of Education

Marsha VanHook, Office of Continuous Improvement and Support, Kentucky Department of Education

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Family Partnership Council's Recommendations to the Kentucky Department of Education

Sept. 5, 2024

Marsha VanHook, Full-Service Community Schools Manager

Division of School and Program Improvement

Office of Continuous Improvement and Support

Family Partnership Council Chair

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Purpose

- Purpose of Family Partnership Council

  The council serves in an advisory role to the Kentucky Department of Education (KDE) and provides input regarding topics of interest to families, such as ways that families and communities can assist schools in ensuring that the achievement level of all students is increased.

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The History

- Family Partnership Council members who served on the 2021-2023 council were charged by the former chairperson, Brooke Gill from the Prichard Committee, to compile a report reflecting upon the progress that Kentucky has made in honoring the recommendations set forth by the previous Commissioner's Parent Advisory Council (CPAC) in 2007 to present.

- The [Family Partnership Council Recommendations to the Kentucky Department of Education](#) addressed whether Kentucky made progress on those previous recommendations and established some next steps for the current Family Partnership Council (FPC) members to see through.

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Recommendation 1

Encourage districts and schools to develop local webpages that include more robust relationship-building and communication metrics regarding meaningful Family and Community Engagement.

- Utilize the 4Cs (Connection, Cognition, Confidence and Capacity) for Policy and Program Goals from the Dual Capacity-Building Framework as base for questions.

- KDE's Full-Service Community Schools Manager highlights schools doing family partnerships well and what they are doing with a special focus on innovative practices that reach historically marginalized families and students.

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Recommendation 2

KDE hires a full-time, full-service community schools (FSCS) manager.

Recommendation 3

In 2024, the FPC will make recommendations to local educational agencies (LEAs) and other state organizations on one or more tools that will support families in navigating educational options and rights within Kentucky's educational system. In 2025, the FPC will partner with KDE and other organizations to create an online, age-indexed, family-friendly guide that shares the most effective ways for schools to partner with families.

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Recommendation 4

The FPC's work in 2024-2026 is to assist in the implementation of the three previous goals and, most importantly, support many more schools' adoption of the [Kentucky Family and School Partnership Guide.](#)

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Progress Summary

- Recommendations 1 and 3 are in the initial stages of conversation and/or development.

- Recommendation 2 has been implemented and the work is ongoing.

- In your role as Principal Advisory Council members, we encourage you to promote the [Success Stories of Effective Partnerships with Families form](#) to assist in the statewide sharing of success stories where family partnerships are going well and are innovative.

- KDE FSCS manage supports ongoing-training for engagement coordinators (Family Resource Youth Service Center-FRYSC) and Kentucky Community Schools Initiative (KCSI) on available KDE resources, effective family partnership strategies, improved relationship building and communication, and Comprehensive Improvement Planning.

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Commissioner's Monday Message

- KDE is encouraging all Kentucky districts and schools to utilize the [Success Stories of Effective Partnerships with Families form](#) to share their stories of creating trusting relationships with families as partners that are making a positive impact for both students and families. Stories will be shared as a resource and inspiration to other schools across the Commonwealth as we seek innovative and successful ways to partner with our parents, families and our communities.

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Collection Tool (1)

Success Stories of Effective Partnerships with Families

During its term in 2023, Family Partnership Council (FPC) members conducted an in-depth analysis of the latest research on family partnerships, including an evaluation of Kentucky's progress on the recommendations outlined in *The Missing Piece of the Proficiency Puzzle* report from 2007. As a result of the analysis and reflection, the council recommended that the Kentucky Department of Education (KDE), in collaboration with the 2024-2026 FPC council, engages in four actions to support every Kentucky school's effort to form effective partnerships with families.

One of the four recommendations noted that KDE encourages districts and schools to develop local webpages that include more robust relationship-building and communication metrics regarding meaningful family and community engagement. To assist with this endeavor and to highlight these promising and meaningful practices statewide, the KDE and FPC are seeking stories of schools and districts doing family partnerships well with a special focus on innovative practices.

The following questions are designed for your school or district to tell its story about successful family partnership practices that are making a positive impact for students and families in your school, district, and/or community. Practices that are mutually beneficial to others throughout the state will be showcased on KDE's website as a hub for others to learn from and will be highlighted during FPC council meetings. Please take a moment to complete the reflection questions below to help us better understand what your school or district is doing to successfully engage its families. For additional questions, please contact Marsha VanHook by email at marsha.vanhook@education.ky.gov.

Page of 1 of the Success Story Collection Form which reviews the information previously shared in this presentation.

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Collection Tool (2)

Hi, Marsha. When you submit this form, the owner will see your name and email address.

* Required

1. District Name *

Enter your answer

2. School Name *

Enter your answer

3. Tell us about a promising or innovative practice you have implemented at your school (or within the district) to increase community and family engagement. *

Enter your answer

Page 2 of the collection form asks for identifying information and a promising or innovative practice implemented to increase community and family engagement.

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Collection Tool (3)

4. How has this promising or innovative practice positively impacted outcomes for students? *

Enter your answer

5. How has this promising or innovative practice positively impacted outcomes for families? *

Enter your answer

6. How has the community become more involved because of this practice? *

Enter your answer

Page 3 of the collection form asks how has this promising or innovative practice impacted outcomes for students, families and the community involvement.

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Optional Question

7. Please use this space to share any additional information or comments.

Enter your answer

Submit

Lastly, there is a space for additional information or comments.

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Contact Information (1)

Marsha VanHook

Office of Continuous Improvement and Support

marsha.vanhook@education.ky.gov

VII. School-Based Decision Making Updates

Mia Morales, Office of Continuous Improvement and Support, Kentucky Department of Education

VIII. Chronic Absenteeism

Florence Chang, Office of Continuous Improvement and Support, and Jennifer Ginn, Office of the Commissioner, Kentucky Department of Education
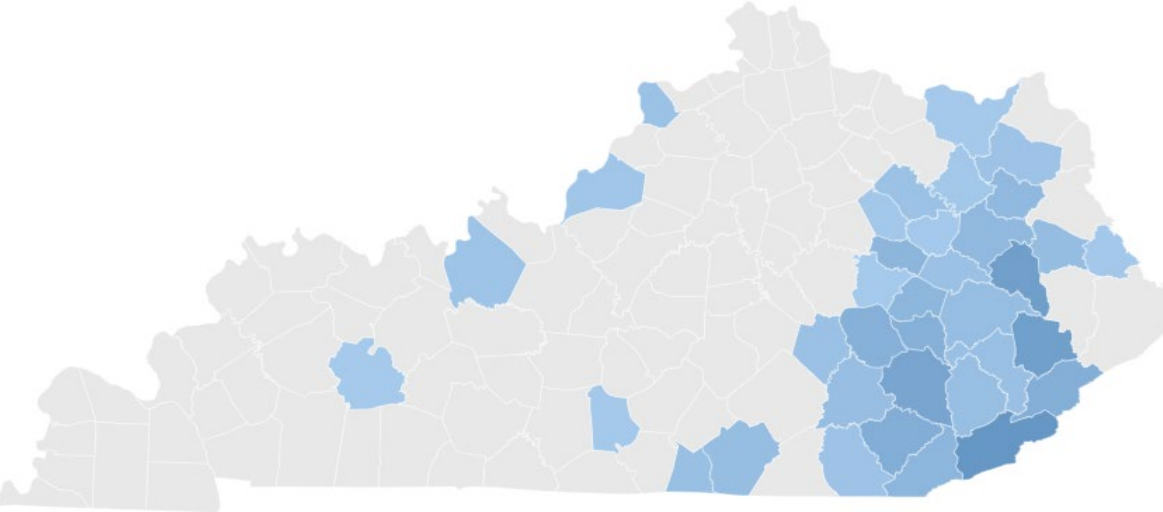
Chronic Absenteeism Definition

Students are chronically absent if they present 90% or less of full-time equivalency (FTE).

- Chronic absenteeism is calculated by dividing a student's FTE present minutes by FTE instructional minutes and rounding to the nearest whole percent.

- A student must be enrolled for 10 or more days before being included in the calculation. Includes both excused or unexcused absences and suspensions.

- Truancy is based only on unexcused absences

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Increased Severity of Chronic Absenteeism Pre- and Post-pandemic

Pre-pandemic:
Counties with at least 20% chronically absent

Post-pandemic:
Counties with at least 20% chronically absent

CA 2023
62.0%
20.0%

Overall State Averages (ALL Districts)
2017-2018: 17% chronically absent
2022-2023: 30% chronically absent

Source: Kentucky School Report Card
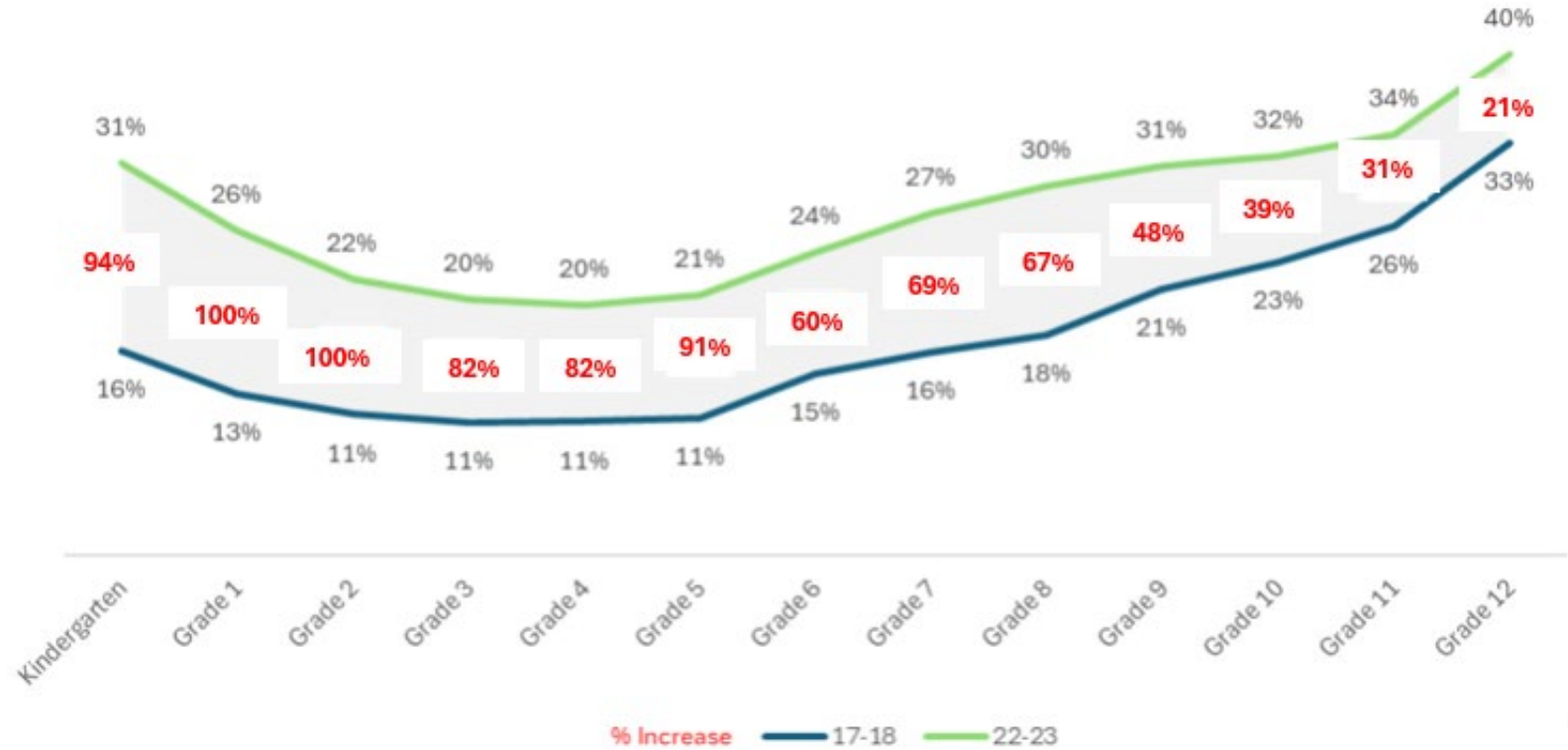
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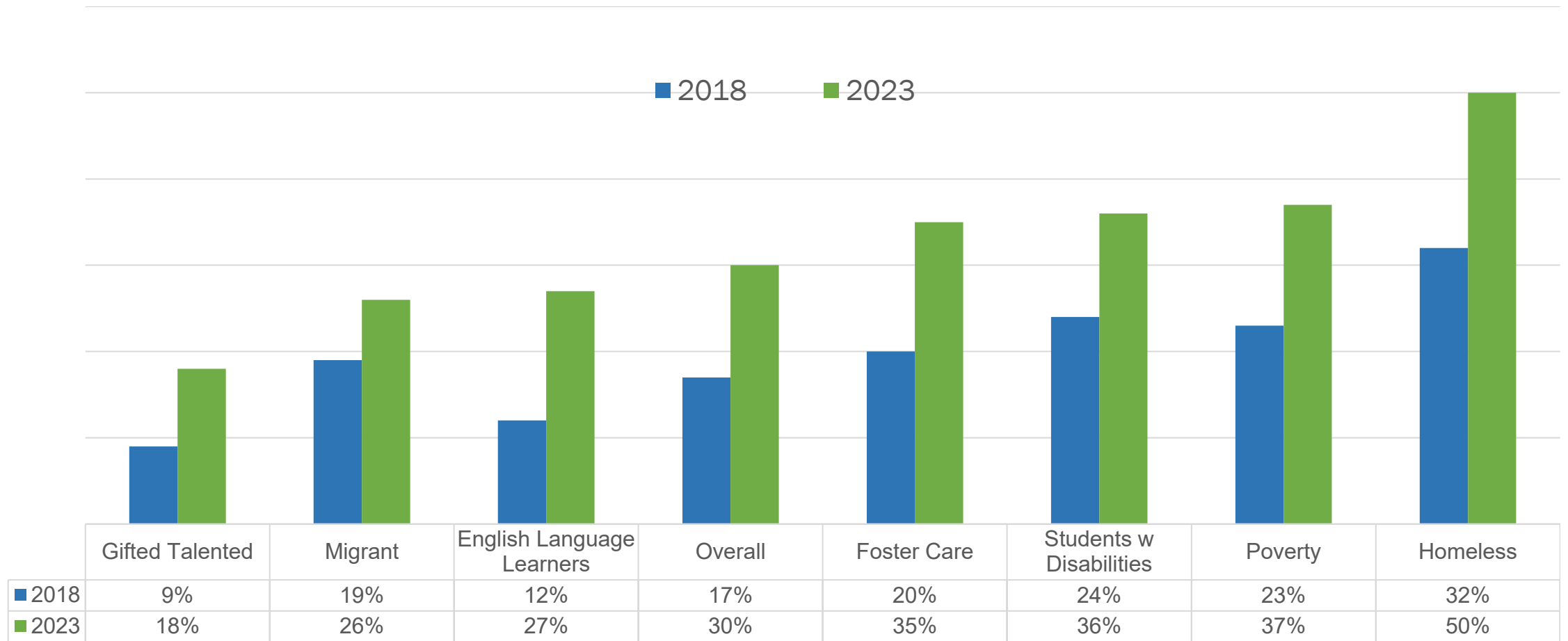EDUCATION
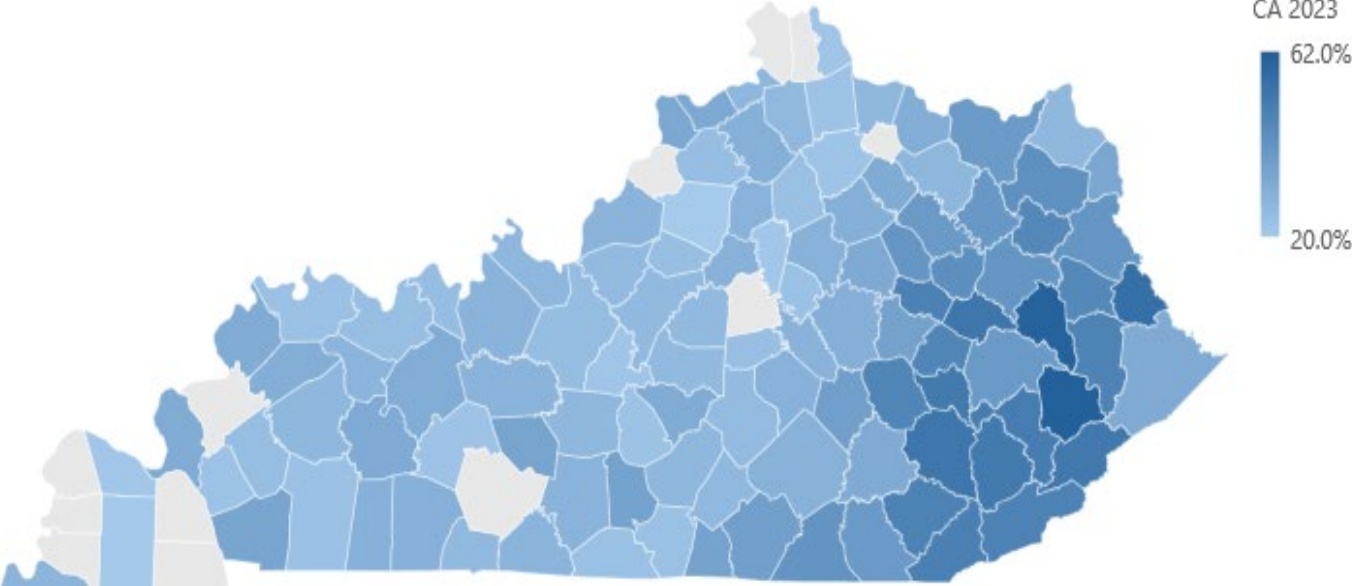
% of Chronic Absenteeism by Grade Level

Rates remain highest among high school students

K-1 students have significantly higher rates than other primary/elementary grades.

Elementary students had the highest percent increase since the 2017-2018 school year.

Increases in Chronic Absenteeism by Student Group

Legend: ■ 2018 ■ 2023

|	Gifted Talented	Migrant	English Language Learners	Overall	Foster Care	Students w Disabilities	Poverty	Homeless
2018	9%	19%	12%	17%	20%	24%	23%	32%
2023	18%	26%	27%	30%	35%	36%	37%	50%

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Chronic Absenteeism: Contributing Factors

- **Barriers** - Chronic health condition, family responsibilities, transportation, housing/food insecurity, community violence

- **Aversion** - Academic and/or behavioral struggles, unwelcoming school climate, problem with peers, anxiety

- **Disengagement** - Bored, lack of connection/belonging, lack of enrichment opportunities, habits formed during Covid, out of school suspension

- **Misconceptions** - Assumptions about staying home for symptoms of illness, belief that attendance "doesn't matter" or that only unexcused absences are a problem, underestimating total absences

Source: Attendance Works

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Tiered Supports for Attendance
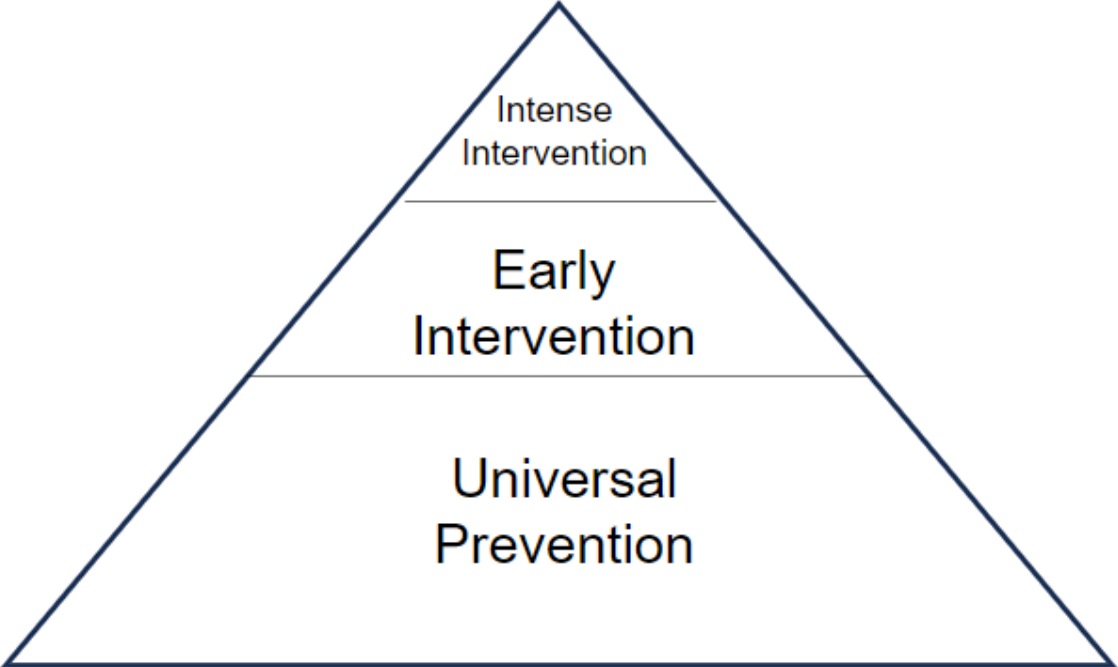
TIER 3
System of care for students **with extreme absenteeism** (>20%) such as homeless, foster care, missing children

TIER 2
Removing barriers for students missing 10%-20% of school

TIER 1
Create a sense of belonging, safety, connection for ALL students, families and staff

Intense Intervention

Early Intervention

Universal Prevention

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Tier 1: Connection, Belonging and Safety

- Foster a welcoming and supportive culture for students and adults
  - Positive and nurturing language to emphasize well-being
  - Daily greetings by name
  - Morning meetings/advisories
  - Restorative practices
  - Attendance incentives
  - Relationship mapping

- Create opportunities for student-interests and affinity groups: enrichment/extracurricular activities, advisories/morning meetings

- Support for educator well-being

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Tier 1: Meaningful and Relevant Learning

- Connect student learning to real-world and relevant experiences
    - Project-based learning
    - Cooperative/collaborative learning
    - Hands-on activities

- Culturally relevant/sustaining pedagogy
    - *"When academic knowledge and skills are situated within the lived experiences and frames of reference for students, they are more personally meaningful, have higher interest appeal and are learned more easily and thoroughly"* (Gay, 2000).
- .
- Frequent and meaningful feedback

- Authentic assessments

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Tier 1: Addressing External Barriers

- Health
    - School-based health services- partnerships with public health department
    - Telehealth- for schools without a full-time nurse or medical provider, telehealth can be another option to help provide services/consultations at school

- Transportation
    - Walking School Bus/Safe Passage- utilizing parents, volunteers or hired staff to provide supervision during their walk to school
    - Public transit- partnering with mass transit to provide additional transportation options besides a school bus

- **Breakfast**- provision of breakfast for longer or in the classroom to help increase access

- **Laundry at school/clothing closet**- for students who struggle with clean clothes/uniforms

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Tier 1: Communication

- **District/School creates an attendance campaign** - communicate with families and students that just two missed days per month impacts learning

- **School engages with families and talks about the importance of attendance**
    - Welcome letters
    - Texts
    - Emails
    - Orientations
    - Family Nights
    - Positive phone calls

- **Educators explicitly talk to students about the importance of attendance**

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Statewide Chronic Absenteeism Campaign Begins

- KDE kicked off a campaign to raise awareness about chronic absenteeism in August.

- In August and again in January, KDE will be running billboards and ads on radio, streaming and TV to highlight what our students miss when they are not in school.

- KDE's Chronic Absenteeism webpage is being updated to provide you with more tools and ideas on how to combat chronic absenteeism.

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Discussion

After seeing the current KDE attendance campaigns, what ideas do you have for the mid-year campaign that we should consider implementing?

Contact Information (2)

KDE Division of Communications

Jennifer Ginn: Jennifer.ginn@education.ky.gov

KDE Strategic Planning and Research

Leslie McKinney: Leslie.mckinney@education.ky.gov

KDE Persistence to Graduation Team

Florence Chang: Florence.Chang@education.ky.gov

Judy Vanderhaar: Judi.Vanderhaar@education.ky.gov

Christina Watford: Christina.Watford@education.ky.gov

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IX. Kentucky Educator Mentor Program

Todd Davis, Office of the Educator Licensure and Effectiveness, Kentucky Department of Education

Senate Bill (SB) 265
New Teacher
Induction and Mentoring

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SB 265
Impact on Educational Professional Standards Board (EPSB) and Office of Educator Licensure and Effectiveness (EPSB)(1)

➢ Removes all Kentucky Teacher Internship Program (KTIP) references

➢ For teacher certification
  ➢ Completion of an ed prep program or alternative pathway
  ➢ Pass required assessments
  ➢ Not dependent on offer of employment

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SB 265

(2) The Education Professional Standards Board shall develop <u>standards and guidance</u> for local districts to implement new teacher induction and mentor programs. <u>All school districts shall provide an induction program for teachers in their first year of teaching.</u>

(3) Standards for new teacher induction and mentor programs shall include but not be limited to the following:

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Standards and Guidelines

(a) An orientation program
(b) Mentor Assignment within the first two weeks
(c) Support team
(d) Workshops, training and professional development for the new teacher

(e) Workshops, training, for the mentor
(f) Opportunities for the new teacher and mentor to meet
(g) Network of teachers
(h) Formative and summative evaluations

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SB 265
Impact on EPSB and OELE

(4) The Education Professional Standards Board shall develop <u>evaluations and rubrics</u> aligned to state academic standards and state and local procedures that shall be based on the following standards of effective teaching:

    (a) Curriculum, content mastery, planning and assessment;
    (b) Teaching all students; and
    (c) Family engagement.

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Evaluations and Rubrics

- Rubrics – shall describe practice with different levels of performance
- Categories of evidence
  - Multiple measures of student learning
  - Observations
  - Additional relevant evidence

- Evaluations shall include
  - New teacher self-assessment
  - Professional goal and plan
  - Implementation of the plan
  - Formative assessment
  - Summative assessment

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SB 265 Section 2
Impact on EPSB and OELE

(8) Beginning October 1, 2024, and by October 1 each year thereafter, the Education Professional Standards Board shall provide a report to the Legislative Research Commission for referral to the Interim Joint Committee on Education. The report shall include but not be limited to:

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Annual Reporting

(a) Number of Mentors/Ed Prep

(b) Number of New teachers/Ed Prep

(c) Analysis of preparedness

(d) Types of training utilized by districts

(e) Types of remediation and supports

(f) Major components of each induction and mentor program

(g) How programs operated

(h) How long new teachers receive support

(i) Annual estimated cost per new teacher

(j) Measures used for program effectiveness

(k) Impact on teacher retention

(l) Long-term analysis of mentor programs and retention

X. Principal Advisory Council (PrAC) Membership

Brian Eerenberg, PrAC Chairperson, Kentucky Department of Education

[Link to PrAC Application](#)

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XI. Adjournment

Brian Eerenberg, PrAC Chairperson

Upcoming Meeting Dates: Dec.3, March 4 and June 3