



KENTUCKY DEPARTMENT OF EDUCATION
SCHOOL CURRICULUM, ASSESSMENT AND ACCOUNTABILITY
COUNCIL MEETING SUMMARY
Sept. 15, 2020

SCAAC MEMBERS PRESENT: Kelly Bradley, Scott Bruins, Sarah Burnett, Stacie Earl, Casey Gesenhues, Teresa Nicholas, Valerie O’Rear, Amy Smith, David Trimble

SCAAC MEMBERS ABSENT: Taylor Bumgardner, Paula Jolley, Justin Mitchell, William Owens

The September 15, 2020 virtual School Curriculum, Assessment and Accountability Council (SCAAC) was called to order at 9:00 a.m. by Chairman Scott Bruins. Members and guests were welcomed. A quorum of members was present.

Casey Gesenhues made a motion to approve the meeting minutes as emailed and presented. Amy Smith seconded the motion. Motion carried.

David Trimble made a motion that Scott Bruins be elected 2020-2021 chairman for the School Curriculum, Assessment and Accountability Council (SCAAC) and Casey Gesenhues as vice chairman. Kelly Bradley seconded the motion. Motion carried.

Agenda Item: Assessment and Accountability Update

Presenters: Rhonda Sims, Associate Commissioner, and Jennifer Stafford, Director, Office of Assessment and Accountability, KDE

Summary of Discussion:

Rhonda Sims and Jennifer Stafford reminded members that Kentucky did not administer assessments in spring 2020 because of the COVID-19. This fall, ACT will be administered to students unable to participate in the past spring administration because of the pandemic. The Social Studies fall field test was postponed from Sept. 14-18, but KDE is moving forward with plans to administer the field test and other summative assessments, but no timeline has been made.

[Senate Bill 158](#) (2020) makes significant changes to the statewide accountability system and the achievement gap definition. Some of the changes include:

- Performance-based on a combination of academic and school quality indicators and measures known as “state indicators.” SB 158 exclusively lists these indicators.
- Requires state indicators be evaluated on “status” and “change” and defines the terms.

- Requires a school's overall performance, status and change to be displayed on an online dashboard.

The future system may include:

- State Assessment Results (Reading, Mathematics)
- State Assessment Results (Science, Social Studies and Writing)
- Progress Toward Achieving English Language Proficiency for English Learners
- Quality of School Climate and Safety
- Graduation Rate (H)
- Postsecondary Readiness (H)

*Achievement Gap – shall be reported but not included in accountability calculation. In addition, SB 158 revises definition.

Other Changes that Impact Accountability:

- ▶ Measuring and Evaluating Change
 - Change is the difference between one year’s Status score and the subsequent year’s Status score (e.g., 2022 Academic Proficiency compared to 2021 Academic Proficiency)
- ▶ Measuring and Evaluating Progress Toward English Language Proficiency for English Learners
 - Determined by their performance on an English language proficiency assessment, ACCESS.
- ▶ Combining school performance on the multiple indicators and Status and Change
 - Yields an overall score and categorical rating
- ▶ Ensuring appropriate inclusion and reliable data through setting “a minimum-n count”
 - Balance between inclusion, reliability and simplicity.

Kelly Bradley asked why Kentucky was modeling their system after California? She thought that could not find a more different state. Rhonda Sims indicated that Kentucky legislators liked many of the aspects of the California model, particularly the dashboard.

Scott Bruins asked about growth not being reported for individual students. And could growth be reported but not in accountability? Rhonda Sims indicated that could be considered moving forward but is not included in the current Senate Bill 158 (2020).

Action Taken: Information Only

Agenda Item: 703 KAR 5:280 School Improvement Procedures (First Reading)

Presenters: Kelly Foster, Associate Commissioner, and Whitney Crowe, Executive Advisor, Office of Continuous Improvement and Support, KDE

Summary of Discussion: Kelly Foster and Whitney Crowe provided a summary of changes to regulation 703 KAR 5:280 and Senate Bill 158 (2020) pertaining to Targeted Support and Improvement.

Substantively revises the definition of “audit team.”

- ▶ Creates a new definition for “model and practice school” and incorporates such within the definition of “local education agency.”

- Changes are made throughout the regulation to implement House Bill 366 (2020) within existing school improvement processes.

Audit team membership:

- ▶ Deletes language previously in Section 2, which pertained to and was titled “Notification of Status for CSI.”

School audit:

- ▶ Strikes language pertaining to non-KDE led audit teams.
- ▶ Aligns determinations regarding principal capacity with the Professional Standards for Educational Leaders approved by the National Policy Board for Educational Administration.

Notification to schools and LEAs of audit findings:

- ▶ Articulates a process by which a school or district may appeal a recommendation regarding:
 - ▶ The principal or school leader’s leadership capacity and authority or
 - ▶ The district or governing board’s leadership capacity and authority.

Turnaround team and plan for CSI schools:

- ▶ Ensures the turnaround team in a CSI school is on the KBE’s approved turnaround vendor list.
- ▶ Includes language clarifying that all CSI schools are eligible to apply for funding under 20 U.S.C. 6303 and that any funding awarded thereunder may be used to assist with funding a non-KDE led turnaround team.

Approved turnaround vendor list:

- ▶ Sets forth the parameters of the KBE’s approved turnaround vendor list.
- ▶ Requires the use of a “Turnaround Vendor Application” outlining evidence of the entity’s document success at:
 - ▶ Turnaround diagnosis;
 - ▶ Training;
 - ▶ Improved performance of organizations; and,
 - ▶ Expertise in using evidence-based strategies.

Members will learn more about the regulation changes as it moves through the legislative process.

Action Taken: Information Only

Agenda Item: Amendment to 701 KAR 5:150, Nontraditional Instruction Program (Second Reading)

Presenter: David Cook, Director, District of Innovation, Office of Continuous Improvement and Support, KDE

Summary of Discussion: David Cook, KDE’s director of innovation and coordinator of the NTI Program, discussed the amendment changes to the Nontraditional Instruction Program (regulation 701 KAR 5:150) which has to do with NTI programming in the districts. In the past, districts had to apply to be able to use NTI during the academic year. With the amendment, it now allows districts to include NTI in their plans for the school year to allow for flexibility due to the COVID-19 pandemic.

The amendment to 701 KAR 5:150 will go to the Kentucky Board of Education (KBE) for a second read at its October meeting.

Action Taken: Information only

Agenda Item: COVID-19 Considerations for Reopening Schools—English Learner Programs

Presenter: Erin Sudduth, Program Consultant, Division of School and Program Improvement, Office of Continuous Improvement and Support, KDE

Summary of Discussion:

- Under Title VI of the Civil Rights Act and the Equal Educational Opportunities Act, districts have legal obligations to English Learners (ELs) and their families.
- These obligations are still required to be met during the COVID-19 Pandemic.
- Part of those obligations are meeting the Kentucky entrance and exiting criteria for EL programs. However, the WIDA screener cannot be administered virtually.
- If the student is placed temporarily, then the student records will be updated once a WIDA screener can be administered.
- The guidance provides a list of FAQs and responses for operating EL programs during the COVID-19 Pandemic to ensure all requirements are met.
- There is not an extension or waiver on the identification timeline set by the U.S. Department of Education.
- Once a student is identified and placed permanently or temporarily, remote services should begin immediately. The guidance provides some considerations on how to provide EL services remotely.
- Districts have two options of conducting parent Program Service Plan (PSP) meetings and notifying parents of their child's placement in an EL program.
 - Option 1: schedule a face-to-face meeting while practicing the safety guidelines set by the CDC, the state and your district
 - Option 2: conduct the meeting virtually
- More information may be forthcoming from the USED. KDE will update guidance as needed to keep districts informed.

Action Taken: Information only

Adjournment: Teresa Nicholas made a motion to adjourn the meeting. David Trimble seconded the motion. Motion carried. The next meeting is scheduled for November 17, 2020.