

**SUMMARY MINUTES ARE DRAFT UNTIL APPROVED AT THE JULY 2026 MEETING**



**KENTUCKY DEPARTMENT OF EDUCATION  
Local School Board Members Advisory Council  
SUMMARY**

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**I. Agenda Item:** Roll Call and Approval of Minutes

**Presenter:** Sarah Snipes, Director of Innovation  
Office of Continuous Improvement and Support  
Kentucky Department of Education

**Summary of Discussion:**

Snipes asked for approval of previous minutes and the current agenda. The minutes were approved by first motion Felix Akojie, and second motion by Karl Kiser.

**ATTENDANCE:**

**PRESENT:** Felix Akojie; Paducah Independent/McCracken County, Joanna Freels, Shelby County, Carl Kiser, Clark County, Brenda Rose, Whitley County, Jennifer Thomas, Graves County, David Turner, Walton-Verona Independent/Boone County, David Webster, Simpson County

**ABSENT:** Venita Murphy; Webster County

**II. Agenda Item:** Welcome and Opening Remarks

**Presenters:** Sarah Snipes, Director of Innovation  
Office of Continuous Improvement and Support  
Kentucky Department of Education

**Summary of Discussion:** Members participated in brief introductions, sharing their name, the district they represent, and a recent celebration or positive highlight from their community since the last meeting. Snipes directed members to the green folder distributed at the meeting and noted that electronic copies would be shared with those who did not receive them in advance. The folder included a copy of the presentation slides with space for notes, comprehensive learning agenda survey results, and an anonymous feedback form. Members

were invited to share input on whether they would like to continue receiving printed materials at future meetings.

An additional resource from the Kentucky Student Voice Team was shared, including a sample Student Success Audit conducted in partnership with students in Hazard. The audit is a fully student-led research project focused on school culture and student experience.

### **III. Agenda Item:** Learning Agenda Results

**Presenter:** Sarah Snipes, Director of Innovation  
Office of Continuous Improvement and Support  
Kentucky Department of Education

**Summary of Discussion:** Snipes provided a brief overview of the learning agenda survey results, which were distributed following the December meeting. The December session was positively received, particularly the opportunity for discussion and collaboration. The follow-up survey was designed to further refine learning priorities, building on the five focus areas identified during the December meeting. Ten member responses were collected from the survey. Snipes shared that, rather than making assumptions about members' interests as in the past, the follow-up survey provided clarity and specificity to guide planning and guest presenters. Five priority focus areas were confirmed: teacher recruitment and retention, inequity gaps, numeracy, communication, and governance roles (including school-based councils and board responsibilities).

For **teacher recruitment and retention**, members expressed interest in understanding what drives teachers' decisions to stay or leave, including culture, leadership, workload, compensation, and morale. They also requested insight into how small or rural districts can compete for talent, what strong retention data looks like, and how to track exit trends and improvement over time.

For **numeracy**, members wanted deeper analysis beyond averages, including disaggregated data, subgroup trends, instructional practices aligned to HQIRs, and system-level constraints such as staffing, time, and resources.

For **equity gaps**, members prioritized examining disparities in access and outcomes, the impact of community context and family financial security, and identifying data and narratives that support effective advocacy for exceptional learners and historically underserved students.

For **communication**, members emphasized maintaining community trust, clearly explaining complex topics (testing, finance, operations), increasing public understanding, and strengthening transparent crisis communication.

For **governance roles**, members requested greater clarity around legal responsibilities, decision-making boundaries, alignment between school- and district-level roles, and practical guidance for avoiding overreach.

The group also shared preferred learning formats, including brief presentations, district case studies, data and resources, expert Q&A, and panel discussions. In response, facilitators plan to

incorporate structured Q&A, small-group discussions, short expert briefings, Kentucky district case studies, and the development of a shared resource toolkit.

A proposed 2026 schedule includes:

- **February:** Numeracy and legislative updates
- **July:** Teacher recruitment/retention and equity
- **December:** Communication and governance

The Kentucky Department of Education teacher recruitment team has confirmed participation for July. Members were invited to provide feedback to ensure the plan reflects the priorities identified in December and remains meaningful and flexible based on availability of staff and expert guests.

#### **IV. Appointment of Chair and Vice Chair**

**Presenter:** Sarah Snipes, Director of Innovation  
Office of Continuous Improvement and Support  
Kentucky Department of Education

**Summary of Discussion:** Snipes stated that a confirmed nomination had been received for David Webster (Simpson County) to serve as Chair and opened the floor for additional nominations, including Vice Chair. No additional nominations were made for chair.

Carl Kiser self-nominated for Vice Chair. A motion and second were made to approve both David (Chair) and Carl (Vice Chair), and the motion carried. Motions were made by Felix Akojie and David Turner. Snipes and Doman will coordinate with Webster and Kiser prior to upcoming meetings to review agendas and provide opportunities for them to help lead facilitation as desired. Regular pre-meeting check-ins will be scheduled to address priority topics and any emerging issues throughout the year.

Snipes introduced Chelsey Tingle who joined the meeting virtually to present on numeracy, following the group's previously shared feedback and identified priorities. Slides were visible to the group. Appreciation was expressed for her flexibility and participation.

#### **V. Numeracy Overview**

**Presenter:** Chelsey Tingle, Mathematics Education Lead  
Office of Teaching and Learning  
Kentucky Department of Education

**Summary of Discussion:** Tingle thanked the Advisory Council members for their service and emphasized the importance of their roles on local school boards, noting their contributions are especially valued during School Board Appreciation Month.

She then provided context on the current numeracy landscape, presenting national and state-level data:

- NAEP results: Used to compare student performance nationally in 4th and 8th grades. Kentucky is generally on par with the national average, though conceptual gaps in fractions, ratios, and proportional reasoning in 8th grade slightly lower scores.
- KSA assessments: Highlighted for local and statewide context, with the intent of informing discussion and improvement efforts.

Tingle emphasized both the successes achieved and the areas where continued work is needed to strengthen numeracy outcomes. She provided an overview of statewide math performance and legislative efforts to support numeracy:

- **Elementary:** Minimal growth in math proficiency, though recent legislation provides increased support for numeracy instruction statewide.
- **Middle School:** Some growth observed, with continued focus on supporting student improvement.
- **High School:** Based on the Kentucky School Report Card, proficiency has improved modestly since the 2021–22 school year, with 40% of students reaching proficient/distinguished levels.

Tingle provided an overview of recent mathematics legislation and statewide implementation efforts focused on improving student outcomes, particularly in K–3 numeracy as a foundation for long-term success. She emphasized that all Kentucky students deserve access to high-quality, grade-level mathematics instruction.

Key statewide supports and initiatives include:

- Launch of the Numeracy Counts webpage and monthly newsletter.
- Identification of state partners for Numeracy Counts Academies.
- An approved KDE list of valid and reliable K–3 screeners and diagnostics.
- An approved list of High-Quality Instructional Resources (HQIRs) for K–12.
- \$70,000 awards to 40 districts to support HQIR adoption and related curriculum.
- The Mathematics Leadership Collaborative, engaging 24 districts in developing a shared K–12 vision and vocabulary for numeracy.

- MAF grants awarded to 51 schools to support school-based coaching, with positive early impact data forthcoming.

Tingle outlined partnerships supporting professional learning:

- Collaboration with Advanced Kentucky to expand Access to Algebra in middle school.
- Partnership with The Graide Network (EPIC Learning) to establish the Kentucky Numeracy Alliance for grades 3–8, focused on fractions, ratios, and proportional reasoning.
- A two-year hybrid professional learning model launched by the Kentucky Center for Mathematics for K–5 educators, serving over 900 teachers in Cohort 1, with Cohort 2 applications opening soon.
- An Administrator Leadership Academy serving 252 administrators, with plans for a second cohort and expanded statewide support.

Overall, 139 districts are participating in Numeracy Counts Academies, MAF grants, or related initiatives, with efforts underway to expand reach to all districts. Tingle concluded by previewing a classroom video example of high-quality mathematics instruction in practice.

Tingle highlighted the positive impact of implementing high-quality instructional resources (HQIRs) across grade levels, noting that consistent use leads to measurable gains for all student groups, including economically disadvantaged students and students with disabilities. While recent proficiency gains are modest, upward trends are emerging, particularly as teachers engage in ongoing professional learning.

She emphasized the importance of improving student and teacher dispositions toward mathematics, addressing negative perceptions, and fostering a belief that all individuals are “math people.” Strengthening positive math identity is viewed as critical to long-term student success and access to high-wage career opportunities.

Tingle noted that numeracy funding currently lags behind literacy but expressed hope for expanded resources to increase coaching, curriculum-based professional learning, and overall teacher capacity in mathematics instruction.

She encouraged board members to engage district leaders in discussions about adopted high-quality math instructional resources and participation in Numeracy Counts initiatives. Chelsey concluded by inviting questions and offering continued support as a resource to members and their districts.

Tingle shared that the Math Hub website is publicly accessible and highly interactive, offering videos, instructional strategies, articles, images, and classroom resources that educators can implement immediately. She noted that the Kentucky Center for Mathematics also hosts a statewide conference and has been a strong partner in advancing mathematics achievement

across Kentucky. Members were encouraged to explore and share these available resources. She shared that the Math Hub website is publicly accessible and highly interactive, offering videos, instructional strategies, articles, images, and classroom resources that educators can implement immediately. She noted that the Kentucky Center for Mathematics also hosts a statewide conference and has been a strong partner in advancing mathematics achievement across Kentucky. Members were encouraged to explore and share these available resources. She highlighted Henry County Middle School as an example of successful adoption of a High-Quality Resource (HQR) in mathematics. The school committed to using the HQR while maintaining teacher autonomy to enrich learning experiences for students. She emphasized the importance of providing students with grade-level, rigorous tasks, noting that prior practices often diluted grade-level instruction because teachers over-supported students. Adoption of HQRs helps ensure students engage in meaningful, grade-appropriate mathematics activities while still allowing teachers to enhance lessons with additional experiences.

Snipes shared a personal experience highlighting the tension between meeting students “where they are” versus ensuring exposure to grade-level content. They noted that remedial placement, while addressing gaps, can unintentionally limit access to grade-level rigor, potentially setting students back over time. Tingle affirmed this concern, explaining that current departmental guidance and research support teaching grade-level standards while providing targeted, in-the-moment scaffolding for prerequisite skills. This approach accelerates learning by keeping students engaged with grade-level content, reducing cognitive burden, and allowing teachers to use High-Quality Resources (HQRs) to pre-teach or reinforce necessary skills in smaller groups.

## **VI. Legislative Updates**

**Presenter:** Dr. Matthew Courtney

Office of Continuous Improvement and Support  
Kentucky Department of Education

**Summary of Discussion:** The discussion covered current legislative activity and implications for school finance and board oversight:

- Financial Training & Oversight: Emphasis on board understanding of school finance, particularly as districts approach the end of funding cycles.
- Key Legislation:
  - Senate Bill 3: Strengthens budget oversight with timelines and checkpoints.
  - Senate Bill 1: Focused on JCPS, with potential statewide implications.
  - Senate Bill 2: Caps administrator salaries and raises in response to prior budget allocations.

- Senate Bill 22: Expands dual credit scholarships for teacher partnership programs.
- Senate Bill 46: Addresses transportation, now in the House.
- House Bill 253: Curriculum review changes.
- House Bill 389: Dyslexia support initiatives.
- House Bill 4: Licensure consequences for grooming-related issues.
- House Bill 7: School bus safety and road issues.
- House Bill 500: Insurance plan concerns for districts and employees.
- Observations: Legislators are reacting to perceived misallocation of funds, e.g., larger raises for administrators than teachers.
- Action & Advice: Board members should engage with representatives regarding insurance and transportation funding, as general funds may be affected. Budget discussions are ongoing, with finalization expected April 15, highlighting the need for proactive communication and monitoring.

## **VII. Facilitated Open Discussion and Feedback**

**Presenter:** Sarah Snipes, Director of Innovation  
Office of Continuous Improvement and Support  
Kentucky Department of Education

**Summary of Discussion:** The meeting concluded with an open discussion period, allowing members to share thoughts, raise future topics, or request additional resources outside of the meeting.

- A QR code and paper feedback form were provided for anonymous input on whether the session met participants' needs, the relevance of presentations, and overall helpfulness. Feedback will inform planning for future sessions.
- Members were reminded that the next meeting is scheduled for July, from 5:00–7:00 PM.
- Appreciation was expressed to participants, presenters, and staff for their contributions and engagement during the session.

The meeting adjourned at 6:33 p.m. ET

Next Meeting: Kentucky School Board Association Summer Conference

Location: Marriott Griffin Gate, Lexington

Date: July 9, 2026.

Time: 5:00-7:00 p.m. ET