

***Commissioner of Education's Report  
December 3-4 Kentucky Board of Education Meeting***

***Program Review Update.*** Senate Bill 1 (2009) required annual review of programs. Schools and districts may complete this requirement by using ASSIST on an annual basis to input the Program Review scores for the rubrics. Schools and districts may choose to work on only one Program Review annually. We recommend that schools and districts choose the Program Review where the most improvement is needed; however, the final decision rests with the school and district. The school and district should have a plan to improve the Program Review ratings and should update evidence of improvement in ASSIST. For the remaining Program Review areas, schools and districts only need to transfer scores on the rubric from the previous year into ASSIST for the current year. However, if a school/district changes a rating in the ASSIST rubric, there must be evidence updated to document why a change was made.

In addition, KDE staff will be focusing on continually improving the Program Review model. This work will focus on making sure the Program Reviews remain a valuable and reliable method to meet the requirements of Senate Bill 1. Specifics are as follows:

- ❖ Audits
  - Initiate an audit process with random and purposeful schools in the audit.
- ❖ Research
  - Develop a conceptual theory based on the hypothesis that access to quality programs leads to a relationship in achievement.
  - Conduct a research study on Kentucky Program Review scores, quality programs and achievement scores. (Partner with a state university.)
- ❖ Scoring
  - Locate model programs that can be used as exemplars for helping the scoring process.
  - Upgrade training on the Program Review scoring process.
  - Create better models of how to apply the scoring guides.
  - Help design a better district sign-off process.
  - Work with the education cooperatives and professional organizations to provide coaching of districts/schools in the review process.
- ❖ Data
  - Analyze and review Program Review scoring data to determine characteristic clusters and possible reduction of the total characteristics.

***Science Standards Implementation in Kentucky.*** The Kentucky Department of Education (KDE) is continuing to build district leadership team capacity for the implementation of Kentucky Core Academic Standards (KCAS) within the context of highly effective teaching, learning, and assessment practices. Beginning in September 2013, the KDE, in collaboration with faculty from regional higher education institutions and the eight regional education cooperatives, launched Leadership Networks that are supporting the deep understanding and ability to effectively interpret the Next Generation Science Standards—now part of KCAS—and translate those standards into practice. The Networks are structured to support 3-4 teacher leaders, 3-4 school leaders, and 3-4 district leaders from every district in the state. This model

was used previously for the implementation of the English/language arts and mathematics standards over the past three years.

During the 2013-14 academic year, Leadership Networks will focus on:

- Reaching consensus on the intent of the KCAS Science Standards (NGSS) and developing participants' competency for leading the deconstruction process in each district (Networks will NOT create a COMPLETE set of deconstructed science standards, but will build sufficient examples across grade levels and ensure that the participants can lead the process in each district.)
- Translating the KCAS into rigorous curricula, including assessment tasks
- Recognizing the connections to the Professional Growth and Effectiveness System (PGES) via highly effective teaching and learning practices
- Building leadership skills (in connection to PGES) that promote strong local decisions regarding teaching, learning, assessment, professional learning, and resource design/selection related to KCAS

The Leadership Networks will continue for three years, ensuring that as new statewide assessments are introduced for Science—likely to be in the spring of 2016—that districts will have received ample support and opportunities to build teacher and leader competencies to fully and effectively implement the new KCAS for Science. The ongoing work of these regional teams of leaders will also inform the work of the Kentucky Department of Education in designing/selecting next generation science assessments that capture the intent of the standards and provide valid evidence of student competencies toward those standards.

***Social Studies Standards Revision Work Underway.*** In February 2013, a team of elementary, middle, high school, higher education, and key social studies advocacy group representatives was established to begin setting a vision for revised social studies standards for Kentucky. These revised standards will be informed by a document called the College, Career, and Civic Life (C3) Framework for Social Studies. The C3 Framework for Inquiry in Social Studies State Standards, developed by the National Council on Social Studies (NCSS, led by the University of Kentucky's Kathy Swan, who is also on the team mentioned above), focuses on the disciplinary and multidisciplinary concepts and practices that make up the process of investigation, analysis, and explanation. Work on the framework began in 2010 and the Council of Chief State School Officers' Social Studies Assessment, Curriculum, and Instruction (SSACI) collaborative (of which Kentucky is a member) provided feedback and guidance to this process. The C3 Framework was released on Constitution Day, September 17, 2013.

The Kentucky team began working with a near-final draft of the C3 Framework and has been able to begin prioritization of desired characteristics/elements for a revised set of social studies standards—and has even begun to draft some models of what the revised standards might be. Teacher, school, and district leaders participating in Kentucky's Leadership Networks for Social Studies (which are scheduled to launch in January 2014) will have multiple opportunities to provide input/feedback as well. The goal is to have a solid, defensible, world-class draft of college/career-ready standards to present to the Kentucky Board of Education in 2014. Progress

updates will continue on a regular basis during Network meetings and in the department's ISN newsletters and webcasts.

***ESEA Waiver Renewal Update.*** The Kentucky Department of Education (KDE) has been notified that the United States Department of Education (ED) has altered the ESEA Flexibility Waiver renewal process. ED has indicated that the following process will be offered:

“ . . . As you know in August of this year, ED released, in draft form under the Paperwork Reduction Act, guidance inviting each SEA that began implementing ESEA flexibility in the 2012-2013 school year (referred to as Window 1 and Window 2 SEAs) to request renewal of those waivers for two additional school years— *i.e.*, through the 2015–2016 school year. Since releasing that guidance, ED received input from a variety of stakeholders and, after considering that input, we have determined that its goals and objectives can be accomplished at this time through a streamlined process that maintains the high bar set with ED's initial approval of ESEA flexibility requests while reducing burden and allowing States to move forward with the hard work of implementing college- and career-ready standards, more effective accountability systems for all students, and teacher and principal evaluation and support systems. As a result, ED is offering an amended waiver extension process in place of the previously announced renewal process. ED is now offering each Window 1 and Window 2 SEA an opportunity to seek a one-year extension of its ESEA flexibility request through this process.”

The full letter on the altered process is **attached**. KDE will be following this new process to apply for an extension and will still be gathering feedback on the waiver extension as previously requested.