

Proposed 2018 KBE/KDE Legislative Agenda

During the 2019 Session of the Kentucky General Assembly, the Kentucky Department of Education proposes support for legislation which accomplishes the following:

Organizational Efficiency and Stability

- Ratifies the Governor's executive orders setting forth revised membership on state education boards and commissions, reorganization of the Education Professional Standards Board (EPSB), and establishment of the Office of Educator Licensure and Effectiveness within the Kentucky Department of Education.
- Provides the Kentucky Department of Education and the Kentucky Board of Education with additional options and authority for managing potential county school district insolvency.

Greater Flexibility for Leaders to Meet New Accountability Demands

- Provides district and school administrators with the flexibility to set education policy, to control administrative decision making, and to attract and retain high quality, effective teachers, particularly in hard-to-staff geographic areas, schools, and subject areas, including paying, incentivizing, and/or rewarding teachers based on effectiveness, as defined or determined at the local level.
- Ensures that state and district personnel policy prioritizes the importance ensuring that every student has access to a high quality, effective teacher, and as necessary, while protecting staff members' rights to due process, permits administrators to remove ineffective staff from schools and classrooms as necessary for the benefit of students.

Greater Flexibility for Leaders to Meet New Accountability Demands (CONTINUED)

- Returns the authority to select principals to local district superintendents, while ensuring that school-based decision making councils (SBDM) play an advisory role in principal selection, including but not limited to making recommendations to the local district superintendent.
- Streamlines the application processes for the Districts of Innovation (DOI) program, permits schools to apply as schools of innovation, and in exchange for greater performance accountability, provides schools and districts granted DOI status with a blanket waiver from statutes and regulations similar to the blanket waiver provided to public charter schools.

Parental Empowerment

- Increases parental voice on SBDM councils by changing the composition of councils such that parents of students attending the school have at least as many voting council seats as teachers.
- Provides a funding mechanism to permit federal, state, and applicable local public education funding to follow children to the public charter school of their parents' choosing.

Early Learning

- Requires the diagnosis and intervention for reading and mathematics deficiencies for students in grades kindergarten through 3; and with exceptions for students based on disability, limited English proficiency, and previous retention, establishes a retention threshold and additional required intervention at grade 3 for students who fail to meet a state-determined minimum standard for reading ability.

Transition Readiness

- Ratifies the Governor's executive orders establishing and expanding the Work Ready Kentucky Scholarship which covers tuition and fees for up to 60 credit hours in certificate, diploma, and applied associates degree programs in Kentucky's top five high demand sectors; and covers the cost of tuition and fees for high school students to take up to two CTE dual credit courses per academic year.
- Establishes a taskforce to study the structure and funding of career and technical education in Kentucky at the secondary and postsecondary levels, with the taskforce providing recommendations for legislation prior to the 2020 legislative session.

Minimum High School Graduation Requirements Proposal

704 KAR 3:305

The revised proposal hosts two main changes, both related to providing more flexibility to students on their path to college or a career, and ensuring that they have basic math and reading skills upon graduation.

The “Transition Readiness” component has been removed in an effort to promote equity among districts and students. Resources can vary greatly between districts. Some stakeholders believed Transition Readiness would have put an undue burden on smaller or financially strapped districts by having to provide additional courses to students.

Under the revised statute, students entering high school in the 2021-22 school year must demonstrate basic competency in reading and math in one of three ways.

Statements of Consideration

Minimum High School Graduation Requirements Proposal

704 KAR 3:305

1. The student's tenth grade state-required assessments meeting the minimum criteria in reading and mathematics;
 - The minimum criteria shall include earning a KDE-approved scale score in the apprentice student performance level of the state-required assessments approved by the Kentucky Board of Education as passing.
 - Students who do not meet the minimum criteria on one or both assessments may retake the reading and/or mathematics assessments twice annually in the eleventh and twelfth grades of high school enrollment.
 - The student's first completion of the assessments in grade ten shall contribute to the school's accountability rating; or
2. The student's eighth grade state-required assessment rating of proficient or higher for reading or mathematics or both reading and mathematics, if applicable; or
3. A student collection of evidence to include the following and the process shall require the principal to submit the collection of student evidence to the superintendent or designee for review and approval:
 - The student's ILP that includes student transcript;
 - If applicable, the student's IEP, that includes evidence that the student has received specially designed instruction and related services in reading and mathematics;
 - Performance on the required state assessments;
 - Appropriate interventions, targeted to the student's needs, provided to the student to ensure support was provided toward meeting the requirements outlined in this administrative regulation;
 - Student work demonstrating the students' competency in reading and/or mathematics, as applicable; and
 - The student's post-graduation plans.

Statements of Consideration

Minimum High School Graduation Requirements Proposal

704 KAR 3:305

Under the revised proposal, students entering high school in the 2020-21 school year must choose one of eight **Graduation Qualifiers**:

1. Precollege curriculum as established by the Council on Postsecondary Education in 13 KAR 2:020; or
2. Benchmark score in one section of a college admissions or placement examination as established by the Council on Postsecondary Education in 13 KAR 2:020; or
3. Three postsecondary credit hours or more of a Kentucky Department of Education approved dual credit course with a grade of C or higher; or
4. One course and corresponding assessment meeting the following criteria:
 - Advanced placement (AP) with a score of three or higher; or
 - Cambridge Advanced International (CAI) with a score at or above benchmark; or
 - International baccalaureate (IB) with a score of five or higher; or
5. Industry certification as approved by the Kentucky Workforce Innovation Board; or
6. Four credits from valid courses within a single KDE-approved career pathway; or
7. Complete two years of a Kentucky Department of Education approved or Kentucky Labor Cabinet approved pre-apprenticeship or apprenticeship
8. A Kentucky Department of Education approved process to verify 500 hours of exceptional work experience,
 - or alternative requirements as prescribed in a student's IEP.