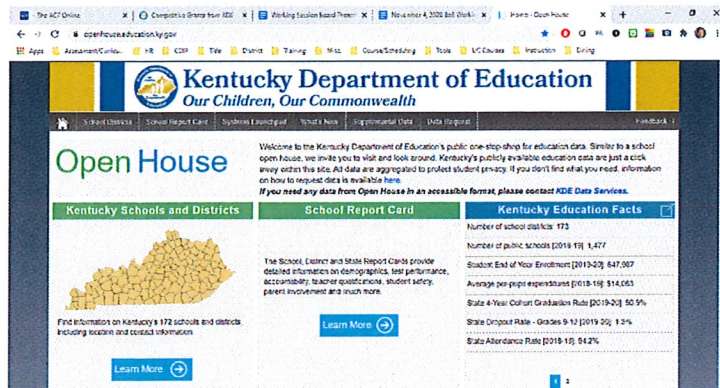


November 4, 2020

GCS BoE Working Session

Assessment Results/School Report Card



[Proficiency Dashboard](#)

[Main Landing Page](#)

GCS CDIP [GCS Continuous Improvement Site](#)

2021 CDIP

Highlights

- LE Instructional Coach - Title I
- 1-to-1 mobile learning devices - CARES/Title I
- Professional development in offering distance learning
- PLC structure - School/District
- District [Lesson Planning Hub](#)



-
- KY ABRI - Academic and Behavioral Response to Intervention
- KDE Continuous Improvement Coaches - Team One district instructional PLC
- GC P.L.A.N.E.T. - Teacher induction program.
- NISL - National Institute for School Leadership

Ever Changing Assessment and Accountability

- [Changing Graduation Requirements](#)
 - Question: What does SB 158 say regarding graduation requirements?
 - • Section 3(1)(d): The minimum requirements for high school graduation may not include a postsecondary readiness indicator used in the state accountability system or a minimum score on a statewide assessment.
 - • Section 4(6): A local board may not adopt any high school graduation requirements that include achieving a minimum score on a statewide assessment.
- [New Graduation Requirements Guide](#)
- [Overview of Senate Bill 158 Changes to School Accountability System](#)



PROFICIENCY DASHBOARD

[ACADEMIC
OVERVIEW](#)[ACADEMIC
PERFORMANCE BY RACE](#)[PERFORMANCE BY
STUDENT GROUP](#)[COMPARISON TOOL](#)

The Kentucky Proficiency Dashboard highlights the percentage of public K-12 students scoring proficient or above in each subject area by school level (elementary, middle or high). Kentucky public school students are tested annually to determine academic performance. Accountable students included in these reports were enrolled for a minimum of 100 days.

PROFICIENCY RATES FOR KEY SUBJECT AREAS

Select a district and school below to see state comparison in proficiency rates across key subject area.

School Year
2018-2019

School Level
Elementary School

District Name
Gallatin County

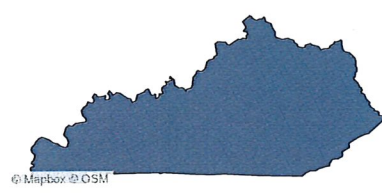
School Name
Gallatin County Upper Elementary



School



District



State

READING

43.3%

43.3%

54.6%

MATHEMATICS

36.2%

36.2%

48.6%

WRITING

45.8%

45.8%

46.7%

SOCIAL
STUDIES

66.9%

66.9%

53.0%

SCIENCE

19.1%

19.1%

31.7%



PROFICIENCY DASHBOARD

[ACADEMIC
OVERVIEW](#)[ACADEMIC
PERFORMANCE BY RACE](#)[PERFORMANCE BY
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The Kentucky Proficiency Dashboard highlights the percentage of public K-12 students scoring proficient or above in each subject area by school level (elementary, middle or high). Kentucky public school students are tested annually to determine academic performance. Accountable students included in these reports were enrolled for a minimum of 100 days.

PROFICIENCY RATES FOR KEY SUBJECT AREAS

Select a district and school below to see state comparison in proficiency rates across key subject area.

School Year
2018-2019

School Level
Middle School

District Name
Gallatin County

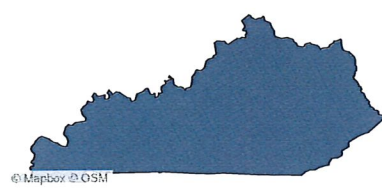
School Name
Gallatin County Middle School



School



District



State

READING

56.4%

56.4%

59.6%

MATHEMATICS

40.7%

40.7%

46.4%

WRITING

22.8%

22.8%

31.9%

SOCIAL
STUDIES

62.3%

62.3%

58.8%

SCIENCE

19.5%

19.5%

26.0%



PROFICIENCY DASHBOARD

[ACADEMIC
OVERVIEW](#)[ACADEMIC
PERFORMANCE BY RACE](#)[PERFORMANCE BY
STUDENT GROUP](#)[COMPARISON TOOL](#)

The Kentucky Proficiency Dashboard highlights the percentage of public K-12 students scoring proficient or above in each subject area by school level (elementary, middle or high). Kentucky public school students are tested annually to determine academic performance. Accountable students included in these reports were enrolled for a minimum of 100 days.

PROFICIENCY RATES FOR KEY SUBJECT AREAS

Select a district and school below to see state comparison in proficiency rates across key subject area.

School Year
2018-2019

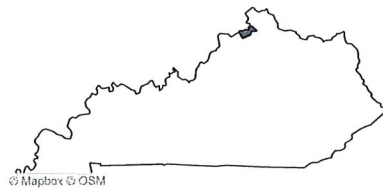
School Level
High School

District Name
Gallatin County

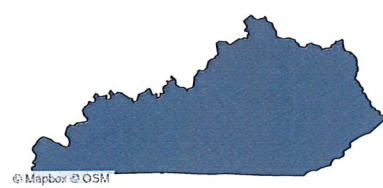
School Name
Gallatin County High School



School



District



State

READING

34.7%

34.7%

44.5%

MATHEMATICS

20.2%

20.2%

35.3%

WRITING

37.1%

37.1%

50.3%

SCIENCE

10.3%

10.3%

29.9%

Gallatin County Schools

2020 - 2021 Comprehensive District Improvement Plan (CDIP) ([FY21 Needs Assessment](#))

Rationale

District improvement efforts are a collaborative process involving multiple stakeholders. Through the improvement planning process, leaders focus on priority needs, district funding, and closing achievement gaps among identified subgroups of students. When implemented with fidelity, the Comprehensive District Improvement Plan (CDIP) cultivates an environment that promotes student growth and achievement.

Operational Definitions

Goal: Long-term three to five year targets based on the six (6) required district goals: proficiency, separate academic indicator, achievement gap closure, graduation rate, growth, and transition readiness. Long-term targets should be informed by The Needs Assessment for Districts.

Objective: Short-term target to be attained by the end of the current academic year. There can be multiple objectives for each goal.

Strategy: An approach to systematically address the process, practice, or condition that the district will focus its efforts upon in order to reach its goals or objectives. There can be multiple strategies for each objective. The strategy can be based upon Kentucky's six (6) Key Core Work Processes listed below or another established improvement approach (i.e. *Six Sigma*, *Shipley*, *Baldrige*, etc.).

Activity: Actionable steps used to deploy the chosen strategy. There can be multiple activities for each strategy.

Key Core Work Processes: A series of processes identified by the Kentucky Department of Education that involve the majority of an organization's workforce and relate to its core competencies. These are the factors that determine an organization's success and help it prioritize areas for growth.

- [KCWP 1: Design and Deploy Standards](#)
- [KCWP 2: Design and Deliver Instruction](#)
- [KCWP 3: Design and Deliver Assessment Literacy](#)
- [KCWP 4: Review, Analyze and Apply Data](#)
- [KCWP 5: Design, Align and Deliver Support](#)
- [KCWP 6: Establishing Learning Culture and Environment](#)

Measure of Success: Criteria that shows the impact of the work. The measures may be quantitative or qualitative, but are observable in some way.

Progress Monitoring: Process used to assess the implementation of the plan, the rate of improvement, and the effectiveness of the plan. Should include timelines and responsible individuals.

Funding: Local, state, or federal funds/grants used to support (or needed to support) the improvement initiative.

Requirements for Building an Improvement Plan

- There are six (6) required district goals: proficiency, separate academic indicator, achievement gap, graduation rate, growth, and transition readiness.
- The required school goals include the following:
 - o For elementary/middle school, these include: proficiency, separate academic indicator, achievement gap, and, growth.
 - o For high school, these include: proficiency, separate academic indicator, achievement gap, graduation rate, and transition readiness.

11/26/19

*Goals adjusted to align with ESSA regulations found on <https://openhouse.education.ky.gov/Data> under Assessment tab.

Gallatin County Schools

Spring 2019 DATA

Reading				Math				Writing				Gap -- EL plus Monitored				Novice Reduction -- EL plus Monitored			
RD	ES	MS	HS	MA	ES	MS	HS	WR	ES	MS	HS	RD	ES	MS	HS	%N	ES	MS	HS
P/D%	43.3	56.4	34.7	P/D%	36.2	40.7	20.2	P/D%	45.8	22.8	37.1	P/D%	14.3	6.7	-	RD	45	64.3	-
A%	27.6	19.9	20.4	A%	41.3	43.6	43.4	A%	28.8	50.9	39.2	MA	ES	MS	HS	MA	30	28.6	45.5
N%	29.2	23.6	44.9	N%	22.4	15.7	36.4	N%	25.4	26.3	23.7	P/D%	23.8	6.7	9.1				
												Gap -- Males				Novice Reduction -- Males			
												RD	ES	MS	HS	%N	ES	MS	HS
												P/D%	34	49.2	22.2	RD	37.9	32.8	53.3
												WR	ES	MS	HS	WR	38.2	43.1	39.1
												P/D%	27.9	12.1	28.3				
All Students - Combined Proficiency Indicator				All Students - Separate Academic Indicator				All Students Growth Indicator											
Elementary				Elementary				Elementary				Elementary				Elementary			
59.6				64.7				60.5				High				47			
												49.3				51.9			

Gallatin County Schools

1: Proficiency Goal

Goal 1 (State your proficiency goal.): By 2023, Gallatin County Schools will increase the percentage of students scoring proficient in reading and math by 2023 as measured by state-required academic assessments.

Reading	Elementary	Middle	High	% P/D		
2019 Percent Proficient	43.3%	56.4%	34.7%			
2023 Percent Proficient Goal	53.6%	64.3%	46.6%			
				Math	Elementary	Middle
					36.2%	40.7%
					47.8%	51.5%
						20.2%
						34.7%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1: By May 2020, Gallatin County Schools will increase the percentage of students scoring proficient in Reading and Math.	KCWP 2 Design and deliver instruction. KDE Continuous Improvement coaches will provide professional learning in high yield instructional strategies.	(Practice) Teachers will include these strategies in their lesson plans and routinely use high yield instructional strategies.	District instructional strategy walk through will document evidence of high yield instructional practices being used effectively in 100% of classrooms.	School principals will present walk through data to the district instructional PLC each month.	\$0
2020 Goals	KCWP 2 Design and deliver instruction. District will develop and implement formalized lesson plan templates.	(Condition) Schools will adopt the lesson plan template or create a version that serves individual school needs.	100% of teachers providing quality lesson plans that address multiple student instructional needs.	School principals will require lesson plans be made available for each three weeks. Principals will check plans and provide timely feedback.	\$0
Elementary		(Practice) School level PLC's will systematically review lesson plan examples, assignments and assessments in an effort to provide peer feedback and work to build collective teacher efficacy.		Creation of a district wide lesson planning hub where all lesson plans, resources and assessments are housed. School principals will systematically review lesson plans throughout the year.	
Middle					
High					
Objective 2 By May 2020, all students will decrease Novice by 10% in each content area.	KCWP 2 Design and deliver instruction. Use distance learning during COVID crisis.	(Practice) District goes 1-to-1 with digital devices for all students. (Condition) All district teachers receive training in using digital learning platforms and create lessons for all students to have remote access. (Practice) The district will invest in digital learning and assessment platforms such as	All students receive a personal digital device. Teachers using digital learning platforms to deliver instruction. Reports from each online learning platform will show	School principals will set distance learning expectations. Principals will observe digital lessons and provide feedback. Principals will monitor IC grade input. Team one will develop distance learning surveys to gain student and parent feedback.	\$250,000 CARES/GEERS TITLE I \$150,000 TITLE I TITLE 5 General Funds

11/26/19 *Goals adjusted to align with ESSA regulations found on <https://openhouse.education.ky.gov/Data> under Assessment tab.

Gallatin County Schools

		Achieve 3000, Edgenuity, ALEKS, Reading Plus, Lexia, Gizmos, iReady instruction and assessment, Ready Core Curriculum. Team One district instructional PLC will do a book study on <i>The Distance Learning Playbook</i>.	growth over a period of time.	Diagnostic and assessment data will be used to drive instruction, ESS and intervention decisions. Team One agenda.	\$1000 Title II	
	KCWP 3 Design and deliver assessment literacy. The district will develop a vertical assessment plan that prepares students for	(Process) PLC teams will create and implement a system that allows students to set goals and to track and evaluate their progress towards goals.	Student Goal Setting/Tracking Forms	Each grading term.	\$0	

11/26/19 *Goals adjusted to align with ESSA regulations found on <https://openhouse.education.ky.gov/Data> under Assessment tab.

Gallatin County Schools

	state assessments and other college entry exams.	(Process) District instructional PLC (Team One) will develop a comprehensive assessment plan that will effectively prepare students for all types of assessments.	Assessments will include the language of standards, DOK level of questions and types of questions that will be on state standardized assessments.	Team level PLC's will review assessments to ensure all variables are being met. PLC agendas and minutes. Pacing/Assessment Calendars.	\$0
		(Process) District instructional PLC will meet once a month to analyze data and plan next steps in providing high yield instructional practices.	District walk through instrument, Meeting Agendas, Continuous Imp. Google Site	Principals will collect data each month and share at district PLC meeting.	\$0
	KCWP 5: Design, Align and Deliver Support through providing instructional coaches, interventionists and teacher assistants.	(Practice) Place instructional coaches in HS, MS and LE to work with teachers in analyzing data, utilizing PLC's, training in best practices and monitoring curriculum and assessments.	Frequency and quality of instructional best practices being planned and used effectively.	Lessons will be submitted and monitored in the school lesson Hub. PLC minutes.	\$200,000 Title I, II
		(Practice) Place reading and math interventionists in the UE and a reading interventionist in the LE.	Successful exit of students in Tier 2 and Tier 3 interventions for specific skills.	Intervention progress monitoring records.	
		(Practice) Place two instructional assistants in the UE and one in the LE.	Small group instruction being used in the classroom setting allows for more intentional instruction.	Small group instruction strategies documented in lesson plans.	
	KCWP 5: Design, Align and Deliver Support by purchasing supplemental Ready Core Curriculum for elementary students.	(Condition) In response to the COVID crisis elementary students will receive a tangible Math, Reading and Writing student notebook they can use during times of remote learning and during the regular classroom.	Successful student and parent engagement through the use of student notebooks.	Periodic check for completion of activities in student notebooks.	\$25,000 Title I
	KCWP 5: Design, Align and Deliver Support by developing and implementing an effective ESS program.	(Process) School principals, school level ESS coordinators, transportation director and district level admin will plan an ESS program that is equally accessible for children that qualify.	Students will have successful exit from the different ESS interventions.	Required ESS reports.	\$48,000 ESS Funding

2: Separate Academic Indicator

11/26/19 *Goals adjusted to align with ESSA regulations found on <https://openhouse.education.ky.gov/Data> under Assessment tab.

Gallatin County Schools

Goal 2 (State your separate academic indicator goal.): By 2023, Gallatin County Schools will increase the students scoring proficient in Science, Social Studies and Writing as measured by state-required academic assessments.

Science	Elementary	Middle	High	Social Studies	Elementary	Middle	High	Writing	Elementary	Middle	High
2019 Actual	19.1%	19.5%	10.3%	2019 Actual	66.9%	62.3%	NA	2019 Actual	45.8%	22.8%	37.1%
2023 Goal	33.8%	34.1%	26.6%	2023 Goal	72.9%	69.2%	NA	2023 Goal	55.7%	36.8%	48.5%

Objective			Strategy		Activities		Measure of Success		Progress Monitoring		Funding	
Objective 1 By May 2020, Gallatin County Schools will increase the percent of students scoring proficient in separate academic indicators.			KCWP 1: Design and Deploy Standards Implement an aligned, viable curriculum.		(Process) Teachers will engage in weekly PLC meetings using PLC protocol to determine essential standards for instruction, analyze data based on common formative, summative, or benchmark assessments, and plan next steps based on instructional needs. (Practice) One STEM teacher will continue to practice STEM instruction at the Lower and Upper Elementary.		PLC Agendas, data analysis and next steps, grade-level common formative assessments, curriculum pacing documents.		Minimum of quarterly		\$45,000 Title I	
2020 Goals	S %PD	SS %PD	KCWP 4: Review, Analyze and Apply Data Engage in student work analysis in order to plan instruction and ensure aligned writing curriculum.		(Process) PLCs will complete student writing work analysis. (Process) School level writing PLC's consult with KDE continuous improvement coach for high yield instructional strategies in writing. (Practice) Implementation of writing plan and vertical alignment. Teachers will collaborate to analyze student writing (differing levels contrasted with grade-level exemplars) and determine vertical alignment of skills.		PLC agendas, data analysis and next steps, grade-level common formative assessments Developed writing strategies, observation data, formative assessment data Defined writing vertical alignment plan, student work analysis		Minimum of quarterly		\$0	
	ES 22.8%	68.4%										
	MS 23.2%	64%										
HS	14.4%	NA										

3: Growth

11/26/19 *Goals adjusted to align with ESSA regulations found on <https://openhouse.education.ky.gov/Data> under Assessment tab.

Gallatin County Schools

Goal 3 (State your growth goal.): By 2023, Gallatin County Schools will increase the Growth Index to 60 (elementary), and 57 (middle) as measured by state accountability calculations.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2020, the Growth Index will increase to 53.9 (elementary) and 49.5 (middle).	KCWP 2: Design and Deliver Instruction Develop teacher capacity in using iReady, ALEKS , and ACHIEVE data in order to personalize instruction and intervention strategies.	(Process) Teacher PLC Teachers will utilize instructional grouping reports in order to differentiate instruction based on iReady, ALEKS , and ACHIEVE results.	PLC agendas, data analysis, lesson plans	PLC's will review student progression monthly. Plans will be developed for students that are not progressing.	\$0
	KCWP 4: Review, Analyze and Apply Data	(Process) Professional learning Teachers will participate in professional development on utilizing iReady, ALEKS , and ACHIEVE data.	iReady, ALEKS , and ACHIEVE assessment data, professional learning documentation	School admin will review iReady, ALEKS , and ACHIEVE data monthly. Student time on task and student progression will both be monitored.	Title Fund

11/26/19 *Goals adjusted to align with ESSA regulations found on <https://openhouse.education.ky.gov/Data> under Assessment tab.

Gallatin County Schools

4: Achievement Gap

Goal 4 (State your achievement gap goal.): By 2023, Gallatin County Schools will increase the number of English Language Learners Plus Monitored scoring proficient in reading and math as measured by state-required academic assessments. In addition, by 2023, Gallatin County Schools will increase the number of Hispanic students scoring proficient in reading and math as measured by state-required academic assessments.

		% P/D		
		Elementary	Middle	High
Reading	EL + Monitored 2019 Actual	14.3%	6.7%	NA
Reading	EL + Monitored 2023 Goal	29.9%	23.7%	NA
Math	EL + Monitored 2019 Actual	23.8%	6.705	9.1%
Math	EL + Monitored 2023 Goal	37.7%	23.7%	25.6%

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By 2020, Gallatin County Schools will increase the number of English language learners plus monitored scoring proficient in reading and math.	KCWP 6: Establish Learning Culture and Environment. Develop and implement consistent classroom expectations rooted in SEL to ensure a positive, safe learning environment.	(Condition) Professional Development - Bounce is designed for teachers and staff as professional development with the following training objectives: - Increased awareness of trauma - Ability to identify the effects of trauma through a trauma lens - Increased skill in creating safe school environments that build resilience - Improved awareness of signs and symptoms of trauma - Understanding of the importance of building resiliency and ways to do so - Understanding how to make referrals for additional services	Professional learning documentation, school level care plans for students that have SEL and cultural needs	Discipline referrals and attendance records will be reviewed weekly.	Title Fund
Goals ES MS HS					
RD 18.2% 10.9% NA					
Math 27.3% 10.9% 13.2%					
By 2020, Gallatin County Schools will increase the number of Hispanic students scoring proficient in reading and math.					
Goals ES MS HS			Disaggregated data will be analyzed monthly, iReady and CERT data will be analysed, PSPs, meeting agendas	EL and Hispanic student data will be pulled and analyzed after each diagnostic.	Title Fund
RD 24.3% 28.4% 19.2%					
Math 30.9% 25.7% 19.2%					

11/26/19 *Goals adjusted to align with ESSA regulations found on <https://openhouse.education.ky.gov/Data> under Assessment tab.

Gallatin County Schools

		(Condition) MS, UE, & LE will continue and expand Leader In Me programs at each level. LIM curriculum will be used during the regular instruction each day. (Practice) Implement a new and improved teacher induction program. GC P.L.A.N.E.T.	Students will have clearly defined educational goals. Less student discipline issues. New teachers will have mentors, observe experienced teachers, receive specific professional learning and have a support committee.	IC discipline referral data. Student led conferences.	Title IV \$20,000
			Number of intervention strategies defined and implemented district wide. Number of student behavior incidents resolved using MTSS and PBIS strategies.	Completion of GG P.L.A.N.E.T. documentation.	Title II \$10,000
	KCWP 6: Establishing Learning Culture and Environment by implementing MTSS and PBIS best practices.	(Condition) The district will receive training from KY ABRI and OVEC on MTSS and PBIS. (Process) Form a district MTSS team and begin to establish common MTSS for each school. (Practice) Use proven academic and behavioral interventions to support students experiencing challenges.	Each participant will create an ALP or action learning project that incorporates the information and practices learned throughout NISL.	Defined systems in print. IC data	
	KCWP 6: Establishing Learning Culture and Environment by enrolling school admin and instructional coach in NISL.	(Practice) One principal and one instructional coach will participate in the National Institute for School Leaders (NISL).		Evidence of NISL practices being implemented.	Title II \$5000

5: Transition Readiness

Goal 5 (State your transition readiness goal.): By 2023, Gallatin County Schools will increase the transition readiness index to 80 as measured by state accountability calculations.

Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2020, Gallatin County Schools will increase the transition readiness index to 64.	KCWP 2: Design and deliver instruction to develop a protocol and monitoring/documentation tool for tiered intervention movement considerations.	(Practice) Develop an additional period in the daily schedule. Students will utilize ALEKS online Math instruction and Achieve 3000 online reading instruction to build transition readiness skills.	ALEKS performance and instruction completion reports, Achieve 3000 performance and completion reports	Teachers will monitor student performance and progress weekly.	Title Funding

11/26/19 *Goals adjusted to align with ESSA regulations found on <https://openhouse.education.ky.gov/Data> under Assessment tab.

Gallatin County Schools

		(Practice) Teachers will utilize high yield instructional strategies and ACT test taking strategies.	Lesson plans, formative assessments, CERT data	School admin will monitor 3 week unit lesson plans weekly and provide timely and constructive feedback. School admin will utilize district observation tool to document the utilization of high yield instructional strategies.	\$0
	KCWP6: Establishing Learning culture and environment to ensure that all available resources are deployed to assist students in need.	(Process) The HS will develop a program in cooperation with local business and industry that gives students opportunities to visit and tour all local facilities.	Number of students participating in tours.	Tour opportunities will be offered monthly.	Locally funded.

6: Graduation Rate

Goal 6 (State your graduation rate goal.): By 2023, Gallatin County Schools will increase the Graduation Indicator to 97 as measured by state accountability calculations. The 4 Year Cohort rate will increase from 89.9% to 90.8%. The 5 Year Cohort rate will increase from 92.6% to 93.2%.					
Objective	Strategy	Activities	Measure of Success	Progress Monitoring	Funding
Objective 1 By May 2020, Gallatin County Schools will increase the graduation indicator to 93.	KCWP6: Establishing a learning culture and environment to ensure that all available resources are deployed to assist students in need.	(Condition) The school will develop a systems of support for students that miss multiple days of school. School admin and FYRC coordinator will conduct home visits when students are missing school.	Student attendance records, IC grade performance	Student attendance will be monitored daily and home visits will be conducted weekly.	
4 Year Cohort Rate Goal = 90.1%		(Practice) The school will offer a virtual learning program for students that face significant barriers in the traditional classroom placement. A certified teacher will be assigned to all virtual learning placements.	Edgenuity reports, IC grade performance, credits awarded	Weekly reports will indicate adequate performance. Students not meeting prearranged performance goals will receive adjustments to their virtual learning and teacher contact schedule.	General Funds, Title Funds
5 Year Cohort Rate Goal = 92.8%					

11/26/19 *Goals adjusted to align with ESSA regulations found on <https://openhouse.education.ky.gov/Data> under Assessment tab.

Senate Bill 158 FAQs

July 13, 2020



Senate Bill 158 Implications for Minimum High School Graduation Requirements

[704 KAR 3:305](#), Kentucky's new minimum high school graduation requirements, became effective on April 5, 2019. However, [Senate Bill 158](#) (2020) requires changes be made to state and local graduation requirements for students who entered high school in the 2019-2020 school year and thereafter.

Question: What does SB 158 say regarding graduation requirements?

- Section 3(1)(d): The minimum requirements for high school graduation may not include a postsecondary readiness indicator used in the state accountability system or a minimum score on a statewide assessment.
- Section 4(6): A local board may not adopt any high school graduation requirements that include achieving a minimum score on a statewide assessment.

While these changes apply to all students graduating during the 2020-2021 school year and thereafter, 704 KAR 3:305 only incorporated the elements of a postsecondary readiness indicator and minimum score on a statewide assessment for students entering high school on or before the 2019-2020 school year. Therefore, students who entered high school on or before the 2018-2019 school year will not be subject to a state level change in graduation requirements as a result of SB 158. See question 1 below.

Question: What does this mean for students, families, schools and districts?

1. The state minimum requirements stay the same for students who entered high school on or before the 2018-2019 school year.

YEAR	MINIMUM NUMBER OF CREDITS	ENGLISH/ LANGUAGE ARTS	SOCIAL STUDIES	MATHEMATICS	SCIENCE	OTHER CREDITS	GRADE 10 EXAMS	OTHER REQUIREMENTS
GRADE NINE STUDENTS ENTERING 2018-2019 SCHOOL YEAR	22 credits	Four credits: English I, II, III, and IV	Three credits	Three credits: Algebra I, Geometry, and Algebra II; A mathematics course or equivalent will be taken each year of high school	Three credits	1/2 credit: Health 1/2 credit: Physical Education One credit: visual/performing arts	Counts only toward accountability spring of 2020	Civics test; demonstrated performance based competency in technology; seven elective credits

Note: The Grade 10 exams referenced in the above chart were waived for the 2019-2020 school year and do not count toward state or federal accountability for the 2019-2020 school year.

2. The state minimum requirements must be amended for students who entered high school in the 2019-2020 school year and thereafter.

What is changing as a result of SB 158?

- a. SB 158 prohibits the use of a postsecondary readiness indicator used in the state accountability system or a minimum score on a statewide assessment. Therefore, SB 158 limits the **graduation qualifier** options for students who entered high school in

Senate Bill 158 FAQs

July 13, 2020



the 2019-2020 school year and thereafter. The **graduation qualifiers** provide experiences intended to prepare students for what comes after high school. Only three **graduation qualifiers** remain allowable per SB 158 from the original eight established in 704 KAR 3:305.

The remaining **graduation qualifiers** allowable per SB 158 are as follows:

- Complete the precollege curriculum as established by the Council on Postsecondary Education; OR
- Earn four credits from classes within a single KDE-approved career pathway; OR
- Complete a KDE-approved process to verify 500 hours of exceptional work experience or alternative requirements as outlined in a student's Individual Education Program (IEP).

The Kentucky Department of Education (KDE) will be recommending changes to the regulation to remove all **graduation qualifier** options to better align with the intent of the new legislation.

- b. Students entering high school in the fall of 2020 and beyond will **NOT** have to meet a “**graduation prerequisite**” for reading and mathematics as currently defined in 704 KAR 3:305 in order to graduate.

The student collection of evidence included in (4)(2)(b)(3) is not prohibited by SB 158. However, it is no longer needed as state and local graduation requirements are prohibited from including the other **graduation prerequisites** for reading and mathematics included in 704 KAR 3:305.

KDE will be recommending changes to the regulation to remove all **graduation prerequisites** to better align with the intent of the new legislation. Yet students will be required to meet other minimum credit requirements as established in 704 KAR 3:305.

3. Local boards of education will need to review and amend local policy to eliminate any high school graduation requirements that include achieving a minimum score on a statewide assessment.

Question: How can schools and districts best support students who entered high school in the 2019-2020 school year and thereafter in light of the required statutory changes?

Focus on student coursework and aligning coursework with the student's Individual Learning Plan (ILP). The new graduation requirements give students the chance to take more classes geared toward their plans after graduation.

Senate Bill 158 FAQs

July 13, 2020



Students must complete the following 22 personalized credits before graduation:

- English I and II AND 2 additional English/language arts credits aligned with the student's ILP that address the remaining required *Kentucky Academic Standards (KAS) for Reading and Writing*
- Algebra I and Geometry AND two additional Mathematics credits aligned with the student's ILP that address the remaining required *KAS for Mathematics*
- 3 credits Social Studies (at least 1 aligned with the student's ILP)
- 3 credits Science (at least 1 aligned with the student's ILP)
- 1/2 credit Health and 1/2 credit Physical Education (one of which shall include CPR training)
- 1 credit Visual and Performing Arts
- 6 additional credits aligned with the student's ILP

Other requirements: Pass state-mandated civics test; receive instruction in essential workplace skills; demonstrate competency in technology; develop an ILP (grades 6-12); successfully complete a course or program in financial literacy (grade 9 students entering the 2020-21 school year).

Question: Does SB 158 impact the Early Graduation Program?

No, the Early Graduation Program will stay in effect. KRS 158.142 establishes that Early Graduation is a deliberate pathway for students in grades 9-11 who wish to move on when ready, receive a diploma from the district and be eligible for acceptance into Kentucky public universities and nonprofit independent colleges and universities. The pathway provides a financial scholarship, known as the Early Graduation Certificate, to support this action. The statute took effect in June 2013. Section 5 of 704 KAR 3:305 will be reviewed and possibly amended, but is still presently a pathway for students to graduate early.

Question: What is the tentative timeline for the regulatory changes to 704 KAR 3:305 - Minimum requirements for high school graduation?

SB 158 is effective as of July 15, 2020. Therefore, the new statutory requirements apply to all students graduating during the 2020-2021 school year and thereafter. However, students who entered high school on or before the 2018-2019 school year will not be subject to a state level change in graduation requirements as a result of SB 158 because requirements for those students remain consistent with SB 158. Students who entered high school in the 2019-2020 school year and thereafter (students who are in grades 9 and 10 during the 2020-2021 school year) will be subject to state-level changes to 704 KAR 3:305 to align with SB 158.

Consequently, an amended draft of 704 KAR 3:305 should go before the Kentucky Board of Education for a first reading in August 2020. At a minimum, the process for board approval, public feedback and completion of the regulatory process is 9 months. Hence, a new regulation will not be in place until the fall of 2021. Local districts, however, are required to comply with the statutory changes established in SB 158 and the 704 KAR 3:305 regulatory pieces that remain during the time the KBE is updating the regulation. (OTL: mr)(OLS: jl.ta)(COMMS: tm.jg)

Kentucky Department of Education: Minimum Graduation Requirements

For Students Entering High School in 2019-2020 and Thereafter

[704 KAR 3:305](#), Kentucky's new minimum high school graduation requirements, became effective on April 5, 2019. However, [Senate Bill 158](#) (2020) requires changes be made to state and local graduation requirements for students who entered high school in the 2019-2020 school year and thereafter. Please see the [Senate Bill 158 Implications for Minimum High School Graduation Requirements document](#) for specific changes.

	4 English Credits English I English II	4 Math Credits Algebra I Geometry	3 Social Studies Credits Social Studies Social Studies	3 Science Credits Lab-based Science Lab-based Science	Other Credits ½ Health; ½ PE Visual/Performing Arts
Foundational	2 Additional English credits aligned with the ILP and covering the remaining KAS for Reading & Writing	2 Additional Math credits aligned with the ILP and covering the remaining KAS for Mathematics	Social Studies aligned with the ILP and covering the KAS for Social Studies	Science aligned with ILP and covering the KAS for Science	6 credits aligned with ILP and covering the related content area KAS.
Personalized	Additional course options aligned to the KAS for Reading & Writing could include, but are not limited to: English III, English IV, AP Language, AP Literature, dual credit English, etc.	Additional course options aligned to the KAS for Mathematics could include, but are not limited to: Algebra II, Precalculus, College Algebra, AP Calculus, dual credit math, dual credit CTE math, etc.	Additional course options aligned to the KAS for Social Studies could include, but are not limited to: Social Studies 1, 2, 3, Geography/AP Human Geo, World History (or AP), US History (or AP), Economics, etc.	Additional course options aligned to the KAS for Science could include, but are not limited to: Chemistry (or AP), Physics (or AP), Biology (or AP), CSI Forensics, dual credit science, etc.	Additional course options aligned to the KAS for Visual and Performing Arts could include, but are not limited to: Chorus 1, Orchestra 1, Visual Arts 1, Theatre 1, Band 1, etc.

All required courses must be aligned to the [Kentucky Academic Standards](#). These are state minimum standards and additional requirements may vary by district.

Other Graduation Requirements:

- Pass state-mandated civics test
- (Beginning in 2020-2021) Successfully complete a course or program in financial literacy
- Receive instruction in essential workplace ethics
- Demonstrate competency in technology



Other Considerations:

- Development of Individual Learning Plan (grades 6-12)
- CPR Training in Health, PE or JROTC course

Minimum High School Graduation Requirements

Freshmen Classes 2018-2019 Through 2020-2021

Year	Minimum Number of Credits	English/ Language Arts	Social Studies	Mathematics	Science	Other Credits	Grade 10 Exams	Other Requirements
Grade Nine Students Entering 2018-2019 School Year and Prior	22 credits	Four credits: English I, II, III, and IV; An English course or equivalent must be taken each year of high school.	Three credits aligned with the ILP and covering the KAS for Social Studies	Three credits: Algebra I, Geometry, and Algebra II; A mathematics course or equivalent must be taken each year of high school.	Three credits aligned with ILP and covering the KAS for Science	1/2 credit: Health 1/2 credit: Physical Education One credit: Visual/Performing Arts aligned with ILP and covering the KAS for Visual and Performing Arts	Counts only toward accountability spring of 2020	Civics test; demonstrated performance-based competency in technology; seven elective credits
Grade Nine Students Entering 2019-2020 School Year	22 credits	Four credits: English I, II, and two other personalized credits covering the KAS for Reading and Writing	Three credits aligned with the ILP and covering the KAS for Social Studies	Four credits: Algebra I, Geometry, and two other personalized credits covering the remaining required KAS for Mathematics	Three credits aligned with ILP and covering the KAS for Science	1/2 credit: Health 1/2 credit: Physical Education (one of which shall provide CPR training) One credit: Visual/Performing Arts aligned with ILP and covering the KAS for Visual and Performing Arts	No Assessment Benchmark is Required for Graduation	Civics test; demonstrated performance-based competency in technology; six elective credits
Grade Nine Students Entering 2020-2021 School Year	22 credits	Four credits: English I, II, and two other personalized credits covering the KAS for Reading and Writing	Three credits aligned with the ILP and covering the KAS for Social Studies	Four credits: Algebra I, Geometry, and two other personalized credits covering the remaining required KAS for Mathematics	Three credits aligned with ILP and covering the KAS for Science	1/2 credit: Health 1/2 credit: Physical Education (one of which shall provide CPR training) One credit: Visual/Performing Arts aligned with ILP and covering the KAS for Visual and Performing Arts	No Assessment Benchmark is Required for Graduation	Civics test; Financial literacy standards program or course; demonstrated performance-based competency in technology; six elective credits; Receive instruction in essential workplace ethics

All required courses must be aligned to the *Kentucky Academic Standards*. These are state minimum standards and additional requirements may vary by district.





Overview of Senate Bill 158 Changes to School Accountability System (VERSION 1 DRAFT)

Current Accountability System

Kentucky's current accountability system was developed by a very inclusive process, with the input of over 6,000 people. The accountability system has students at its center—ensuring they are well-rounded, transition-ready, and prepared with knowledge, skills and essential dispositions to successfully pursue the pathway of their choice after graduating from high school. The system has several key goals:

- Promote higher levels of student learning and achievement.
- Reduce achievement gaps and ensure equity.
- Build a culture of high expectations and continuous improvement.
- Communicate a clear and honest understanding of strengths and areas for improvement in schools and districts.

The system uses multiple academic and school quality measures, not a single test or indicator. Reporting of each indicator was determined by setting standards for very high to very low performance on system indicators. Scores from each indicator are combined to create an Overall Accountability Score. Measures and weights in the charts below contribute to a school's/district's overall accountability score and star rating. Additional information is reported to provide a more complete picture of education in Kentucky. Results are reported in an online Report Card including disaggregation of individual student group data and include reported-only measures. Individual student reports are issued to parents/guardians.

Senate Bill 158 Proposed Accountability System

SB 158 amends KRS 158.6455, Section 1 to create an accountability system that shall include an annual meaningful differentiation of all public schools in the state using multiple measures that describe the overall performance of each district, school and student subgroup.

- Performance shall be based on a combination of academic and school quality indicators and measures known as “state indicators.”
- Those indicators shall exclusively include student assessment results, progress toward achieving English language proficiency by limited English learners', quality of school climate and safety, high school graduation rates and postsecondary readiness.
- Beginning with data from the 2020-2021 and 2021-2022 school years, the accountability system overall performance for each district, school, and student subgroup determined by the state indicators shall equally combine current year performance, called “status,” and improvement from prior to current year, called “change.”
- For all students as a group and separately for individual subgroups, “status” shall be determined beginning with the data from the 2020-2021 academic year, by using the current year performance. “Change” shall be determined beginning with the data from the 2021-2022 academic year, by using the difference in performance from the prior year to the current year.
- For each state indicator, there shall be five status levels ranging from very high to very low and five change levels ranging from increased significantly to declined significantly.
- The percentile cut scores for status and change levels shall be based on a distribution and shall be approved by the Kentucky Department of Education (KDE) and the Local Superintendents Advisory Council (LSAC). The cut scores shall remain in place for at least six years unless existing cut scores no longer support meaningful differentiation of schools as required by the Every Student Succeeds Act (ESSA).
- Beginning in the fall of 2022, KDE shall develop an online “dashboard” of system results with color-coded performance levels. Results are reported for each state indicator, overall performance, status and change by district and school for all students as a group and separately for individual subgroups. Overall performance shall aggregate all available data for the state indicators.
- In the proposed system, achievement gaps will not be included in accountability; however, they will be reported.

Accountability Comparison of Current System and Proposed in Senate Bill 158

Current Accountability Indicators	State Indicators Proposed in SB 158
Proficiency <i>Reaching the desired level of knowledge and skills as measured on state required academic assessments.</i> Student performance on tests in reading and mathematics and student performance is aggregated to school, district and state levels.	State Assessment Results - Kentucky and federal statutes continue to require reading and mathematics assessments. - The accountability system performance for each district, school, and student subgroup determined by the state indicators shall be based on a combination of annual performance called "status" and improvement over time called "change."
Separate Academic <i>Reaching the desired level of knowledge and skills in science, social studies and writing.</i> Student performance on tests in science, social studies and writing and student performance is aggregated to school, district and state levels.	State Assessment Results - Kentucky and federal statutes continue to require science assessments. - Kentucky statute continues to require writing (on demand and editing/mechanics) and social studies assessments. - The accountability system performance for each district, school, and student subgroup determined by the state indicators shall be based on a combination of annual performance called "status" and improvement over time called "change."
Growth (elementary/ middle schools only) <i>Student's continuous improvement toward the goal of proficiency and beyond.</i> - The growth indicator for reading and mathematics is measured based on a growth value table. The overall growth score is an average of the reading and mathematics growth scores. - English learners' growth for elementary/middle is included in the calculation using an English learner growth table.	Achieving English Language Proficiency by English Learners Students The accountability system performance for each district, school, and student subgroup determined by the state indicators shall be based on a combination of annual performance called "status" and improvement over time called "change."
Graduation Rate <i>Percentage of students earning a high school diploma compared to the cohort of students starting in grade.</i> - Kentucky uses a 4-year adjusted cohort rate and an extended 5-year adjusted cohort in accountability, which recognizes the persistence of students and educators in completing the requirements for a Kentucky high school diploma. 4-year and 5-year rates averaged for accountability reporting. - Schools with a 4-year graduation rate of less than 80 percent are identified for Comprehensive Support and Improvement (CSI).	Graduation Rate The accountability system performance for each district, school, and student subgroup determined by the state indicators shall be based on a combination of annual performance called "status" and improvement over time called "change."
Transition Readiness <i>Attainment of the necessary knowledge, skills and dispositions to successfully transition to the next level of his or her education career.</i> - Students at high school must earn a high school diploma and meet one type of readiness (i.e., academic or career) - English learners' attainment of English language proficiency is included at high school.	Postsecondary Readiness - Students at high school must earn a high school diploma and meet one type of readiness (i.e., academic or career). - The accountability system performance for each district, school, and student subgroup determined by the state indicators shall be based on a combination of annual performance called "status" and improvement over time called "change."
Quality of School Climate and Safety <i>Measures of the school environment.</i> Perception data from surveys that measure insight to the school environment.	Quality of School Climate and Safety The accountability system performance for each district, school, and student subgroup determined by the state indicators shall be based on a combination of annual performance called "status" and improvement over time called "change."

Current Accountability System Considering All Indicators

Performance levels are based on criteria of excellence instead of a normative comparison of schools. Kentucky educators determined, through a standard-setting process, the performance required for each of five levels of performance that range from very low to very high on each indicator. The aggregation of these performance levels determined a school's overall star rating with academic indicators most heavily factored in the overall rating.

Overall School Rating

Based on the strength of performance on school-level measures and indicators as combined in the overall accountability score.

If achievement gaps are found in schools and Local Education Agencies (LEAs) earning a four (4) or five (5) star rating, the star rating will be reduced by one (1) star.

★★★★★ (5 star)

★★★★ (4 star)

★★★ (3 star)

★★ (2 star)

★ (1 star)

Accountability Weights

Overall Accountability Score

An overall accountability score is generated by combining indicator scores by their percentage of weight.

	Proficiency (Reading and Mathematics)	Separate Academic Indicator (Science, Social Studies, and Writing)	Growth (including English Language Learners)	Quality of School Climate and Safety	Transition Readiness (including English learners)	Graduation Rate (4 and 5 year cohort)
Elementary/ Middle Schools	35	26	35	4	--	--
High Schools	45	15	--	4	30	6

Proposed Accountability System

For each state indicator, there shall be five status levels ranging from very high to very low and five change levels ranging from increased significantly to decline significantly. The percentile cut scores shall be approved by the Kentucky Department of Education (KDE) and the Local Superintendents Advisory Council (LSAC).

Beginning in Fall 2022, the KDE shall develop an online "dashboard" to display the accountability system results. A color-coded performance level for each state indicator shall be displayed in a straightforward manner on the dashboard for overall performance, status, and change by district and school for all students as a group and separately for individual subgroups. Overall performance shall aggregate all available data for the state indicators.

The KDE will be working with the United States Department of Education (USED) on federal approval and KBE will amend or approve a new accountability regulation.

Below is an example of an online dashboard for a state indicator from the California Department of Education. Note: From highest to lowest, the five performance levels are: Blue, Green, Yellow, Orange, and Red.

Levels	Change: Declined Significant ly	Change: Declined	Change: Maintained	Change: Increased	Change: Increased Significantly
Status: Very High	Yellow	Green	Blue	Blue	Blue
Status: High	Orange	Yellow	Green	Green	Blue
Status: Medium	Orange	Orange	Yellow	Green	Green
Status: Low	Red	Orange	Orange	Yellow	Yellow
Status: Very Low	Red	Red	Red	Orange	Yellow