

# **Capacities, Standards, Curriculum and Assessment in Kentucky Public Schools**

## **158.645 Capacities required of students in public education system.**

It is the intent of the General Assembly to create a system of public education which shall allow and assist all students to acquire the following capacities:

- (1) Communication skills necessary to function in a complex and changing civilization;
- (2) Knowledge to make economic, social, and political choices;
- (3) Core values and qualities of good character to make moral and ethical decisions throughout his or her life;
- (4) Understanding of governmental processes as they affect the community, the state, and the nation;
- (5) Sufficient self-knowledge and knowledge of his mental and physical wellness;
- (6) Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage;
- (7) Sufficient preparation to choose and pursue his life's work intelligently; and
- (8) Skills to enable him to compete favorably with students in other states.

## **158.6451 Legislative declaration on goals for Commonwealth's schools -- Model Curriculum framework.**

- (1) The General Assembly finds, declares, and establishes that:
  - (a) Schools shall expect a high level of achievement of all students.
  - (b) Schools shall develop their students' ability to:
    1. Use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives;
    2. Apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, and practical living studies to situations they will encounter throughout their lives;
    3. Become self-sufficient individuals of good character exhibiting the qualities of altruism, citizenship, courtesy, hard work, honesty, human worth, justice, knowledge, patriotism, respect, responsibility, and self-discipline;
    4. Become responsible members of a family, work group, or community, including demonstrating effectiveness in community service;
    5. Think and solve problems in school situations and in a variety of situations they will encounter in life;
    6. Connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources; and
    7. Express their creative talents and interests in visual arts, music, dance, and dramatic arts.

- (c) Schools shall increase their students' rate of school attendance.
  - (d) Schools shall increase their students' graduation rates and reduce their students' dropout and retention rates.
  - (e) Schools shall reduce physical and mental health barriers to learning.
  - (f) Schools shall be measured on the proportion of students who make a successful transition to work, post-secondary education, and the military.
- (2) *The Kentucky Board of Education shall disseminate to local school districts and schools a model curriculum framework which is directly tied to the goals, outcomes, and assessment strategies developed pursuant to this section and KRS 158.645 and 158.6453.* The framework shall provide direction to local districts and schools as they develop their curriculum. The framework shall identify teaching and assessment strategies, instructional material resources, ideas on how to incorporate the resources of the community, a directory of model teaching sites, alternative ways of using school time, and strategies to incorporate character education throughout the curriculum.

### **KDE Model Curriculum Framework:**

<https://kystandards.org/standards-resources/model-curriculum-framework/>

In the process of developing high-quality curriculum, Kentucky schools and districts must consider the following questions:

- What is the difference between standards and curriculum and instructional resources?
- What is meant by a guaranteed, viable curriculum?
- How do standards, curriculum and instructional resources work together to help create equity for all students in Kentucky?

In order to better understand the relationship between standards, curriculum and instructional resources, we must start with defining each term.

The Kentucky Academic Standards (KAS) contain the minimum requirements of what students should know and be able to do by the end of each grade level. The standards address a foundational framework of what is to be learned. They help to answer the first question of the Professional Learning Community (PLC) process, “What do we want students to learn?” The purpose of the KAS is to ensure all students across Kentucky focus on a common set of standards and are provided opportunities to learn at high levels. While the standards address what is to be learned, they do not address how learning experiences are to be designed or what instructional resources are to be used.

Curriculum is derived from a Latin word meaning “a course or path run in small steps.” It addresses how learning experiences are designed at the local level. The overall purpose of curriculum is to focus on and connect the work of classroom teachers within a school and/or district to standards, assessments and classroom practices in order to raise student achievement. Curriculum includes the vast array of pedagogy, readings, learning experiences, instructional resources and local mechanisms of assessment, including the full body of content knowledge to be covered, all of which are to be selected at the local level according to Kentucky law (KRS 160.345).

Instructional resources, as defined by **704 KAR 3:455**, include all the print, nonprint or electronic medium designed to assist student learning. Often times instructional resources, such as vendor programs, textbooks and online products are mistakenly referred to and/or utilized as a school or district's curriculum. While these resources may support the implementation of a high-quality curriculum, they do not comprise the full scope of supports found in a true standards-aligned curriculum. Figure 1.1 highlights the difference between standards, curriculum and high-quality instructional resources, as well as who has the responsibility for each as outlined in Kentucky law.

### **156.160 Promulgation of administrative regulations by KBE**

With the advice of the Local Superintendents Advisory Council, the Kentucky Board of Education shall promulgate administrative regulations establishing standards which school districts shall meet in student, program, service, and operational performance. These regulations shall comply with the expected outcomes for students and schools set forth in KRS 158.6451.

### **160.345 School-based Decision Making Council**

- (2) (i) The school council shall adopt a policy to be implemented by the principal in the following additional areas:
1. *Determination of curriculum, including needs assessment, curriculum development and responsibilities under KRS 158.6453(19);*
  2. Assignment of all instructional and noninstructional staff time;
  3. Assignment of students to classes and programs within the school;
  4. Determination of the schedule of the school day and week, subject to the beginning and ending times of the school day and school calendar year as established by the local board;
  5. Determination of use of school space during the school day related to improving classroom teaching and learning;
  6. Planning and resolution of issues regarding instructional practices;
  7. Selection and implementation of discipline and classroom management techniques as a part of a comprehensive school safety plan, including responsibilities of the student, parent, teacher, counselor, and principal;
  8. Selection of extracurricular programs and determination of policies relating to student participation based on academic qualifications and attendance requirements, program evaluation, and supervision;
  9. Adoption of an emergency plan as required in KRS 158.162;
  10. Procedures, consistent with local school board policy, for determining alignment with state standards, technology utilization, and program appraisal; and
  11. Procedures to assist the council with consultation in the selection of personnel by the principal, including but not limited to meetings, timelines, interviews, review of written applications, and review of references. Procedures shall address situations in which members of the council are not available for consultation; and
- (j) Each school council shall annually review data as shown on state and local student assessments required under KRS 158.6453. The data shall include but not be limited to information on performance levels of all students tested, and information on the performance of students disaggregated by race, gender, disability, and participation in

the federal free and reduced price lunch program. After completing the review of data, each school council, with the involvement of parents, faculty, and staff, shall develop and adopt a plan to ensure that each student makes progress toward meeting the goals set forth in KRS 158.645 and 158.6451(1)(b) by April 1 of each year and submit the plan to the superintendent and local board of education for review as described in KRS 160.340. The Kentucky Department of Education shall provide each school council the data needed to complete the review required by this paragraph no later than October 1 of each year. If a school does not have a council, the review shall be completed by the principal with the involvement of parents, faculty, and staff.

- (3) The policies adopted by the local board to implement school-based decision making counsel shall also address the following:
- (a) School budget and administration, including: discretionary funds; activity and other school funds; funds for maintenance, supplies, and equipment; and procedures for authorizing reimbursement for training and other expenses;
  - (b) Assessment of individual student progress, including testing and reporting of student progress to students, parents, the school district, the community, and the state;
  - (c) School improvement plans, including the form and function of strategic planning and its relationship to district planning, as well as the school safety plan and requests for funding from the Center for School Safety under KRS 158.446;
  - (d) Professional development plans developed pursuant to KRS 156.095;
  - (e) Parent, citizen, and community participation including the relationship of the council with other groups;
  - (f) Cooperation and collaboration within the district, with other districts, and with other public and private agencies;
  - (g) Requirements for waiver of district policies;
  - (h) Requirements for record keeping by the school council; and
  - (i) A process for appealing a decision made by a school council.

**Training and Guidance for SBDM Councils:**

**KDE:** <https://education.ky.gov/districts/SBDM/Pages/default.aspx>

**KASC:** <https://www.kasc.net/>

**158.6453 Review of Academic Standards and Assessments -- Writing Program**

- (2) (a) Beginning in fiscal year 2017-2018, and every six (6) years thereafter, the Kentucky Department of Education shall implement a process for reviewing Kentucky's academic standards and the alignment of corresponding assessments for possible revision or replacement to ensure alignment with transition readiness standards necessary for global competitiveness and with state career and technical education standards.
- (b) The revisions to the content standards shall:
- 1. Focus on critical knowledge, skills, and capacities needed for success in the global economy;
  - 2. Result in fewer but more in-depth standards to facilitate mastery learning;

3. Communicate expectations more clearly and concisely to teachers, parents, students, and citizens;
4. Be based on evidence-based research;
5. Consider international benchmarks; and
6. Ensure that the standards are aligned from elementary to high school to postsecondary education so that students can be successful at each education level.

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- (g) 1. *The review process implemented under this subsection shall be an open, transparent process that allows all Kentuckians an opportunity to participate. The department shall ensure the public's assistance in reviewing and suggesting changes to the standards and alignment adjustments to corresponding state assessments by establishing a Web site dedicated to collecting comments by the public and educators. An independent third party, which has no prior or current affiliation with a curriculum or assessment resources vendor, shall be selected by the department to collect and transmit the comments to the department for dissemination to the appropriate advisory panel for review and consideration.*
2. Each advisory panel shall review the standards and assessments for its assigned subject matter and grade level and the suggestions made by the public and educators. After completing its review, each advisory panel shall make recommendations for changes to the standards and alignment adjustments for assessments to the appropriate standards and assessments review committee.
  3. Each standards and assessments review committee shall review the findings and make recommendations to revise or replace existing standards and to adjust alignment of assessments.
  4. The recommendations shall be published on the Web site established in this subsection for the purpose of gathering additional feedback from the public. The commissioner shall subsequently present the recommendations and the public feedback to the Interim Joint Committee on Education.
  5. The commissioner shall subsequently provide a report to the standards and assessments process review committee summarizing the process conducted under this subsection and the resulting recommendations. The report shall include but not be limited to the timeline of the review process, public feedback, and responses from the Interim Joint Committee on Education.
  6. After receiving the commissioner's report, the standards and assessments process review committee shall either concur that stakeholders have had adequate opportunity to provide input on standards and the corresponding alignment of state assessments or find the input process deficient. If the process is found deficient, the recommendations may be returned to the appropriate standards and assessments review committee for review as described in subparagraph 3. of this paragraph. If the process is found sufficient, the recommendations shall be forwarded without amendment to the Kentucky Board of Education.

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- (19) The Kentucky Department of Education shall provide to all schools guidelines for including an effective writing program within the curriculum. Each school-based decision making council or, if there is no school council, a committee appointed by the principal, shall adopt policies that determine the writing program for its school and submit it to the Department of Education for review and comment. The writing program shall incorporate a variety of language resources, technological tools, and multiple opportunities for students to develop complex communication skills for a variety of purposes.

**KDE Academic Standards:**

<https://kystandards.org/home/ky-acad-standards/>

**KDE Academic Standards Review / Revision Timeline:**

Science is in process now.

Visual and Performing Arts begins in December of 2021.

KAS for Reading and Writing and Math were effective in March 2019. (2025 next review)

KAS for Social Studies were effective in July 2019. (2025 next review)

[https://education.ky.gov/curriculum/standards/revision/Documents/Kentucky%20Academic%20Standards Review and Implementation Timeline.pdf](https://education.ky.gov/curriculum/standards/revision/Documents/Kentucky%20Academic%20Standards%20Review%20and%20Implementation%20Timeline.pdf)

**KDE Standards Implementation Guideline:**

[https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Standards Implementation Guidance Document General.pdf](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Standards%20Implementation%20Guidance%20Document%20General.pdf)

**Academic Standards Review Process:**

Advisory Panels (APs)

Advisory panels for each content area will review the standards and assessments and make recommendations for changes to a Standards and Assessments Review Committee. APs will consist of at least six public school educators who teach the content standards being reviewed along with a representative from an institution of higher education in Kentucky for each grade band: elementary (K-5), middle (6-8) and high school (9-12).

Standards Review Committees (RCs)

The Standards and Assessments Review Committee for each content area will review findings, including public comments/feedback and make recommendations to revise or replace existing standards and review assessments to ensure alignment with the standards. A minimum of six public school educators, who teach in the academic content area being reviewed, at least one representative from higher education, as well as other community shareholders comprise each committee.

### Standards and Assessments Process Review Committee (SAPRC)

The Standards and Assessments Process Review Committee (SAPRC) is made up of the Commissioner of Education, or his designee, as a non-voting member and nine voting representatives of public schools, including two parents of public school students, one language arts teacher, one math teacher, one science teacher, one social studies teacher, two principals, two superintendents, and one school board member, appointed by the Governor and confirmed by the Senate. The SAPRC will review the process to ensure shareholders had adequate opportunity for input. If the process is found sufficient, the recommendations (without amendment) go to the KBE for consideration. If the process is found deficient, the recommendations may be returned to the appropriate standards and assessments review committee for additional work.

Once the KBE approves the revised standards and they clear the traditional regulatory review process, which provides yet an additional opportunity for public input, they will be implemented in all Kentucky public schools no later than the second academic year following the process. Existing standards will stay in place until new standards are approved. (*Regulations related to Academic Standards 704 KAR 8:010 – 110*)

### **704 KAR 3:305 High School Graduation Requirements**

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).

### **158.649 Achievement Gaps**

- (1) "Achievement gap" means the difference between performance goals and actual performance on each of the tested areas by grade level of the state assessment program for each of the various subgroups of students as described in the Every Student Succeeds Act of 2015, Pub. L. No. 114-95, or its successor, including male and female students, students with and without disabilities, students with and without English proficiency, minority and nonminority students, and students who are eligible for free and reduced lunch and those who are not eligible for free and reduced lunch.

- (2) By October 1 of each year, the Department of Education shall provide each school council, or the principal if a school council does not exist, data on its students' performance as shown by the state assessment program described in KRS 158.6453. The data shall include but not be limited to information on performance levels of all students tested, and information on the performance of students disaggregated by race, gender, disability, English proficiency, and participation in the federal free and reduced price lunch program, and any other subgroups as described in the Every Student Succeeds Act of 2015, Pub. L. No. 114-95, or its successor. The information from the department shall include an equity analysis that shall identify the substantive differences among the various groups of students identified in subsection (1) of this section. Beginning with the 2012-2013 school year, the reporting requirement in this subsection shall be no later than seventy-five (75) days following the first day the assessment can be administered.
- (3) Each local board of education upon the recommendation of the local district superintendent shall adopt a policy for reviewing the academic performance on the state assessments required under KRS 158.6453 for various groups of students, including major racial groups, gender, disability, free and reduced price school lunch eligibility, and limited English proficiency. The local board policy shall be consistent with Kentucky Board of Education administrative regulations. Upon agreement of the school-based decision making council, or the principal if there is not a council, and the superintendent, the local board shall establish an annual target for each school for reducing identified gaps in achievement as set out in subsection (4) of this section.
- (4) By February 1 of each year, the school-based decision making council, or the principal if there is not a council, with the involvement of parents, faculty, and staff shall set the school's targets for eliminating any achievement gap and submit them to the superintendent for consideration. The superintendent and the school-based decision making council, or the principal if there is not a council, shall agree on the targets before they are submitted to the local board of education for adoption.
- (5) By January 1 of each year, the school council, or the principal if a school council does not exist, with the involvement of parents, faculty, and staff, shall review the data and revise the school improvement plan to include the targets, strategies, activities, and a time schedule calculated to eliminate the achievement gap among various groups of students to the extent it may exist. The plan shall include but not be limited to activities designed to address the following areas:
  - (a) Curriculum alignment within the school and with schools that send or receive the school's students;
  - (b) Evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work;
  - (c) Professional development to address the goals of the plan;
  - (d) Parental communication and involvement;
  - (e) Attendance improvement and dropout prevention; and
  - (f) Technical assistance that will be accessed.



- (6) The principal shall convene a public meeting at the school to present and discuss the plan prior to submitting it to the superintendent and the local board of education for review, in the public meeting required under KRS 160.340.

#### **704 KAR 3:540. Uniform Academic Course Codes**

KRS 156.070(1) gives the Kentucky Board of Education the management and control of the common schools. KRS 156.160 requires the Kentucky Board of Education to promulgate administrative regulations for the courses of study administered in the common schools. This administrative regulation establishes a uniform system of coding academic courses in schools and districts through the student information system. A uniform course code is required to create accurate data regarding courses offered that is utilized by schools, districts, the Department of Education, the Education Professional Standards Board, and the Office of Education Accountability.

#### **KRS 164.098 and 158.007 Dual Enrollment and Dual Credit Course**

<http://cpe.ky.gov/policies/academicaffairs/dualcreditpolicy.pdf>

In dual credit, a student is enrolled in a course which allows him/her to earn high school credit and college credit simultaneously. This course may be taught on a college campus or on a high school campus, but it will be in conjunction with a college or university. Dual credit courses must comply with KRS [158.007\(8\)](#) which defined dual credit as "a college-level course of study developed in accordance with [KRS 164.098](#) in which a high school student receives credit from both the high school and postsecondary institution in which the student is enrolled upon completion of a single class or designated program of study."

Dual credit courses can vary in three dimensions – where they are taught, by whom they are taught, and when they are taught.

1. Dual credit courses can be taught online or through other distance education methods or they can be taught face-to-face on either a college campus or at a secondary school or other mutually agreed upon and approved location.
2. Dual credit courses shall be taught by qualified and credentialed teachers and faculty.
3. Dual credit courses can be offered during or outside the secondary school day

**Other curriculum and course mandates in statute:**

- 158.791 Legislative Findings and intent regarding Reading
- 158.6450 Instruction in voter registration and election procedures
- 158.1413 Essential workplace ethics instruction program
- 158.1411 Successful completion of course or program on financial literacy required,
- 158.141 Passing grade on civics test required
- 158.301 Legislative findings on skin cancer risks and education of students
- 158.302 Cardiopulmonary training of High School students required
- 158.197 Elective course on religious scripture
- 158.188 Teaching activities permitted in the secular study of religion
- 158.177 Teaching of evolution, right to include Bible theory of creation
- 158.1415 Curriculum for instruction on human sexuality or sexually transmitted diseases
- 156.160 Requirement of teaching Holocaust or other cases genocide in middle and high school