

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Review Item:

Potential Changes to the Unbridled Learning Accountability Model

Applicable Statute or Regulation:

KRS 158.6451; 703 KAR 5:200, Next-Generation Learners; 703 KAR 5:225, School and district accountability, recognition, support and consequences; 703 KAR 5:240, Accountability Definitions and Procedures

History/Background:

Existing Policy. KRS 158.6451 (Senate Bill 1), passed by the 2009 Kentucky General Assembly, established multiple assessment requirements and charged the Kentucky Board of Education (KBE) to create a new accountability system to classify districts and schools. With the guidance and approval of the KBE, the accountability model, Unbridled Learning: College- and Career-Readiness for All, offers a balanced approach organized around the KBE's four strategic priorities of next-generation learners, professionals, support systems and schools/districts.

The third year of the Unbridled Learning: College- and Career-Readiness for All concludes in the fall of 2014 with the release of the 2013-14 accountability scores. When the model was launched in the 2011-12 school year, there was a decision to review the model after three years of data was collected.

During the summer of 2014, staff collected ideas from various stakeholder groups and from the public at large on suggested changes to the accountability model. Those suggestions were shared with superintendents in August and again in September for their feedback.

Discussion Issues

During the October 2014 Kentucky Board of Education meeting, staff will provide suggestions collected from the field concerning changes to the Unbridled Learning: College- and Career-Readiness for All accountability model. Those suggestions need review and input from the Kentucky Board of Education in order to inform the KDE on how to move forward with regulatory changes. Key questions for the board's consideration are listed below:

- Which suggestions should be incorporated into current regulations?
- Which suggestions need further research and discussion?
- Which suggestions should not be moved forward?

To begin this process as part of the October meeting, department staff will review the various options and background for discussion with the KBE. A list of the potential changes will be provided to the state board under separate cover from the staff note prior to the October meeting.

Impact on Getting to Proficiency:

The Kentucky accountability system establishes how schools/districts are held responsible for ensuring Kentucky's students are proficient and prepared for success. The discussion of revising regulations will lead to improvements in the model. These improvements will provide more incentives to increase achievement in Kentucky.

Groups Consulted and Brief Summary of Responses:

School Curriculum, Assessment and Accountability Council (SCAAC)
District Assessment Coordinators (DAC) Advisory Group
Local Superintendents Advisory Council
Superintendents
Other stakeholder groups
Feedback from the public through the KDE website

Department staff will identify the degree of support that exists for the ideas to be considered by the board at the October meeting.

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Commissioner of Education

Date:

October 2014