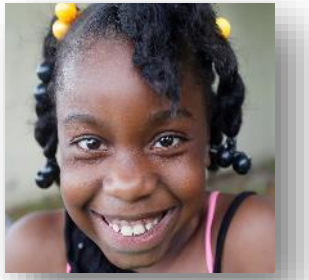
Kentucky Department of
Our
Children,
Our
Commonwealth
Education

Kentucky Board of Education



Work Session on Accountability

February 7, 2017

Facilitated by:

Stephen L. Pruitt, Ph.D.
Commissioner of Education

Rhonda Sims
Associate Commissioner

Brian Gong
Center for Assessment

Objectives of the Accountability Work Session

For Kentucky Board of Education (KBE) members to:

- Understand the accountability development process
- Meet the Superintendent chairs of the work groups as they share perspectives on leading the work
- Review the proposed accountability system
- Discuss key measures and indicators
- Provide feedback and questions to inform next efforts in the development process

Agenda

I. Call to Order, 4:00 p.m. (ET)

II. Roll Call

III. Process for Developing a New Accountability System

- A. Work Session Objectives and Agenda
- B. KBE Role in Accountability
- C. Summary of Development Process
- D. Goals for the New System
- E. Sharing with Superintendent Chairs
- F. Highlights of the New Proposal (indicators, overall rating and expanded reporting)

Agenda (continued)

IV. Dinner break and Gallery Walk of Indicator Feedback (5:30)

V. Guided Discussion on Specific Indicators
   - A. Opportunity and Access
   - B. Achievement Gap Closure and Goal Setting
   - C. Transition Readiness
   - D. Innovation
   - E. Proficiency and Growth
   - F. School Improvement

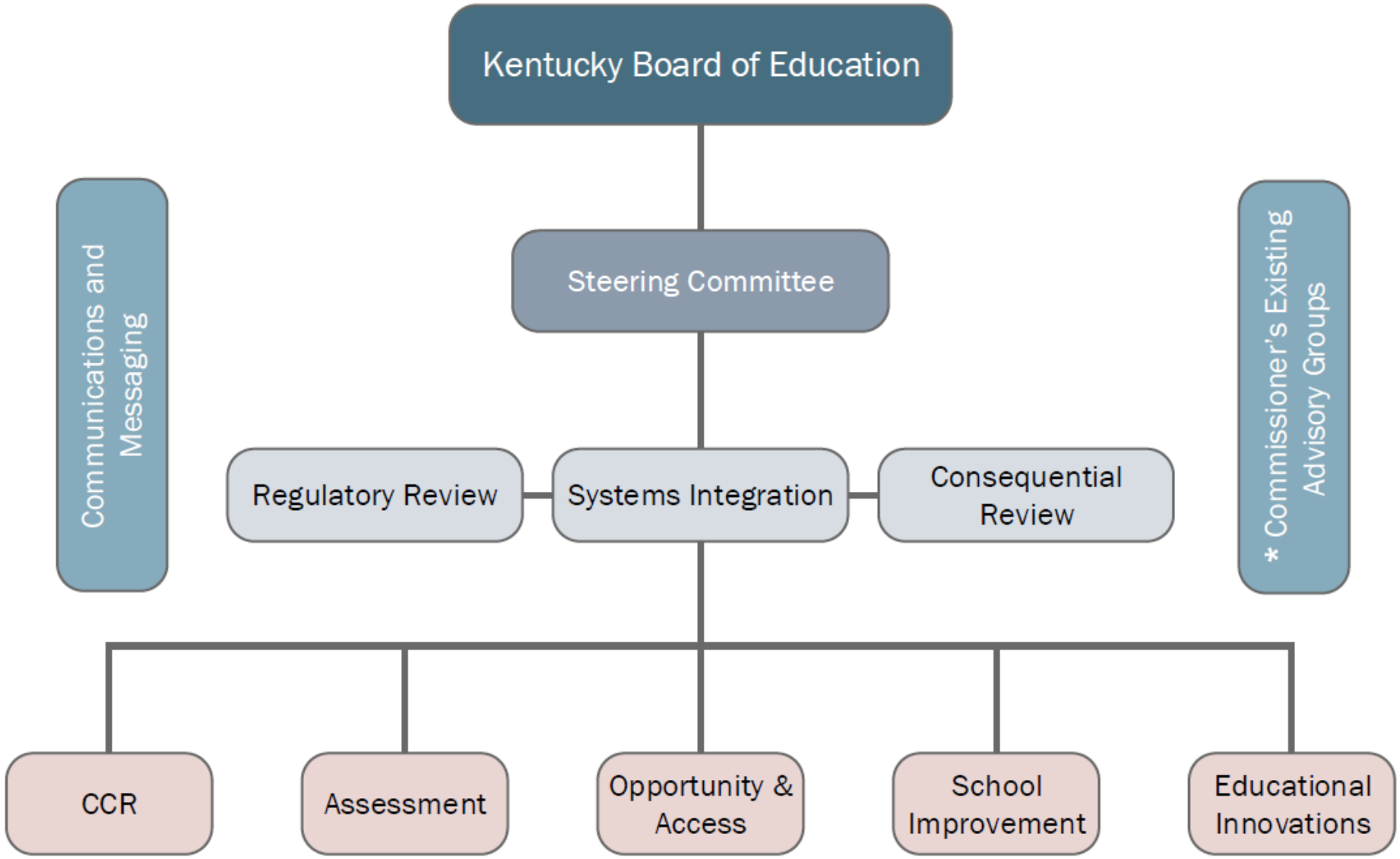
VI. Next Steps

VII. Adjournment

Role of the KBE in Development of the New System

- Kentucky statute outlines broad parameters and goals for the Commonwealth's assessment and accountability program.
- KRS 158.6453 defines responsibility of the KBE to:
  - *create and implement a balanced statewide assessment program that measures the students', schools' and districts' achievement;*
  - *ensure compliance with the federal law; and*
  - *ensure school accountability.*
- The proposed SB 1 (2017) continues to set a framework for the assessment and accountability system with the KBE promulgating regulations for the establishment of the complete system.

Developing Kentucky's Accountability System



* Commissioner's existing advisory groups will be updated regularly on progress and asked for input.

Development Process Highlights (to date)

- Every Student Succeeds Act starts (Dec. 2015)
- Commissioner hosts 11 Town Halls (Mar.-Apr. 2016)
- Accountability Steering Committee begins (Jun. 2016)
- Five Work Groups receive their work charge (Jul. 2016)
- Work Group recommendations move to Systems Integration for combination into a system (Nov.-Dec. 2016)

Development Process Highlights (to date)

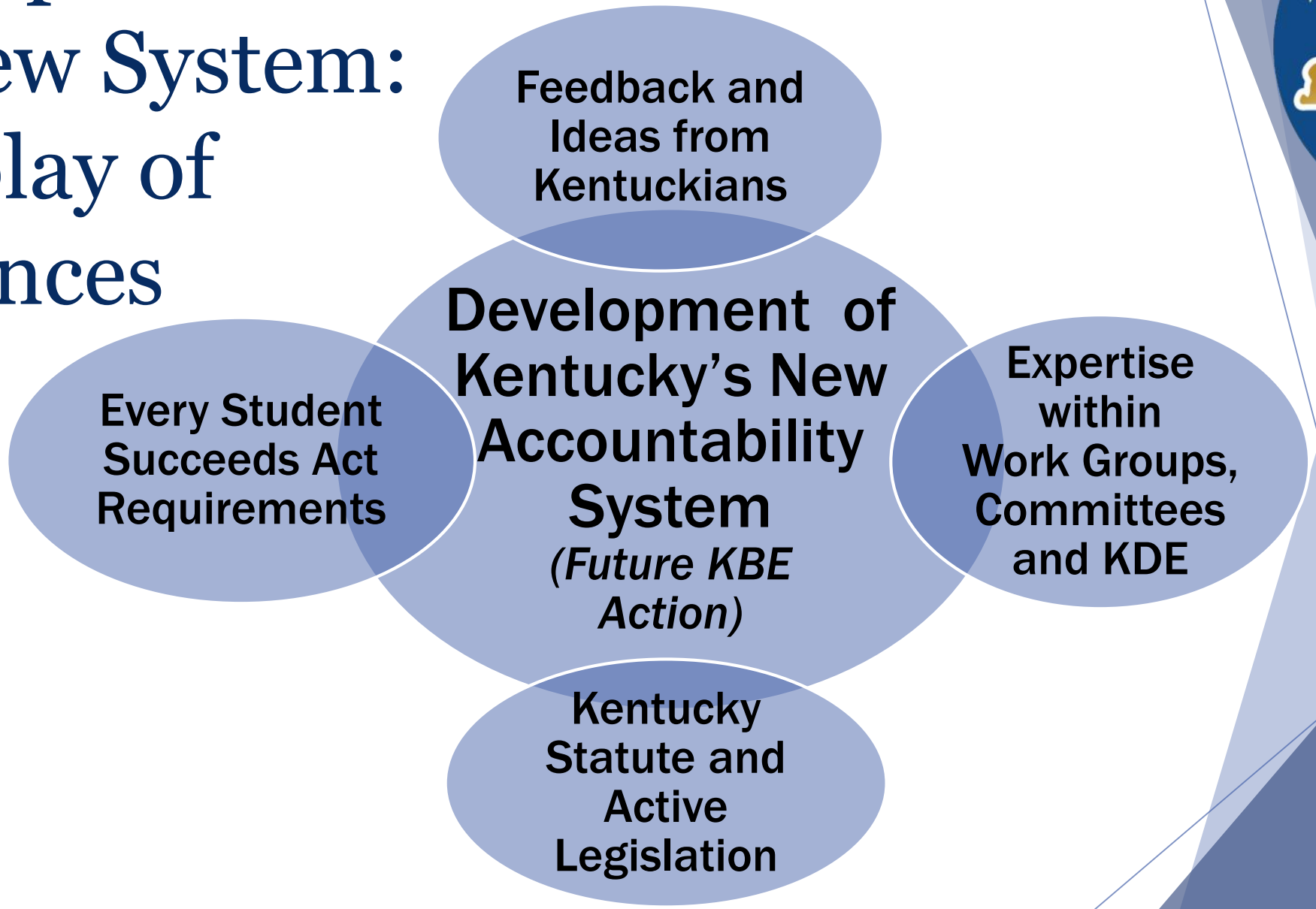
- Consequential and Regulatory Review begins (Nov. 2016)
- Consequential Review, Regulatory Review and Accountability Steering discusses proposed accountability (Jan. 2016)
- Multiple discussions for feedback with Advisory Groups and Interim Joint Committee on Education (throughout)
- Approximately 3,500 Kentuckians have participated in the process to date

Principles for the New Accountability System

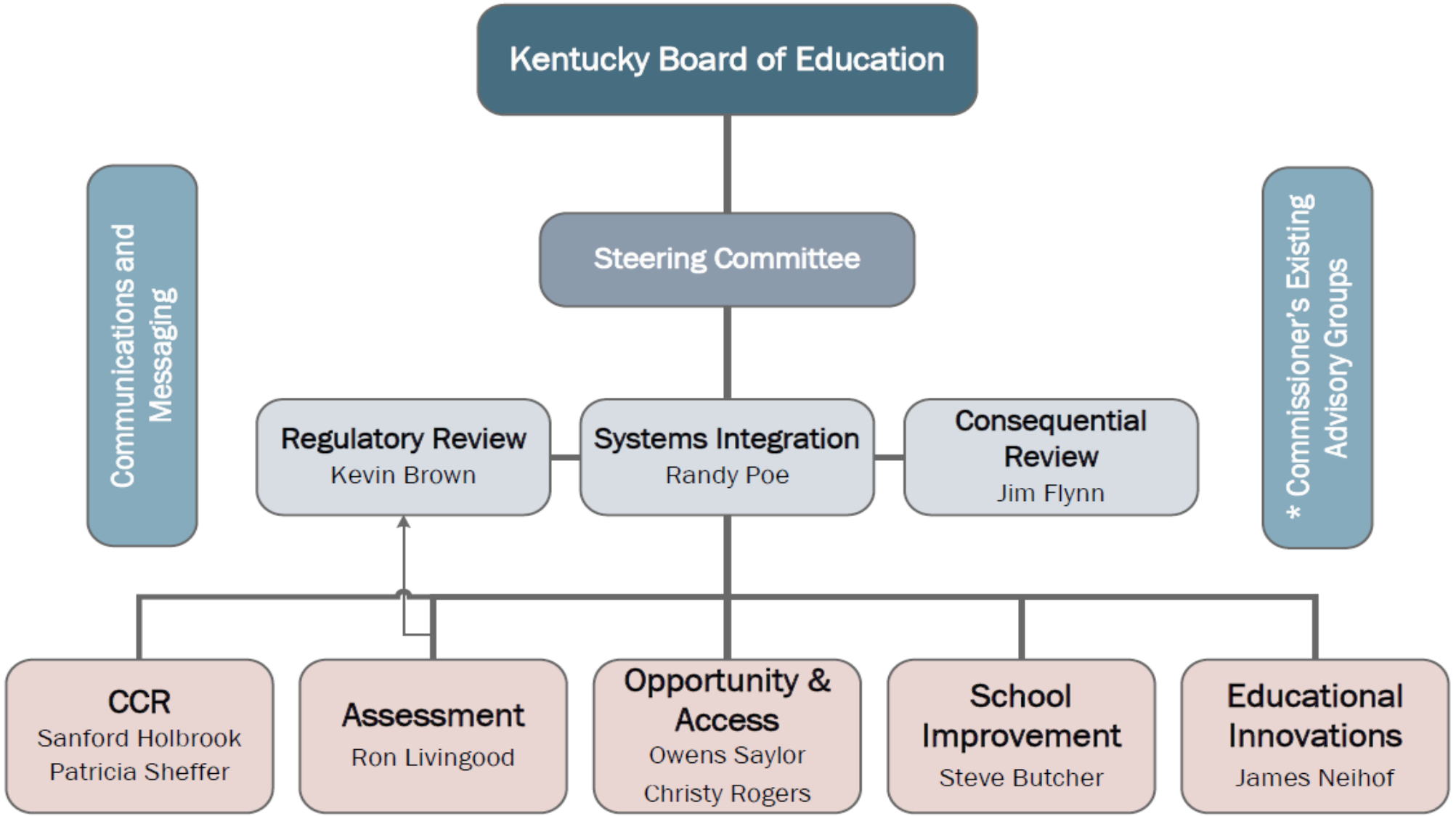
- The system should
  - be focused on the welfare of all students and promote good decision making for their benefit.
  - promote a holistic and quality education for all students.
  - reflect the guiding principles of equity, achievement and integrity.
  - be simple and easy to understand.
- Data should be reported in a dashboard that better illustrates school/district progress or deficits than a single number.

–Adopted by Accountability Steering Committee, June 2016

Development of the New System: Interplay of Influences



Developing Kentucky's Accountability System



* Commissioner's existing advisory groups will be updated regularly on progress and asked for input.

New System Highlights

- The system keeps students at its center. It includes:
  - *personalized options for students to be transition ready with content knowledge and critical essential skills;*
  - *a focus on the instructional core with student proficiency and growth;*
  - *opportunities and access measures that go beyond tests and tested subjects to allow for a well-rounded education and a broader picture of school performance;*
  - *data requirements that shine a light on closing the achievement gap; and*
  - *an innovation pilot for a competency-based model.*

- Eliminates percentiles and weights to create a descriptive school profile based on standards and the relationship between indicators.

Rated and Reported Measures

- **Rated Measures for Accountability—Included in the Overall School Rating**
  - Proficiency, Achievement Gap, Transition Readiness, Opportunity & Access (all levels)
  - Growth added at elementary and middle
- **Reported Measures for Accountability—Not included in the Overall School Rating**
  - Provide information to ensure transparency and promote local conversation
  - Provide context for school performance
  - Provide coherence between the various measures
  - Provide useful feedback to education community

Proficiency

Defined as reaching the desired level of knowledge and skill as measured on academic assessments.

- Student performance (i.e., Novice, Apprentice, Proficient and Distinguished) on state tests in reading, mathematics, science, social studies and writing based on the Kentucky Academic Standards (KAS)
- English learners student group's progress on an English proficiency assessment
- Pilot competency-based learning, assessment and accountability model

Growth

Defined as a student's continuous improvement toward the goal of proficiency and beyond.

- Percentage of students who meet annual personal target for improvement based on individual student trajectory toward proficiency and above
- Student score increase within a performance level is positive (e.g., students move from low novice to high novice)
- Proposed inclusion in elementary and middle schools
- Since high school students currently take one assessment per content area, growth is not proposed
- Schools are evaluated on this indicator by catching up, keeping up or moving up their students' performance

Transition Readiness

Defined as a student's attainment of the necessary knowledge, skills and dispositions to successfully transition to the next level of his or her education career.

- Elementary—Foundational learning in non-tested subjects (e.g., career fields, essential skills)
- Middle—Continued exploration in non-tested subjects (e.g., career fields, essential skills)
- High—Acquisition of desired outcomes (e.g., diploma, essential skills, and benchmarks of academic, technical and military readiness)

Note: *Tested subjects reflected in Proficiency indicator.*

Achievement Gap

Defined as the disparity in performance between student groups with a goal of reducing or closing the gap by moving all students to higher levels and moving those at the lowest levels more rapidly.

- Reduction in percentage of students scoring below Proficient (Novice and Apprentice) in each tested subject reported by group.
  - ✓ White, African American, Hispanic, Asian, Hawaiian/Pacific Islander, Native American/Alaska Native, multiple race/ethnicity, Free/Reduced (F/R)-meal eligible, students with Individualized Education Plan (IEP), English Learner (EL) students and consolidated student group
  - ✓ Consolidated student group includes same groups as above excluding White, Asian and F/R-meal eligible students in each tested subject to include student groups whose population are too small to otherwise be reliably included in school accountability ratings
- Difference between student groups' performance is reported, not rated, in each tested subject.

Opportunity and Access

Defined as the equitable availability to research-based student experiences and school factors that impact student success.

- As examples of School Quality and Student Success, the Opportunity and Access indicator seeks to minimize opportunity gaps and ensure equitable access for all students to high quality education programs.
- Proposed measures focus on the areas of whole child supports and equitable access.

Indicator Relationships

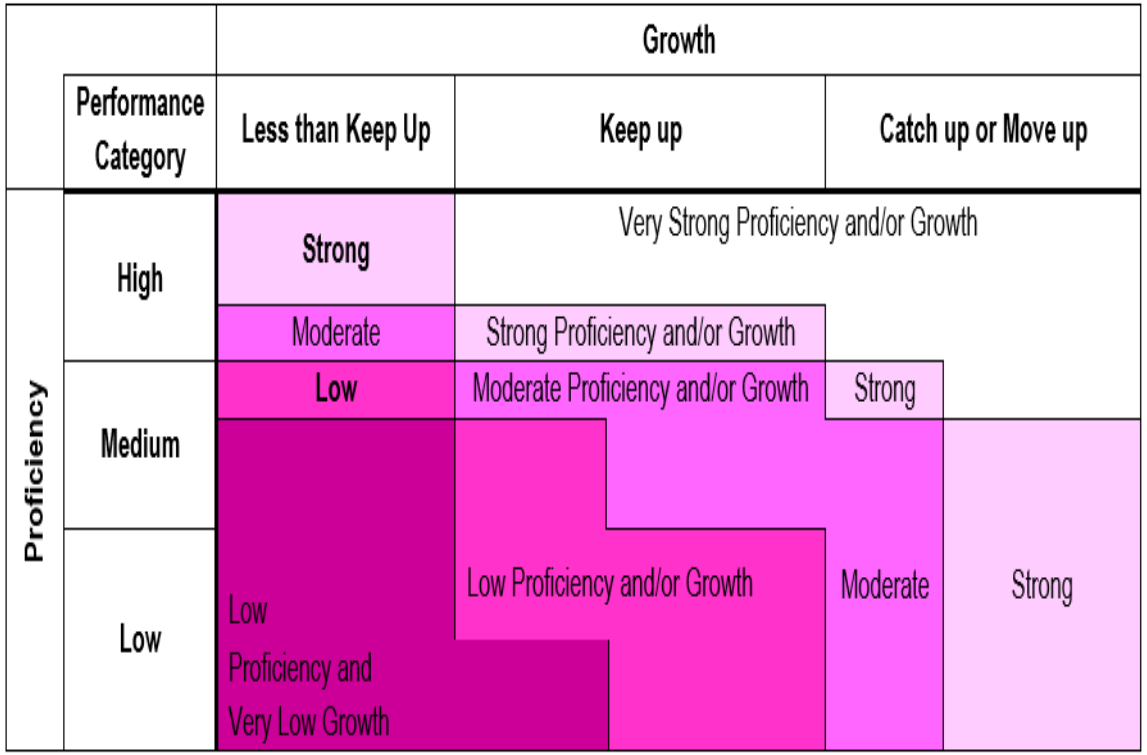
Using the relationship between indicators creates a descriptive profile for a school.

- Individual indicators are considered in relation to each other
  - Elementary/Middle schools relationship: Proficiency and Growth
  - High school relationship: Proficiency and Transition

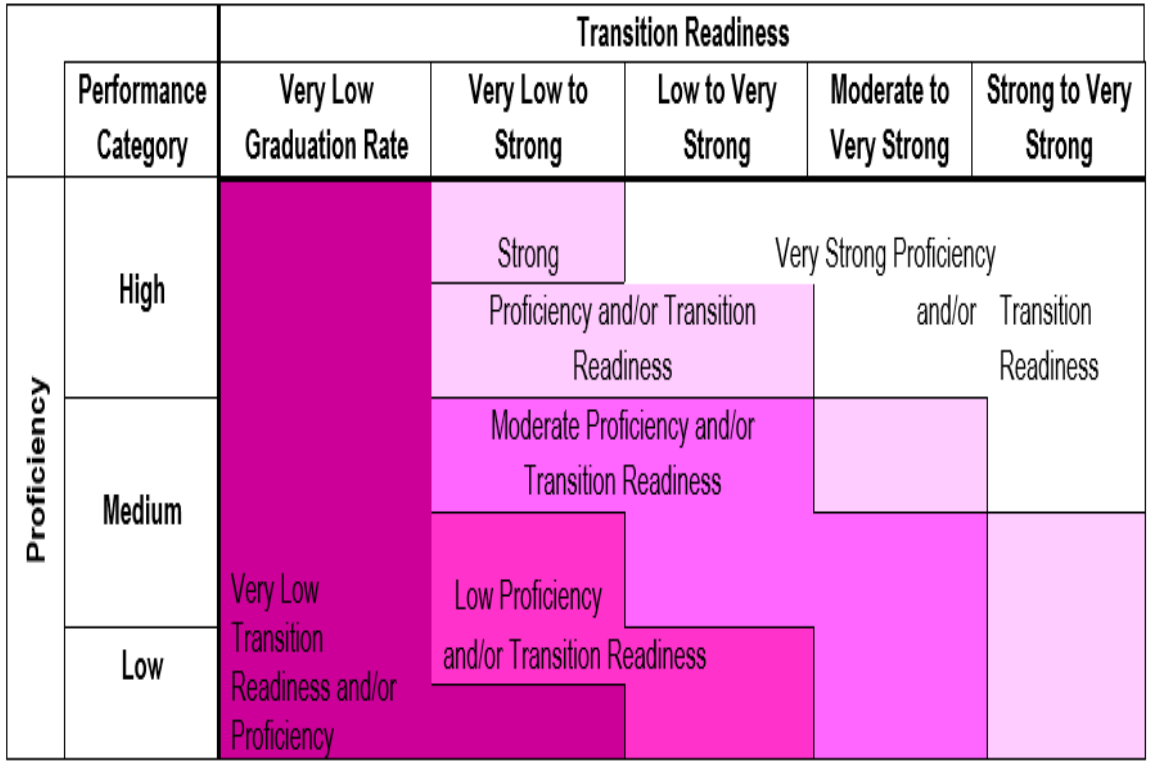
  For example, an elementary school that has moderate proficiency and high growth is considered Strong; while an elementary school that has moderate proficiency and moderate growth is considered Moderate.

Indicator Relationships

For Elementary and Middle Schools



For High Schools



Overall School Rating

Based on strength of performance on school-level measures and indicators.

- **The Overall School Rating provides descriptive information for a school.**
  - Determined by student and school performance on indicators and associated measures (Proficiency, Achievement Gap, Transition Readiness and Opportunity and Access at all levels, Growth added at elementary and middle).
  - Overall School Ratings include Outstanding, Excellent, Good, Fair, Concern and Intervention.
  - Achievement Gap Designations include:
    - ✓ Gap Closure—at the Outstanding and Excellent classifications a special designation for closing the achievement gap
    - ✓ Issue— at the Good, Fair and Concern classifications a special designation may be identified for schools with a very large achievement gap and low-performing students
  - Highest level school ratings (Outstanding and Excellent) must have reduction of the achievement gap and strong opportunity and access.

Overall Rating Indicator Relationships

Proposed Overall rating *minimum* requirements by indicator:

Overall Rating	Proficiency and Growth (EL/MS) / Proficiency and Transition (HS)[1]	Transition Readiness (EL/MS)	Opportunity and Access	Achievement Gap Closure
Outstanding	Very Strong	Very Strong	Very Strong	Very Strong Gap Closure Designation
Excellent	Very Strong	Strong	Strong	Strong Gap Closure Designation
Good	Strong	Moderate	Moderate	Moderate
Good	Moderate	Strong	Strong	Strong Gap Closure Designation
Good	Moderate	Strong	Strong	Low Gap Issue Designation
Fair	Moderate	Moderate	Moderate	Very Low Gap Issue Designation
Concern	Low	Low	Low	Very Low Gap Issue Designation
Intervention	Graduation Rate under 80% OR Bottom 5% in performance OR Did not exit Tier II Targeted Support after 3 years			

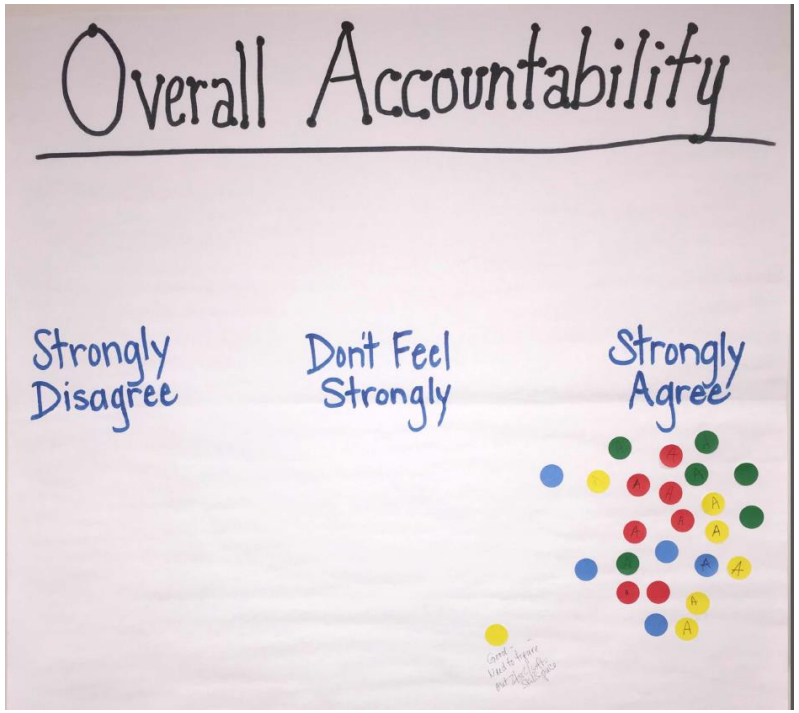
School Improvement and Support

Low-performing schools are identified to receive services and assistance.

- Targeted Support and Improvement–school with low-performing or consistently underperforming student group(s)

- Comprehensive Support and Improvement–bottom 5% of schools OR less than 80% graduation rate OR chronically low-performing student group(s)

Gallery Walk of Accountability Steering Committee Feedback on Indicators



Discussion of Specific Indicators: Opportunity and Access

Opportunity and Access

- Use KDE-collected data with limited self-reporting
- Allow student group reporting
- Focus on whole child supports and equitable access
- Criteria for recommended measures *(from Consequential Review committee)*:
  - Avoid compliance mentality
  - Can be collected and verified for quality
  - Reflect quality over quantity
  - Are under the control of the school/district

Opportunity and Access Possible Measures

Elementary School	
Whole Child Supports	***Student Measures:*** 1. The percentage of any particular student group assigned out-of-school suspension is in proportion to the student group population enrolled at the school (disaggregated by student groups). REPORTING 2. The percent of students defined as 'chronically absent' (students who miss 10% or more days in a school year, including both excused and unexcused absences) at the end of the school year. REPORTING ***Content/Standards/Program Measures:*** 3. All students (100 percent) have access and opportunities to create, perform, respond, and connect through exposure to the visual and performing arts disciplines (within the Kentucky Academic Standards for Visual and Performing Arts). RATING 4. All students (100 percent) have access to Kentucky Academic Standards-based health and physical education teaching and learning. RATING 5. All students (100 percent) have access to Kentucky Academic Standards-based science teaching and learning. RATING

Opportunity and Access Possible Measures

	6. All students (100 percent) have access to Kentucky Academic Standards-based social studies teaching and learning. RATING 7. All students (100 percent) have access to Kentucky Academic Standards-based practical living and career studies teaching and learning. RATING 8. All students (100 percent) have access and opportunities for exposure to global competency and/or world language teaching and learning. REPORTING ***Early Childhood Policy Measures:*** 9. State Funded Preschool ALL STAR rating – Possible district indicator – REPORTING 10. Percentage of kindergarten students served in a half-day program and in a full day program. Possible district indicator – REPORTING ***Practitioner Measures:*** 11. A librarian/media specialist who formally focuses on organizing, equipping and managing the operations of the school library including assisting individuals and groups *during the school day* to work on projects, conduct research and find resources to support educators and students' teaching and learning needs is employed. REPORTING 12. Guidance counselors with knowledge of counseling and child and adolescent development, who create and maintain a counseling program at the school level and broker resources to meet student needs, are employed in the school. REPORTING

Opportunity and Access Possible Measures

Equitable Access	***Student Measures:*** 13. **Recommended for rating by Systems –** (Grades K-3) The percentage of students in each student group identified for the Primary Talent Pool is in proportion to the student group population enrolled in the school (disaggregated by student groups). REPORTING 14. **Recommended for rating by Systems Integration –** (Grades 4-5) The percentage of students in each student group receiving gifted and talented services is in proportion to the student group population enrolled in the school (disaggregated by student groups). REPORTING 15. **Recommended for rating by Systems Integration** The percentage of 3rd grade students classified as proficient/distinguished in reading and mathematics disaggregated by demographic groups is equal to or greater than those entering kindergarten classified as 'ready' or 'ready with enrichments' (disaggregated by student groups). REPORTING • *Data modeling is necessary prior to final decision-making on this item.* ***Practitioner Measures:*** 16. Students are taught by certified teachers. REPORTING 17. Percentage of students taught by a certified teacher. 18. Percentage of teacher turnover (school & district measure). This item is required to be reported as part of the state equity plan. REPORTING 19. Percentage of 1st Year Teachers (school & district measure) – This item is required to be reported as part of the state equity plan. REPORTING

Opportunity and Access Possible Measures

Middle School	
Whole Child Supports	***Student Measures:*** 1. The percentage of any particular student group assigned out-of-school suspension is in proportion to the student group population enrolled at the school (disaggregated by student groups). REPORTING 2. The percent of students defined as 'chronically absent' (students who miss 10% or more days in a school year, including both excused and unexcused absences) at the end of the school year. REPORTING ***Content or Standards or Program Measures:*** 3. All students (100 percent) have access and opportunities to create, perform, respond, and connect through exposure to the visual and performing arts disciplines (within the Kentucky Academic Standards for Visual and Performing Arts). RATING 4. All students (100 percent) have access to Kentucky Academic Standards-based health and physical education teaching and learning. RATING 5. All students (100 percent) have access to Kentucky Academic Standards-based science teaching and learning. RATING 6. All students (100 percent) have access to Kentucky Academic Standards-based social studies teaching and learning. RATING 7. All students (100 percent) have access to Kentucky Academic Standards-based practical living and career studies teaching and learning. RATING

Opportunity and Access Possible Measures

	8. All students (100 percent) have access and opportunities for exposure to global competency and/or world language teaching and learning. REPORTING ***Practitioner Measures:*** 9. A librarian/media specialist who formally focuses on organizing, equipping and managing the operations of the school library including assisting individuals and groups *during the school day* to work on projects, conduct research and find resources to support educators and students' teaching and learning needs is employed. REPORTING 10. Guidance counselors with knowledge of counseling and child and adolescent development, who create and maintain a counseling program at the school level and broker resources to meet student needs, are employed in the school. REPORTING
Equitable Access	***Student Measures:*** 11. **Recommended for rating by Systems Integration –** The percentage of students in each student group receiving gifted and talented services is in proportion to the student group population enrolled in the school (disaggregated by student groups). REPORTING ***Practitioner Measures:*** 12. Percentage of students taught by teachers who are certified in the content area they are teaching. REPORTING 13. Percentage of teacher turnover (school & district measure). This item is required to be reported as part of the state equity plan. REPORTING 14. Percentage of 1st Year Teachers (school & district measure) – This item is required to be reported as part of the state equity plan. REPORTING

Opportunity and Access Possible Measures

High School	
Whole Child Supports	***Student Measures:*** 1. The percentage of any particular student group assigned out-of-school suspension is in proportion to the student group population enrolled at the school (disaggregated by student groups). REPORTING 2. The percent of students defined as 'chronically absent' (students who miss 10% or more days in a school year, including both excused and unexcused absences) at the end of the school year. REPORTING ***Content or Standards or Program Measures:*** 3. Create a school profile that indicates opportunity and access to the following: RATING ☐ Advanced coursework (AP, IB, Dual Credit) ☐ Visual and Performing Arts ☐ Practical Living / Career Studies ☐ Writing ☐ Global Competency / World Language ☐ Specialized Career Pathways (including high-demand pathways) ***Practitioner Measures:*** 4. A librarian/media specialist who formally focuses on organizing, equipping and managing the operations of the school library including assisting individuals and groups *during the school day* to work on projects, conduct research and find resources to support educators and students' teaching and learning needs is employed. REPORTING 5. Guidance counselors with knowledge of counseling and child and adolescent development, who create and maintain a counseling program at the school level and broker resources to meet student needs, are employed in the school. REPORTING

Opportunity and Access Possible Measures

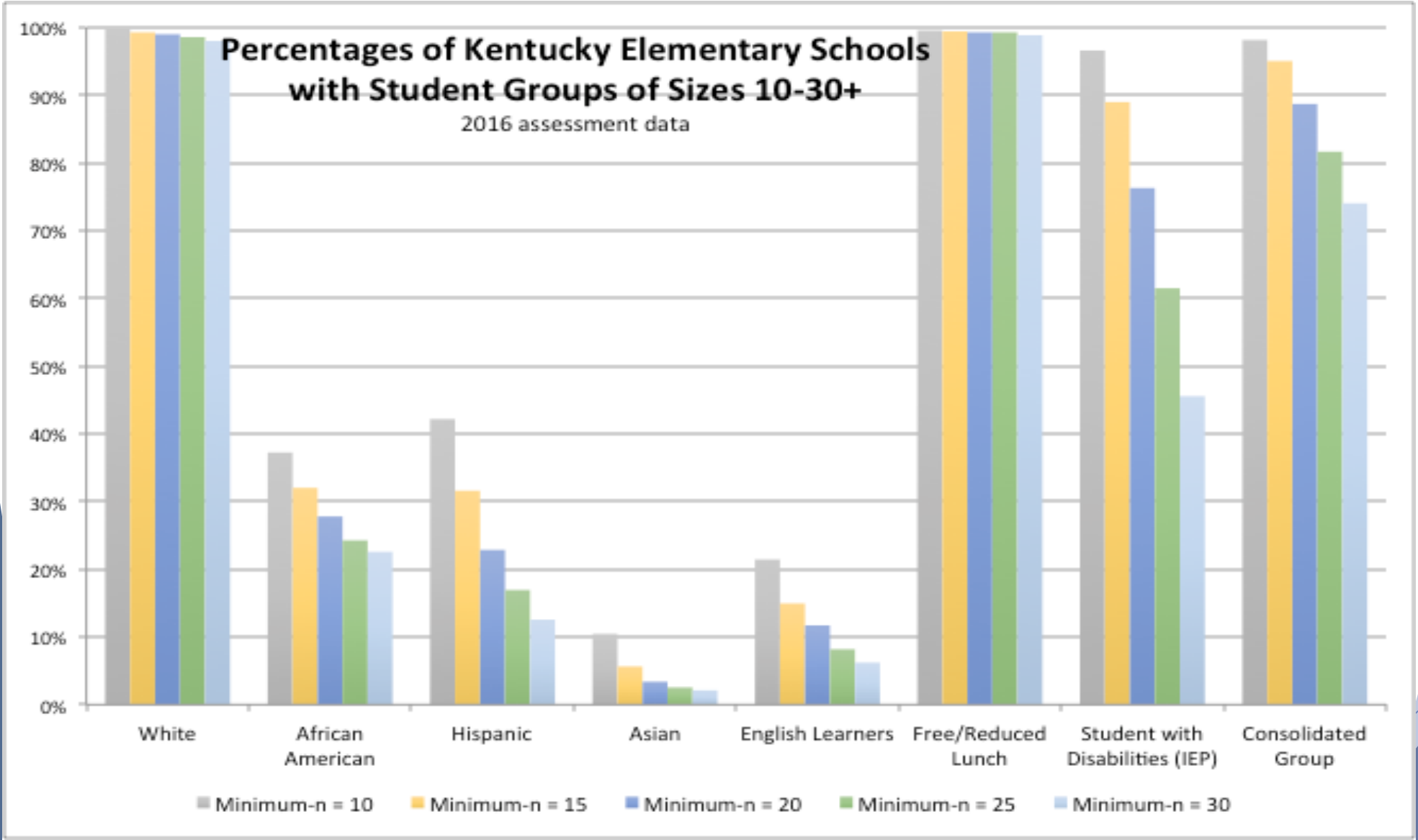
Equitable Access	***Student Measures:*** 6. **Recommended for rating by Systems Integration –** The percentage of students in each student group receiving gifted and talented services is in proportion to the student group population enrolled in the school (disaggregated by student groups). REPORTING ***Practitioner Measures:*** 7. Percentage of students taught by teachers who are certified in the content area they are teaching. REPORTING 8. Percentage of teacher turnover (school & district measure). This item is required to be reported as part of the state equity plan. REPORTING 9. Percentage of 1st Year Teachers (school & district measure) – This item is required to be reported as part of the state equity plan. REPORTING

Discussion of Specific Indicators: Achievement Gap Closure and Goal Setting

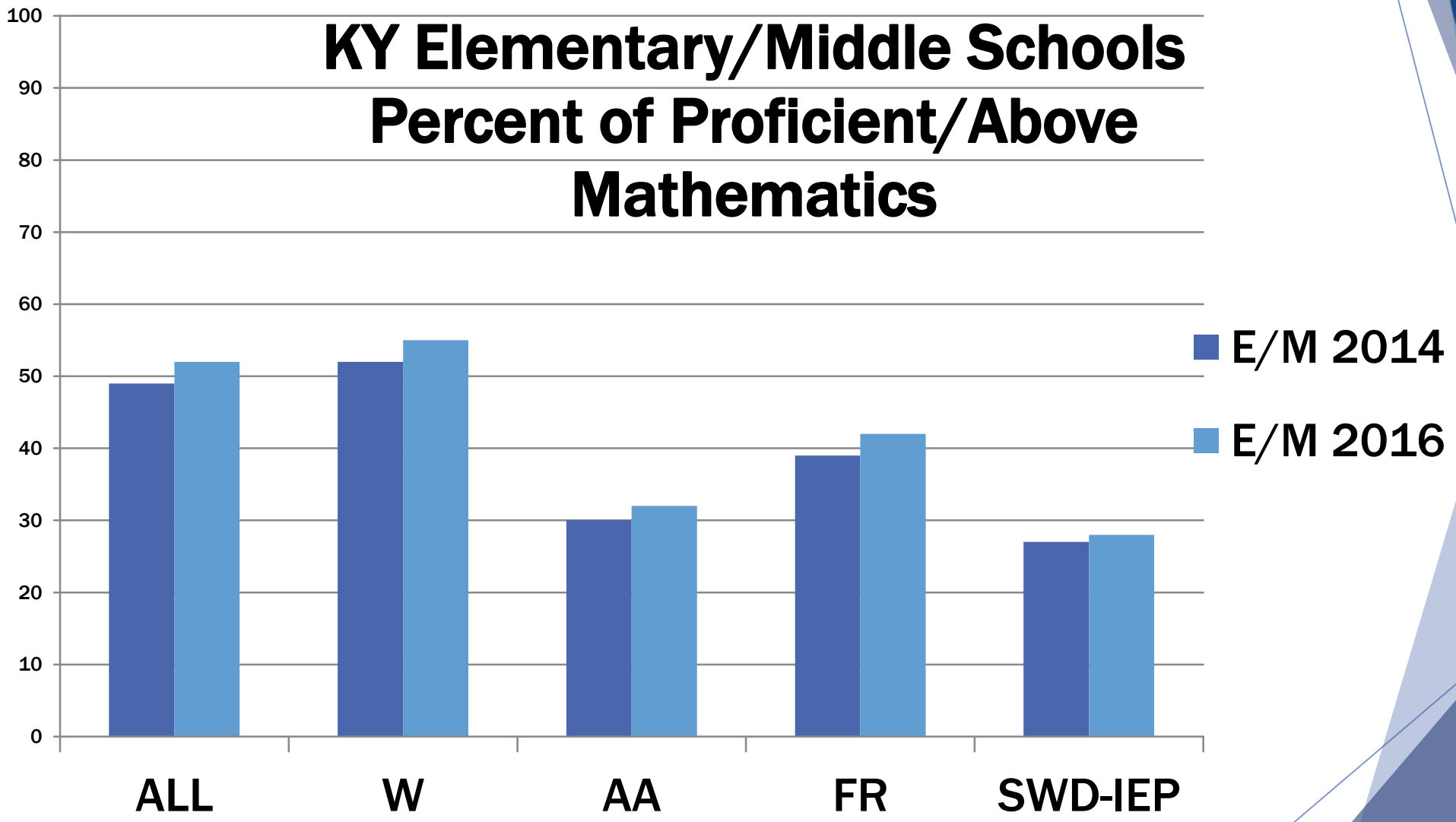
Longer-term Goals

- In important areas for continued focus
- Ambitious and plausible (stretch)
- Result in more equitable results across student groups

Percentage of KY Elementary Schools by Student Group Size



Past Performance



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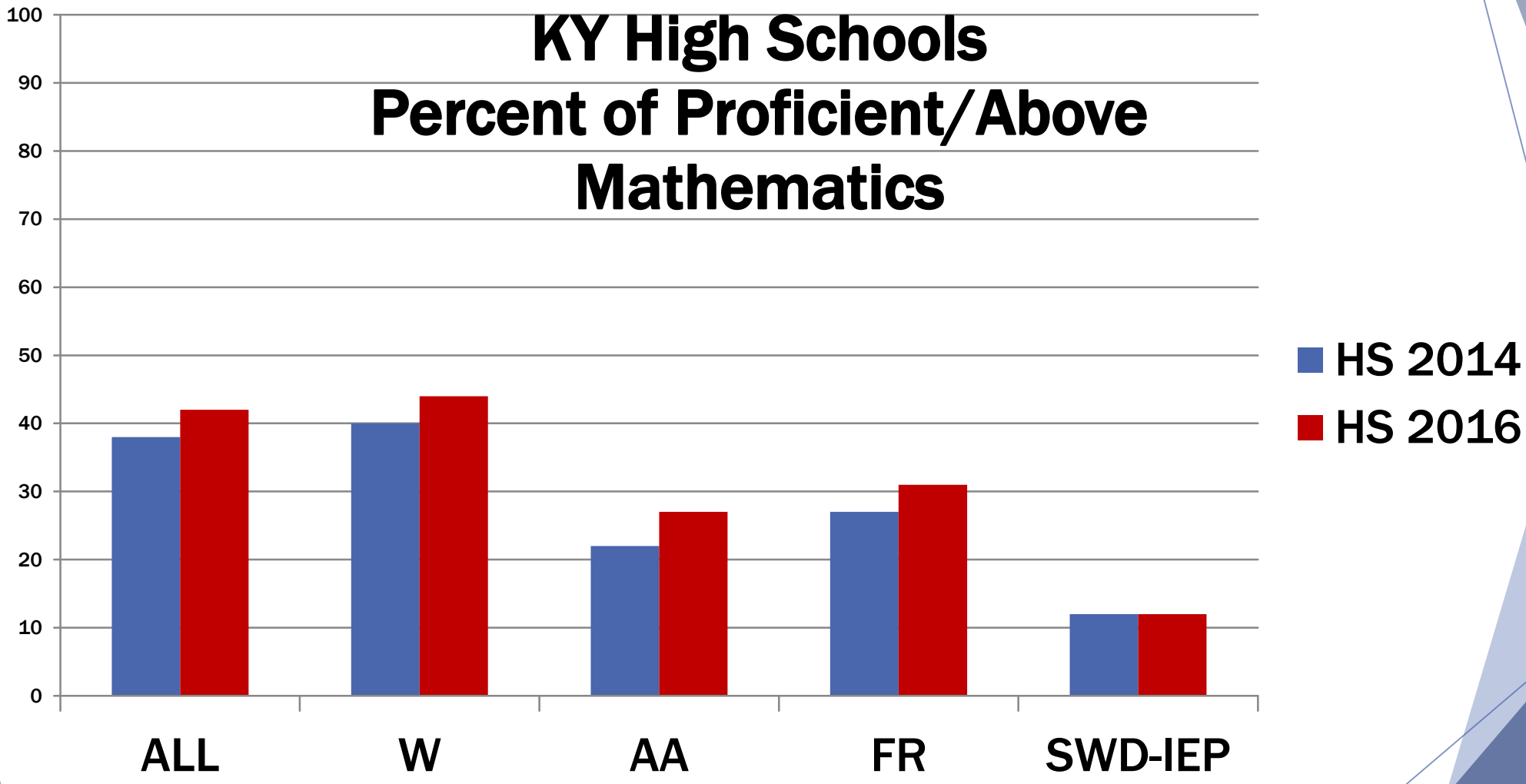

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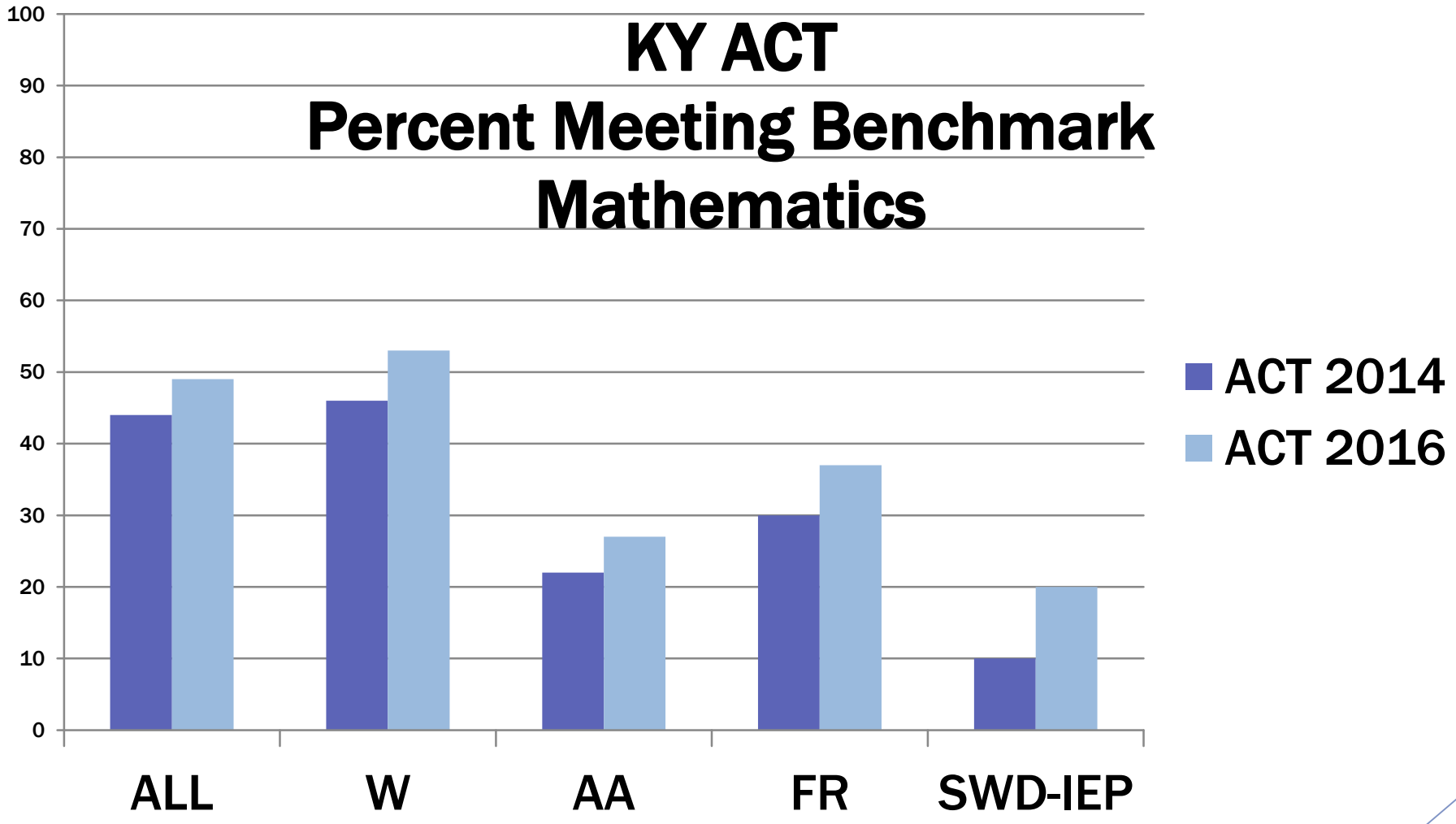

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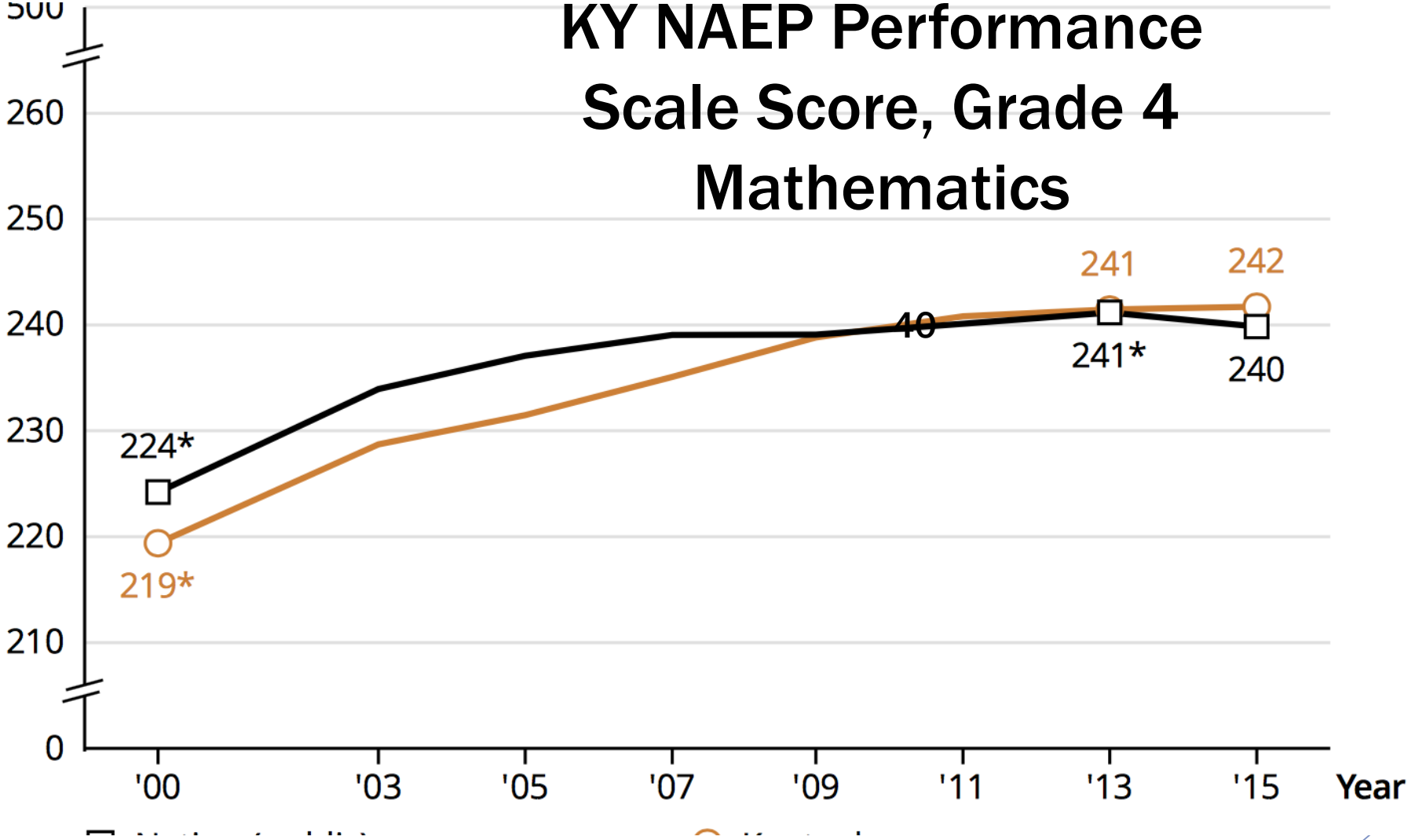
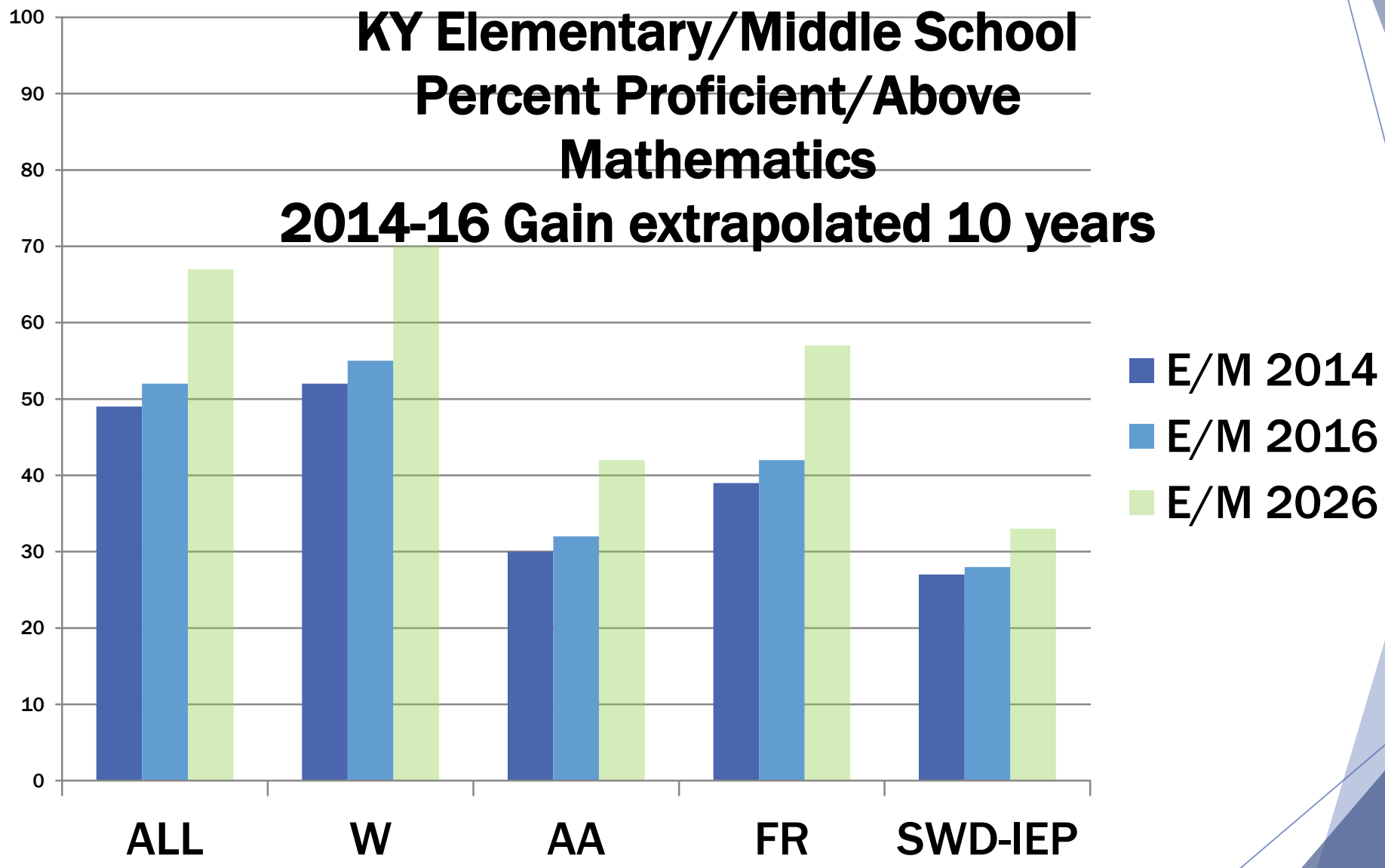
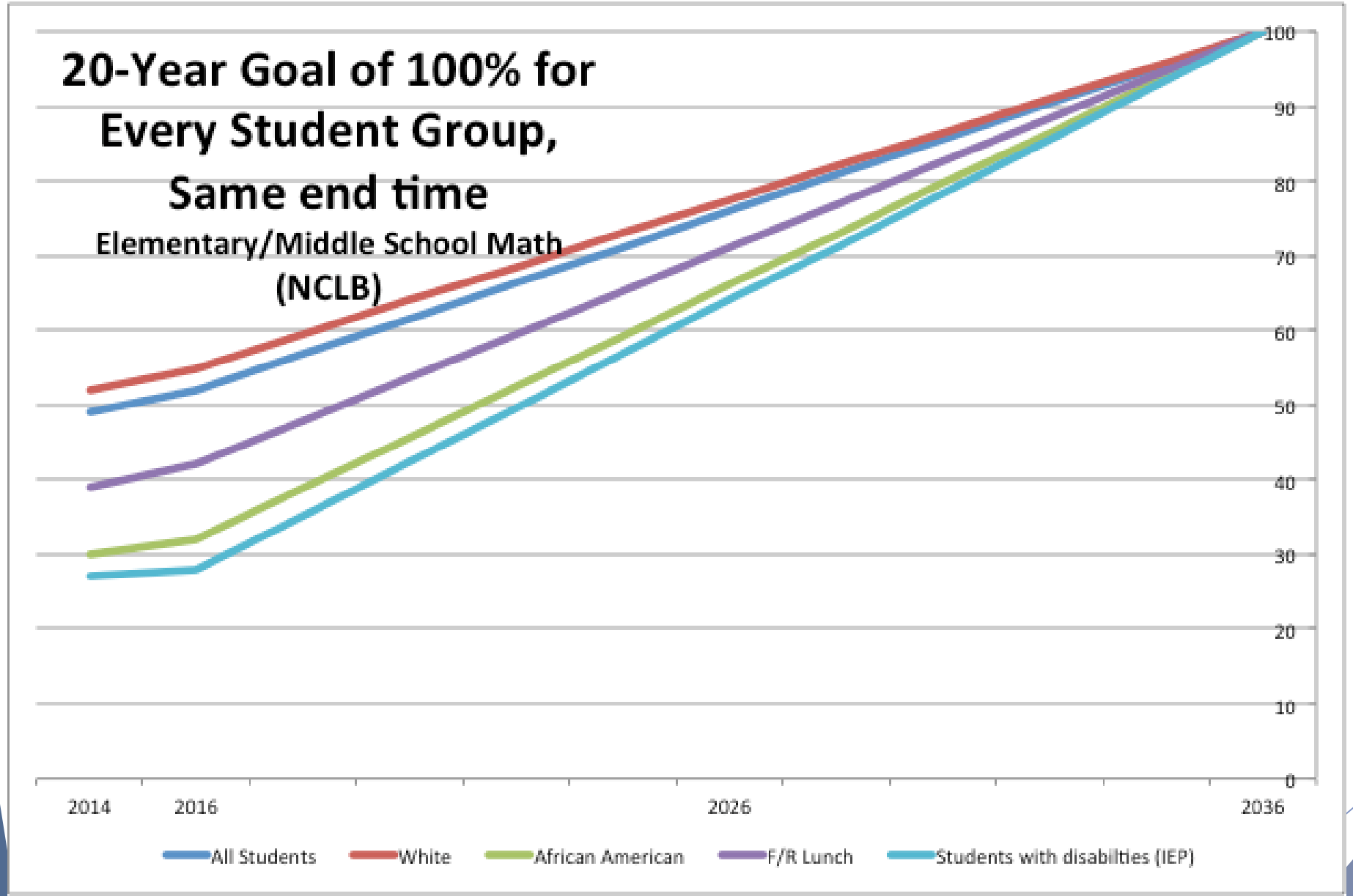


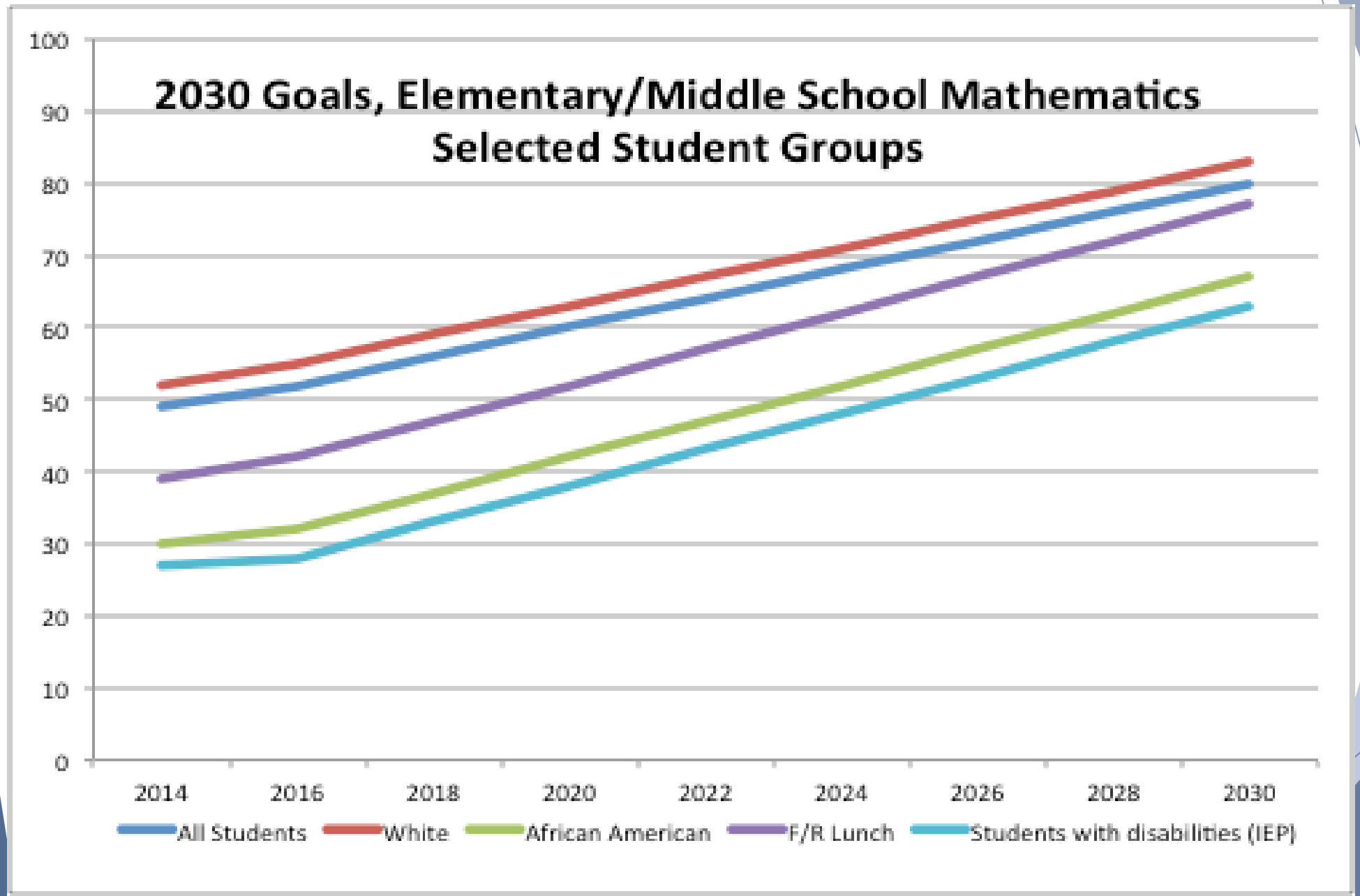
Longer-term Goals



20-Year Goal of 100%



Longer-term Goals



Proposed Goals for Achievement and Gap Closure

- Percentage of students (every school, every group) improves annually in meeting proficiency benchmarks.

- Historically lower-performing student groups will close the achievement gap by 50 percent by 2030.

Discussion of Specific Indicators: Transition Readiness

Transition Readiness (high school)

Student Expectations for Transition Readiness

High School Diploma
Earn a high school diploma by meeting/exceeding the Kentucky Minimum High School Graduation Requirements

AND

Foundational Work Ethic Skills

- Attendance – 97% not counting EXCUSED absences and tardies
- Complete work-based learning experience, OR service learning OR community service
- Individual Learning Plan (specific components TBD)
- Workplace Readiness Skills Assessment (to also include standards related to financial literacy and citizenship)

AND
Meet Requirements for ONE type of Readiness:

Academic Readiness

- ✓ Meet state-designated benchmarks on college entrance exam (ACT, SAT, etc.) OR
- ✓ KBE-Approved Dual Credit (6+ hours with a B or better) OR
- ✓ Advanced Placement (2+ courses with a 3 or higher on the assessment) OR
- ✓ International Baccalaureate Course (A score of X or higher on exam)

Technical Readiness

- ✓ Earn a Career Industry Certification OR
- ✓ State designated score on the Kentucky Occupational Skills Standards Assessment (KOSSA) OR
- ✓ KBE-Approved Dual Credit (6+ hours with a B or better aligned to a career pathway)

Military Readiness

- ✓ Score 50+ on the Armed Forces Qualification Test (AFQT)/Armed Services Vocational Aptitude Battery (ASVAB)

Optional Kentucky PLUS Designation

PLUS

In addition to being Transition Ready by meeting the basic requirements, a student is encouraged to earn a Kentucky PLUS designation by:

- Meeting the requirements of a second readiness component
- Earning a Kentucky Work Ethic Certification of bronze, silver or gold diploma seal

(Based on Levels of Sophistication Beyond Foundational Requirements)

This designation should be student-driven. It will be reported for each school/district, but is not part of a school/district's accountability rating.

Discussion of Specific Indicators: Innovation

Innovation

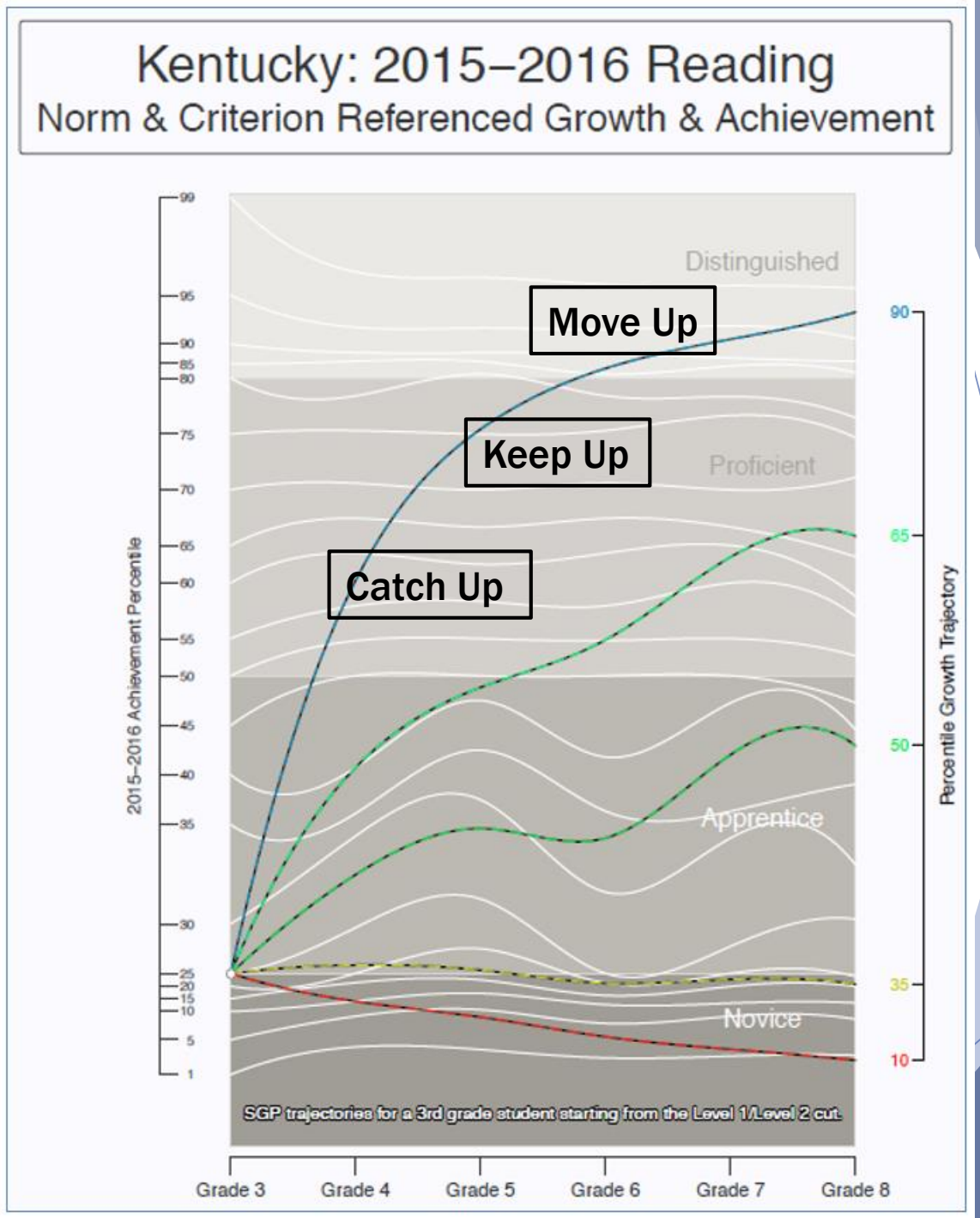
- Competency-based assessment pilot
  - Based on state standards, locally organized
  - Connects curriculum, instruction and assessment
  - Evidence of mastery gained from a variety of sources
  - Upon demonstration of technical quality, evidence may be used in lieu of state assessment results in accountability

- Local district measure
  - Reported publicly
  - Approved by KDE and reflected in consolidated plans

Discussion of Specific Indicators: Proficiency and Growth

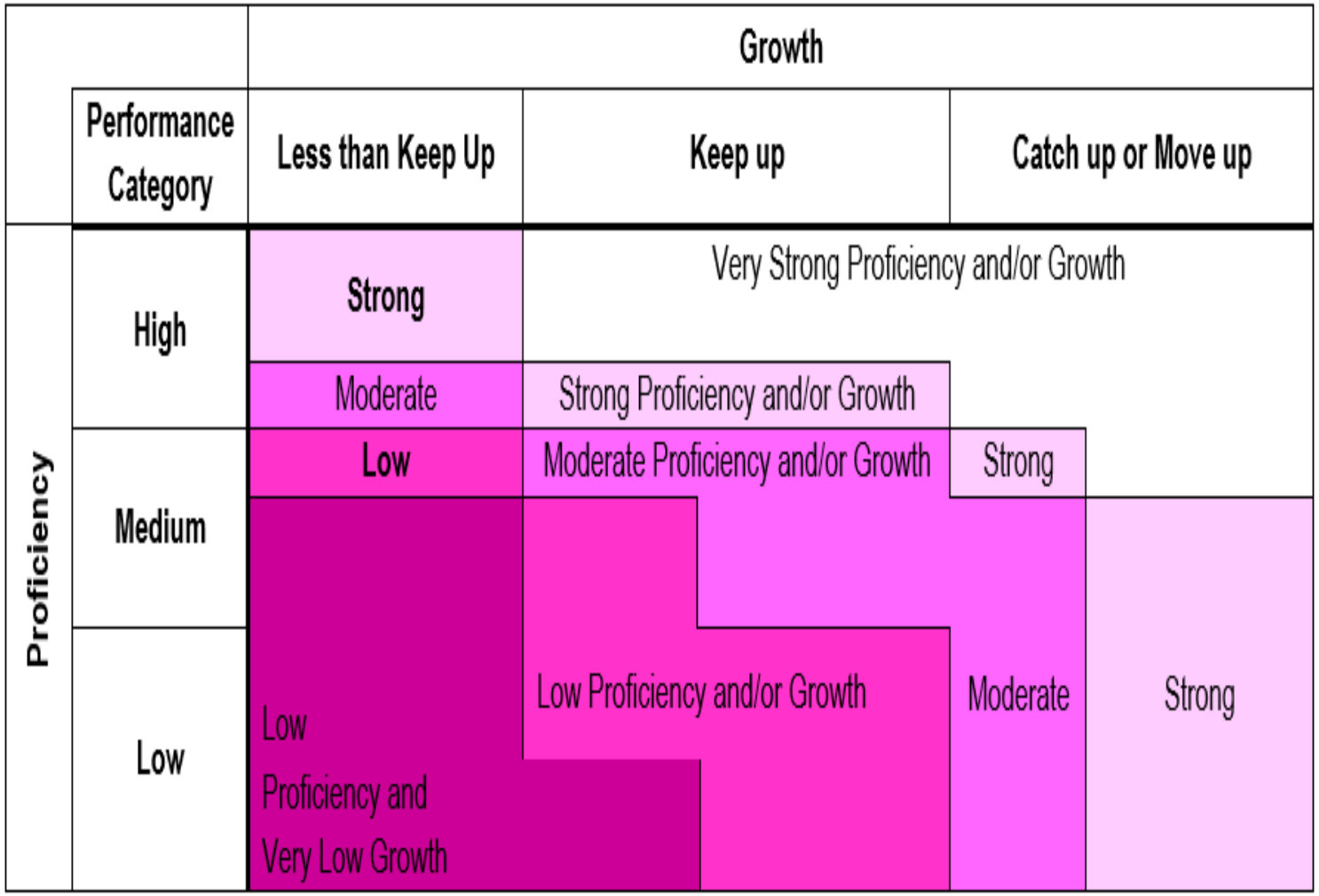
Growth

- Enough growth to become proficient (catch up)
- Enough growth to maintain proficiency (keep up)
- Enough growth to move to the next performance level or increasing scoring within performance level (move up)



Relationship between Proficiency and Growth

For Elementary and Middle Schools



Discussion of Specific Indicators: School Improvement

School Improvement - Entrance Requirements

Targeted Support and Improvement	Comprehensive Support and Improvement
A school will be identified for Targeted Support if it meets the following criteria: **Tier I Targeted Support (Early Warning) – Consistently Underperforming Student Groups:**[1] One or more student groups[1, 2] performing as poorly as all students in any of the lowest performing 10% of Title I schools or non-Title I schools (by level – elementary, middle or high school) based on school performance[3], for two consecutive years (identified annually, beginning 2019-20). **Tier II Targeted Support (Low Performance) – Low-performing Student Group(s):**[1] One or more student groups[1,2] performing as poorly as all students in any lowest performing 5% of Title I schools or non-Title I schools (by level – elementary, middle or high school) based on school performance (identified every 3 years beginning 2018-19)	A school will be identified for Comprehensive Support if it meets **any one** of the following categories: (1) Bottom 5% of Title I or non-Title I schools (by level – elementary, middle or high school); **OR** (2) Less than 80% graduation rate for Title I or non-Title I high schools; **OR** (3) Title I or non-Title I schools previously identified for Tier II Targeted Support for at least 3 years and have not exited.

Development of the New System - Next Steps

- Share feedback from KBE work session with Accountability Steering Committee
- Seek public feedback and continue to discuss with advisory groups
- Create data calculations based on proposal and apply to existing data sets
- Discuss proposal and calculations with Consequential Review
- Reconcile proposal with final Kentucky legislation and federal ESSA guidance using support of Regulatory Review
- KBE reviews draft regulations
- KBE approves regulations
- Develop Kentucky ESSA plan for federal submission

THANK YOU!