

KENTUCKY DEPARTMENT OF EDUCATION



ADVISORY GROUP TOPIC SUMMARY

ADVISORY GROUP: Consequential Review

MEETING DATE: July 14, 2017

Presenters: Rhonda Sims, Jennifer Stafford and Brian Gong (Senior Associate, Center for Assessment)

Consequential Review Charge: As part of the development process for the accountability system, this group was formed to identify potential unintended consequences that might be created by the accountability proposal.

Agenda Title: *Review of accountability proposal*

- *Brief presentation*
- *Questions*

Review of regulation 703 KAR 5:270, Kentucky's Accountability System

Brief Summary of Discussion/Action: Rhonda Sims, Jennifer Stafford and Brian Gong facilitated the discussion on Kentucky's proposed accountability system. Three handouts were shared: 1) a 14 page summary titled *Kentucky Accountability System Overview*, 2) a copy of the proposed regulation, and 3) a copy of the proposed regulation with changes made since the Kentucky Board of Education's (KBE's) first reading.

A concise overview of the proposed accountability system was presented to the committee through the use of handouts provided to committee members. Rhonda reminded the committee that the proposed system is to be student centered, focused on instruction toward student proficiency and growth, and is designed to be flexible for adapting to modifications as new assessments are implemented. The proposed system includes six indicators of student and school performance: Proficiency, Growth (EL/MS), Transition Readiness, Graduation Rate (HS/District), Achievement Gap Closure, and Opportunity and Access. Measures include such things as state-required assessments, percentage of students meeting targets toward proficiency, English language learner performance, transition readiness at elementary, middle, high, and foundational learning in non-tested subjects that contribute to a rich curriculum. An overall five-star school rating will be assigned based on performance on school-level indicators and measures.

Attendees were informed that the proposed accountability regulation will be presented to the Kentucky Board of Education on August 2, 2017.

Key Questions/Concerns/Follow-up Necessary: Comments and suggestions from attendees will be considered as the development of the accountability system continues.

- Proficiency – Weighting for students taking assessments at a higher level should remain

at Proficient 1.0 and Distinguished 1.25. No higher value should be given as an incentive.

- Growth – The values in the Growth Value table should be symmetrical throughout. Consider expanding to subdivide Proficient and Distinguished.
- Gap – Overall positive comments made about the importance of this measure. While looking at gap to group comparison is valuable, the key factor should be gap to proficiency is most critical. Recommendation was made for determining the reference group for student groups based on race/ethnicity. Use the highest performing group with the additional criteria that the reference group is 10% or more of the student population. If a school has no differing student demographic groups, recommend using the district population.
- Transition Readiness – In the column “Technical Ready,” AND should be **AND (typed in bold)**.
- Transition Readiness – Approved and Unapproved Advanced Placement and dual credit courses should be provided by KBE/KDE.
- Transition Readiness – Concern was expressed for retaining English Learner status inappropriately at middle schools to increase number of students exiting at high school (ex. May hold off on exiting an 8th grader until they reach high school).
- Transition Readiness – Concern was expressed for elementary and middle school measure of a composite score. The measure seems redundant to the proficiency indicator.
- Graduation Rate – no comments.
- Opportunity and Access – Visual and Performing Arts needs to be more defined.
- Opportunity and Access – School Safety needs to be listed as a measure in Opportunity and Access (i.e. School Safety Audit).
- Opportunity and Access – Primary Talent Pool needs to be removed from Equitable Access because anyone can be put in the talent pool.
- Opportunity and Access – Define what is meant by “Access”. How much? How often? Maybe use another word besides Access.