

KENTUCKY DEPARTMENT OF EDUCATION STAFF NOTE

Topic: Recommendation of Changes to Growth Indicator

Date: December 5, 2018

Action Requested: ☐ Review

☐ Action/Consent

☒ Action/Discussion

SUMMARY OF ISSUE BEFORE THE BOARD:

To discuss and take action on the proposed changes to the Growth Indicator in 703 KAR 5:270, *Kentucky's accountability system*.

COMMISSIONER'S RECOMMENDATION:

The Commissioner of Education recommends that the Kentucky Board of Education (KBE) approve the recommendation submitted by the Growth Indicator Work Group.

APPLICABLE STATUTE OR REGULATION:

KRS 158.6453, KRS 158.6455 and 703 KAR 5:270

BACKGROUND:

Existing Policy: Kentucky is currently in a transition period of moving from the old accountability system, *Unbridled learning*, into a new accountability system and regulation, 703 KAR 5:270. Within the new system, the Growth Indicator, has caused much concern throughout the state in how it is measured and its difficulty to communicate and to understand.

Currently, growth is defined as a student's continuous improvement toward the goal of proficiency and beyond. Growth is a projection (in two years) based on the student's current and past performances in Reading and Mathematics with points awarded based on a Growth Value Table. The Language Proficiency assessment growth results for English Learner (EL) are included in the reading calculation. There is a separate growth table for the WIDA ACCESS 2.0 results used for EL students. Growth is included in accountability for elementary and middle schools.

Summary of Issue: The 2017-2018 school year was the first year where certain indicators in the new system were used for accountability and identification of Comprehensive Support and Improvement (CSI) and Targeted Supported and Improvement (TSI). The indicators used for elementary and middle were Proficiency, Separate Academic Indicator and Growth. The indicators for high school were Proficiency, Graduation Rate and Transition Readiness. After the first year of implementation, the agency realizes it is necessary to adjust and make changes to certain indicators within the new system, with the Growth Indicator being a priority.

In order to determine how growth should be measured, a Growth Indicator Work Group was created to discuss the desired characteristics of growth and the methodology and calculations to generate growth scores for state accountability. The work group was held on two different dates where selected participants throughout the state discussed and determined what they would like to see the Growth Indicator be and how schools should be held accountable. At these meetings,

the participants created what the desired characteristics of the Growth Indicator should and should not be. The participants felt:

The Growth Indicator **Should** Be:

- Fair
- Actionable
- Predictive
- Simple
- Understandable, Explainable
- Reliable, Consistent
- Usable, User Friendly
- Accurate
- Non-gameable
- Reasonable
- Leverage Point

The Growth Indicator **Should NOT** Be:

- Complicated
- Black Box
- Projected
- Confusing
- Duplicated (English Learner Students)

Throughout the meeting, the participants discussed two possible methodologies and the pros and cons of each to generate growth scores: 1) student growth percentiles (norm-referenced growth) and 2) categorical growth (a criterion-referenced growth using value tables). After much discussion and at the end of the second meeting, the group made the recommendation to use the categorical growth model. The work group agreed on several key principles that may be applied to either methodology discussed.

Among the growth principles generated by the work group, if a student makes a positive change, then he or she would earn comparable credit. The more positive change the student earns, the more positive credit he or she would earn. Recognizing that standards and expectations of students increase each year of school, the growth group agreed that maintaining student performance at the proficient and distinguished levels also earns positive credit. If a student did not grow or fell back, then no credit would be given and the student earns a zero “0” in the calculation. The value table proposed is asymmetrical with zero being the only value for no growth or declining performance. This revised model would not be based on a projection of student performance to the standard of proficiency, as used in 2018 reporting.

During the December 5, 2018 KBE meeting, a presentation that explains the proposed changes will be shared with board members and the public in further detail.

Budget Impact: The proposed amendments to the Growth Indicator in 703 KAR 5:270, Kentucky's accountability system will not impact budget.

GROUPS CONSULTED AND BRIEF SUMMARY OF RESPONSES:

- Growth Indicator Work Group
- School Curriculum, Assessment and Accountability Council (SCAAC)
- Local Superintendent Advisory Council (LSAC)

The Growth Indicator Workgroup met on October 24, 2018 and November 9, 2018 to discuss the indicator and to provide recommendations on how to improve the indicator so that it was less complicated and easy to understand. The workgroup consisted of superintendents, district assessment coordinators, principals, teachers and a data management specialist. At the end of the meeting on November 9, the workgroup provided a recommendation to the Commissioner on which growth model should be used in state accountability.

The School Curriculum Assessment and Accountability Council was consulted on Tuesday, November 13, 2018. The recommendation was shared with the group and the group agreed to the proposed changes.

The LSAC will meet during the last week of November and the recommendation from the Growth Work Group will be shared with members.

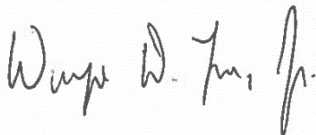
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Commissioner of Education

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