

KENTUCKY DEPARTMENT OF EDUCATION STAFF NOTE

Topic: 2018-2019 Assessment and Accountability Results Update

Date: February 2020

Action Requested: ☒ Review ☐ Action/Consent ☐ Action/Discussion

Held In: ☒ Full Board ☐ Curriculum, Instruction and Assessment ☐ Operations

SUMMARY OF ISSUE BEFORE THE BOARD:

To review and discuss 2018-2019 assessment and accountability results.

APPLICABLE STATUTE OR REGULATION:

KRS 158.6453, KRS 158.6455, 703 KAR 5:270, Kentucky's accountability system and 703 KAR 5:240, Accountability administrative procedures and guidelines

BACKGROUND:

Existing Policy:

It is the intent of the General Assembly that schools succeed with all students and receive the appropriate consequences in proportion to that success. The Kentucky Board of Education (KBE) shall create an accountability system to classify districts and schools in accordance with the academic standards and student assessment programs developed in pursuant to KRS 158.6453.

In addition, 703 KAR 5:270, Kentucky's accountability system, defines Kentucky's accountability system and the indicators used to measure district and school performance. The accountability system has six indicators that are used to classify schools and districts in a 5-star system. The indicators used for the 5-star rating in 2018-2019 were Proficiency, Separate Academic, Growth, Graduation and Transition Readiness. A sixth indicator, Quality of School Climate and Safety, will come into effect during the 2019-2020 school year.

The 5-star system is designed to focus attention on the need to close achievement gaps. A school or district that would have been a 5- or 4-star is reduced by 1 star if it has one or more statistically significant achievement gaps between the performances of groups of students.

Summary of Issue:

The 2017-2018 school year was the first year of transition to a new accountability system for the state of Kentucky. During the 2017-2018 school year, not all indicators were used nor was a 5-star rating assigned to districts and schools. Kentucky, however, was required by federal and state law to identify schools for Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI).

In October 2019, the 5-star system was implemented by using data from the 2018-2019 school year along with the identification of CSI and TSI schools. Elementary and middle schools

received star ratings based on performance in indicators of Proficiency, Separate Academic and Growth. High School ratings were based on Proficiency, Separate Academic, Transition Readiness and Graduation.

To support the Kentucky Department of Education (KDE) in identifying performance thresholds for the accountability system, a standard setting workshop was convened on August 23, September 4 and 5, 2019. The panel recommended to Commissioner Lewis cut scores for an overall rating that combines all indicators in Kentucky's accountability system. The panel also recommended cut scores for each indicator to allow reporting of school performance ranging from very low to very high (i.e., very low, low, medium, high, very high) on each indicator.

Secure assessment data was available for districts and schools in early August to focus on program improvements and to identify students who were in need of intervention and supports. In addition, schools and districts also received aggregated data on tested and accountable students through spreadsheets on the KDE Secure Web Application. On October 1, 2019, accountability results were released to the general public.

Assessment and accountability results with data from the 2018-2019 school year will be presented at the February KBE meeting.

BUDGET IMPACT:

If a school is classified as CSI or TSI, the KDE will need to analyze resources available and provide assistance and support to improve performance at these schools. This assistance and support is managed by Associate Commissioner Kelly Foster and the Office of Continuous Improvement and Support (OCIS).

GROUPS CONSULTED AND BRIEF SUMMARY OF RESPONSES:

Multiple stakeholders were consulted during the development of regulations and definition of calculations used to generate accountability reporting including School Curriculum, Assessment and Accountability Council (SCAAC), District Assessment Coordinators (DAC) Advisory Group and Local Superintendents Advisory Council (LSAC).

In addition to these advisory groups, the standards setting committee, which comprised of 23 education leaders and stakeholders, and facilitated by Brian Gong and Chris Domaleski from The Center, met to recommend cut scores for an overall rating that combines all indicators in the accountability system. In addition, the committee recommended cut scores for each indicator that will allow reporting of school performance on each indicator ranging from very low to very high.

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Interim Commissioner of Education

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