



Impact of Senate Bill 158 (2020) on Accountability, Graduation Requirements and School Improvement

Kentucky Board of Education

August 2020

Senate Bill 158 (2020)

Senate Bill 158 makes significant changes to:

- ▶ **The statewide accountability system,**
- ▶ **The achievement gap definition,**
- ▶ **State and local graduation requirements, and**
- ▶ **School improvement provisions.**





Impact on Accountability

Rhonda Sims, Associate Commissioner
Dr. Jennifer Stafford, Division Director
Office of Assessment and Accountability

Impact of SB 158 (2020) on Accountability (1/5)

KRS 158.6455:

- ▶ **Modifies the components of the statewide accountability system;**
- ▶ **Requires state indicators be evaluated on “status” and “change” and defines the terms;**
- ▶ **Requires a school's overall performance, status, and change to be displayed on an online dashboard; and**
- ▶ **Stipulates implementation dates of the accountability system provisions.**



Impact of SB 158 (2020) on Accountability (2/5)

- ▶ Performance-based on a combination of academic and school quality indicators and measures known as “state indicators.”
- ▶ Indicators shall exclusively include:
 - Student assessment results;
 - Progress toward achieving English proficiency by English Learners;
 - Quality of school climate and safety;
 - High school graduation rates; and
 - Postsecondary readiness.



Impact of SB 158 (2020) on Accountability (3/5)

- ▶ Beginning with data from the 2020-2021 and 2021-2022 school years, the accountability system overall performance for each district, school, and student subgroup determined by the state indicators shall equally combine current year performance, called “status,” and improvement from prior to current year, called “change.”
- ▶ For all students as a group and separately for individual subgroups, “status” shall be determined beginning with the data from the 2020-2021 academic year, by using the current year performance. “Change” shall be determined beginning with the data from the 2021-2022 academic year, by using the difference in performance from the prior year to the current year.



Impact of SB 158 (2020) on Accountability (4/5)

- ▶ For each state indicator, there shall be five status levels ranging from very high to very low, and five change levels ranging from increased significantly to declined significantly.
- ▶ The percentile cut scores for status and change levels shall be based on a distribution and shall be approved by KDE and LSAC. Cut scores shall remain in place for at least six years unless existing cut scores no longer support meaningful differentiation of schools as required by ESSA.
- ▶ Beginning in the fall of 2022, KDE shall develop an online “dashboard” of system results with color-coded performance levels. Results are reported for each state indicator, overall performance, status and change by district and school for all students as a group and separately for individual subgroups.
- ▶ Overall performance shall aggregate all available data for the state indicators.



Impact of SB 158 (2020) on Accountability (5/5)

KRS 158.649

- ▶ Revises the definition of "achievement gap" to the difference between performance goals and actual performance on each of the tested areas by grade level of the state assessment program for each of the various subgroups of students.

KRS 158.6453

- ▶ Requires scores on IB examinations of 4 or higher to be included on the school report card; add noncodified language encouraging the department to assign more weight in the accountability system for progress made by subgroups toward goals.





Impact on Graduation Requirements

**Micki Ray, Policy Advisor
Office of Teaching and Learning**

Impact of SB 158 (2020) on Graduation Requirements (1/3)



KRS 156.160

- ▶ **Section 3(1)(d): Prohibits statewide minimum high school graduation requirements from including a postsecondary readiness indicator used in the state accountability system or a minimum score on a statewide assessment.**

KRS 158.140

- ▶ **Section 4(6): Prohibits a local board from requiring achievement of a minimum score on a statewide assessment as a high school graduation requirement.**

Impact of SB 158 (2020) on Graduation Requirements (2/3)

▶ ***What does this mean for students, families, schools and districts?***

- The state minimum requirements stay the same for students who entered high school on or before the 2018-2019 school year.
- The state minimum requirements must be amended for students who entered high school in the 2019-2020 school year and thereafter (students in grades 9 and 10 for the 2020-2021 school year).
- Local boards of education will need to review and amend local policy to eliminate any high school graduation requirements that include achieving a minimum score on a statewide assessment.



Impact of SB 158 (2020) on Graduation Requirements (3/3)

- ▶ ***How can schools and districts best support students who entered high school in the 2019-2020 school year and thereafter in light of the required statutory changes?***
 - Focus on student coursework and aligning coursework with the student's Individual Learning Plan (ILP). The new graduation requirements give students the flexibility to take more classes geared toward their plans after graduation.
 - Students will continue to complete 22 credits as state minimum requirements for high school graduation.





Impact on School Improvement

**Dr. Kelly Foster, Associate Commissioner
Office of Continuous Improvement and Support**

Impact of SB 158 (2020) on School Improvement (1/2)

▶ Alters how TSI and ATSI are defined. Specifically, KRS 160.346(2) states:

(a) Beginning with the 2020-2021 school year, and annually thereafter, the department shall identify a school for targeted support and improvement if the school has one (1) or more of the same subgroups...whose performance...is at or below that of all students in any of the lowest-performing five percent (5%) of all schools for three (3) consecutive years.

(b) Beginning with the 2021-2022 school year, and every three (3) years thereafter, the department shall identify a school for additional targeted support and improvement if the school has one (1) or more subgroups...whose performance...is at or below the summative performance of all students in any of the lowest-performing five percent (5%) of all schools...and the school was identified in the immediately preceding year for targeted support and improvement as described in paragraph (a) of this subsection.



Impact of SB 158 (2020) on School Improvement (2/2)

- ▶ Moves the identification of CSI schools to every three (3) years beginning with the 2021-2022 school year.
- ▶ Requires KDE to act as audit team in all CSI schools.
- ▶ Mandates turnaround efforts in CSI schools be led by an entity on the KBE's "approved turnaround vendor list," which is defined in the bill and may include teams staffed by KDE.
 - Beginning in 2023, KDE must submit an annual report to the Interim Joint Committee on Education regarding the performance of turnaround vendors.
- ▶ Expect more discussion on these school improvement changes as well as the bill's additional implications when the KBE reviews an amendment to 703 KAR 5:280 later this year.

