



Introduction and Discussion on Impact of Senate Bill 158 on Accountability

Kentucky Board of Education
October 2020

Topics

- ▶ **Upcoming Discussions with the Kentucky Board of Education (KBE)**
- ▶ **Impact of SB 158 (2020) on Accountability**
- ▶ **Every Student Succeeds Act (ESSA) Requirements on Accountability**
- ▶ **Future Work with Accountability Regulation**



Statutory Responsibility of the KBE



Assessment System

- ▶ Create and implement a balanced statewide testing program that measures the students', schools', and districts' achievement of the goals set forth in KRS 158.645 and 158.6451, to ensure compliance with the federal Every Student Succeeds Act of 2015

Accountability System

- ▶ Create a system to classify districts and schools
- ▶ Annual meaningful differentiation of all public schools that describe the overall performance of each district, school and student group
- ▶ Based on a combination of academic and school quality indicators

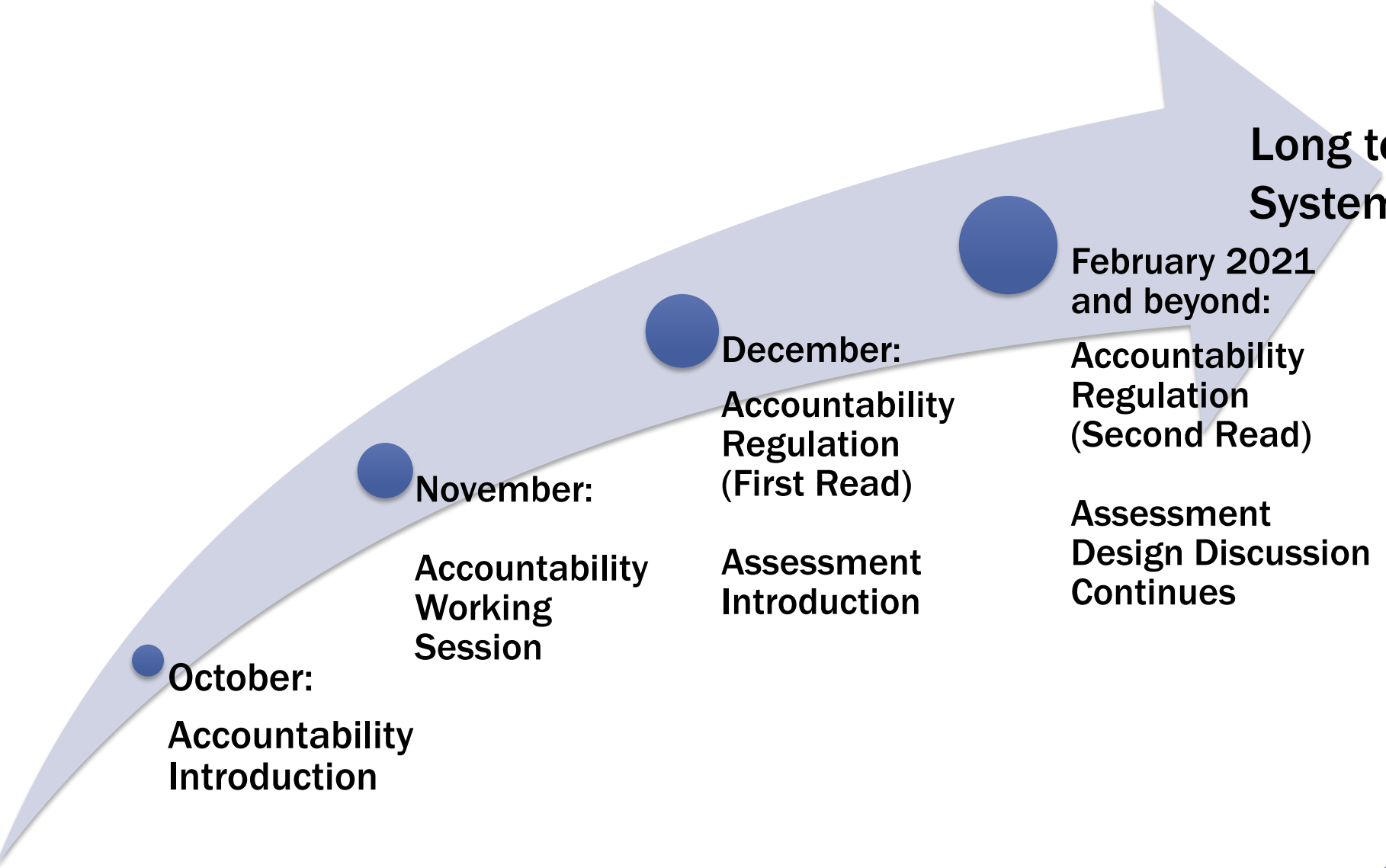
Upcoming Discussions with KBE

▶ Triple Track Approach

- **Track 1:** Immediate design decisions on accountability regulation (i.e. approach for “change” on each indicator, ELP, weights and n-count)
- **Track 2:** Building foundational process for improved assessment design (i.e. incremental change and/or route)
- **Track 3:** Create a transformational assessment system that better supports instruction and grows Kentucky learners
 - ✓ What are the long-range transformational goals for assessment?



First Steps Toward Systems Design





Impact of SB 158 (2020) on Accountability

Impact of SB 158 (2020)

- ▶ **Senate Bill 158 (2020) makes significant changes to the statewide accountability system and the achievement gap definition.**
- ▶ **Changes include:**
 - **Performance-based on a combination of academic and school quality indicators and measures known as “state indicators.” SB 158 exclusively lists these indicators.**
 - **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.**





ESSA Requirements

Elementary and Secondary Education Act (ESEA)



- ▶ Signed into law in **1965** to ensure educational opportunity for every child and provide support for schools
- ▶ Reauthorized in different versions:
 - No Child Left Behind (**2001**)
 - Every Student Succeeds Act (**2015**)

Accountability (1 of 2)

- ▶ **State-determined (USED must approve) with certain federal requirements**
 - **At least four academic indicators including:**
 - ✓ **Proficiency on state tests (academic achievement)**
 - ✓ **Progress on English language proficiency for EL students**
 - ✓ **Student growth or other academic indicator (E/M)**
 - ✓ **Graduation rate (H)**
 - **A measure of school quality and student success such as student engagement, teacher engagement, access to and completion of advanced coursework, postsecondary readiness, school climate/safety**
- ▶ **Must include not less than 95% overall and subgroup participation rate**



Accountability (2 of 2)

- ▶ **Individual student group reporting on all measures (focus on gap closure)**
- ▶ **State must establish “ambitious long-term goals” with measurements of progress for all students**
- ▶ **Weighting is determined by states, but academic factors have to count “much” more than measures of school quality or student success**
- ▶ **Each year state must “meaningfully differentiate” schools and identify student populations based on performance on indicators**
- ▶ **Maintains requirement for state and local report cards with emphasis on disaggregated data and some expanded reporting requirements**



Accountability Reporting (1 of 2)

► Five Indicators must be reported:

- Academic Achievement
- Academic Indicator
- Progress toward Achieving English Language Proficiency
- Graduation Rate (High School)
- School Quality/Student Success



Accountability Reporting (2 of 2)

- ▶ State must set at least **three levels of performance** on each indicator, consistent with the state's long-term goals and measurement of interim progress
- ▶ State must define **how to combine measures** to produce indicator result (e.g. combining English/language arts and mathematics performance across grades to produce Academic Achievement indicator for school)
- ▶ State reports by indicator **for school and by subgroup**



Comparison of System Indicators

▶ Prior System

- **Proficiency** (Reading and Mathematics)
- **Separate Academic** (Science and Social Studies)
- **Growth** (E/M) [EL Progress]
- **Quality of School Climate and Safety**
- **Transition Readiness** (H) [EL Progress]
- **Graduation Rate** (H)

*Achievement Gap – If there is a significant achievement gap in a 4- or 5-star school, a school's star rating is reduced by one star.

OAA: October 2020 KBE Meeting

▶ Revised System (Exclusively Prescribed in SB 158)

- **State Assessment Results** (Reading, Mathematics, Science, Social Studies and Writing)
- **English Learner Progress**
- **Quality of School Climate and Safety**
- **Postsecondary Readiness** (H)
- **Graduation Rate** (H)

*Achievement Gap – shall be reported but not included in accountability calculation. In addition, SB 158 revises definition.



Academic Achievement Indicator

ESSA

- ▶ Measured by proficiency on the annual statewide reading/language arts and mathematics assessments

SB 158

- ▶ Kentucky statute requires reading and mathematics assessment scores to be included in accountability



Other Academic Indicator

ESSA

- ▶ For public elementary and middle schools in the state —
 - a measure of student growth, if determined appropriate by the state; or
 - another valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance.

SB 158

- ▶ Kentucky statute requires science, writing (on demand and editing/mechanics) and social studies assessment scores to be included in accountability.



English Language Proficiency (ELP) Indicator

ESSA

- Within a state-determined timeline for all English learners —
 - in each of the grades 3 through 8; and
 - in the grade for which such English learners are assessed during the grade 9 through grade 12 period, with such progress being measured against the results of the assessments taken in the previous grade.

SB 158

- ▶ Progress Toward English Language Proficiency by English Learners.
- ▶ Included as an indicator in school accountability.



School Quality/Student Success

ESSA

- ▶ Allows for meaningful differentiation in school performance; is valid, reliable, comparable and statewide (with the same indicator or indicators used for each grade span, as such term is determined by the state); and may include one or more of the measures.

SB 158

Postsecondary Readiness

- ▶ Students at high school must meet one type of readiness (i.e. academic or career).

Note: SB 158 limits accountability to components “exclusively” in the bill. Exceptional Work Experience will be removed as a student option.

Quality of School Climate and Safety

- ▶ Included as an indicator in school accountability.





Future Work with Accountability Regulation

Accountability Regulation Future Work

- ▶ A study session will be scheduled soon with the KBE to have initial discussion and guidance on amendments to 703 KAR 5:270, *Kentucky's accountability system*.
- ▶ December 2020 - 1st reading of proposed amendments to 703 KAR 5:270 to the KBE
- ▶ February 2021 - 2nd reading of proposed amendments to 703 KAR 5:270 to the KBE
- ▶ March – April 2021 – 60 Day Public Comment Period
- ▶ June 2021 - Statement of Consideration and additional amendments to 703 KAR 5:270 to the KBE
- ▶ Summer 2021 - Legislative Committees





Questions and Answers

