

Summary of Changes to 703 KAR 5:270, Kentucky’s Accountability System

Overview of Changes	Reason
<p>Section 1:</p> <p><u>Added the following definitions:</u></p> <ul style="list-style-type: none"> • English learner progress indicator • Indicator performance rating • Overall performance rating • Postsecondary readiness • State assessment results for reading and mathematics • State assessment results for science, social studies, and writing • State indicator <p><u>Amended the following definition:</u></p> <ul style="list-style-type: none"> • Federal student group designation <p><u>Removed the following definitions:</u></p> <ul style="list-style-type: none"> • Achievement gap • Comparison group • English learners • Federally defined student demographic groups • Growth • Practical significance • Proficiency indicator • Rating • Reference group • Separate academic indicator for science, social studies, and writing • Transition readiness 	<p>Revised and added definitions to align with language in SB 158 (2020). SB 158 <u>exclusively</u> listed new indicators and each state indicator has been defined.</p> <p>Amended “federal student group designation” to mean targeted support and improvement, and additional targeted support and improvement as provided in KRS 160.346.</p> <p>Removed definitions from prior accountability system specifically relating to achievement gap and the Growth indicator.</p> <p>Removed English learners definition as it related to growth and transition readiness.</p> <p>Prior terms used for achievement gap include “comparison group”, “Federally defined student demographic groups”, “practical significance” and “reference group”.</p> <p>Removed repeated language from federal and state statutes.</p> <p>Achievement gap is redefined in KRS 158.649.</p> <p>“Proficiency indicator”, “Separate academic indicator for science, social studies, and writing”, and “Transition readiness” have been renamed to align with language in SB 158 (2020).</p>

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Renumbered definitions due to additions and deletions.	
<p>Section 2:</p> <p>Section 2 has been updated to define the new and existing state indicators that are used to classify schools and local education agencies. State indicators in the new system shall include:</p> <ul style="list-style-type: none"> • State assessment results for reading and mathematics • State assessment results for science, social studies, and writing • English learner progress • Postsecondary readiness • Quality of school climate and safety • Graduation rate <p>State assessment results for reading and mathematics; state assessment results for science, social studies and writing; English learner progress; and Postsecondary readiness indicators and measures have been updated. Old language around prior indicators has been removed. (Old language includes proficiency, separate academic indicator, growth, and transition readiness)</p> <p>New language on the English learner progress has been added. “The English learner progress indicator shall be measured by student performance on an English proficiency test. The English learner progress indicator shall be measured based on a growth value table. Additional tables shall incorporate the federal flexibilities of age upon entry to U.S. schools, initial English language proficiency level, and degree of interrupted schooling.”</p>	<p>SB 158 (2020) specifically states that the accountability system shall <u>exclusively</u> include the state indicators of:</p> <ul style="list-style-type: none"> • Student assessment results • Progress toward achieving English proficiency by limited English proficiency students • Quality of School Climate and Safety • High school graduation rates • Postsecondary readiness • Any other factor mandated by the Every Student Succeeds Act (ESSA) of 2015 <p>SB 158 (2020) requires a state indicator that measures progress toward achieving English proficiency by limited English proficiency students be included. In the past accountability system, English learner proficiency was measured in the Growth and Transition Readiness Indicators.</p>

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<p>The Growth calculation has been removed since Growth is no longer an indicator.</p> <p>Postsecondary readiness indicators measures have been updated and exceptional work experience has been removed as a measure for career readiness.</p> <p>Under the academic readiness measures listed, the following language has been updated: “Completing six (6) hours of Kentucky Department of Education approved dual credit and receiving a grade of C or high in each” has been amended to “completing two (2) Kentucky Department of Education approved dual credit courses and receiving a grade of C or higher in each course.”</p> <p>Under the career readiness measures listed, the following language has been updated: “Completing six (6) hours of Kentucky Department of Education approved CTE dual credit, and receiving a grade of C or higher in each course” has been amended to “completing two (2) Kentucky Department of Education approved CTE dual credit courses, and receiving a grade of C or higher in each course.”</p> <p>Meeting the criteria for English language proficiency for students who qualify as English learners in high school has been removed from Postsecondary readiness.</p>	<p>SB 158 (2020) <u>exclusively</u> listed new state indicators. Growth is not an indicator listed.</p> <p>SB 158 (2020) does not list exceptional work experience as a measure for career readiness.</p> <p>KDE does not have the capability of tracking hours, only courses completed. New language aligns to current collection procedures, no change in requirements.</p> <p>This career ready measure on KDE dual credit has been updated to align with language in the academic ready measure listed above.</p> <p>English learner progress will be a separate indicator in the new accountability system for each grade span.</p>

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<p>Section 3:</p> <p>Overall rating has been changed to overall performance rating.</p> <p>The data that shall be included in the overall performance rating for school and local education agencies has been updated to include the following state indicators:</p> <ul style="list-style-type: none"> • State assessment results for reading and mathematics • State assessment results for science, social studies, and writing • English learner progress • Postsecondary readiness (high school) • Quality of school climate and safety • Graduation rate (high school) <p>Data that shall be included for elementary schools, middle schools, high schools and local education agencies has been updated in this section. Old language around prior state indicators has been removed.</p>	<p>Section 3 has been updated to align with the language and indicators defined in SB 158 (2020).</p>
<p>Section 4:</p> <p>Section 4 has been updated on Calculations for Reporting Categories to align with the state indicators in the new system. Old language around prior indicators has been removed.</p> <p>The language “the highest proportion shall be attributed to science and social studies” has been removed from the description of the state assessment results for science, social studies and writing.</p> <p>The Growth Indicator rating and calculation have been removed along with the Growth Value Table.</p>	<p>All weights will be counted equally.</p> <p>Growth is no longer an indicator in the new system. The rating, calculation and value tables are no longer needed.</p>

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<p>Language has been added and prior language has been amended to include how the English learner progress indicator will be calculated in the new system. Language has been added that the value tables for English learner progress shall be included in the ESSA Consolidated State Plan. The current value table used in the old accountability system has been removed.</p>	<p>With the English learner progress indicator being a new separate indicator, this language is necessary for the regulation. Since the value tables need to be negotiated with the USED, they have not been included. They will, however, be included in Kentucky’s Consolidated State Plan which is a public document.</p>
<p>The formula and calculation for Postsecondary readiness has been updated.</p>	<p>Removal of English learner progress under Transition readiness at high school has required an update to the formula for Postsecondary readiness.</p>
<p>New language around how the indicator performance rating and overall performance rating shall be assigned has been added and old language has been modified.</p>	<p>SB 158 (2020) states that beginning in fall of 2022, the KDE shall develop an online display of the accountability system results hereinafter called a “dashboard.” A color-coded performance level for each state indicator shall be displayed in a straightforward manner on the dashboard for overall performance, status, and change by district, school, and individual subgroups. Overall performance shall aggregate all available data for the state indicators.</p>
<p>Updated the language around a standard setting process to recommend very low to very high-performance levels for status and declined significantly to increased significantly on change for each indicator.</p>	
<p>Removed reference of a five (5) star rating system to communicate performance of schools. Instead, a color rating system with red being the lowest rating and blue being the highest rating is being recommended. Color ratings shall include five performance levels from highest to lowest: Blue, Green, Yellow, Orange, and Red. The School Report Card shall display the color rating for each school, LEA, and state (by level).</p>	<p>At the November 6 Special KBE meeting, a recommendation was made to remove star ratings (symbols). A color rating system was suggested.</p>

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<p>The Overall Accountability Weights chart has been updated with new recommended weights for the state indicators. In addition, elementary/middle schools have been separated.</p> <p>Under the Overall Accountability Weights chart, language has been amended and new language has been added to read, “(b) the performance on state indicators is combined using the amounts in the Overall Accountability Weights table to generate an overall performance. (c) Indicator and overall performance color ratings shall be recommended during standards setting. The recommendation from the standards setting committee shall be approved as defined in KRS 158.6455.”</p> <p>Achievement gaps are no longer part of the accountability system but will be reported. The language around the calculation of achievement gaps has been removed.</p> <p>Amended language “Kentucky will identify schools to determine bottom five (5) percent and ten (10) percent based on the indicators of the five star system” to “Kentucky will identify schools to determine required federal designations based on the overall performance of the accountability system.”</p> <p>The minimum-n of students to be included in accountability is increasing from 10 per grade to 30 students per school. Language has been amended to read “Student demographic groups shall have a minimum of thirty (30) students to be included in school rating calculations.”</p>	<p>On November 6, the KBE asked for new weights to be recommended and to separate elementary and middle schools on the Overall Accountability Weights chart.</p> <p>KRS 158.6455 states that the percentile cut scores for status and change be approved by the KDE and the Local Superintendents Advisory Council (LSAC).</p> <p>Reporting of achievement gaps is listed in Section 5, Additional public reporting requirements, of this administrative regulation.</p> <p>Updated language to remove five and ten percent. Removed old language around a five-star system.</p> <p>This is a recommendation that increases the minimum-n of students from 10 per grade to 30 per school for accountability.</p>

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<p>Section 5:</p> <p>Section 5 has been updated on additional public reporting requirements. The Section title has been amended to read, “Additional Public Reporting Requirements.”</p> <p>Language has been updated to read, “the progress on long-term and interim goals shall be reported publicly as required by the federal Every Student Succeeds Act and submitted in Kentucky’s Consolidated State Plan.”</p> <p>Language has been removed that gaps in student group performance will be reduced by fifty percent by 2030.</p> <p>New achievement gap definition is referenced to KRS 158.649.</p> <p>Removed the following language: “Each student group of ten (10) or more students shall be compared to the reference group of the highest performing student group that is at least ten (10) percent of the student population.”</p> <p>Added the following language: “Each student group of ten (10) or more students shall be reported on the School Report Card. The data will be suppressed as necessary for reporting to meet the Family Educational Rights and Privacy Act.”</p> <p>Removed language written in Section (4), (5) and (6).</p>	<p>Kentucky’s Consolidated State Plan, which is a public document, will define further how the long-term and interim goals are reported. Long-term goals and measures of interim progress do not directly impact state accountability.</p> <p>Goals will be established in Kentucky’s Consolidated State Plan.</p> <p>SB 158 (2020) redefines achievement gap. The new definition is 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 as described in the Every Student Succeeds Act of 2015. With this new definition, comparison groups will not be compared to reference groups in the accountability system nor reporting.</p> <p>The Kentucky Department of Education is recommending that each student group of ten or more students be reported on the School Report Card.</p> <p>Goals for graduation rate and English learner progress do not need to be placed in the</p>

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	<p data-bbox="824 262 1382 405">Additional Reporting Requirements of this administrative regulation. They will be defined further in Kentucky’s Consolidated State Plan.</p> <p data-bbox="824 447 1419 739">Performance levels have already been discussed in this administrative regulation and will already be reported along with federal designations. In addition, statistically and practically significant achievement gaps were part of reporting in the prior accountability system. They are no longer included in the new definition for achievement gaps.</p>