

# Recommendations and Amendments to Kentucky's Accountability System

Kentucky Board of Education  
December 2, 2020



# Steps Toward Systems Design

## Triple Track Approach



### Track 3: Long term Systems Design



**October:**  
Track 1:  
Accountability  
Introduction

**November:**  
Track 1:  
Accountability  
Working  
Session

**December:**  
Track 1:  
Accountability  
Regulation  
  
Track 2:  
Assessment  
Introduction

**February 2021  
and beyond:**  
Track 1:  
Accountability  
Regulation  
(if necessary)  
  
Track 2 and 3:  
Assessment  
Design Discussion  
Continues

# Summary of Regulation Changes

- ▶ Alignment of language and requirements to SB 158 (2020)
- ▶ Alignment of language in regulation to process for dual credit data collection for academic and career readiness
- ▶ Recommendations to KBE based on guidance and discussion from Nov. 6 meeting
  - Status and Change for indicators;
  - Weights and combining performance; and
  - English learner progress indicator with flexibilities; and
  - Minimum-n count.
- ▶ Connects reporting requirements in Section 5 to Kentucky's Consolidated State Plan





# Combining Status and Change into a Performance Rating

# Recommended 5 x 5 Colored Table Change

Status	LEVEL	Declined Significantly from Prior Year	Declined from Prior Year	Maintained from Prior Year	Increased from Prior Year	Increased Significantly from Prior Year
	Very High in Current Year	Box C				Box B
	High in Current Year					
	Medium in Current Year					
	Low in Current Year					
	Very Low in Current Year	Box A				Box D

As defined in SB 158, KDE and LSAC will approve the numerical cut scores that move performance from one cell to another.

# Alternative 5 x 5 Colored Table

## Change

Status	LEVEL	Declined Significantly from Prior Year	Declined from Prior Year	Maintained from Prior Year	Increased from Prior Year	Increased Significantly from Prior Year
	Very High in Current Year	Box C				Box B
	High in Current Year					
	Medium in Current Year					
	Low in Current Year					
	Very Low in Current Year	Box A				Box D

As defined in SB 158, KDE and LSAC will approve the numerical cut scores that move performance from one cell to another.

# Comparison 5 x 5 Colored Tables

## Recommended

## Change

## Alternative

Status

LEVEL	Declined Significantly from Prior Year	Declined from Prior Year	Maintained from Prior Year	Increased from Prior Year	Increased Significantly from Prior Year
Very High in Current Year	Box C				Box B
High in Current Year					
Medium in Current Year					
Low in Current Year					
Very Low in Current Year	Box A				Box D

LEVEL	Declined Significantly from Prior Year	Declined from Prior Year	Maintained from Prior Year	Increased from Prior Year	Increased Significantly from Prior Year
Very High in Current Year	Box C				Box B
High in Current Year					
Medium in Current Year					
Low in Current Year					
Very Low in Current Year	Box A				Box D

As defined in SB 158, KDE and LSAC will approve the numerical cut scores that move performance from one cell to another.

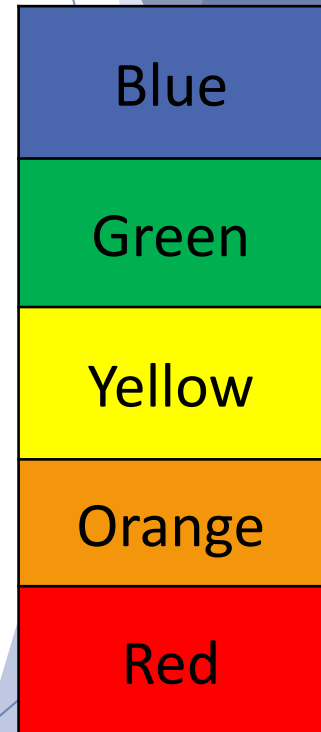


# Combining Performance on Indicators to Generate an Overall Designation



# Recommended Overall Designations

- ▶ An overall performance rating for elementary, middle and high schools reported using a color rating system to communicate performance of schools, with red being the lowest rating and blue being the highest rating
- ▶ Color ratings to include five performance levels from highest to lowest, Blue, Green, Yellow, Orange and Red



# Proposed Overall Accountability Weights

Overall Accountability Weights						
	State Assessment Results (Reading and Mathematics)	State Assessment Results (Science, Social Studies and Writing)	English Learner Progress	Quality of School Climate and Safety	Postsecondary Readiness	Graduation Rate (4 and 5 year cohort)
Elementary Schools	51	40	5	4	–	–
Middle Schools	46	45	5	4	–	–
High Schools	45	20	5	4	20	6

Federal law requires the greatest emphasis on Reading and Mathematics and English Language progress at elementary and middle schools. At high school, federal law requires emphasis on Reading and Mathematics and Graduation Rate.

# Recommended Indicator Weights for Elementary Schools

## KBE Recommended Accountability Weights for Elementary Schools

		Past Accountability System		SB 158-Compliant System	
			Weight		Weight
<b>Indicators</b>	Proficiency: State Assessment Results for Reading and Mathematics		35%	Proficiency: State Assessment Results for Reading and Mathematics	51%
	Separate Academic Indicator: State Assessment Results for Science, Social Studies and Writing		26%	Separate Academic Indicator: State Assessment Results for Science, Social Studies and Writing	40%
	Growth (including English Learner Progress Toward English Language Proficiency)		35%	Progress Toward English Language Proficiency for English Learners	5%
	Quality of School Climate and Safety		4%	Quality of School Climate and Safety	4%
		<b>Total</b>		<b>100%</b>	<b>Total</b>
	Federal law requires the greatest emphasis on Reading and Mathematics and English Language progress.			If data cannot be calculated for an indicator, the weights shall be redistributed proportionally to remaining indicators that shall be reported for the school or LEA.	

# Recommended Indicator Weights for Middle Schools

<b>KBE Recommended Accountability Weights for Middle Schools</b>						
	<b>Past Accountability System</b>			<b>SB 158-Compliant System</b>		
		<b>Weight</b>			<b>Weight</b>	
<b>Indicators</b>	Proficiency: State Assessment Results for Reading and Mathematics	35%		Proficiency: State Assessment Results for Reading and Mathematics	46%	
	Separate Academic Indicator: State Assessment Results for Science, Social Studies and Writing	26%		Separate Academic Indicator: State Assessment Results for Science, Social Studies and Writing	45%	
	Growth (including English Learner Progress Toward English Language Proficiency)	35%		Progress Toward English Language Proficiency for English Learners	5%	
	Quality of School Climate and Safety	4%		Quality of School Climate and Safety	4%	
		<b>Total</b>	<b>100%</b>		<b>Total</b>	<b>100%</b>
		Federal law requires the greatest emphasis on Reading and Mathematics and English Language progress.			If data cannot be calculated for an indicator, the weights shall be redistributed proportionally to remaining indicators that shall be reported for the school or LEA.	

# Recommended Indicator Weights for High Schools

## KBE Recommended Accountability Weights for High Schools

Past Accountability System		SB 158-Compliant System		
	Weight		Weight	
<b>Indicators</b>	Proficiency: State Assessment Results for Reading and Mathematics	45%	Proficiency: State Assessment Results for Reading and Mathematics	45%
	Separate Academic Indicator: State Assessment Results for Science, Social Studies and Writing	15%	Separate Academic Indicator: State Assessment Results for Science, Social Studies and Writing	20%
	Transition Readiness (including English Learner Progress Toward English Language Proficiency)	30%	English Learner Progress Toward English language Proficiency	5%
			Postsecondary Readiness	20%
	Quality of School Climate and Safety	4%	School Climate and Safety	4%
	Graduation Rate	6%	Graduation Rate	6%
	<b>Total</b>	<b>100%</b>	<b>Total</b>	<b>100%</b>
	Federal law requires the greatest emphasis on Reading and Mathematics and Graduation Rate.		If data cannot be calculated for an indicator, the weights shall be redistributed proportionally to remaining indicators that shall be reported for the school or LEA.	



# Ensuring Appropriate Inclusion and Reliability Including Through Minimum-N

# Recommended N-Count of 30

## All Students per School or Student Group

- ▶ Emphasize more reliability and less inclusion, while keeping the system very simple (e.g., implement a single rule about n-size, such as increase the minimum-n to 30 per school/student group)
- ▶ Continue to report in the School Report Card (SRC) at 10 per grade
- ▶ Kentucky reports by school level (elementary, middle and high)



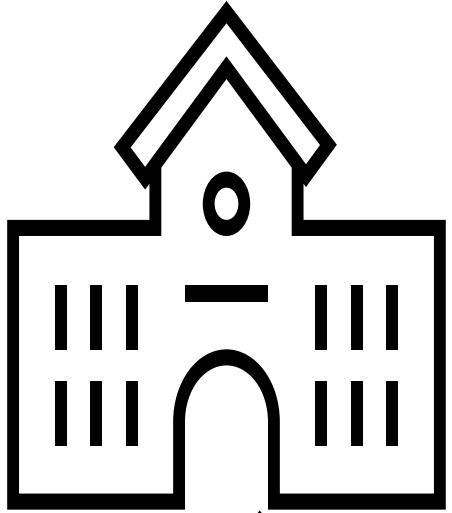
# Recommended N-Count

## All Students per School or Student Group



Reading and Mathematics (Grades 3-5)

N-Count = 30 Example

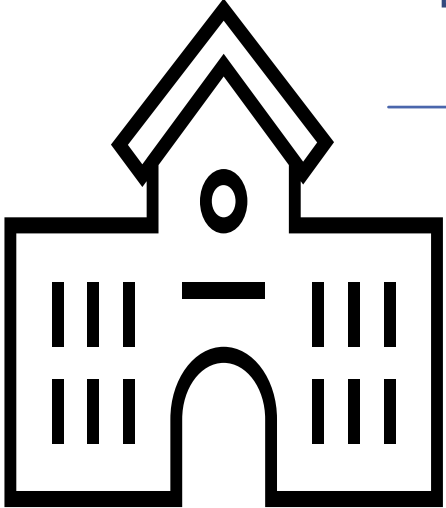


Grade 3 - 5 students

Grade 4 - 10 students

Grade 5 - 25 students

Exceeds 30 total students  
Indicator *is included* in  
Accountability



Grade 3 - 5 students

Grade 4 - 10 students

Grade 5 - 5 students

Less than 30 total students,  
Indicator *is NOT included* in  
Accountability

Note: N-Count larger than 30 may be problematic to get approved from USED.

KDE: OAA: KBE DEC 2020



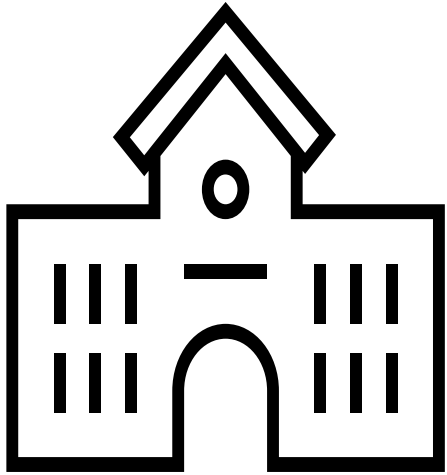
# Recommended N-Count (continued)

## All Students per School or Student Group



Science (grade 4), Social Studies and Writing (grade 5)

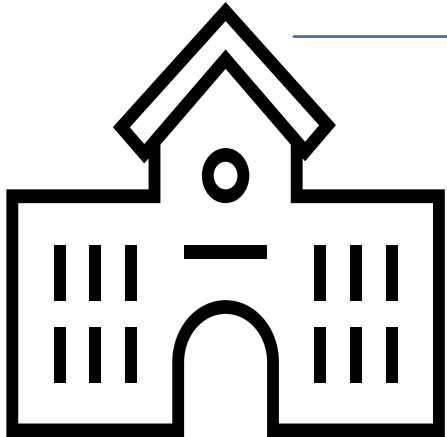
N-Count = 30 Examples



Grade 4 – 35 students

Grade 5 – 5 students

Exceeds 30 total students  
Indicator *is included* in  
Accountability



Grade 4 – 5 students

Grade 5 – 5 students

Less than 30 total students,  
Indicator *is NOT included* in  
Accountability

Note: N-Count larger than 30 may be problematic to get approved from USED.

