

KENTUCKY DEPARTMENT OF EDUCATION STAFF NOTE

Topic: Amendments to 703 KAR 5:270, Kentucky's Accountability System (Second Reading)

Date: February 2021

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

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

SUMMARY OF ISSUE BEFORE THE BOARD:

To take action on the proposed amendments to 703 KAR 5:270, *Kentucky's Accountability System*, that will align with legislation established in Senate Bill (SB) 158 (2020).

COMMISSIONER'S RECOMMENDATION:

The Commissioner recommends approval of the proposed amendments to 703 KAR 5:270, *Kentucky's Accountability System*, in order to align the regulation with legislation established in SB 158 (2020).

APPLICABLE STATUTE OR REGULATION:

KRS 158.6453, KRS 158.6455 and 703 KAR 5:270, *Kentucky's Accountability System*

BACKGROUND:

Existing Policy:

KRS 158.6455 requires the Kentucky Board of Education (KBE) to create an accountability system to classify schools and districts, including a process for annual summative performance evaluations and goals for improvement.

Currently, 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 (6) indicators used to classify schools and districts in a 5-star system. The indicators used for the 5-star rating are Proficiency, Separate Academic, Growth (elementary/middle school only), Graduation (high school only), Quality of School Climate and Safety and Transition Readiness (high school only).

Summary of Issue:

After recently passed legislation, SB 158 (2020) amends KRS 158.6455 to create an accountability system that shall include an annual meaningful differentiation of all public schools in the state using multiple measures that describe each district's overall performance, school and student subgroup. Performance shall be based on a combination of academic and school quality indicators and measures known as "state indicators." Those indicators shall exclusively include student assessment results, progress toward achieving English proficiency by limited English proficiency students, quality of school climate and safety, high school graduation rates and

postsecondary readiness. In addition, the accountability system performance for each district, school and student subgroup determined by the state indicators shall be based on a combination of annual performance, hereinafter called “Status,” and improvement over time, hereinafter called “Change.”

In order for the accountability system to align with new statutory language as a result of SB 158 (2020), staff in the Office of Assessment and Accountability (OAA) will bring forward amendments to the 703 KAR 5:270, *Kentucky’s Accountability System*, for a second reading at the February board meeting.

Budget Impact:

The Kentucky Department of Education (KDE) anticipates incurring additional expenses to cover the costs of implementing SB 158 (2020) and amendments to the accountability regulation. The legislation outlines changes to the accountability system that will require extensive staff time with OAA leadership, psychometric services with the Center for Assessment and Education Measurement Consulting, LLC, validity and reliability studies, training stakeholders on the accountability system and an updated School Report Card. Activities to transition between old and new systems will change and potentially expand current contracts that support the accountability system.

GROUPS CONSULTED AND BRIEF SUMMARY OF RESPONSES:

The following groups have been consulted since the December KBE meeting. A brief summary of their responses is also noted.

Principal Advisory Council (December 8, 2020) - The Council neither expressed recommendation nor concerns regarding the accountability changes. One member did mention a need for time to reflect on the new changes.

Commissioner’s Parent’s Advisory Council (December 9, 2020) – The Council was supportive of the recommended 5 X 5 color table. In addition, the Council made recommendations on the Overall Accountability Weights and minimum-n count. One member recommended that the Quality of School Climate and Safety (QSCS) indicator have greater weight for middle and high schools. Another member suggested increasing the weighting on the QSCS indicator at all grade levels and stressed the importance of school climate and safety in the learning environment. As far as minimum-n count, one member expressed concern of the use of 30 per school, especially as it relates to students with disabilities. The member stated that it would be difficult to get data on this group of students.

Teachers Advisory Council (December 10, 2020) – The Council neither expressed recommendation nor concerns regarding the accountability changes.

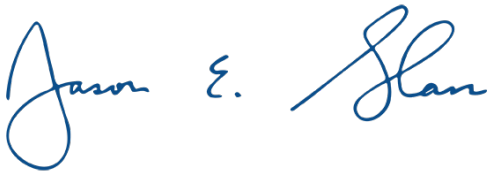
School Curriculum, Assessment and Accountability Council (January 19, 2021) – A special called School, Curriculum, Assessment and Accountability Council (SCAAC) will be held on

Tuesday, January 19 to discuss amendments to the accountability regulation. Comments from the SCAAC will be received prior to the February KBE meeting.

Local Superintendents Advisory Council (January 26, 2021) - The amended regulation will go before the Local Superintendents Advisory Council (LSAC) at its January 26 meeting. Comments from the LSAC will be received prior to the February KBE meeting.

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Commissioner of Education

Category: <input type="checkbox"/> Educator Workforce Diversity <input type="checkbox"/> Portrait of a Graduate Partnerships <input type="checkbox"/> Racial Equity Commitment <input checked="" type="checkbox"/> Student-Centered Accountability System <input type="checkbox"/> Early Childhood <input type="checkbox"/> District Support
