Recommendations and Amendments to Kentucky’s Accountability System

Kentucky Board of Education (KBE)
Second Reading
February 3, 2021
Steps Toward Systems Design
Triple Track Approach

October:
Track 1: Accountability Introduction

November:
Track 1: Accountability Working Session
Track 2: Assessment Introduction

December:
Track 1: Accountability Regulation
Track 2: Assessment Design Discussion Continues
Track 3: Long term Systems Design

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
Comparison 5 x 5 Colored Tables

<table>
<thead>
<tr>
<th>Status</th>
<th>Recommended</th>
<th>Change</th>
<th>Alternative</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LEVEL</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very High in Current Year</td>
<td>Box C</td>
<td></td>
<td>Box C</td>
</tr>
<tr>
<td>High in Current Year</td>
<td>Box C</td>
<td></td>
<td>Box C</td>
</tr>
<tr>
<td>Medium in Current Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low in Current Year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very Low in Current Year</td>
<td>Box A</td>
<td></td>
<td>Box A</td>
</tr>
</tbody>
</table>

As defined in SB 158, KDE and LSAC will approve the numerical cut scores that move performance from one cell to another. Charts will appear in Kentucky’s ESSA Consolidated State Plan.
Advisory Recommendations on 5 X 5 Tables:

- All advisory groups (including SCAAC and LSAC) preferred the recommended table.
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

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

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.
Advisory Recommendations on Weights:

- SCAAC recommended weights for high school Science, Social Studies and Writing increase from 20% to 30%. In addition, they recommended lowering the Postsecondary Readiness weight from 20% to 10%.

- LSAC supported KDE proposed weights.

- Other advisory groups supported KDE proposed weights.
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.
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.
Advisory Groups – Minimum-n Count

- All advisory groups, including SCAAC, supported the minimum-n count of 30 students per school.

- LSAC made a motion to approve the regulation as recommended by KDE, with the request that KDE explore minimum-n count flexibility with the USED to use 10 per grade and 30 per school or percentage of school population.