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Kentucky Association for Assessment Coordinators (KAAC)  
PO Box 23166  
Owensboro, KY 43204

January 18, 2021

To Kentucky Board of Education:

This letter is in response to Recommendations and Amendments to Kentucky's Accountability System presented to the Kentucky Board of Education (KBE) December, 2020 on behalf of the Kentucky Association for Assessment Coordinators (KAAC) Board of Directors. The KAAC Board of Directors are District Assessment Coordinators (DACs) elected to serve and represent the eight regions of Kentucky. This letter encompasses our discussions, thoughts, and professional perspectives on the recommendation and amendments to Kentucky's current accountability system.

KAAC understands the importance for assessment and accountability changes and wishes to make the following recommendations and suggestions concerning the alignment and language of Senate Bill 158 (2020). The key components of SB158 regarding assessment and accountability are 1.) Status and change for indicators; 2.) Weights and combining performance; 3.) English learner progress indicator with flexibilities; and 4.) Minimum –n count.

Regarding the first component of Status and change for indicators, the board members of KAAC agrees and supports the recommended colored table as indicated from the Recommendations and Amendments to Kentucky's Accountability System presentation to the Kentucky Board of Education on December 2, 2020.

The second component entitled Weights and combining performance, presents a concern important to the KAAC board members. The previous accountability system was comprised of the following measurements: Proficiency (35%), Specific Academic Indicator (26%), Growth (35%), Quality of School Climate and Safety (4%) with the recommended changes being Proficiency (51%), Specific Academic Indicator (40%), and Progress toward English language proficiency for English learners (5%), and Quality of School Climate and Safety (4%). Although we understand the reasoning for removing "growth" from the recommended accountability system, we wish to suggest more equitable weights between Proficiency (51%) and Specific Academic Indicators (40%). Based on practitioner perspectives, schools and districts can use the weights and calculate how much each subject per grade level is worth based on the weights in the accountability formula. From these calculations, time spent on instruction in specific

subjects can be modified. This is a common practice in the field and has enormous implications on the instruction students receive. The following table suggests how schools can interpret the weights as currently recommended.

<b>Proficiency – 51%</b>				
<i>Percent of Total Accountability by Grade Level</i>			<i>Percent of Total Accountability by Subject</i>	
	Grade 3/6	Grade 4/7	Grade 5/8	Grades 3-5 and Grades 6-8
Reading	8.5%	8.5%	8.5%	25.5%
Math	8.5%	8.5%	8.5%	25.5%

<b>Specific Academic – 40%</b>			
<i>Percent of Total Accountability by Grade Level</i>		<i>Percent of Total Accountability by Subject</i>	
	Grade 4/7	Grade 5/8	Grades 3-5 and Grades 6-8
Science	13.3%		13.3%
Social Studies		13.3%	13.3%
Writing		13.3%	13.3%

We propose constructing a weighting system that includes subjects equally throughout all grade spans. The impact of this change could reduce the temptation for districts and schools to weigh one subject greater than another at any grade level.

The English learner progress indicator with flexibilities are supported by the KAAC board and we feel the changes are necessary and will improve our assessment and accountability system.

Regarding the recommended changes to the minimum –n count, KAAC suggests the count should remain 10 per grade level without a total number required. Although, increasing the minimum –n count to 30 per school would increase data reliability holistically, we believe that maintaining 10 per grade level will provide greater representation of essential subpopulations.

Please feel free to contact the Kentucky Association for Assessment Coordinators (KAAC) if you have further questions from our organization. Our job is to represent District Assessment Coordinators while serving Kentucky kids!

Kindest Regards,

Dr. Jeffrey C. Stamper, Ed.D, President, Wolfe County Schools

Cindy Ham, Past President, Somerset Independent

Jana Beth Francis, Secretary, Daviess County Schools

Amanda Reed, Treasurer, LaRue County Schools

Tonya Driver, Region 1, Crittenden County Schools

Donna Patterson, Region 2, Green County Schools

Erica Thompson, Region 3, Jefferson County Schools

Bill Bradford, Region 4, Fort Thomas Independent

Lee Ann Ater, Region 5, Washington County Schools

Boyd Harris, Region 6, Casey County Schools

Janice Marcum, Region 7, Boyd County Schools

Johnny Belcher, Region 8, Pikeville Independent