



**KENTUCKY DEPARTMENT OF EDUCATION
SCHOOL CURRICULUM, ASSESSMENT AND ACCOUNTABILITY
COUNCIL MEETING SUMMARY
Jan. 19, 2021**

SCAAC MEMBERS PRESENT: Kelly Bradley, Scott Bruins, Taylor Bumgardner, Sarah Burnett, Casey Gesenhues, Teresa Nicholas, Amy Smith, David Trimble

SCAAC MEMBERS ABSENT: Stacie Earl, Paula Jolley, Justin Mitchell, Valerie O’Rear, William Owens

The Jan. 19, 2021 special-called virtual School Curriculum, Assessment and Accountability Council (SCAAC) was called to order at 9:00 a.m. by Chairman Scott Bruins. Members and guests were welcomed. A quorum of members was present.

David Trimble made a motion to approve the Nov. 17 meeting minutes as emailed and presented. Casey Gesenhues seconded the motion. Motion carried.

Agenda Item: Amendments to 703 KAR 5:270, Kentucky’s Accountability System

Presenters: Rhonda Sims, Associate Commissioner, and Jennifer Stafford, Director, Office of Assessment and Accountability, KDE

Summary of Discussion: Leadership from the Office of Assessment and Accountability (OAA) met with the advisory council to seek feedback on changes to [703 KAR 5:270, Kentucky’s Accountability System](#). Feedback from various advisory groups will be brought to the Kentucky Board of Education (KBE) for consideration as the regulation goes through its regulatory process.

In the new system, performance is based on a combination of academic and school quality indicators. These indicators include results of student assessments, progress toward achieving English proficiency by limited English proficiency students, quality of school climate and safety, high school graduation rates and postsecondary readiness.

KDE has recommended an index method with weights used to combine performances on the multiple indicator measures, producing an overall school performance rating.

Currently, the recommended high school weights are 45% to state assessment results in reading and mathematics, 20% to state assessment results in science, social studies and writing, 5% to

English learner progress, 4% to quality of school climate and safety, 20% to postsecondary readiness, and 6% to graduation rate.

These proposed weights take into account the requirements of the federal Every Student Succeeds Act (ESSA), as well as the desires of KBE members based on previous discussions, said Jennifer Stafford, director of KDE's Division of Assessment and Accountability Support.

ESSA requires that the majority of the high school accountability weights fall between the state assessment results in reading and writing, and graduation rate.

When examining the overall accountability weights, member Kelly Bradley, raised concerns with how weights were distributed at the high school level.

Bradley felt that by only placing 20% of the weight on state assessment results in science, social studies and writing, these subjects appear to be devalued.

"There is value in weights," she said. "What I'm seeing here is postsecondary readiness is just as important as science, social studies and writing."

With the ESSA requirements in place, the department had only 49% to allocate to the other four state indicators, Stafford explained.

Bradley recommended the department consider adjusting the weights of state assessment results in science, social studies and writing, and postsecondary readiness.

"If (students) are doing what they're supposed to do in reading, mathematics, science, social studies and writing, then they're going to be postsecondary ready," she said.

Echoing these concerns, Chair Nathan Bruins suggested possibly raising the weight of state assessment results in science, social studies and writing to 30%, while dropping the weight of postsecondary readiness down to 10%.

SCAAC members agreed with his recommendation. Kelly Bradley made a motion that the Kentucky Board of Education (KBE) consider adjusting the recommended weights in the accountability system. Scott Bruins seconded the motion. Motion carried.

In other business, the council agreed to the following KDE recommendations:

- A 5 x 5 color-coded table that would help combine status and change. The colors represented on the table would be red, orange, yellow, green, and blue, with red representing schools in the bottom levels of performance on each indicator that blends status and change, and blue representing schools with the highest designation;
- Include federally allowed factors of age, degree of English language proficiency and degree of interrupted schooling of English learners into the English Learner Progress indicator of the state's accountability system; and
- Setting the minimum number of students needed for inclusion of school indicators and to form a student subgroup. For accountability, members agreed the minimum number should be 30 students per school. As for reporting on the School Report Card, members said the minimum number should remain at 10 students per grade.

Adjournment: Teresa Nicholas made a motion to adjourn the meeting. Kelly Bradley seconded the motion. Motion carried. The next meeting is scheduled for March 16, 2021.