



Parent Advisory Council

Jennifer Larkins, Consultant
Office of Assessment and Accountability
Division of Assessment and Accountability Support



Of the amendments and recommendations to the regulation 703 KAR 5:270, what are your thoughts, opinions, and reactions?



Senate Bill 158 (2020)

Impact of SB 158 (2020)

- ▶ **Senate Bill 158 (2020) makes significant changes to the statewide accountability system and the achievement gap definition.**
- ▶ **Changes include:**
 - **Performance-based on a combination of academic and school quality indicators and measures known as “state indicators.” SB 158 exclusively lists these indicators.**
 - **Requires state indicators be evaluated on “status” and “change” and defines the terms.**
 - **Requires a school's overall performance, status and change to be displayed on an online dashboard.**



Status and Change for State Indicators



Senate Bill (SB) 158 stipulates that school performance must be measured exclusively for the designated indicators.

- **Status**, which is defined as the annual school-level summary based on student performance that year, and
- **Change**, which is defined as the difference between one year's Status score and the subsequent year's Status score, e.g., 2022 State Assessment Results for Reading and Mathematics (Proficiency) compared to 2021 State Assessment Results for Reading and Mathematics (Proficiency).

State Indicators

- ▶ State Assessment Results in Reading and Mathematics (E/M/H)
- ▶ State Assessment Results in Science, Social Studies and Writing (E/M/H)
- ▶ English Learner Progress Toward English Language Proficiency (E/M/H)
- ▶ Quality of School Climate and Safety (E/M/H)
- ▶ Postsecondary Readiness (High School Only)
- ▶ Graduation Rate (High School Only)



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

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.



Weights and Overall Designation

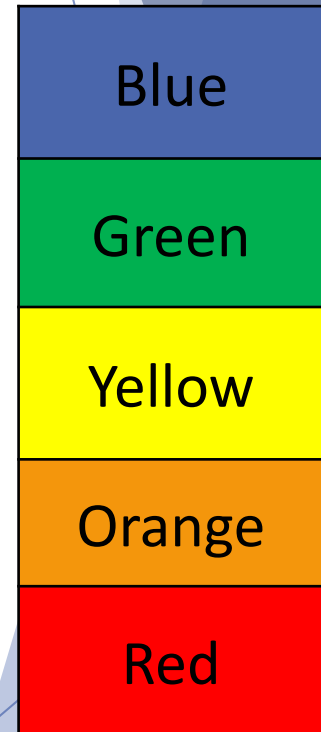
Proposed Overall Accountability Weights

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.

Proposed 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





Minimum N Count

Minimum N Count

Under the *Every Student Succeeds Act* (ESSA), states are responsible for setting the minimum number of students needed to form a student demographic group for federal accountability and reporting purposes.



Proposed Minimum N-Count of 30 All Students per School or Student Group

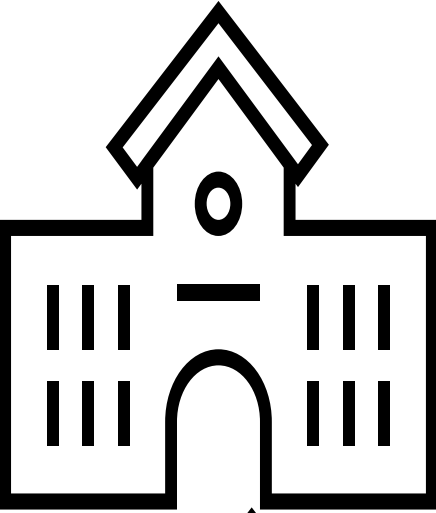
- ▶ Emphasize more reliability and less inclusion, while keeping the system very simple (e.g., implement a single rule about n-size, such as increase the minimum-n to 30 per school/student group)
- ▶ Continue to report in the School Report Card (SRC) at 10 per grade
- ▶ Kentucky reports by school level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





Recommended N-Count

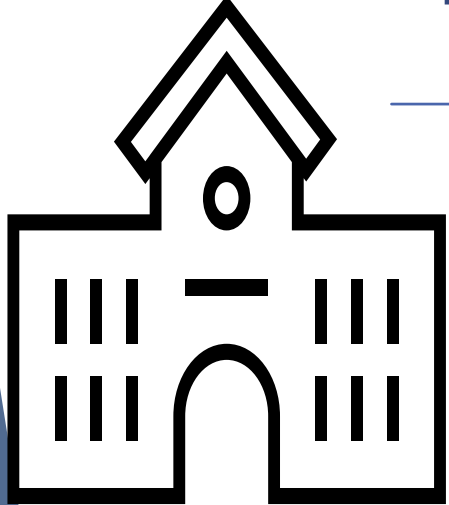
All Students per School or Student Group



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

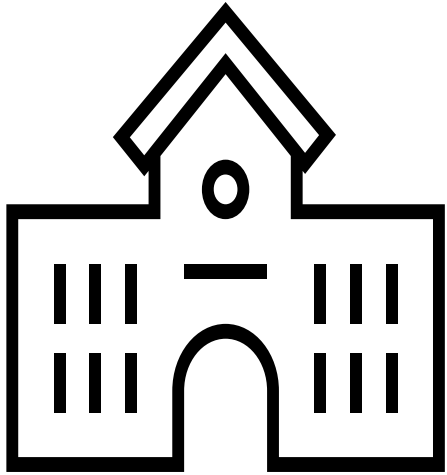
Less than 30 total students,
Indicator *is NOT included* in
Accountability

Recommended N-Count (continued)

All Students per School or Student Group

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

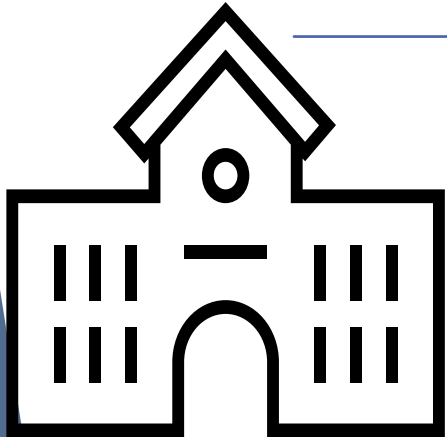
N-Count = 30 Examples



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

Accountability Regulation 703 KAR 5:270

Tentative Timeline

- ▶ **Aug. 2020** – Overview of SB 158 changes with Kentucky Board of Education (KBE)
- ▶ **Oct. 2020** – Direction and guidance from KBE on accountability regulation
- ▶ **Dec. 2020** – 1st reading; Amendments to Accountability Regulation
- ▶ **Feb. 2021** – 2nd reading; Amendments to Accountability Regulation
- ▶ **Mar.- Apr. 2021** – 60-day public comment period
- ▶ **June 2021** – Statement of Consideration and Possible Additional Amendments to 703 KAR 5:270 to the KBE
- ▶ If approved by the KBE, the regulation will move through the legislative committees in Summer 2021.



Division of Assessment and Accountability Support



Contact Information

- KDE DAC Information
dacinfo@education.ky.gov
(502) 564-4394