What do we want from an accountability system?

A plan to use consistent statewide data to:

- Invite communities to celebrate growth, identify challenges, and build shared solutions
- Promote difficult conversations and important collaborations around delivering fully for underserved student groups
- Make resources decisions that move support and funding to serve students effectively

What does SB 158 require in a new dashboard?

“A color-coded performance level for each state indicator shall be displayed in a straightforward manner on the dashboard for overall performance, status, and change by district, school, and individual subgroups.”

- **Status** is this year’s performance
- **Change** compares this year’s performance to last year’s
- **Overall performance** combines status and change
How can a new dashboard work?

What indicators will appear on the dashboard?

- Reading/Math
- Science/Social Studies/Writing
- School climate and safety
- Progress to English proficiency (English learners only)
- Graduation rate (high schools)
- Postsecondary readiness (high schools)
What indicator results will qualify for each color-coded level?

SB 158 says the “percentile cut scores for status and change levels shall be based on distribution and shall be approved by the Kentucky Department of Education and the Local Superintendents Advisory Council.”

For status, that process will require a year of indicator data. Starts in 2022 (probably October)

For change, it will require two successive years of indicator data. Starts in 2023.

Which scores get which status ratings?

That was decided this week.

A standard-setting group recommended status cut-scores for each color on the dashboard.

The Local Superintendents Advisory Council approved.

The Commissioner concurred.

Change ratings will be decided the same way next year.
An reading/math score below 32 (of 125) will count as red and very low.

5.1% of elementary schools will be red on this indicator.

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Middle School Indicator Recommended Cuts and Impact

- **Reading & Mathematics**
  - Very Low/Low: 36
  - Low/Medium: 55
  - Medium/High: 65
  - High/Very High: 73

- **Science, Social Studies & Writing**
  - Very Low/Low: 33
  - Low/Medium: 48
  - Medium/High: 59
  - High/Very High: 69
Which student groups will be shown on the dashboard?

- Students from major racial and ethnic groups
- Economically disadvantaged students
- Students with identified disabilities
- Students who are English learners
- Groups with data for fewer than 30 students will not be shown
- Unclear whether “not” groups will be shown

Moving to 30 students will bring **BIG** change in high school reporting on student groups
For elementary/middle reading/math, more schools will have group accountability data

PERCENT CHANGE IN NUMBER OF SCHOOLS WITH REPORTED DATA FOR STUDENT GROUPS AFTER CHANGE FROM COUNTING 10 STUDENTS PER GRADE TO COUNTING 30 STUDENTS PER SCHOOLS (USING 2019 DATA)

<table>
<thead>
<tr>
<th></th>
<th>African American Students</th>
<th>Hispanic or Latino Students</th>
<th>Students of Two or More Races</th>
<th>English Learner Students</th>
<th>Students with Identified Disabilities</th>
<th>Economically Disadvantaged Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proficiency Indicator Combining Reading and Mathematics</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Elementary Schools</td>
<td>16%</td>
<td>54%</td>
<td>58%</td>
<td>37%</td>
<td>73%</td>
<td>2%</td>
</tr>
<tr>
<td>Middle Schools</td>
<td>1%</td>
<td>13%</td>
<td>51%</td>
<td>16%</td>
<td>11%</td>
<td>2%</td>
</tr>
<tr>
<td>High Schools</td>
<td>-51%</td>
<td>-68%</td>
<td>-100%</td>
<td>-53%</td>
<td>-78%</td>
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<tr>
<td>All Schools</td>
<td>-6%</td>
<td>-2%</td>
<td>-9%</td>
<td>11%</td>
<td>11%</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Separate Academic Indicators Combining Science, Social Studies, and Writing (2019 Data)</strong></td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Elementary Schools</td>
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<td>-39%</td>
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<td>-24%</td>
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<td>-2%</td>
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<td>-36%</td>
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<td>-4%</td>
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<td>-100%</td>
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<td>-32%</td>
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<td>-65%</td>
<td>-30%</td>
<td>-40%</td>
<td>-4%</td>
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This prichardcommittee.org table uses data from Tables 3 and 6 of “Grade Configuration and N-Count Analysis Summary (2019 data),” shared at the 3/7/2021 meeting of the Kentucky Board of Education.

Waiting to see actual dashboard

Comparisons could be clearer or harder to see than this mock-up
<table>
<thead>
<tr>
<th>Other elements for equity lens attention when the School Report Cards come out in October</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Kindergarten readiness vs. “ready with enrichments”</td>
</tr>
<tr>
<td>• In-school removals/out-of school suspensions per 100 learners?</td>
</tr>
<tr>
<td>• Participation in advanced coursework/success in earning postsecondary credit?</td>
</tr>
<tr>
<td>• Identification of gifted and talented students?</td>
</tr>
<tr>
<td>• Identification of students with disabilities?</td>
</tr>
</tbody>
</table>