

# SB 158 PROPOSED ACCOUNTABILITY CHANGES

SHOWING SENATE COMMITTEE SUBSTITUTE APPROVED ON FEBRUARY 27, 2020

*Italicized green text identifies the additional changes made by the Substitute*

|                 | Current Law and Practice   | Changes If SB 158 Becomes Law   |
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| Indicators      | <p>Rates schools from very low to very high on these indicators:</p> <ul style="list-style-type: none"> <li>• Proficiency based on KPREP reading and math scores</li> <li>• Separate Academic based on KPREP science, social studies, writing scores</li> <li>• Growth based on year to year change in individual student KPREP reading and math scores, and individual English learners' English proficiency (elementary/middle only)</li> <li>• Graduation rate (high school only)</li> <li>• Readiness based on graduates' college or career readiness and English learner graduates' English proficiency (high only)</li> <li>• Climate and safety based on survey data (starting in 2019-20)</li> </ul> | <p>Change to each indicator receiving two ratings:</p> <ul style="list-style-type: none"> <li>• A status rating based on current scores, from very low to very high</li> <li>• A change rating based on difference between scores for present and previous year, from increased significantly to declined significantly</li> </ul> <p>Change to have cut scores for ratings:</p> <ul style="list-style-type: none"> <li>• Be based on percentiles and distribution</li> <li>• Be approved by the Kentucky Board of Education and the Local Superintendents Advisory Council</li> <li>• Stay in place for six years once set</li> </ul> <p>Change to "encourage" giving student group progress "more weight within the academic indicators"</p> <p><i>Change to specify start dates of 2020-21 for status data and 2021-22 for change data</i></p> |
| Overall Ratings | <p>Gives schools one to five stars:</p> <ul style="list-style-type: none"> <li>• Based on a score that combines all indicators using a weighted formula</li> <li>• With possible reduction in stars if a school has a significant gap between student groups</li> </ul>  | <p>Change to overall ratings giving equal weight to status and change on each indicator</p> <p>(May allow continued use of the five stars and the gap-based reduction rule)</p>   |

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| Dashboard  | Shows: <ul style="list-style-type: none"> <li>• A rating for each indicator based on results for all students</li> <li>• Whether a school has significant achievement gaps between student groups of 10 or more</li> </ul>                 | Change to require showing status, change and overall ratings on each indicator: <ul style="list-style-type: none"> <li>• For all students</li> <li>• For each student group</li> </ul> <p><i>Change to specify that:</i></p> <ul style="list-style-type: none"> <li>• <i>“Overall performance shall aggregate all available data for the state indicators”</i></li> <li>• <i>Dashboard will launch in fall 2022</i></li> </ul> |
| Performance Appeals  | Allows schools to appeal to the Kentucky Board of Education to change schools accountability performance judgments   | <i>Change to allow schools and districts to appeal performance judgments of principals, superintendents, schools, and districts</i>  |
| TSI Schools<br><i>(Targeted Support and improvement)</i>             | Identifies schools for TSI each year if they have: <ul style="list-style-type: none"> <li>• A group with results like lowest 5% of schools for three consecutive years and</li> <li>• Are in lowest 10% of schools</li> </ul>              | Change to remove requirement to be in lowest 10%   |
| ATSI Schools<br><i>(Additional Targeted Support and Improvement)</i> | Identifies schools for ATSI once every three years starting in 2020-21 if: <ul style="list-style-type: none"> <li>• A student group has results like lowest 5% of schools and</li> <li>• The school has been identified for TSI</li> </ul> | Change to identify schools for ATSI once every three years starting in <u>2021-22</u> if: <ul style="list-style-type: none"> <li>• A student group has results like lowest 5% of schools and</li> <li>• The school was identified for TSI <u>the previous year</u></li> </ul> <p>Change to require “more rigorous” district action to support and assist schools that move into ATSI</p>                                       |
| CSI Schools<br><i>(Comprehensive Support and Improvement)</i>        | Identifies schools for CSI each year based on: <ul style="list-style-type: none"> <li>• School performance in lowest 5% or</li> <li>• Graduation rate below 80% or</li> <li>• Failure to exit targeted support</li> </ul>                  | Change to identify schools for CSI once <u>every three years</u> based on: <ul style="list-style-type: none"> <li>• School performance in lowest 5% or</li> <li>• Graduation rate below 80% or</li> <li>• Failure to exit <u>additional</u> targeted support</li> </ul>  |

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|                  | <p>Requires CSI schools to be audited by an outside team selected by the local board of education, with option of selecting the Kentucky Department of Education if no suitable team is available</p> <p>Requires CSI audit team to recommend whether the principal should be reassigned</p> <p>Requires CSI schools to work with turnaround team chosen by local board that can be:</p> <ul style="list-style-type: none"> <li>• An outside entity</li> <li>• Local staff and community partners</li> <li>• The Department if the outside and local options are not viable</li> </ul> | <p><i>Change to require the Department to provide all audits (very different from original bill which removed Department from providing any audits)</i></p> <p><i>Change to replace recommendation on principal with "recommendation to the superintendent regarding the best strategies to address the school's specific needs" (without original bill provision prohibiting audit assessment of principal and superintendent turnaround capacities)</i></p> <p><i>Change to require:</i></p> <ul style="list-style-type: none"> <li>• <i>Department preapproval of at least three vendors to provide turnaround services</i></li> <li>• <i>Kentucky Board of Education rules for state funding to districts for turnaround services</i></li> <li>• <i>Annual Department reports to legislative committee on work of turnaround vendors</i></li> </ul> |
| Achievement gaps | <p>Describes gaps as between student groups in statutes on:</p> <ul style="list-style-type: none"> <li>• Local targets, plans, and consequences for gap reduction</li> <li>• Use of summer learning program/camp funding</li> <li>• Charter schools</li> <li>• Districts of Innovation</li> <li>• Local board review of school plans</li> <li>• The Collaborative Center for Literacy Development's research agenda</li> </ul>   | <p><i>Change to describe gaps as "the difference between performance goals and actual performance" of a student group for:</i></p> <ul style="list-style-type: none"> <li>• <i>Local targets, plans, and consequences for gap reduction</i></li> <li>• <i>Charter schools</i></li> </ul> <p><i>Change to describe gaps as "for" single groups for:</i></p> <ul style="list-style-type: none"> <li>• <i>Use of summer learning program/camp funding</i></li> <li>• <i>Districts of Innovation</i></li> <li>• <i>Local board review of school plans</i></li> <li>• <i>The Collaborative Center for Literacy Development's research agenda</i></li> </ul>  |

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| <p>Graduation Requirements</p>   | <p>Makes graduation dependent on:</p> <ul style="list-style-type: none"> <li>• A prerequisite level of performance in reading and math (with options on how to show that through state testing or a collection of work)</li> <li>• A qualifier performance on a college admissions test, college level coursework, career pathway coursework, industry certification or another option listed in regulation</li> </ul> | <p>Change to specify that graduation requirements shall not include</p> <ul style="list-style-type: none"> <li>• Achieving a postsecondary readiness indicator used in accountability or</li> <li>• A minimum score on a statewide assessment, including a required college admission test</li> </ul> <p>(May leave option of setting rules based on coursework, on assessments not required statewide, and other kinds of data)</p> |
| <p>Charter School Training for School Board Members</p>  | <p>Requires 12 hours of charter school training every year, with requirement dropping to eight hours for board members with eight years of experience as a authorizer</p>  | <p>Change to require only six hours of charter authorization training after a school board receives an application</p> <p>(May leave option of requiring training on charter work other than authorization, such as oversight, revocation, and renewal)</p>  |
| <p>Sources for the current law and practice column include the Kentucky Revised Statutes listed in <a href="#">Senate Bill 158</a>, accountability and improvement regulations (<a href="#">702 KAR 5:270</a> and <a href="#">702 KAR 5:280</a>), the graduation regulation (<a href="#">704 KAR 3:305</a>), the charter authorizer evaluation regulation (<a href="#">701 KAR 8:020</a>), and analysis of Kentucky <a href="#">school report cards</a>.</p> |  |  |