

EDUCATION ASSESSMENT AND ACCOUNTABILITY REVIEW SUBCOMMITTEE

Minutes

November 1, 2022

Call to Order and Roll Call

The November meeting of the Education Assessment and Accountability Review Subcommittee was held on Tuesday, November 1, 2022, at 3:00 PM, in Room 131 of the Capitol Annex. Senator Max Wise, Chair, called the meeting to order, and the secretary called the roll.

Present were:

Members: Senator Max Wise, Co-Chair; Representative Brandon Reed, Co-Chair; Senator Mike Wilson, and Representative Steve Riley.

Guests: Dr. Bart Liguori, Research Division Manager, Office of Education Accountability; Dr. Deborah Nelson, Research Analyst, Office of Education Accountability; Chris Riley, Research Analyst, Office of Education Accountability; and Marcia Seiler, Deputy Director, Office of Education Accountability.

LRC Staff: Lauren Busch and Maurya Allen.

Approval of Minutes

Approval of minutes was tabled until next meeting due to lack of quorum.

Office of Education Accountability – Credit Recovery in Kentucky

Present to discuss the report regarding credit recovery in Kentucky were Dr. Bart Liguori, Research Division Manager, OEA; Dr. Deborah Nelson, Research Analyst, OEA; and Chris Riley, Research Analyst, OEA.

Dr. Nelson said there is no commonly accepted definition for credit recovery. It is commonly considered as an alternative to entire course retakes, as a means of enabling students who have failed classes to recover credits. Credit recovery accommodates students' schedules, adapts content to meet students' needs, and focuses on content mastery. Credit recovery practices vary among districts and schools. State and local policies are lacking and could serve to provide minimum standards. Data regarding credit recovery came primarily through site visits and an OEA survey, as the data available from the Kentucky Department of Education (KDE) was limited.

Students must earn 22 course credits, and beginning in 2023, students can receive a degree without acquiring 22 credits if they pass the GED®. Local school boards must establish performance-based credit recovery policies, but many have very basic policies that need to be further expanded upon to be useful. The KDE digital learning guidelines are phrased mostly as recommendations and do not clearly communicate best practices and do not serve as sufficient guardrails for digital credit recovery courses.

Mr. Riley discussed the OEA methodology of gathering data on a 2019 graduating cohort consisting of all first-time freshmen from 2016 through 2019 to capture four years of consistent data without interruption from the COVID pandemic. This allowed them to analyze the number of course failures compared to graduation rates. There was a strong negative correlation between these data points, and the impact was stronger for those who failed core courses. Credit recovery disproportionately impacts students in some schools, specifically those in schools with lower proficiency rates among incoming high school freshmen. While there were limitations to the data, it was apparent that students who recovered multiple credits typically did so using digital courses. As digital enrollments increase, percentages of free/reduced-price lunch students and minority students increase and graduation rates decrease.

Dr. Nelson said, in the absence of state-level credit recovery policies, there is great variation among schools in terms of eligibility for credit recovery, adjustment of course content, and supervision of assessments. Entry of credit recovery data onto transcripts also varies, which impacts students' GPA, especially as it relates to the Kentucky Educational Excellence Scholarship (KEES). Survey respondents expressed concerns about test security and Dr. Nelson shared examples of those and other concerns. OEA made several recommendations regarding credit recovery policies. These can be found in the full report on the LRC website. The OEA report also includes recommendations for KDE regarding digital learning guidelines that would benefit all students, not just those utilizing digital learning for credit recovery.

OEA staff closed their presentation with additional comments from the survey respondents stressing that digital courses can be a great supplement to education, but the rigor and standards must be in place to uphold relevancy of credit recovery.

Chair Wise thanked the OEA staff for their research and echoed his desire to see an audit system to ensure the relevancy of digital courses. Representative Riley added his concerns about digital courses and stated how valuable in-person instruction is for quality education as was made evident during the pandemic.

OEA 2023 Research Agenda

Dr. Liguori gave a brief overview of the proposed 2023 OEA research agenda topics. Due to lack of quorum, the research agenda could not be approved by the subcommittee. Representative Reed made a motion for preliminary approval, seconded by

Representative Riley. The full agenda will be reconsidered for a vote during the next regular meeting of the subcommittee.

Approval of OEA – A Review of School Funding Adequacy

Due to lack of quorum, approval of the report from the October 18, 2022, meeting was tabled until the next meeting.

Adjournment

With no further business to come before the committee the meeting adjourned at 3:45 p.m.