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EDUCATION ASSESSMENT AND ACCOUNTABILITY  
REVIEW SUBCOMMITTEE MEETING  
HELD ON DECEMBER 10, 2014

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1 CHAIRPERSON: And if you would, would you  
2 please identify yourself for the record.

3 MR. BROWN: Kevin Brown, Associate  
4 Commissioner and General Counsel for Kentucky  
5 Department of Education.

6 MS. FOSTER: Hi. Kelly Foster, Associate  
7 Commissioner, Office Next Generation Schools and  
8 Districts.

9 MR. WICKERSHAM: I'm David Wickersham,  
10 Policy Advisor for the Office of Next Generation  
11 Schools and Districts.

12 CHAIRPERSON: Thank you all. I think we  
13 have one regulation to take into consideration. So  
14 with that, you may proceed.

15 MR. BROWN: Madam Chairman, there is one  
16 new regulation. There's also two regulations that we  
17 are repealing. We are combining those into the new  
18 regulations. They are involving the school and  
19 district accountability -- or involving the audit  
20 process as well as the persistently low-achieving  
21 school regulation. That's pursuant to KRS 160.346.

22 Associate Commissioner Foster is going to  
23 just give you a very brief overview of what those two  
24 regulations do now -- currently do now that we're  
25 repealing and then how that changes into all -- into

1 the new regulation. And then David, I think, if it's  
2 the pleasure of the Chair, will go over and summarize  
3 some of the comments that we have received during the  
4 comment period and our response to those.

5 CHAIRPERSON: Okay. But before we go  
6 forward, I'd also like to introduce Donna Little  
7 from the LRC staff. I believe there are some  
8 amendments --

9 MR. BROWN: Yes.

10 CHAIRPERSON: -- suggested amendments.

11 MS. LITTLE: Yes. If you want to, I'll  
12 summarize the amendment now.

13 CHAIRPERSON: Okay.

14 MS. LITTLE: It's a staff-suggested  
15 amendment that we worked with the department of  
16 education to prepare. And what it does is it adds a  
17 statutory citation and makes changes to comply with  
18 the directing and formatting requirements of KRS  
19 Chapter 13A. That way there's consistency between  
20 this regulation and the statutes and other  
21 administrative regulations. And if you'd like a more  
22 detailed summary, I can provide it, but that's the  
23 basic summary, is to comply with 13A's requirements.

24 CHAIRPERSON: I think we have that summary  
25 in all of our folders. Does anyone have questions or

1 can we proceed? Okay. I think we're all right. So  
2 you-all can continue.

3 Okay. We will need a motion to accept  
4 those amendments. Second. All in favor say aye.

5 COMMITTEE: Aye.

6 CHAIRPERSON: Okay. And if you-all would,  
7 be sure your microphone -- Donna, you didn't seem  
8 like you were...

9 MS. FOSTER: Basically by combining the  
10 two regulations, we're trying to put all the  
11 information regarding priority schools into one  
12 location. And, unfortunately, in low-performing  
13 schools, sometimes the leadership does not have the  
14 capacity to lead the turn-around efforts. And what  
15 this allows us to do is be able to work with school  
16 leadership in making a turn-around plan and school  
17 decisions based on the evidence found in the  
18 diagnostic review, which is reviewing all parts of  
19 the school system as far as their systems, their  
20 academics and their facilities, and helping guide  
21 them until they can regain that capacity of a school  
22 council or a school leadership to help improve  
23 student achievement.

24 MR. WICKERSHAM: The ECEA flexibility  
25 waiver submission that Kentucky has required

1 Kentucky, amongst other states, to develop a process  
2 to identify and then to help serve priority schools.  
3 And the processes that are presently in place are now  
4 outlined in 702 KAR 5:120, which we're seeking to  
5 repeal, and then also in 702 KAR 5:180, which  
6 outlines what the intervention systems are.

7           These are several years old. In fact,  
8 5:120 was actually passed in 2004 and established the  
9 accountability process under CAT. So the statutory  
10 requirements that underpins that regulation are no  
11 longer in place. So it's appropriate for us to  
12 repeal that.

13           And then 5:180 was actually developed in  
14 2010. And while it contained several elements that  
15 we're carrying forward into the present version of  
16 the regulation, we're trying to eliminate some  
17 overlap between those two and possibly some confusion  
18 for the districts that might be subject to the  
19 exercise of the regulation.

20           Generally, we have had -- there's one  
21 public comment that came in during the -- during the  
22 public comment period basically covering a total of  
23 about 10 different subject areas: The statutory  
24 powers of the school council, the role of replace or  
25 advisory school councils, elected or appointed school

1 councils, the selection of intervention plans,  
2 diagnostic reviews, termination of the authority of  
3 school councils, the repeal of existing school  
4 council policies, the authority to implement  
5 intervention options, external management  
6 organizations and intervention standards and exit  
7 criteria.

8           If you'd like, I can give you some detail  
9 on what those comments were and the agency's  
10 response. If you'll just let me know what the  
11 pleasure of the committee is, I'm happy to continue  
12 if you'd like.

13           CHAIRPERSON: Representative Marzian.

14           REPRESENTATIVE MARZIAN: Thank you, Madam  
15 Chairman and -- Chairwoman, I mean. And I appreciate  
16 you-all coming forward. And I just want to rest  
17 assured that the Jefferson County Teachers  
18 Association, that the regulation does not affect the  
19 continuing effectiveness of the agreement with  
20 Jefferson County Public Schools at priority schools.

21           MR. WICKERSHAM: We do not believe that it  
22 does. We had actually received a little bit outside  
23 the comment period, but consistent with the formal  
24 comment that came in addressing collective  
25 bargaining. We have received this information from

1 the Jefferson County Teachers Association asking --

2 REPRESENTATIVE MARZIAN: I can't hear you.  
3 Repeat.

4 MR. WICKERSHAM: We had received a  
5 communication from them outside of the public comment  
6 period, but consistent with a comment that we  
7 received during the comment period (Inaudible) on  
8 that particular issue, on the collective bargaining  
9 issue. Basically the situation is that 160.346(9),  
10 we believe already addresses that issue. There are  
11 four intervention options that are laid out there,  
12 but there's also a specific provision that indicates  
13 that professionally-negotiated contracts by a local  
14 board of education may not take precedent over three  
15 of the four options that are available there.

16 So we do not believe that this would  
17 impair any portion of what's in place right now  
18 between JCTA and between JCPS, that they would be  
19 able to continue to negotiate in good faith, as they  
20 have been, and to good effect and being able to  
21 resolve that.

22 We're in a bit of a spot because  
23 13A.120(e) doesn't permit us to promulgate an  
24 administrative regulation when the statute already  
25 addresses that. And the present version of the

1 regulations are silent on dealing with the particular  
2 type of arrangement that JCTA has. So we feel like  
3 that since the statute addresses it and the present  
4 regs do not, it's not something that we're  
5 statutorily permitted to intervene in. But we don't  
6 see any impairment there.

7 And, in fact, JCTA had obtained from  
8 Kentucky's attorney general an opinion on that, about  
9 the use of that statute indicating that there would  
10 not be any impairment in their ability to continue to  
11 negotiate as they have been.

12 REPRESENTATIVE MARZIAN: So the regulation  
13 that we're getting ready to approve -- Madam  
14 Chairman, if I may continue? I'm sorry.

15 -- would have no effect on the agreements that  
16 JCTA has made with -- or entered into with our public  
17 school?

18 MR. WICKERSHAM: We don't believe so,  
19 because the way that the attorney general has  
20 analyzed it, we think is accurate and correct and if  
21 there is a conflict between the collective bargaining  
22 agreement and either federal regulation or state  
23 statutes, effectively the parties to that collective  
24 bargaining agreement must continue to negotiate  
25 pursuant to the terms of their agreement. However,



1 they're supposed to negotiate under that and then  
2 agree to either waive or to modify any part of that  
3 agreement that conflicts with statute or to make a --  
4 select an intervention option that does not violate  
5 that.

6 MR. BROWN: Jefferson County -- JCPS and  
7 JCTA have done that several times, because there are  
8 PLA, persistently low-achieving schools in Jefferson  
9 County. And that is working now. But the new  
10 regulation does not change that interaction that's  
11 going to take place.

12 REPRESENTATIVE MARZIAN: Okay. Well,  
13 thank you for your letting my mind rest on this  
14 because I do -- I support our teachers in Jefferson  
15 County and they work so hard. And, of course, my  
16 daughter is a teacher and my son-in-law in Jefferson  
17 County, so got to watch out for them. Thank you.

18 MR. WICKERSHAM: Yes, ma'am.

19 CHAIRPERSON: Any other questions?  
20 Senator Givens.

21 SENATOR GIVENS: Madam Chair, thank you  
22 and please forgive my tardiness on not being here to  
23 hear the entire presentation.

24 The commissioner spoke on Monday at the  
25 interim joint committee on education. Chairman

1 Graham presided over that meeting and did a very  
2 admirable job, as he always does. And the  
3 commissioner spoke, I think, to the need for this  
4 reg. And I just want to make sure that this is the  
5 same reg that he was speaking to, basically  
6 indicating that there was some interest in being able  
7 to utilize the turn-around options within the  
8 district at an earlier point in time. Is that this  
9 reg, or is that a separate conversation?

10 MR. BROWN: That is a separate  
11 conversation. If that conversation were to proceed,  
12 it would -- it would look similar to this. But this  
13 is about the -- what happens when districts fall into  
14 the five -- the lowest five percent, with a school  
15 that has the lowest five percent ranking and then the  
16 intervention options that take place that the state  
17 oversees.

18 MS. FOSTER: This is just for our priority  
19 schools. And the conversation he was having on  
20 Monday would allow that same opportunity for focus  
21 schools, schools that haven't fallen below the five  
22 percent, but we want to try to prevent them from  
23 doing so. So districts would have the authority to  
24 do a diagnostic review to determine, you know, where  
25 schools were academically, physically, the

1 facilities, their leadership, and put some  
2 intervention options in at the district level rather  
3 than at the state level.

4 MR. BROWN: That would require a statutory  
5 change.

6 SENATOR GIVENS: So the trigger -- going  
7 back to what you said just a moment ago when you  
8 started, Mr. Brown, the trigger is if a school is in  
9 the bottom five -- if a district is in the bottom  
10 five percent and they have a school within that  
11 district that's in the bottom five percent?

12 MS. FOSTER: It's actually the school. A  
13 priority school is a school that has been in the  
14 bottom five percent for three years in a row, has not  
15 met their AMO for three years in a row. So that is  
16 with the priority schools is what this regulation is  
17 dealing with.

18 SENATOR GIVENS: Okay.

19 MS. FOSTER: The conversation on Monday  
20 would be a district. If they had some schools that  
21 were focus schools, which would be in the bottom 10  
22 percent, but they haven't fallen into priority  
23 status, if they wanted to do something like this,  
24 they would have the authority to do so.

25 SENATOR GIVENS: Okay. Very briefly and

1 in summary, for someone who didn't come in on time,  
2 tell me again the need for us making these changes  
3 specific to where we are today and why we need to  
4 make the changes.

5 MR. WICKERSHAM: The two regulations that  
6 we're repealing are rather outdated. Basically what  
7 we're doing, the ESEA flexibility waiver requires us  
8 to develop a priority school process. That's  
9 presently laid out in 702.5:120 and then in 5:180.  
10 Those are both several years old.

11 5:120 was actually passed in 2004 to  
12 implement the CATS accountability system. And  
13 because that's basically gone by the board and is no  
14 longer in place, it's stale and needs to be stricken  
15 in any event.

16 So what we're attempting to do is to  
17 confine the pieces of that that continue to be  
18 required by federal and state law into a single  
19 regulation for clarity (Inaudible). It basically  
20 reduces us from having two regulations that overlap  
21 to a single.

22 SENATOR GIVENS: So I can go home and tell  
23 my folks that we're eliminating some regulations?

24 MR. WICKERSHAM: You can.

25 SENATOR GIVENS: That's always a good

1 thing.

2           One last -- more of a statement than a  
3 question: Certainly, while I understand the need in  
4 Jefferson County is a little different than in other  
5 parts of the state, and not going to be derogatory at  
6 all in what I'm going to say, so please don't take it  
7 that way, but this overarching concern about  
8 protecting teachers while not talking about the  
9 interest of students is something that always  
10 concerns me. So when we have these conversations  
11 about making sure that we're not threatening any  
12 teachers, let's extend the conversation and say, are  
13 we doing the best for our students. Thank you, Madam  
14 Chair.

15           CHAIRPERSON: Representative Marzian.

16           REPRESENTATIVE MARZIAN: Well, you know,  
17 we always play last word at home with my husband.

18           SENATOR GIVENS: You always win, too.

19           REPRESENTATIVE MARZIAN: I do. But I  
20 believe in the interest of making sure our teachers  
21 are adequately protected, paid well, have autonomy at  
22 their schools, that our children will benefit from  
23 that and they certainly have in the Jefferson County  
24 Public School System. Thank you.

25           CHAIRPERSON: Any more discussions? If

1 not, do I have a motion that we accept 5:260? We  
2 have a motion and second. All in favor say aye.

3 COMMITTEE: Aye.

4 CHAIRPERSON: And that motion was as it  
5 was amended. Now for 5:122. Do you have a motion to  
6 repeal?

7 COMMITTEE: So move.

8 CHAIRPERSON: All in favor?

9 COMMITTEE: Aye.

10 CHAIRPERSON: Thank you all.

11 COMMITTEE: Thank you.

12 CHAIRPERSON: I will say that this  
13 regulation gave me an opportunity to do a lot of  
14 reading as several of the groups did come forward and  
15 express their concern.

16 Next, we have a report on -- from the  
17 office of education accountability. And I will ask  
18 that they come forward to give their research agenda.

19 MS. TIMMEL: Good morning. I'm Karen  
20 Timmel. I'm acting director of the office of  
21 education accountability. And today we're going to  
22 be presenting our final report (Inaudible).

23 CHAIRPERSON: Could you identify the other  
24 people at the table, please, before you start?

25 MS. TIMMEL: Yes, I will. I'm sorry.

1 Seated here is Deborah Nelson. She's one of our  
2 research analysts, and she will be presenting the  
3 report today. And also is Gerald Hoppmann, and he's  
4 the director of research at OEA.

5 And today's study is looking inside  
6 Kentucky's college and career readiness data. And,  
7 again, Deb -- Deborah Nelson will present, and we'll  
8 be happy to answer any questions when she does --  
9 when she concludes.

10 DR. NELSON: Good morning. This study  
11 analyzes college and career readiness data for high  
12 school graduates, focusing in particular on data that  
13 was collected beginning in 2012 with the new  
14 accountability system. These data are generally  
15 reported as a single percentage, but are made up of  
16 many different components. So the study looks  
17 individually at these components and how they've  
18 changed over time and vary among schools and  
19 students.

20 I'll begin with some background about the  
21 CCR measure and describe the study and major  
22 findings, look at each component in detail and  
23 conclude with a discussion that urges caution in the  
24 use of the college and career readiness data to  
25 dredge up changes in learning outcomes or make

1 comparisons among districts and schools. And from  
2 here on in, I'll refer to college and career  
3 readiness as CCR.

4 On the slide here you see how CCR is often  
5 presented beginning in 2010, and you see steep  
6 increases from 30 percent of graduates in 2010 to  
7 62 percent of graduates in 2014. The data that are  
8 included in these percentages have changed over time.  
9 Prior to 2012, CCR data would have included only  
10 college-ready students and be based on ACT data.  
11 Beginning in 2012, CCR included additional  
12 college-ready tests as well as a variety of  
13 career-ready measures.

14 This change was prompted by requirements  
15 of Senate Bill 1, which required that a new  
16 accountability system be implemented in 2012. The  
17 legislation did not specifically require the CCR  
18 measure, but the measure is in line with many goals  
19 of the legislation; for example, a plan to reduce the  
20 percentage of graduates who enroll in college and  
21 need remedial course work prior to taking  
22 credit-bearing classes.

23 The CCR measure was developed by the  
24 Kentucky Board of Education, and as outlined in  
25 regulation, it is the percentage of high school



1 graduates who meet criteria for one of these  
2 components. To be considered college ready, students  
3 must pass ACT tests or one of two college placement  
4 tests. To be considered career ready, students must  
5 meet technical and academic criteria, each of which  
6 can be met a variety of ways. To be considered  
7 college and career ready, students must meet the  
8 technical criteria to be career ready and also pass  
9 college-ready tests.

10           And I will describe each of these  
11 indicators in greater detail later in the  
12 presentation. But what the slide shows is that  
13 single percentage that you saw in the previous screen  
14 is actually composed of many different elements.

15           So what the study does is break up total  
16 CCR percentages into the different elements. And  
17 what you see on the screen right here is just one way  
18 of doing that. And I will return, also, to these  
19 data later on.

20           But just to illustrate what the study  
21 does, is beginning in 2012 it breaks up the data  
22 according to the new measures that were introduced.  
23 It also looks in detail at data for 2014 to see  
24 whether the types of proportions you see at the state  
25 level hold true across student groups and among

1 schools. For example, you'll see here that of the  
2 students who are considered CCR, just under  
3 two-thirds of them pass ACT tests. And we'll look to  
4 see whether this is true, these proportions hold true  
5 for all students and among all schools.

6 What you see on this slide, also, is a  
7 steep increase beginning in 2012 with the percentage  
8 of students who would be deemed college ready. The  
9 study follows these students, this first class of  
10 students, into Kentucky colleges and universities to  
11 see whether they enroll and how they perform. To do  
12 this, we use data from the Kentucky Center For  
13 Education Work Force Statistics, or KCEWS, which  
14 links graduate data and post-secondary data. Based  
15 on the strength of this KCEWS system, the  
16 Commonwealth is given high marks nationally for the  
17 quality of its education data systems.

18 The study was not able to analyze outcomes  
19 for students who did not enroll in Kentucky  
20 post-secondary institutions, such as students who  
21 enroll out of state, are in the military or enter the  
22 workforce.

23 The study finds that the gains in CCR come  
24 primarily from the new measures that were introduced  
25 in 2012. From those new measures we've seen steep

1 increases in the percentage of students deemed  
2 college ready. Based on analyzing data from that  
3 first class of 2012, we know that as a result of this  
4 increase, remediation rates have dropped. However,  
5 enrollment rates have reigned flat -- remained flat  
6 and grades and enrollment for those graduates vary  
7 according to whether they were college ready by the  
8 ACT or the new measures that were introduced in 2012.

9 We also know that among students in the  
10 state, the percentage who are deemed college ready,  
11 the proportion of those students varies among schools  
12 and among student groups. Finally, career readiness  
13 has increased, but we are -- outcomes for these  
14 graduates, these career-ready graduates, are not yet  
15 entirely known.

16 Looking first at the college-ready data.  
17 To be considered ready for college with the CCR  
18 measure, students must meet CPE benchmarks in all of  
19 these three subjects: English, mathematics and  
20 reading. They can do so by passing ACT tests, which  
21 all students take in the 11th grade. Students who  
22 don't meet the benchmarks in the 11th grade can pay  
23 to retake ACT tests prior to graduation and be  
24 counted as a college and career ready. And I should  
25 mention here that the benchmarks that are set by CPE

1 for college readiness on the ACT are slightly  
2 different in mathematics and reading than the  
3 benchmarks set by ACT itself, and we describe this in  
4 the report.

5           Students who don't meet benchmarks in the  
6 11th grade can be deemed college ready by taking one  
7 of two college placement tests: The COMPASS or the  
8 KYOTE, which they can take in the 12th grade at no  
9 cost.

10           Regardless of whether students become  
11 college ready by the ACT, the COMPASS or the KYOTE,  
12 they are permitted to take credit-bearing classes in  
13 any Kentucky college or university without first  
14 taking a remedial course. However, there are some  
15 important differences among these tests. ACT is a  
16 college readiness test that is commonly used for  
17 college admission. The COMPASS, which is an ACT  
18 product, and the KYOTE, which was developed by  
19 educators here in the Commonwealth, are placement  
20 tests used to put students in the appropriate courses  
21 once they reach college.

22           Also, as we describe in the report, the  
23 ACT is administered under more secure conditions than  
24 are possible to ensure with the COMPASS and the  
25 KYOTE.

1           So we'll present the college-ready data in  
2 this presentation in three groups: First, students  
3 who meet benchmarks in all three subjects in the 11th  
4 grade administration. The second group would be  
5 students who did not meet all three benchmarks in the  
6 11th grade, but did so prior to graduation. And the  
7 third group would be those who are considered college  
8 ready who met benchmarks in English, reading and  
9 mathematics, but did not meet benchmarks in all three  
10 ACT tests. So they would have met benchmarks in at  
11 least one subject on the COMPASS and KYOTE. So we  
12 have called this a combination group.

13           So you'll see here, the percentage of  
14 graduates who met college readiness benchmarks on the  
15 ACT when they were in the 11th grade. And although  
16 the CCR measure that we're focusing on begins here in  
17 2012, we do provide one year of prior data here for  
18 comparison.

19           Students who do not meet benchmark in the  
20 11th grade are required by statute to be provided  
21 with accelerated learning opportunities. Also, a  
22 Senate Bill 1 in that plan to reduce college  
23 remediation, required the department to work with the  
24 Council on Post-Secondary Education and the  
25 Professional Standards Board to develop a plan to

1 reduce those remediation rates. Part of that plan  
2 was development of transitional classes and other  
3 strategies that they shared with districts to help  
4 students become college ready from the 11th grade to  
5 the 12th grade.

6 As you can see, many students who do not  
7 meet benchmarks in the 11th grade do so prior to high  
8 school graduation.

9 Now, beginning in 2012, you can see a  
10 steep increase in the percentage of students who are  
11 deemed college ready. And this comes from the  
12 possibility of demonstrating college readiness  
13 through this combination of ACT, COMPASS or KYOTE  
14 tests.

15 So what are the post-secondary outcomes  
16 from this group of students that are -- this  
17 increasing group of students that are college ready,  
18 deemed college ready? We only have data so far for  
19 one year, which is this graduating class of 2012.

20 So in the next series of slides I'll show  
21 you the outcomes that we know based on their  
22 enrollment in 2013. We know, for example, that as  
23 students demonstrated college readiness through these  
24 various tests, fewer were required to do remedial  
25 courses. However, not all of these students who are

1 becoming college ready actually enroll in college.  
2 And enrollment rates and grades vary according to  
3 which group students were in, whether they met the  
4 benchmarks in the 11th grade, met ACT benchmarks  
5 prior to graduation or met benchmarks through a  
6 combination of measures.

7           So this slide shows you data on college  
8 remediation. It shows you the percent of students  
9 who would have been required to take a remedial  
10 course based on their graduate data. It shows you  
11 percentages for each subject, and also here on the  
12 left it shows you the percentage of graduates who  
13 enrolled in Kentucky post-secondary institutions and  
14 would have been required to take a remedial course in  
15 at least one subject.

16           And what you'll see here is this steep  
17 drop between 2012 and 2013 and the percentage of  
18 students who are required to take remedial courses.  
19 This is that 2012 class as it entered Kentucky  
20 colleges and universities. There was a significant  
21 drop in the percentage of students requiring  
22 mediation from 54 percent in 2011 to 38 percent in  
23 2013. And in the report we note that this group of  
24 students that enrolled in Kentucky colleges and  
25 universities would have been required to take about

1 10,000 fewer remedial courses than those who enrolled  
2 in 2011.

3           As the percentage of students deemed  
4 college ready have increased, we have not seen  
5 increases in the number of students who actually  
6 enroll in college. This shows you the number that  
7 have enrolled for 2011 and 2013 and which has not  
8 grown. Of course, we do see here in the blue  
9 increasing numbers of students who enroll and are  
10 deemed college ready. But overall, the percentage of  
11 graduates that enroll has remained flat at about  
12 56 percent.

13           Outside the scope of this study, to  
14 explain this trend, the fact that we have increasing  
15 percentages of students who are college ready but not  
16 increasing percentage of students who enroll, we have  
17 some data that may be relevant to that question.

18           First, we'll look at the percentage of  
19 graduates who enroll in Kentucky colleges and  
20 universities based on student groups. In the report  
21 we show these percentages by race. And you'll see  
22 that the percentage of students who enroll does not  
23 vary substantially by race. White, black, Hispanic  
24 and Asian students enroll in Kentucky colleges and  
25 universities at about the same rate.



1           However, we do see differences based on  
2 gender. Looking at all graduates, the percentage of  
3 females that enroll in Kentucky post-secondary  
4 institutions is much greater than the percentage of  
5 males.

6           CHAIRPERSON: Can you stop just one  
7 moment? I believe Representative Simpson has a  
8 question.

9           REPRESENTATIVE SIMPSON: Thank you, Madam  
10 Chair. Can you go back to the previous slide when  
11 you showed 50 -- I think 55 percent of individuals  
12 are enrolling. Is that data relative to Kentucky  
13 public universities and not to the private  
14 universities or the for-profit universities?

15          DR. NELSON: It does include private  
16 universities. I'm not actually sure about the  
17 for-profit.

18          REPRESENTATIVE SIMPSON: Okay.

19          DR. NELSON: I can find out for you.

20          REPRESENTATIVE SIMPSON: Now, does that  
21 also -- is that inclusive of this training schools  
22 where you're getting similar to community colleges?

23          DR. NELSON: Yes, it includes community  
24 colleges and universities.

25          REPRESENTATIVE SIMPSON: How about

1 training programs that are financed by the employer  
2 in-house?

3 DR. NELSON: Do not know the answer to  
4 that question, but we will look into it and get back  
5 to you.

6 REPRESENTATIVE SIMPSON: Okay. Fine.  
7 Thank you. Thank you, Madam Chair.

8 CHAIRPERSON: And I believe Senator Wilson  
9 has a question.

10 SENATOR WILSON: Thank you, Madam Chair.  
11 And if you could just do me a favor and back up one  
12 more slide to the percentage of prior year graduates  
13 that are enrolled in Kentucky colleges and  
14 universities that are required to take remedial  
15 classes.

16 DR. NELSON: Yes.

17 SENATOR WILSON: I know a lot of what's  
18 happening now is they're moving to a co-requisite  
19 type of remediation where they're enrolled in the  
20 class that they should be taking for their degree,  
21 but then they're doing some lab or remediation that  
22 way. Is that counted in here as remediation or not?

23 DR. NELSON: That's a good question. What  
24 these data show is the percentage of students based  
25 on their status when they graduated who would have

1 been required to take a class that was considered  
2 remedial in some way. So it does not count -- it  
3 does not look at course data of students who enrolled  
4 and dividing them into different groups. It just  
5 says based on your status when you graduated, would  
6 you have been required to take either a full remedial  
7 course or the type of course that you described.

8 SENATOR WILSON: Okay. Thank you.

9 DR. NELSON: You're welcome.

10 CHAIRPERSON: And I believe Representative  
11 Graham has a question.

12 REPRESENTATIVE GRAHAM: Madam Chairman,  
13 I'm just curious as to the breakdown of -- and in  
14 looking at retention rates. As you get this  
15 information and you provide us with this information,  
16 we've got three major items that determine whether a  
17 kid is college and career ready: The ACT, the KYOTE  
18 and the COMPASS test.

19 Is this information broken down in terms  
20 of what percentages of those students met college and  
21 career readiness in terms of the percentage of  
22 students on the ACT, those students that may not have  
23 performed well on the ACT did well on the COMPASS or  
24 the KYOTE test and they were considered to be college  
25 and career readiness?

1           And in terms of breaking it down even  
2 further, the retention percentage for those who were  
3 able to not go into remediation because of the KYOTE  
4 test, what percentage of those students, you know,  
5 had a percentage of that retention rate, what  
6 percentage of those students that had the -- were  
7 able to -- to opt out of remediation, that did well  
8 under the COMPASS test and obviously the number of  
9 students that copped out in terms of not having to  
10 take retention because they met the benchmarks of the  
11 ACT.

12           Do you-all have that broken down in terms  
13 of the number of students who were retained in  
14 college based upon their performance on the COMPASS  
15 and so forth, and the KYOTE and the ACT?

16           DR. NELSON: We do.

17           REPRESENTATIVE GRAHAM: And does that make  
18 sense?

19           DR. NELSON: Yes, it makes -- it  
20 absolutely makes sense. What you're saying is, okay,  
21 these students here --

22           REPRESENTATIVE GRAHAM: Some students make  
23 it all three --

24           DR. NELSON: They're -- they're --

25           REPRESENTATIVE GRAHAM: -- some make it

1 just with one --

2 DR. NELSON: Right, they're deemed college  
3 ready.

4 REPRESENTATIVE GRAHAM: -- some make it  
5 with two.

6 DR. NELSON: What happens to them when  
7 they get to college. What we are going to present in  
8 this presentation are their grades. In the full  
9 report we do have one figure that has to do with  
10 retention. We were not able to look at data  
11 following the graduates from 2013 to see whether they  
12 return in 2014. What we do show is those who  
13 enrolled in the fall, were they still enrolled in the  
14 spring.

15 REPRESENTATIVE GRAHAM: Uh-huh.

16 DR. NELSON: And we do see some  
17 differences in those years, and I will --

18 REPRESENTATIVE GRAHAM: So you're going to  
19 touch --

20 DR. NELSON: -- give you the figure after  
21 the presentation. I'll show you the figure.

22 REPRESENTATIVE GRAHAM: Okay. Okay.

23 DR. NELSON: We do see -- I'm -- just from  
24 memory, I'm saying it's above -- it's a difference  
25 between, say, 80 percent for one group and 85 percent

1 for another group. So we do see differences. But  
2 what we do not see is students who are, say, ready by  
3 this measure who then do not come back. We see  
4 differences, but not really great differences.

5 REPRESENTATIVE GRAHAM: And so how -- let  
6 me ask -- Madam Chairman, can I ask one more?

7 So in terms of tracking these students  
8 over a period of time, I take it that CPE keeps that  
9 track of that information as they stay in school,  
10 whether they are retained in school. How -- I guess  
11 the fundamental question becomes outside of, how do  
12 you know they are staying on track per se and that  
13 they are doing well in school per se? How is that  
14 information disseminated so that we can continue to  
15 make sure that these kids are doing what they need to  
16 do based upon the information that I asked you  
17 previously?

18 DR. NELSON: So you're asking, can we  
19 continue to monitor --

20 REPRESENTATIVE GRAHAM: Right.

21 DR. NELSON: -- how these students do?  
22 Like, is this college-ready group, for example,  
23 can -- you know, who are --

24 REPRESENTATIVE GRAHAM: Exactly.

25 DR. NELSON: Okay. To do this you really

1 need the KCEWS data system because the Council on  
2 Post-Secondary Education has all of the enrollment  
3 data. They do not know, based on their own data,  
4 necessarily how students would fall into these  
5 categories. To do that you would need Kentucky  
6 Department of Education data.

7 REPRESENTATIVE GRAHAM: Okay.

8 DR. NELSON: So to answer the question  
9 that you're asking, you have to combine the data,  
10 which is what we did.

11 REPRESENTATIVE GRAHAM: Okay.

12 DR. NELSON: We got data from KCEWS for  
13 this study. We were only able to get one year. If  
14 you were interested in tracking this, this is the  
15 type of analysis we could easily do, you know,  
16 quickly in future years by using KCEWS data, and if  
17 that's something that you'd like to see, you --

18 REPRESENTATIVE GRAHAM: I would if I  
19 could, I'd appreciate it. And one last thing, Madam  
20 Chairman. You -- you mention in your -- in your  
21 presentation, you said something to the effect that  
22 the ACT is more secure than the COMPASS and KYOTE.  
23 What do you -- tell me what you really meant by that.  
24 I didn't quite understand what you meant in terms of  
25 secure.

1 DR. NELSON: The ACT can only be  
2 administered at predetermined times and locations.  
3 So we have certain test --

4 REPRESENTATIVE GRAHAM: That's what you  
5 were talking about.

6 DR. NELSON: Well, we have certain test  
7 dates where usually you'll have a group of students  
8 taking it. It will either be in the high school or  
9 sometimes at another location. And these are preset  
10 times and locations of all students taking it  
11 together.

12 The COMPASS and the KYOTE can be taken at  
13 any time, and it might be a single student taking it.  
14 So it might be -- can be taken online. It might be,  
15 say, a single student in the library with a monitor  
16 from the school. So rather than having a group --  
17 group of students all taking the test at once, as you  
18 do with the ACT, you might have a single student with  
19 a single monitor. And there's many different test  
20 events. With the ACT, there's only a few every year.  
21 The COMPASS and KYOTE, there's probably thousands for  
22 each individual student. They can take it, they can  
23 retake it.

24 And obviously the department is not able  
25 to monitor all of these thousands of test events.



1 They have to rely on -- to determine whether there's  
2 any inappropriate test practices, they have to rely  
3 on reports to the department.

4           So there was a report -- such a report  
5 last year, and the department looked into it and  
6 found, for example, that students were taking the  
7 test in the library and the monitor or the teacher  
8 that was there was, you know, aiding them in  
9 answering the questions, that they had seen some of  
10 the questions ahead of time, and the scores for that  
11 school were invalidated.

12           MS. TIMMEL: Invalidated.

13           DR. NELSON: Yes. But the point is, KD  
14 cannot be in all of the -- you know, the benefit of  
15 the COMPASS and the KYOTE is that it does give  
16 students an opportunity to demonstrate their  
17 readiness prior to college. And for many students,  
18 that's had positive outcomes.

19           However, if we're going to draw  
20 conclusions about the strength of various high  
21 schools based on this data, it is important to know  
22 that the outcomes vary and that there's more security  
23 in some measures than others. Does that answer your  
24 question?

25           REPRESENTATIVE GRAHAM: Yeah. Thank you.

1 Thank you, Madam Chairman.

2 DR. NELSON: Where was I, 25? Oh, I know.  
3 Okay. Okay.

4 So we know that as college-readiness rates  
5 have increased, based on the CCR measure, enrollment  
6 has remained flat. And -- oh, I think I was here.

7 Okay. When you look, you see the  
8 differences, that you have more females enrolling in  
9 college than males. When you look at just that  
10 smaller group of students who meet college-ready  
11 benchmarks, the percentages are closer. But still  
12 you see a greater percentage of female college-ready  
13 students enrolling than you do male college-ready  
14 students.

15 Looking at family income, and this is  
16 based on eligibility for the federal priorities like  
17 lunch programs, with lower family income students  
18 being eligible and higher family income students not  
19 being eligible. When you look at all graduates,  
20 there are great differences between the percentage of  
21 those groups that enroll. When you look at just  
22 college-ready graduates, the percentages are closer,  
23 but still you see a difference of almost ten  
24 percentage points in enrollment between college-ready  
25 students from lower income families who enroll in

1 college and college-ready students from higher income  
2 families.

3 CHAIRPERSON: And Senator Givens has a  
4 question.

5 SENATOR GIVENS: Just a quick question to  
6 make sure I understand what you're presenting on the  
7 slide. When we say gender differences and we add the  
8 49 and the 62, we don't get 100.

9 DR. NELSON: Right. It is the -- it is  
10 not -- it's the percentage of all graduates. So the  
11 percentage of all male graduates who enroll.

12 SENATOR GIVENS: Okay. Great. Thanks.

13 DR. NELSON: So this slide shows data from  
14 that first graduating class of 2012 as they entered  
15 college and the percentage who actually enrolled in  
16 college. And here you can see those graduates who  
17 met ACT benchmarks prior to graduation, 82 percent of  
18 them enrolled in college versus 67 percent of  
19 students who met benchmarks through a variety of  
20 measures.

21 And here, this is a -- was a small group  
22 in 2012. There was about 400 students who were  
23 considered college ready but did not pass a single  
24 ACT test. And you can see that enrollment rates for  
25 this small group of students was not really different

1 from students who were not college ready at all. We  
2 don't show this little group in all of our big  
3 figures because they are so small. But this group is  
4 growing. In 2014 it wasn't 400 students; it was over  
5 1200 students who were considered college ready but  
6 didn't pass a single ACT test.

7           And this slide shows you cumulative GPAs  
8 for the first year of enrollment for the 2012  
9 graduates based on how they were college ready, with  
10 3.0 or higher being a B average or higher and on the  
11 lower side, less than 2.0, that would be less than a  
12 C average. And you can see by far, those students  
13 with the highest grades were those who met ACT  
14 benchmarks in 11th grade. 57 percent of those  
15 students, an average of 3.0 or higher, compared to  
16 just 31 percent of students who passed through a  
17 combination of measures. And then you'll see for  
18 this very small, but growing group, almost half of  
19 them had GPAs of 2.0 or less.

20           So this slide does show differences in  
21 grades based on how students were deemed college  
22 ready. I would like to make another point before I  
23 leave this slide, though. This group of students  
24 right here, or both of these groups, but this is the  
25 largest group, this group of students are students

1 who met all the benchmarks who would not have been  
2 required to take any remedial courses. And you can  
3 see, still the majority of them are getting GPAs of  
4 greater than 2.0.

5 In the report we present data just on  
6 math, looking at each measure and the percentage that  
7 met benchmarks on the ACT, the COMPASS and the KYOTE  
8 and how many of them passed their first algebra  
9 class. And similarly with those students, the  
10 majority of students, by any test that became college  
11 ready, still passed their first algebra class.

12 So you can look at this two ways. One is  
13 there are differences among the measures. The other  
14 is these students are no longer required to take  
15 remedial classes. Most of them are doing okay.

16 CHAIRPERSON: Senator Wilson has a  
17 question.

18 SENATOR WILSON: So let me just see if I  
19 understand correctly what you're telling us here, is  
20 that the grade point average is as good an indicator  
21 of college and career readiness as the testing is?

22 DR. NELSON: No. Sorry. I was not clear.  
23 This is not the --

24 SENATOR WILSON: Okay. All right. I'm  
25 sorry. I was confused.

1 DR. NELSON: Now, I have seen research  
2 that does claim that. What this shows is not their  
3 grade point average in high school, but their grade  
4 point average when they got to college.

5 SENATOR WILSON: Okay.

6 DR. NELSON: So this shows -- what this  
7 does show is that based on how they were college  
8 ready, you can expect different college grades.

9 SENATOR WILSON: Okay.

10 DR. NELSON: So one group is not the same  
11 as another.

12 SENATOR WILSON: All right. Thank you.

13 DR. NELSON: Okay. Thanks for asking.

14 CHAIRPERSON: Representative Jenkins.

15 REPRESENTATIVE JENKINS: Thank you. Thank  
16 you, Madam Chair. Have you looked at income level  
17 and ACT scores and COMPASS and KYOTE, because  
18 logically to me it would seem that lower income folks  
19 are not going to be taking that ACT over and over  
20 again, but -- or have access to COMPASS and KYOTE.

21 DR. NELSON: You are exactly correct. We  
22 did look at that.

23 REPRESENTATIVE JENKINS: Is that coming up  
24 and I skipped ahead?

25 DR. NELSON: It's not. It's in the

1 report, and I can -- in the interest of time, I'll  
2 just get that to you later. But... sorry.

3 REPRESENTATIVE JENKINS: You can wait till  
4 after you're finished instead of having you skip  
5 around in your presentation. I'm sorry.

6 DR. NELSON: Okay. The percentages -- the  
7 percentage of students who qualified for free or  
8 reduced-price lunch, especially if you look at those  
9 students who do not meet ACT benchmarks in the 11th  
10 grade but do in the 12th grade, versus students who  
11 don't meet ACT benchmarks in (Inaudible), but meet it  
12 on the combination of tests. Just from memory, one  
13 group that -- the group that does meet it on the ACT,  
14 it's maybe about something like 40 percent free or  
15 reduced-price lunch versus something like 60 percent  
16 for the other group.

17 And that brings up another issue, which we  
18 weren't going to talk about, but there is conflict in  
19 statute about whether students -- whether the  
20 department should pay for students to retake the ACT.  
21 There's one statute that was based on legislation, I  
22 think, in 2007, which says after they're remediated  
23 that the department would pay for them to take one  
24 ACT -- take it again once. Current, they're --  
25 currently they do not. With introduction of the

1 COMPASS and KYOTE, students can take that for free.  
2 The department does not pay for students to retake  
3 the ACT. So you're exactly right. These groups of  
4 students are not the same.

5 REPRESENTATIVE JENKINS: And you keep  
6 talking about Kentucky benchmarks and national  
7 benchmarks on ACT. What is that score? What's the  
8 Kentucky bench to say you passed the ACT?

9 DR. NELSON: It's different in different  
10 subjects.

11 REPRESENTATIVE JENKINS: Oh.

12 DR. NELSON: So the Kentucky benchmark in  
13 math I think is 19, and the ACT benchmark is 22. And  
14 Kentucky benchmark in reading, I think it's, like, 18  
15 versus 20, something like that.

16 REPRESENTATIVE JENKINS: Okay. Thank you.

17 CHAIRPERSON: Senator Givens.

18 SENATOR GIVENS: Madam Chair, thank you.  
19 And, Ms. Nelson, I hope you realize what a compliment  
20 it is to you and your presentation that we keep  
21 interrupting you with questions. I've seen committee  
22 chairmen and chairwomen that have struggled at the  
23 end of the presentation.

24 (END OF SIDE ONE OF TAPE)

25 SENATOR GIVENS: The question was a good



1 one, and I'd like to try and take another stab at it.

2 DR. NELSON: Right.

3 SENATOR GIVENS: Slide 27 is the one that  
4 you were last on.

5 DR. NELSON: Okay. You want the grades?

6 MS. TIMMEL: Grades.

7 DR. NELSON: Grades. Okay. I think  
8 that's right here.

9 SENATOR GIVENS: That's a GPA slide.

10 DR. NELSON: Sorry. Sorry the slowness.

11 No, no, no, no. Oh, sorry. You're right.

12 MS. TIMMEL: I'm here for a reason.

13 DR. NELSON: Always listen to your boss.

14 SENATOR GIVENS: Good. I think this is a  
15 really telling slide, and I think you've kind of  
16 indicated to us that this is a really telling slide.  
17 And I want to make sure that my thinking is right.  
18 You're kind of saying to us that we have  
19 college-ready and then we have really college-ready  
20 students. Really college-ready students in the sense  
21 of if you're an 11th grader and you do score well on  
22 the ACT, 57 percent of those make a 3.0 or higher.  
23 Now, under the new 2012 measure, we're  
24 also counting as college ready these students on the  
25 far right-hand side who do COMPASS or KYOTE only.

1 We're saying they're college ready for KDE measures,  
2 but we're showing that their likelihood of scoring a  
3 3.0 or higher is only 21 percent versus the other  
4 group that we're saying is really college ready is  
5 scoring -- 57 percent of them are scoring 3.0 or  
6 higher. Have I got that right?

7 DR. NELSON: That's correct. Now, to be  
8 fair, you could do the same thing with the ACT. You  
9 could divide up the ACT and you could say, those who  
10 got above 27 and those who got between 21 and 26.  
11 There's always going to be different groups of  
12 students.

13 What the introduction of these new tests  
14 is to allow -- you know, the positive aspect is it  
15 allows them to become -- to be deemed college ready  
16 enough to not take remedial classes. So that's a  
17 positive outcome for those students if they go on to  
18 pass the class.

19 Those measures shouldn't be expected to  
20 change a student who didn't pass the ACT in 11th  
21 grade into the same type of student who did. I think  
22 the intent of the measures was to allow them to  
23 demonstrate college readiness sufficient enough to be  
24 able to not take a remedial class.

25 The problem comes, and this is what we

1 really hit hard at the end of the report. So that's  
2 a good outcome: Allow them to demonstrate it to  
3 avoid those remedial classes. When you get down to a  
4 school and you start saying, well, 60 percent of your  
5 students are college ready, and 60 percent of your  
6 students are college ready, but the measures are  
7 different, that's where the issue lies, and that's  
8 really the point that we highlight. So this, you can  
9 look at it in two ways. Here's an opportunity for  
10 these students to be deemed college ready enough to  
11 not take remedial class.

12           And the research on students who take  
13 remedial classes in college is mixed, that, you know,  
14 just because you take a remedial class, you won't  
15 necessarily do better. These guys are not taking  
16 remedial classes, and most of them are doing okay.  
17 And we saw the same for math. Passing on these tests  
18 doesn't change you into another type of student as  
19 would be measured by the ACT in 11th grade.

20           SENATOR GIVENS: I'm going to hold the  
21 rest of my questions for the end. Thank you. Well  
22 done.

23           DR. NELSON: Okay.

24           CHAIRPERSON: I believe you have engaged  
25 the group, which is good, because Representative

1 Graham has another question.

2 REPRESENTATIVE GRAHAM: On a follow-up of  
3 what you said, it also helps in terms of the cost  
4 factor --

5 DR. NELSON: Yes.

6 REPRESENTATIVE GRAHAM: -- and the  
7 university factor of not having to provide professors  
8 to teach remediation. So we're saving.

9 DR. NELSON: Yes.

10 REPRESENTATIVE GRAHAM: We're also saying  
11 to those 21 percent, I look at that as a positive way  
12 in saying that kids can perform if given the  
13 opportunity. And it -- the mindset there is also is  
14 that they have to want to learn a different strategy  
15 in terms of study strategies in order to perform  
16 well, but they have the ability to do the college  
17 work. The question is, can they change their study  
18 habits, which comes down to a personal decision in  
19 terms of success.

20 DR. NELSON: Yeah.

21 REPRESENTATIVE GRAHAM: But I agree with  
22 you, and your assessment is that we're also saving  
23 these kids from having to pay for remediation when  
24 they really don't need remediation. And the  
25 university's also reducing the cost of these students

1 to be taught in remediation classes and pulling  
2 professors into those remediation classes rather than  
3 allowing them to teach regular classes.

4 DR. NELSON: Yes. And if I can  
5 reemphasize this point, and we spent a fair amount of  
6 time talking about this in the report. Data like  
7 this is not -- should not call into question the  
8 validity of the COMPASS or KYOTE tests for what they  
9 were designed to do, which is to allow students to  
10 take a credit-bearing class without taking remedial  
11 classes. They've saved students a lot of money. And  
12 most of these students are doing fine.

13 This is a totally different group of  
14 students. They're high -- you know, the conditions  
15 that these students have in so many ways are  
16 different from these students. So you would not  
17 expect these tests to show similar outcomes. These  
18 -- and we also know the grades for these students, if  
19 you look at their high school grades, they're higher.  
20 They're just catching a different group of students.

21 The point of this slide is not to call  
22 into question the use of the COMPASS and the KYOTE to  
23 allow students to take credit-bearing classes and not  
24 be remediated, and really, the department, the CPE  
25 and the EPE, they really need to be commended for

1 some of this data you see at the increasing  
2 percentages of students who are becoming college  
3 ready between 11th grade and 12th grade and go on,  
4 most of them, to do fine in college, saving them a  
5 lot of money and hopefully graduating earlier than  
6 they otherwise would have.

7           The problem with this comes when we take  
8 it back and look at outcomes in high schools among  
9 groups of students and we draw conclusions on it.  
10 And that's what I'll hit in the next series of  
11 slides. Does that make sense?

12           CHAIRPERSON: Okay. I think  
13 Representative Marzian has a question.

14           REPRESENTATIVE MARZIAN: I just have a  
15 real brief question or maybe two real brief. I read  
16 recently some authors got -- received an award from  
17 University of Louisville Grawemeyer awards. And  
18 their philosophy or their premise, thank you, was  
19 that a lot of this testing is kind of unnecessary,  
20 that you really should look at grade point averages  
21 in high school, activities, engagement, what the  
22 focus has been on their studies in high school,  
23 teachers' evaluations, and that to judge a college  
24 outcome on one two- or three-hour test is really not  
25 very valid. And have you done anything on high

1 school grade point average or high school activities  
2 rather than just looking at these tests and the  
3 outcome of the tests? And I've also heard that more  
4 and more universities are doing away with requiring  
5 an ACT or even SAT.

6 DR. NELSON: We did not compare in this  
7 study how high school GPA would stack up against  
8 these tests in terms of predicting college outcomes.  
9 The KCEWS data system would allow us to do that, and  
10 these are studies that as a committee you can  
11 request. As far as other things like the activities  
12 they participated and some of those other measures,  
13 in order to study that, data for students would first  
14 have to be collected systematically. And to my  
15 knowledge, we don't have that type of data. As we  
16 build the data systems, the more we build the data  
17 systems, the more we can study these types of  
18 questions.

19 Another factor that I've seen in research  
20 is persistence, that just that, you know, the  
21 characteristics of a student can predict some  
22 outcomes. Well, we have no measure at the K-12 level  
23 for that, so we can't study it. But -- but grade  
24 point average versus test as a predictor of college  
25 grades or persistent or enrollment is something that

1 we could look at.

2 REPRESENTATIVE MARZIAN: Yeah. And that  
3 should be fairly easy to acquire --

4 DR. NELSON: Yes.

5 REPRESENTATIVE MARZIAN: -- I mean, your  
6 grade point average, and then stack it up against  
7 this and see, you know, what -- how well they're  
8 doing as far as grade point average.

9 DR. NELSON: And that's something that as  
10 a committee you could request.

11 REPRESENTATIVE MARZIAN: All right. That  
12 would be great. Thank you.

13 CHAIRPERSON: All right. As we move on,  
14 Senator Givens.

15 SENATOR GIVENS: Madam Chair, thanks for  
16 your indulgence. I did not say I was not going to  
17 ask any more questions. We had this conversation  
18 about the last word a moment ago, and I'm trying to  
19 win the last word contest.

20 REPRESENTATIVE MARZIAN: Okay. Go ahead.

21 SENATOR GIVENS: Thank you. Chairman  
22 Graham and I enjoy doing a point/counterpoint sort of  
23 thing, and he's made a point, and I've got to try a  
24 counterpoint and see if it sticks or not.

25 I certainly am a huge fan of students



1 achieving above their expectations. And so if we are  
2 doing good by announcing a group of students are  
3 college ready and they're going and they're getting  
4 college credits and they're completing and they're  
5 becoming wage earners, I'm a huge fan of that. But  
6 for the sake of my conversation, if we were to draw  
7 the line prior to 2012 on this chart of what we call  
8 college ready, would it be between groups 2 and 3?

9 DR. NELSON: So college readiness --

10 SENATOR GIVENS: College ready in 2011  
11 meant only the left two groups.

12 DR. NELSON: That's correct. That's  
13 correct.

14 SENATOR GIVENS: College ready in 2011 --

15 DR. NELSON: Oh, no. That's almost  
16 correct, yeah.

17 SENATOR GIVENS: -- almost meant just the  
18 left two groups. So if we're telling the two groups  
19 on the right that we now deem you to be college ready  
20 and you're going out and you're borrowing money that  
21 but for you may not have, are we doing them a great  
22 service?

23 DR. NELSON: So let me answer the question  
24 in separate pieces.

25 First of all, the college readiness, the

1 percentage of graduates considered college ready, was  
2 not reported at the state level prior to 2012 at all.  
3 Sometimes you see the data reported kind of  
4 retroactively, but it was not reported by the  
5 department. So the data that I showed you really  
6 started in 2012.

7           Prior to 2012, students were taking the  
8 COMPASS and KYOTE. Some of them were taking those  
9 tests in high school. Many of them take those tests  
10 prior to entering college, take them over the summer,  
11 or take them once they get to college. So there were  
12 students taking these tests prior to 2012. They just  
13 weren't included in the accountability system, and we  
14 don't have data for those students. We weren't able  
15 to analyze it.

16           So these tests didn't begin in 2012. And  
17 I think what you're getting at is maybe the need for  
18 different words. One is college readiness and the  
19 other is permitted to take a credit-bearing class  
20 without remediation. And that's actually kind of  
21 what we're getting at in this presentation, too, that  
22 by lumping everybody into the same group and drawing  
23 conclusions based on trends and comparing schools  
24 based on it, we lose something. So it's not an  
25 argument against using these other tests, but an

1 argument really for being able to separate the  
2 students out and saying some of you are college ready  
3 by this measure; others are permitted to take a  
4 credit-bearing class, and not lumping everybody  
5 together.

6 CHAIRPERSON: All right. I think we're  
7 ready to proceed. And I would caution the members  
8 that we are halfway through her report. So we will  
9 continue.

10 DR. NELSON: Okay. So the previous slides  
11 have shown -- I think we've discussed this enough,  
12 but let me emphasize this again, this is not -- the  
13 fact that ACT is a stronger predictor is not an  
14 argument against using the COMPASS or KYOTE tests.  
15 But what it means is that when we look at students  
16 deemed college ready under CCR, we can expect  
17 different outcomes from them. That's what it does  
18 mean.

19 And this is something to keep in mind as  
20 we look at the next series of slides, which shows  
21 that the proportion of students who are deemed  
22 college ready under the CCR measure, the proportion  
23 of them who actually meet benchmarks on the ACT vary  
24 by student characteristics and vary quite a bit among  
25 schools.

1           This slide shows the percentage of  
2 students by race who are considered college ready.  
3 And if you look at the top of each column, this is  
4 the total percentage of students who would be  
5 considered college ready by the CCR measure. Then in  
6 yellow you see the percentage of those graduates who  
7 met benchmarks on all three ACT tests versus the  
8 percentage that met through a combination of tests.

9           And you see for white students about  
10 two-thirds of the students deemed college ready met  
11 benchmarks marks on the ACT. And this is because  
12 most of the students in the state are white. This is  
13 similar to percentages you would see for the state.  
14 The majority of Asian students deemed college ready  
15 have met benchmarks on ACT tests. And fewer than  
16 half of black students deemed college ready meet  
17 benchmarks on all three ACT tests.

18           Now, looking at similar data based on  
19 program eligibility, and again, this is based on  
20 family income. So you can see a far greater  
21 percentage of students from higher income families  
22 are deemed college ready versus students from lower  
23 income families, but also the proportions are  
24 different.

25           Here, over three-fourths of the students

1 from higher income families who are deemed college  
2 ready under the CCR measure meet the ACT benchmarks  
3 versus less than half of the students from lower  
4 income families. And this could, again, speak to the  
5 cost of the ACT.

6           And then, of course, you see very low  
7 percentages overall by either measure of special  
8 education students, those are students who are  
9 identified with a disability that affects their  
10 learning, or limited English proficiency students, a  
11 relatively small percentage being deemed college  
12 ready by any measure.

13           So those are differences you see broadly  
14 at the state level. These differences between the  
15 percentage of college-ready students who meet  
16 benchmarks on different tests can look even more  
17 dramatic when you get down to the school level.

18           Here you see examples of three actual  
19 schools in 2014, all of which if you looked at their  
20 CCR and the percentage of the students college ready,  
21 it would all be about 60 percent in all three of  
22 these schools. And by the way, we present data for  
23 all -- over 200 schools in one of the appendices of  
24 the report.

25           So this school is typical for the state.

1 About two-thirds of the college-ready students meet  
2 benchmarks on all ACT tests. And this school, the  
3 majority of the students do. And here in this  
4 school, just over a third of the students do -- of  
5 the college-ready students, meet benchmarks on all  
6 three ACT tests. This proportion of school A is not  
7 typical for the state. There's only about 20 schools  
8 that fall in this category. But there's many schools  
9 where less than 50 percent of the college-ready  
10 students meet ACT benchmarks.

11 So two points I'd like to make with this  
12 slide. First of all, if you just looked at the  
13 percentage of students who were college ready in  
14 these schools and said, well, they're all real likely  
15 to expect similar outcomes from them, we know that's  
16 probably not true. The college-ready students in  
17 school C are more likely to go on and enroll and more  
18 likely to get higher grades than the students in  
19 school A.

20 The other point I'd like to make with this  
21 slide is this difference you see between the  
22 percentage of students college ready on the ACT  
23 versus all the measures, this is a -- like I said,  
24 this is not common for schools in the state. Most of  
25 the schools you see with this low percentage of

1 students meeting ACT benchmarks would have, you know,  
2 maybe about here.

3           What happened in this school? Why are so  
4 -- why is it so unusual? Why are so many more  
5 students meeting those benchmarks? Well, we don't  
6 know. It's possible that they did a really good job  
7 of providing interventions to these students in the  
8 11th grade. They all demonstrated college readiness.  
9 And perhaps it was lower income students who couldn't  
10 afford to take the ACT. So that would be the best  
11 case scenario. But looking at what causes those big  
12 jumps in schools, that would be -- that would be one  
13 possibility, is that they were very effective with  
14 intensive interventions.

15           However, there are some other factors that  
16 could affect those differences, and those factors  
17 would undermine the validity of the college ready  
18 data in that school. One could be a test-focused  
19 instruction. And this is something we've presented  
20 on in the past. If there was a real effort in that  
21 school to really focus the kids on learning exactly  
22 the types of questions and exactly the content likely  
23 to appear on the COMPASS and KYOTE, rather than  
24 giving them a full course identifying all of their  
25 deficiencies, you might see a big jump. Whereas the

1 students might not truly have mastered the material  
2 enough to go on and perform well in college.

3           Something else that falls in that  
4 category. There is a calculator application called  
5 Zoom Math that allows students to solve complex  
6 algebraic equations using the calculators that they  
7 had been permitted to use on these tests. Oh, I  
8 should say it was permitted by ACT for the ACT test  
9 and also for the ACT COMPASS test.

10           This calculator application was never  
11 permitted on the KYOTE test, which was developed by  
12 post-secondary educators here in Kentucky who  
13 believed that use of that application would undermine  
14 the validity of the data from the KYOTE test. So it  
15 was used on two tests; not used on the KYOTE test.

16           These educators raised concern that, hey,  
17 students can be -- pass these college-ready math  
18 tests just by plugging into the calculator. They  
19 brought this concern to the department. The  
20 department investigated it. They actually took tests  
21 where they answered all of the algebraic equations by  
22 just using the calculator, and they guessed on the  
23 rest and they passed. So they agreed with the  
24 concerns of these Kentucky professors. Next year,  
25 this application will no longer be allowed on any of



1 the tests.

2           After the Kentucky Department of Education  
3 made this decision, ACT followed suit and has -- will  
4 not be allowing this application for any of the tests  
5 nationally. So this is truly an example of the  
6 Kentucky Department of Education taking the lead in  
7 really trying to protect the validity of the data.

8           However, some of the jumps you might see,  
9 especially in math, and math, if you look in the full  
10 report, that's where we've seen really great jumps in  
11 college readiness. Some of those jumps from previous  
12 years could possibly be explained by this  
13 application.

14           And, finally, as I mentioned before, it's  
15 possible when you see large differences between  
16 students college ready on the ACT and other tests,  
17 that there could be inappropriate test administration  
18 practices, such as coaching.

19           So we have two recommendations related to  
20 this previous set of slides. One is that as part of  
21 its research agenda, the department requests studies  
22 looking at the instructional practices in schools  
23 with very large differences between students who are  
24 college ready on the 11th grade administration of the  
25 ACT and students who are college ready prior to

1 graduation.

2           And the other is that KDE should work with  
3 its vendors to ensure that unusual patterns in CCR  
4 test data are monitored and reported formally to the  
5 department. And an unusual pattern might be a school  
6 where you have many students going -- scoring very  
7 low on the ACT in the 11th grade and suddenly popping  
8 up to the top of the COMPASS range by 12th grade.

9           Moving on to career-ready data, and it  
10 will go a lot quicker from here.

11           CHAIRPERSON: I think Representative  
12 Graham had one question before you move on.

13           DR. NELSON: Yes.

14           REPRESENTATIVE GRAHAM: Go back to the  
15 (Inaudible).

16           DR. NELSON: Yes.

17           REPRESENTATIVE GRAHAM: (Inaudible).

18           DR. NELSON: Well, there's conflict in the  
19 statute. One statute says yes and one statute says  
20 no. So it's something we mention in the report. I  
21 think when the legislation passed in, I think it was  
22 2007, that required those accelerated learning  
23 opportunities, said the department should pay for a  
24 retake. Since the introduction of the COMPASS and  
25 KYOTE, the department does not pay for the retake.

1 And are there data available? We could get data.  
2 It's not lying around for us to look at right now, to  
3 my knowledge.

4 REPRESENTATIVE GRAHAM: (Inaudible).

5 DR. NELSON: Yes. If there's a really big  
6 difference in a school, they have a validity research  
7 agenda where they can request studies from the  
8 organization that they contract with. And they have  
9 researchers. And they have in the past, it was about  
10 eight years ago, gone into schools and looked to see  
11 whether their instructional practices corresponded  
12 with their test scores. So you could go into a  
13 school with very big differences and find, well,  
14 they're doing after school, before school, all of  
15 this stuff. There's reason to, you know -- that --

16 REPRESENTATIVE GRAHAM: Right.

17 DR. NELSON: Yes. And you might go into a  
18 school where you found that that was not true. And  
19 we know that there -- as we mentioned in the report,  
20 most students who don't pass the ACT are not taking  
21 the full courses that have been developed by CPE to  
22 assist them in learning all the materials. For some  
23 students, the intervention might be more focused on a  
24 limited amount of material.

25 REPRESENTATIVE GRAHAM: My question

1 (Inaudible).

2 DR. NELSON: They would only -- to my  
3 knowledge, they would only do that now. They would  
4 have to request a study. If they do it, I'm not  
5 aware. I think what tends to happen more in  
6 education is we say, oh, your test scores went up;  
7 you must be doing something right. Let's go and see  
8 what you're doing. And there's sort of another  
9 piece. Well, if what you were doing was the Zoom  
10 Math -- and, you know, a lot of districts were  
11 purchasing for students the Zoom Math application and  
12 putting it on their calculator for them, because this  
13 district's scores went up; we're going to get it for  
14 ours, too. Well, that's one way of benchmarking, but  
15 then you're sort of missing the educational piece.

16 So to be considered ready for a career,  
17 students must meet technical and academic criteria.  
18 And Kentucky is unusual among states. Most states  
19 only require students to meet technical criteria.  
20 But the Kentucky Board of Education felt students  
21 should do both.

22 Students can meet technical criteria  
23 through one of these two measures, which we describe  
24 in the report. They will only be considered  
25 technically ready if they've also taken a sequence of

1 three classes that are aligned with this technical  
2 area. So a student cannot be considered career ready  
3 unless they take a sequence of three classes that's  
4 aligned with that area.

5 To be considered academically ready, they  
6 can pass either the WorkKeys or the ASVAB. So they  
7 have to meet both components to be considered ready  
8 for a career.

9 This slide shows the percentage of  
10 graduates from 2012 to 2014 who met the career  
11 academic, career technical and who were ultimately  
12 considered career ready. In each year you have a  
13 greater percentage of students meeting the technical  
14 than the academic. And you can see an increase from  
15 eight percent of students career ready in 2012 to  
16 18 percent in 2014.

17 This slide shows the most common areas in  
18 which students met technical criteria in 2014. We  
19 did not look in great detail at this issue. However,  
20 we do cite in our report a report that was done  
21 recently by the Southern Regional Educational Board  
22 that did look in detail at the area students were  
23 becoming career ready in. And they did raise  
24 concerns that students are not always becoming career  
25 ready in areas that align with workforce demand. And

1 they cited in particular the need for more courses  
2 and more capacity in some of the technical centers to  
3 train students in areas such as manufacturing, and  
4 said currently there's not necessarily the staff and  
5 the resources to provide those sequence of classes in  
6 the high-skill, high-wage, high-demand jobs.

7           This shows the percentage of graduates by  
8 race who are considered career ready -- oh, by race  
9 and gender. And you can see that a higher percentage  
10 of white students are considered career ready than  
11 Asian or black students, and a slightly higher  
12 percentage of male than female students.

13           Looking at career readiness by program  
14 eligibility, there's not a great difference based on  
15 family income on students who are considered career  
16 ready. And we have a smaller percentage of special  
17 education students meeting the criteria, and a very  
18 small percentage of limited English proficiency  
19 students considered career ready.

20           Moving now to look at students considered  
21 college and career ready. To be considered ready for  
22 college and a career, students must meet the  
23 technical requirements of career readiness and pass  
24 the A -- the college-readiness test. They -- to be  
25 ready for college and career, students do not have to

1 pass the ASVAB or WorkKeys because these tests are  
2 considered to be more rigorous.

3           So this college and career-readiness  
4 category was developed by the Kentucky Board of  
5 Education and included in the accountability system  
6 as a way of incentivizing schools to take these  
7 students who met technical criteria and move beyond  
8 the ASVAB and WorkKeys and actually become college  
9 ready on these tests.

10           That incentive includes a bonus point  
11 where students who are considered college and career  
12 ready are counted as 1.5 points in the accountability  
13 system. So this is a hypothetical school, but this  
14 mirrors averages for the state, where if you had  
15 20 percent of your students considered college and  
16 career ready here in the green, they would actually  
17 be worth 30 points in the accountability system.

18           As you can see, this incentive appears to  
19 be working. This shows the percentage of -- at the  
20 state level of students considered college and career  
21 ready in the different components, and the component  
22 that has increased most over time is this college and  
23 career category, increasing from nine percent in 2012  
24 to 19 percent in 2014.

25           We know that some educators have raised

1 concerns about the bonus points, and the concern is  
2 this: The intention of the bonus point was to take  
3 these career-ready students and get them to pass the  
4 college-ready test, and so they'll enter into the  
5 green category. The concern is that now, schools are  
6 incentivized. If a student meets the college-ready  
7 criteria, they say, hey, why don't you go enroll in  
8 this sequence of classes so you can become  
9 technically proficient and we'll get a bonus point  
10 for you. The concern is that students may not always  
11 be encouraged to enroll in the classes that are the  
12 most appropriate for them or to their abilities or to  
13 their career intention. This is not an issue that we  
14 looked into in the report. We just wanted you to be  
15 aware of that discussion.

16           And, finally, this is a relatively small  
17 point. It just has to do with the way career  
18 readiness is reported. And we note that there's a  
19 discrepancy in the way that career readiness is  
20 described in these categories and the total  
21 percentages of career-ready students that are  
22 reported by the department.

23           So you would think if you were reporting  
24 students who were career ready, you would report this  
25 group of students who were career ready only and this



1 group of students who were college and career,  
2 because they should all be ready, they've all met the  
3 criteria. And so in total, you should see 26 percent  
4 of students being career ready.

5           However, in this college and career-ready  
6 category not all of these students are reported as  
7 career ready. And, again, this is -- this is just a  
8 sort of reporting issue. The students who are not  
9 reported are those who met the technical  
10 requirements, passed college-readiness tests, but  
11 didn't take the ASVAB or WorkKeys, or of a very small  
12 number of students that actually didn't pass the  
13 ASVAB or WorkKeys. Most of them are students who met  
14 the technical criteria, took the college-readiness  
15 tests and didn't take these tests that are required  
16 for career readiness. So they were not counted as  
17 career ready, even though they should be if they're  
18 in this category.

19           So while 18 percent was reported in 2014,  
20 really if you combine these categories, there should  
21 be 26 percent of students in total considered ready  
22 for a career. And in the report, I believe we break  
23 this out by race, and you'll see, like, a much higher  
24 percentage of students in all races considered career  
25 ready if you include all of the criteria in the

1 reporting.

2           So we want to emphasize again this is an  
3 issue that affects reporting only. There's really no  
4 negative consequence for schools and students.  
5 Still, we recommended this be cleaned up and that KDE  
6 reevaluate its criteria to ensure some consistency  
7 between the criteria and the way the numbers are  
8 reported.

9           So in conclusion, and this I think will  
10 really bring together a lot of the discussion that  
11 we've been having, we would like to urge some caution  
12 in the way that the CCR indicator has sometimes been  
13 used. The way it's been used is to say, look, CCR  
14 rates have grown. This shows this or this shows  
15 that, or CCR rates have grown in this school, so this  
16 shows this school is more effective than that school.

17           Well, an indicator that is used that way  
18 for evaluation or for comparing should measure the  
19 same outcome over time. It should measure the same  
20 outcome at different locations. And it should be  
21 very clear about what it is measuring.

22           However, we know that's not true with the  
23 CCR data. It would look to be true. It looks like  
24 it's the same measure. It looks like it's increasing  
25 over time. But with the conclusions that you would

1 draw, based on looking at this slide, are different  
2 from the conclusions you would draw looking at this  
3 slide. Here -- and, again, it's just one way of  
4 breaking it out. There's only one measure on here  
5 that meets the criteria we established in the  
6 previous slide, only one measure that's been the same  
7 over time and that we can really ensure is the same  
8 in different locations, and that's the ACT.

9           So we have seen a moderate increase in the  
10 ACT of seven percentage points, but that's compared  
11 to 32 percentage points in the increase of total CCR.  
12 So we have to be careful about the conclusions that  
13 we draw based on that broader indicator and really  
14 look within it.

15           And I should say that if you look at  
16 individual schools, this would look different. There  
17 are schools that may have gone from here to here, and  
18 we know there are schools because we've looked at  
19 them, where the ACT has stayed exactly the same. So  
20 it looks like their college and career readiness has  
21 doubled, but by the one measure that has been  
22 consistent over time hasn't changed.

23           So we really just urge caution in the use  
24 of the measure to draw conclusions about learning  
25 outcomes, effectiveness of programs and that type of

1 thing.

2 We also use caution in using the measure  
3 to make comparisons among schools. Here again are  
4 the three schools I showed you before, where if you  
5 looked at them and said, well, they're all 60 percent  
6 college ready, so whatever they're doing is working  
7 the same in all schools. Well, we know you cannot  
8 expect similar outcomes from the students in these  
9 schools, at least based on that 2012 data, that the  
10 students in school C will have different outcomes  
11 from the students in school A.

12 So, again, this is not calling into  
13 question the use of the COMPASS and the KYOTE tests.  
14 It is calling into question the lumping of everybody  
15 together into a single indicator to draw conclusions  
16 based on that single indicator.

17 And so our final recommendation is that  
18 the Kentucky Department of Education should not use  
19 the CCR measure as the sole or primary indicator when  
20 reporting progress of student outcomes over time or  
21 evaluating the impact of particular programs or  
22 policies. College and career-readiness rates should  
23 not be used in isolation to compare student outcomes  
24 among districts and schools.

25 So that concludes the presentation. I do

1 want to emphasize that many of the questions that  
2 you've asked, we can -- we can get data for your  
3 districts, for your schools. If we put all of the  
4 data in the report, it would be a telephone book.  
5 But if there's any particular interest -- issues that  
6 you're interested in, we can get you data for -- that  
7 you would be interested in.

8 CHAIRPERSON: Dr. Nelson, we thank you.  
9 That's been very enlightening, and I would say very  
10 engaging by the questions that were raised. And as I  
11 watched the audience, no one fell asleep. So that  
12 was excellent, too.

13 So we still have some more questions. And  
14 I believe Representative Marzian, we'll start with  
15 her.

16 REPRESENTATIVE MARZIAN: Thank you for a  
17 very informative study results. But I would like to  
18 send, I guess, a committee request at some point, we  
19 could ask for looking at high school grade point  
20 average and compare that with the ACT and the KYOTE,  
21 you know, see what the comparison would be. I think  
22 it would be very interesting to see if their outcomes  
23 are just as good or better or whatever. So...

24 DR. NELSON: That would be interesting.  
25 That would be interesting for us to do. I want to

1 emphasize, again, that all of these questions that we  
2 have about what we think our K-12 data means in terms  
3 of what students do, we cannot look at these  
4 questions without the KCEWS data, without the  
5 Kentucky Center For Education and Workforce  
6 Statistics, because that links the data we have for  
7 the K-12 with what happens after graduation.

8           REPRESENTATIVE MARZIAN: And I'd also like  
9 to find out if you-all could look at how many  
10 colleges and universities are deleting the  
11 requirement for the standardized college-readiness  
12 testing, because, you know, I'm hearing more and more  
13 that they are -- some of the -- some of the Ivy  
14 Leagues are even dropping them, so...

15           CHAIRPERSON: Okay. I thank you. And,  
16 Senator Wilson.

17           SENATOR WILSON: Thank you, Madam Chair.  
18 I wanted to -- I know that we have representatives  
19 here from KDE. And if you would like to come to the  
20 table to respond to any of this or if you need some  
21 time to respond to the study to get back to us.

22           INDIVIDUAL: What we normally do is we  
23 prepare a written statement back, based on the  
24 recommendations from the OEA study, and we're happy  
25 to do that and follow up on any additional questions

1 the committee poses today.

2 SENATOR WILSON: Okay.

3 INDIVIDUAL: If that's okay. If there's  
4 something we can answer while we're here, we're happy  
5 to do that. We have a few folks in the audience.  
6 Ken Draut is not here this morning. He had been  
7 scheduled someplace else. So our assessment folks  
8 aren't in the room. I'm sorry for that. But  
9 scheduling conflicts. But we can answer any  
10 questions that you have or get back to you.

11 SENATOR WILSON: Okay. If you could  
12 report it back to the education staff and then  
13 disseminate it, she'll disseminate it to the members.  
14 Okay. Thank you.

15 CHAIRPERSON: And Representative Graham  
16 has a question.

17 REPRESENTATIVE GRAHAM: (Inaudible).

18 CHAIRPERSON: Microphone.

19 REPRESENTATIVE GRAHAM: I want to commend  
20 you and the office for your presentation and the  
21 information in terms of breaking it down and really  
22 tolerating all the questions that I asked  
23 particularly. But I think this information is very  
24 important and I think it's a key for us to address  
25 several issues that we talked about, Senator Givens;

1 in our education committee meeting on Monday. And  
2 this only just adds more information for us to try to  
3 work towards a solution in terms of achievement gaps  
4 across socioeconomic as well as those of color as  
5 well. So we appreciate this information. It's very  
6 important that we -- we study and get as much  
7 information as possible before we try to legislate  
8 new outcomes for our education system across the  
9 Commonwealth of Kentucky. So I commend you and I  
10 thank you for your presentation.

11 DR. NELSON: Thank you. And I would like  
12 to say that I sort of come up with the questions in  
13 terms of this report, but it really would not be  
14 possible without this shady character sitting right  
15 here. Raise your hand. Who is actually the person  
16 who brings together tens of thousands of education  
17 records and is able to pull them together for us.

18 CHAIRPERSON: And we thank you for that.  
19 Any other questions? Okay. If not, do I hear a --  
20 oh, yeah, we do have the study agenda. You wanted to  
21 bring that.

22 MS. LITTLE: Yes. Did you want to approve  
23 the report first?

24 CHAIRPERSON: Okay. We will approve this  
25 one first. Do I have a motion?



1 INDIVIDUAL: So move.

2 CHAIRPERSON: Second. All in favor?

3 COMMITTEE: Aye.

4 CHAIRPERSON: All right. Now we'll move  
5 on to our study agenda.

6 MS. LITTLE: Yes. Every year the  
7 committee approves a study agenda for the Office of  
8 Education and Accountability. And this year, and I  
9 think it's in your packet, is the proposal that  
10 Mr. Hoppmann and I, in conjunction with Senator  
11 Wilson and Representative Smart, have developed and  
12 are seeking your approval on.

13 What it -- what we are planning to do this  
14 year is essentially a total of five studies, which  
15 would include our annual district data profiles, a  
16 study on school safety, which would be a pretty  
17 comprehensive study that may actually take more than  
18 a year to complete. We're going to look at recess  
19 and physical education in the K-5 schools and as well  
20 as a -- our biannual compendium on state rankings for  
21 2015. We do this annually. Every two years we do --  
22 update the rankings. And then we are also going to  
23 work on a primer for Kentucky independent school  
24 districts that will include a pretty broad basic  
25 review of statutory, regulatory, constitutional

1 requirements, and then demographic data, financial  
2 data, revenue, where they get that, and as well as  
3 performance and things like that. So...

4 CHAIRPERSON: I would like to make the  
5 committee members aware that we have talked with  
6 various groups, and as we looked at these topics for  
7 studies and possible other topics for studies, you  
8 can request, and we will probably be bringing up  
9 further topics throughout the year. It seems like we  
10 got to the point where we were only coming up with  
11 our ideas in December and then were trying at the  
12 last minute to get these reviewed and finished.

13 But we hope that this coming year that  
14 these top -- these studies will come in at different  
15 times, so -- and then we can be adding topics at  
16 different times so they're not all due at the same  
17 time. And it will not only help the staff, but it  
18 will give us more time to digest and so forth. So if  
19 you have something else that comes up in February,  
20 March and you want to suggest that to us, you can do  
21 that. You don't have to wait till the end.

22 MS. LITTLE: Yes, ma'am. If anyone has a  
23 recommendation or they want us to start doing some  
24 preliminary work on something, they can just contact  
25 me via e-mail or they can contact Mr. Hoppmann as we

1 are -- as our statute requires us to work with you to  
2 develop this agenda. So...

3 CHAIRPERSON: And the -- you may be giving  
4 us bits and pieces as you go along --

5 MS. LITTLE: That's correct.

6 CHAIRPERSON: -- rather than just waiting  
7 to give us --

8 MS. LITTLE: Particularly with the safe  
9 schools --

10 CHAIRPERSON: Right.

11 MS. LITTLE: -- since it's going to be a  
12 longer study, we will probably present little pieces  
13 of that as we go. It is our intention to try to have  
14 at least our annual report ready for you by June or  
15 July, and hopefully the independent school district  
16 study as well, and then the recess one by August or  
17 September. That would maybe free up the end of the  
18 year for us to be more focused on finishing up the  
19 school -- safe schools and then any other data that  
20 you would be interested in.

21 We also plan to review some of our old  
22 studies to see if there's any new data out there that  
23 we need to update that this -- the committee on as  
24 well.

25 CHAIRPERSON: So do we have any questions

1 regarding the study agenda? Do I hear a motion we  
2 approve it? Second? All in favor.

3 COMMITTEE: Aye.

4 CHAIRPERSON: You may get to work.

5 MS. LITTLE: Thank you.

6 CHAIRPERSON: All right. Do we have any  
7 other -- oh, Senator Givens wants the last word.  
8 Okay.

9 SENATOR GIVENS: She left. Here's my  
10 chance. Thank you for that reminder.

11 Madam Chair, compliments to you and  
12 Co-Chair Wilson on a really productive meeting. And  
13 I'd like to ask KDE for one other thing to add to  
14 what Chairman Wilson has requested.

15 Because our attention spans are so short  
16 and time drifts our minds away pretty quickly from a  
17 really good discussion like we had here, if KDE would  
18 provide the report or the response to Mrs. Nelson --  
19 Dr. Nelson, before the meeting and then at the -- at  
20 the request of the chairs, if Dr. Nelson could come  
21 back and do kind of like the season ends, the TV  
22 series season ends and the new season starts and she  
23 does a segue to get us back in the mode of this  
24 discussion before KDE comes to the table, I think  
25 that might be helpful for us to fully engage in

1 response to KDE's response.

2 CHAIRPERSON: I believe that's a very good  
3 suggestion. Kind of like Downton Abbey. And I will  
4 have the last word. And I will say that we have  
5 requested staff to work to see if they could get us a  
6 regular meeting date -- day. And then members, you  
7 can put that on your calendar. But for now we'll  
8 just have to notify you when the next meeting is  
9 scheduled.

10 No other news, we'll say, Happy Holidays,  
11 Merry Christmas and good-bye. Thank you.

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