





Kentucky Board of Education

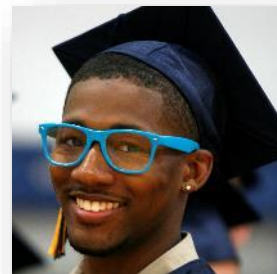
Work Session on Accountability Part 2

April 11, 2017

Facilitated by:
Stephen L. Pruitt, Ph.D.
Commissioner of Education

Rhonda Sims
Associate Commissioner

Brian Gong
Center for Assessment



Objectives of the Accountability Work Session

For Kentucky Board of Education (KBE) members to:

- ▶ Understand the accountability development process
- ▶ Meet the Superintendent chairs of the work groups as they share perspectives on leading the work
- ▶ Review the proposed accountability system
- ▶ Discuss key measures and indicators
- ▶ Provide feedback and questions to inform next efforts in the development process

Agenda (February 7, Continued April 11)

I. Call to Order

II. Roll Call

III. Process for Developing a New Accountability System

A. Work Session Objectives and Agenda

B. KBE Role in Accountability

C. Summary of Development Process

D. Goals for the New System

E. Sharing with Superintendent Chairs

F. Highlights of the New Proposal (indicators, overall rating and expanded reporting)

Agenda (February 7, Continued April 11)

IV. Dinner break and Gallery Walk of Indicator Feedback (5:30)

V. Guided Discussion on Specific Indicators

- A. Opportunity and Access
- B. Achievement Gap Closure and Goal Setting
- C. Transition Readiness
- D. Innovation
- E. Proficiency and Growth
- F. School Improvement

**Continued
Discussion
April 11**

VI. Next Steps

VII. Adjournment

Order of Discussion Topics

- A.** Overview and Dashboard Introduction
- B.** Overall School Rating
- C.** Opportunity and Access
- D.** Growth
- E.** Inclusion of English Learners Progress
- F.** Transition Readiness
- G.** Achievement Gap Closure and Goal Setting
- H.** Proficiency
- I.** School Improvement
- J.** Innovation

Development of the New System: Interplay of Influences

Every Student Succeeds Act Requirements

Feedback and Ideas from Kentuckians

Development of Kentucky's New Accountability System
(Future KBE Action)

Expertise within Work Groups, Committees and KDE

Kentucky Statute and Active Legislation

Since February 7, Consequential Review, Accountability Steering and Regulatory Review have met and the Commissioner's spring Town Halls have started.



New System Highlights

► The system keeps students at its center. It includes:

- *personalized options for students to be transition ready with content knowledge and critical essential skills;*
- *a focus on the instruction with student proficiency and growth;*
- *opportunities and access measures that go beyond tests and tested subjects to allow for a well-rounded education and a broader picture of school performance;*
- *data requirements that shine a light on closing the achievement gap; and*
- *an innovation pilot for a competency-based model.*



Rated and Reported Measures

- ▶ **Rated Measures for Accountability—Included in the Overall School Rating**
 - Proficiency, Achievement Gap, Transition Readiness, Opportunity & Access (all levels)
 - Growth added at elementary and middle
- ▶ **Reported Measures for Accountability—Not included in the Overall School Rating**
 - Provide information to ensure transparency and promote local conversation
 - Provide context for school performance
 - Provide coherence between the various measures
 - Provide useful feedback to education community



Kentucky Accountability at a Glance



Indicators	Elementary Measures	Middle School Measures	High School Measures
Proficiency <i>Reaching the desired level of knowledge and skills as measured on academic assessments.</i>	<ul style="list-style-type: none"> Student performance on state tests in reading, mathematics, science, social studies and writing English learners student group's progress on an English proficiency assessment 		
Growth (EL/MS) <i>Student's continuous improvement toward the goal of proficiency.</i>	<ul style="list-style-type: none"> Percentage of students who meet annual personal target for improvement based on individual student trajectory toward proficiency Schools get credit for students who catch up, stay up or move up 		<ul style="list-style-type: none"> Growth not calculated at the high school level because only a single assessment is administered per subject
Transition Readiness <i>Attainment of the necessary knowledge, skills and dispositions to successfully transition to the next level of his or her education career.</i>	<ul style="list-style-type: none"> Foundational learning in non-tested subjects; various career fields; essential skills 	<ul style="list-style-type: none"> Continued exploration of non-academic subjects; career fields; demonstration of essential skills 	<ul style="list-style-type: none"> 5-year adjusted cohort graduation rate Foundational essential skills AND one of the following: Academic-ready – meet benchmarks on college entrance exam OR dual credit OR Technical-ready – meet benchmarks on KOSSA OR earn Industry Certificate OR dual credit OR Military-ready – meet benchmark on ASVAB
Achievement Gap Closure <i>Disparity in performance between student groups with a goal of reducing or closing the gap by moving all students to higher levels and moving those at the lowest levels more rapidly.</i>	<ul style="list-style-type: none"> Reduction in percentage of students scoring below Proficient (Novice and Apprentice) in each tested subject reported by group: <ul style="list-style-type: none"> White, African American, Hispanic, Asian, Hawaiian/Pacific Islander, Native American/Alaska Native, multiple race/ethnicity, F/R-meal eligible, students with disabilities, English language learners and a consolidated student group) Non-duplicated consolidated student group includes same groups as above excluding White, Asian and F/R-meal eligible students in each tested subject to include student groups whose populations are too small to otherwise be reported – included in school rating Display the difference between student groups' performance in each subject – reported only 		
Opportunity and Access <i>Equitable availability to research-based student experiences and school factors that impact student success.</i>	<ul style="list-style-type: none"> Various measures (differing by grade level) of school quality and student success. Proposed measures: <ul style="list-style-type: none"> focus on the whole child (chronic absenteeism, access to quality programs in arts, music, health/PE, library/media, etc.) seek to eliminate disproportionality (behavior interventions, suspensions, inexperienced teachers) 		

Planning Timeline for New System

Accountability

- ▶ Development continues 2017
 - Including data modeling
- ▶ First reading of regulations June 2017
- ▶ Transition begins in 2017-18
 - Reporting in fall 2017 and 2018 uses a dashboard with available measures
- ▶ System standard setting for overall rating initially completed in summer 2018
- ▶ As new assessments become operational, statistical linking and validation of system standards will occur

Assessment

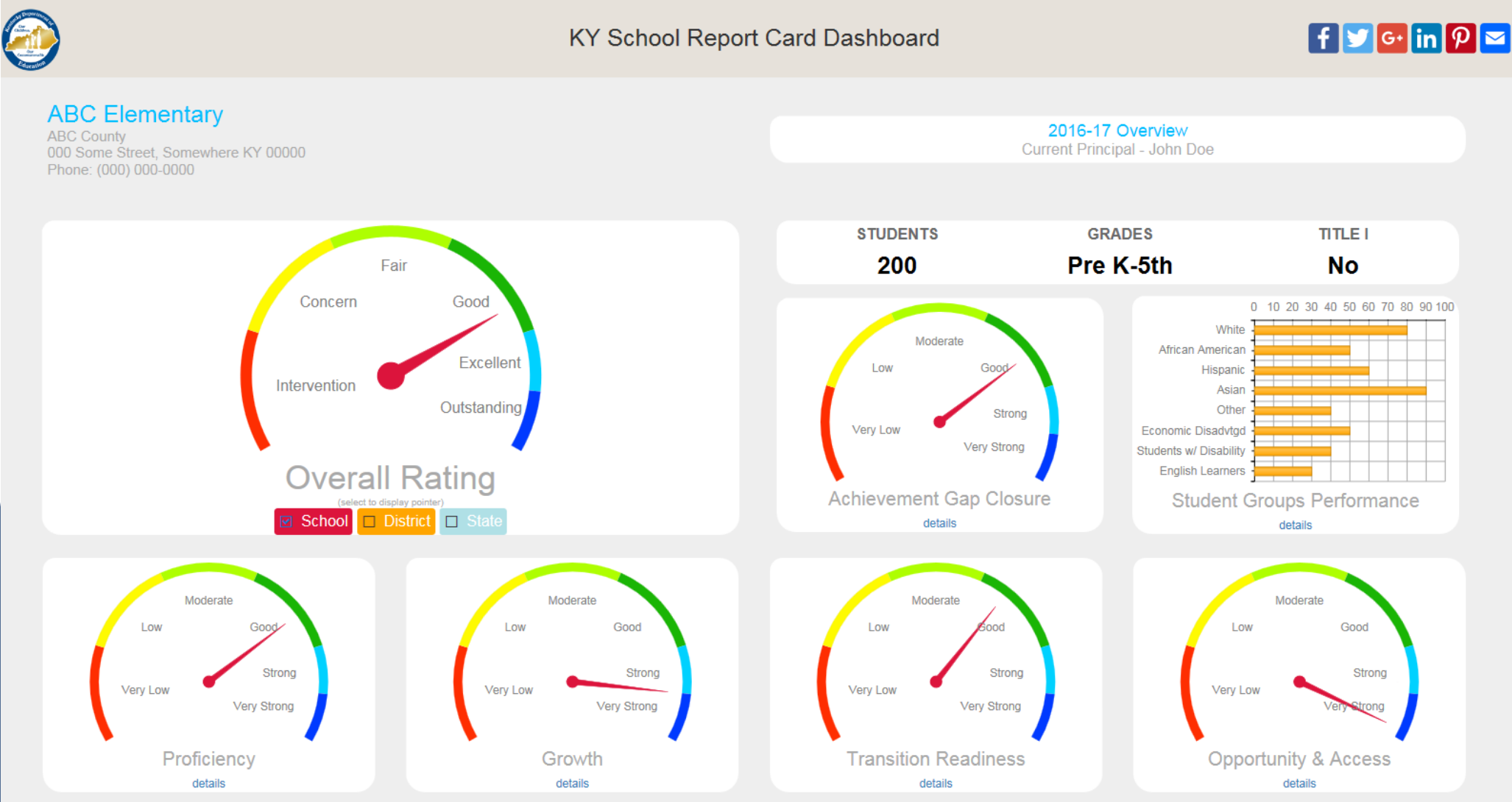
- ▶ Release requests for proposals (RFPs) summer 2017 based on Senate Bill 1 and recommendations of assessment committee
 - Including RFP for college admission assessment for grades 10 and 11
- ▶ 2017-18 begins standards revision schedule from Senate Bill 1
- ▶ 2017-18 testing plan
 - K-PREP continues for one more year in reading, writing, mathematics and social studies at elementary and middle and writing at high school as new test development and field testing occurs
 - New science assessments begin at elementary and middle
 - End of Course tests in high school enter a development and field testing year
- ▶ 2018-19 new tests begin



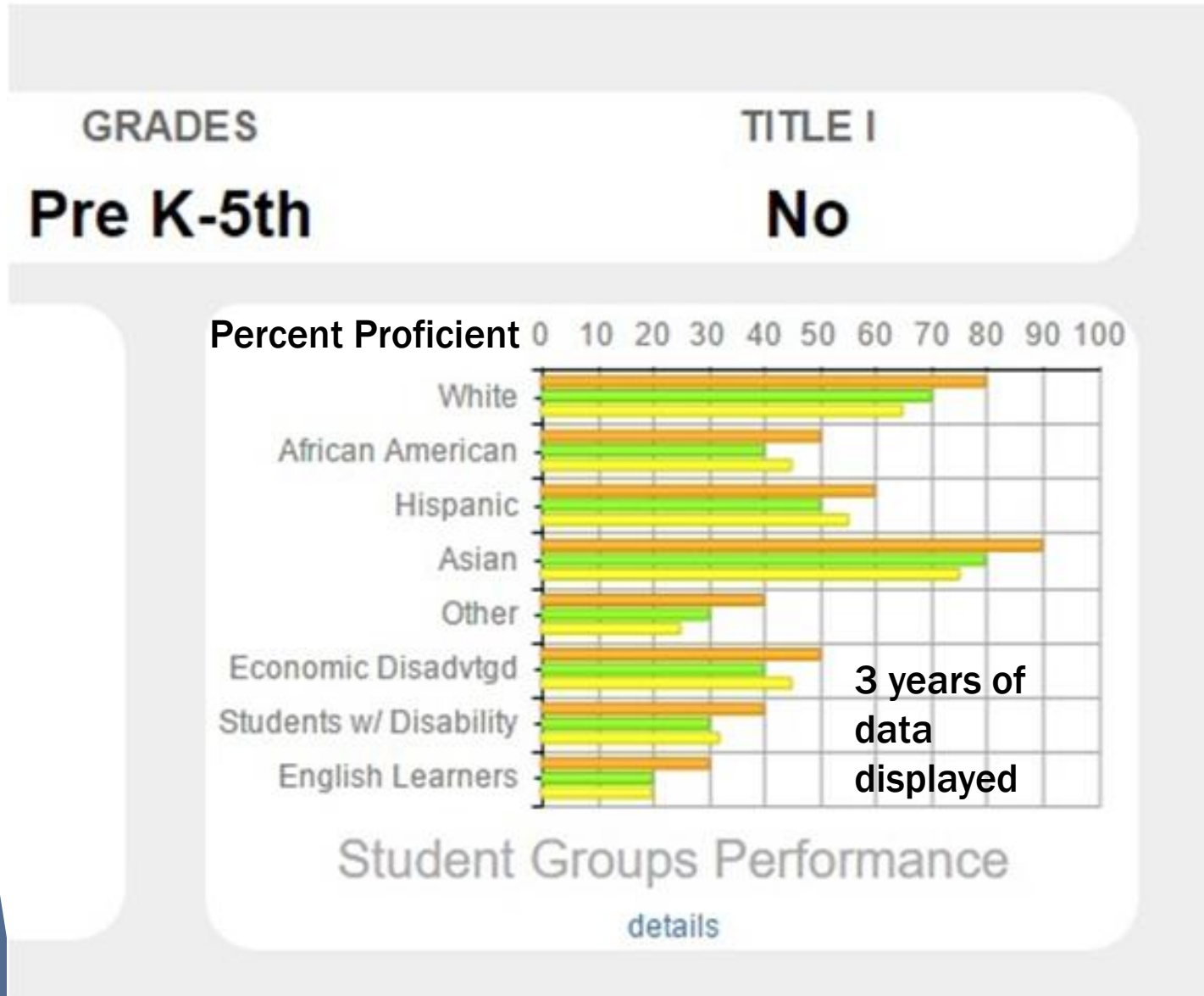


Discussion of Dashboard for Reporting

Dashboard Mockup



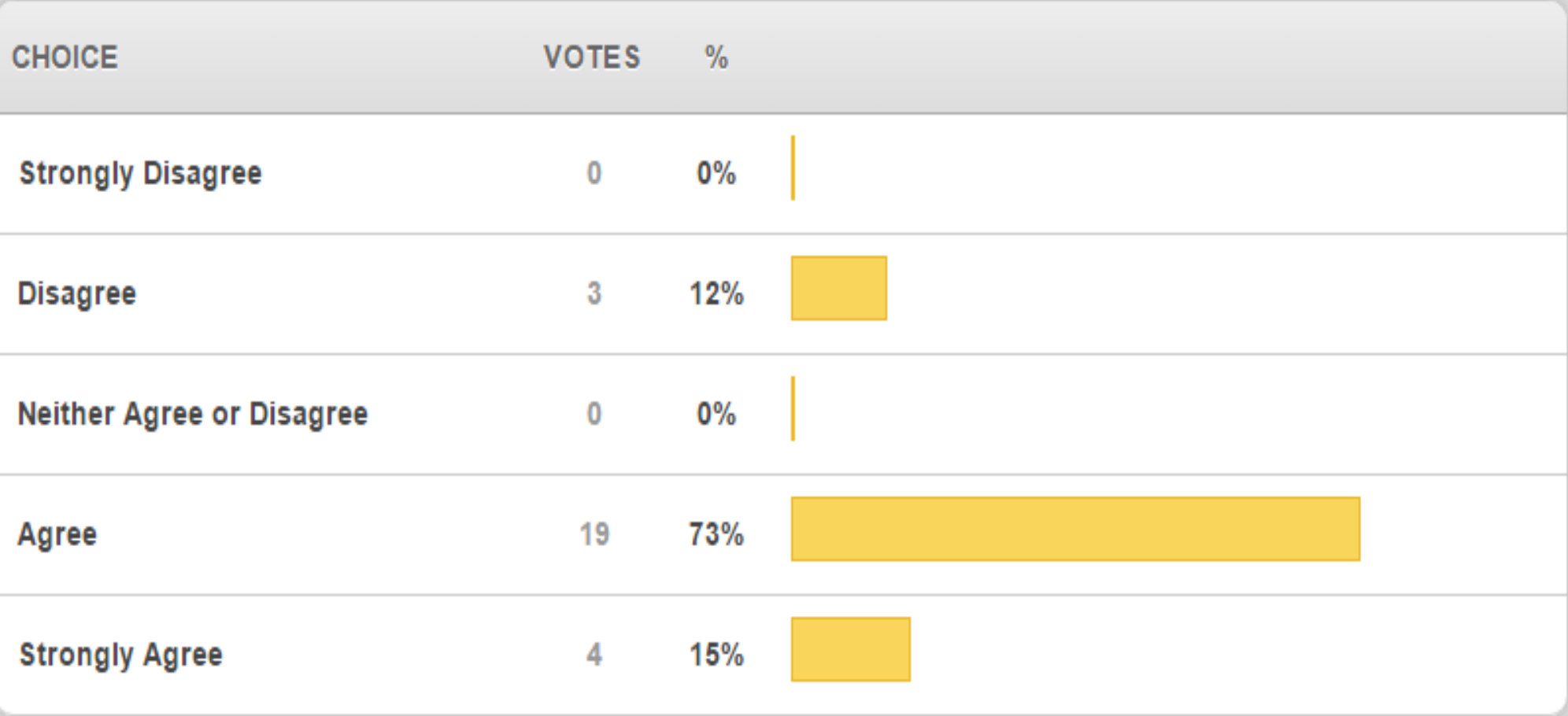
Dashboard Mockup



Example of
group to group
performance
for three years.

1. The dashboard gauges communicate a simple, high level picture of school performance.

26 responses recorded



2. Kentuckians will be more informed by including both measures that are part of a school’s accountability rating and measures that are reported only.

26 responses recorded

CHOICE	VOTES	%	
Strongly Disagree	0	0%	
Disagree	0	0%	
Neither Agree or Disagree	3	12%	
Agree	12	46%	
Strongly Agree	11	42%	





Discussion of Specific Indicators: Overall Rating

Indicator Relationships

Using the relationship between indicators creates a descriptive profile for a school.

- ▶ Individual indicators are considered in relation to each other
 - Elementary/Middle schools relationship: Proficiency and Growth
 - High school relationship: Proficiency and Transition

For example, an elementary school that has moderate proficiency and high growth is considered Strong; while an elementary school that has moderate proficiency and moderate growth is considered Moderate.



Indicator Relationships



For Elementary and Middle Schools

		Growth		
Performance Category		Less than Keep Up	Keep up	Catch up or Move up
Proficiency	High	Strong	Very Strong Proficiency and/or Growth	
		Moderate	Strong Proficiency and/or Growth	
	Medium	Low	Moderate Proficiency and/or Growth	Strong
		Low	Low Proficiency and/or Growth	Moderate
	Low Proficiency and Very Low Growth			

For High Schools

		Transition Readiness				
Performance Category		Very Low Graduation Rate	Very Low to Strong	Low to Very Strong	Moderate to Very Strong	Strong to Very Strong
Proficiency	High	Very Low Transition Readiness and/or Proficiency	Strong	Very Strong Proficiency and/or Transition Readiness		
			Proficiency and/or Transition Readiness		and/or Transition Readiness	
	Medium		Moderate Proficiency and/or Transition Readiness			
			Low Proficiency and/or Transition Readiness			
Low						

Overall School Rating

Based on strength of performance on school-level measures and indicators.

- ▶ The Overall School Rating provides descriptive information for a school.
 - Determined by student and school performance on indicators and associated measures (Proficiency, Achievement Gap Closure, Transition Readiness and Opportunity and Access at all levels, Growth added at elementary and middle).
 - Overall School Ratings include Outstanding, Excellent, Good, Fair, Concern and Intervention.
 - Achievement Gap Designations include:
 - ✓ Gap Closure—at the Outstanding and Excellent classifications a special designation for closing the achievement gap
 - ✓ Issue— at the Good, Fair and Concern classifications a special designation may be identified for schools with a very large achievement gap and low-performing students
 - Highest level school ratings (Outstanding and Excellent) must have reduction of the achievement gap and strong opportunity and access.



Overall Rating Indicator Relationships

Proposed Overall rating *minimum* requirements by indicator:

Overall Rating	Proficiency and Growth (EL/MS) Proficiency and Transition (HS) ¹	Transition Readiness (EL/MS)	Opportunity and Access	Achievement Gap Closure
Outstanding	Very Strong	Very Strong	Very Strong	Very Strong Gap Closure Designation
Excellent	Very Strong	Strong	Strong	Strong Gap Closure Designation
Good	Strong	Moderate	Moderate	Moderate
	Moderate	Strong	Strong	Strong Gap Closure Designation
				Low Gap Issue Designation
Fair	Moderate	Moderate	Moderate	Very Low Gap Issue Designation
Concern	Low	Low	Low	Very Low Gap Issue Designation
Intervention	Graduation Rate under 80% OR Bottom 5% in performance OR Did not exit Tier II Targeted Support after 3 years			



Feedback from Consequential Review



FROM PROPOSAL (1/31/17)

Overall Rating	Proficiency and Growth (EL/MS) Proficiency and Transition (HS) ¹	Transition Readiness (EL/MS)	Opportunity and Access	Achievement Gap Closure
Outstanding	Very Strong	Very Strong	Very Strong	Very Strong Gap Closure Designation
Excellent	Very Strong	Strong	Strong	Strong Gap Closure Designation

Recommended Change from Consequential (3/27/17)

Overall Rating	Proficiency	Growth (Elementary and Middle)	Transition Readiness (High)	Opportunity and Access	Achievement Gap Closure
Outstanding	Very Strong	Very Strong	Very Strong	Very Strong	Very Strong Gap Closure Designation
Excellent	Very Strong	Very Strong	Strong	Strong	Strong Gap Closure Designation

Steps in Setting Standards for the System

- ▶ **Propose specific cuts and performance criteria**
- ▶ **Do data modeling**
- ▶ **Implement a comment and feedback process**
- ▶ **Draft regulations to include a standard setting process and parameters**





Discussion of Specific Indicators: Opportunity and Access

Opportunity and Access

Defined as the equitable availability to research-based student experiences and school factors that impact student success.

- As examples of School Quality and Student Success (SQSS), the Opportunity and Access indicator seeks to minimize opportunity gaps and ensure equitable access for all students to high quality education programs.
- Proposed measures focus on the areas of whole child supports and equitable access.



Opportunity and Access

Defined as the equitable availability to research-based student experiences and school factors that impact student success.

- ▶ Includes measures beyond test scores (rated and reported)
- ▶ Data collected in state systems with *limited* self-reporting



Whole Child Supports (examples)

- Opportunities for well-round education (including arts, PE and health, science, social studies, global competency/world language)
- Gifted and talented services
- Supports such as counseling, early childhood, library/media
- Chronic absenteeism, discipline, suspensions
- Profile of offerings (advanced coursework, arts, career pathways)

Equitable Access (examples)

- Data reported by student group
- Talent pool/gifted services
- Students taught by teachers certified in content area
- Teacher turnover
- Percentage of first year teachers

Opportunity and Access

► Regulatory Review:

- ESSA requires “indicator of school quality/student success” different from Proficiency, Growth, Graduation Rate, and English Language Proficiency progress.
- SB1 requires/allows(?) a) measures of school climate and safety (in accountability), and b) a “school profile” of ... (not required to be in rating)

► In proposed accountability system, two things that are SQSS: a) Opportunity & Access measures, and b) Transition Ready at high school

► In proposed accountability system, Overall Rating is affected by Opportunity & Access and Transition Ready measures

- Cannot receive an “Excellent” or “Outstanding” rating without strong Opportunity and Access results (elementary/middle schools); or without strong Opportunity and Access and Transition Ready results (high schools)



Opportunity and Access

- ▶ In the proposal (dated 1/31/17), several measures were recommended for rating and others for reporting.
- ▶ Consequential Review revisited the measures on March 27 and recommended all measures be used in reporting, not rating.
- ▶ Accountability Steering members were polled on each measure in the proposal.
- ▶ Additional review of ESSA seems to expect, not just allow, some measures under School Quality/Student Success.



Opportunity and Access



Number of Opportunity and Access Measures Recommended

Grade Level	Whole Child					
	Proposal to KBE 1/31/17		Consequential Recommended 3/27/17		Accountability Steering 3/31/17	
	Rate	Report	Rate	Report	Rate	Report
Elementary	5	7	0	12	3	9
Middle	5	5	0	10	2	8
High	1(6)*	4	0	5	1(6)*	4
*One measure with six parts						

Opportunity and Access

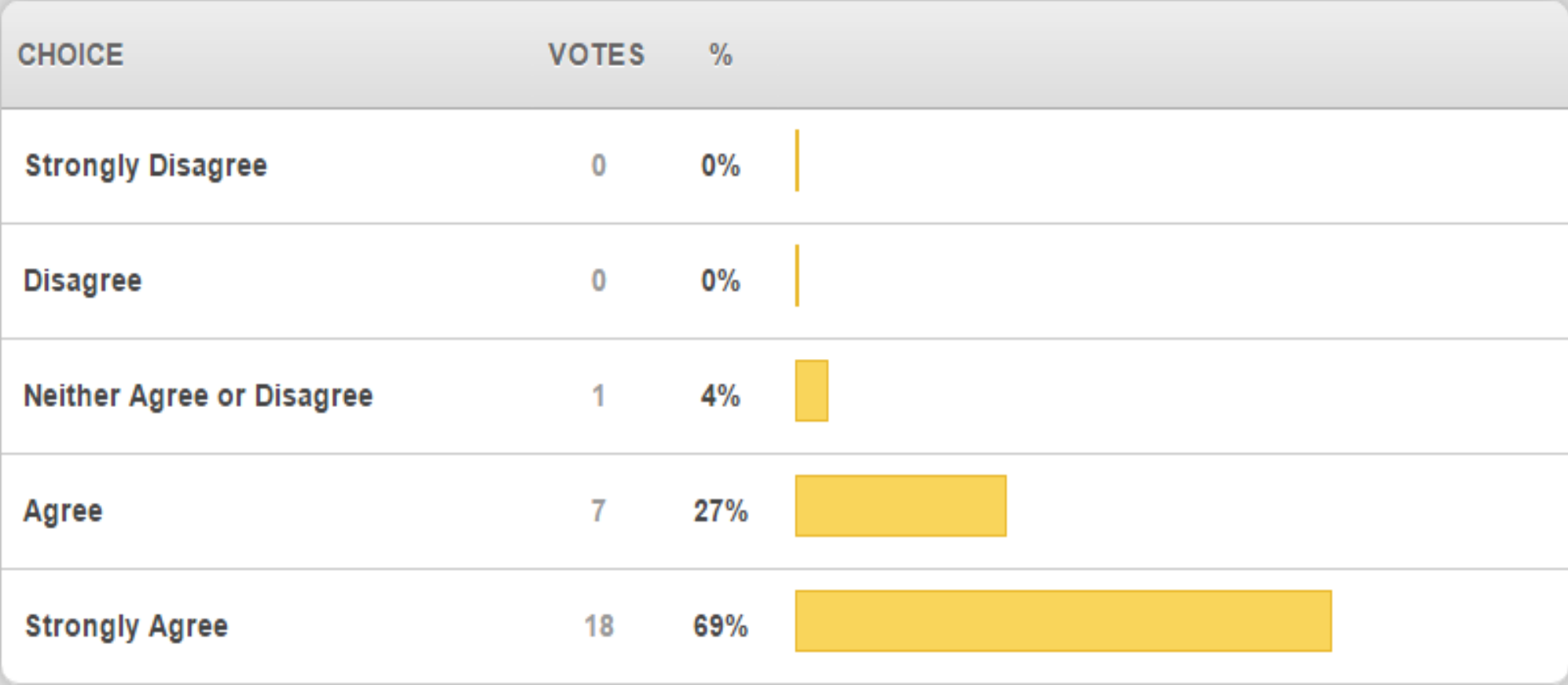
Number of Opportunity and Access Measures Recommended

Grade Level	Equitable Access					
	Proposal to KBE 1/31/17		Consequential Recommended 3/27/17		Accountability Steering 3/31/17	
	Rate	Report	Rate	Report	Rate	Report
Elementary	0	7	0	7	0	7
Middle	0	7	0	7	0	7
High	0	4	0	4	0	4



3. It is critical to report how much students have the opportunity to participate in quality experiences and have access to school supports which impact their success.

26 responses recorded



Opportunity and Access

Possible Measures



Elementary School

Whole Child Supports

Student Measures:

1. The percentage of any particular student group assigned out-of-school suspension is in proportion to the student group population enrolled at the school (disaggregated by student groups). REPORTING
2. The percent of students defined as 'chronically absent' (students who miss 10% or more days in a school year, including both excused and unexcused absences) at the end of the school year. REPORTING

Content/Standards/Program Measures:

3. All students (100 percent) have access and opportunities to create, perform, respond, and connect through exposure to the visual and performing arts disciplines (within the Kentucky Academic Standards for Visual and Performing Arts). RATING
4. All students (100 percent) have access to Kentucky Academic Standards-based health and physical education teaching and learning. RATING
5. All students (100 percent) have access to Kentucky Academic Standards-based science teaching and learning. RATING

ES 1. The percentage of any particular student group assigned out-of-school suspension is in proportion to the student group population enrolled at the school (disaggregated by student groups).

28 responses recorded

CHOICE	VOTES	%	
Rating	6	21%	<div></div>
Reporting	21	75%	<div></div>
Neither	1	4%	<div></div>



**ES 2. The percent of students defined as ‘chronically absent’
(students who miss 10% or more days in a school year, including
both excused and unexcused absences) at the end of the school year.**

27 responses recorded

CHOICE	VOTES	%	
Rating	7	26%	<div></div>
Reporting	20	74%	<div></div>
Neither	0	0%	<div></div>



ES 3. All students (100 percent) have access and opportunities to create, perform, respond, and connect through exposure to the visual and performing arts disciplines (within the Kentucky Academic Standards for Visual and Performing Arts).

27 responses recorded

CHOICE	VOTES	%	
Rating	12	44%	<div></div>
Reporting	14	52%	<div></div>
Neither	1	4%	<div></div>



ES 4. All students (100 percent) have access to Kentucky Academic Standards-based health and physical education teaching and learning

28 responses recorded

CHOICE	VOTES	%	
Rating	11	39%	<div></div>
Reporting	17	61%	<div></div>
Neither	0	0%	<div></div>



ES 5. All students (100 percent) have access to Kentucky Academic Standards-based science teaching and learning.

28 responses recorded

CHOICE	VOTES	%	
Rating	20	71%	<div></div>
Reporting	8	29%	<div></div>
Neither	0	0%	<div></div>



Opportunity and Access

Possible Measures



6. All students (100 percent) have access to Kentucky Academic Standards-based social studies teaching and learning. RATING

7. All students (100 percent) have access to Kentucky Academic Standards-based practical living and career studies teaching and learning. RATING

8. All students (100 percent) have access and opportunities for exposure to global competency and/or world language teaching and learning. REPORTING

Early Childhood Policy Measures:

9. State Funded Preschool ALL STAR rating – Possible district indicator – REPORTING

10. Percentage of kindergarten students served in a half-day program and in a full day program. Possible district indicator – REPORTING

Practitioner Measures:

11. A librarian/media specialist who formally focuses on organizing, equipping and managing the operations of the school library including assisting individuals and groups *during the school day* to work on projects, conduct research and find resources to support educators and students' teaching and learning needs is employed. REPORTING

12. Guidance counselors with knowledge of counseling and child and adolescent development, who create and maintain a counseling program at the school level and broker resources to meet student needs, are employed in the school. REPORTING

□

ES 6. All students (100 percent) have access to Kentucky Academic Standards-based social studies teaching and learning.

25 responses recorded

CHOICE	VOTES	%	
Rating	18	72%	<div></div>
Reporting	7	28%	<div></div>
Neither	0	0%	<div></div>



ES 7. All students (100 percent) have access to Kentucky Academic Standards-based practical living and career studies teaching and learning.

26 responses recorded

CHOICE	VOTES	%	
Rating	15	58%	<div></div>
Reporting	11	42%	<div></div>
Neither	0	0%	<div></div>



ES 8. All students (100 percent) have access and opportunities for exposure to global competency and/or world language teaching and learning.

28 responses recorded

CHOICE	VOTES	%	
Rating	8	29%	<div></div>
Reporting	20	71%	<div></div>
Neither	0	0%	<div></div>



ES 9. State Funded Preschool ALL STAR rating – Possible district indicator

28 responses recorded

CHOICE	VOTES	%	
Rating	4	14%	<div></div>
Reporting	23	82%	<div></div>
Neither	1	4%	<div></div>



ES 10. Percentage of kindergarten students served in a half-day program and in a full day program. Possible district indicator

28 responses recorded

CHOICE	VOTES	%	
Rating	4	14%	<div></div>
Reporting	24	86%	<div></div>
Neither	0	0%	<div></div>



ES 11. A librarian/media specialist who formally focuses on organizing, equipping and managing the operations of the school library including assisting individuals and groups during the school day to work on projects, conduct research and find resources to support educators and students' teaching and learning needs is employed.

28 responses recorded

CHOICE	VOTES	%	
Rating	2	7%	<div></div>
Reporting	24	86%	<div></div>
Neither	2	7%	<div></div>



ES 12. Guidance counselors with knowledge of counseling and child and adolescent development, who create and maintain a counseling program at the school level and broker resources to meet student needs, are employed in the school.

28 responses recorded

CHOICE	VOTES	%	
Rating	8	29%	<div></div>
Reporting	18	64%	<div></div>
Neither	2	7%	<div></div>



Opportunity and Access

Possible Measures



Equitable Access	<p><u>Student Measures:</u></p> <p>13. Recommended for rating by Systems – (Grades K-3) The percentage of students in each student group identified for the Primary Talent Pool is in proportion to the student group population enrolled in the school (disaggregated by student groups). REPORTING</p> <p>14. Recommended for rating by Systems Integration – (Grades 4-5) The percentage of students in each student group receiving gifted and talented services is in proportion to the student group population enrolled in the school (disaggregated by student groups). REPORTING</p> <p>15. Recommended for rating by Systems Integration The percentage of 3rd grade students classified as proficient/distinguished in reading and mathematics disaggregated by demographic groups is equal to or greater than those entering kindergarten classified as 'ready' or 'ready with enrichments' (disaggregated by student groups). REPORTING</p> <ul style="list-style-type: none">• <i>Data modeling is necessary prior to final decision-making on this item.</i> <p><u>Practitioner Measures:</u></p> <p>16. Students are taught by certified teachers. REPORTING</p> <p>17. Percentage of students taught by a certified teacher.</p> <p>18. Percentage of teacher turnover (school & district measure). This item is required to be reported as part of the state equity plan. REPORTING</p> <p>19. Percentage of 1st Year Teachers (school & district measure) – This item is required to be reported as part of the state equity plan. REPORTING</p>
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ES 13. Recommended for rating by Systems – (Grades K-3) The percentage of students in each student group identified for the Primary Talent Pool is in proportion to the student group population enrolled in the school (disaggregated by student groups).

28 responses recorded

CHOICE	VOTES	%	
Rating	9	32%	<div></div>
Reporting	17	61%	<div></div>
Neither	2	7%	<div></div>



ES 14. Recommended for rating by Systems Integration – (Grades 4-5) The percentage of students in each student group receiving gifted and talented services is in proportion to the student group population enrolled in the school (disaggregated by student groups).

28 responses recorded

CHOICE	VOTES	%	
Rating	8	29%	<div></div>
Reporting	20	71%	<div></div>
Neither	0	0%	<div></div>



ES 15. Recommended for rating by Systems Integration The percentage of 3rd grade students classified as proficient/distinguished in reading and mathematics disaggregated by demographic groups is equal to or greater than those entering kindergarten classified as ‘ready’ or ‘ready with enrichments’ (disaggregated by student groups).

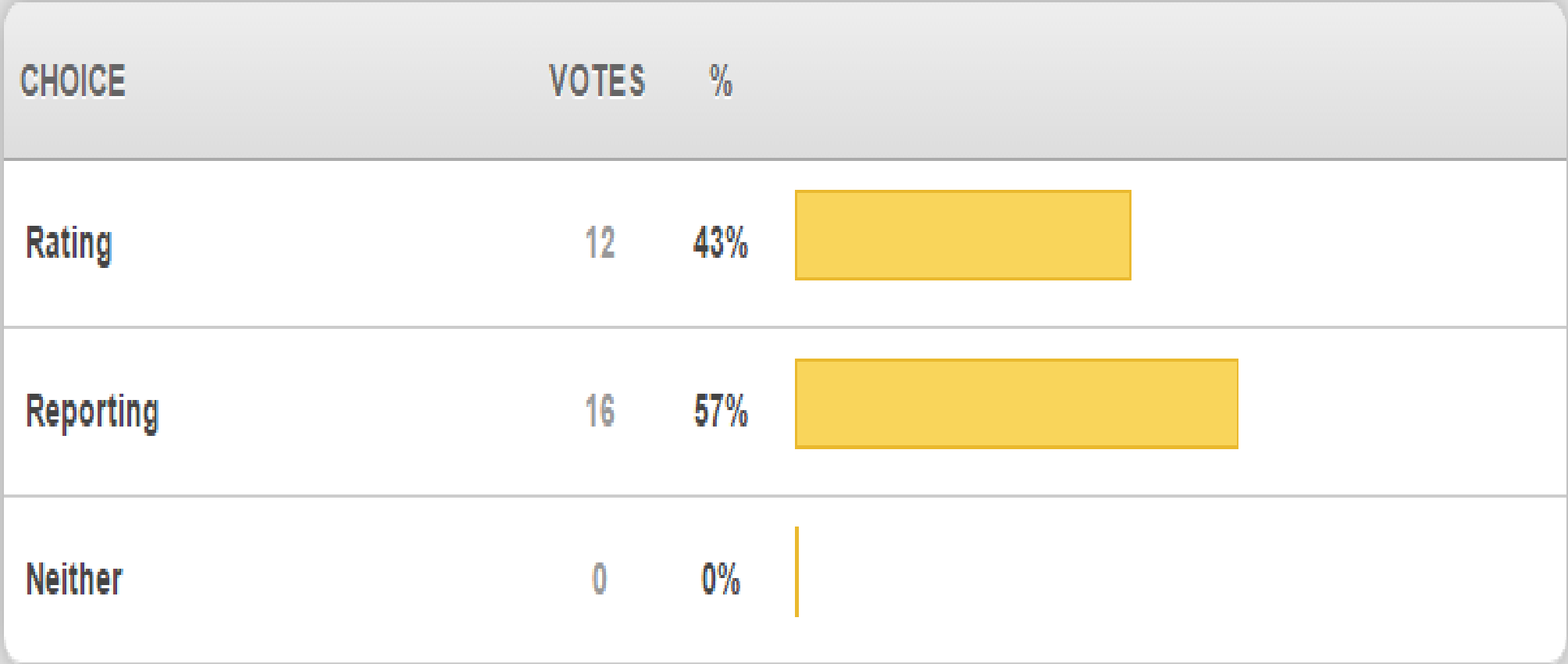
28 responses recorded

CHOICE	VOTES	%	
Rating	11	39%	<div></div>
Reporting	17	61%	<div></div>
Neither	0	0%	<div></div>



ES 16. Students are taught by certified teachers.

28 responses recorded



ES 17. Percentage of students taught by a certified teacher.

27 responses recorded

CHOICE	VOTES	%	
Rating	13	48%	<div></div>
Reporting	14	52%	<div></div>
Neither	0	0%	<div></div>



ES 18. Percentage of teacher turnover (school & district measure).
This item is required to be reported as part of the state equity plan.

28 responses recorded

CHOICE	VOTES	%	
Rating	4	14%	<div></div>
Reporting	24	86%	<div></div>
Neither	0	0%	<div></div>



ES 19. Percentage of 1st Year Teachers (school & district measure) – This item is required to be reported as part of the state equity plan.

29 responses recorded

CHOICE	VOTES	%	
Rating	1	3%	<div></div>
Reporting	28	97%	<div></div>
Neither	0	0%	<div></div>



Opportunity and Access Possible Measures



Middle School

Whole Child Supports

Student Measures:

1. The percentage of any particular student group assigned out-of-school suspension is in proportion to the student group population enrolled at the school (disaggregated by student groups). REPORTING
2. The percent of students defined as 'chronically absent' (students who miss 10% or more days in a school year, including both excused and unexcused absences) at the end of the school year. REPORTING

Content or Standards or Program Measures:

3. All students (100 percent) have access and opportunities to create, perform, respond, and connect through exposure to the visual and performing arts disciplines (within the Kentucky Academic Standards for Visual and Performing Arts). RATING
4. All students (100 percent) have access to Kentucky Academic Standards-based health and physical education teaching and learning. RATING
5. All students (100 percent) have access to Kentucky Academic Standards-based science teaching and learning. RATING
6. All students (100 percent) have access to Kentucky Academic Standards-based social studies teaching and learning. RATING
7. All students (100 percent) have access to Kentucky Academic Standards-based practical living and career studies teaching and learning. RATING

MS 1. The percentage of any particular student group assigned out-of-school suspension is in proportion to the student group population enrolled at the school (disaggregated by student groups).

29 responses recorded

CHOICE	VOTES	%	
Rating	8	28%	<div></div>
Reporting	20	69%	<div></div>
Neither	1	3%	<div></div>



MS 2. The percent of students defined as ‘chronically absent’ (students who miss 10% or more days in a school year, including both excused and unexcused absences) at the end of the school year.

29 responses recorded

CHOICE	VOTES	%	
Rating	8	28%	<div></div>
Reporting	21	72%	<div></div>
Neither	0	0%	<div></div>



MS 3. All students (100 percent) have access and opportunities to create, perform, respond, and connect through exposure to the visual and performing arts disciplines (within the Kentucky Academic Standards for Visual and Performing Arts).

28 responses recorded

CHOICE	VOTES	%	
Rating	13	46%	<div></div>
Reporting	15	54%	<div></div>
Neither	0	0%	<div></div>



MS 4. All students (100 percent) have access to Kentucky Academic Standards-based health and physical education teaching and learning.

29 responses recorded

CHOICE	VOTES	%	
Rating	13	45%	<div></div>
Reporting	16	55%	<div></div>
Neither	0	0%	<div></div>



MS 5. All students (100 percent) have access to Kentucky Academic Standards-based science teaching and learning.

Rating: 59%

Reporting: 33%

Neither: 8%



MS 6. All students (100 percent) have access to Kentucky Academic Standards-based social studies teaching and learning.

28 responses recorded

CHOICE	VOTES	%	
Rating	16	57%	<div></div>
Reporting	11	39%	<div></div>
Neither	1	4%	<div></div>



MS 7. All students (100 percent) have access to Kentucky Academic Standards-based practical living and career studies teaching and learning

27 responses recorded

CHOICE	VOTES	%	
Rating	11	41%	<div></div>
Reporting	16	59%	<div></div>
Neither	0	0%	<div></div>



Opportunity and Access

Possible Measures



	<p>8. All students (100 percent) have access and opportunities for exposure to global competency and/or world language teaching and learning. REPORTING</p> <p><u>Practitioner Measures:</u></p> <p>9. A librarian/media specialist who formally focuses on organizing, equipping and managing the operations of the school library including assisting individuals and groups <i>during the school day</i> to work on projects, conduct research and find resources to support educators and students' teaching and learning needs is employed. REPORTING</p> <p>10. Guidance counselors with knowledge of counseling and child and adolescent development, who create and maintain a counseling program at the school level and broker resources to meet student needs, are employed in the school. REPORTING</p>
Equitable Access	<p><u>Student Measures:</u></p> <p>11. Recommended for rating by Systems Integration – The percentage of students in each student group receiving gifted and talented services is in proportion to the student group population enrolled in the school (disaggregated by student groups). REPORTING</p> <p><u>Practitioner Measures:</u></p> <p>12. Percentage of students taught by teachers who are certified in the content area they are teaching. REPORTING</p> <p>13. Percentage of teacher turnover (school & district measure). This item is required to be reported as part of the state equity plan. REPORTING</p> <p>14. Percentage of 1st Year Teachers (school & district measure) – This item is required to be reported as part of the state equity plan. REPORTING</p>

MS 8. All students (100 percent) have access and opportunities for exposure to global competency and/or world language teaching and learning.

27 responses recorded

CHOICE	VOTES	%	
Rating	9	33%	<div></div>
Reporting	18	67%	<div></div>
Neither	0	0%	<div></div>



MS 9. A librarian/media specialist who formally focuses on organizing, equipping and managing the operations of the school library including assisting individuals and groups during the school day to work on projects, conduct research and find resources to support educators and students' teaching and learning needs is employed.

25 responses recorded

CHOICE	VOTES	%	
Rating	2	8%	<div></div>
Reporting	21	84%	<div></div>
Neither	2	8%	<div></div>



MS 10. Guidance counselors with knowledge of counseling and child and adolescent development, who create and maintain a counseling program at the school level and broker resources to meet student needs, are employed in the school.

28 responses recorded

CHOICE	VOTES	%	
Rating	7	25%	<div></div>
Reporting	19	68%	<div></div>
Neither	2	7%	<div></div>



MS 11. Recommended for rating by Systems Integration – The percentage of students in each student group receiving gifted and talented services is in proportion to the student group population enrolled in the school (disaggregated by student groups).

29 responses recorded

CHOICE	VOTES	%	
Rating	10	34%	<div></div>
Reporting	19	66%	<div></div>
Neither	0	0%	<div></div>



MS 12. Percentage of students taught by teachers who are certified in the content area they are teaching.

28 responses recorded

CHOICE	VOTES	%	
Rating	10	36%	<div></div>
Reporting	18	64%	<div></div>
Neither	0	0%	<div></div>



MS 13. Percentage of teacher turnover (school & district measure).
This item is required to be reported as part of the state equity plan.

27 responses recorded

CHOICE	VOTES	%	
Rating	4	15%	<div></div>
Reporting	23	85%	<div></div>
Neither	0	0%	<div></div>



MS 14. Percentage of 1st Year Teachers (school & district measure) – This item is required to be reported as part of the state equity plan.

26 responses recorded

CHOICE	VOTES	%	
Rating	1	4%	<div></div>
Reporting	25	96%	<div></div>
Neither	0	0%	<div></div>



Opportunity and Access

Possible Measures



High School	
Whole Child Supports	<p><u>Student Measures:</u></p> <p>1. The percentage of any particular student group assigned out-of-school suspension is in proportion to the student group population enrolled at the school (disaggregated by student groups). REPORTING</p> <p>2. The percent of students defined as 'chronically absent' (students who miss 10% or more days in a school year, including both excused and unexcused absences) at the end of the school year. REPORTING</p>
	<p><u>Content or Standards or Program Measures:</u></p> <p>3. Create a school profile that indicates opportunity and access to the following: RATING</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advanced coursework (AP, IB, Dual Credit) <input type="checkbox"/> Visual and Performing Arts <input type="checkbox"/> Practical Living / Career Studies <input type="checkbox"/> Writing <input type="checkbox"/> Global Competency / World Language <input type="checkbox"/> Specialized Career Pathways (including high-demand pathways)
	<p><u>Practitioner Measures:</u></p> <p>4. A librarian/media specialist who formally focuses on organizing, equipping and managing the operations of the school library including assisting individuals and groups <i>during the school day</i> to work on projects, conduct research and find resources to support educators and students' teaching and learning needs is employed. REPORTING</p>
	<p>5. Guidance counselors with knowledge of counseling and child and adolescent development, who create and maintain a counseling program at the school level and broker resources to meet student needs, are employed in the school. REPORTING</p>

HS 1. The percentage of any particular student group assigned out-of-school suspension is in proportion to the student group population enrolled at the school (disaggregated by student groups).

29 responses recorded

CHOICE	VOTES	%	
Rating	9	31%	<div></div>
Reporting	19	66%	<div></div>
Neither	1	3%	<div></div>



HS 2. The percent of students defined as ‘chronically absent’ (students who miss 10% or more days in a school year, including both excused and unexcused absences) at the end of the school year.

29 responses recorded

CHOICE	VOTES	%	
Rating	9	31%	<div></div>
Reporting	20	69%	<div></div>
Neither	0	0%	<div></div>



HS 3. Create a school profile that indicates opportunity and access to the following:

26 responses recorded

- Advanced coursework (AP, IB, Dual Credit)
- Visual and Performing Arts
- Practical Living / Career Studies
- Writing
- Global Competency / World Language
- Specialized Career Pathways (including high-demand pathways)

CHOICE	VOTES	%	
Rating	14	54%	<div></div>
Reporting	12	46%	<div></div>
Neither	0	0%	<div></div>



HS 4. A librarian/media specialist who formally focuses on organizing, equipping and managing the operations of the school library including assisting individuals and groups during the school day to work on projects, conduct research and find resources to support educators and students’ teaching and learning needs is employed.

23 responses recorded

CHOICE	VOTES	%	
Rating	4	17%	<div></div>
Reporting	16	70%	<div></div>
Neither	3	13%	<div></div>



HS 5. Guidance counselors with knowledge of counseling and child and adolescent development, who create and maintain a counseling program at the school level and broker resources to meet student needs, are employed in the school.

25 responses recorded

CHOICE	VOTES	%	
Rating	10	40%	<div></div>
Reporting	13	52%	<div></div>
Neither	2	8%	<div></div>



Opportunity and Access

Possible Measures

Equitable Access	<p><u>Student Measures:</u></p> <p>6. Recommended for rating by Systems Integration – The percentage of students in each student group receiving gifted and talented services is in proportion to the student group population enrolled in the school (disaggregated by student groups). REPORTING</p> <p><u>Practitioner Measures:</u></p> <p>7. Percentage of students taught by teachers who are certified in the content area they are teaching. REPORTING</p> <p>8. Percentage of teacher turnover (school & district measure). This item is required to be reported as part of the state equity plan. REPORTING</p> <p>9. Percentage of 1st Year Teachers (school & district measure) – This item is required to be reported as part of the state equity plan. REPORTING</p>
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HS 6. Recommended for rating by Systems Integration – The percentage of students in each student group receiving gifted and talented services is in proportion to the student group population enrolled in the school (disaggregated by student groups).

25 responses recorded

KBE Accountability Work Session Part 2 4/11/17			
CHOICE	VOTES	%	
Rating	9	36%	<div></div>
Reporting	16	64%	<div></div>
Neither	0	0%	<div></div>



HS 7. Percentage of students taught by teachers who are certified in the content area they are teaching.

25 responses recorded

CHOICE	VOTES	%	
Rating	10	40%	<div></div>
Reporting	15	60%	<div></div>
Neither	0	0%	<div></div>



HS 8. Percentage of teacher turnover (school & district measure).
This item is required to be reported as part of the state equity plan.

24 responses recorded

CHOICE	VOTES	%	
Rating	2	8%	<div></div>
Reporting	22	92%	<div></div>
Neither	0	0%	<div></div>



HS 9. Percentage of 1st Year Teachers (school & district measure) – This item is required to be reported as part of the state equity plan.

28 responses recorded



CHOICE	VOTES	%	
Rating	1	4%	<div></div>
Reporting	27	96%	<div></div>
Neither	0	0%	<div></div>



Discussion of Specific Indicators: Growth

Growth

Defined as a student's continuous improvement toward the goal of proficiency and beyond.

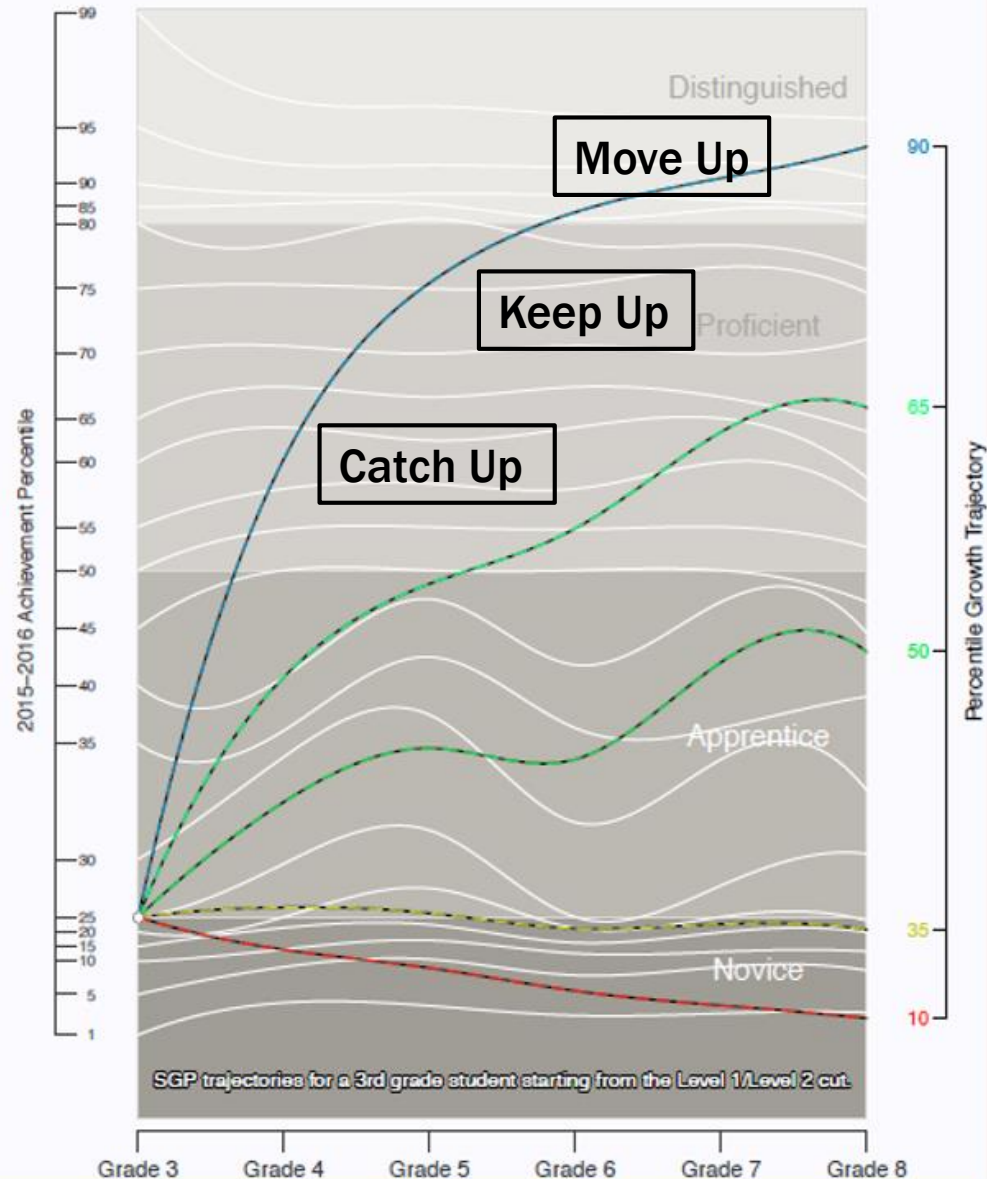
- Percentage of students who meet annual personal target for improvement based on individual student trajectory toward proficiency and above
- Student score increase within a performance level is positive (e.g., students move from low novice to high novice)
- Proposed inclusion in elementary and middle schools
- Since high school students currently take one assessment per content area, growth is not proposed
- Schools are evaluated on this indicator by catching up, keeping up or moving up their students' performance



Growth

- ▶ Enough growth to become proficient (catch up)
- ▶ Enough growth to maintain proficiency (keep up)
- ▶ Enough growth to move to the next performance level (move up)

Kentucky: 2015–2016 Reading Norm & Criterion Referenced Growth & Achievement



Student Performance Levels

Current

- ▶ Distinguished
- ▶ Proficient
- ▶ Apprentice
- ▶ Novice

Dividing lowest two performance levels reports movement within the level and allows the opportunity to value that movement in the system.

Proposed

- ▶ Distinguished
- ▶ Proficient
- ▶ Apprentice
 - High
 - Low
- ▶ Novice
 - High
 - Low



Growth

- ▶ Every student taking the regular assessment (not AA-AAS students) will receive a projected growth score that indicates whether the student is “Catching up” to proficiency, “Keeping up,” or “Moving up.”
- ▶ The school’s growth score will be the average of the points received based on the students’ growth performance.



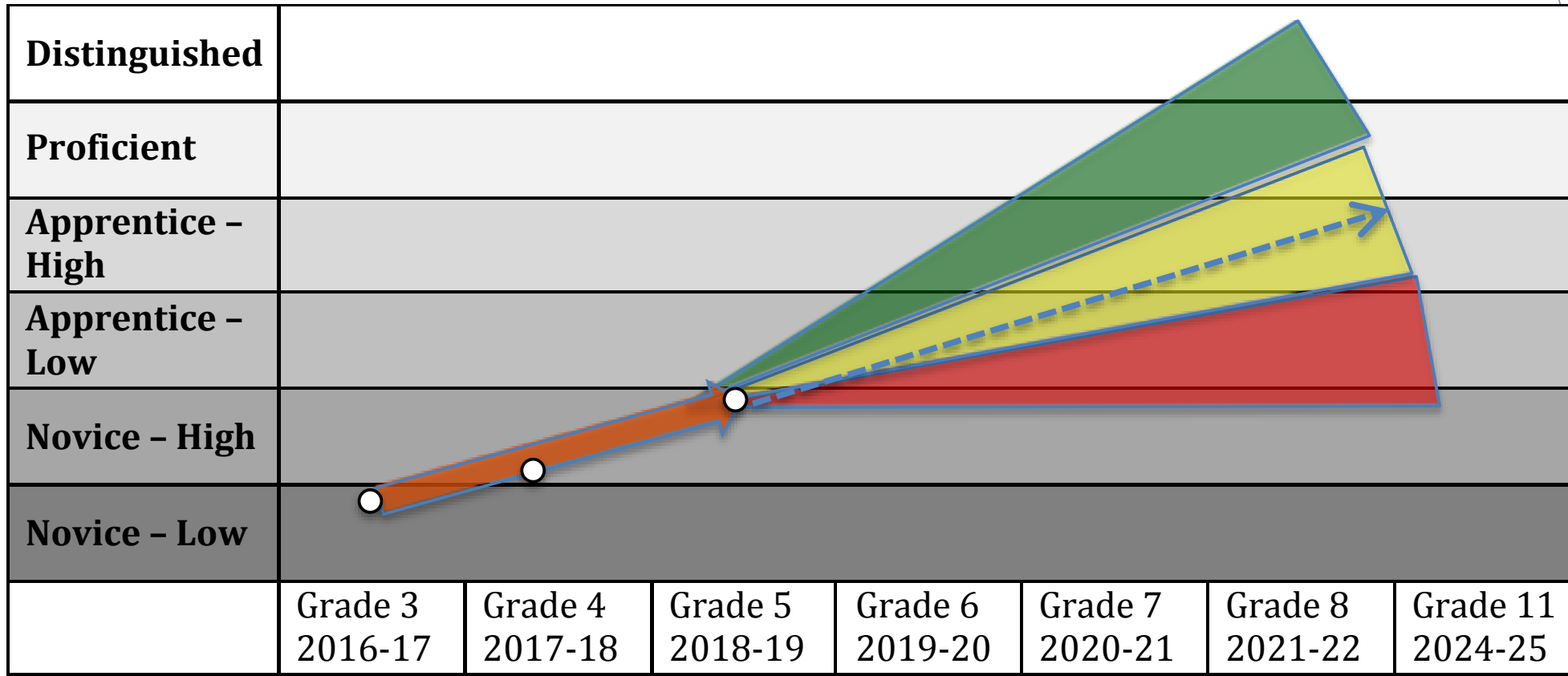
Growth

- ▶ Every student in grades 4-8 receives a “Projected Growth” score that projects where the student will be in the future if the student were to continue to grow as they have.
- ▶ The projected growth score is based on all the annual state test data available for that student (e.g., a grade 5 student’s projected growth score would be based on test data from grades 3, 4, and 5).



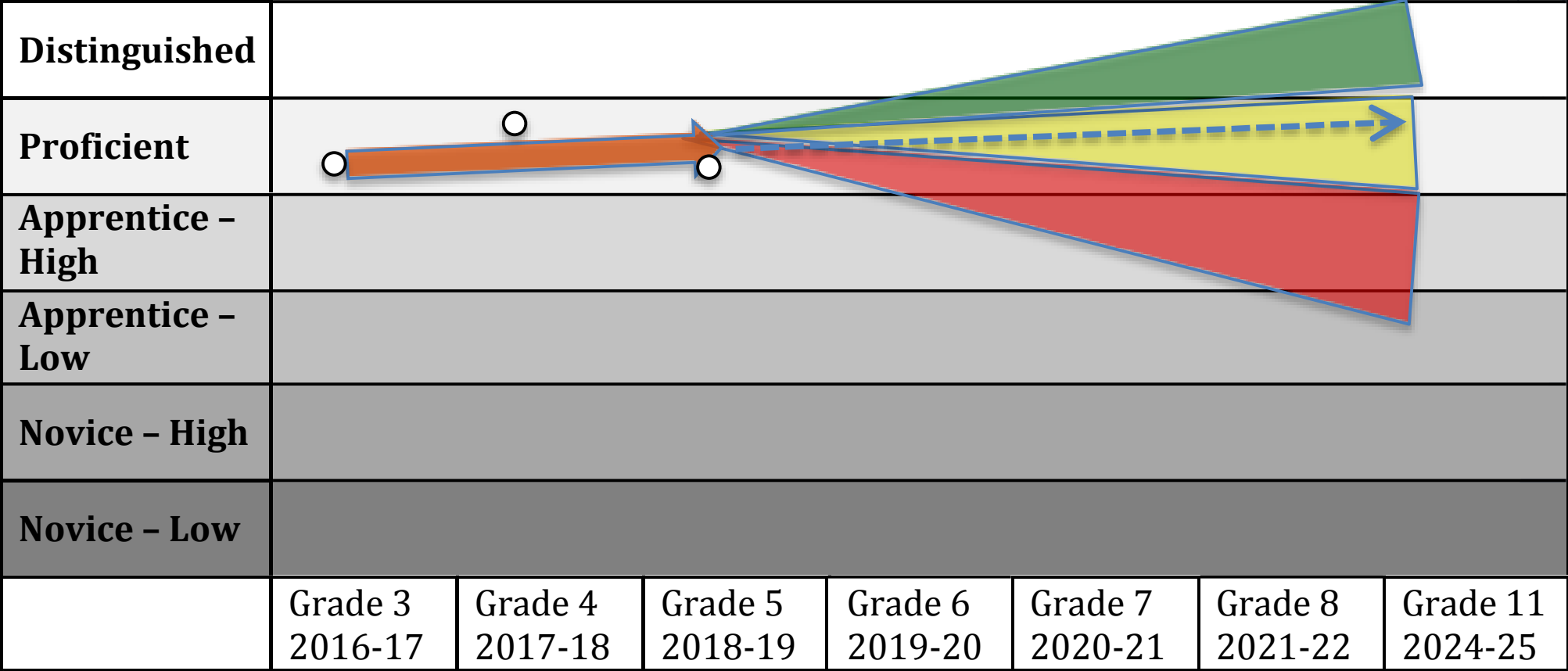
Growth

Example: Student who starts at the Novice level in Grade 3 and who is “Catching up” to proficiency



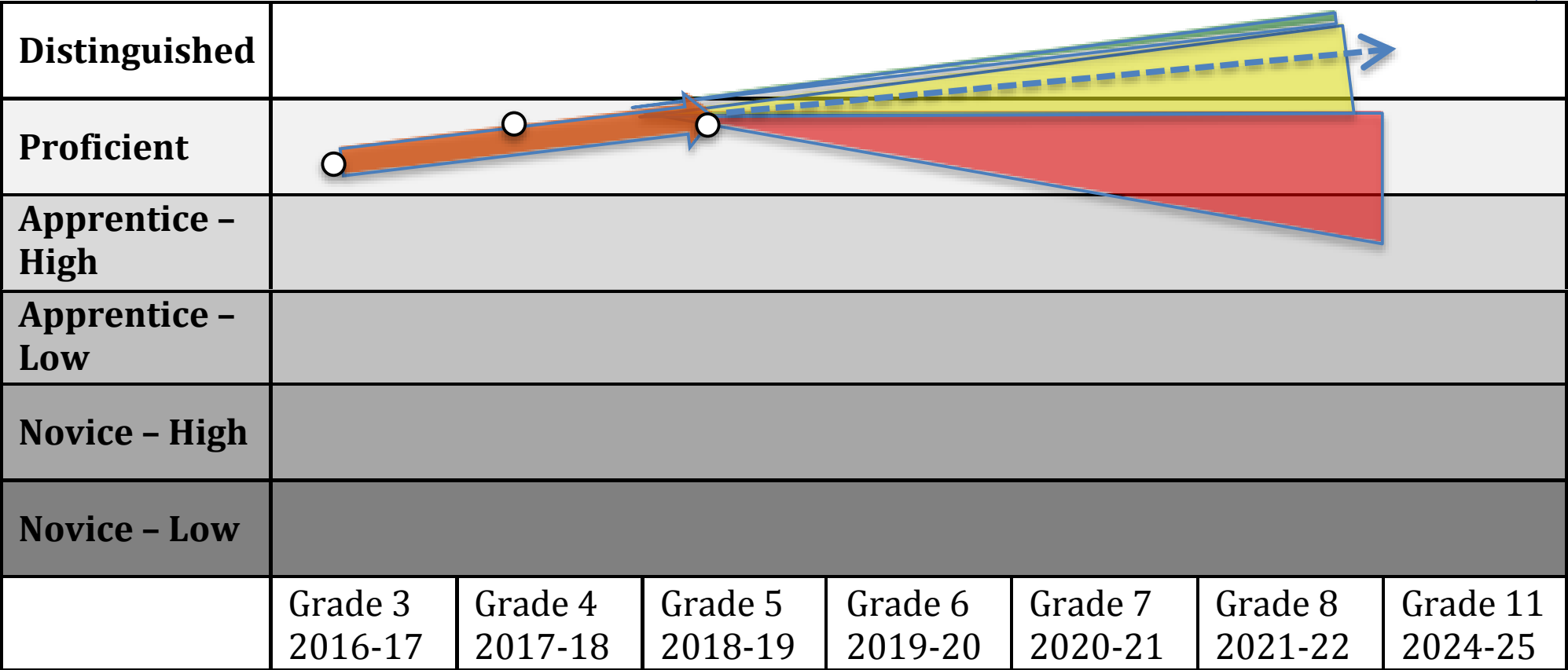
Growth

Example: Student who is “Keeping up” at proficiency from grade to grade



Growth

Example: Student who is “ “Moving up” from proficiency



Growth

Schools will get credit for the growth of their students. The more the student grows, the more points. A sample set of growth points:



Points for Student Growth							
		Student Achievement Projected to Subsequent Year					
		N (low)	N (hi)	A (low)	A (hi)	P	D
Student Achievement Level in Previous Year	D	-50	-15	20	55	90	125
	P	-40	-5	30	65	100	135
	A (hi)	-30	5	40	75	110	145
	A (low)	-20	15	50	85	120	155
	N (hi)	-10	25	60	95	130	165
	N (low)	0	35	70	105	140	175

Growth

Growth combined Proficiency = Achievement



Proficiency	Continuous Improvement (Growth)		
	Less than Keep Up	Keep up	Catch up or Move up
High	Strong	Very Strong Proficiency and/or Growth	
	Moderate	Strong Proficiency and/or Growth (keep up)	
Medium	Low	Moderate Proficiency and/or Growth	Strong
Low	Low Proficiency and Very Low Growth	Low Proficiency and/or Growth	Moderate
			Strong

Growth

Sample Proficiency x Growth rating

Proficiency x Growth Rating	Growth Point Range
Very Strong	100.1+
Strong	75.1-100.0
Moderate	50.1-75.0
Low	20.1-50.0
Very Low	negative-20.0



5. It is important for students to have personal growth targets toward proficiency.

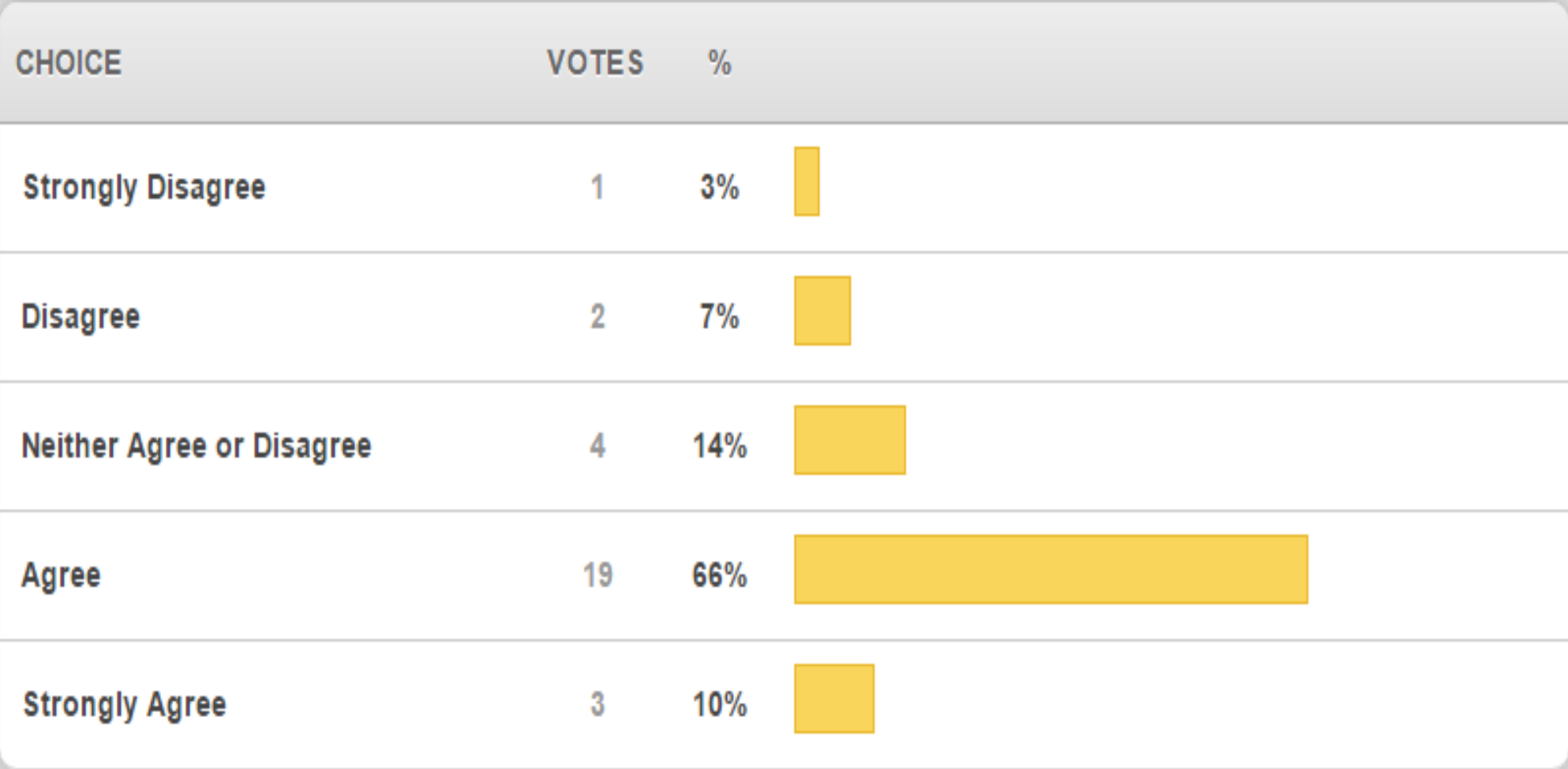
27 responses recorded

CHOICE	VOTES	%	
Strongly Disagree	2	7%	<div></div>
Disagree	0	0%	<div></div>
Neither Agree or Disagree	2	7%	<div></div>
Agree	9	33%	<div></div>
Strongly Agree	14	52%	<div></div>



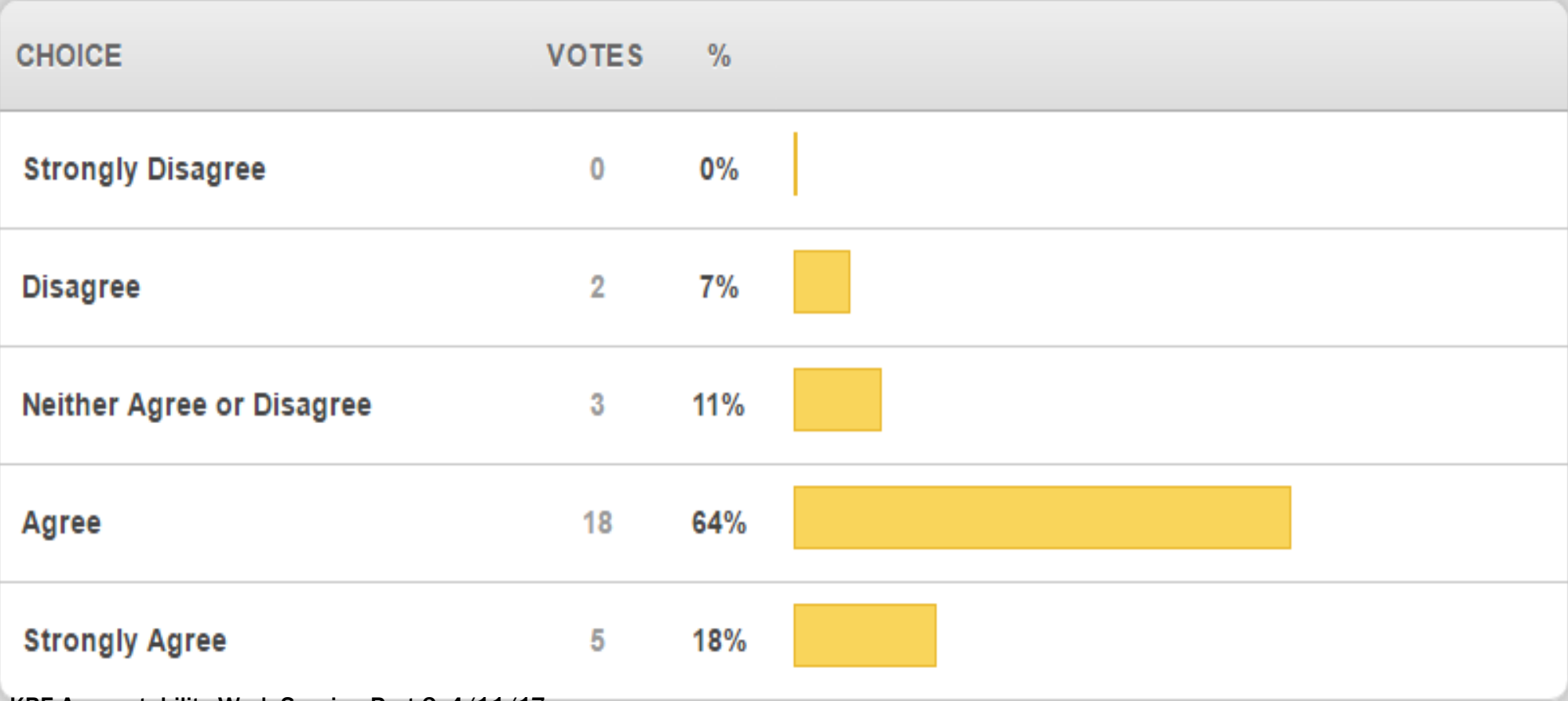
5.A. The described approach for calculation should be pursued.

29 responses recorded



6. Growth should be reported at the school level based on students’ individual growth grouped together for the school, according to whether students “Catch up,” “Keep up,” or “Move up.”

28 responses recorded



High School Growth

- ▶ No current growth measure is proposed for high school.
- ▶ Some general Town Hall and work group comments have suggested growth measures should be explored at high school.
- ▶ The assessment work group recommended growth be the focus at elementary and middle and the attainment of student credentials be the focus at high school.





Discussion of Specific Indicators: Inclusion of English Learners Progress in Accountability

English Learner (EL) Assessments

- ▶ English Learners are students whose English language proficiency in reading, writing, speaking, and listening is not at a level to allow them to learn academic subjects independently
- ▶ English Learners take two assessments:
 - An English Language Proficiency assessment (currently WIDA ACCESS 2.0)
 - ✓ Level 4 = Proficient and results in reclassification out of EL status
 - All other state assessments (Reading, math, science, writing, social studies): included in Proficiency, Growth.
- ▶ How to include results from English Language Proficiency (ELP) assessment?



EL Participation Background

- ▶ About 6% of students in Kentucky were English Language students in 2016 (22,462 of over 350,000 tested)
- ▶ Very wide variation among districts
 - 5 districts enrolled 64% of all EL students
 - Over 50% of *districts* (not schools) had fewer than 30 EL students who participated in state assessments in all grades combined
- ▶ How to include EL progress in a way fair to all districts/schools?



English Learners (EL) Progress

- ▶ Based on English Learners performance on English Language Proficiency assessment (currently WIDA ACCESS)
- ▶ Proposal: Calculate the projected progress of students toward English proficiency (similar to regular students' calculation of growth).
- ▶ Give schools' credit for students' EL progress. Count with growth for elementary/middle schools, and with Transition Ready for high schools.



EL Progress

For elementary/middle schools, the points for each EL progress score will be added to the school's growth score, and the denominator and numerator of the school will be increased by the number of EL students.

- This allows every EL progress score to be counted, regardless of how many EL students there are in the school, even if it is very low.
- It also includes the EL progress scores at the exact proportion (weight) of the proportion of students.



EL Progress

Schools get more points the more ELP levels the student is projected to grow. Projected to Level 4 receives at least 100 points (4 = reclassification)



English Learners Progress on English Language Proficiency Assessment (WIDA)						
		Projected EL Proficiency Level within two years				
		1	2	3	4	5
Original EL Proficiency Level	5	–	–	–	–	–
	4	-35	15	57	100	133
	3	-18	24	67	110	150
	2	-7	33	75	120	170
	1	0	40	85	135	190

EL Progress

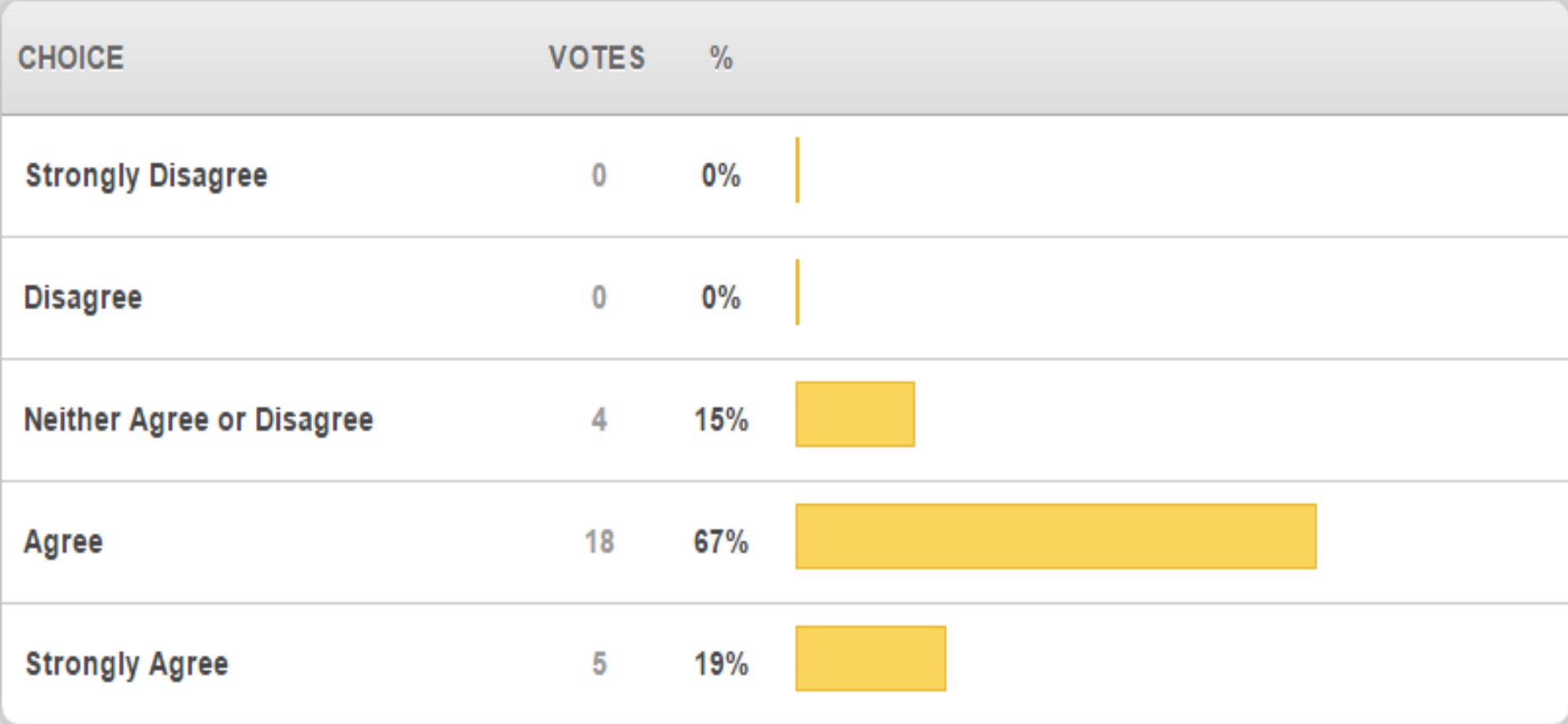
For high schools, the school will get credit for the EL student becoming “Transition Ready” if the EL student is reclassified as fully English proficient and moves out of EL status while in high school.

- In the school’s Transition Ready score, an EL student would count twice: once for ELP Progress and once for other Transition Ready measures.
- This effectively is one-half a credit if the student meets the ELP reclassification but does not meet the other Transition Ready measures (Diploma + College/Technical/Military + Foundational Skills).



6. A. Reporting EL Progress within the Growth indicator (Elem/Middle) and within Transition indicator (High) is a desirable approach.

27 responses recorded





Discussion of Specific Indicators: Transition Readiness

Transition Readiness (high school)

Student Expectations for Transition Readiness

High School Diploma

Earn a high school diploma by meeting/exceeding the Kentucky Minimum High School Graduation Requirements

AND

Foundational Work Ethic Skills

- Attendance – 97% not counting EXCUSED absences and tardies
- Complete work-based learning experience, OR service learning OR community service
- Individual Learning Plan (specific components TBD)
- Workplace Readiness Skills Assessment (to also include standards related to financial literacy and citizenship)

AND

Meet Requirements for ONE type of Readiness:



Academic Readiness

- ✓ Meet state-designated benchmarks on college entrance exam (ACT, SAT, etc.) **OR**
- ✓ KBE-Approved Dual Credit (6+ hours with a B or better) **OR**
- ✓ Advanced Placement (2+ courses with a 3 or higher on the assessment) **OR**
- ✓ International Baccalaureate Course (A score of **X** or higher on exam)



Technical Readiness

- ✓ Earn a Career Industry Certification **OR**
- ✓ State designated score on the Kentucky Occupational Skills Standards Assessment (KOSSA) **OR**
- ✓ KBE-Approved Dual Credit (6+ hours with a B or better aligned to a career pathway)

Note: Systems Integration recommended a college placement test continue to be included in Academic Readiness.



Military Readiness

- ✓ Score 50+ on the Armed Forces Qualification Test (AFQT)/Armed Services Vocational Aptitude Battery (ASVAB)



Optional Kentucky PLUS Designation

In addition to being Transition Ready by meeting the basic requirements, a student is encouraged to earn a Kentucky PLUS designation by:

- Meeting the requirements of a second readiness component
- Earning a Kentucky Work Ethic Certification of bronze, silver or gold diploma seal
(Based on Levels of Sophistication *Beyond* Foundational Requirements)

This designation should be student-driven. It will be reported for each school/district, but is not part of a school/district's accountability rating.



Transition Readiness

Defined as a student's attainment of the necessary knowledge, skills and dispositions to successfully transition to the next level of his or her education career.

- Elementary—Foundational learning in non-tested subjects (e.g., career fields, essential skills)
- Middle—Continued exploration in non-tested subjects (e.g., career fields, essential skills)
- High—Acquisition of desired outcomes (e.g., diploma, essential skills, and benchmarks of academic, technical and military readiness)

Note: Tested subjects reflected in Proficiency indicator.



7. Schools should help prepare students with essential skills (e.g., responsibility, dependability).

28 responses recorded

CHOICE	VOTES	%	
Strongly Disagree	1	4%	<div></div>
Disagree	0	0%	<div></div>
Neither Agree or Disagree	1	4%	<div></div>
Agree	11	39%	<div></div>
Strongly Agree	15	54%	<div></div>



8. Allowing multiple options for students to demonstrate readiness (academic, career, military) at the high school is important and desirable.

27 responses recorded

CHOICE	VOTES	%	
Strongly Disagree	0	0%	
Disagree	0	0%	
Neither Agree or Disagree	0	0%	
Agree	12	44%	
Strongly Agree	15	56%	



9. Reporting additional credentials for students with a Kentucky Plus designation is positive.

25 responses recorded

CHOICE	VOTES	%	
Strongly Disagree	0	0%	
Disagree	0	0%	
Neither Agree or Disagree	0	0%	
Agree	15	60%	
Strongly Agree	10	40%	



Transition Ready

97% Attendance

- Options
 - ✓ Include as part of Transition-ready requirement
 - ✓ Include in a Work Ethics certificate; the number of students earning certificate would be counted
 - ✓ Include in a Diploma-Plus endorsement; the number of students earning endorsement would be counted
- Adjust from 97% to X%? Include total absences rather than just unexcused? Create guidelines around attendance definitions?



11. The attendance benchmark should be

27 responses recorded

CHOICE	VOTES	%	
95%	8	30%	<div></div>
97%	12	44%	<div></div>
Neither	7	26%	<div></div>



12. The attendance benchmark should

27 responses recorded

CHOICE	VOTES	%	
Remain as proposed as part of transition-ready requirement	14	52%	<div></div>
Not be included	1	4%	<div></div>
Be included in a Work Ethics Certificate; reported for school	7	26%	<div></div>
Be included in a Diploma-Plus Endorsement; reported for school	5	19%	<div></div>



Military Transition Readiness

- ▶ What should be evidence of military readiness?
- ▶ Proposal is an ASVAB AFQT score of 50
- ▶ Reasons
 - ASVAB AFQT score is what all branches of Armed Services use for enlistment and training qualification
 - AFQT score of 50 corresponds to ACT score of 18 – about same rigor as Academic Readiness. An AFQT score of 31 corresponds to ACT score of 13.
 - The Armed Services consider an AFTQ score of 50 to be the minimum score that indicates high quality trainability leading to success in training and on the job in the military; 50 needed for a Job Classification IIIa, which provides many desirable training options.



Military Transition Readiness

► Other suggestions

- AFQT score of 31 (minimum scores for enlistment Army (31), Marines (32), Air Force (36), Coast Guard (40), although actual needed scores fluctuate upwards with supply/demand).
- Actual enlistment in Armed Services—like being hired in industry or accepted to college



9. B. What ASVAB AFQT score should count for transition readiness?

23 responses recorded

CHOICE	VOTES	%	
31	7	30%	<div></div>
40	7	30%	<div></div>
50	6	26%	<div></div>
Should not be used	3	13%	<div></div>



9. A. Enlistment in the active military should be considered a measure of military readiness.

24 responses recorded

CHOICE	VOTES	%	
Strongly Disagree	0	0%	
Disagree	3	13%	
Neither Agree or Disagree	2	8%	
Agree	15	63%	
Strongly Agree	4	17%	





Discussion of Specific Indicators: Transition Readiness Related Issues

Students with Disabilities and Graduation Rate

- ▶ ESSA allows states to include in high school graduation rate students with severe cognitive disabilities (who took the Alternate Assessment with Alternate Achievement Standards), when those students meet criteria established by state.
- ▶ Proposal: Include as “graduating” AA-AAS students who meet Kentucky Alternate Diploma and assessment requirements by the time the student leaves school (often age 21).
- ▶ Each year’s school graduation rate will consist of the 6-year graduation rate for AA-AAS students combined with the 4-year cohort graduation rate for all other students.



High School Graduation & Minimum-n

- ▶ ESSA allows states to waive the minimum high school graduation rate (proposed = 80%) for high schools with 100 students or fewer, i.e., those small high schools would not be subject to identification for Comprehensive Support and Intervention.
- ▶ Proposal: For a high school that has a graduation rate less than 80% and 100 or fewer students in a year, create a two-year average.
- ▶ If the two-year average is less than 80%, then the school will be identified for Comprehensive Support. Exit criterion from CSI is at least 80% graduation rate for any one year.



Kentucky Graduation Rate Data



Schools with 2016 Graduation Rate < 85%*		
Highlighted = Number of Students in Cohort < 110		
Numerator	Denominator	Graduation Rate
157	219	71.7
48	66	72.7
203	277	73.3
102	136	75.0
81	108	75.0
172	214	80.4
189	233	81.1
205	251	81.7
123	149	82.6
43	52	82.7
229	277	82.7
409	491	83.3
291	349	83.4
230	275	83.6
515	615	83.7
16	19	84.2
236	279	84.6
298	351	84.9

*A1 schools only; 4-year cohort rate

Example of proposed approach:
If this small school had one fewer student graduate, its graduation rate would be < 80%

$$15 / 19 = 78.9\%$$

Two-year average
 $(15+16) / (19+19) = 81.6\%$



Discussion of Specific Indicators: Achievement Gap Closure and Goal Setting

Achievement Gap

Defined as the disparity in performance between student groups with a goal of reducing or closing the gap by moving all students to higher levels and moving those at the lowest levels more rapidly.

- Reduction in percentage of students scoring below Proficient (Novice and Apprentice) in each tested subject reported by group.
 - ✓ White, African American, Hispanic, Asian, Hawaiian/Pacific Islander, Native American/Alaska Native, multiple race/ethnicity, Free/Reduced (F/R)-meal eligible, students with Individualized Education Plan (IEP), English Learner (EL) students and consolidated student group
 - ✓ Consolidated student group includes same groups as above excluding White, Asian and F/R-meal eligible students in each tested subject to include student groups whose population are too small to otherwise be reliably included in school accountability ratings
- Difference between student groups' performance is reported, not rated, in each tested subject.

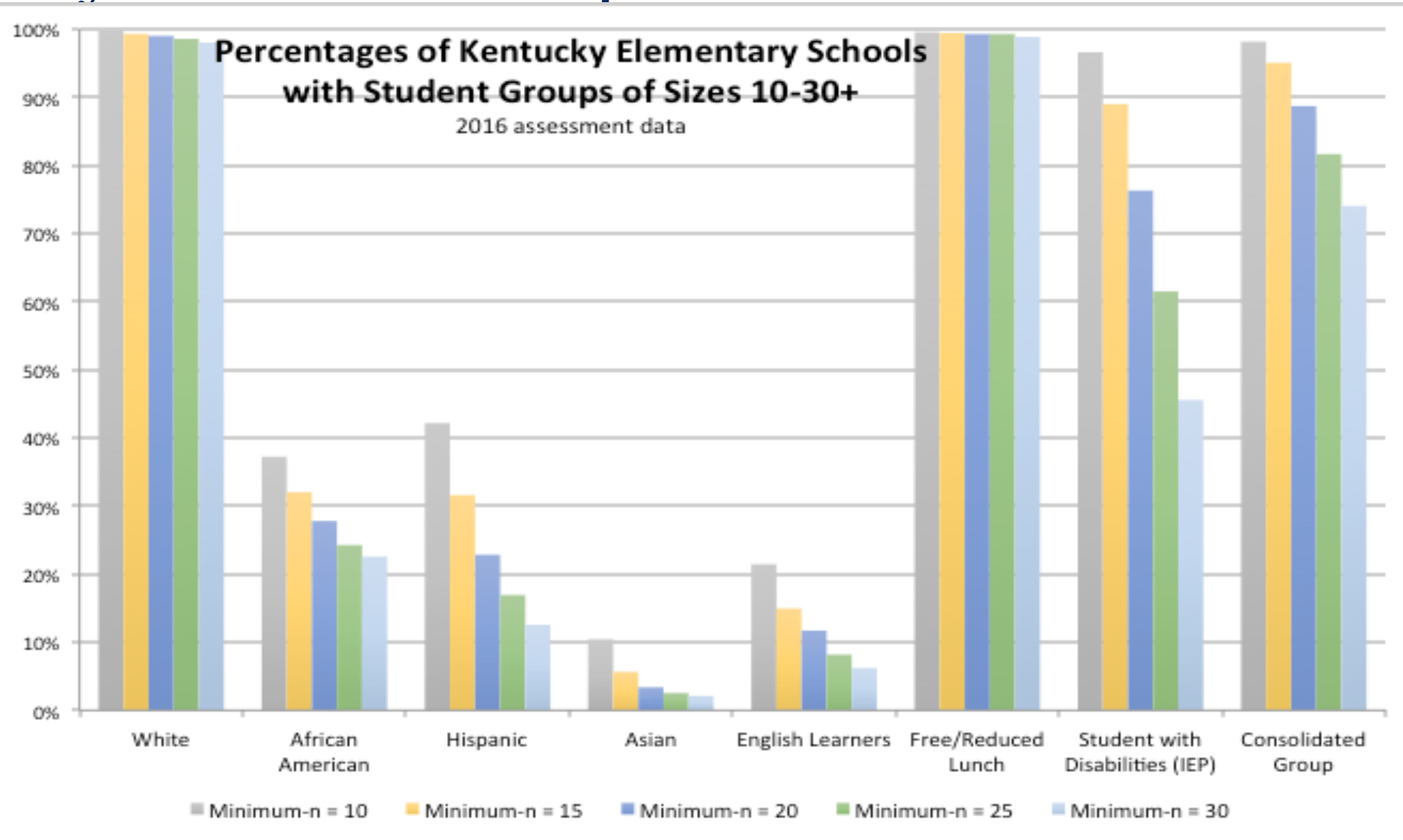


Longer-term Goals

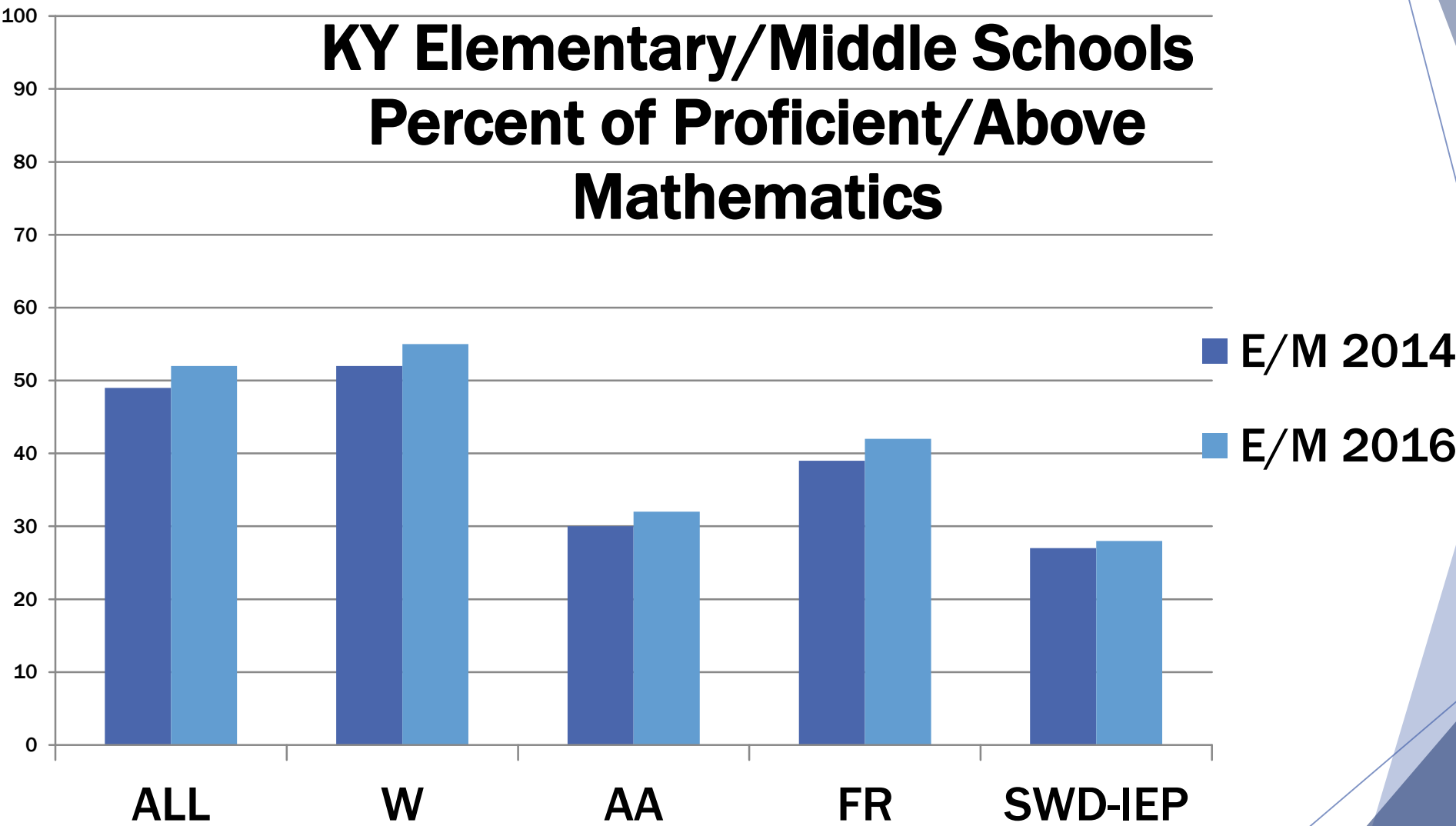
- ▶ In important areas for continued focus
- ▶ Ambitious and plausible (stretch)
- ▶ Result in more equitable results across student groups



Percentage of KY Elementary Schools by Student Group Size



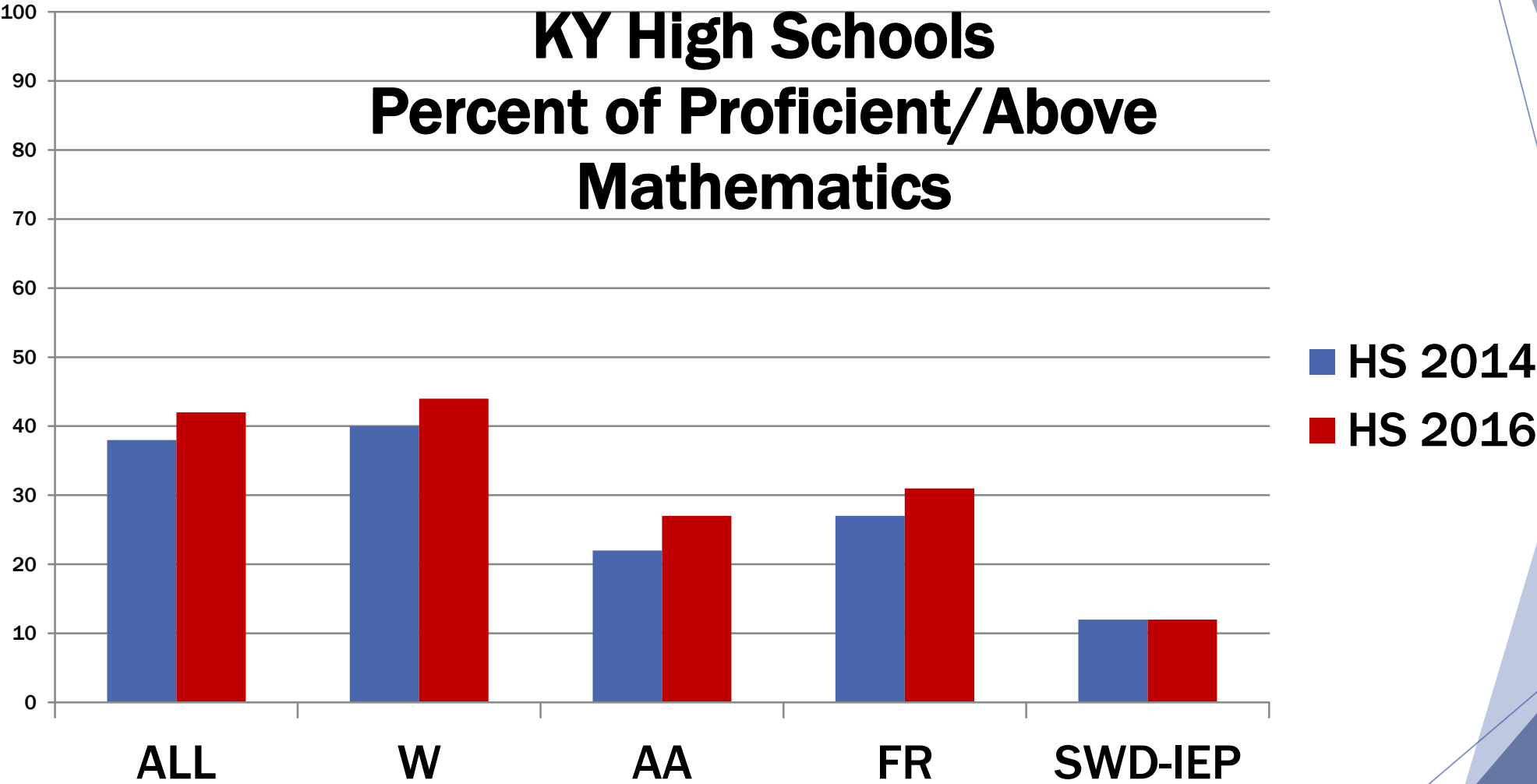
Past Performance



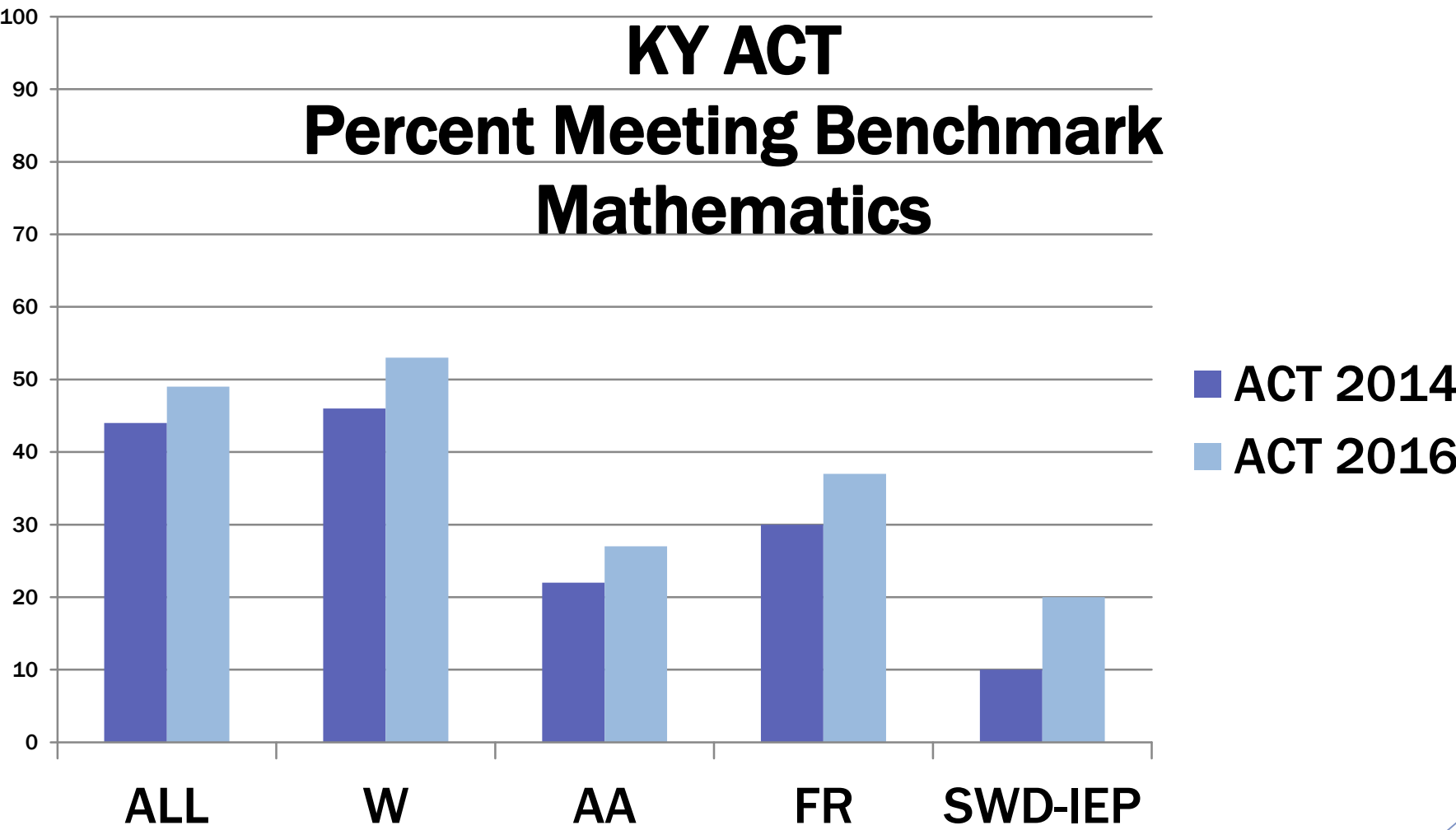
Past Performance



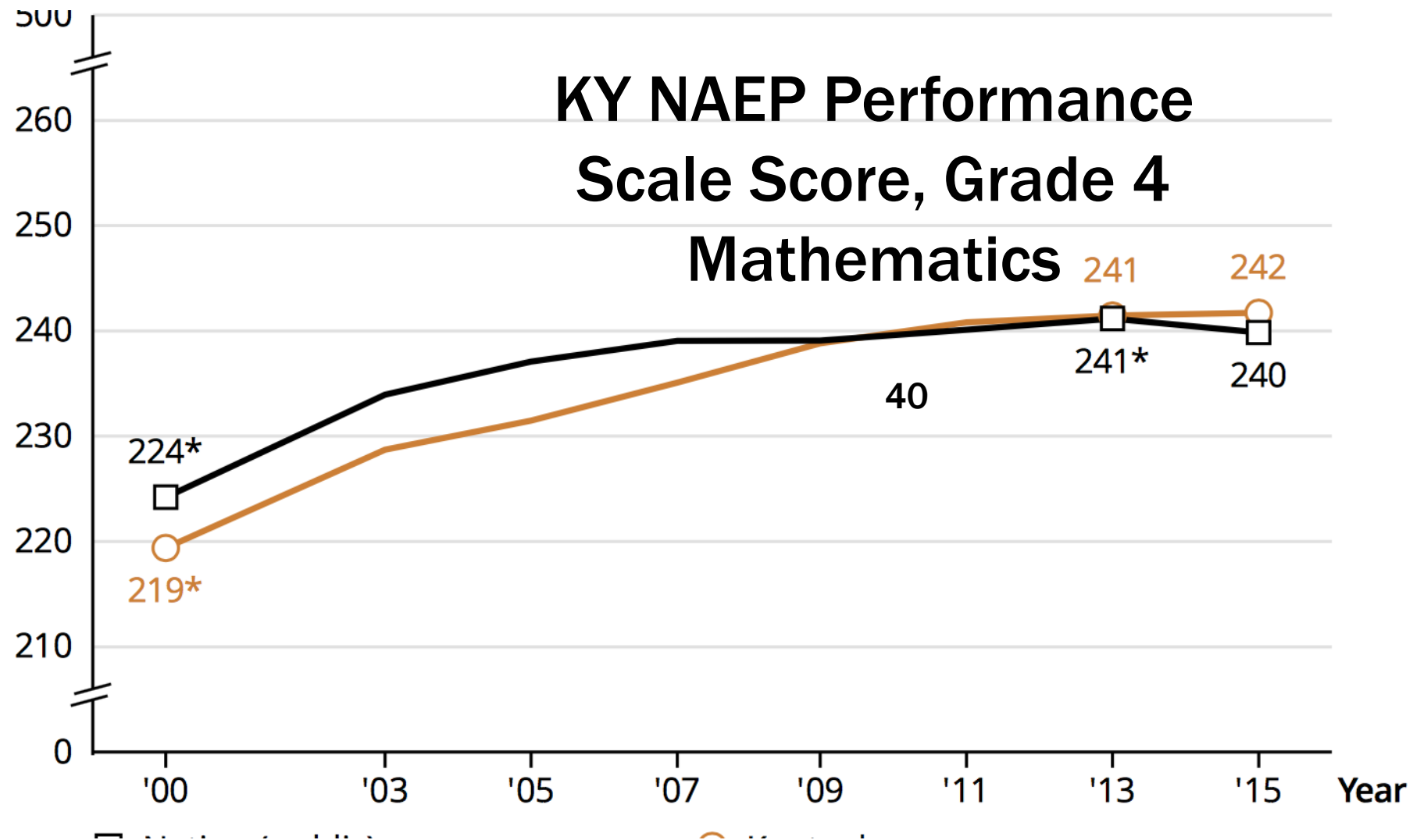
KY High Schools Percent of Proficient/Above Mathematics



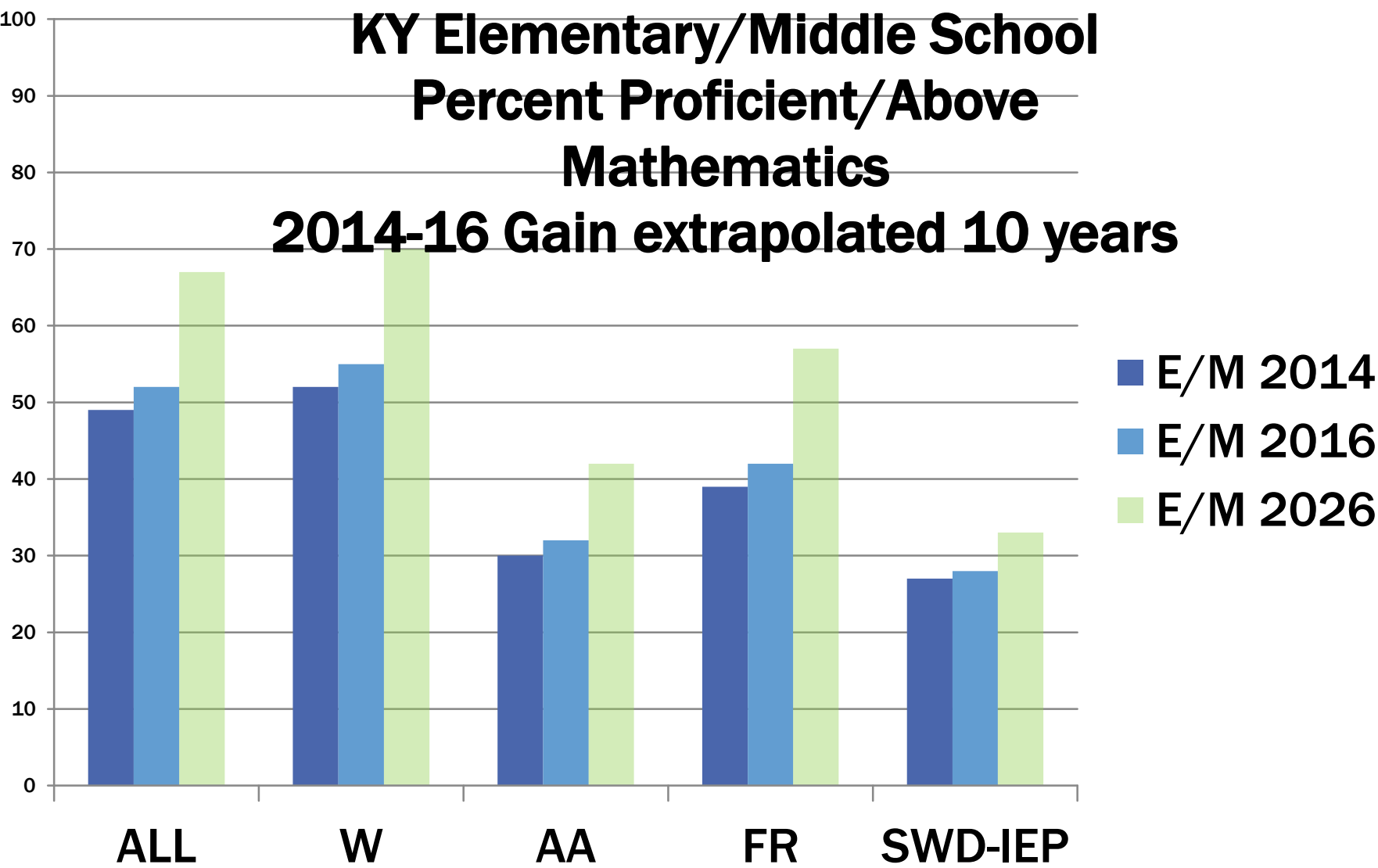
Past Performance



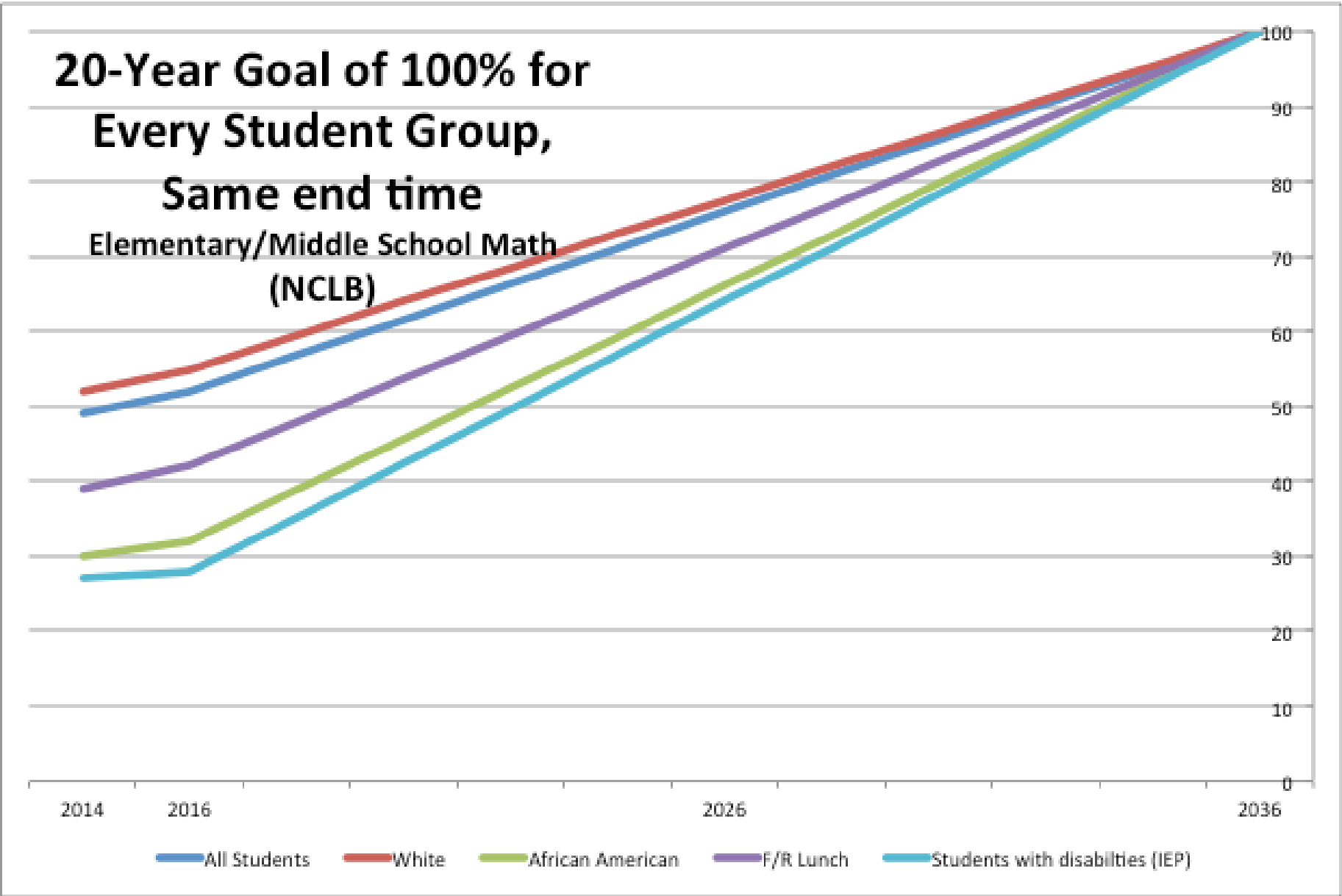
Past Performance



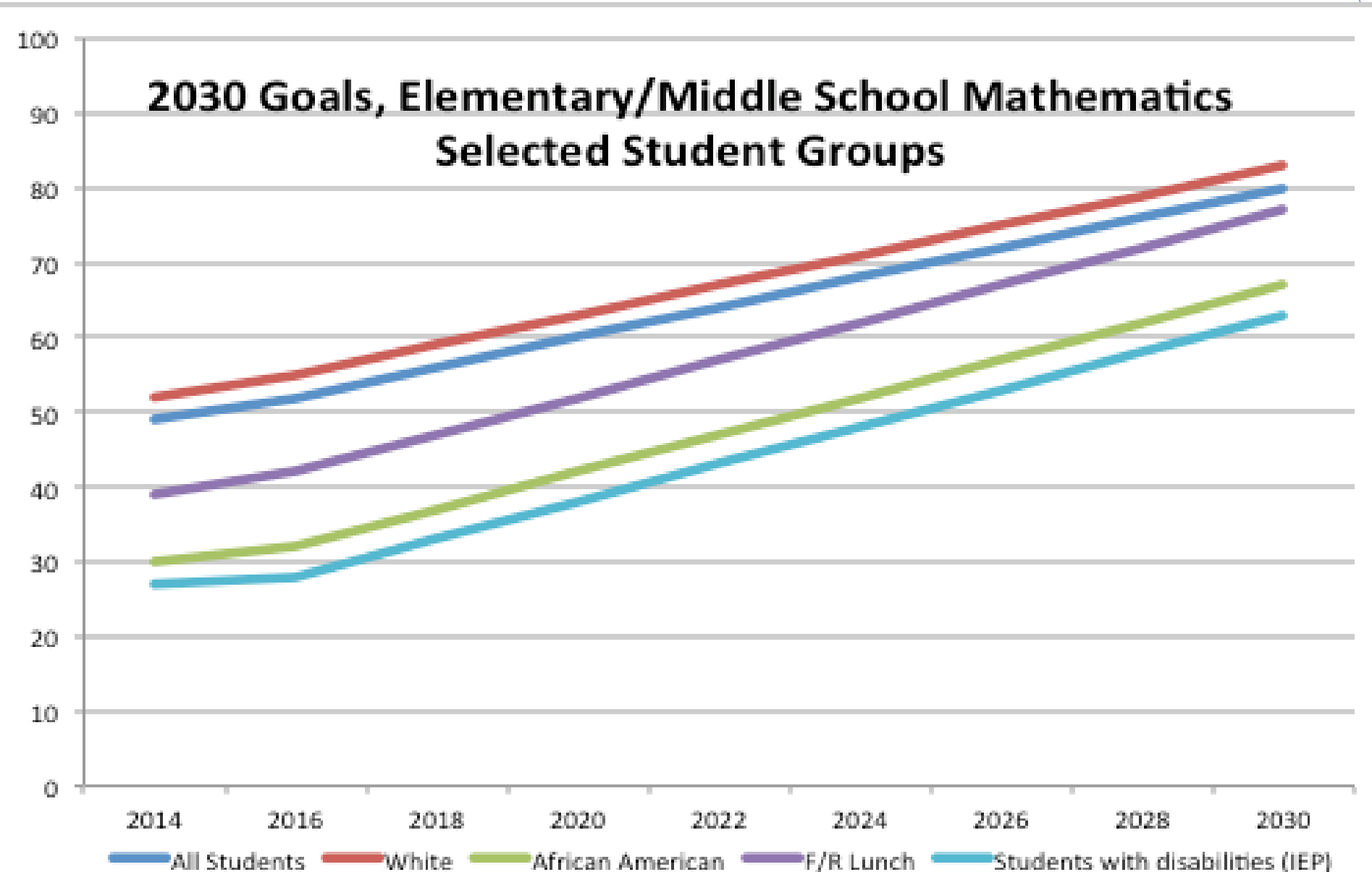
Longer-term Goals



20-Year Goal of 100%



Longer-term Goals



Feedback from Consequential Review

Recommended Change from Consequential (3/27/17)

Overall Rating	Proficiency	Growth (Elementary and Middle)	Transition Readiness (High)	Opportunity and Access	Achievement Gap Closure
Outstanding	Very Strong	Very Strong	Very Strong	Very Strong	Very Strong Gap Closure Designation
Excellent	Very Strong	Very Strong	Strong	Strong	Strong Gap Closure Designation

For Achievement Gap Closure, Consequential recommended a consistent number of student groups be considered. *Concept under discussion with regulatory review.*

- Suggestions of Consolidated Group (allows inclusion of all groups) and
- Free and Reduced Lunch (based on large size statewide)
- All groups should be reported.



Proposed Goals for Achievement and Gap Closure

- ▶ Percentage of students (every school, every group) improves annually in meeting proficiency benchmarks.
- ▶ Historically lower-performing student groups will close the achievement gap by 50 percent by 2030.



17. Kentucky schools should be expected to improve the proficiency of every student group, every year.

24 responses recorded

CHOICE	VOTES	%	
Strongly Disagree	0	0%	
Disagree	0	0%	
Neither Agree or Disagree	2	8%	
Agree	10	42%	
Strongly Agree	12	50%	



18. Reporting the disparity between demographic groups in the School Report Card is valuable.

24 responses recorded

CHOICE	VOTES	%	
Strongly Disagree	0	0%	
Disagree	0	0%	
Neither Agree or Disagree	1	4%	
Agree	13	54%	
Strongly Agree	10	42%	



19. Kentucky will use a minimum number of students for reporting (10). What number of students should be used for accountability?

24 responses recorded

CHOICE	VOTES	%	
10	12	50%	<div></div>
20	1	4%	<div></div>
30	10	42%	<div></div>
Other	1	4%	<div></div>





Discussion of Specific Indicators: Proficiency

Proficiency

Defined as reaching the desired level of knowledge and skill as measured on academic assessments.

- Student performance (i.e., Novice, Apprentice, Proficient and Distinguished) on state tests in reading, mathematics, science, social studies and writing based on the Kentucky Academic Standards (KAS)
- English learners student group's progress on an English proficiency assessment
- Pilot competency-based learning, assessment and accountability model





Discussion of Specific Indicators: School Improvement

School Improvement and Support

Low-performing schools are identified to receive services and assistance.

- ▶ Targeted Support and Improvement–school with low-performing or consistently underperforming student group(s)
- ▶ Comprehensive Support and Improvement–bottom 5% of schools OR less than 80% graduation rate OR chronically low-performing student group(s)



School Improvement - Entrance Requirements



Targeted Support and Improvement	Comprehensive Support and Improvement
<p>A school will be identified for Targeted Support if it meets the following criteria:</p> <p><u>Tier I Targeted Support (Early Warning) – Consistently Underperforming Student Groups:</u>¹ One or more student groups^{1, 2} performing as poorly as <u>all students</u> in any of the lowest performing 10% of Title I schools or non-Title I schools (by level – elementary, middle or high school) based on school performance³, for two consecutive years (identified annually, beginning 2019-20).</p> <p><u>Tier II Targeted Support (Low Performance) – Low-performing Student Group(s):</u>¹ One or more student groups^{1, 2} performing as poorly as all students in any lowest performing 5% of Title I schools or non-Title I schools (by level – elementary, middle or high school) based on school performance (identified every 3 years beginning 2018-19)</p>	<p>A school will be identified for Comprehensive Support if it meets any one of the following categories:</p> <p>(1) Bottom 5% of Title I or non-Title I schools (by level – elementary, middle or high school);</p> <p>OR</p> <p>(2) Less than 80% graduation rate for Title I or non-Title I high schools;</p> <p>OR</p> <p>(3) Title I or non-Title I schools previously identified for Tier II Targeted Support for at least 3 years and have not exited.</p>

Identifying the “Bottom 5%”

- ▶ ESSA requires that the state identify the “lowest performing 5% of Title 1 schools” at least every three years for Comprehensive Support and Intervention
- ▶ Proposed accountability approach does NOT rank schools, but rather places them into categories (like “4-star restaurants” are not ranked within the 4-stars)



Identifying the “Bottom 5%”

- ▶ To identify the “lowest performing 5%” schools,
 - First identify a pool of lower-performing schools, e.g., the Concern schools
 - May consider additional information than just the one year’s summative determination (e.g., multiple years’ performance, trajectory, intensity of achievement gap, capacity)
 - Generate a numeric score of those schools and rank them
 - Identify the bottom 5%



Targeted Support, Subgroups

- ▶ ESSA requires states identify schools for “Targeted Support and Intervention (TSI)” (Low Performing Subgroup(s) (LPS)).
- ▶ Any school that has at least one subgroup performing as low as the *all student* group in the lowest-performing 5% of school is identified for TSI.
- ▶ In addition, ESSA requires that any school identified for TSI(LPS) that does not exit within a state-prescribed amount of time be identified for Comprehensive Support and Intervention.

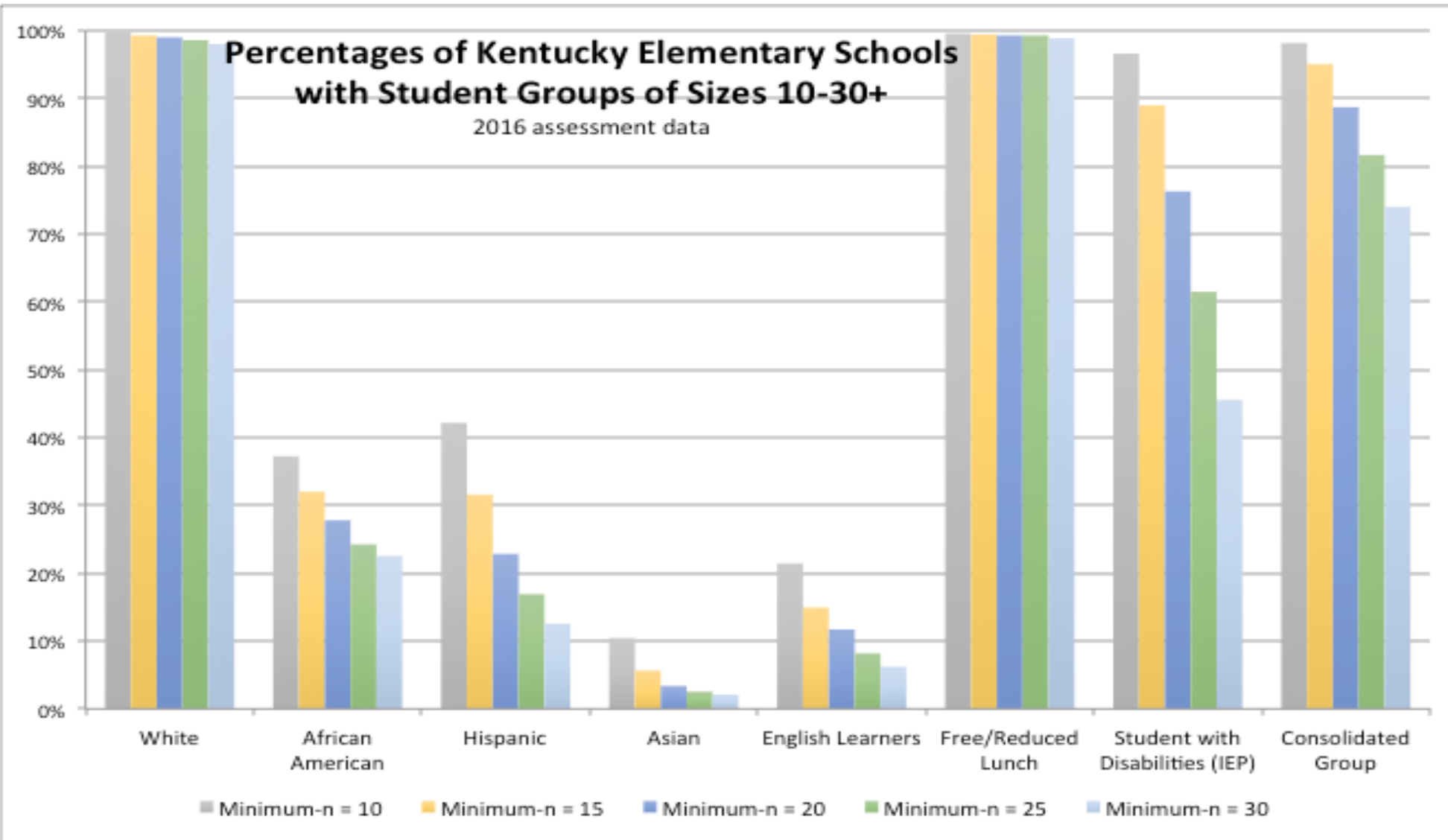


TSI(LPS)

- ▶ Kentucky has traditionally used a minimum-Number of 10 for reporting and for accountability decisions.
- ▶ With a minimum-n of 10, the identification TSI is likely to be of moderate to low reliability.
- ▶ Using the exit criterion as being the same as the entrance criterion, it is likely many if not most of these schools would be identified for Comprehensive Support and Intervention in three years.



Percentage of KY Elementary Schools by Student Group Size



TSI(LPS)-Stabilizing the Data

- ▶ To improve reliability with small student populations, students may be combined into a consolidated group for accountability and increase the minimum N count to 30.
- ▶ Reporting could remain at the lower N count of 10 students.





Discussion of Specific Indicators: Innovation

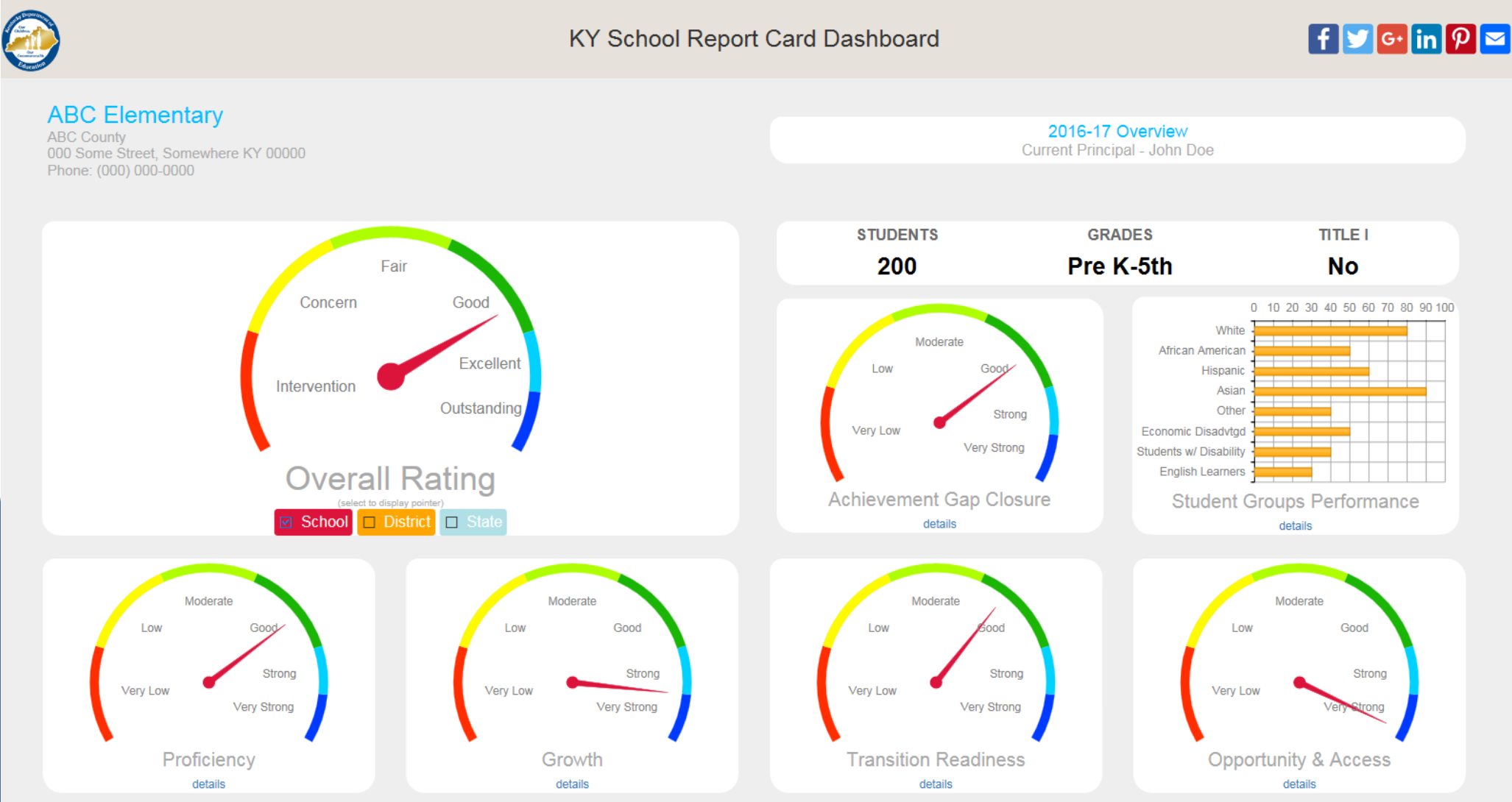
Innovation

- ▶ **Competency-based assessment pilot**
 - Based on state standards, locally organized
 - Connects curriculum, instruction and assessment
 - Evidence of mastery gained from a variety of sources
 - Upon demonstration of technical quality, evidence may be used in lieu of state assessment results in accountability

- ▶ **Local district measure**
 - Reported publicly
 - Approved by KDE and reflected in consolidated plans



Dashboard Mockup



Development of the New System - Next Steps

- ▶ Seek public feedback (Town Halls, Survey) and continue to discuss with advisory groups
- ▶ Discuss draft proposal and feedback with Accountability Steering
- ▶ Create data calculations based on proposal and apply to existing data
- ▶ Discuss proposal and calculations with Consequential Review
- ▶ Reconcile proposal with final Kentucky legislation and federal ESSA guidance using support of Regulatory Review
- ▶ **KBE reviews draft regulations**
- ▶ **KBE approves regulations**
- ▶ Develop Kentucky ESSA plan for federal submission





THANK YOU!