

1 EDUCATION AND WORKFORCE DEVELOPMENT CABINET

2 Kentucky Board of Education

3 Department of Education

4 (New Administrative Regulation)

5 703 KAR 5:270. Kentucky's Accountability System.

6 RELATES TO:

7 STATUTORY AUTHORITY:

8 NECESSITY, FUNCTION, AND CONFORMITY:

9

10 Section 1. Definitions.

11 (1) "Achievement Gap Closure" means reducing the performance difference between  
12 student demographic groups for each of the tested areas by grade level (elementary,  
13 middle, high) of the state assessment programs.

14 (2) "Catch Up" means individual student improvements performance below proficient grows  
15 enough achieve proficiency or to be on track to become proficient.

16 (3) "Chronic Absenteeism" definition in discussion.

17 (4) "Full Academic Year" means one hundred (100) or more instructional days of  
18 enrollment within the school year.

19 (5) "Growth" means a student's continuous improvement toward the goal of proficiency.

20 (6) "Keep Up" means individual student performance at or above proficient grow enough to  
21 maintain proficiency or above.

22 (7) "Kentucky PLUS Recognition" is bestowed upon a student who chooses to meet additional  
23 requirements of a second readiness component and earns a Kentucky Work Ethic  
24 Certificate.

- 1 (8) “Less than Keep Up” means individual student performance below proficient and not on  
2 track to become proficient.
- 3 (9) “Local Measure” means a district or public charter determined goal or objective for  
4 students and/or schools to achieve.
- 5 (10) “Move Up” means individual student performance at proficient grow enough to be on track  
6 to become distinguished.
- 7 (11) Non-duplicated consolidated student group includes African American, Hispanic,  
8 Hawaiian/Pacific Islander, Native American/Alaska Native, multiple race/ethnicity,  
9 students with disabilities with IEPs and English Learners proficiency.
- 10 (12) “Opportunity and Access” means equitable availability to research-based student  
11 experiences and school factors that impact student success.
- 12 (13) “Proficient” or “Proficiency” means reaching the desired level of knowledge and skills as  
13 measured on academic assessments.
- 14 (14) “Rating” means the inclusion of an indicator in the formal Overall Rating of the school or  
15 district.
- 16 (15) “Reporting” means the publication of a measure not included in the formal Overall Rating  
17 of the school or district.
- 18 (16) “Transition Readiness” means the attainment of the necessary knowledge, skills and  
19 dispositions to successfully transition to the next level.
- 20 (17) “Writing” means the content area which includes writing on-demand and language  
21 mechanics tests.

22 Section 2. Kentucky’s accountability system to classify schools and districts shall include the  
23 indicators of proficiency, growth, transition readiness, achievement gap closure, opportunity and  
24 access and a local measure (district and public charter).

- 1 (1) Proficiency includes student performance on state tests in reading, mathematics, science,  
2 social studies, and writing.
- 3 (2) Growth at the elementary, middle and high school (if number of assessments at high  
4 school increase) levels include:
- 5 (a) In reading and mathematics, the percentage of students who meet their annual  
6 personal target for improvement based on an individual student trajectory toward  
7 proficiency; and
- 8 (b) Progress toward achieving English proficiency by English Learners.
- 9 (3) Achievement Gap Closure:
- 10 (a) Reducing the gap in performance of student demographic groups in each subject area  
11 accordingly:
- 12 (a) White students compared to African American, Hispanic, Asian,  
13 Hawaiian/Pacific Islander, Native American/Alaska Native, and multiple  
14 race/ethnicity
- 15 (b) Non-free/reduced-price meal eligible compared to free/reduced-price meal  
16 eligible
- 17 (c) Students without disabilities compared to students with disabilities
- 18 (d) English speaking students compared to English Learners and
- 19 (b) Meeting Achievement Gap Closure goals by groups, White, African American,  
20 Hispanic, Asian, Hawaiian/Pacific Islander, Native American, Alaska Native, multiple  
21 race/ethnicity, free/reduced-price meal eligible, students with disabilities, English  
22 Learners and a consolidated student group.
- 23 (4) Opportunity and Access (School Quality/Student Success) include measures of whole  
24 child supports, rich curriculum and equitable access.

- 1 (a) Elementary school students have access and opportunities to:
- 2 a. Rich curriculum every year including:
- 3 (i) Visual and performing arts;
- 4 (ii) Health and physical education;
- 5 (iii) Science; and
- 6 (iv) Social Studies
- 7 b. School quality factors of
- 8 (i) Student Chronic Absenteeism
- 9 (ii) Safety/Discipline
- 10 c. Equitable access of student demographic groups in proportion to the school
- 11 population to Gifted and Talented Services
- 12 d. Whole child supports that schools shall choose two (2) of the following
- 13 approved by KBE:
- 14 (i) Counselors
- 15 (ii) School Nurse
- 16 (iii) Library or Media Specialist
- 17 (b) Middle school students have access and opportunities to:
- 18 a. Rich curriculum every year including:
- 19 (i) Visual and performing arts;
- 20 (ii) Health and physical education;
- 21 (iii) Science;
- 22 (iv) Social Studies; and
- 23 (v) Career Exploration (including any Career and Technical
- 24 Education courses).

- 1                   b. School quality factors including
- 2                               (i) Student Chronic Absenteeism
- 3                               (ii) Safety/Discipline
- 4                   c. Equitable access of student demographic groups in proportion to the school
- 5                               population to Gifted and Talented Services
- 6                   d. Whole child supports that schools shall choose two (2) of the following
- 7                               approved by KDE:
- 8                               (i) Career Counselors
- 9                               (ii) School Nurse
- 10                              (iii) Library or Media Specialist
- 11                   (c) High school students have access and opportunities to:
- 12                              a. Rich curriculum including:
- 13                                      (i) Visual and performing arts; and
- 14                                      (ii) Global competency and/or world language
- 15                                      (iii) Career and Technical Education (CTE), including
- 16    specialized career pathways in state and regional high
- 17    demand sectors as approved by Kentucky's Workforce
- 18    Innovation Board
- 19                              b. School quality factors including:
- 20                                      (i) Student Chronic Absenteeism
- 21                                      (ii) Graduation Rate (5-Year Cohort)
- 22                              c. Equitable access of student demographic groups to Advanced coursework
- 23                                      (Advanced Placement, International Baccalaureate, Cambridge Advanced
- 24                                      International and Dual Credit);

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d. Whole child supports that schools shall choose two (2) of the following approved by KDE

- (i) School Nurse
- (ii) Library or Media Specialist
- (iii) Access to career counselors

(5) Transition Readiness includes students meeting the following criteria:

(a) At the high school level:

- (b) Earn a high school diploma (regular or alternate);
- (c) Earn a foundational essential skills demonstrated with work-based learning experience, service learning or community service and attendance
- (d) Be one of the following:

a. Academic Ready by achieving:

- (i) Benchmarks on a college entrance exam or
- (ii) KDE approved dual credit, six (6) or more hours with a B or better or
- (iii) Two (2) or more courses in Advanced Placement with a three (3) or higher on the assessment or
- (iv) A score of five (5) or higher on an exam for International Baccalaureate Course or
- (v) A score of “e” or better on Cambridge Advanced International examinations

b. Technical Ready by:

- (i) Meet benchmarks on Industry Certificate OR
- (ii) KOSSA (as approved by the Kentucky Workforce Innovation Board on an annual basis) AND
- (iii) Complete approved dual credit courses six (6) or more hours (with B or better) OR
- (iv) Complete two (2) credits in Career and Technical Education program of study

c. Military Ready by meeting the benchmark on the ASVAB and enlist in a branch of military service.

(a) At the elementary and middle school level, measures may be added in the future.

(6) A local measure shall be included in each district and public charter school accountability rating.

(a) Each district shall propose to the Kentucky Department of Education the targeted goal or objective that is specific, measurable, achievable, relevant, and time bound.

(b) Each public charter school will include its charter mission as a local measure to be included in the charter school's accountability rating.

Section 3. Classification of schools and districts.

(1) Data shall be reported for school and districts in the following categories:

(a) Proficiency;

(b) Growth;

(c) Transition Readiness;

(d) Achievement Gap Closure;

(e) Opportunity and Access (School Quality/Student Success); and

1 (f) Local Measure (district level and public charter schools).

2 (2) Data from individual student performance on state assessments administered as required  
3 in KRS 158.6451 and KRS 158.6453 shall be included. This data shall include students  
4 with disabilities who participate in the alternate assessment program.

5 (3) Data in reporting categories shall be attributed to grade level spans for schools and  
6 districts as established in this subsection.

7 (a) Elementary schools shall receive data from proficiency, growth, achievement gap  
8 closure, transition ready (when available) and opportunities and access.

9 (b) Middle schools shall receive data from proficiency, growth, achievement gap  
10 closure, transition ready (when available) and opportunities and access.

11 (c) High schools shall receive data from proficiency, growth (when  
12 available)achievement gap closure, transition readiness and opportunities and access.

13 (d) Districts shall receive data from school proficiency, growth, achievement gap  
14 closure, transition readiness, opportunities and access and a local measure.

15 Section 4. Calculations for Reporting Categories.

16 (1) Proficiency shall be rated, equally for each content area as established in this subsection.

17 (a) In elementary, middle and high schools, for each content area of reading,  
18 mathematics, science, social studies, and writing, one and one-quarter (1.25) points  
19 for students scoring distinguished, one (1) point for each percent of students scoring  
20 proficient shall be awarded. One-half (.5) point shall be awarded for each percent of  
21 students scoring apprentice. Zero points shall be awarded for students scoring novice.

22 (b) For elementary and middle school levels, an additional credit will be awarded for  
23 students scoring at proficient or distinguished on assessments which are required at



1 higher grade levels than the student's grade level enrollment at the time of testing.  
2 The calculation shall be made as required by this paragraph.

3 1. The additional credit shall consider the grade level in which the student is  
4 enrolled at the time of testing and the performance on the of higher grade level  
5 assessment.

6 2. To be eligible to take a content area test(s) at a higher grade level than which the  
7 student is enrolled, the student must be instructed in content at a higher level  
8 than the grade enrolled during the year.

9 3. Each student scoring proficient or distinguished on assessments required at  
10 grade levels higher than the student enrollment shall receive the additional  
11 credit.

12 4. The additional credit shall be added to the proficiency calculation.

13 (c) The following chart shall be used to calculate the points in accordance with  
14 paragraphs (a) and (b) of this subsection:

Proficiency Levels	Points Awarded for Each Percent of Students
Novice	0
Apprentice	.5
Proficient	1
Distinguished	1.25
At elementary and middle schools, credit for students scoring proficient or distinguished on assessments for higher grade levels than enrolled at the time of testing	Proficient: 1.25 Distinguished: 1.5

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16 (2) Achievement Gap Closure shall be rated as established in this subsection.

1 (a) School achievement gap closure between demographic groups will be calculated by  
2 summing the difference in the overall performance in all content areas of each  
3 demographic group to the comparison group,

- 4 1. White students compared to African American, Hispanic, Asian,  
5 Hawaiian/Pacific Islander, Native American/Alaska Native, and multiple  
6 race/ethnicity
- 7 2. Non-free/reduced-price meal eligible compared to free/reduced-price meal  
8 eligible
- 9 3. Students without disabilities compared to students with disabilities
- 10 4. English speaking students compared to English Learners and

11 (b) Meet achievement gap closure goals by student demographic groups in reading and  
12 mathematics:

- 13 1. White;
- 14 2. African American;
- 15 3. Hispanic;
- 16 4. Asian;
- 17 5. Hawaiian/Pacific Islander;
- 18 6. Native American/Alaska Native;
- 19 7. Multiple race/ethnicity;
- 20 8. Students in poverty based on qualification for free or reduced price meals;
- 21 9. Students with disabilities that have an Individualized Education Program (IEP);
- 22 10. English Learners; and
- 23 11. Non-duplicated consolidated student group.

1 (c) School calculation will be based on the percentage of students in each demographic  
2 group meeting achievement gap closure goals.

3 1. For each reading and mathematics, students scoring proficient or higher in the  
4 non-duplicated gap group shall be summed.

5 2. The sum shall yield a single gap number of students with:

6 a. No student counting more than one (1) time; and

7 b. All students in the included groups counted once.

8 (d) The non-duplicated consolidated student group shall have a minimum of ten (10)  
9 students per content area in the school or district in order to report gap data. Groups  
10 of 10 or more students are included with a statistical process to ensure that schools  
11 are not penalized for a small group size.

12 (e) Gap shall be computed equally using reduction of achievement gap between  
13 demographic groups and meeting achievement gap closure goals calculations.

14 (3) Growth shall be rated for elementary, middle and high (when available) schools as  
15 established in this subsection.

16 (a) Growth shall be calculated based on percentage of students who meet annual  
17 personal goals for improvement based on the individual student trajectory toward  
18 proficiency:

19 1. An individual student trajectory toward proficiency shall include scores from  
20 students with data from reading and mathematics assessments;

21 2. An individual growth trajectory will be based on performance on prior state  
22 assessments;

23 3. School and district growth will be based on number of students who catch up,  
24 keep up or move up; and

1           4. Novice, Apprentice, and Proficient performance levels for growth calculations  
2           will be subdivided into Novice high and Novice low; Apprentice high and  
3           Apprentice low and Proficient high and Proficient low.

4           (b) Progress toward achieving English proficiency by English Learners:

5           1. Individual growth will be compared to prior year performance; and

6           2. Credit will be based on number of students who catch up, keep up or move up.

7           (4) Opportunity and Access shall be rated for elementary, middle and high schools as  
8           established in this subsection.

9           (a) Opportunity and access percentage will be calculated by dividing the number of full  
10           time students who have met indicators of opportunity and access by the total number  
11           of full time students.

12           (5) Transition readiness shall be rated as established by this subsection.

13           (a) A transition readiness percentage will be calculated by dividing the number of high  
14           school graduates who have met indicators of transition readiness by the total number  
15           of graduates.

16           (b) An additional .25 credit will be given for each student who achieves a Kentucky  
17           PLUS Recognition.

18           (c) A transition readiness percentage will be calculated when available by dividing the  
19           number of elementary and middle school students who have met indicators of  
20           transition readiness by the total number of accountable students.

21           (6) Local measure shall be rated for districts as established in this subsection.

22           (a) Each school district shall create a goal or objective for students and/or schools to  
23           meet.

1 (b) Each local measure must be able to be disaggregated by student demographic  
2 group(s).

3 (7) The Overall Rating shall be assigned as follows:

4 (a) The indicators for each school as identified in Section 3 shall contribute to the  
5 Overall Rating of schools and districts.

6 (b) Indicators by school level identified in Section 3 shall have a rating of low, moderate,  
7 strong or very strong.

8 (c) The relationship between each category of proficiency, achievement gap closure,  
9 growth, transition readiness and opportunities and access shall be included in the  
10 Overall Rating.

11 (d) Overall Ratings shall be reported by using a Five-Star Rating System to communicate  
12 performance of schools, districts and the state with one star being the lowest rating  
13 and five star being the highest rating.

14 (e) A school shall be designated as 'Gap Closure' for closing the differences in  
15 achievement between students demographic groups designated in Section 2.

16 (f) A school shall be designated at 'Gap Issue' with very large achievement gaps and  
17 low-performing students.

18 (g) If data cannot be calculated for any category, the weights shall be redistributed using  
19 an equal proportion to indicators that shall be reported for the school or district.

20 (8) School accountability indicators shall be assigned as follows:

21 (a) Students enrolled for a full academic year shall be included in the calculations for  
22 proficiency, achievement gap closure, growth, transition readiness and opportunities  
23 and access for a school and district.

24 (b) Graduation rate calculations shall be based on the students' final enrollment.

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