



Kentucky Accountability at a Glance

(Proposal for First Review of Accountability Regulation by the Kentucky Board of Education, June 2017)

The Accountability System

Kentucky’s new accountability system has been developed by a very inclusive process, with the input of over 6,000 people to date. The proposed accountability system has students at its center—ensuring they are well-rounded, transition-ready, and prepared with knowledge, skills and essential dispositions to successfully pursue the pathway of their choice after graduating from high school. The system has several key goals:

- Promote higher levels of student learning and achievement
- Reduce achievement gaps and ensure equity
- Establish opportunity and access for students to receive a quality education
- Build a culture of high expectations and continuous improvement
- Communicate a clear and honest understanding of strengths and opportunities for improvement in schools and districts

The system uses multiple academic and school quality measures, not a single test or indicator. An overall rating will be determined by setting standards for low to high performance on indicators shown below. Measures in the chart below contribute to a school’s/district’s overall accountability rating. Additional information will be reported to provide a more complete picture on education in Kentucky.

Proposed Indicators and Measures

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-required tests in reading, mathematics, science, social studies and writing (on-demand and language mechanics) • Schools are rated based on student performance levels: Novice (0), Apprentice (.5), Proficient (1), and Distinguished (1.25) • At elementary and middle schools, students in advanced instruction that take a higher grade level test receive: Proficient (1.25) and Distinguished (1.5) • Student performance is aggregated to school, district and state levels 		
Growth (elementary and middle only) <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 • To see growth toward the goal, Novice, Apprentice and Proficient are divided into low and high • Schools are rated based on students who catch up to proficiency, keep up at proficient or move up higher • Percentage of English learners who make progress on an English proficiency assessment 		<i>High school does not include a Growth indicator at this time. The Assessment Workgroup recommended that high school focus on the attainment of credentials. Multiple assessments at high school, based on Kentucky standards, are not available.</i>
Transition Readiness (high school only) <i>Attainment of the necessary knowledge, skills and dispositions to successfully transition to the next level of his or her education career.</i>	<i>Elementary and middle schools do not have the Transition Readiness indicator, but building a foundation at these levels is critical to students becoming Transition Ready. At elementary the focus is on a well-rounded education, beginning essential skills and introducing careers. At middle, exploration of career fields and demonstration of essential skills becomes the focus. Academic knowledge and skill attainment is measured under proficiency. Career exploration at middle is reported in opportunity and access.</i> <i>New proposal, under discussion, is for students to meet a benchmark for a composite score that combines student performance on reading, mathematics, science, social studies and writing and meet attendance criteria.</i>		Percentage of students Transition Ready is the measure for this indicator. Requirements include: <ul style="list-style-type: none"> • Graduation (diploma earned) • Foundational essential skills demonstrated with work-based learning experience, service learning or community service and attendance • Readiness for Academic, Technical or Military
	Academic-ready – meet benchmarks on college admission exam OR approved dual credit (6+ hours with B or better) OR advanced coursework (e.g., AP, IB, Cambridge) with test benchmark Technical-ready – meet benchmarks on Industry Certificate* OR KOSSA*, as appropriate, (*approved by the Kentucky Workforce Innovation Board on an annual basis) <u>AND</u> complete approved dual credit (6+ hours with B or better) OR complete 2 credits and enrolled in 3 rd in HS Career and Technical Education program of study OR KDE/labor cabinet approved apprenticeship OR KDE-approved alternate process to verify exceptional work experience Military-ready – meet benchmark on ASVAB (AFQT score of 50) and enlist in a branch of military service <ul style="list-style-type: none"> • For English learners: Progress on English proficiency assessment 		

<p>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></p>	<ul style="list-style-type: none"> • Measure combines two views of group performance 1) group to goal of proficiency and 2) group to reference group (i.e., Free or Reduced (F/R) price meal eligible to not F/R price meal eligible) • Indicator includes for each tested content area by group: White, African American, Hispanic, Asian, Hawaiian/Pacific Islander, Native American/Alaska Native, multiple race/ethnicity, F/R price meal eligible, students with disabilities, English language learners and a consolidated student group (same groups excluding White, Asian and F/R price meal eligible students) • Groups of 10 or more students included with a statistical process to ensure that schools are not penalized for a small group size 							
<p>Opportunity and Access <i>Equitable availability to research-based student experiences and school factors that impact student success.</i></p>	<ul style="list-style-type: none"> • Set of common measures required of all schools and districts and additional two measures for whole child support selected by schools from an approved list • Measures include rich curriculum (access to science, social studies, visual and performing arts, health and physical education, advanced coursework and career and technical education including specialized pathways in state and regional high-demand sectors as approved by the Kentucky Workforce Innovation Board); school quality factors (student chronic absenteeism, graduation rate-5 year cohort, and safety/discipline data); equitable access (proportionality of rigorous coursework, gifted talented services; experienced teachers) and whole child supports (family resource/youth services centers, school nurse, library and media, career counseling, social/emotional counseling) • Performance on the indicator based on data from each measure 							
<p>Local Measure (District and Public Charter School only) <i>Locally-defined measure that highlights an area for improvement or objective of a charter school.</i></p>	<ul style="list-style-type: none"> • Each district shall propose to the Kentucky Department of Education the targeted multi-year goal or objective that is SMART (specific, measurable, achievable, relevant, and time bound) • Each public charter school will include a measurable objective related to the charter contract that will be included in the charter school's rating 							
<p>Considering All Indicators</p>								
<p><i>The proposed system is based on standards instead of a normative comparison of schools. It no longer matters to the individual school's rating how other schools performed. Kentuckians will determine, in a standard setting process, the performance required to be classified in each school rating. Standard setting will look at the strength of performance on each indicator where it can range from very weak/low to very strong.</i></p>								
<p>Overall School Rating <i>Based on strength of performance on school-level measures and indicators. Supplemental designation may be noted for positive gap closure or failure to close gaps.</i></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; text-align: center; background-color: #0070C0; color: white;">★★★★★ (5 star)</td> <td rowspan="2" style="background-color: #660099; color: white; vertical-align: middle;"> Gap Closure – supplemental designation for closing the differences in achievement between students in historically lower-performing groups and students in historically higher-performing groups within the school </td> </tr> <tr> <td style="text-align: center; background-color: #00B050; color: white;">★★★★ (4 star)</td> </tr> <tr> <td style="text-align: center; background-color: #92D050; color: white;">★★★ (3 star)</td> <td rowspan="3" style="background-color: #FFD700; color: black; vertical-align: middle;"> Gap Issue – supplemental designation for schools with very large achievement gaps and low-performing students </td> </tr> <tr> <td style="text-align: center; background-color: #FFA500; color: white;">★★ (2 star)</td> </tr> <tr> <td style="text-align: center; background-color: #FF0000; color: white;">★ (1 star)</td> </tr> </table>	★★★★★ (5 star)	Gap Closure – supplemental designation for closing the differences in achievement between students in historically lower-performing groups and students in historically higher-performing groups within the school	★★★★ (4 star)	★★★ (3 star)	Gap Issue – supplemental designation for schools with very large achievement gaps and low-performing students	★★ (2 star)	★ (1 star)
★★★★★ (5 star)	Gap Closure – supplemental designation for closing the differences in achievement between students in historically lower-performing groups and students in historically higher-performing groups within the school							
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★★ (2 star)								
★ (1 star)								
<p>School Improvement and Support</p>	<p>Support will be provided for low-performing schools.</p> <ul style="list-style-type: none"> • Targeted Assistance - school with low-performing or consistently underperforming student group(s) • Comprehensive Support – bottom 5% of schools OR less than 80% graduation rate OR chronically low-performing student group(s) 							
<p>Long-Term Goals <i>Set to 2030.</i></p>	<p>Goals must be set for academic achievement, graduation rate and English language proficiency. Interim performance against the goals must be reported publicly.</p>							

System Highlights

- Because of the importance in closing the achievement gap, schools that excel at gap closure, as well as those that are struggling to close the gap, will be easily identified with a separate, supplemental designation.
- As part of the Transition Readiness indicator, there is an emphasis on the development of essential skills and characteristics needed for postsecondary and workplace success. Additionally, a student may earn an optional recognition for readiness in more than one area and an advanced work ethic certification.
- For the first time, the proposed system includes an indicator to ensure every student has equitable opportunity and access to standards, content, programs, quality educators, and educational experiences that support and lead to student success.
- Special attention has been given to ensure the system is fair, reliable, minimizes “gaming” and reduces other non-intended consequences.
- The draft accountability system also includes an optional competency-based education and assessment pilot. At the heart of competency-based assessment is a commitment to ensure students master standards.
- The proposed accountability system is intended to be flexible so it can adapt without requiring extensive modifications as new assessments are implemented and/or additional measures for the system are developed.