



Kentucky Accountability Data and Measures

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

Coherence in the Proposed Accountability System

The accountability system is designed to promote and hold schools accountable for meeting ambitious performance goals of substantial improvement in proficiency rates for all students, and 50% reduction in the achievement gap by 2030. In particular, the accountability system places emphasis on several important concepts that considered together promote a strong educational experience for all of Kentucky’s students. These concepts include:

- readiness for the next step in education or life with the indicators of **proficiency and transition readiness**;
- **growth**, with incentives for attending to the growth of students at the lower levels of performance;
- reduction of **achievement gaps** specifically;
- **support** to schools with **very low-performing student groups**; and
- **access and opportunity of students** to experience rich curriculum, equitable access, and support for the whole child more broadly than just through tests and tested content areas. *These access and opportunity measures are tied strongly to equity because they help ensure that all students have robust opportunities and access to the precursors (“leading indicators”) of growth and high achievement.*

The concepts are reflected in the measures and proposed calculations for each indicator and are outlined below.

Proficiency

The achievement status of each student on each content area test is indicated as “Novice (N),” “Apprentice (A),” “Proficient (P),” or “Distinguished (D).” The school’s proficiency performance is a score reflecting the performance of each student. The score is a weighted average, with the values N=0 points, A=.5, P=1, and D=1.25. These points encourage schools to move students primarily from Novice to Apprentice, and from Apprentice to Proficient, but also give schools credit for helping get students to the high achievement levels of Distinguished. Having students above Proficient cannot entirely compensate for having students below Proficient.

For students who are receiving instruction that is more advanced than in their enrolled grade, the system gives credit for taking and doing well on a more advanced test. For example, a student enrolled in grade 5 who takes a grade 6 test would earn 1.25 points for scoring Proficient, and 1.5 for scoring Distinguished.

Growth

The growth each individual student makes over time is measured by performance on tests in successive years/grades in the elementary and middle schools (grades 3-8). Each student’s growth is projected into the future and evaluated as to whether the student is “catching up” to become proficient if s/he is not already, “keeping up” or staying proficient, or “moving up” from proficient to distinguished.

Each student’s growth is assigned points on the basis of a value table. See a draft Growth Value Table below. The value table includes recognition of growth with low and high bands of Novice, Apprentice, and Proficient, as well as Distinguished.

Growth Value Table

Projected	Novice		Apprentice		Proficient		Distinguished
Current	Low	High	Low	High	Low	High	
Distinguished	-1.00	-1.00	-0.85	-0.75	-0.50	-0.25	0
Proficient High	-1.00	-0.85	-0.75	-0.60	-0.25	0	0.25
Proficient Low	-1.00	-0.75	-0.60	-0.30	0	0.25	0.50
Apprentice High	-0.80	-0.60	-0.30	0	0.30	0.60	0.75
Apprentice Low	-0.70	-0.35	0	0.30	0.60	0.75	0.85
Novice High	-0.35	0	0.35	0.60	0.75	0.85	1.00
Novice Low	0	0.35	0.70	0.80	1.00	1.00	1.00




Moving Up
 Catching Up
 Keeping Up

Growth or progress of English Learners in elementary and middle school is evaluated in a similar way, based on the longitudinal performance of each English Learner on the state’s annual assessment of English language proficiency.

Transition Readiness

Schools are expected to help students demonstrate readiness for transition to the next stage. The Transition Readiness indicator captures high school students meeting expectations beyond the high school diploma to create a score reflecting the additional accomplishments. High schools are expected to help students show they are ready to transition to the postsecondary area of student choice by earning a high school diploma, having essential work ethic skills, and demonstrating readiness to transition to an academic, technical, or military pursuit after high school. Students who are English Learners in high school are asked to demonstrate English language proficiency before leaving high school.

Student Expectations for Transition Ready – High School

<p>High School Diploma Earn a high school diploma by meeting/exceeding the Kentucky Minimum High School Graduation Requirements</p>	<p>Foundational Essential Skills Complete work-based learning experience OR service learning OR community service on KBE-approved criteria of high, medium, low</p>	<p>Attendance Meet attendance expectations 97% and above (high) 94-96% (medium) 91-93% (low)</p>
<p>AND Meet Requirements of ONE type of Readiness</p>		
 <p>Academic Ready</p> <ul style="list-style-type: none"> ✓ Benchmarks on a college admissions exam; OR ✓ A grade of B or better on 6 or more hours of KBE-approved dual credit OR ✓ A score of 3+ on 2 or more courses in Advanced Placement exams; OR ✓ A score of 5+ on 2 or more exams for International Baccalaureate Courses; OR ✓ Benchmarks on 2 or more Cambridge Advanced International examinations. 	 <p>Technical Ready</p> <ul style="list-style-type: none"> ✓ Benchmarks on Industry Certificate*; OR ✓ Earn KOSSA* as appropriate for articulated credit (*Approved by the Kentucky Workforce Innovation Board on an annual basis); AND ✓ A score of B or better on 6+ hours approved dual credit courses; OR ✓ Complete 2 credits and enroll in a 3rd credit in Career and Technical Education program of study; OR ✓ KDE/Labor Cabinet-approved apprenticeship; OR ✓ KDE-approved alternate process to verify exceptional work experience 	 <p>Military Ready</p> <ul style="list-style-type: none"> ✓ Meet the benchmark on the ASVAB <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> ✓ Enlist in a branch of military service.
<p>Required for English Learners at High School</p>		
<p>English Language Proficiency for any student who received English Language services during high school.</p>		

Student Expectations for Transition Ready – Elementary and Middle Schools

A new proposal for an elementary and middle school measure for the Transition Readiness indicator is shown below. Elementary schools by grade 5 and middle schools by grade 8 are expected to help students show they are ready to transition to the next stage of their education. Transition ready is defined by students having an acceptable composite score that combines performance in reading, writing, mathematics, science, and social studies, and also acceptable attendance. The measure may be added to the school rating.

<p>Elementary School</p>	
<p>Academic Meet a benchmark on a composite score that combines student performance on reading, mathematics, science (grade 4), social studies and writing at grade 5</p>	<p>Attendance Meet attendance expectations 97% and above (high) 94-96% (medium) 91-93% (low)</p>

Middle School	
<p>Academic Meet a benchmark on a composite score that combines student performance on reading, mathematics, science (grade 7), social studies and writing at grade 8</p>	<p>Attendance Meet attendance expectations 97% and above (high) 94-96% (medium) 91-93% (low)</p>

Achievement Gap Closure

Achievement gap refers to the disparity between the performance of a student group and a comparison criterion. Kentucky’s accountability system will include two types of comparisons: 1) Gap to Group and 2) Gap to Goal. There are 10 possible achievement gap comparisons. A student group will be included for Achievement Gap analysis, if it consists of at least 10 students.

“Gap to Group” refers to comparison of performances between a reference student group and a comparison student group. Gap to Group comparisons facilitate direct evaluation of the relative performance between groups, but do not enable direct evaluation of how high either performance is.

“Gap to Goal” refers to comparison of performance between a student group and a performance criterion other than another student group’s performance. Gap to Goal comparisons facilitate direct evaluation of the performance of a student group in relation to a goal, especially a standard or criterion such as Proficiency.

The proposed system includes several Gap to Group and Gap to Goal measures in the accountability rating. Kentucky also will report additional Gap to Group and Gap to Goal measures that will not be included in the accountability rating. For inclusion in the accountability rating of the Gap to Group and Gap to Goal measures, the student groups proposed are:

ACCOUNTABILITY RATING	GAP TO GROUP	GAP TO GOAL
Reference Student Group	Comparison Student Group	Goal Criterion
Students with Disabilities-IEP	All students	100% Proficiency (proficient or above)
English Learners	All students	
Economically Disadvantaged (qualify for Free/Reduced Price school meal)	All students	
African-American	White	
Hispanic	White	
Pacific Islander	White	
Native American	White	
2 or more race/ethnicities	White	
Asian*	White	
Consolidated student group (all of the above except Economically Disadvantaged and Asian)	White	
White	N/A	
*Inclusion subject to further analysis		

Achievement Gap Reported

In addition to the 10 student groups included in the Gap to Group and 11 student groups in the Gap to Goal in accountability rating, results will be reported for the following student groups:

Gap to Group Reported		Gap to Goal Reported	
Reference Student group	Comparison Student group	Reference Student group	Goal Criterion
Students with Disabilities-IEP	Students not identified as Students with Disabilities-IEP	Migrant Students	100% Proficiency (proficient or above)
English Learners	Students not identified as English Learners	Homeless Students	100% Proficiency (proficient or above)
Economically Disadvantaged (qualify	Students not identified as Economically Disadvantaged	Students in Foster Care	100% Proficiency (proficient or above)

for Free/Reduced Price school meal)			
Female	Male	Students with Parent(s) Serving in the Military	100% Proficiency (proficient or above)

Calculation of Gap to Group

1. The achievement of each reference and comparison groups will be calculated as a performance index where Novice=0, Apprentice=.5, and Proficient/Distinguished=1. A weighted average will be calculated by dividing the total by the number of students.
2. The achievement indices will be compared for every reference-comparison group pair, for every content area. (This will result in a maximum of 50 Gap to Group comparisons. The comparison will be evaluated for statistically significant differences, including a correction for multiple significant tests.
3. The number of statistically significant differences will be totaled. A percentage of total student groups will be calculated (since some schools will not have all student groups.)

Calculation of Gap to Goal

A similar process will be used to calculate Gap to Goal performance, evaluating for difference from previous performance in relation to the long-term goal of 100% proficiency.

Calculation of overall Achievement Gap Closure

The Gap to Goal and Gap to Group ratings will be combined into an overall measure of Achievement Gap Closure, and evaluated to produce an Achievement Gap rating, e.g., Very High, High, Medium, etc. The combination of Gap to Group and Gap to Goal is desirable since each measure reflects a different, complementary dimension of equity and excellence.

Low Performance and Achievement Gap

The lowest performing 5% of schools will be identified every three years and provided comprehensive support and improvement. Also identified for comprehensive support will be any high school with a graduation rate less than 80%, and any school that had been identified earlier for targeted support and had not improved.

Schools are held accountable for achievement gap and student group performance in three ways:

1. Schools with one or more student groups that are very low performing (as low as the lowest performing 5% schools) will be identified every three years for targeted support. In addition, between the three-year identification, schools will be identified annually as an “early warning” for assistance from their districts.
2. Schools with large achievement gaps between students groups in the school and with large achievement gaps in proficiency will be identified in the overall rating, and will be capped in terms of the highest overall rating they can earn.
3. Schools with low achievement gaps or that have reduced their achievement gaps will be identified in the overall rating, and will be eligible to earn higher overall ratings.

Opportunity and Access

Schools must provide students opportunities and access to help the students learn and develop. Those opportunities and access measures might be organized in terms of providing a rich curriculum, providing equitable access, and providing support for the whole child. A number of measures have been identified in each of these areas, appropriate to elementary, middle, and high schools. The system proposes a required opportunity and access measure that is a locally-defined district measure highlighting an area for improvement or an objective of a public charter school. Some of the measures are required for all schools; some are options schools may choose between. Schools’ performance in providing opportunity and access will be evaluated in terms of the overall score across the set of measures, and included in the overall accountability rating.

The tables below outline the proposed measures for Opportunity and Access, organized by whether the measure is required, selected and reported.

REQUIRED MEASURES CONTRIBUTING TO THE RATING			
	Elementary	Middle	High
Whole Child—Rich Curriculum	<p>All students (100 percent) have access to Kentucky Academic Standards-based:</p> <ol style="list-style-type: none"> 1. Visual and performing arts 2. Health and physical education 3. Science 4. Social studies 	<p>All students (100 percent) have access to Kentucky Academic Standards-based:</p> <ol style="list-style-type: none"> 1. Visual and performing arts 2. Health and physical education 3. Science 4. Social studies 5. Career Exploration (<i>including any Career and Technical Education courses</i>) 	<p>Students have completed a course in:</p> <ol style="list-style-type: none"> 1. Visual and performing arts 2. Global Competency and/or World Language 3. Career and technical education (CTE) (<i>including specialized pathways in state and regional high demand sectors as approved by Kentucky's Workforce Innovation Board</i>)
	<input type="checkbox"/> More than 67% of students enrolled in a course at least 32 weeks in the school year (3 pts) <input type="checkbox"/> Between 33% and 66% of students enrolled in a course at least 16 weeks in the school year (2 pts) <input type="checkbox"/> Between 11% and 32% of students enrolled in a course at least 8 weeks in the school year (1 pt) <input type="checkbox"/> Less than 10% (0 pt)		<input type="checkbox"/> 50% or more of the total school population (3 pts) <input type="checkbox"/> 26% to 49% of the total school population (2 pts) <input type="checkbox"/> 11% or 25% (1 pt) <input type="checkbox"/> 10% or less (0 pt)
Equitable Access	<p>The percentage of students belonging to the following demographic groups assigned to the Primary Talent Pool (grade 3) and Gifted and Talented (grades 4 & 5) is equal to or greater than the total percentage of the same demographic group enrolled at our school:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Free/reduced lunch <input type="checkbox"/> Racial/ethnic student groups 	<p>The percentage of students belonging to the following demographic groups assigned to the Gifted and Talented is equal to or greater than the total percentage of the same demographic group enrolled at our school:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Free/reduced lunch <input type="checkbox"/> Racial/ethnic student groups 	<p>The percentage of students belonging to the following demographic groups assigned to the Advanced coursework* is equal to or greater than the total percentage of the same demographic group enrolled at our school:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Free/reduced lunch <input type="checkbox"/> Racial/ethnic student groups
<p>*(Advanced Placement, International Baccalaureate, Cambridge Advanced International and Dual Credit)</p>			

REQUIRED MEASURES CONTRIBUTING TO THE RATING			
	Elementary	Middle	High
School Quality	<p>1. The percent of students defined as “chronically absent”.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 5% or less of the total school population (3 pts) <input type="checkbox"/> 6% to 10% of the total school population (2 pts) <input type="checkbox"/> 11% to 15% or more (1 pt) <input type="checkbox"/> 16% or more (0 pt) 	<p>1. The percent of students defined as “chronically absent”.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 5% or less of the total school population (3 pts) <input type="checkbox"/> 6% to 10% of the total school population (2 pts) <input type="checkbox"/> 11% to 15% or more (1 pt) <input type="checkbox"/> 16% or more (0 pt) 	<p>1. The percent of students defined as “chronically absent”.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 5% or less of the total school population (3 pts) <input type="checkbox"/> 6% to 10% of the total school population (2 pts) <input type="checkbox"/> 11% to 15% or more (1 pt) <input type="checkbox"/> 16% or more (0 pt) <p>2. Graduation rate (5-year adjusted cohort)</p> <ul style="list-style-type: none"> <input type="checkbox"/> 96% or more (3 pts) <input type="checkbox"/> 91% to 95% (2 pts) <input type="checkbox"/> 85% to 90% (1 pt) <input type="checkbox"/> 84% or below (0 pt) <p>3. Access to career counselors are at the following ratio:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 250 students to 1 (3 pts) <input type="checkbox"/> 251-500 to 1 (2 pts) <input type="checkbox"/> 501-750 to 1 (1 pt) <input type="checkbox"/> 751 or more to 1 (0 pt)
<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. 			

SELECTED MEASURES CONTRIBUTING TO THE RATING		
Elementary	Middle	High
Whole Child Supports	<p>1. 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 educator and students' teaching and learning needs is employed.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Full time (3 pts) <input type="checkbox"/> 51% to 75% of time (2 pts) <input type="checkbox"/> 26% to 50% of time (1 pt) <input type="checkbox"/> Less than 25% of time (0 pt) <p>2. School-based mental health services provider with knowledge of counseling and child and adolescent development, that creates and maintains a counseling program at the school level and brokers resources to meet student needs are employed at the following ratio.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 250 students to 1 (3 pts) <input type="checkbox"/> 251-500 to 1 (2 pts) <input type="checkbox"/> 501-750 to 1 (1 pt) <input type="checkbox"/> 751 or more to 1 (0 pt) <p>3. Nurse or other health services provider serves students.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Full time (3 pts) <input type="checkbox"/> 51% to 75% of time (2 pts) <input type="checkbox"/> 26% to 50% of time (1 pt) <input type="checkbox"/> Less than 25% of time (0 pt) <p>4. Family Resource/Youth Services Centers provide services to the following percentage of the school population.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 51% or more (3 pts) <input type="checkbox"/> 26% to 50% (2 pts) <input type="checkbox"/> 11% or 25% (1 pt) <input type="checkbox"/> 10% or below (0 pt) <p>5. The following subjects are taught by teachers with certification in the specialized area: Visual Art, Music, Dance, Theatre, Media Arts, Physical Education, Health, World Languages [NOTE: per Education Professional Standards Board (EPSB), these would require the Elementary/Middle/Secondary School (Primary through Grade 12) certification, with preparation including one or more of the following specializations: art, foreign language, health, physical education, integrated music, vocal music, instrumental music or school media librarian, or Theatre (Primary through Grade 12), Dance (Primary through Grade 12)].</p> <ul style="list-style-type: none"> <input type="checkbox"/> 80% or more teachers have the specialized certification (3 pts) <input type="checkbox"/> 60-79% have the specialized certification (2 pts) <input type="checkbox"/> 40-59% have the specialized certification (1 pt) <input type="checkbox"/> 1-39% have the specialized certification (0 pt) 	

REPORTED MEASURES (Not Reflected In Regulation Or Proposed For Rating)			
	Elementary	Middle	High
Proposed Measure	1. State Funded Preschool ALL STAR rating – Possible district indicator –	N/A	N/A
	2. Percentage of kindergarten students served in a half-day program and in a full-day program		
	3. Percentage of teacher turnover (school & district measure) - required to be reported as part of the state equity plan		
	4. Percentage of 1st Year Teachers (school & district measure) - required to be reported as part of the state equity plan		
	5. The percentage of students belonging to the following demographic groups assigned out-of-school suspension is equal to or less than the total percentage of the same demographic groups enrolled at our school. <ul style="list-style-type: none"> <input type="checkbox"/> Minority <input type="checkbox"/> Students with IEPs <input type="checkbox"/> Free/reduced lunch <input type="checkbox"/> EL students 		

Overall Accountability Rating

Each school will be assigned an Overall Rating of one to five stars, based on strength of performance on school-level measures and indicators of Proficiency, Growth (elementary/middle schools, including English Learners), Transition (including English Learners in high school), and Opportunity and Access. A supplemental designation may be noted for very low performance and positive gap closure or failure to close gaps.

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 (with the exception of identification of the lowest performing 5% of schools and student groups performing at that level—this is a requirement of the federal Every Student Succeeds Act (ESSA)). 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, ranging from very weak/low to very strong.

Star Rating	Supplemental Labels
★★★★★ (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)	

The star rating will be designated based on the profile of performance on the indicators for Proficiency, Growth/Transition (including English Learner performance), Opportunity and Access, and taking into consideration Achievement Gap. To earn a 4-Star or 5-Star rating, the school must have achieved Gap Closure; any school with a Gap Issue will be able to earn a 3-Star rating at most. The lowest-performing 5% of schools will be designated 1-Star schools, and qualify for comprehensive support from the state.

Star Rating	Supplemental Labels	Basis of Star Rating			
		Proficiency	Growth/ Transition	Opportunity and Access	Achievement Gap
★★★★★ (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	Very High	Very High	High	Gap Closure
★★★★ (4 star)		One High, one Very High; Both High		High	Gap Closure
★★★ (3 star)	Gap Issue – supplemental designation for schools with very large achievement gaps and low-performing students: will specify Targeted Support and Improvement (TSI) and/or achievement gap	Any combination of Very High and High or High and Medium Proficiency and Growth/Transition and Opportunity and Access, and Achievement Gap Issue			
		Any combination of Very High, High, and Medium Proficiency and Growth/Transition		High or Medium	TSI and/or Medium Gap Issues
Any combination with a Low Proficiency or Growth		Medium	TSI and/or High Gap Issues		
★ (1 star)		Very Low (bottom 5%)	Low or Very Low	(Any)	(Any)

Note that a school may be identified for targeted support on the basis of very low performance of one or more student groups, and earn an overall rating of 2-Stars or 3-Stars. However, a high Achievement Gap Issue will contribute to the school being designated as a 2-Star rating.

The performance standards, or cut points, to determine the accountability system ratings—i.e., what constitutes a “Very High,” “High,” “Medium,” “Low,” or “Very Low” rating for Proficiency, Growth, etc., and what combinations result in specific star ratings—will be done through a formal standard setting process by panels of Kentuckians, much as the performance standard cut points for Novice, Apprentice, Proficient, and Distinguished were set for the assessment system.

GOALS (Long-term and Intermediate)

Goals provide concrete, measurable indicators of aspirations and benchmarks against which to measure progress. Kentucky’s proposed accountability goals in terms of student achievement are:

1. To **increase student proficiency rates significantly for all students** in the state by 2030—for example, the goal is to increase elementary/middle school mathematics achievement from 55% proficient or above to 75% proficient or above, and equally importantly,
2. To **decrease the achievement gap of lower-performing student groups by 50%** by 2030.

This level of proficiency—75% of all elementary/middle students statewide proficient in mathematics by 2030—is ambitious but doable, based on historical trends.¹ It should be noted that Kentucky’s proficiency standards are rigorous and generally in line with the National Assessment of Educational Progress (NAEP), the ACT, and other well-known assessments. The long-term goals for 2030 will be given as the specific percent proficient or above values. Intermediate goals are also established in three-year intervals from 2018 to 2030.

¹ Goals will be set for each content area separately for elementary/middle and high school, taking into account the significant differences in baseline achievement.