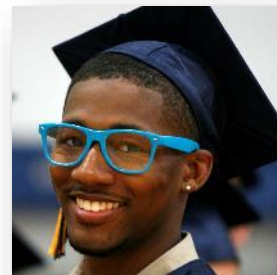# Kentucky Board of Education

Long-Term and Intermediate Goals

Discussion during first review of accountability regulation

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Goals

▶ **Provide concrete, measurable indicators of aspirations and benchmarks against which to measure progress**

▶ **Ambitious and plausible (stretch)**

▶ **Result in more equitable results across student groups**

Goals

▸ **Every Student Succeed Act (ESSA) requires long-term and intermediate goals**

- Academic achievement

- Graduation rate

- English language proficiency

▸ **Intermediate goals will be set for every three years**

▸ **Performance against the intermediate goals will be reported annually to guide improvement**

Goals

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.

2. To decrease the achievement gap of lower-performing student groups by 50% by 2030.

Goals (An Example)

▶ The goal is to increase elementary/middle school mathematics achievement from 55% proficient or above to 75% proficient or above.

▶ The level of proficiency—75% of all elementary/middle students statewide proficient in mathematics by 2030—is ambitious but doable, based on historical trends.[1]

[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.

Goals

▶ This amount of reduction in achievement gap is unprecedented in the Commonwealth.

▶ In fact, recent history has shown gaps between certain groups to have increased rather than decreased.

▶ For example, although both African American and White student groups at the state level increased performance over time, the White student group increased more quickly than did the African American student group.
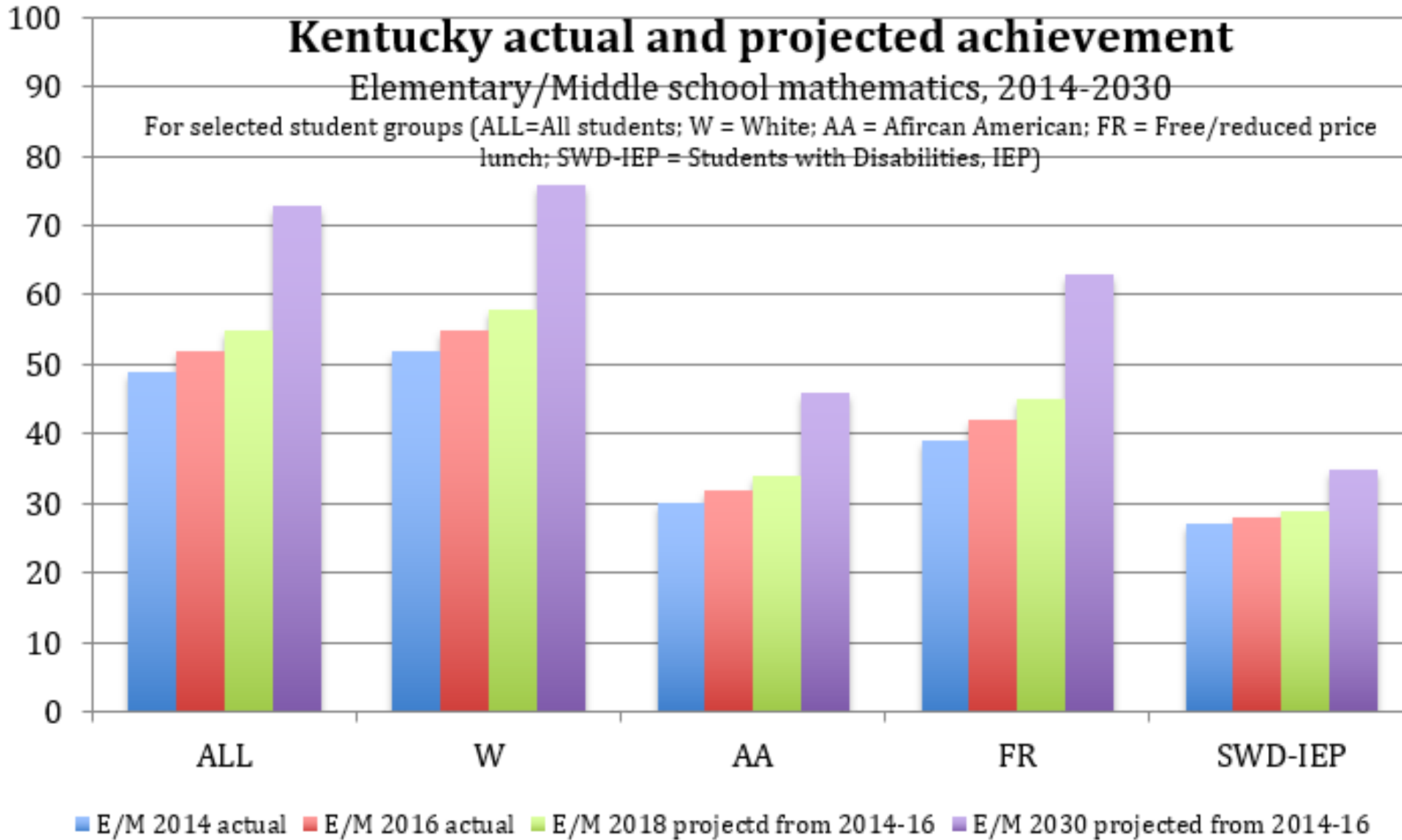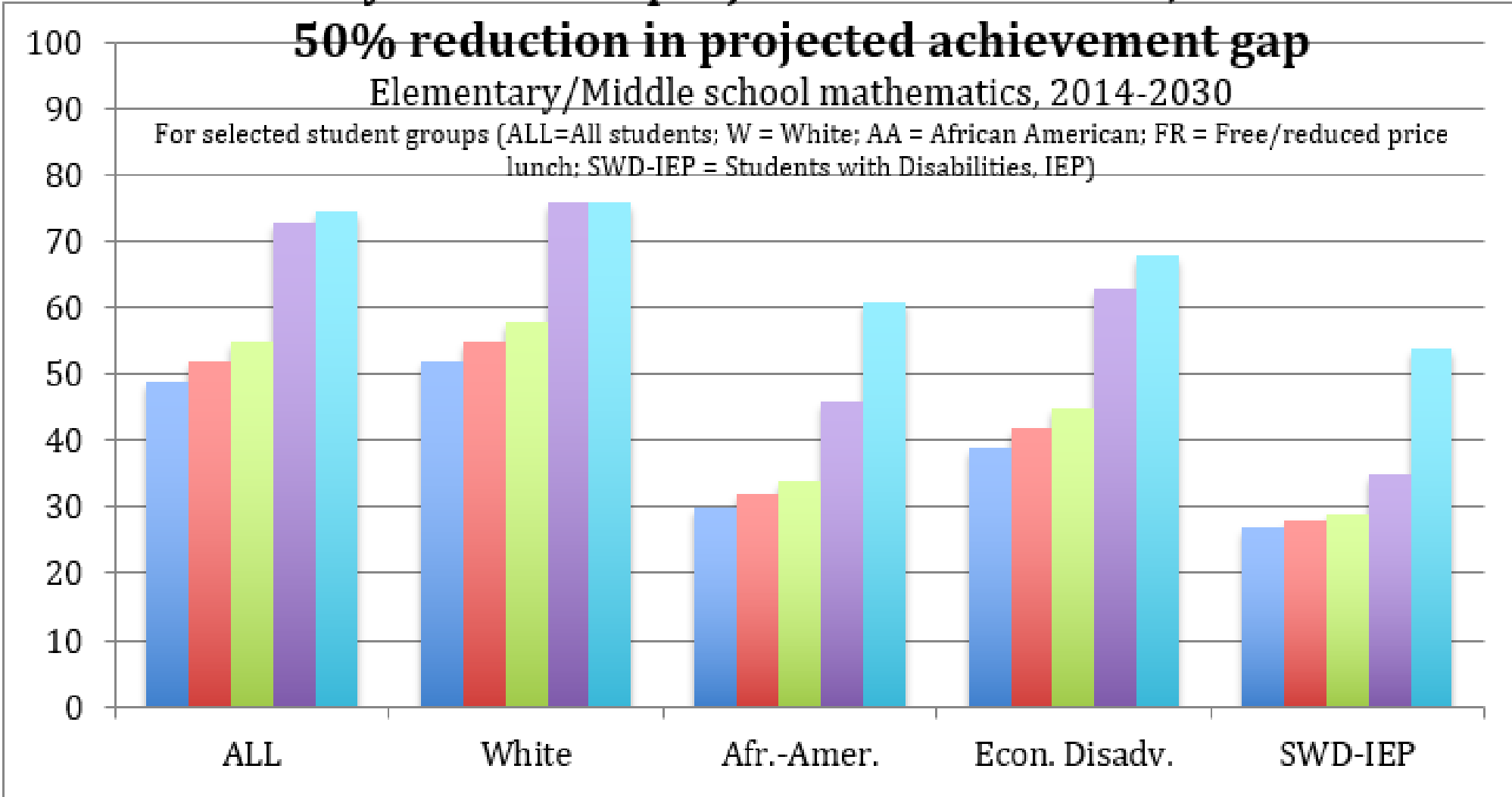
Figure 1

Kentucky actual and projected achievement — Elementary/Middle school mathematics, 2014-2030. For selected student groups (ALL=All students; W = White; AA = Afircan American; FR = Free/reduced price lunch; SWD-IEP = Students with Disabilities, IEP)

Figure 2

Kentucky actual and projected achievement; Goals with 50% reduction in projected achievement gap

Elementary/Middle school mathematics, 2014-2030

For selected student groups (ALL=All students; W = White; AA = African American; FR = Free/reduced price lunch; SWD-IEP = Students with Disabilities, IEP)

Figure 3
Data values for Figures 1 and 2, Achievement projections

Percent Proficient and Above

|	ALL	White	Afr.-Amer.	Econ. Disadv.	SWD-IEP
E/M 2014 actual	49	52	30	39	27
E/M 2016 actual	52	55	32	42	28
E/M 2018 projected from 2014-16	55	58	34	45	29
E/M 2030 projected from 2014-16	73	76	46	63	35

Figure 4
# Intermediate and Long-term Goals, Statewide, Elementary & Middle School Mathematics Percent Proficient and Above

	ALL	White	Afr.-Amer.	Econ. Disadv.	SWD-IEP
E/M 2018 projected from 2014-16	55.0	58.0	34.0	45.0	29.0
Intermediate Goal-2021	59.9	62.5	40.8	50.8	35.3
Intermediate Goal-2024	64.8	67.0	47.5	56.5	41.5
Intermediate Goal-2027	69.6	71.5	54.3	62.3	47.8
Long-term Goal-2030 (includes 50% absolute reduction in percent gap from 2030 projection)	74.5	76.0	61.0	68.0	54.0

Graduation Rate Goals

**Statewide High School Graduation
4-Year Rate, All Students**
(actual and projected)
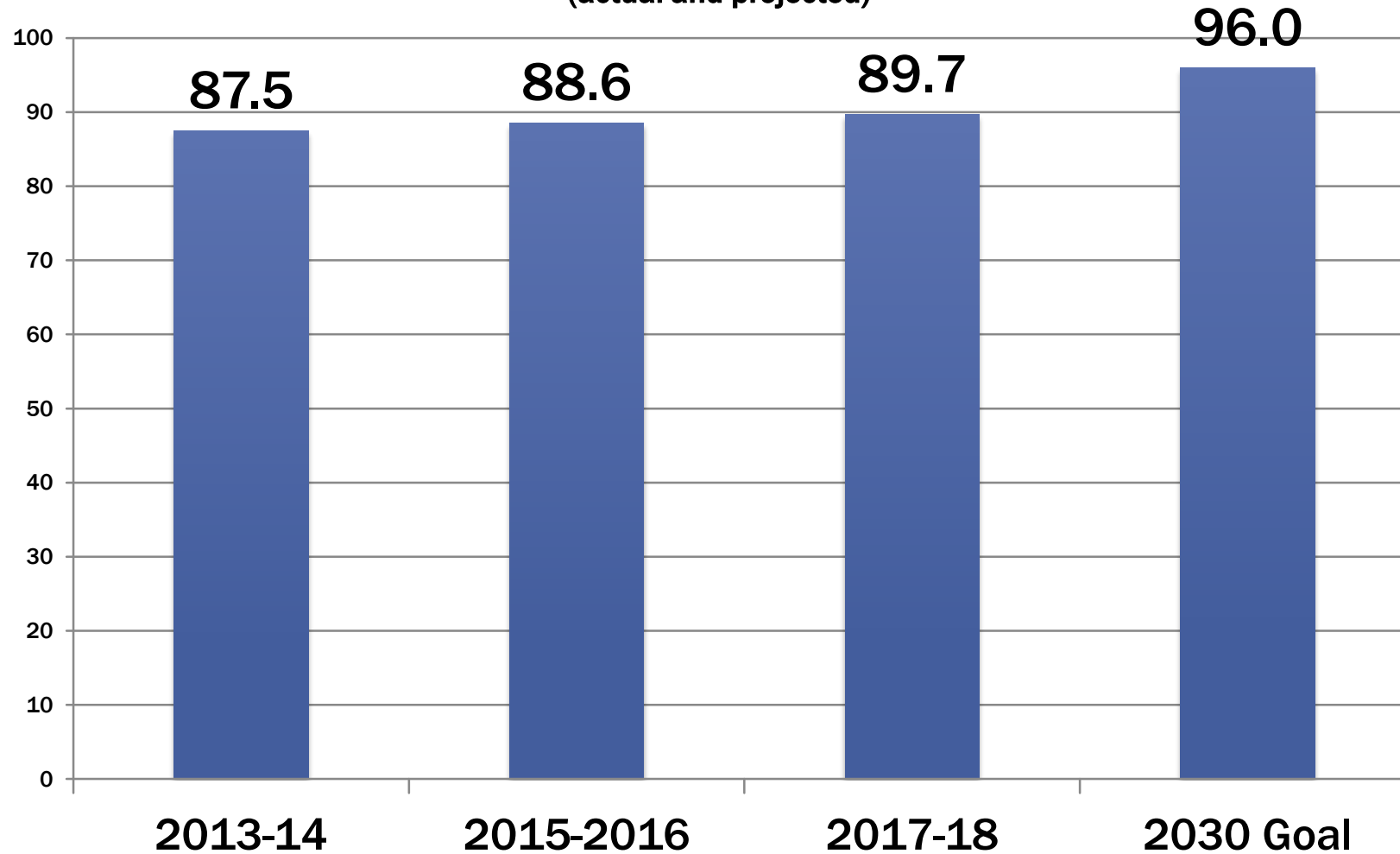
Graduation Rate (4-year cohort), by student group

Legend: ■ 2013-14 ■ 2015-2016
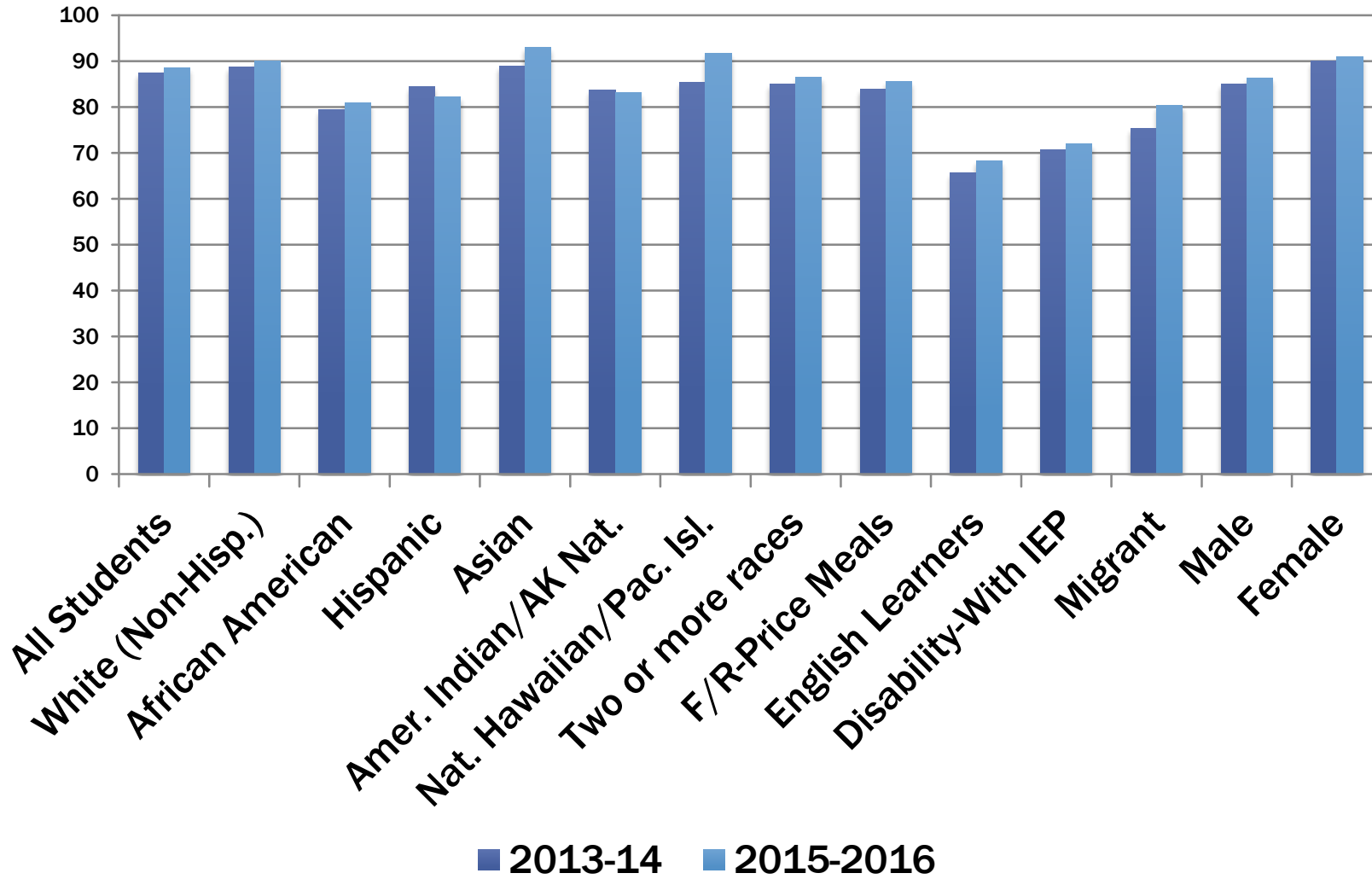
English Learner (EL) Progress Goals

▸ **Increase the proportion of students making significant progress towards becoming proficient in English language**

▸ **Specific goal under analysis; to be proposed**

- ● Take into consideration

  - ✓ Increase in number of ELs in state over time

  - ✓ Conditions that affect EL progress (e.g., age when entering U.S. schools, level of English proficiency when entering U.S. schools)