

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 a combined measure of reducing the performance
12 difference between student demographic groups to each other and to proficiency for
13 each of the tested areas.

14 (2) "Behavior Events" are student infractions involving drugs, weapons, harassment
15 including bullying, alcohol, tobacco, assault-1st degree, other assault or violence and
16 state resolutions not reported.

17 (3) "Catch Up" means individual student performance below proficient grows enough to
18 achieve proficiency or to be on track to become proficient.

19 (4) A "career counselor" or coach is an individual who advises middle and high school
20 students on career opportunities, as well as the education and training plans necessary to
21 achieve such careers.

22 (5) "Chronic Absenteeism" is defined as a student who misses ten (10) percent or more of
23 his/her enrolled academic year.

- 1 (6) “Comparison Student Group” is the student demographic group being contrasted to the
2 reference group.
- 3 (7) “Consolidated Student Groups~~[student groups]~~” are a non-duplicated aggregation of
4 student[s] groups too small to be publically reported separately that includes: African
5 American, Hispanic, Native Hawaiian or other Pacific Islander, ~~[Native]~~ American
6 Indian or Alaska Native, two or more races ~~[multiple race/ethnicity]~~, students with
7 disabilities that have an ~~[Individualized]~~ Individual Education Program (IEP), and
8 English Learners.
- 9 (8) “English Learners” means students currently identified and those who continue to be
10 monitored.
- 11 (9) ~~“English Language Arts” includes reading, writing on demand, and editing and~~
12 ~~mechanics].~~
- 13 (7) “Essential Skills” are the foundational abilities needed to successfully complete
14 academic, workplace, or military responsibilities as demonstrated through a variety of co-
15 curricular learning and leadership experiences. ~~[work-based learning experience, service~~
16 ~~learning, or community service.]~~
- 17 (8) “Federally Defined Student Demographic Groups” ~~[defined student demographic~~
18 ~~groups]~~ include White, African American, Hispanic, Asian, Native Hawaiian or other
19 Pacific Islander, ~~[Native]~~ American Indian or other Alaskan Native, two or more races
20 ~~[multiple race/ethnicity]~~, free/reduced-price meal eligible, students with disabilities with
21 IEPs, and English Learners.
- 22 (9) “Full Academic Year” means one hundred (100) or more instructional days of student
23 enrollment within the school year.

- 1 (10) “Growth” means a student’s continuous improvement toward ~~[the goal of]~~ proficiency
2 or above.
- 3 (11) “Individual education program” or IEP means Individual education program as defined
4 in 707 KAR 1:002.
- 5 (12) “Keep Up” means individual student performance at or above proficient which grows at
6 a rate to maintain proficiency or above.
- 7 (13) “Less than Keep Up” means individual student performance below proficient and not on
8 track to become proficient.
- 9 (14) “Local Education Agency” or “LEA” for the purposes of this regulation shall mean a
10 local school district as provided in KRS 161.010 and KRS 161.020 or a charter school
11 board of directors as provided in KRS 161.1590.
- 12 (15) “Locally Determined Measure” means a LEA ~~[district or public charter determined goal~~
13 ~~or]~~ objective for students or schools to achieve that is specific, measurable, achievable,
14 relevant, and time bound.
- 15 (16) “Move Up” means individual student performance at proficient which grows at a rate to
16 be on track to become distinguished.
- 17 (17) “Opportunity and Access” means equitable availability to research-based student
18 experiences and school factors that impact student success.
- 19 (18) “Proficient” or “Proficiency” means reaching the desired level of knowledge and skills
20 as measured on academic assessments.
- 21 (19) “Rating” means the inclusion of an indicator in the formal Overall Rating of the school
22 or district.
- 23 (20) “Reference Group” is a student demographic group to which another ~~[groups]~~ group is
24 contrasted to provide a benchmark for performance.

1 (21) “Transition Readiness” means the attainment of the necessary knowledge, skills, and
2 dispositions to successfully transition to the next level.

3 (22) A “Value Table” is a ~~set~~ ~~[list]~~ of numbers that are used to attribute scores to different
4 ~~[achievement]~~ performance levels.

5 (23) ~~“Work Ethic Certification” is a process by which a student is assessed based upon their~~
6 ~~demonstration of essential skills and workplace readiness.~~

7 (24) ~~“Writing” means the content area that includes on-demand and editing and mechanics.~~

8 Section 2. Kentucky’s accountability system ~~that is~~ used to classify schools and districts shall
9 include the indicators of proficiency, ~~separate academic indicator for science and social studies,~~
10 growth, transition readiness, achievement gap closure, opportunity and access, and graduation
11 rate ~~[at high]~~.

12 (1) The proficiency indicator shall be measured by student performance on state tests in
13 ~~[English Language Arts]~~ reading/writing and mathematics, ~~[science, and social studies]~~.

14 (2) ~~A separate academic indicator shall be measured by student performance on state tests in~~
15 ~~science and social studies.~~

16 (3) The growth indicator shall be calculated at the elementary and middle school levels. The
17 growth indicator shall be measured by awarding credit as follows:

18 (a) ~~[In reading tests within the English Language Arts and mathematics, the]~~ The
19 percentage of students who meet or are on track to meet their annual personal target
20 for improvement based on an individual student trajectory toward proficiency ~~in~~
21 ~~reading and mathematics;~~ and

22 (b) Progress toward achieving English proficiency by English Learners.

23 (4) The ~~achievement gap closure~~ ~~[Achievement Gap Closure]~~ indicator shall be measured by
24 awarding credit as follows:

1 (a) Reducing the gap in performance between the comparison group and reference
2 group in the combined content areas of reading/writing, mathematics, science and
3 social studies [each subject area accordingly]:

- 4 1. African American, Hispanic, Asian, Native Hawaiian or other Pacific Islander,
5 [Native] American Indian or Alaska Native, White, and two or more races
6 [/ethnicities] compared to the reference group. Reference group is the highest
7 performing racial/ethnic student group;
- 8 2. Free/reduced-price meal eligible compared to non-free/reduced-price meal
9 eligible;
- 10 3. Students with disabilities [with] who have an IEP compared to students
11 without [disabilities] IEPs; and
- 12 4. English Learners compared to non-English Learners.

13 (b) Reducing the gap to proficiency the combined content areas of reading/writing,
14 mathematics, science and social studies by the following groups: White, African
15 American, Hispanic, Asian, Native Hawaiian or other Pacific Islander, [Native]
16 American Indian or Alaska Native, [multiple race/ethnicity] two or more races,
17 free/reduced-price meal eligible, students with disabilities with IEPs, English
18 Learners, and a consolidated student group.

19 (5) The opportunity and access indicator shall be measured by awarding credit for rich
20 curricula, equitable access, school quality and whole child supports, as follows:

21 (a) Elementary schools that provide all students opportunities and access to:

- 22 1. [A rich] Rich curricula annually including:
 - 23 a. Visual and performing arts;
 - 24 b. Health and physical education;

- 1 c. Science; and
- 2 d. Social studies.
- 3 2. School quality as measured by a lack of student chronic absenteeism, **behavior**
- 4 **events, and physical restraint and seclusion.**
- 5 3. Equitable access of federally defined student demographic groups in
- 6 proportion to the school population to ~~[the Primary Talent Pool in grade 3~~
- 7 ~~and/or]~~ Gifted and Talented Services in grades 4 and 5.
- 8 4. Whole child supports as determined by the school by selecting two (2) of the
- 9 following:
 - 10 a. School-based counselors/or mental health services provider;
 - 11 b. School nurse;
 - 12 c. Library or **media [Media]** specialist;
 - 13 d. Family resource/**youth [Youth]** services centers; **or**
 - 14 e. Teachers with certification in **visual art, music, dance, theatre, media**
 - 15 **arts, physical education, health and world languages [Visual art, Music,**
 - 16 **Dance, Theatre, Media arts, Physical education, Health and World**
 - 17 **languages; or].**
 - 18 ~~f. Access to career counselors or career coaches.~~
- 19 (b) Middle schools that provide **all** students opportunities and access to:
 - 20 1. ~~[A rich]~~ **Rich** curricula annually including:
 - 21 a. Visual and performing arts;
 - 22 b. Health and physical education;
 - 23 c. Science;
 - 24 d. Social studies; and

- 1 e. Career exploration including ~~career and technical education [Career and~~
2 ~~Technical Education]~~ courses, other courses that focus on essential skills
3 ~~and co-curricular learning and leadership experiences.~~
- 4 2. School quality as indicated by a lack of student chronic absenteeism, ~~behavior~~
5 ~~events, and physical restraint and seclusion.~~
- 6 3. Equitable access of federally defined student demographic groups in
7 proportion to the school population to Gifted and Talented Services.
- 8 4. Whole child supports as determined by the school by selecting two (2) of the
9 following:
 - 10 a. School-based counselors or mental health services provider;
 - 11 b. School nurse;
 - 12 c. Library or ~~media [Media]~~ specialist;
 - 13 d. Family resource/~~youth [Youth]~~ services centers;;
 - 14 e. Teachers with certification in ~~visual art, music, dance, theatre, media arts,~~
15 ~~physical education, health and world languages [Visual art, Music,~~
16 ~~Dance, Theatre, Media arts, Physical education, Health and World~~
17 ~~languages];~~ or
 - 18 f. Access to career counselors or career coaches.
- 19 (c) High schools that provide **all** students with opportunities and access to:
 - 20 1. ~~[A rich]~~ Rich curricula including:
 - 21 a. Visual and performing arts;
 - 22 b. Health and physical education;
 - 23 c. Cultural studies ~~[and/]~~ or world language;

- 1 d. Career and Technical Education (CTE), including specialized career
2 pathways in state and regional high demand sectors as approved by
3 Kentucky’s Workforce Innovation Board; and
- 4 e. Essential skills demonstrated as part of a Work Ethic Certification.
5 ~~through work-based learning experience, service learning, or community~~
6 ~~service.~~
- 7 2. School quality as indicated by a lack of student chronic absenteeism, behavior
8 events, and restraint and seclusion.
- 9 3. Equitable access of federally defined student demographic groups to the
10 following advanced coursework: Advanced Placement, International
11 Baccalaureate, Cambridge Advanced International, and Dual Credit.
- 12 4. Whole child supports as determined by the school by selecting two (2) of the
13 following:
- 14 a. School-based counselors or mental health services provider;
15 b. School nurse;
16 c. Library or media [Media] specialist;
17 d. Family resource/youth [Youth] services centers;
18 e. Teachers with certification in visual arts, music, dance, theatre, media
19 arts, physical education, health and world languages; ~~[Visual arts, Music,~~
20 ~~Dance, Theatre, Media arts, Physical education, Health and World~~
21 ~~languages];~~ or
- 22 f. Access to career counselors or career coaches.
- 23 5. Within Opportunity and Access, the locally determined indicator shall be
24 included in the accountability rating of each LEA. ~~[district and public charter~~

1 ~~school.]~~ Each LEA ~~[district]~~ shall propose to the department the targeted goal
2 or objective that is specific, measurable, achievable, relevant, and time bound.
3 Through discussion and deliberation, the ~~[district]~~ LEA and the department
4 will enter into an agreement on the goals or objectives of the locally
5 determined indicator.

6 a. ~~[Each public charter school shall include its charter mission as a locally~~
7 ~~determined measure to be included in the charter school's accountability~~
8 ~~rating that is specific, measurable, achievable, relevant, and time bound.]~~

9 (6) The transition readiness ~~[Transition Readiness]~~ indicator shall be measured by awarding
10 credit for students meeting the following criteria:

11 (a) At the elementary and middle school level, students meet or exceed the ~~[a score at~~
12 ~~or above the]~~ benchmark on a composite score that combines student performance
13 on state-required assessments for ~~[English Language Arts]~~ reading/writing,
14 mathematics, science, and social studies. ~~[combined into a composite score.]~~ A
15 composite score shall include the most recent ~~[last]~~ content area assessment by
16 grade level available for each school. Students participating in the Alternate
17 Assessment Program will have criteria based on alternate assessment requirements
18 ~~[and employability skills].~~

19 (b) At the high school level:

- 20 1. Earn a regular or alternative high school diploma; and
- 21 2. Achieve academic readiness, career ~~[technical]~~ readiness, or military readiness
22 as follows:

23 a. A school shall receive credit for each ~~[a]~~ student ~~shall~~ demonstrating
24 ~~[achieve]~~ academic readiness by:

- 1 i. Scoring at or above the Benchmark score as determined by the
2 Council on Postsecondary Education (CPE) on a college admissions
3 ~~[exam]~~ examination;
- 4 ii. Completing six (6) or more hours of department approved dual credit
5 and receiving a course grade of B or higher;
- 6 iii. Completing two (2) or more Advanced Placement courses and
7 receiving a score of three (3) or higher on the assessment;
- 8 iv. Receiving a score of five (5) or higher on an examination for an
9 International Baccalaureate Course; or
- 10 v. Scoring at or above the benchmark on two (2) or more Cambridge
11 Advanced International examinations.
- 12 b. A school shall receive credit for each [a] student shall demonstrating
13 ~~[achieve]~~ career readiness ~~[Technical Readiness]~~ by:
- 14 i. Scoring at or above the benchmark on Industry Certifications as
15 approved by the Kentucky Workforce Innovation Board on an
16 annual basis; or
- 17 ii. Scoring at or above the benchmark on the Kentucky Occupational
18 Skill Standards Assessment (KOSSA) as appropriate for articulated
19 credit; and
- 20 iii. Completing six (6) or more hours of department approved CTE dual
21 credit, and receiving a course grade of B or higher; or
- 22 iv. Completing two (2) credits in a career and technical education
23 program of study and enrolling in a third credit in a ~~[Career and~~
24 ~~Technical Education]~~ CTE program of study; or

- v. Completing a department approved or labor cabinet approved apprenticeship; or
- vi. Completing a department approved alternate process to verify exceptional work experience.

c. A school shall receive credit for each [a] student ~~shall~~ demonstrating [achieve] military readiness [Military Readiness] by scoring at or above the department approved benchmark of the Armed Forces Quality Test (AFQT) on the Armed Services Vocational Aptitude Battery (ASVAB) and enlisting in a branch of military service.

d. For students who qualify as English Learners in high school: Meeting criteria for English Language proficiency to be English Language Ready.

e. Students participating in the Alternate Assessment Program [will have to] shall meet criteria based on alternate assessment requirements and employability skills.

(7) The Graduation rate indicator shall be measured for each high school using the four-year and extended five-year cohort rate. The graduation rate shall be reported for all students and student groups.

Section 3. Classification of schools and districts in the state accountability system.

(1) Data shall be included in the Overall Rating for school and districts for the following indicators:

- (a) Proficiency (reading/writing and mathematics);
- (b) Separate academic indicator (science and social studies);
- (c) Growth (elementary and middle);

- 1 (d) Transition Readiness;
- 2 (e) Achievement Gap Closure;
- 3 (f) Opportunity and Access (school quality/student success); and
- 4 (g) Graduation rate (high) [~~Rate (high school level and district level)~~].
- 5 (2) Data from individual student performance on state assessments administered as required
- 6 in KRS 158.6451 and KRS 158.6453 shall be included in the overall rating of each
- 7 school and district [~~in the school and district's Overall Rating~~]. This data shall include
- 8 students with disabilities with IEPs who participate in the alternate assessment program.
- 9 (3) Data in the Overall Rating shall be attributed to grade level spans for schools and LEA
- 10 as established in this subsection.
- 11 (a) Elementary schools shall include data from proficiency, separate academic indicator
- 12 for science and social studies, growth, achievement gap closure, transition
- 13 readiness, and opportunity and access.
- 14 (b) Middle schools shall include data from proficiency, separate academic indicator for
- 15 science and social studies, growth, achievement gap closure, transition readiness,
- 16 and opportunity and access.
- 17 (c) High schools shall include data from proficiency, separate academic indicator for
- 18 science and social studies, [~~growth as determined by the department~~], achievement
- 19 gap closure, transition readiness, graduation rate, and opportunity and access.
- 20 ~~(d)~~ Districts or charter school with a board of directors shall [~~receive~~] include data from
- 21 school proficiency, separate academic indicator for science and social studies,
- 22 growth, achievement gap closure, transition readiness, graduation rate, and
- 23 opportunity and access, including a locally determined measure.

1 (e) ~~[Overall Ratings for the public charter schools shall include data appropriate to a~~
2 ~~district the grade level spans established in this subsection.]~~

3 Section 4. Calculations for reporting categories.

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

5 (a) In elementary, middle, and high schools, ~~and districts~~ for each content area of
6 ~~[English Language Arts] reading/writing and mathematics, [science, and social~~
7 ~~studies]~~ schools shall be awarded one and one-quarter (1.25) points for each percent
8 of students scoring distinguished, one (1) point for each percent of students scoring
9 proficient, one-half (.5) point for each percent of students scoring apprentice, and
10 zero (0) points for each percent of students scoring novice.

11 ~~(b)—[For elementary and middle school levels, schools shall be awarded an additional~~
12 ~~credit for students scoring at proficient or distinguished on assessments required at~~
13 ~~higher grade levels than the student's grade level enrollment at the time of testing.~~
14 ~~The calculation shall be made as required by this paragraph.]~~

15 ~~1. [The additional credit shall consider the grade level in which the student is~~
16 ~~enrolled at the time of testing and the performance on the of higher grade level~~
17 ~~assessment.]~~

18 ~~2. [To be eligible to take a content area test(s) at a higher grade level than which~~
19 ~~the student is enrolled, the student must be instructed in content at a higher~~
20 ~~level than the grade enrolled during the year.]~~

21 ~~3. [Each student scoring proficient or distinguished on assessments required at~~
22 ~~grade levels higher than the student enrollment shall receive the additional~~
23 ~~credit.]~~

24 ~~4. [The additional credit shall be added to the proficiency calculation.]~~

1 (b) The following chart shall be used to calculate the points for the proficiency
 2 indicator in accordance with paragraph[s] (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]	[Distinguished: 1.5] [Proficient: 1.25] [Apprentice .5] [Novice 0]

3
 4 (2) The separate academic indicator for science and social studies shall be rated equally in
 5 elementary, middle and high schools and in districts for science and social studies by
 6 awarding points as described in paragraph 1(a) in the proficiency subsection.

7 (3) The achievement gap closure [~~Achievement Gap Closure~~] indicator shall be calculated
 8 as established in this subsection.

9 (a) School achievement gap closure between student demographic comparison groups
 10 and reference groups shall be determined by:

11 1. Determining the student demographic groups to be included in this subsection,
 12 which shall include the following student demographic groups that have at
 13 least 10 students:

14 a. Reference group compared to African American, Hispanic, Asian, Native
 15 Hawaiian or other Pacific Islander, American Indian or Alaska Native, two
 16 or more races, and White. The reference group shall be the highest
 17 performing racial/ethnic subgroup that has at least 10 students and
 18 constitutes at least 10% of the students enrolled in the school;

- b. Free/reduced-price meal eligible compared to non-free/reduced-price meal eligible;
- c. Students with disabilities who have an IEP compared to students without IEPs; and
- d. English Learners compared to Non-English Learner students.

2. Combining scores for each tested content area assessment using points in accordance with paragraph 1(a) [1(b)] in the proficiency subsection for each student demographic group.

3. Using a one-tailed T-Test for each pair of comparison-reference groups, the department shall determine if the difference in performance scores between the comparison group and reference group is statistically significant. If so, the gap for the student demographic group will be considered “Not Reduced” and the school will receive zero (0) gap reduction points. If the groups are not significantly different, the gap will be considered “Reduced” and the school will receive one (1) gap reduction point.

~~4. [Separately summing scores for each tested content area assessment using points in accordance with paragraph 1(b) in the Proficiency subsection for each student demographic group.]~~

~~5. [By statistical analysis the department shall determine if the difference in performance scores between the comparison group and reference group is significantly large. Each comparison-reference group pair shall be indicated: Y= significant gap, N=Not significant gap, NA=No evaluation.]~~

~~6. [The points in accordance with paragraph 3 (a) of this subsection shall be Y=1, N=0, and NA=0.]~~

1 7. ~~[A standard setting process shall be conducted involving Kentucky educators~~
2 ~~and advised by technical experts to determine limits within the range of gap~~
3 ~~levels.]~~

4 8. ~~[Comparison and reference groups included in this subsection shall include the~~
5 ~~following student demographic groups accordingly:~~

6 ~~a. Reference group compared to African American, Hispanic, Asian,~~
7 ~~Hawaiian/Pacific Islander, Native American/Alaska Native, multiple~~
8 ~~race/ethnicity, and white;~~

9 ~~b. Free/reduced-price meal eligible compared to non-free/reduced-price meal~~
10 ~~eligible;~~

11 ~~c. Students with disabilities with IEPs compared to students without~~
12 ~~disabilities; and~~

13 ~~d. Non-English Learners students compared to English Learners.]~~

14 (b) School achievement gap closure between student demographic groups and
15 proficiency shall be determined by:

16 1. Determine which student demographic groups have at least ten (10) students
17 that are to be included in this subsection. Student demographic groups included
18 in the subsection shall include:

19 a. White;

20 b. African American;

21 c. Hispanic;

22 d. Asian;

23 e. Native Hawaiian or other Pacific Islander;

24 f. American Indian or Alaska Native;

- g. Two or more races;
- h. Students in poverty based on eligibility for free/reduced-price meals;
- i. Students with disabilities that have an IEP;
- j. English Learners; and
- k. Consolidated student group.

2. ~~[Separately summing]~~ Combining scores for all content area assessments using points in accordance with paragraph 1 (b) in the proficiency subsection for each student demographic group.

3. Comparing the percent proficient and above to the current year's annual target for each student demographic group in the combined content areas of reading/writing, mathematics, science and social studies.

4. If the current year percent proficient is equal to or greater than the current year's annual target for each student demographic group in the combined content areas of reading/writing, mathematics, science and social studies, the student demographic group gap is considered "reduced" and the school will receive two (2) gap reduction points.

5. If the current year percent proficient is equal to or greater than the current year's annual target for each student demographic group in the combined content areas of reading/writing, mathematics, science and social studies minus five (5) percentage points, the student demographic group gap is considered "partially reduced" and the school will receive one (1) gap reduction point.

6. If the current year percent proficient is less than the current year's annual target for each student demographic group in the combined content areas of reading/writing, mathematics, science and social studies minus five (5)

1 percentage points, the student demographic group gap is considered “not
2 reduced” and the school will receive zero (0) gap reduction points.

3 (c) Sum the total achievement gap closure points across all student demographic
4 groups for gap to group and gap to proficiency.

5 (d) Based on total achievement gap closure points, a standards setting process
6 involving Kentucky educators and advised by technical experts will place the
7 school and district into categories of very low, low, medium, high or very high.

8 ~~1. [By statistical analysis, the department shall determine if the difference in
9 performance scores between the student demographic group and goal is
10 significantly large. Each comparison reference student demographic group
11 goal pair shall be indicated: Y= significantly large gap, N=not significantly
12 large gap, NA=No evaluation.]~~

13 ~~2. [The points in accordance with paragraph 3 (b) [2] 3 of this subsection shall be
14 Y=1, N=0, and NA=0.]~~

15 ~~3. [A standard setting process shall be conducted involving Kentucky educators
16 and advised by technical experts to determine limits within the range of gap
17 levels.]~~

18 ~~4. [Student demographic groups in 3 (b) of this subsection shall include the
19 following student demographic groups:~~

20 ~~a.—White;~~

21 ~~b.—African American;~~

22 ~~c.—Hispanic;~~

23 ~~d.—Asian;~~

24 ~~e.—Hawaiian/Pacific Islander;~~

1 ~~f.— Native American/Alaska Native;~~

2 ~~g.— Multiple race/ethnicity;~~

3 ~~h.— Students in poverty based on qualification for free or reduced price meals;~~

4 ~~i.— Students with disabilities that have an Individualized Education Program~~

5 ~~(IEP);~~

6 ~~j.— English Learners; and~~

7 ~~k.— Consolidated student group.]~~

8 ~~(e) [A school calculation shall be the sum of the total number of groups that have~~
9 ~~significantly large gaps (1), not significantly large gaps (0) and no evaluation (0).~~
10 ~~The sum shall yield a single gap number of students with:]~~

11 (e) The achievement gap closure indicator is comprised of:

12 1. All students included in their demographic group; and

13 2. No student counting more than one (1) time per student demographic group.

14 ~~(f) [A standard setting process shall be conducted involving Kentucky educators and~~
15 ~~advised by technical experts to determine limits within the range of gap levels.]~~

16 (f) Each student demographic group shall have a minimum of ten (10) students per
17 content area in the school or [district] LEA in order to report gap data.

18 (g) In calculating the achievement gap closure indicator, the reduction of achievement
19 gap between student demographic groups shall be weighted thirty-three (33)
20 percent and the reduction of the gap to proficiency shall be weighted sixty-seven
21 (67) percent. [Gap shall be computed equally by using the reduction of
22 achievement gap between demographic groups and reducing the gap to proficiency
23 for demographic groups.]

- 1 (4) Growth shall be rated for elementary and middle schools as established in this
 2 subsection. ~~[Growth may be rated for high schools as established in this subsection.]~~
- 3 ~~(a) [An individual student trajectory toward proficiency shall be generated by the~~
 4 ~~department for each student using data from reading and mathematics assessments;~~
- 5 ~~(b) An individual growth trajectory shall be based on performance on prior state~~
 6 ~~assessments;]~~
- 7 (a) For growth, novice and apprentice performance levels for growth calculations shall
 8 be subdivided into novice high and novice low, and apprentice high and apprentice
 9 low, respectively.
- 10 (b) Based on prior and current year performance, points for [current year] student
 11 performance level ~~[compared to prior year performance level]~~ shall be assigned
 12 based on a projection of student performance from a value table and reported using
 13 the following terms: less than catch [keep] up, catch up, keep up and move up.
- 14 (c) The school calculation for mathematics shall be the sum of the total points from the
 15 value table for each student divided by the total number of scores.

Growth Value Table

Projected Current	Novice Low	Novice High	Apprentice Low	Apprentice High	Proficient	Distinguished
Distinguished	-1.50	-1.25	-1.00	-0.75	0.00	0.25
Proficient	-1.00	-0.75	-0.50	-0.25	0.25	0.50
Apprentice High	-0.75	-0.50	-0.25	0	0.25	0.75
Apprentice Low	-0.50	-0.25	0	0.25	0.50	1.00
Novice High	-0.25	0	0.25	0.50	0.75	1.25
Novice Low	0	0.25	0.50	0.75	1.00	1.50

1 (d) The growth value table below shall be used in this subsection

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(e) The school calculation for reading shall be the sum of the total points for each student from the **growth** value table plus growth for English Language proficiency as described in **section 4(4)(g) [3(g)]** of this **regulation [subsection]** divided by the total number of scores.

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(f) Progress toward achieving English proficiency by English Learners shall be **calculated by:**

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1. Individual growth shall be compared to prior year performance on an English proficiency exam.

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11

2. A standards setting process shall be conducted involving Kentucky educators and advised by technical experts to determine exit criteria and a value table shall be generated.

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3. Points for each English Learner based on the **English Learner growth** value table shall be summed.

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4. Total points for English Learners shall be added to the sum of the reading growth points for non-English Learner students in reading as described in **section 4(4)(g) 3(f)** of this **regulation [subsection]**.

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(g) For an overall school growth score, an average of reading that includes growth for English Learners on an English proficiency exam and mathematics growth scores shall be calculated.

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1 (5) The Opportunity and Access indicator shall be rated for elementary, middle and high
2 schools as established in this subsection.

3 (a) Opportunity and access school calculation shall sum the total number of points for
4 the categories for Rich Curricula, Equitable Access, School Quality and Whole
5 Child-Supports.

6 (b) The Kentucky Board of Education shall approve the measures of Opportunity and
7 Access including the accumulation of credit.

8 (c) A standard setting process shall be conducted involving Kentucky educators and
9 advised by technical experts to determine very low to very high performance levels
10 within Opportunity and Access.

11 (6) Transition readiness shall be rated as established by this subsection.

12 (a) A transition readiness percentage shall be calculated by dividing the number of
13 high school graduates who have met measures of transition readiness plus the
14 number of English Learners who have achieved English language proficiency by
15 the total number of graduates plus the number of graduates who have received
16 English language services during high school. Credit for students obtaining
17 specialized career pathways in state and regional high demand sectors as approved
18 by Kentucky's Workforce Innovation Board is 1.25. Credit for students obtaining
19 all other readiness indicators is 1.0.

20 (b) A transition readiness percentage shall be calculated for elementary and middle
21 schools by dividing the number of students who have met a benchmark on a
22 composite score that combines student performance on state-required tests in
23 ~~[English Language Arts]~~ reading/writing, mathematics, science, and social studies
24 for transition readiness by the total number of accountable students.

- 1 (7) Graduation ~~rate~~ [Rate] is the percentage of students completing the requirements for a
2 Kentucky high school diploma compared to the cohort of students beginning in grade
3 nine. ~~Kentucky shall include a four-year cohort rate and an extended year five-year~~
4 ~~cohort rate. [Kentucky uses in accountability a five-year adjusted cohort rate.]~~ Each rate
5 shall be weighted equally.
- 6 (8) The Overall Rating shall be assigned as follows:
- 7 (a) The indicators for each school and district as identified in Section 3 shall contribute
8 to the Overall Rating of schools and districts.
- 9 (b) Indicators by school and district level identified in Section 3 shall have a rating of
10 very low, low, medium [moderate], high, or very high.
- 11 (9) An Overall Rating based upon performance on the set of indicators for elementary and
12 middle schools, high schools and districts shall be assigned during a standards setting
13 process. The tables below illustrate some of the combinations of performance for each
14 star rating:
- 15 (a) Overall Ratings shall be reported using a five-star rating system to communicate
16 performance of schools, districts, and the state with one star being the lowest rating
17 and five stars being the highest rating.
- 18 (b) Each star rating has a combination of school performance on indicators. The range
19 of performance in the tables elementary/middle schools, high schools and district as
20 shown below indicate the upper bound and the lower bound of performance
21 described as very low, low, medium, high and very high.

Elementary/Middle Schools

Overall Rating	Proficiency (Reading/ Writing & Mathematics)	Separate Academic Indicator (Science & Social Studies)	Growth (including English Language Learners)	Achievement Gap Closure	Opportunity & Access	Transition Readiness (Composite scores at grades 5 and 8)	Federal Subgroup Designation	Notes
	Note: Standard setting will confirm level of indicator performance necessary for the Star ratings.							Can receive no higher than a 3-Star rating if Achievement Gap Closure is "Low (L)," "Very Low (VL)" or if identified for Targeted Support and Improvement (TSI).
5 Stars	Very High High	Very High High	Very High Low	Very High High	Very High High	Very High	No designation	
4 Stars	Any 5-star combination except Achievement Gap Closure is Medium						High Medium	No designation
	One Medium, four High Three Medium, two High							
3 Stars	Any 4- or 5-Star combination except Achievement Gap Closure is Low Or Any 4- or 5-Star combination						High Medium High Low	No designation TSI
	Four Medium, one High Four Medium, one Low Three Medium, two Low							No designation or TSI
2 Stars	One Medium, four Low						Medium Low	No designation or TSI
1 Star	Six Low or Very Low Or bottom 5%*							TSI

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High Schools

Overall Rating	Proficiency (Reading/ Writing & Mathematics)	Separate Academic Indicator (Science & Social Studies)	Other Academic Indicator Transition Readiness (including English Language Learners)	Achievement Gap Closure	Opportunity & Access	Graduation Rate	Federal Subgroup Designation	Notes
	Note: Standard setting will confirm level of indicator performance necessary for the Star ratings.							Can receive no higher than a 3-Star rating if Achievement Gap Closure is "Low (L)," "Very Low (VL)" or if identified for Targeted Support and Improvement (TSI).
5 Stars	Very High High	Very High High	Very High Low	Very High High	Very High Very High	Very High Very High	No designation	
4 Stars	Any 5-star combination except Achievement Gap Closure is Medium						High Medium	No designation
	One Medium, four High Three Medium, two High							
3 Stars	Any 4- or 5-Star combination except Achievement Gap Closure is Low Or Any 4- or 5-Star combination						High Medium High Low	No designation TSI
	Four Medium, one High Four Medium, one Low							No designation or TSI
2 Stars	Three Medium, two Low One Medium, four Low						Medium Low	No designation or TSI

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District

Overall Rating	Proficiency (Reading/ Writing & Mathematics)	Separate Academic Indicator (Science & Social Studies)	Growth (including English Language Learners)	Achievement Gap Closure	Opportunity & Access	Transition Readiness (Composite at grades 5 and 8, High school includes English language learners)	Graduation Rate (4 and 5 year cohort)	Notes
Note: Standard setting will confirm level of indicator performance necessary for the Star ratings.								
5 Stars	Very High	Very High	Very High	Very High	Very High	Very High	Very High	Can receive no higher than a 3-Star rating if Achievement Gap Closure is "Low (L)," "Very Low (VL)"
	High	High	Low	High	Very High	Very High	High	
4 Stars	Any 5-star combination except Achievement Gap Closure is Medium						High Medium	
	One Medium, five High							
3 Stars	Any 4- or 5-Star combination except Achievement Gap Closure is Low						High Medium	
	Or Any 4- or 5-Star combination							
	Five Medium, one High							
2 Stars	Five Medium, one Low						High Low	
	Four Medium, two Low						Medium Low	
1 Star	Two Medium, four Low							
	Six Low or Very Low						Low	

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(c) The relationship between each category and the approximate weight of proficiency, a separate academic indicator for science and social studies, achievement gap closure, growth, transition readiness, opportunity and access, and graduation rate shall be included in the Overall Rating.

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(d) The overall rating shall be developed through a standard setting process involving Kentucky educators and advised by technical experts. During the standard setting process, the approximate weights in the following table shall be considered.

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The proposed ranges in the table indicate the relative emphasis between indicators.

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The ranges are set to guide Kentucky educators to determine the combination of

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performance from very high to very low within the indicator during standard

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setting.

Overall Accountability Weights

	Proficiency (Reading/ Writing and Mathematics)	Separate Academic Indicator (Science and Social Studies)	Growth (including English Language Learners)	Achievement Gap Closure	Opportunity & Access	Transition Readiness (Composite at grades 5 & 8) (High school includes English learners)	Graduation Rate (4 and 5 year cohort)
Elementary/ Middle Schools	15-25	15-25	20-30	15-25	10-20	5-10	---
High Schools	10-20	10-20	---	15-25	10-20	20-30	5-15
Districts	10-20	10-20	10-20	10-20	10-20	10-20	5-15

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(e) A school or district shall be designated as a “Gap Closure School” or “Gap Closure District” for closing the differences in achievement between students demographic groups designated in Section 2.

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(f) A school or district shall be designated as a “Gap Issue School” or “Gap Issue District” for [~~very large~~] statistically significant achievement gaps or low-performing students. Schools or districts with [~~large~~] statistically significant achievement gaps may not be rated above three stars.

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(g) If data cannot be calculated for [a] an indicator [category], the weights shall be redistributed using an equal proportion to indicators that shall be reported for the school or district.

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(10) School accountability indicators shall be assigned as follows:

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(a) Students enrolled for a full academic year shall be included in the calculations for proficiency, a separate academic indicator for science and social studies, achievement gap closure, growth, and transition readiness for a school and district.

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(b) Opportunity and access calculations shall be based on the students’ enrollment.

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- 1 (c) Graduation rate calculations shall be based on the students' final enrollment.
- 2 (d) Student demographic groups shall have a minimum of ten (10) students to be
3 included in school rating calculations.
- 4 (e) In accordance with KRS 158.6455, schools and districts shall be placed into one (1)
5 of five (5) star ratings established by a standards-setting process utilizing results
6 from the first operational administration of assessments in 2018-19. The process
7 shall:
- 8 1. Be advised by the National Technical Advisory Panel on Assessment and
9 Accountability; the School Curriculum, Assessment and Accountability
10 Council; and the Office of Education Accountability; and
 - 11 2. Use accepted technical procedures and involve Kentucky school and district
12 administrators and teachers.

13 **Section 5. Public Reporting Requirements.**

- 14 (1) The Kentucky Department of Education shall report disaggregated data for each
15 indicator of the state assessment and accountability system.
- 16 (2) Progress on long-term and interim goals shall be reported publicly as required by the
17 federal Every Student Succeeds Act. Goals shall be developed for every student group,
18 including All Students, for academic achievement in each content area of
19 reading/writing, mathematics, science and social studies and the content areas combined;
20 graduation rate based on a four-year and five-year adjusted cohorts; and progress on
21 English proficiency for English learners.
- 22 (3) The goal for academic achievement operationalizes both the improvement of proficient
23 and distinguished performance for all students and each student group and the reduction
24 of gaps in student group performance by fifty percent (50%) by 2030. Each student

1 group of 10 or more students shall be compared to the reference group of the highest
2 performing student group that is at least 10% of the student population.

3 (4) Goals for graduation rate shall be generated for a four-year adjusted cohort to 95% for
4 all students and an extended five-year cohort to 96% for all students. The goal for
5 progress on English language proficiency shall be based on the percent of students
6 making progress toward attainment of the English language.

DRAFT