

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: **KRS 158.645, 158.6451, 158.6453, 158.6455, 20 U.S.C. 6311**

7 STATUTORY AUTHORITY: **KRS 158.6453, 158.6455**

8 NECESSITY, FUNCTION, AND CONFORMITY: **KRS 158.6453 requires the Kentucky Board**
9 **of Education to create and implement a balanced statewide assessment program that measures**
10 **the achievement of students, schools, and districts; complies with the federal Every Student**
11 **Succeeds Act of 2015, 20 U.S.C. secs. 6301 et seq., or its successor; and ensures accountability.**
12 **KRS 158.6455 requires the Kentucky Board of Education to create an accountability system to**
13 **classify schools and districts, including a process for annual summative performance evaluations**
14 **and goals for improvement. This administrative regulation establishes the statewide system of**
15 **accountability, and meets requirements set forth in the federal Every Student Succeeds Act of**
16 **2015 at 20 U.S.C. 6311.**

17 Section 1. Definitions.

18 (1) "Achievement **gap closure**" [~~Gap Closure~~"] means a combined measure of reducing the
19 performance difference between student demographic groups to each other and to
20 proficiency for each of the tested areas.

21 (2) "Behavior **events**" [~~Events~~"] are student infractions involving drugs, weapons,
22 harassment including bullying, alcohol, tobacco, assault **first** [~~1st~~] degree, other assault
23 or violence, and state resolutions not reported.

- 1 (3) “Catch up” [~~Up~~] means individual student performance below proficient grows
2 enough to achieve proficiency or to be on track to become proficient.
- 3 (4) ~~[A]~~ “Career counselor” or “career coach” means [~~“career counselor” or coach is~~] an
4 individual who advises middle and high school students on academic and career
5 opportunities, as well as the post-secondary education and training plans necessary to
6 achieve such careers.
- 7 (5) “Chronic absenteeism” [~~Absenteeism~~] means [~~is defined as~~] a student who misses ten
8 (10) percent or more of his/her enrolled academic year.
- 9 (6) “Comparison student group” [~~Student Group~~] means [~~is~~] the student demographic
10 group being contrasted to the reference group.
- 11 (7) “Consolidated student groups” [~~Student Groups~~] mean [~~are~~] a non-duplicated
12 aggregation of student groups too small to be publically reported individually
13 [~~separately~~] that includes: African American, Hispanic, Native Hawaiian or other
14 Pacific Islander, American Indian or Alaska Native, two or more races, students with
15 disabilities [~~that~~] who have an individual education program [~~Individual Education~~
16 Program] (IEP), and English learners. [~~Learners~~].
- 17 (8) “English learners” [~~Learners~~] means students currently identified in the area of growth
18 on an English language proficiency exam. For all other areas, it includes students
19 currently identified and those who continue to be monitored.
- 20 (9) “Essential skills” [~~Skills~~] means [~~are~~] the foundational abilities that include
21 attendance, positive dispositions, and communication needed to successfully complete
22 academic, workplace, or military responsibilities as demonstrated through a variety of
23 co-curricular learning and leadership experiences.

- 1 (10) “Federally defined student demographic groups” [~~Defined Student Demographic~~
2 ~~Groups~~”] include White, African American, Hispanic, Asian, Native Hawaiian or
3 Pacific Islander, American Indian or Alaskan Native, two or more races, free/reduced-
4 price meal eligible, students with disabilities [~~with~~] who have an IEP[s], and English
5 learners. [~~Learners.~~]
- 6 (11) “Federal student group designation” includes targeted support [~~Targeted Support~~] and
7 improvement, [~~Improvement~~] and comprehensive support [~~Comprehensive Support~~]
8 and improvement [~~Improvement~~] as provided [~~defined~~] in KRS 160.346.
- 9 (12) “Full academic year” [~~Academic Year~~”] means one hundred (100) or more instructional
10 days of student enrollment within the school year.
- 11 (13) “Graduation rate” [~~indicator~~] means the percentage of students who enter high school
12 and receive a diploma based on their cohort in four (4) and five(5) years, adjusting for
13 transfers in and out, émigrés, and deceased students.
- 14 (14) “Growth” means a student’s continuous improvement toward proficiency or above.
- 15 (15) “Individual education program” or IEP means an individual education program
16 [~~Individual education program~~] as defined in 707 KAR 1:002.
- 17 (16) “Keep up” [~~Up~~”] means individual student performance at or above proficient [~~which~~]
18 that grows at a rate to maintain proficiency or above.
- 19 (17) “Less than keep up” [~~Keep Up~~”] means individual student performance below
20 proficient and not on track to become proficient.
- 21 (18) “Local education agency” [~~Education Agency~~”] or “LEA” for the purposes of this
22 regulation shall mean a local school district as provided in KRS 161.010 and KRS
23 161.020 or a charter school board of directors as provided in KRS 161.1590.

- 1 (19) “Locally **determined measure**” [~~Determined Measure~~”] means a LEA objective for
2 students or schools to achieve that is specific, measurable, achievable, relevant, and
3 time bound.
- 4 (20) “Move **up**” [~~Up~~”] means individual student performance at proficient [~~which~~] that
5 grows at a rate to be on track to become distinguished.
- 6 (21) “Opportunity and **access**” [~~Access~~”] means equitable availability to research-based
7 student experiences and school factors that impact student success.
- 8 (22) “**Practical significance**” means a measure of the differences between student groups has
9 **real meaning**.
- 10 (23) “Proficient” or “**proficiency**” [~~Proficiency~~”] means reaching the desired level of
11 knowledge and skills as measured on academic assessments.
- 12 (24) “**Proficiency indicator**” means the measure of academic status or performance for
13 **reading/writing and mathematics on state assessments**.
- 14 (25) “Rating” means the inclusion of an indicator in the formal **overall rating** [~~Overall~~
15 **Rating**] of the school or district.
- 16 (26) “Reference **group**” means [~~Group~~” is] a student demographic group to which another
17 group is contrasted to provide a benchmark for performance.
- 18 (27) “**Separate academic indicator for science and social studies**” means the measure of
19 **academic status or performance for science and social studies on state assessments**.
- 20 (28) “Transition **readiness**” [~~Readiness~~”] means the attainment of the necessary knowledge,
21 skills, and dispositions to successfully transition to the next level.
- 22 (29) A “**value table**” [~~Value Table~~”] means [~~is~~] a set of numbers that are used to attribute
23 scores to different performance levels.

1 (30) “Work ~~ethic certification~~” [~~Ethic Certification~~] is a process by which a student is
2 assessed based upon ~~his/her~~ [~~their~~] demonstration of essential skills and workplace
3 readiness.

4 (31) “Writing” means the content area that includes on-demand ~~writing~~, and editing and
5 mechanics.

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

10 (1) The proficiency indicator shall be measured by student performance on state tests in
11 reading/writing and mathematics.

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

14 (3) The growth indicator shall be calculated at the elementary and middle school levels.

15 The growth indicator shall be measured by awarding credit as follows:

16 (a) The percentage of students who meet or are on track to meet their annual personal
17 target for improvement based on an individual student trajectory toward proficiency
18 in reading and mathematics; and

19 (b) Progress toward achieving English proficiency by English ~~learners~~. [~~Learners~~.]

20 (4) The achievement gap closure indicator shall be measured by awarding credit as
21 follows:

22 (a) Reducing the gap in performance between the ~~following~~ comparison groups and
23 reference group in the combined content areas of reading/writing, mathematics,
24 science, and social studies:

1. African American, Hispanic, Asian, Native Hawaiian or other Pacific Islander, American Indian or Alaska Native, White, and two or more races compared to ~~[the reference group. Reference group is the highest performing racial/ethnic student group]~~ the reference group, which shall be the highest of these;
 2. Free/reduced-price meal eligible compared to non-free/reduced-price meal eligible;
 3. Students with disabilities who have an IEP compared to students without IEPs; and
 4. English learners ~~[Learners]~~ compared to non-English learners. ~~[Learners.]~~
- (b) Reducing the gap to proficiency for the combined content areas of reading/writing, mathematics, science and social studies by the following groups: White, African American, Hispanic, Asian, Native Hawaiian or other Pacific Islander, American Indian or Alaska Native, two or more races, free/reduced-price meal eligible, students with disabilities ~~[with]~~ who have an IEP[s], English learners, ~~[Learners,]~~ and a consolidated student group.
- (5) The opportunity and access indicator shall be measured by awarding credit for rich curricula, equitable access, school quality, and whole child supports, as follows:
- (a) Elementary schools that provide all students opportunities and access to:
 1. Rich curricula annually including:
 - a. Visual and performing arts;
 - b. Health and physical education;
 - c. Science; and
 - d. Social studies.

- 1 2. School quality as measured by a lack of student chronic absenteeism, behavior
2 events, and physical restraint and seclusion.
- 3 3. Equitable access ~~[of]~~ by federally defined student demographic groups in
4 proportion to the school population to ~~gifted and talented services [Gifted and~~
5 ~~Talented Services]~~ in grades four (4) and five (5).
- 6 4. Whole child supports ~~as the school determines [determined by the school]~~ by
7 selecting two (2) of the following:
 - 8 a. School-based counselor~~[s]~~~~[/]~~ or mental health services provider;
 - 9 b. School nurse;
 - 10 c. Library ~~[or]~~ media specialist;
 - 11 d. Family resource/youth services center;~~[s]~~ or
 - 12 e. Teachers with certification in visual art, music, dance, theatre, media
13 arts, physical education, health, and world languages.
- 14 (b) Middle schools that provide all students opportunities and access to:
 - 15 1. Rich curricula annually including:
 - 16 a. Visual and performing arts;
 - 17 b. Health and physical education;
 - 18 c. Science;
 - 19 d. Social studies; and
 - 20 e. Career exploration including career and technical education courses,
21 other courses that focus on essential skills and co-curricular learning and
22 leadership experiences.
 - 23 2. School quality as indicated by a lack of student chronic absenteeism, behavior
24 events, and physical restraint and seclusion.

- 1 3. Equitable access of federally defined student demographic groups in
2 proportion to the school population to ~~gifted and talented services. [Gifted and~~
3 ~~Talented Services.]~~
- 4 4. Whole child supports as determined by the school by selecting two (2) of the
5 following:
- 6 a. School-based counselor~~[s]~~ or mental health services provider;
7 b. School nurse;
8 c. Library ~~[or]~~ media specialist;
9 d. Family resource/youth services center; ~~[s];~~
10 e. Teachers with certification in visual art, music, dance, theatre, media arts,
11 physical education, health, and world languages; or
12 f. Access to a career counselor~~[s]~~ or career coach.~~[es.]~~
- 13 (c) High schools that provide all students with opportunities and access to:
- 14 1. Rich curricula including:
- 15 a. Visual and performing arts;
16 b. Health and physical education;
17 c. Cultural studies or world language;
18 d. Career and ~~technical education [Technical Education]~~ (CTE), including
19 specialized career pathways in state and regional high demand sectors as
20 approved by Kentucky’s Workforce Innovation Board; and
21 e. Essential skills demonstrated as part of a ~~work ethic certification. [Work~~
22 ~~Ethic Certification.]~~
- 23 2. School quality as indicated by a lack of student chronic absenteeism, behavior
24 events, and restraint and seclusion.

1 3. Equitable access of federally defined student demographic groups to the
2 following advanced coursework: ~~advanced placement, [Advanced Placement,]~~
3 ~~international baccalaureate, [International Baccalaureate,]~~ Cambridge
4 Advanced International and ~~dual credit. [Dual-Credit.]~~

5 4. Whole child supports as determined by the school by selecting two (2) of the
6 following:

- 7 a. School-based counselor[s] or mental health services provider;
- 8 b. School nurse;
- 9 c. Library ~~or~~ media specialist;
- 10 d. Family resource/youth services center;~~[s;]~~
- 11 e. Teachers with certification in visual arts, music, dance, theatre, media
12 arts, physical education, health, and world languages; or
- 13 f. Access to a career counselor[s] or career coach.~~[es.]~~

14 5. Within ~~opportunity and access, [Opportunity and Access,]~~ the locally
15 determined indicator shall be included in the accountability rating of each
16 LEA. Each LEA shall propose to the department the targeted goal or objective
17 that is specific, measurable, achievable, relevant, and time bound. Through
18 discussion and deliberation, the LEA and the department shall ~~will~~ enter into
19 an agreement on the goals or objectives of the locally determined indicator.

20 (6) The transition readiness indicator shall be measured by awarding credit for students
21 meeting the following criteria:

- 22 (a) At the elementary and middle school level, students meet or exceed the benchmark
23 on a composite score that combines student performance on state-required
24 assessments for reading/writing, mathematics, science, and social studies. A

1 composite score shall include the most recent content area assessment by grade
2 level available for each school. Students participating in the **alternate assessment**
3 **program** [~~Alternate Assessment Program~~] will have criteria based on alternate
4 assessment requirements.

5 (b) At the high school level:

- 6 1. Earn a regular or alternative high school diploma; and
- 7 2. Achieve academic readiness, career readiness, or military readiness as follows:
 - 8 a. A school shall receive credit for each student demonstrating academic
9 readiness by:
 - 10 i. Scoring at or above the **benchmark** [~~Benchmark~~] score as determined
11 by the Council on Postsecondary Education (CPE) on a college
12 admissions examination;
 - 13 ii. Completing six (6) or more hours of department-approved dual
14 credit and receiving a course grade of B or higher;
 - 15 iii. Completing two (2) or more **advanced placement (AP)** [~~Advanced~~
16 ~~Placement~~] courses and receiving a score of three (3) or higher on
17 the **AP** assessment;
 - 18 iv. Receiving a score of five (5) or higher on an examination for an
19 **international baccalaureate** [~~International Baccalaureate~~] **course;**
20 **[Course;]** or
 - 21 v. Scoring at or above the benchmark on two (2) or more Cambridge
22 Advanced International examinations.
 - 23 b. A school shall receive credit for each student demonstrating career
24 readiness by:

- 1 i. Scoring at or above the benchmark on **industry certifications**
2 **[Industry Certifications]** as approved by the Kentucky Workforce
3 Innovation Board on an annual basis; or
4 ii. Scoring at or above the benchmark on the Kentucky Occupational
5 Skill Standards Assessment (KOSSA) as appropriate for articulated
6 credit; and
7 iii. Completing six (6) or more hours of department-approved CTE dual
8 credit, and receiving a course grade of B or higher; or
9 iv. Completing two (2) credits in a career and technical education
10 program of study and enrolling in a third credit in a CTE program of
11 study; or
12 v. Completing a department-approved or labor cabinet-approved
13 apprenticeship; or
14 vi. Completing a department-approved alternate process to verify
15 exceptional work experience.
- 16 c. A school shall receive credit for each student demonstrating military
17 readiness by:
- 18 i. **[scoring] Scoring** at or above the department-approved benchmark of
19 the Armed Forces Quality Test (AFQT) on the Armed Services
20 Vocational Aptitude Battery (ASVAB); and
21 ii. **[enlisting] Enlisting** in a branch of military service; or
22 iii. **Completing two (2) certificates of training and is enrolled in the third**
23 **credit within a Junior Reserve Officer Training Corps (JROTC)**
24 **program.**

1 d. For students who qualify as English learners [~~Learners~~] in high school:
2 Meeting criteria for English language [~~Language~~] proficiency to be
3 English language ready. [~~Language Ready.~~]

4 e. Students participating in the alternate assessment program [~~Alternate~~
5 ~~Assessment Program~~] shall meet criteria based on alternate assessment
6 requirements and employability skills.

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

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

11 (1) Data shall be included in the overall rating [~~Overall Rating~~] for schools and [~~districts~~]
12 LEA for the following indicators:

13 (a) Proficiency (reading/writing and mathematics);

14 (b) Separate academic indicator (science and social studies);

15 (c) Growth (elementary and middle school);

16 (d) Transition readiness; [~~Readiness;~~]

17 (e) Achievement gap closure; [~~Gap Closure;~~]

18 (f) Opportunity and access [~~Aeeess~~] (school quality/student success); and

19 (g) Graduation rate (high school).

20 (2) Data from individual student performance on state assessments administered as
21 required in KRS 158.6451 and KRS 158.6453 shall be included in the overall rating of
22 each school and LEA. [~~district.~~] This data shall include students with disabilities with
23 IEPs who participate in the alternate assessment program.

1 (3) Data in the overall rating [~~Overall Rating~~] shall be attributed to grade level spans for
2 schools and LEA as established in this subsection.

3 (a) Elementary schools shall include data from proficiency, separate academic indicator
4 for science and social studies, growth, achievement gap closure, transition
5 readiness, [~~and~~] opportunity and access, and federal student group designation.

6 (b) Middle schools shall include data from proficiency, separate academic indicator for
7 science and social studies, growth, achievement gap closure, transition readiness,
8 [~~and~~] opportunity and access, and federal student group designation.

9 (c) High schools shall include data from proficiency, separate academic indicator for
10 science and social studies, achievement gap closure, transition readiness, graduation
11 rate, [~~and~~] opportunity and access, and federal student group designation.

12 (d) LEAs [~~Districts or a charter school [with] who have a board of directors~~] shall
13 include data from school proficiency, separate academic indicator for science and
14 social studies, growth, achievement gap closure, transition readiness, graduation
15 rate, and opportunity and access, including a locally determined measure.

16 Section 4. Calculations for reporting categories.

17 (1) Proficiency for reading/writing and mathematics shall be rated equally in elementary,
18 middle and high schools and in districts by awarding points as described in paragraph
19 2(c) of this section. ~~for each content area as established in this subsection.~~

20 (2) The separate academic indicator for science and social studies shall be rated equally in
21 elementary, middle and high schools and in LEAs for science and social studies by
22 awarding points as described in paragraph 2(c) of this section.

23 (a) For proficiency and the separate academic indicator weights shall be equal across
24 content areas.

1 (b) If data is not available for the content area (reading/writing, mathematics, science,
2 and social studies), the weight shall be redistributed proportionally across
3 proficiency and separate academic indicator.

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

10 (c) The following chart shall be used to calculate the points for the proficiency and
11 separate academic indicator: ~~[in accordance with paragraph (a) of this subsection:]~~

Proficiency Levels	Points Awarded for Each Percent of Students
Novice	0
Apprentice	.5
Proficient	1
Distinguished	1.25

12
13 (2) ~~[The separate academic indicator for science and social studies shall be rated equally in
14 elementary, middle and high schools and in districts for science and social studies by
15 awarding points as described in paragraph 1(a) in the proficiency subsection.]~~

16 (3) The achievement gap closure indicator shall be calculated as established in this
17 subsection.

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

1. Determining the student demographic groups to be included in this subsection, which shall include the following student demographic groups that have at least ~~ten~~ (10) students:
 - a. Reference group compared to African American, Hispanic, Asian, Native Hawaiian or other Pacific Islander, American Indian or Alaska Native, two or more races, and White. The reference group shall be the highest performing racial/ethnic ~~student group~~ [subgroup] that has at least ~~ten~~ (10) students and constitutes at least ~~ten~~ (10) percent [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~~ [Learners] compared to ~~non-English learner~~ [Non-English Learner] students.
2. Combining scores for each tested content area assessment using points in accordance with paragraph ~~1(a)~~ 2(c) of Section 4 of this administrative regulation [~~in the proficiency subsection~~] for each student demographic group.
3. Using a [~~one-tailed T-Test~~] statistical analysis for each pair of comparison-reference groups, the department shall determine if a significant gap has been sufficiently reduced [~~the difference in performance scores~~] between the comparison group and reference group and is both statistically and practically significant. If so, the gap closure for the student demographic group will be considered [~~“Not Reduced”~~] “significant” and the school will receive [~~zero~~ (0)]

1 one (1) gap closure point [~~reduction points~~]. If the gap between groups are not
2 significantly reduced [~~different~~], the gap will be considered “not significant”
3 [~~“Reduced”~~] and the school will receive [~~one (1) gap~~] zero (0) gap closure
4 [~~reduction point~~] points.

5 (b) School achievement gap closure between student demographic groups and
6 proficiency shall be determined [~~by~~] as follows:

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

- 10 a. White;
- 11 b. African American;
- 12 c. Hispanic;
- 13 d. Asian;
- 14 e. Native Hawaiian or other Pacific Islander;
- 15 f. American Indian or Alaska Native;
- 16 g. Two or more races;
- 17 h. Students in poverty based on eligibility for free/reduced-price meals;
- 18 i. Students with disabilities [~~that~~] who have an IEP;
- 19 j. English learners; [~~Learners;~~] and
- 20 k. A consolidated student group.

21 2. Combining scores for all content area assessments using points in accordance
22 with paragraph [~~1(b)~~] 2(c) of Section 4 of this administrative regulation [~~in the~~
23 ~~proficiency subsection~~] for each student demographic group.

- 1 3. Compare~~[ing]~~ the percent proficient and above to the current year’s annual
2 target for each student demographic group in the combined content areas of
3 reading/writing, mathematics, science, and social studies.
- 4 4. If the current year percent proficient is equal to or greater than the current
5 year’s annual target for each student demographic group in the combined
6 content areas of reading/writing, mathematics, science, and social studies, the
7 student demographic group gap ~~[is]~~ shall be considered “reduced” and the
8 school will receive two (2) gap closure ~~[reduction]~~ points.
- 9 5. If the current year percent proficient is equal to or greater than the current
10 year’s annual target for each student demographic group in the combined
11 content areas of reading/writing, mathematics, science, and social studies
12 minus a sufficient ~~[five (5)]~~ percentage point ~~[points]~~, the student demographic
13 group gap is considered “partially reduced” and the school shall ~~[will]~~ receive
14 one (1) gap closure ~~[reduction]~~ point.
- 15 6. If the current year percent proficient is less than the current year’s annual
16 target for each student demographic group in the combined content areas of
17 reading/writing, mathematics, science, and social studies minus a sufficient
18 ~~[five (5)]~~ percentage point ~~[points]~~, the student demographic group gap is
19 considered “not reduced” and the school shall ~~[will]~~ receive zero (0) gap
20 closure ~~[reduction]~~ points.
- 21 (c) Sum the total achievement gap closure points across all student demographic groups
22 for gap to group and gap to proficiency.
- 23 (d) Based on total achievement gap closure points, a standards setting process
24 involving Kentucky educators and advised by technical experts shall ~~[will]~~ place the

1 school and LEA [~~district~~] into categories of very low, low, medium, high, or very
2 high.

3 ~~(e) [The achievement gap closure indicator is comprised of:~~

4 ~~1.—All students included in their demographic group; and~~

5 ~~2.—No student counting more than one (1) time per student demographic group.]~~

6 (e) Each student demographic group shall have a minimum of ten (10) students per
7 content area in the school or LEA in order to report gap data.

8 (f) In calculating the achievement gap closure indicator, the reduction of achievement
9 gap between student demographic groups shall be weighted thirty-three (33) percent
10 and the reduction of the gap to proficiency shall be weighted sixty-seven (67)
11 percent.

12 (4) Growth shall be rated for elementary and middle schools as established in this
13 subsection.

14 (a) ~~[For growth, novice]~~ Novice and apprentice performance levels for growth
15 calculations shall be subdivided into novice high, ~~[and]~~ novice low; ~~;~~ and
16 apprentice high, ~~[and]~~ apprentice low. ~~[, respectively.]~~

17 (b) Based on prior and current year performance, points for student performance level
18 shall be assigned based on a projection of student performance from a growth value
19 table and reported using the following terms: less than catch up, catch up, keep up,
20 and move up.

21 (c) The school calculation for mathematics shall be the sum of the total points from the
22 growth value table for each student divided by the total number of scores.

23

1 (d) The values in the growth value table below shall be used in calculating growth in
 2 this subsection.

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

Less than Catch Up	Catch Up	Keep Up	Move Up
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3
 4 (e) The school calculation for reading shall be the sum of the total points for each
 5 student from the growth value table plus growth for English language [Language]
 6 proficiency as described in section 4(4)(g) of this regulation divided by the total
 7 number of scores.

8 (f) Progress toward achieving English proficiency by English learners [Learners] shall
 9 be calculated [by] as follows:

- 10 1. Individual growth shall be compared to prior year performance on an English
 11 proficiency exam.
- 12 2. A standards setting process shall be conducted involving Kentucky educators
 13 and advised by technical experts to determine exit criteria and a value table
 14 shall be generated.

- 1 3. Points for each English learner [Learner] based on the English learner
- 2 [Learner] growth value table shall be summed.
- 3 a. Depending on further analysis, Kentucky may modify the value table and
- 4 its use to reflect factors that may impact English learners' progress toward
- 5 language proficiency, including age upon entry to U.S. schools, initial
- 6 English language proficiency level, and degree of interrupted schooling.
- 7 b. The values in the growth value table below shall be used in calculating
- 8 growth in this subsection.

English Learner Growth Value Table

WIDA ACCESS score previous year	WIDA ACCESS score current year							
	1	1.5	2.0	2.5	3.0	3.5	4.0	4.5
4.0	-1.0	-1.0	-1.0	-.75	-.50	-.25	0	.25
3.5	-1.0	-1.0	-.75	-.50	-.25	0	.25	.50
3.0	-1.0	-.75	-.50	-.25	0	.25	.50	.75
2.5	-.75	-.50	-.25	0	.25	.50	.75	1.0
2.0	-.50	-.25	0	.25	.50	.75	1.0	1.0
1.5	-.25	0	.25	.50	.75	1.0	1.0	1.0
1.0	0	.25	.50	.75	1.0	1.0	1.0	1.0

- 9
- 10 4. Total points for English learners [Learners] shall be added to the sum of the
- 11 reading growth points for non-English learner [Learner] students in reading as
- 12 described in section 4(4)(g) of this regulation.

13 (g) For an overall school growth score, an average of reading scores that includes

14 growth for English learners [Learners] on an English proficiency exam and

15 mathematics growth scores shall be calculated.

- 16 (5) The opportunity and access [~~Opportunity and Access~~] indicator shall be rated for
- 17 elementary, middle, and high schools as established in this subsection.

1 (a) Opportunity and access school calculation shall sum the total number of points for
2 the categories for rich curricula, equitable access, school quality, and whole child
3 supports. ~~[Rich Curricula, Equitable Access, School Quality and Whole Child~~
4 ~~Supports.]~~

5 (b) The Kentucky Board of Education shall approve the measures of opportunity and
6 access ~~[Opportunity and Access]~~ including the accumulation of credit.

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

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

11 (a) A transition readiness percentage shall be calculated by dividing the number of high
12 school graduates who have met measures of transition readiness plus the number of
13 English learners ~~[Learners]~~ who have achieved English language proficiency by the
14 total number of graduates plus the number of graduates who have received English
15 language services during high school. Credit for students obtaining an industry-
16 recognized certification, licensure or credential in specialized career pathways in
17 state and regional high demand sectors as approved by Kentucky's Workforce
18 Innovation Board is one and one-quarter (1.25) points. ~~[1.25.]~~ Credit for students
19 obtaining all other readiness indicators is one (1.0) point. ~~[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 reading/writing, mathematics, science, and social studies for transition readiness by
24 the total number of accountable students.

- 1 (7) Graduation 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 (4) cohort rate and an extended [year] five-
4 year (5) cohort rate. Each rate shall be weighted equally.
- 5 (8) The overall rating [Overall Rating] shall be assigned as follows:
- 6 (a) The indicators for each school and district as identified in Section 3 of this
7 administrative regulation shall contribute to the overall rating [Overall Rating] of
8 schools and LEAs. [districts,]
- 9 (b) Indicators identified in Section 3 [by school and district level identified in Section
10 3] shall have a rating of very low, low, medium, high, or very high by school and
11 LEA level.
- 12 (9) An overall rating [Overall Rating] based upon performance on the set of indicators for
13 elementary and middle schools, high schools, and LEAs [districts] shall be assigned
14 during a standards setting process. The tables below illustrate some of the combinations
15 of performance for each star rating:
- 16 (a) Overall ratings [Ratings] shall be reported using a five-star (5) rating system to
17 communicate performance of schools, LEAs, [districts,] and the state with one (1)
18 star being the lowest rating and five (5) stars being the highest rating.
- 19 (b) Each star rating reflects [has] a combination of school performance on indicators.
20 The range of performance in the tables elementary/middle schools, high schools and
21 LEA [district] as shown below indicate the upper bound and the lower bound of
22 performance 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 Student Group [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 High	No designation	
4 Stars	Any 5-star combination except Achievement Gap Closure is Medium					High Medium	No designation	
3 Stars	Any 4- or 5-Star combination except Achievement Gap Closure is Low Or Any 4- or 5-Star combination					High Medium	No designation TSI	
	Four Medium, one High					High Low	No designation or TSI	
2 Stars	Four Medium, one Low					Medium Low	No designation or TSI	
1 Star	Three Medium, two Low							
	One Medium, four Low							
	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 Student Group [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] High	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	
3 Stars	Any 4- or 5-Star combination except Achievement Gap Closure is Low Or Any 4- or 5-Star combination					High Medium	No designation TSI	
	Four Medium, one High					High Low	No designation or TSI	
2 Stars	Four Medium, one Low					Medium Low	No designation or TSI	
	Three Medium, two Low							
	One Medium, four Low							
	Six Low or Very Low Or bottom 5%*						TSI	

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LEA | 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.								Can receive no higher than a 3-Star rating if Achievement Gap Closure is "Low (L)," "Very Low (VL)" or there is a significant number of schools identified as CSI or TSI.
5 Stars	Very High	Very High	Very High	Very High	Very High	Very High	Very High	
	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							
	Three Medium, three High							
3 Stars	Any 4- or 5-Star combination except Achievement Gap Closure is Low Or Any 4- or 5-Star combination						High Medium	
	Five Medium, one High							
2 Stars	Five Medium, one Low						High Low	
	Four Medium, two Low							
1 Star	Two Medium, four Low						Medium 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. [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.]~~

(e) A school ~~[or district]~~ shall receive a federal student group designation ~~[be designated as a “Gap Issue School” or “Gap Issue District”]~~ for statistically significant achievement gaps or low-performing students. Schools or LEAs ~~[districts]~~ with statistically significant achievement gaps may not be rated above three stars.

(f) Using the pool of schools identified in the lowest star ratings, Kentucky will rank schools to determine bottom 5% and 10% based on the indicators of proficiency, separate academic indicator for science and social studies, and growth at elementary and middle and the indicators of proficiency, separate academic indicator for science and social studies, and transition readiness at high school.

1 (g) If data cannot be calculated for an indicator, the weights shall be redistributed using
2 an equal proportion to indicators that shall be reported for the school or LEA.

3 ~~{district.}~~

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

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

8 ~~{district.}~~

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

10 (c) Graduation rate calculations shall be based on the students' final enrollment.

11 (d) Student demographic groups shall have a minimum of ten (10) students to be
12 included in school rating calculations.

13 (e) In accordance with KRS 158.6455, schools and districts shall be placed into one (1)
14 of five (5) star ratings established by a standards-setting process utilizing results
15 from the first operational administration of assessments in 2018-19. The process
16 shall:

- 17 1. Be advised by the National Technical Advisory Panel on Assessment and
18 Accountability; the School Curriculum, Assessment and Accountability
19 Council; and the Office of Education Accountability; and
- 20 2. Use accepted technical procedures and involve Kentucky school and district
21 administrators and teachers.

22 Section 5. Public Reporting Requirements.

23 (1) The Kentucky Department of Education shall report disaggregated data for each
24 indicator of the state assessment and accountability system.

- 1 (2) Progress on long-term and interim goals shall be reported publicly as required by the
2 federal Every Student Succeeds Act. Goals shall be developed for every student group,
3 including all students, [~~All Students,~~] for academic achievement in each content area of
4 reading/writing, mathematics, science, [~~and~~] social studies, and the content areas
5 combined; graduation rate based on [~~a~~] four-year (4) and five-year (5) adjusted cohorts;
6 and progress on English proficiency for English learners.
- 7 (3) The goal for academic achievement operationalizes both the improvement of proficient
8 and distinguished performance for all students and each student group and the reduction
9 of gaps in student group performance by fifty (50) percent [~~50%~~] by 2030. Each
10 student group of ten (10) [~~10~~] or more students shall be compared to the reference
11 group of the highest performing student group that is at least ten (10) percent [~~10%~~] of
12 the student population.
- 13 (4) Goals for graduation rate shall be generated for a four-year adjusted cohort to ninety-
14 five (95) percent [~~95%~~] for all students and an extended five-year (5) cohort to ninety-
15 six percent [~~96%~~] for all students. The goal for progress on English language
16 proficiency shall be based on the percent of students making progress toward
17 attainment of the English language.