



Kentucky Accountability System

Opportunity and Access Indicator and Proposed Measures

(Information for the Kentucky Board of Education, August 2017)

Note: Changes appear in red font.

Opportunity and Access

What is this indicator?

Opportunity and access highlights the educational experiences schools are providing students beyond the content areas and grades measured by the state-required assessments. The measures are organized in terms of providing a rich curriculum, equitable access and support for the whole child. Also, the indicator includes a measure for school quality and a locally-determined district measure.

Why is it important?

Thousands of Kentuckians have shared what they value in Kentucky's schools and in a new accountability system during the Commissioner's Town Halls, in advisory committees and working groups and through online surveys. The importance of a well-rounded education to the Commonwealth's students emerged strongly during these interactions. Also, in the forefront of the discussion was the concern Kentucky's achievement differences for student groups continues to widen. The increasing gap can be fed by the limited opportunities and access to rich curriculum and other supports experienced by some student groups. Commissioner Pruitt and the Kentucky Board of Education members have challenged Kentucky educators to recognize and "own" the gap. Enhancing the opportunities and access for all students is a positive step to closing the achievement gap.

Both providing a well-rounded education and improving the achievement gap are reflected in the proposed measures developed by the opportunities and access work group. The provision of a quality education is not fully realized by only a review of scores on state-required tests, but the recognition of experiences that help all students become ready to transition to their chosen path in life. Information about what the school provides to students completes a broader picture of school performance and promotes new conversations with parents and the community.

How is it measured?

Opportunity and access measures focus on building a solid, well-rounded foundation at elementary and enhancing that foundation, and introducing career and essential skills at middle school. At high school, the measures recognize demonstration of essential skills, career and technical education including high-demand industry certifications and specialization in non-tested areas. The critically important essential skills were part of the transition readiness conversation, but to improve alignment to SB1, they are now a part of rich curriculum at high school. Essential skills include the skills associated with academic knowledge (i.e., reading, writing, and mathematics) but go beyond to also include thinking skills, oral communication, computer use/digital skills, working with others and the skills associated with continuous learning. They provide the foundation for learning all other skills and enable people to evolve in their jobs and adapt to workplace change. **A Kentucky Work Ethic Certification procedure is anticipated. The Kentucky Work Ethic Certification may incorporate aspects of student attendance, work-based learning and leadership demonstrated through various types of activities.**

Under the school quality category, the critical area of student attendance is measured by reporting chronic absenteeism for all students and student groups. Students need to develop the dispositions for dependability and reliability for life success. Analysis of absenteeism rates will shine a light on the importance of "being there" for school and later for career. Chronic absenteeism reports whether the student was in school or not and does not require local decisions on whether an absence is excused or un-excused. **Additionally, safety measures of behavior events and restraint and seclusion are included.**

The local district measure requires districts with the local school boards to identify an area for local improvement and develop goals that can be measured and reported in the School Report Card state application. The goals and measures will be negotiated between the district and the Kentucky Department of Education (KDE). This requirement for charter schools may focus on the area of improvement or the objective of the charter school.

Finally, a menu of whole child supports are included in the indicator focusing on library/media, mental health care provider, nurses or health provider, family resource center, instruction by specialized teachers and career counselor. All whole child measures will be reported for schools; however, schools will select two whole child measures that are used locally to support their students to contribute

to their opportunity and access score and school rating. Schools and districts may collaborate to provide opportunities and access to students for whom they would be unable to provide services independently.

How is an indicator score generated?

The KDE will need to enhance the existing state student information system to reflect a student's schedule to report the rich curriculum measures. Currently, work is occurring to link specific state content standards to course codes. Once the course code project is complete, a list of approved course codes will be developed that schools can use to demonstrate students are experiencing rich curriculum in specific content areas. Measures typically are counting students or counting time students receive specific experiences. Data for chronic absenteeism can be extracted from the existing student information system. Whole child measure data sources will include data from an enhanced student information system and reporting of teachers' schedules. Data for the local measure will be outlined in each negotiated agreement between the district and KDE.

The tables below outline the proposed measures for Opportunity and Access and the metrics by which schools will earn points that can be added together for an indicator score. The table is organized by whether the measure is required (included in the indicator score) or selected (two items included in the indicator score). A possible set of reported measures are provided at the end of the table to illustrate that reported information can enhance the picture of school performance. Reported only measures are not included in the accountability regulation.

REQUIRED MEASURES CONTRIBUTING TO THE RATING

Each numbered rich curriculum area will be reported annually using the metrics shown below the area. Points are earned for each numbered content area. Data for reporting will be pulled from enhanced information in the state student information system and approved courses connected to standards.

		Elementary	Middle	High																																		
Rich Curriculum	<p>All students (100 percent) have access to Kentucky Academic Standards-based:</p> <ol style="list-style-type: none"> 1. Visual and performing arts 2. Health and physical education 3. Science 4. Social studies 	<p>All students (100 percent) have access to Kentucky Academic Standards-based:</p> <ol style="list-style-type: none"> 1. Visual and performing arts 2. Health and physical education 3. Science 4. Social studies 5. Career exploration <i>(including any Career and Technical Education course; and other courses that focus on essential skills)</i> 	<p>All students (100 percent) have access to Kentucky Academic Standards-based:</p> <ol style="list-style-type: none"> 1. Visual and performing arts 2. Health and physical education 3. Science 4. Social studies 5. Career exploration <i>(including any Career and Technical Education course; and other courses that focus on essential skills)</i> 	<p>Students have completed a course in:</p> <ol style="list-style-type: none"> 1. Visual and performing arts 2. Health and physical education 3. Cultural studies and/or World Language 																																		
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="5" style="text-align: center;">Points Earned for Rich Curriculum</th> </tr> <tr> <th style="width: 10%;"></th> <th style="width: 15%;">Weeks of Instruction</th> <th style="width: 10%;">1-7</th> <th style="width: 10%;">8-15</th> <th style="width: 10%;">16-31</th> <th style="width: 10%;">32 or more</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Percent of Students</td> <td>67% or more</td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> <tr> <td></td> <td>33% to 66%</td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> </tr> <tr> <td></td> <td>11% to 32%</td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">2</td> </tr> <tr> <td></td> <td>10% or Less</td> <td style="text-align: center;">0</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> </tr> </tbody> </table> <p>Note: One week is five instructional days.</p>	Points Earned for Rich Curriculum						Weeks of Instruction	1-7	8-15	16-31	32 or more	Percent of Students	67% or more	0	1	2	3		33% to 66%	0	1	2	2		11% to 32%	0	1	2	2		10% or Less	0	1	1	1	<ul style="list-style-type: none"> • 50% or more of the total school population (3 pts) • 26% to 49% of the total school population (2 pts) • 11% to 25% of the total school population (1 pt) • 10% or less (0 pt) 	<ul style="list-style-type: none"> • 50% or more of the total school population (3 pts) • 26% to 49% of the total school population (2 pts) • 11% to 25% of the total school population (1 pt) • 10% or less (0 pt)
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Equitable Access	<p>The percentage of students belonging to the federally-required student groups* assigned to Gifted and Talented (G/T) (grades 4 and 5) is equal to or greater than the total percentage of the same demographic group enrolled at the school.</p>	<p>The percentage of students belonging to the federally-required student groups* assigned to Gifted and Talented is equal to or greater than the total percentage of the same demographic group enrolled at the school.</p>	<p>The percentage of students belonging to the federally-required student groups* assigned to the Advanced coursework** is equal to or greater than the total percentage of the same demographic group enrolled at the school: **(<i>Advanced Placement, International Baccalaureate, Cambridge Advanced International and Dual Credit</i>)</p>
	<p>The percentage of each student group assigned to G/T and advanced coursework will be reported compared to the percentage of students in the school demographic group. Points earned based on the proportion of student groups meeting <i>the equal to or greater than</i> meet the measure target.</p> <ul style="list-style-type: none"> • 75% or more of groups meet the measure target (3 pts) • 51% to 74% of groups meet the measure target (2 pts) • 26% to 50% of groups meet the measure target (1 pt) • Less than 25% of groups meet the measure target (0 pt) <p>*Federally required student groups include: African American, Hispanic, Asian, Hawaiian/Pacific Islander, Native American/Alaska Native, White, two or more races/ethnicity, free/reduced-price meal eligible, students with disabilities, English learners</p>		

REQUIRED MEASURES CONTRIBUTING TO THE RATING			
	Elementary	Middle	High
School Quality	<p>The percent of students defined as “chronically absent,” behavior events and physical restraint and seclusion.</p>		
	<p>The percent of students defined as “chronically absent”.</p> <ul style="list-style-type: none"> • 5% or less of the total school population (3 pts) • 6% to 10% of the total school population (2 pts) • 11% to 15% of the total school population (1 pt) • 16% or more of the total school population (0 pt) 		
	<p>The percent of students exhibiting behavior events.</p> <ul style="list-style-type: none"> • 5% or less of the total school population (3 pts) • 6% to 10% of the total school population (2 pts) • 11% to 15% of the total school population (1 pt) • 16% or more of the total school population (0 pt) 		
	<p>The percent of students where physical restraint and seclusion have been used.</p> <ul style="list-style-type: none"> • 5% or less of the total school population (3 pts) • 6% to 10% of the total school population (2 pts) • 11% to 15% of the total school population (1 pt) • 16% or more of the total school population (0 pt) 		

Local Measure (District and Public Charter School only)

Locally-defined measure that highlights an area for improvement or objective of a district or charter school.

- Each district shall propose to the Kentucky Department of Education the targeted multi-year goal or objective that is SMART (specific, measurable, achievable, relevant, and time-bound).
- Each public charter school will include a measurable objective related to the charter contract that will be included in the charter school's rating.
- The Kentucky Department of Education will use a negotiation process with each district and public charter to ensure a quality academic improvement measure is established.
- The Commissioner of Education will approve each district's local measure.

Data based on the negotiated agreement will be included in the Opportunity and Access indicator score for accountability. The local measure will be reported separately with a gauge on the dashboard.

SELECTED MEASURES CONTRIBUTING TO THE RATING

All measures are reported. Schools select two measures to contribute to the score for Opportunity and Access.

	Elementary	Middle	High
Whole Child Supports	<ol style="list-style-type: none"> 1. School-based counselor and/or mental health services provider with knowledge of counseling and child and adolescent development that creates and maintains a counseling program at the school level and brokers resources to meet student needs is employed. <ul style="list-style-type: none"> • Full time (3 pts) • 51% to 75% of time (2 pts) • 26% to 50% of time (1 pt) • Less than 25% of time (0 pt) 2. Nurse or other health services provider serves students to promote health and wellness is employed. <ul style="list-style-type: none"> • Full time (3 pts) • 51% to 75% of time (2 pts) • 26% to 50% of time (1 pt) • Less than 25% of time (0 pt) 3. A librarian/media specialist who formally focuses on organizing, equipping, and managing the operations of the school library including assisting individuals and groups <i>during the school day</i> to work on projects, conduct research, and find resources to support educator and students' teaching and learning needs is employed. <ul style="list-style-type: none"> • Full time (3 pts) • 51% to 75% of time (2 pts) • 26% to 50% of time (1 pt) • Less than 25% of time (0 pt) 4. Family Resource/Youth Services Centers provide services to the following percentage of the school population. <ul style="list-style-type: none"> • 51% or more (3 pts) • 26% to 50% (2 pts) • 11% or 25% (1 pt) • 10% or below (0 pt) 5. The following subjects are taught by teachers with certification in the specialized area: Visual Art, Music, Dance, Theatre, Media Arts, Physical Education, Health, World Languages [NOTE: Per the Education Professional Standards Board (EPSB), these would require the Elementary/Middle/Secondary School (Primary through Grade 12) certification, with preparation including one or more of the following specializations: art, foreign language, health, physical education, integrated music, vocal music, instrumental music or school media librarian, Theatre (Primary through Grade 12), or Dance (Primary through Grade 12)]. <ul style="list-style-type: none"> • 80% or more teachers have the specialized certification (3 pts) • 60-79% have the specialized certification (2 pts) • 40-59% have the specialized certification (1 pt) • 1-39% have the specialized certification (0 pt) 6. Access to *career counselors or career coaches are at the following ratio: <ul style="list-style-type: none"> • 250 students to 1 (3 pts) • 251-500 to 1 (2 pts) • 501-750 to 1 (1 pt) • 751 or more to 1 (0 pt) 		

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

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

Kentucky Work Ethic Certification

BRONZE LEVEL (Foundational)

- ✓ Attendance – 97% excluding EXCUSED absences (absences and tardies)
- ✓ Completion of a Work-Based Learning (WBL) experience (coop, internship, job shadow, mentorship, apprenticeship, service learning, entrepreneurship, student enterprise) defined in Kentucky’s WBL Manual (documented in Infinite Campus (IC) and/or validated by third party business and industry)
- ✓ Participation in a career and technical student organization (CTSO), Student Technology Leadership Program (STLP), student government groups, or an extra-curricular activity/club (documented in IC)

SILVER LEVEL

- ✓ One additional requirement set by the district (approved by KDE)
Note: This could be behavior, special work-based project/capstone, community service, etc.

GOLD LEVEL

- ✓ Completion of a career pathway
- ✓ Student competes in state/national level competitive event (CTSO, STLP, athletics, etc.) OR holds a leadership office at the regional/state/national level in a co-/extra-curricular organization
- ✓ One additional requirement set by the district approved by KDE
Note: This could be behavior, special work-based project-CAP stone, community service, etc.

All learning and leadership experiences must be validated by a third party to ensure demonstration and growth of academic, technical, and professional skills (tools and guidance resources to be developed by KDE).

School districts may request approval of a locally-designed work ethic certification through a process to be established by KDE.