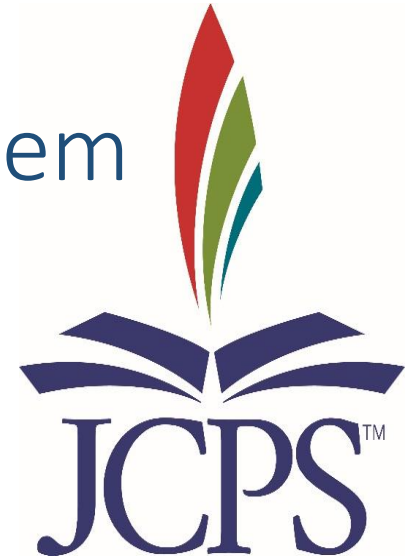


Kentucky's New Accountability System

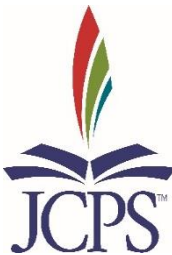
-DRAFT-



*Jefferson County Board of Education Work Session
September 26, 2017*

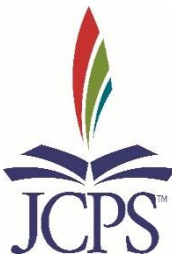
System Development and Timelines

- 1 ½ year open and transparent process
- Large, diverse group of teachers, administrators, staff, parents, students, business and community members provided input
- Kentucky Board of Education approval (August)
- Submit to Federal government for review/approval (September)
- Implementation – 2018-2019



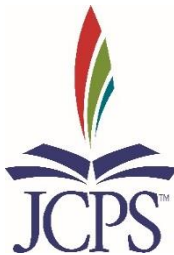
What are the ESSA goals of the new system?

- Every Student Succeed Act (ESSA) requires long-term and intermediate goals
 - Academic achievement
 - Graduation Rate
 - English language proficiency
- Intermediate goals will be set for every three years
- Performance against the intermediate goals will be reported annually to guide improvement



Goals for Reporting Progress

- Increase student proficiency rates significantly for all students in the state by 2030. (specific goals to be set for each student group, each academic area at each level)
- Decrease the achievement gap of lower-performing student groups by 50% by 2030.
- Increase the proportion of EL students making significant progress toward becoming proficient in English language by 2030.
- Significantly increase the graduation rate for all students and each student group by 2030.

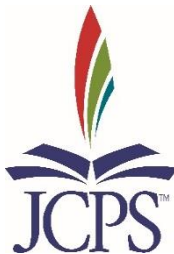


System Indicators

Proficiency	Separate Academic Indicator	Growth (Elem. & Middle Only)	Achievement Gap Closure	Transition Readiness	Graduation Rate (High Only)	Opportunity and Access
		C	C	C	C	N
Reading, Writing and Math	Science and Social Studies	Reading and Math	Gap to Group and Gap to Proficiency	Elementary and Middle School Benchmark Composite Score and College, Career and Military Ready	4 Year and 5 Year Rates	Rich Curricula School Quality Equitable Access Whole Child Supports

N New

C Changed



Dashboard Mockup N



KY School Report Card Dashboard



ABC Elementary

ABC County
000 Some Street, Somewhere KY 00000
Phone: (000) 000-0000

2016-17 Overview

Current Principal - John Doe



Overall Rating

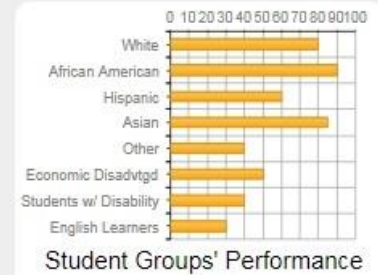
(select to display sample data - details)

☒ School ☐ District ☐ State



Achievement Gap Closure

details



Student Groups' Performance

details

	School	District	State
Graduation Rate	High - 85%	Medium - 83%	Low - 81%



Proficiency

details



Growth

details



Transition Readiness

details



Opportunity & Access

details

Additional Gauge – Separate Academic Indicator



Proficiency



- Target is proficiency or above
- Performance levels established through standards setting and cut scores (Novice, Apprentice, Proficient and Distinguished)
- Equal weights
 - **Reading/Writing**– 50%
 - Includes reading, writing and editing and mechanics
 - **Mathematics** – 50%



Separate Academic Indicator



- Target is proficiency or above
- Performance levels established through standards setting and cut scores (Novice, Apprentice, Proficient and Distinguished)
- Equal weights
 - Science – 50%
 - Social Studies – 50%

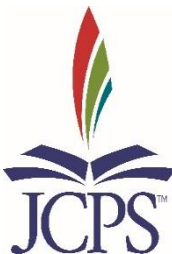
Separate Academic Indicator is proposed to be equal weight in the overall model to proficiency indicator.



Growth— Elementary & Middle Schools



- Each student's growth projected two years into the future and evaluated as:
 - **Less than Catch up** – sliding backwards
 - **Catch up** – on the track to becoming proficient C
 - **Keep up** – staying proficient
 - **Move up** – moving from proficient to distinguished
- English Learner's measured on progress toward English attainment on ACCESS 2.0 N





Closing the Achievement Gap

- Measured on state assessments in English, mathematics, science and social studies (equally weighted among tested subjects).

N • **Gap to Group** – Student performance compared between reference student group and comparison student group.

C • **Gap to Proficiency** – Student group performance compared to goal of 100% proficiency.

- Gap to Group and Gap to Proficiency reported separately but combined equally to produce indicator score.

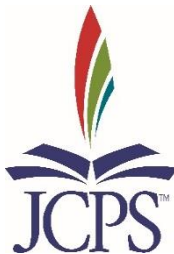


Transition Readiness – Elem. & Middle Schools








Student Expectations for Transition Readiness – Elementary and Middle Schools

Elementary	Middle
Meet or exceed a benchmark on a composite score that combines the student's performance on ELA, mathematics, science, and social studies by end of grade 5	Meet or exceed a benchmark on a composite score that combines the student's performance on ELA, mathematics, science, and social studies by end of grade 8




Transition Readiness – High School



High School Diploma (minimum High School Graduation Requirements) AND Meet Requirements of ONE type of Readiness				AND For English Learners (only)
 Academic Readiness	 Career Readiness	 Military Readiness	 Language Readiness	
Meet CPE benchmarks on college admissions exam; OR Earn B or better on 6 or more hours of KBE-approved dual credit; OR A score of 3+ on exams in 2 or more Advanced Placement Courses; OR A score of 5+ on 2 or more International Baccalaureate Course exams; OR Meet benchmarks on 2 or more Cambridge Advanced International exams	Meet benchmarks on industry Certificate (approved by KWIB annually); OR Earn KOSSA as appropriate for articulated credit; AND Earn B or better on 6+ hours approved CTE dual credit courses; OR Complete: <ul style="list-style-type: none"> • 2 CTE credits and enroll in third in CTE program of study; OR • KDE/Labor Cabinet-approved apprenticeship; OR • KDE-approved alternate process to verify exceptional work experience 	Meet the benchmark on the Armed Forces Qualification Test of the Armed Services Vocational Aptitude Battery (ASVAB) AND Enlist in a branch of military service. OR Complete two (2) certificates of training and is enrolled in the third credit within a Junior Reserve Officer Training Corps (JROTC) program	English language proficient for any student who received EL services in high school 	



Graduation Rate – High Schools

- Percentage of students completing the requirements for a Kentucky high school diploma compared to a cohort of students beginning in grade nine
 - *Kentucky uses a 5 year adjusted cohort rate in accountability*
 - *A 4 year adjusted cohort rate is produced and used, as federally-required, to report the long-term goal for Graduation Rate*
- Accountability will be based on the average of the two 
- Schools with graduation rate of less than 80% will be identified for Comprehensive Support and Improvement



Opportunity and Access N



Equitable availability to research-based student experiences and school factors that impact student success.

- Rich Curriculum; Equitable Access; School Quality; Whole Child Supports

REQUIRED Measures (Rated)		SELECTED Measures (Rated)	
<p>Opportunities for access/course completion in:</p> <ul style="list-style-type: none">standards-based, visual and performing arts; health and physical education; science; social studies; CTE (MS/HS); cultural studies and/or world languages (MS/HS); essential skills (MS/HS)Gifted and talented servicesAdvanced course workChronic absenteeismSMART local measure approved by KDE (district & charter only)		<p>Access to:</p> <ul style="list-style-type: none">Counselor/mental health services provider;Nurse/health services provider;Career counselorLibrary media specialist;FRYSC;Teachers with certification in their specialized area	
REPORTED ONLY Measures			
<ul style="list-style-type: none">State Preschool Rating (district)Kindergarten (half vs. full day)		<ul style="list-style-type: none">Teacher Turnover; 1st year teachersDemographics of out-of-school suspension	

Overall Accountability Rating N

Star Rating	Basis of Star Rating					Supplemental Labels
	Proficiency	Growth/ Transition	Graduation Rate	Opportunity and Access	Achievement Gap Closure	
★★★★★ (5 star)	Very High	Very High	Very High	High	Gap Closure	Gap Closure – supplemental designation for closing the differences in achievement between students in historically lower-performing groups and students in historically higher-performing groups within the school
★★★★ (4 star)	One High, One Very High; Both High		High	High	Gap Closure	
★★★ (3 star)	Any combination of Very High and High or High and Medium Proficiency and Growth/Transition and Opportunity and Access, and Achievement Gap Issue					Gap Issue – supplemental designation for schools with very large achievement gaps and low-performing students: will specify Targeted Support and Improvement (TSI) and/or achievement gap
	Any combination of Very High, High, and Medium Proficiency and Growth/Transition		High or Medium	High or Medium	Medium Gap Issues	
★★ (2 star)	Any combination with a Low Proficiency or Growth		Medium	Medium	High Gap Issues	
★ (1 star)	Very Low (bottom 5%)	Low or Very Low	Low (<80)	(Any)	(Any)	



Interesting and Important Updates

- **No new Focus or Priority schools** will be publically identified for **2016-2017** but schools can exit Focus or Priority status if qualified.
- **No school performance levels** will be generated for 2016-2017(Needs Improvement, Proficient, Distinguished, etc.)
- Two years considered “interim” in the accountability system.
 - 2016-2017 and 2017-2018
- The **first reportable year** will be the **2018-2019** school year.
- The **new dashboard** will be visible but “static” with no data loaded into it.

