# Kentucky Accountability at a Glance

(Proposal as approved by the Kentucky Board of Education at August 23, 2017 meeting)

## The Accountability System

Kentucky's new accountability system has been developed by a very inclusive process, with the input of over 6,000 people to date. The proposed accountability system has students at its center—ensuring they are well-rounded, transition-ready, and prepared with knowledge, skills and essential dispositions to successfully pursue the pathway of their choice after graduating from high school. The system has several key goals:

- Promote higher levels of student learning and achievement
- Reduce achievement gaps and ensure equity
- Establish opportunity and access for students to receive a quality education
- Build a culture of high expectations and continuous improvement
- Communicate a clear and honest understanding of strengths and opportunities for improvement in schools and districts

The system uses <u>multiple</u> academic and school quality measures, not a single test or indicator. An overall rating will be determined by setting standards for low to high performance on indicators shown below. <u>Measures in the chart below contribute to a school's/district's overall accountability rating.</u> Additional information will be reported to provide a more complete picture of education in Kentucky. Results will be reported in an online Report Card. The first page for each school or district will show a dashboard displaying the overall rating and the performance on indicators from which it is derived. The disaggregation of individual student group data will be accessible at the click of a mouse, as will the reported-only measures. Individual reports on student's performance will be issued to parents/guardians.

## Proposed Indicators and Measures

| Indicators | Measures |
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| **Proficiency** *Reaching the desired level of knowledge and skills as measured on state-required academic assessments.* | <ul><li>Student performance on tests in reading/writing (including editing mechanics) and mathematics</li><li>Equal weight for 1) reading/writing and 2) mathematics</li><li>Schools are rated based on student performance levels: Novice (0), Apprentice (.5), Proficient (1), and Distinguished (1.25) (NAPD)</li><li>Student performance is aggregated to school, district and state levels</li></ul> |
| **Separate Academic Indicator** *Reaching the desired level of knowledge and skills on science and social studies.* | <ul><li>Student performance on tests in science and social studies</li><li>Equal weight for 1) science and 2) social studies</li><li>Schools are rated based on student performance levels: Novice (0), Apprentice (.5), Proficient (1), and Distinguished (1.25) (NAPD)</li><li>Student performance is aggregated to school, district and state levels</li></ul> |
| **Growth (elementary/ middle schools only)** *Student's continuous improvement toward the goal of proficiency and beyond.* | <ul><li>Percentage of students who meet annual personal target for improvement based on individual student trajectory toward proficiency and above. Measured on progress toward target on reading and mathematics state assessments (equal weight).</li><li>To see growth toward proficiency, Novice and Apprentice are divided into low and high</li><li>Schools earn credit based on whether and how much they "catch up, keep up or move up" their students' performance toward proficiency/English attainment (ELs only). Student regression takes away credit.</li></ul> |
| **Graduation Rate (high school only)** *Percentage of students earning a high school diploma compared to the cohort of students starting in grade 9.* | <ul><li>Kentucky uses a 4-year adjusted cohort rate and an extended 5-year adjusted cohort in accountability which recognizes the persistence of students and educators in completing the requirements for a Kentucky high school diploma.</li><li>4-year and 5-year rates averaged for accountability reporting</li><li>The graduation rate is measured by the number of students who graduate within a specified period divided by the number of students who form the adjusted cohort for the graduating class.</li><li>Schools with a graduation rate of less than 80 percent will be identified for Comprehensive Support.</li></ul> |
| **Transition Readiness** *Attainment of the necessary knowledge, skills and dispositions to successfully transition to the next level of his or her education career.* | <ul><li>Students at elementary and middle school must meet a benchmark on a composite score that combines student performance in reading, mathematics, science (in elementary at grade 4; in middle school at grade 7), social studies and writing (in elementary at grade 5; in middle school at grade 8).</li><li>Students at high school must earn a high school diploma and meet one type of readiness (i.e., academic, career or military).</li><li>English language learners' attainment of English language proficiency is included at high school.</li></ul> |
| **Achievement Gap Closure** *Reducing the disparity in performance between student groups by moving all students to higher levels and moving those at the lowest levels more rapidly.* | <ul><li>Measured on state assessments in reading/writing, mathematics, science and social studies (equally weighted among tested subjects).</li><li>Credit earned based on student performance level (NAPD).<ul><li>Gap to Group (33%) – Student group performance compared to reference student group.</li><li>Gap to Proficiency (67%) – Student group performance compared to goal of proficiency.</li></ul></li><li>Gap to Group and Gap to Proficiency reported separately but combine to produce indicator score.</li><li>Groups of 10 or more students are included with a statistical process to ensure data stability.</li></ul> |

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| **Opportunity and Access**<br><br>*Equitable availability to research-based student experiences and school factors that impact student success.*<br><br>*NOTE: Measures are strongly tied to equity to help ensure all students have robust experiences that are precursors to high achievement and growth.* | • **Required** measures include those focused on:<br>  ○ *rich curriculum:* access to 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 (HS); and<br>  ○ *equitable access:* proportionality of student group access to gifted and talented services; rigorous coursework; and<br>  ○ *school quality:* chronic absenteeism, behavior events, and restraint and seclusion.<br>• **Selected** Measures:<br>  ○ *whole child:* Schools will **choose** an additional two measures of whole child supports from an approved list (access to school-based counselor and/or mental health services provider; nurse or other health services provider; librarian/media specialist; family resource/youth services center; teachers with certification in their specialized area, and career counselors/career coaches)<br>• **Reported measures** (not included in school/district rating, but are reported for transparency): State-funded preschool rating; percentage of students in half day vs. full day kindergarten; percentage of teacher turnover and first-year teachers; student group out-of-school suspensions are proportionate to group enrollment<br>• **Local Measure (LEA only)** *Locally-defined measure that highlights an area for improvement or objective of a charter school or local district (LEA). Each LEA shall propose to and negotiate with the Kentucky Department of Education the targeted multi-year goal or objective that is SMART (specific, measurable, achievable, relevant, and time-bound) and meets specific criteria.* |
| **Considering All Indicators** | |
| *Performance levels are based on standards of excellence instead of a normative comparison of schools. Kentucky educators will determine, through a standard-setting process, the performance required for each of five levels of performance that range from low to high. The aggregation of these performance levels will determine a school's overall rating with academic indicators most heavily factored in the overall rating.* | |
| **Overall School Rating**<br><br>*Based on the strength of performance on school-level measures and indicators.*<br>*Supplemental designation may be noted for positive gap closure or failure to close gaps* | ★ ★ ★ ★ ★ (5 star)<br>★ ★ ★ ★ (4 star)<br>★ ★ ★ (3 star)<br>★ ★ (2 star)<br>★ (1 star) |
| **School Improvement and Support**<br><br>*The lowest-performing 5 percent of schools will be designated 1-star schools and qualify for comprehensive support.* | Support will be provided for low-performing schools.<br>• Targeted Assistance - school with low-performing or consistently underperforming student group(s)<br>• Comprehensive Support – bottom 5% of schools OR less than 80% graduation rate OR chronically low-performing student group(s) |
| **Long-Term Goals**<br><br>*Goals based on graduating class of 2030. Intermediate goals established in three-year intervals from 2018 to 2030.* | Specific goals for academic achievement, graduation rate and English language proficiency are set for each student group based on where it is starting and the targeted outcome while also taking into account the goal must be realistic and attainable. |

## System Highlights

- With the importance of closing the achievement gap, schools that excel at gap closure, as well as those that are struggling to close the gap, will be easily identified with a separate, supplemental designation. To earn the top two ratings, a school must demonstrate gap closure.
- Proficiency measures progress on more than mathematics and reading to promote a well-rounded educational experience and the opportunity for students to apply math and reading skills concurrently with learning other content areas. The separate academic indicator is a similar measure for science and social studies.
- The Growth indicator is based on individual student targets and his/her progress toward the target rather than a comparison to other students.
- For the first time, the proposed system includes an indicator to ensure every student has equitable opportunity and access to standards, content, quality educators, and educational experiences that lead to student success.
- As part of the Opportunity and Access indicator, there is an emphasis on the development of essential skills and characteristics needed for post-secondary and workplace success.
- The Transition Readiness indicator gives students choice on whether they accomplish academic, career or military readiness and flexibility on how they demonstrate readiness. A student may choose to pursue more than one readiness area.
- Special attention has been given to ensure the system is fair, reliable, minimizes "gaming" and reduces other non-intended consequences.
- The accountability system also includes an optional competency-based education and assessment pilot. At the heart of competency-based assessment is a commitment to ensure students master standards.
- The proposed accountability system is intended to be flexible, so it can adapt without requiring extensive modifications as new assessments are implemented and/or additional measures for the system are developed.