

1 EDUCATION AND WORKFORCE DEVELOPMENT CABINET

2 Kentucky Board of Education

3 Department of Education

4 (Amended After Comments)

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. (1) "Achievement gap closure" means a combined measure of reducing

18 the performance difference between student demographic groups to each other and to proficiency

19 for each of the tested areas.

(2) "Behavior events" are student infractions involving drugs, weapons, harassment including bullying, alcohol, tobacco, assault first degree, other assault or violence, and state resolutions not reported.

~~[(3) "Career counselor" or "career coach" means an individual who advises middle and high school students on academic and career opportunities, as well as the post-secondary education and training plans necessary to achieve such careers.]~~

(3) ~~[(4)]~~ "Catch up" means individual student performance below proficient grows enough to achieve proficiency or to be on track to become proficient.

(4) ~~[(5)]~~ "Chronic absenteeism" means a student who misses ten (10) percent or more of his/her enrolled academic year.

(5) ~~[(6)]~~ "Comparison student group" means the student demographic group being contrasted to the reference group.

(6) ~~[(7)]~~ "Consolidated student groups" means a non-duplicated aggregation of student groups that includes: African American, Hispanic, Native Hawaiian or other Pacific Islander, American Indian or Alaska Native, two or more races, students with disabilities who have an individual education program (IEP), and English learners.

(7) ~~[(8)]~~ "English learners" in the indicators of growth and transition readiness means students currently identified on an English language proficiency exam. For all other areas, it means students currently identified and those who continue to be monitored.

(8) ~~[(9)]~~ "Essential skills" means the foundational abilities that include attendance, positive dispositions, and communication needed to successfully complete academic, workplace, or military responsibilities as demonstrated through a variety of co-curricular learning and leadership experiences.

(9) ~~(10)~~ "Federal student group designation" means targeted support and improvement, and comprehensive support and improvement as provided in KRS 160.346.

(10) ~~(11)~~ "Federally defined student demographic groups" include 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 who have an IEP, and English learners.

(11) ~~(12)~~ "Full academic year" means 100 or more instructional days of student enrollment within the school year.

(12) ~~(13)~~ "Graduation rate" means the percentage of students who enter high school and receive a diploma based on their cohort in four (4) and five (5) years, adjusting for transfers in and out, émigrés, and deceased students.

(13) ~~(14)~~ "Growth" means a student's continuous improvement toward proficiency or above.

(14) ~~(15)~~ "Indicator" means a component of the accountability system that provides specific information on the school or district.

(15) ~~(16)~~ "Individual education program" or "IEP" means an individual education program as defined in 707 KAR 1:002.

(16) ~~(17)~~ "Keep up" means individual student performance at or above proficient that grows at a rate to maintain proficiency or above.

(17) ~~(18)~~ "Less than catch up" means individual student performance below proficient and not on track to become proficient.

(18) ~~(19)~~ "Local education agency" or "LEA" for the purposes of this administrative regulation shall mean a local school district as provided in KRS 161.010 and KRS 161.020 or a charter school board of directors as provided in KRS 161.1590.

~~[(20) "Locally determined measure" means a LEA objective for students or schools to achieve that is specific, measurable, achievable, relevant, and time bound.]~~

(19) ~~[(21)]~~ "Move up" means individual student performance at proficient that grows at a rate to be on track to become distinguished.

(20) ~~[(22)]~~ "Opportunity and access" means equitable availability to research-based student experiences and school factors that impact student success.

(21) ~~[(23)]~~ "Practical significance" means a measure of the differences between student groups has real meaning.

(22) ~~[(24)]~~ "Proficiency indicator" means the measure of academic status or performance for reading~~[/writing]~~ and mathematics on state assessments.

(23) ~~[(25)]~~ "Proficient" or "proficiency" means reaching the desired level of knowledge and skills as measured on academic assessments.

(24) ~~[(26)]~~ "Rating" means the process of inclusion of an indicator in the formal overall rating of the school or district.

(25) ~~[(27)]~~ "Reference group" means a student demographic group to which another group is contrasted to provide a benchmark for performance.

(26) ~~[(28)]~~ "Separate academic indicator for science, ~~[and]~~ social studies, and writing" means the measure of academic status or performance for science, ~~[and]~~ social studies, and writing on state assessments.

(27) ~~[(29)]~~ "Transition readiness" means the attainment of the necessary knowledge, skills, and dispositions to successfully transition to the next level.

(28) ~~[(30)]~~ "Value table" means a set of numbers that are used to attribute scores to different performance levels.

(29) ~~[(31)]~~ "Work ethic certification" means a process by which a student demonstrates essential skills and workplace readiness.

(30) ~~[(32)]~~ "Writing" means the content area that includes on-demand writing, and editing and mechanics.

Section 2. Kentucky's accountability system that is used to classify schools and LEAs shall include the indicators of: proficiency;[;] separate academic indicator for science, ~~[and]~~ social studies, **and writing**;[;] growth;[;] transition readiness;[;] achievement gap closure;[;] opportunity and access;[;] and graduation rate.

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

(2) A separate academic indicator shall be measured by student performance on state tests in science, ~~[and]~~ social studies, **and writing**.

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

(a) Based on a growth value table in reading and mathematics; and

(b) Progress toward achieving English proficiency by English learners.

(4) The achievement gap closure indicator shall be measured as follows:

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

1. African American, Hispanic, Asian, Native Hawaiian or other Pacific Islander, American Indian or Alaska Native, White, and two (2) or more races compared to the reference group, which shall be the highest of these;

2. Free/reduced-price meal eligible students compared to non-free/reduced-price meal eligible students;

3. Students with disabilities who have an IEP compared to students without IEPs; and

4. English learners compared to non-English learners.

(b) Reducing the gap to proficiency for the combined content areas of reading~~[/writing]~~, mathematics, science, ~~[and]~~ social studies, and writing by the following groups: White, African American, Hispanic, Asian, Native Hawaiian or other Pacific Islander, American Indian or Alaska Native, two (2) or more races, free/reduced-price meal eligible, students with disabilities who have an IEP, English learners, and a consolidated student group.

(5) The opportunity and access indicator shall be measured for rich curricula, equitable access, and 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.

2. School quality as measured by a lack of student chronic absenteeism, behavior events, and physical restraint and seclusion.

3. Equitable access by federally defined student demographic groups in proportion to the school population to gifted and talented services excluding the primary talent pool.

~~[4. Whole-child supports by selecting two (2) of the following:~~

~~a. School-based counselor or mental health services provider; or~~

1 **b. School nurse; or**

2 **~~c. Teachers with specialist certification and delivering instruction in visual art, music,~~**
3 **~~dance, theatre, media arts, physical education, health, or world languages.]~~**

4 (b) Middle schools that provide all students opportunities and access to:

5 1. Rich curricula annually including:

6 a. Visual and performing arts;

7 b. Health and physical education;

8 c. Science;

9 d. Social studies; and

10 e. Career exploration including career and technical education courses, other courses that focus
11 on essential skills and co-curricular learning and leadership experiences.

12 2. School quality as indicated by a lack of student chronic absenteeism, behavior events, and
13 physical restraint and seclusion.

14 3. Equitable access of federally defined student demographic groups in proportion to the school
15 population to gifted and talented services.

16 **~~[4. Whole child supports by selecting two (2) of the following:~~**

17 **~~a. School-based counselor or mental health services provider; or~~**

18 **~~b. School nurse; or~~**

19 **~~c. Teachers with specialist certification and delivering instruction in visual arts, music,~~**
20 **~~dance, theatre, media arts, physical education, health, or world languages; or~~**

21 **~~d. Career counselor or career coach.]~~**

22 (c) High schools that provide all students with opportunities and access to:

23 1. Rich curricula including:

- a. Visual and performing arts;
 - b. Health and physical education;
 - c. Cultural studies or world language;
 - d. Career and technical education (CTE), including specialized career pathways in state and regional high demand sectors as approved by Kentucky's Workforce Innovation Board; and
 - e. Essential skills demonstrated as part of a work ethic certification.
2. School quality as indicated by a lack of student chronic absenteeism, behavior events, and restraint and seclusion.
 3. Equitable access of federally defined student demographic groups to the following advanced coursework: advanced placement, international baccalaureate, Cambridge Advanced International, and dual credit.

~~[4. Whole child supports by selecting two (2) of the following:~~

~~a. School-based counselor or mental health services provider; or~~

~~b. School nurse; or~~

~~c. Teachers with specialist certification and delivering instruction in visual arts, music, dance, theatre, media arts, physical education, health, or world languages; or~~

~~d. Career counselor or career coach.]~~

(6) The transition readiness indicator shall be measured for students meeting the following criteria:

(a) At the elementary and middle school level, students meet or exceed the benchmark on a composite score that combines student performance on state-required assessments for reading~~[/writing]~~, mathematics, science, ~~[and]~~ social studies, and writing. A composite score shall include the most recent content area assessment by grade level available for each school.

Students participating in the alternate assessment program will have criteria based on alternate assessment requirements.

(b) At the high school level, students:

1. Earn a regular or alternative high school diploma; and

2. Achieve academic readiness or career readiness.

a. A school shall receive credit for each student demonstrating academic readiness by:

i. Scoring at or above the benchmark score as determined by the Council on Postsecondary

Education (CPE) on the college admissions examination; or

ii. Completing six (6) or more hours of Kentucky Department of Education approved dual credit and receiving a grade of B or higher in each course; or

iii. Completing two (2) or more advanced placement (AP) courses and receiving a score of three (3) or higher on each AP assessment; or

iv. Receiving a score of five (5) or higher on two (2) examinations for international baccalaureate courses; or

v. Scoring at or above the benchmark on two (2) or more Cambridge Advanced International examinations; or

vi. Completing a combination of academic readiness indicators listed above.

vii. Demonstration of academic readiness listed in paragraph 6 (b) 2a of this section shall include one quantitative reasoning or natural sciences and one written or oral communication, or arts and humanities, or social and behavioral sciences learning outcomes.

b. A school shall receive credit for each student demonstrating career readiness by:

i. Scoring at or above the benchmark on industry certifications as approved by the Kentucky Workforce Innovation Board on an annual basis; or

- ii. Scoring at or above the benchmark on the career and technical education end-of-program assessment for articulated credit; or
- iii. Completing six (6) or more hours of Kentucky Department of Education approved CTE dual credit, and receiving a grade of B or higher in each course; or
- iv. Completing a Kentucky Department of Education approved or labor cabinet-approved apprenticeship; or
- v. Completing a Kentucky Department of Education approved alternate process to verify exceptional work experience.

c. For students who qualify as English learners in high school: Meeting criteria for English language proficiency to be English language ready.

d. Students participating in the alternate assessment program shall meet criteria based on academic or career alternate assessment requirements.

(7) The graduation rate indicator shall be measured for each high school using the four (4)-year and extended five (5)-year cohort rate. The graduation rate shall be reported for all students and student groups.

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

(1) Data shall be included in the overall rating for schools and LEAs for the following indicators:

- (a) Proficiency (reading~~[/writing]~~ and mathematics);
- (b) Separate academic indicator (science, ~~[and]~~ social studies, and writing);
- (c) Growth (elementary and middle school);
- (d) Transition readiness;
- (e) Achievement gap closure;
- (f) Opportunity and access (school quality/student success); and

(g) Graduation rate (high school).

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

(3) Data in the overall rating shall be attributed to grade level spans for schools and LEA as established in this subsection.

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

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

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

(d) LEAs shall include data from: school proficiency; separate academic indicator for science, ~~and~~ social studies, and writing; growth; achievement gap closure; transition readiness; graduation rate; and opportunity and access~~[, including a locally determined measure]~~.

~~[(e) Within opportunity and access, the locally determined measure shall be included in the accountability rating of each LEA. Each LEA shall propose to the department the targeted goal or objective that is specific, measurable, achievable, relevant, and time bound.]~~

~~Through discussion and deliberation, the LEA and the department shall enter into an agreement on the goals or objectives of the locally determined measure.]~~

Section 4. Calculations for reporting categories.

(1) Proficiency for reading~~[/writing]~~ and mathematics shall be rated equally in elementary, middle and high schools and LEAs by awarding points as described in paragraph 2**(b)**~~(e)~~ of this section.

(2) The separate academic indicator for science, ~~[and]~~ social studies, and writing shall be rated ~~[equally]~~ in elementary, middle and high schools and in LEAs by awarding points as described in paragraph 2**(b)**~~(e)~~ of this section. The highest proportion shall be attributed to science and social studies.

~~[(a) For proficiency and the separate academic indicator, weights shall be equal across content areas.]~~

~~(a)~~**(b)** For any content area (reading~~[/writing]~~, mathematics, science, ~~[and]~~ social studies, and writing) where data are not available, the data of the remaining content areas ~~[weight]~~ shall be redistributed proportionally across proficiency and separate academic indicator.

(b)~~(e)~~ The following chart shall be used to calculate the points for proficiency and the separate academic indicator:

1

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

2 (3) The achievement gap closure indicator that includes gap to group and gap to proficiency shall
3 be calculated as established in this subsection.

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

6 1. Determining the student demographic groups to be included in this subsection, which shall
7 include the following student demographic groups that have at least ten (10) students: African
8 American, Hispanic, Asian, Native Hawaiian or other Pacific Islander, American Indian or
9 Alaska Native, two or more races, and White.

10 a. Comparing African American, Hispanic, Asian, Native Hawaiian or other Pacific Islander,
11 American Indian or Alaska Native, two (2) or more races, and White to a reference group. The
12 reference group shall be the highest performing racial/ethnic student group that has at least ten
13 (10) students and constitutes at least ten (10) percent of the students enrolled in the school;

14 b. Free/reduced-price meal eligible students compared to non-free/reduced-price meal eligible
15 students;

16 c. Students with disabilities who have an IEP compared to students without IEPs; and

17 d. English learners compared to non-English learner students.

18 2. Combining scores for each tested content area assessment using points in accordance with
19 paragraph 2**(b)**~~(e)~~ of Section 4 of this administrative regulation for each student demographic
20 group.

3. Using a statistical analysis for each pair of comparison-reference groups, the department shall determine if a significant gap has been sufficiently reduced 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 "significant" and the school will receive one (1) gap closure point. If the gap between groups is not significantly reduced, the gap will be considered "not significant" and the school will receive zero gap closure points.

(b) School achievement gap closure between student demographic groups and proficiency shall be determined as follows:

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

- a. White;
- b. African American;
- c. Hispanic or Latino;
- d. Asian;
- e. Native Hawaiian or other Pacific Islander;
- f. American Indian or Alaska Native;
- g. Two or more races/ethnicities;
- h. Students in poverty based on eligibility for free/reduced-price meals;
- i. Students with disabilities who have an IEP;
- j. English learners; and
- k. A consolidated student group.

2. Combining scores for all content area assessments into an index using points in accordance with paragraph 2**(b)(e)** of Section 4 of this administrative regulation for each student demographic group.

3. Compare the index to the current year's annual target developed by the Kentucky Department of Education for each student demographic group in the combined content areas of reading~~[/writing]~~, mathematics, science, ~~[and]~~ social studies, **and writing**.

4. If the current year index 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, **and writing**, the student demographic group gap shall be considered "reduced" and the school shall receive two (2) gap closure points.

5. If the current year index 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, **and writing** minus a sufficient percentage point, the student demographic group gap is considered "partially reduced" and the school shall receive one (1) gap closure point.

6. If the current year index 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, **and writing** minus a sufficient percentage point, the student demographic group gap is considered "not reduced" and the school shall receive zero gap closure points.

(c) Sum the total achievement gap closure points across all student demographic groups and divide by the number of student demographic groups for gap to group and gap to proficiency.

(d) Based on total achievement gap closure points, the Kentucky Department of Education shall conduct a standards setting process involving Kentucky educators and advised by technical

experts shall place the school and LEA into categories of very low, low, medium, high, or very high.

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

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

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

(a) Novice and apprentice performance levels for growth calculations shall be subdivided into novice high, novice low; and apprentice high, apprentice low.

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

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

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

Growth Value Table

Projected	Novice	Novice	Apprentice	Apprentice	Proficient	Distinguished
Current	Low	High	Low	High		
Distinguished	-1.50 (L)	-1.25 (L)	-1.00 (L)	-0.75 (L)	0.00 (K)	0.25 (K)
Proficient	-1.00 (L)	-0.75 (L)	-0.50 (L)	-0.25 (L)	0.25 (K)	0.50 (M)
Apprentice High	-0.75 (L)	-0.50 (L)	-0.25 (L)	0 (L)	0.25 (C)	0.75 (M)
Apprentice Low	-0.50 (L)	-0.25 (L)	0 (L)	0.25 (L)	0.50 (C)	1.00 (M)
Novice High	-0.25 (L)	0 (L)	0.25 (L)	0.50 (C)	0.75 (C)	1.25 (M)
Novice Low	0 (L)	0.25 (L)	0.50 (C)	0.75 (C)	1.00 (C)	1.50 (M)

Less than Catch Up
(L)
Moving Up (M)
Catching Up (C)
Keeping Up (K)

(e) The school calculation for reading shall be the sum of the total points for all students from the growth value table plus growth for English language proficiency as described in Section 4(4)(g) of this administrative regulation divided by the total number of scores.

(f) Progress toward achieving English proficiency by English learners shall be calculated as follows:

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

2. The exit benchmark and English learner growth value table created involving Kentucky educators and advised by technical experts shall be utilized.

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

a. Depending on further analysis, Kentucky may modify the value table and its use to reflect factors that may impact English learners' progress toward language proficiency, including age upon entry to U.S. schools, initial English language proficiency level, and degree of interrupted schooling.

b. The values in the growth value table below shall be used in calculating growth in this subsection.

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	-1.50 [1.25]	-1.25	-1.0	-.75	-.50	-.25	0	.25 [4.5]
3.5	-1.25 [1.0]	-1.0	-.75	-.50	-.25	0	.25	.5 [1.25] 2
3.0	-1.0	-.75	-.50	-.25	0	.25	.50	.75 [1.5]
2.5	-.75	-.50	-.25	0	.25	.50	.75	1.0 [1.75]
2.0	-.50	-.25	0	.25	.50	.75	1.0	1.25 [1.0]
1.5	-.25	0	.25	.50	.75	1.0	1.25	1.5 [1.25]
1.0	0	.25	.50	.75	1.0	1.25 [1.0]	1.5 [1.0]	1.5 [1.25]

4. Total points for English learners shall be added to the sum of the reading growth points for all students in reading as described in Section 4(4)(g) of this administrative regulation.

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

(5) The opportunity and access indicator shall be rated for elementary, middle, high schools, and LEAs as established in this subsection.

(a) Opportunity and access school calculation shall sum the total number of points for the categories for rich curricula, equitable access, **and** school quality~~[-, and whole child supports]~~ based on data collected from Kentucky's student information system and other statewide systems for individual students.

(b) The Kentucky Board of Education shall approve the measures of opportunity and access including the accumulation of credit.

(c) A standard setting process shall be conducted involving Kentucky educators and advised by technical experts to determine very low to very high performance levels within opportunity and access.

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

(a) A transition readiness percentage shall be calculated by dividing the number of high school graduates who have met measures of transition readiness plus the number of English learners who have achieved English language proficiency by the total number of graduates plus the number of graduates who have received English language services during high school. Credit for students obtaining an industry-recognized certification, licensure, or credential in specialized career pathways in state and regional high demand sectors as approved by Kentucky's Workforce Innovation Board is one and one-quarter (1.25) points. Credit for students obtaining all other readiness indicators is one (1.0) point.

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

(7) Graduation rate is the percentage of students completing the requirements for a Kentucky high school diploma compared to the cohort of students beginning in grade nine. Kentucky shall include a four (4) year cohort rate and an extended five (5) year cohort rate. Each rate shall be weighted equally.

(8) The overall rating shall be assigned as follows:

(a) The indicators for each school and LEA as identified in Section 3 of this administrative regulation shall contribute to the overall rating of schools and LEAs.

(b) Indicators identified in Section 3 shall have a rating of very low, low, medium, high, or very high by school and LEA level.

(9) An overall rating based upon performance on the set of indicators for elementary and middle schools, high schools, and LEAs shall be assigned during a standards setting process. The tables below illustrate some of the combinations of performance for each star rating:

(a) Overall ratings shall be reported using a five (5) star rating system to communicate performance of schools, LEAs, and the state with one (1) star being the lowest rating and five (5) stars being the highest rating.

(b) Each star rating reflects a combination of school performance on indicators. The range of performance in the tables elementary/middle schools, high schools and LEAs as shown below indicate the upper bound and the lower bound of performance described as very low, low, medium, high, and very high.

Elementary/Middle Schools

Overall Rating	Proficiency (Reading/ Writing & Mathematics)	Separate Academic Indicator (Science, Math Social Studies, & Writing)	Growth (including English Language Learners)	Achievement Gap Closure	Opportunity & Access	Transition Readiness (Composite scores at grades 5 and 8)	Federal Student Group 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						No designation	
	One Medium, four High Three Medium, two High					High Medium		
3 Stars	Any 4- or 5-Star combination except Achievement Gap Closure is Low Or Any 4- or 5-Star combination						No designation TSI	*Schools identified for Comprehensive Support and Improvement (CSI) are classified with a 1 Star rating.
	Four Medium, one High Four Medium, one Low					High Medium High Low	No designation or TSI	
	Three Medium, two Low One Medium, four Low					Medium Low	No designation or TSI	
1 Star	Six Low or Very Low Or bottom 5%*						CSI or TSI	

High Schools

Overall Rating	Proficiency (Reading/ Writing & Mathematics)	Separate Academic Indicator (Science, Math & Social Studies, Writing)	Other Academic Indicator Transition Readiness (including English Language Learners)	Achievement Gap Closure	Opportunity & Access	Graduation Rate	Federal Student Group 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 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						No designation	
	One Medium, four High Three Medium, two High					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						No designation TSI	*Schools identified for Comprehensive Support and Improvement (CSI) are classified with a 1 Star rating.
	Four Medium, one High Four Medium, one Low					High Medium High Low	No designation or TSI	
2 Stars	Three Medium, two Low One Medium, four Low					Medium Low	No designation or TSI	
1 Star	Six Low or Very Low Or bottom 5%*						CSI or TSI	

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Overall Rating	Proficiency (Reading/ Writing & Mathematics)	Separate Academic Indicator (Science, Math & Social Studies, Writing)	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 High	Very High High	Very High Low	Very High High	Very High Very High	Very High 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 Five Medium, one Low						High Low	

2 Stars	Four Medium, two Low Two Medium, four Low	Medium Low
1 Star	Six Low or Very Low	Low

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

(d) The individual indicators and 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.

The proposed ranges in the table indicate the relative emphasis between indicators. The ranges are set to guide Kentucky educators to determine the combination of performance from very high to very low within the indicator during standard setting.

Overall Accountability Weights

	Proficiency (Reading, Writing , and Mathematics)	Separate Academic Indicator (Science, [and] Social Studies, and Writing)	Growth (including English Language Learners)	Achievement Gap Closure	Opportunity & Access	Transition Readiness (Composite at grades 5 & 8) (High school includes English language) 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] 10-30	10-20	---	15-25	10-20	[20-30] 10-30	[5-15] 10-25
Districts	10-20	10-20	10-20	10-20	10-20	10-20	5-15

(e) A school shall receive a federal student group designation for statistically significant achievement gaps or low-performing students and shall not be rated above three stars.

(f) Schools and LEAs shall not be rated above three stars if they:

1. Have an achievement gap closure indicator of low (L) or very low (VL), or

2. Are identified for targeted support and improvement (TSI), or

3. Have statistically significant achievement gaps.

(g) ~~[Using the pool of schools identified in the lowest star ratings,]~~ Kentucky will **identify** ~~[rank]~~ schools to determine bottom five (5) percent and ten (10) percent based on the indicators of **the 5-star system.** ~~[proficiency, separate academic indicator for science and social studies, and growth at the elementary and middle and the indicators of proficiency, separate academic indicator for science and social studies, and transition readiness at high school.]~~

(h) If data cannot be calculated for an indicator, the weights shall be redistributed ~~[using an equal]~~ proportionally to remaining indicators that shall be reported for the school or LEA.

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

(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, **and writing**, achievement gap closure, growth, and transition readiness for a school and LEA.

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

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

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

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

1 1. Be advised by the National Technical Advisory Panel on Assessment and Accountability; the
2 School Curriculum, Assessment and Accountability Council; and the Office of Education
3 Accountability; and

4 2. Use accepted technical procedures and involve Kentucky school and district administrators
5 and teachers.

6 Section 5. Public reporting requirements.

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

9 (2) Progress on long-term and interim goals shall be reported publicly as required by the federal
10 Every Student Succeeds Act. Goals shall be developed for every student group, including all
11 students, for academic achievement in each content area of reading~~[writing]~~, mathematics,
12 science, social studies, **and writing**, and the content areas combined; graduation rate based on
13 four (4) year and five (5) year adjusted cohorts; and progress on English proficiency for English
14 learners.

15 (3) The goal for academic achievement operationalizes both the improvement of proficient and
16 distinguished performance for all students and each student group and the reduction of gaps in
17 student group performance by fifty (50) percent by 2030. Each student group of ten (10) or more
18 students shall be compared to the reference group of the highest performing student group that is
19 at least ten (10) percent of the student population.

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

This is to certify that the chief state school officer has reviewed and recommended this administrative regulation prior to its adoption by the Kentucky Board of Education, as required by KRS 156.070(5).

(Date)

Stephen L. Pruitt, Ph.D.
Commissioner of Education

(Date)

Mary Gwen Wheeler, Chairperson
Kentucky Board of Education