



2017-2018 Accountability Changes

September 13, 2018

Office of Assessment and Accountability
Kentucky Department of Education
Frankfort, KY

Transition Period—Moving from Old to New Accountability Model

- ▶ 2017-2018 is the first year of transition period to a new accountability model.
- ▶ New model is expected to be in effect for the 2018-2019 school year. Until the new accountability takes effect, our situation is changing.
- ▶ For 2017-2018, schools will be identified as Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Other (not CSI/TSI).



2018 Reporting

- ▶ **Schools, Districts and State WILL receive:**
 - Data for components of
 - ✓ Elementary/Middle: Proficiency, Separate Academic Indicator and Growth
 - ✓ High: Proficiency, Graduation Rate, and Transition Readiness
 - Identification of CSI, TSI, or Other (not CSI/TSI)
- ▶ **Schools, Districts and State WILL NOT receive:**
 - An overall score
 - 5-Star Rating





Kentucky's Accountability System and Standard Setting

Accountability for 2017-2018

Elementary/Middle (CSI/TSI/Other)

▶ Proficiency

- Reading and Mathematics

▶ Separate Academic Indicator

- Science, Social Studies and Writing

▶ Growth

- Reading and Mathematics
- Proficiency/English Attainment (English Learners only)

High School (CSI/TSI/Other)

▶ Proficiency

- ACT – Reading and Mathematics scores

▶ Graduation Rate

- Indicator (4 and 5 year rate used for CSI I)
- 4 year graduation rate used for CSI II (below 80%)

▶ Transition Readiness

- ACT, AP, IB, Ind. Cert, CTE EOP (tied to articulated credit), Apprenticeship will be included, ACCESS for ELLs
- Dual Credit will not be used (Academic or Career), Exceptional Work Experience will not be used (Career)

Indicators – Elementary and Middle Schools

Indicator	Measures	Metric (Elementary and Middle Schools)
Proficiency	Reading and mathematics tests	<ul style="list-style-type: none">• Index Score (0-125)• N=0, A=.50, P=1.0, D=1.25• Each score from reading and mathematics weighted equally
Separate Academic Indicator	Science, social studies and writing tests	<ul style="list-style-type: none">• Index Score (0-125)• N=0, A=.50, P=1.0, D=1.25• Each score from science, social studies and writing weighted equally
Growth	Reading and mathematics tests, English Language Proficiency (ELP) tests	<ul style="list-style-type: none">• Growth Score (-150 to + 150)• Value table that assigns points for (projected) individual student growth• Each score from reading (including ELP) and mathematics weighted equally

Note: Growth calculation was multiplied by 100 to standardize the school level indicators. 6

Indicators – High Schools

High Schools

Indicator	Measures	Metric
Proficiency	Reading and mathematics sections from ACT	<ul style="list-style-type: none">• Index Score (0-125)• N=0, A=.50, P=1.0, D=1.25 (ACT levels)• Each score from reading and mathematics weighted equally
Transition Readiness	Academic Readiness (ACT, AP, IB, CAI, ELP) Career Readiness (Ind. Cert.; CTE EOP exam; Apprenticeship) ELP attainment (ACCESS)	<ul style="list-style-type: none">• Transition Readiness Rate (0-100)• Percentage of graduates who have a high school diploma and also demonstrate Academic or Career Readiness• ELs anytime throughout high school
Graduation Rate	4- and 5-year Graduation Rates	<ul style="list-style-type: none">• Percentage of grade 9 students (adjusted) who graduated in 4 or 5 years• Average of 4- and 5-year rates (0-100)

Parameters on Standard Setting

- ▶ At least 5% Title I schools identified for CSI, by elementary, middle and high school levels
 - Kentucky included any non-Title I schools as well
- ▶ Indicators consisted of KBE-approved measures available in 2017-2018
- ▶ Weight ranges determined by KBE
- ▶ Use a “profile method” because SB1 does not allow an overall score that could be used to rank schools
- ▶ Standards will be reset next year for 5-star system, and CSI/TSI when additional Indicators are available



CSI Entrance Criteria

CSI I: Bottom 5% of Title I or non-Title I schools (by level – elementary, middle or high school, beginning 2018-2019); **OR**

CSI II: Less than 80% graduation rate for Title I or non-Title I high schools (beginning 2018-2019); **OR**

CSI III: Title I or non-Title I schools previously identified for Tier II Targeted Support for at least 3 years and have not exited (beginning 2021-2022).

Comprehensive Support and Improvement (CSI)

Final Cutscores for Bottom 5%

Sch. Level	Indicators	Recommended threshold Cutscores*	Number of CSI Schools	Percent of Title I Schools
Elem.	Proficiency	60.5	33	5.1
	Separate Academic	52.6		
	Growth	15.8		
Middle	Proficiency	62	12	5
	Separate Academic	55		
	Growth	9.5		
High	Proficiency	40	5	5.1
	Transition Readiness	41		
	Graduation Rate	85		

*Cutscores are in the metric of each Indicator (e.g., Proficiency)

Identification of CSI

CSI I-Bottom 5%

- ▶ Identification is a conjunctive model
- ▶ School must perform below the cut score on each indicator
- ▶ School may perform below cut on one or two indicators and not be identified as CSI

CSI II-Graduation Rate

- ▶ Automatic if 4-year graduation rate is below 80%
- ▶ One additional school was identified

Total six (6) high schools for CSI I and CSI II



Examples of Elementary School Performance and CSI Identification



	Proficiency 60.5	Separate Academic 52.6	Growth 15.8	CSI
School 1	80.0	80.0	9.5	No
School 2	20.5	23.0	17.5	No
School 3	45.5	50.0	10.5	Yes

Must fall below the cutscore on all three indicators to be CSI.

Examples of High School Performance and CSI Identification



	Proficiency 40.0	Transition Readiness 41.0	Graduation 85.0	CSI
School 1	32.0	45.5	90.0	No
School 2	32.0	39.9	84.0	Yes-Bottom 5%
School 3	100.0	90.5	82.6	4-year Grad Rate: 79 Yes-Graduation Rate

TSI Entrance Criteria

Targeted Support and Improvement (TSI)

Tier I Targeted Support (Early Warning): Consistently Underperforming Student Group(s):

One or more student groups performing as poorly as all students in any of the lowest performing 10% of Title I schools or non-Title I schools (by level – elementary, middle or high school) based on school performance for two consecutive years (identified annually, beginning in 2020-2021).

Tier II Targeted Support (Low Performance): Low-performing Student Group(s):

One or more student groups performing as poorly as all students in any lowest performing 5% of Title I schools or non-Title I schools (by level – elementary, middle or high school) based on school performance (identified annually beginning 2018-2019).

Student Demographic Groups Included in TSI

Example: Special Education at an Elementary School (3 through 5) with three grades

Student Group	Proficiency (Reading/Math)	Separate Academic (Science/SS/ODW)	Growth (Reading/Math)
Grade 3	6	NA	NA
Grade 4	12	12	12
Grade 5	15	15	15
Minimum N	NO	YES	YES

Note: Student group must contain 10 per grade per content.



Data Details

English Learners (ELs)

► For Transition Readiness/Graduation:

- Identified as an EL anytime throughout high school
- Met accountability requirements for Academic or Career Readiness
- Assigned a G-code for graduation requirement
- Met criteria for English language proficiency in accountability but not a graduation requirement

► Monitored ELs

- For Proficiency, Separate Academic and Growth, includes all current ELs and former EL students that are in their 1st or 2nd year of monitoring.



Early Graduate Students

Early Graduates Exempt from 100-Day Rule

- Early Graduates, defined by 704 KAR 3:305, must have a signed intent form and be flagged in Infinite Campus as an Early Graduate.
- If a student is in a school for 100 days or more, the 100-day rule applies.



Accountability Administrative Procedures and Guidelines

Alternative Program/School Track Back

- ▶ All 100-day rules remain in place except for students who are directly placed in an alternative program without any A1 enrollment in the same year.
- ▶ Direct placements in alternative programs code to the district rather than school unless court ordered or state agency placed, which code to the state.
- ▶ Students attending an alternative school for the entire school year will track back to the district the student would have attended (excludes Gatton Academy, iLEAD, Craft Academy, KSB and KSD, which track to the A1 home school).
- ▶ KDE will monitor placement practices.



Participation Rate

- ▶ Students with approved non-participations are exempt from accountability but remain in the denominator of the participation rate calculation
- ▶ Less than 100% Participation means that a Medical or Extraordinary Circumstance Nonparticipation was approved for a school
- ▶ Participation Rate does not affect accountability. It's only required for federal reporting.

$$\text{Participation Rate} = \frac{\text{Number of Students Tested}}{\text{Number of Students Enrolled}}$$



Assessment Data

- ▶ **K-PREP (Kentucky Performance Rating for Educational Progress)**
 - **Scores and performance levels (NAPD)**
 - ✓ **Reading (3 through 8)**
 - ✓ **Mathematics (3 through 8)**
 - ✓ **Science (4,7)**
 - ✓ **Social Studies (5, 8)**
 - ✓ **Writing (5, 8, 11)**
- ▶ **The ACT (Grade 11)**
 - **Scores and performance levels (NAPD)**
- ▶ **Alternate Assessment**
- ▶ **ACCESS for ELLs 2.0**



Inclusion of Feeder Schools

- ▶ ESSA requires an accountability system of annual meaningful differentiation of ALL public schools, even those without tested grades
- ▶ School that sends the majority of their students to a higher level school (i.e., K through 2 feeds an elementary school)
- ▶ Include K through 1, K through 2 and Grade 9 (K-only schools not included), total of 19 feeder schools
- ▶ Do not have assessment data
- ▶ All schools are classified as CSI/TSI/Other
- ▶ Will receive the classification of the school that it feeds



Allegation Score Change

- ▶ A new flag will be included in the Student Listing.
- ▶ Identifies if a score has been changed due to an allegation.
- ▶ Allows DACs to quickly notice issues at schools.



