

1 EDUCATION AND WORKFORCE DEVELOPMENT CABINET

2 Kentucky Board of Education

3 Department of Education

4 (Amendment)

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.

- 1 (2) "Behavior events" are student infractions involving drugs, weapons, harassment including  
2 bullying, alcohol, tobacco, assault first degree, other assault or violence, and state resolutions not  
3 reported.
- 4 (3) "Catch up" means individual student performance below proficient grows enough to achieve  
5 proficiency or to be on track to become proficient.
- 6 (4) "Chronic absenteeism" means a student who misses ten (10) percent or more of his/her  
7 enrolled academic year.
- 8 (5) "Comparison student group" means the student demographic group being contrasted to the  
9 reference group.
- 10 (6) "Consolidated student groups" means a non-duplicated aggregation of student groups that  
11 includes: African American, Hispanic, Native Hawaiian or other Pacific Islander, American  
12 Indian or Alaska Native, two or more races, students with disabilities who have an individual  
13 education program (IEP), and English learners.
- 14 (7) "English learners" in the indicators of growth and transition readiness means students  
15 currently identified on an English language proficiency exam. For all other areas, it means  
16 students currently identified and those who continue to be monitored.
- 17 (8) "Essential skills" means the foundational abilities that include attendance, positive  
18 dispositions, and communication needed to successfully complete academic, workplace, or  
19 military responsibilities as demonstrated through a variety of co-curricular learning and  
20 leadership experiences.
- 21 (9) "Federal student group designation" means targeted support and improvement, and  
22 comprehensive support and improvement as provided in KRS 160.346.

- 1 (10) "Federally defined student demographic groups" include White, African American,  
2 Hispanic, Asian, Native Hawaiian or other Pacific Islander, American Indian or Alaska Native,  
3 two or more races, free/reduced-price meal eligible, students with disabilities who have an IEP,  
4 and English learners.
- 5 (11) "Full academic year" means 100 or more instructional days of student enrollment within the  
6 school year.
- 7 (12) "Graduation rate" means the percentage of students who enter high school and receive a  
8 diploma based on their cohort in four (4) and five (5) years, adjusting for transfers in and out,  
9 émigrés, and deceased students.
- 10 (13) "Growth" means a student's continuous improvement toward proficiency or above.
- 11 (14) "Indicator" means a component of the accountability system that provides specific  
12 information on the school or district.
- 13 (15) "Individual education program" or "IEP" means an individual education program as defined  
14 in 707 KAR 1:002.
- 15 (16) "Keep up" means individual student performance at or above proficient that grows at a rate  
16 to maintain proficiency or above.
- 17 (17) "Less than catch up" means individual student performance below proficient and not on  
18 track to become proficient.
- 19 (18) "Local education agency" or "LEA" for the purposes of this administrative regulation shall  
20 mean a local school district as provided in KRS 161.010 and KRS 161.020 or a charter school  
21 board of directors as provided in KRS 161.1590.
- 22 (19) "Move up" means individual student performance at proficient that grows at a rate to be on  
23 track to become distinguished.

- 1 (20) "Opportunity and access" means equitable availability to research-based student experiences  
2 and school factors that impact student success.
- 3 (21) "Practical significance" means a measure of the differences between student groups has real  
4 meaning.
- 5 (22) "Proficiency indicator" means the measure of academic status or performance for reading  
6 and mathematics on state assessments.
- 7 (23) "Proficient" or "proficiency" means reaching the desired level of knowledge and skills as  
8 measured on academic assessments.
- 9 (24) "Rating" means the process of inclusion of an indicator in the formal overall rating of the  
10 school or district.
- 11 (25) "Reference group" means a student demographic group to which another group is contrasted  
12 to provide a benchmark for performance.
- 13 (26) "Separate academic indicator for science, social studies, and writing" means the measure of  
14 academic status or performance for science, social studies, and writing on state assessments.
- 15 (27) "Transition readiness" means the attainment of the necessary knowledge, skills, and  
16 dispositions to successfully transition to the next level.
- 17 (28) "Value table" means a set of numbers that are used to attribute scores to different  
18 performance levels.
- 19 (29) "Work ethic certification" means a process by which a student demonstrates essential skills  
20 and workplace readiness.
- 21 (30) "Writing" means the content area that includes on-demand writing, and editing and  
22 mechanics.

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

5 (1) The proficiency indicator shall be measured by student performance on state tests in reading  
6 and mathematics.

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

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

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

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

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

14 (a) Reducing the gap in performance between the following comparison groups and reference  
15 group in the combined content areas of reading, mathematics, science, social studies, and  
16 writing:

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

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

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

23 4. English learners compared to non-English learners.

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

6 (5) The opportunity and access indicator shall be measured for rich curricula, equitable access,  
7 and school quality as follows:

8 (a) Elementary schools that provide all students opportunities and access to:

9 1. Rich curricula annually including:

10 a. Visual and performing arts;

11 b. Health and physical education;

12 c. Science; and

13 d. Social studies.

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

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

18 (b) Middle schools that provide all students opportunities and access to: 1. Rich curricula  
19 annually including:

20 a. Visual and performing arts;

21 b. Health and physical education;

22 c. Science;

23 d. Social studies; and

- 1 e. Career exploration including career and technical education courses, other courses that focus
- 2 on essential skills and co-curricular learning and leadership experiences.
- 3 2. School quality as indicated by a lack of student chronic absenteeism, behavior events, and
- 4 physical restraint and seclusion.
- 5 3. Equitable access of federally defined student demographic groups in proportion to the school
- 6 population to gifted and talented services.
- 7 (c) High schools that provide all students with opportunities and access to:
- 8 1. Rich curricula including:
- 9 a. Visual and performing arts;
- 10 b. Health and physical education;
- 11 c. Cultural studies or world language;
- 12 d. Career and technical education (CTE), including specialized career pathways in state and
- 13 regional high demand sectors as approved by Kentucky’s Workforce Innovation Board; and
- 14 e. Essential skills demonstrated as part of a work ethic certification.
- 15 2. School quality as indicated by a lack of student chronic absenteeism, behavior events, and
- 16 restraint and seclusion.
- 17 3. Equitable access of federally defined student demographic groups to the following advanced
- 18 coursework: advanced placement, international baccalaureate, Cambridge Advanced
- 19 International, and dual credit.
- 20 (6) The transition readiness indicator shall be measured for students meeting the following
- 21 criteria:
- 22 (a) At the elementary and middle school level, students meet or exceed the benchmark on a
- 23 composite score that combines student performance on state-required assessments for reading,

1 mathematics, science, social studies, and writing. A composite score shall include the most  
2 recent content area assessment by grade level available for each school. Students participating in  
3 the alternate assessment program will have criteria based on alternate assessment requirements.

4 (b) At the high school level, students:

- 5 1. Earn a regular or alternative high school diploma; and
- 6 2. Achieve academic readiness or career readiness.
  - 7 a. A school shall receive credit for each student demonstrating academic readiness by:
    - 8 (i) Scoring at or above the benchmark score as determined by the Council on Postsecondary  
9 Education (CPE) on the college admissions examination; or
    - 10 (ii) Completing six (6) or more hours of Kentucky Department of Education approved dual credit  
11 and receiving a grade of C [~~B~~] or higher in each course; or
    - 12 (iii) Completing two (2) or more advanced placement (AP) courses and receiving a score of three  
13 (3) or higher on each AP assessment; or
    - 14 (iv) Receiving a score of five (5) or higher on two (2) examinations for international  
15 baccalaureate courses; or
    - 16 (v) Scoring at or above the benchmark on two (2) or more Cambridge Advanced International  
17 examinations; or
    - 18 (vi) Completing a combination of academic readiness indicators listed above.
    - 19 (vii) Demonstration of academic readiness listed in paragraph 6 (b) 2a of this section shall  
20 include one (1) quantitative reasoning or natural sciences and one (1) written or oral  
21 communication, or arts and humanities, or social and behavioral sciences learning outcomes.
  - 22 b. A school shall receive credit for each student demonstrating career readiness by:



- 1 (i) Scoring at or above the benchmark on industry certifications as approved by the Kentucky  
2 Workforce Innovation Board on an annual basis; or
- 3 (ii) Scoring at or above the benchmark on the career and technical education end-of-program  
4 assessment for articulated credit; or
- 5 (iii) Completing six (6) or more hours of Kentucky Department of Education approved CTE dual  
6 credit, and receiving a grade of C [~~B~~] or higher in each course; or
- 7 (iv) Completing a Kentucky Department of Education approved or labor cabinet-approved  
8 apprenticeship; or
- 9 (v) Completing a Kentucky Department of Education approved alternate process to verify  
10 exceptional work experience.
- 11 c. For students who qualify as English learners in high school: Meeting criteria for English  
12 language proficiency to be English language ready.
- 13 d. Students participating in the alternate assessment program shall meet criteria based on  
14 academic or career alternate assessment requirements.
- 15 (7) The graduation rate indicator shall be measured for each high school using the four (4)- year  
16 and extended five (5)-year cohort rate. The graduation rate shall be reported for all students and  
17 student groups.
- 18 Section 3. Classification of Schools and LEAs in the State Accountability System.
- 19 (1) Data shall be included in the overall rating for schools and LEAs for the following indicators:
- 20 (a) Proficiency (reading and mathematics);
- 21 (b) Separate academic indicator (science, social studies, and writing);
- 22 (c) Growth (elementary and middle school);
- 23 (d) Transition readiness;

1 (e) Achievement gap closure;

2 (f) Opportunity and access (school quality/student success); and

3 (g) Graduation rate (high school).

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

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

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

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

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

19 (d) LEAs shall include data from: school proficiency; separate academic indicator for science,  
20 social studies, and writing, growth; achievement gap closure; transition readiness; graduation  
21 rate; and opportunity and access.

22 Section 4. Calculations for Reporting Categories.

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

3 (2) The separate academic indicator for science, social studies, and writing shall be rated in  
4 elementary, middle and high schools and in LEAs by awarding points as described in paragraph  
5 2(b) of this section. The highest proportion shall be attributed to science and social studies.

6 (a) For any content area (reading, mathematics, science, social studies, and writing) where data  
7 are not available, the data of the remaining content areas shall be redistributed proportionally  
8 across proficiency and separate academic indicator.

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

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

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

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

15 1. Determining the student demographic groups to be included in this subsection, which shall  
16 include the following student demographic groups that have at least ten (10) students: African  
17 American, Hispanic, Asian, Native Hawaiian or other Pacific Islander, American Indian or  
18 Alaska Native, two (2) or more races, and White.

19 a. Comparing African American, Hispanic, Asian, Native Hawaiian or other Pacific Islander,  
20 American Indian or Alaska Native, two (2) or more races, and White to a reference group. The

1 reference group shall be the highest performing racial/ethnic student group that has at least ten  
2 (10) students and constitutes at least ten (10) percent of the students enrolled in the school;

3 b. Free/reduced-price meal eligible students compared to non-free/reduced-price meal eligible  
4 students;

5 c. Students with disabilities who have an IEP compared to students without IEPs; and d. English  
6 learners compared to non-English learner students.

7 2. Combining scores for each tested content area assessment using points in accordance with  
8 paragraph 2(b) of Section 4 of this administrative regulation for each student demographic group.

9 3. Using a statistical analysis for each pair of comparison-reference groups, the department shall  
10 determine if a significant gap has been sufficiently reduced between the comparison group and  
11 reference group and is both statistically and practically significant. If so, the gap closure for the  
12 student demographic group will be considered "significant" and the school will receive one (1)  
13 gap closure point. If the gap between groups is not significantly reduced, the gap will be  
14 considered "not significant" and the school will receive zero gap closure points.

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

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

19 a. White;

20 b. African American;

21 c. Hispanic or Latino;

22 d. Asian;

23 e. Native Hawaiian or other Pacific Islander;

- 1 f. American Indian or Alaska Native;
  - 2 g. Two (2) or more races/ethnicities;
  - 3 h. Students in poverty based on eligibility for free/reduced-price meals;
  - 4 i. Students with disabilities who have an IEP;
  - 5 j. English learners; and
  - 6 k. A consolidated student group.
- 7 2. Combining scores for all content area assessments into an index using points in accordance
  - 8 with paragraph 2(b) of Section 4 of this administrative regulation for each student demographic
  - 9 group.
  - 10 3. Compare the index to the current year's annual target developed by the Kentucky Department
  - 11 of Education for each student demographic group in the combined content areas of reading,
  - 12 mathematics, science, social studies, and writing.
  - 13 4. If the current year index is equal to or greater than the current year's annual target for each
  - 14 student demographic group in the combined content areas of reading, mathematics, science,
  - 15 social studies, and writing, the student demographic group gap shall be considered "reduced" and
  - 16 the school shall receive two (2) gap closure points.
  - 17 5. If the current year index is equal to or greater than the current year's annual target for each
  - 18 student demographic group in the combined content areas of reading, mathematics, science,
  - 19 social studies, and writing minus a sufficient percentage point, the student demographic group
  - 20 gap is considered "partially reduced" and the school shall receive one (1) gap closure point.
  - 21 6. If the current year index is less than the current year's annual target for each student
  - 22 demographic group in the combined content areas of reading, mathematics, science, social

1 studies, and writing minus a sufficient percentage point, the student demographic group gap is  
2 considered "not reduced" and the school shall receive zero gap closure points.

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

5 (d) Based on total achievement gap closure points, the Kentucky Department of Education shall  
6 conduct a standards setting process involving Kentucky educators and advised by technical  
7 experts shall place the school and LEA into categories of very low, low, medium, high, or very  
8 high.

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

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

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

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

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

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

22 (d) The values in the growth value table below shall be used in calculating growth in this  
23 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)

- 1 (e) The school calculation for reading shall be the sum of the total points for all students from the
- 2 growth value table plus growth for English language proficiency as described in Section 4(4)(g)
- 3 of this administrative regulation divided by the total number of scores.
- 4 (f) Progress toward achieving English proficiency by English learners shall be calculated as
- 5 follows:
- 6 1. Individual growth shall be compared to prior year performance on an English proficiency
- 7 exam.
- 8 2. The exit benchmark and English learner growth value table created involving Kentucky
- 9 educators and advised by technical experts shall be utilized.
- 10 3. Points for each English learner based on the English learner growth value table shall be
- 11 summed.
- 12 a. Depending on further analysis, Kentucky may modify the value table and its use to reflect
- 13 factors that may impact English learners' progress toward language proficiency, including age

- 1 upon entry to U.S. schools, initial English language proficiency level, and degree of interrupted  
 2 schooling.
- 3 b. The values in the growth value table below shall be used in calculating growth in this  
 4 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	-1.0	-.75	-.50	-.25	0	.25
3.5	-1.25	-1.0	-.75	-.50	-.25	0	.25	.50
3.0	-1.0	-.75	-.50	-.25	0	.25	.50	.75
2.5	-.75	-.50	-.25	0	.25	.50	.75	1.0
2.0	-.50	-.25	0	.25	.50	.75	1.0	1.25
1.5	-.25	0	.25	.50	.75	1.0	1.25	1.50
1.0	0	.25	.50	.75	1.0	1.25	1.50	1.50

- 10 4. Total points for English learners shall be added to the sum of the reading growth points for all  
 11 students in reading as described in Section 4(4)(g) of this administrative regulation.
- 12 (g) For an overall school growth score, an average of reading scores that includes growth for  
 13 English learners on an English proficiency exam and mathematics growth scores shall be  
 14 calculated.
- 15 (5) The opportunity and access indicator shall be rated for elementary, middle, high schools, and  
 16 LEAs as established in this subsection.
- 17 (a) Opportunity and access school calculation shall sum the total number of points for the  
 18 categories for rich curricula, equitable access, and school quality based on data collected from  
 19 Kentucky's student information system and other statewide systems for individual students.
- 20 (b) The Kentucky Board of Education shall approve the measures of opportunity and access  
 21 including the accumulation of credit.



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

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

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

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

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

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

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

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

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

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

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

13 Elementary/Middle Schools

Overall Rating	Proficiency (Reading & Mathematics)	Separate Academic Indicator (Science, Social Studies, and 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						High Medium	No designation	
	One Medium, four High Three Medium, two High								
3 Stars	Any 4- or 5-Star combination except Achievement Gap Closure is Low Or Any 4- or 5-Star combination						No designation TSI	No designation or 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		
2 Stars	Three Medium, two Low						Medium Low	No designation or TSI	
	One Medium, four Low								

1 Star	Six Low or Very Low Or bottom 5%*	CSI or TSI
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High Schools								
Overall Rating	Proficiency (Reading & Mathematics)	Separate Academic Indicator (Science, 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).  *Schools identified for Comprehensive Support and Improvement (CSI) are classified with a 1 Star rating.
5 Stars	Very High	Very High	Very High	Very High	Very High	Very High	No designation	
	High	High	High	High	Very High	Very High		
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	
	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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LEA								
Overall Rating	Proficiency (Reading, & Mathematics)	Separate Academic Indicator (Science, 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	Very High	Very High	Very High	Very High	Very High	Very High	
	High	High	Low	High	Very High	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  High Low	
	Five Medium, one High							

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

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

5 (d) The individual indicators and the overall rating shall be developed through a standard setting  
6 process involving Kentucky educators and advised by technical experts. During the standard  
7 setting process, the approximate weights in the following table shall be considered. The proposed  
8 ranges in the table indicate the relative emphasis between indicators. The ranges are set to guide  
9 Kentucky educators to determine the combination of performance from very high to very low  
10 within the indicator during standard setting.

11 Overall Accountability Weights

	Proficiency (Reading and Mathematics)	Separate Academic Indicator (Science, 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	10-40	10-20	---	10-25	10-20	15-30	5-15
Districts	10-20	10-20	10-20	10-20	10-20	10-20	5-15

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

14 (f) Schools and LEAs shall not be rated above three (3) stars if they:

- 1 1. Have an achievement gap closure indicator of low (L) or very low (VL), or
  - 2 2. Are identified for targeted support and improvement (TSI), or
  - 3 3. Have statistically significant achievement gaps.
- 4 (g) Kentucky will identify schools to determine bottom five (5) percent and ten (10) percent
- 5 based on the indicators of the 5-star system.
- 6 (h) If data cannot be calculated for an indicator, the weights shall be redistributed proportionally
- 7 to remaining indicators that shall be reported for the school or LEA.
- 8 (10) School accountability indicators shall be assigned as follows:
- 9 (a) Students enrolled for a full academic year shall be included in the calculations for
- 10 proficiency, a separate academic indicator for science, social studies, and writing, achievement
- 11 gap closure, growth, and transition readiness for a school and LEA.
- 12 (b) Opportunity and access calculations shall be based on the students' enrollment.
- 13 (c) Graduation rate calculations shall be based on the students' final enrollment.
- 14 (d) Student demographic groups shall have a minimum of ten (10) students to be included in
- 15 school rating calculations.
- 16 (e) In accordance with KRS 158.6455, schools and districts shall be placed into one (1) of five
- 17 (5) star ratings established by a standards-setting process utilizing results from the first
- 18 operational administration of assessments in 2018-19. The process shall:
- 19 1. Be advised by the National Technical Advisory Panel on Assessment and Accountability; the
  - 20 School Curriculum, Assessment and Accountability Council; and the Office of Education
  - 21 Accountability; and
  - 22 2. Use accepted technical procedures and involve Kentucky school and district administrators
  - 23 and teachers.

1 Section 5. Public reporting requirements.

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

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

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

14 (4) Goals for graduation rate shall be generated for a four (4) year adjusted cohort to ninety-five  
15 (95) percent for all students and an extended five (5) year cohort to ninety-six (96) percent for all  
16 students. The goal for progress on English language proficiency shall be based on the percent of  
17 students making progress toward attainment of the English language. (Amd EAARS 44 Ky.R.  
18 848, 1567, 2008; eff. 2-26-2018.)