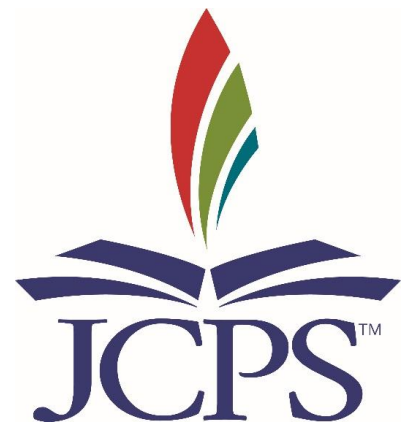


2023-2024
Kentucky Accountability System Results



Agenda

- Review Current Accountability System
- Important Contextual Factors
- Review Accountability Results
- Overview of Future Accountability Prototype

Current Accountability Model

The slide features a white background with the title 'Current Accountability Model' in a dark blue font. Below the title, there are three horizontal bars: a thin olive green bar, a thin red bar, and a thick dark blue bar that spans the width of the slide.

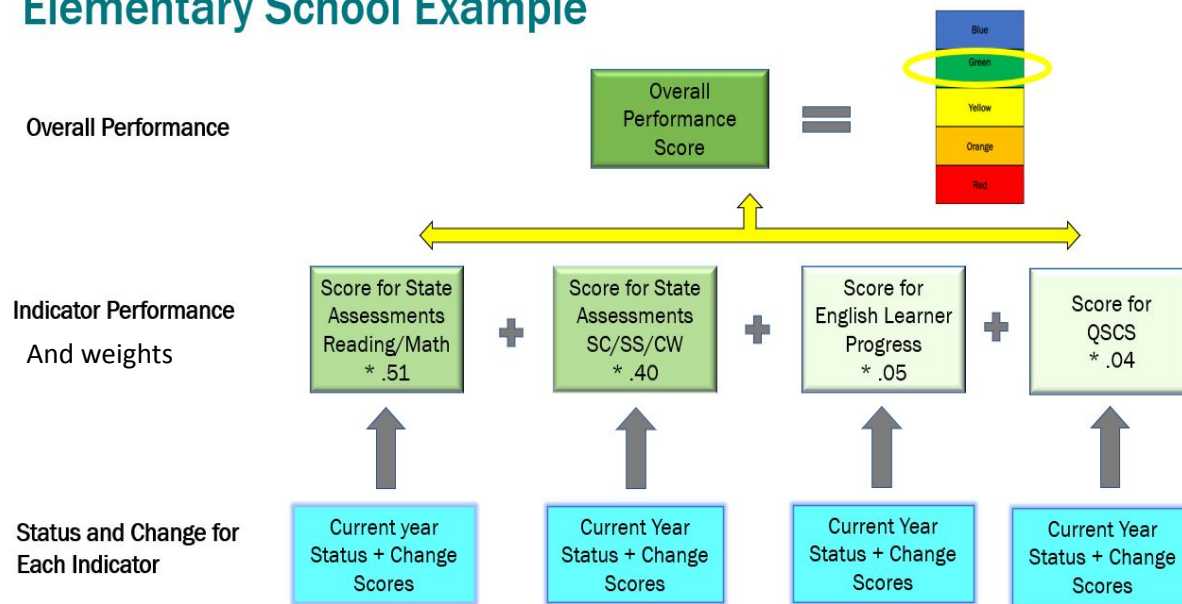
Current Accountability System

- Over-emphasis on rating system
- Little to no relevance to students
- Inadequate means to measure growth
- Doesn't recognize strengths of diverse learners
- Doesn't drive instruction - Not timely/Not enough information
- Doesn't recognize local values

Accountability Indicators

Overall Accountability Weights						
	State Assessment Results in Reading and Mathematics	State Assessment Results in Science, Social Studies and Writing	English Learner Progress	Quality of School Climate and Safety	Postsecondary Readiness	Graduation Rate (4-and-5-year cohort)
Elementary Schools	51	40	5	4	--	--
Middle Schools	46	45	5	4	--	--
High Schools	45	20	5	4	20	6

Elementary School Example



2022-23 Results

Prior Year Status Score (SY22) = 47.2

Current Year Status Score (SY23) = 52.1

Change Score = CY-PY 52.1-47.2 = **4.9**

Indicator: Current Year Status Score + Change Score = 52.1 + **4.9** = **57.0**

2023-24 Results

Prior Year Status Score (SY23) = 52.1

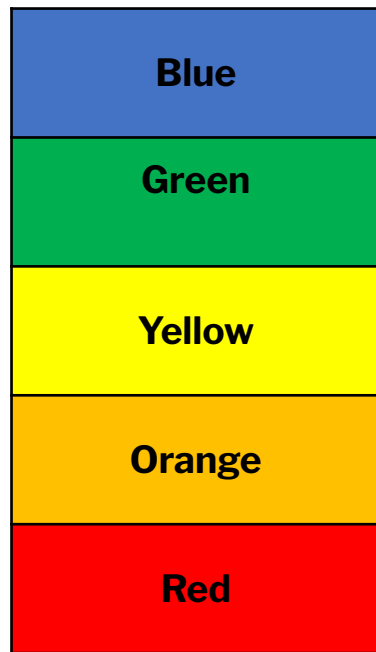
Current Year Status Score (SY24) = 50.5

Change Score = CY-PY 50.5-52.1 = **-1.6**

Indicator: Current Year Status Score + Change Score = 50.5 + **-1.6** = **48.9**

Overall Designations

- An Overall Performance Rating combines performance on the indicators for elementary, middle and high schools.
- The ratings are reported using a color rating system to communicate performance of schools, with Red being the lowest rating and Blue being the highest rating.
- Color ratings include five performance levels from highest to lowest, Blue, Green, Yellow, Orange and Red.



Federal Classifications 2024

- Targeted Support and Improvement (TSI) identification is required annually. Fall 2024 identification is based on two consecutive years of data (2022-2023 and 2023-2024).
- The next identification of Comprehensive Support and Improvement (CSI) will be in the fall of 2025.
- Schools that no longer meet identification criteria and have demonstrated progress will exit federal classification status in 2024.

Contextual Factors



Contextual Factors

Being in school matters

National research consistently shows a **strong association between chronic absenteeism and poor academic performance**, particularly in reading and math. Students who miss a significant amount of school (10% or more of instructional days) demonstrate lower proficiency in these subjects compared to their regularly attending peers (Gottfried, 2014). Studies have found that **chronic absenteeism in early grades is linked to a 25% decrease in literacy skill development**, often leading to academic delays that persist through later years (Chang & Romero, 2008; Romero & Lee, 2007). In middle and high school, **chronically absent students are 30% more likely to fail courses** and are also less likely to graduate on time (Balfanz & Byrnes, 2012). These students struggle on standardized assessments and are more likely to face ongoing academic challenges.

Having a permanent teacher matters

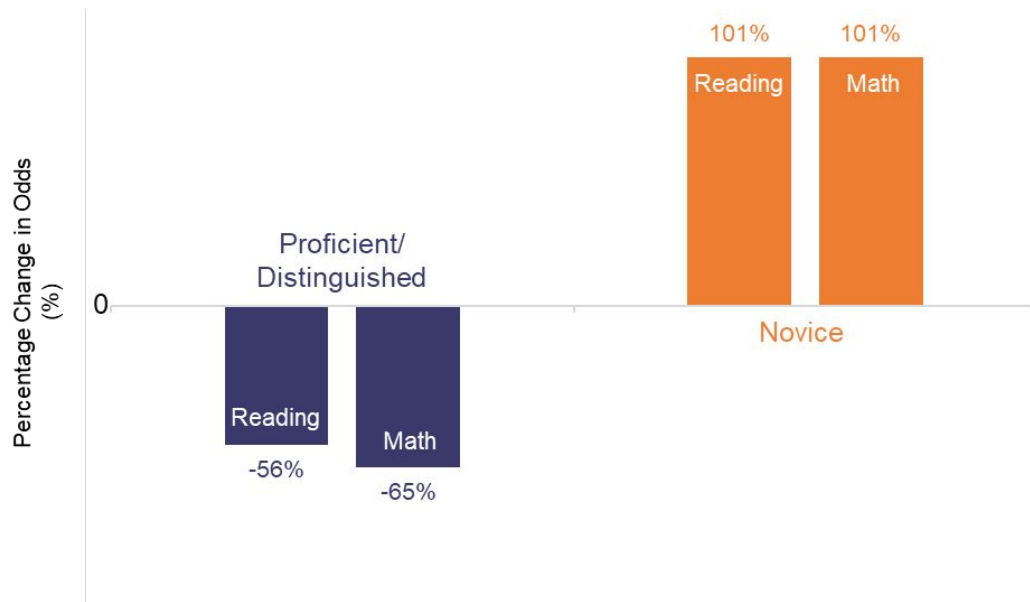
Research shows that **teacher instability and limited access to qualified teachers are correlated with lower academic achievement**. Schools with **high teacher turnover rates experience up to a 20% decrease in student proficiency scores**, especially in disadvantaged communities (Carver-Thomas & Darling-Hammond, 2017). Frequent reliance on substitute teachers and lack of access to certified teachers negatively affect learning outcomes (Papay & Kraft, 2015). **Stable and experienced teachers contribute to student academic gains of 10-15%**, as they provide consistent instruction and foster strong relationships (Ronfeldt et al., 2013; Clotfelter et al., 2007).

Achieving language proficiency matters

Research indicates that **student levels of English language proficiency (ELP) are strongly associated with their academic performance**. A **1-point increase in ELP scores is linked to a 10% increase in standardized assessment scores** (Hopkins et al., 2013). Students with higher ELP perform better on assessments, as their ability to comprehend and engage with academic content is enhanced (Cummins, 1981). Studies show that **English language learners (ELLs) who score below the proficiency threshold are approximately 40% less likely to meet grade-level expectations** in reading and math, resulting in significant achievement gaps compared to their native-speaking peers (Hakuta, Butler, & Witt, 2000). Researchers also emphasize the importance of robust language support programs as **effective instruction targeting ELP can improve academic outcomes for ELLs by 15-25%** (August & Shanahan, 2006).

Impact of Attendance

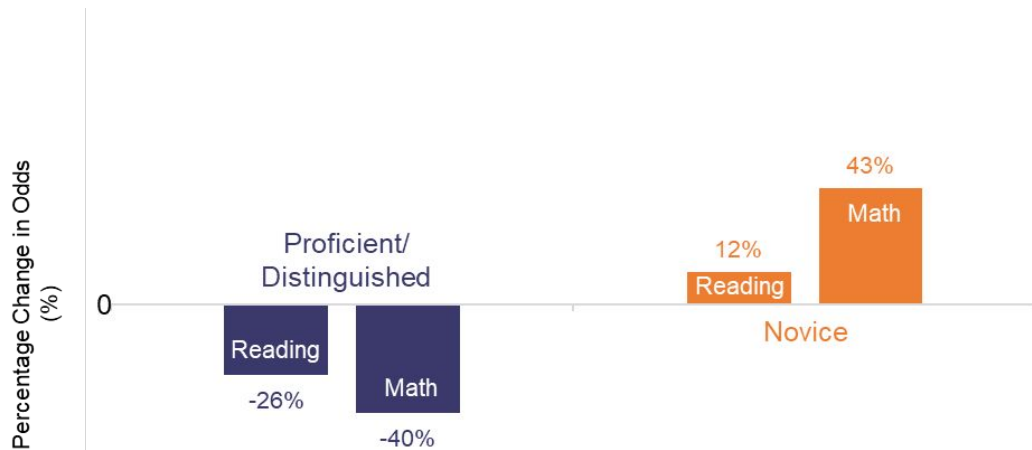
Compared to students with regular attendance, the chances of **chronically absent students** scoring **Proficient or Distinguished** drop by more than 50%; their chances of scoring **Novice** more than **doubled**.



Note: 15,857 chronically absent students tested in 23-24 KSA Reading assessment, 15,826 in Math assessment.

Impact of Teachers

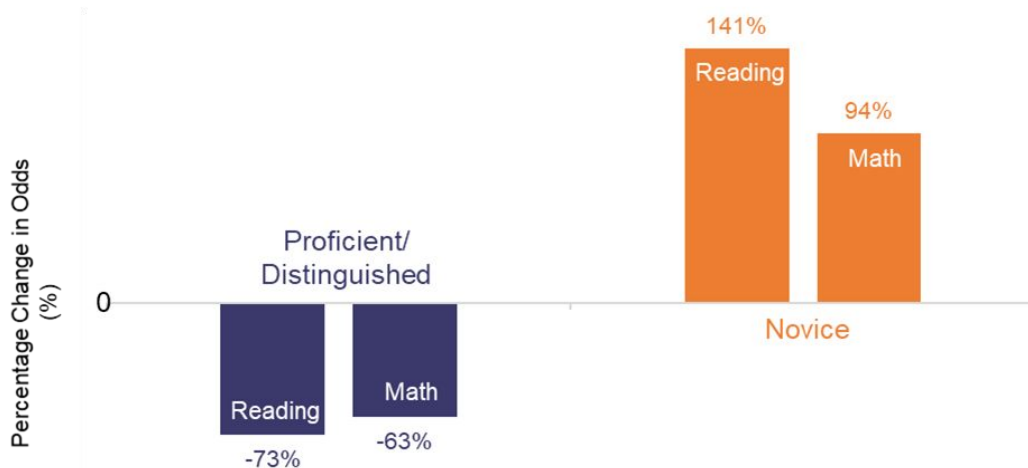
Compared to students with a permanent teacher, the chances of **students without a permanent teacher** scoring **Proficient or Distinguished decrease** by 26% in reading and 40% in math; their chances of scoring **Novice increase** by 12% in reading and 43% in math.



Note: 1,752 students without a permanent teacher during the school year tested in 23-24 KSA Reading assessment, 1,289 in Math assessment.

Impact of Language Proficiency

Compared to ML students with language proficiency, the chances of **ML students who have not reached language attainment** scoring **Proficient or Distinguished decrease** by 73% in reading and 63% in math; their chances of scoring **Novice increase** by 141% in reading and 94% in math.



Note: 3,274 ML students took the 23-24 KSA Reading assessment for the first time, and 3,274 took the Math assessment (average 162 days in JCPS).

2024 Kentucky Summative Assessment Results

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Overall Celebrations and Highlights:

- JCPS maintained or improved their “change” rating in all indicators at all levels (except elementary EL progress)
- Post-secondary readiness at all-time high of 82.3%
- Average graduation Rate at all-time high at 88.2%
- All A1 high schools had a 4 year graduation rate above 80% with 12 schools above 90%
- The achievement gap between African American and White students in postsecondary readiness and graduation rates closed
- Six schools exited CSI status and 11 schools exited TSI status

CSI Trend Data

Over the last three years, 28 schools have exited CSI status

	2019	2020	2021	2022	2023	2024
# Exit	9	NA	NA	13	9	6
# Enter	24	NA	NA	11	1	NA
# Remained	12			23	24	19
Total	36	NA	NA	34	25	19

TSI Classification: # Schools Identified by Student Group

TSI schools decreased from 44 in 2023 to 35 in 2024

	21-22	22-23	23-24	Change
African American	43	29	24	-5
Students with Disabilities	38	30	27	-3
English Learners plus monitored	23	12	9	-3
Economically Disadvantaged	14	7	7	0
Hispanic	5	1	0	-1
White	2	2	1	-1
Two or More Races	1	0	0	0

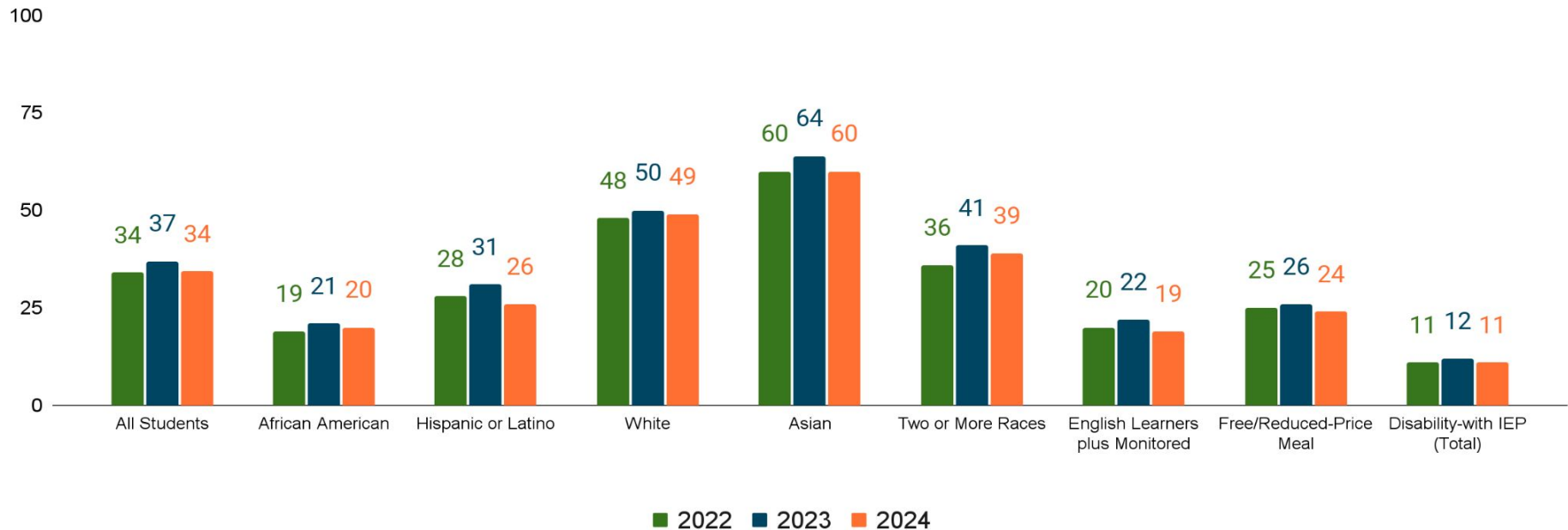
Overall Ratings

	Elementary	Middle	High	Total
Blue	3	0	3	6
Green	8	4	0	12
Yellow	15	2	3	20
Orange	31	10	4	45
Red	32	10	11	53
Total	89	26	21	136

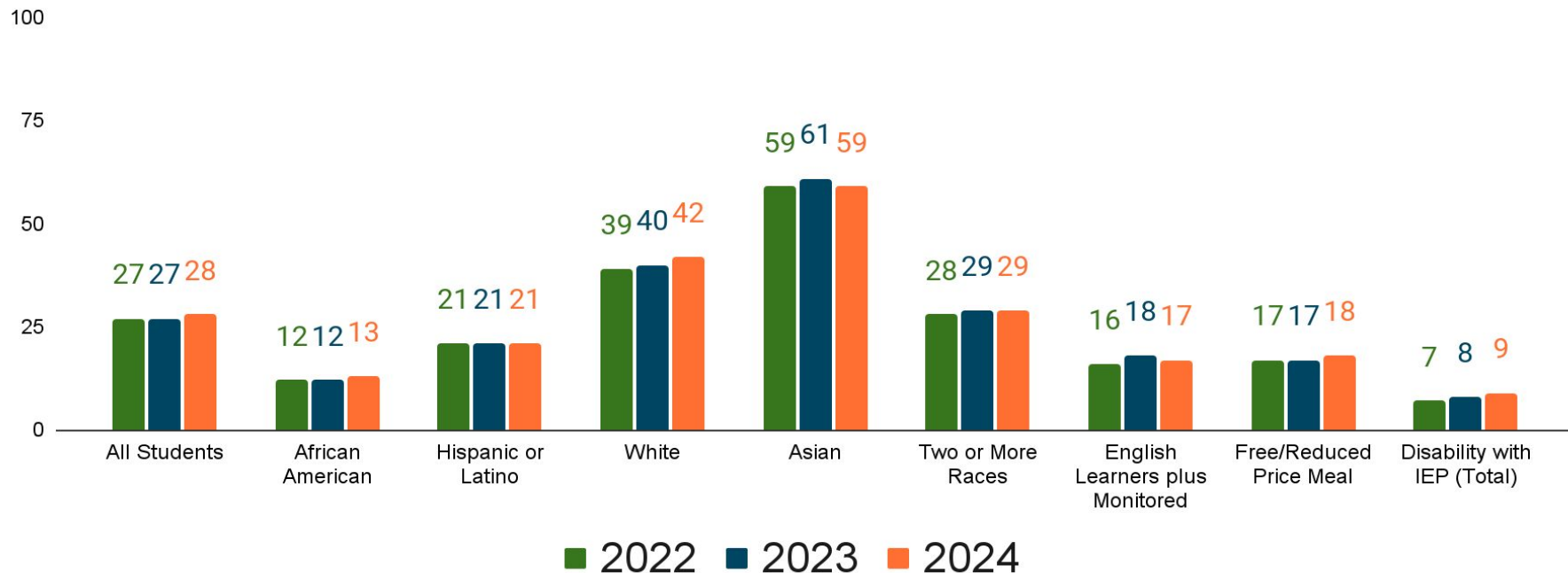
Indicator Scores and Ratings

Indicator		Elementary	Middle	High
Reading & Math	Status	Low	Low	Low
	Change	Maintain	Maintain	Maintain
Science, Social Studies & Writing	Status	Low	Low	Low
	Change	Maintain	Maintain	Maintain
English Learners Progress	Status	High	Medium	Medium
	Change	Decline	Increase	Increase
Quality of School Climate & Safety Survey	Status	Low	Low	Medium
	Change	Maintain	Increase	Increase
Postsecondary Readiness	Status			Medium
	Change			Increase
Graduation Rate	Status			Low
	Change			Increase

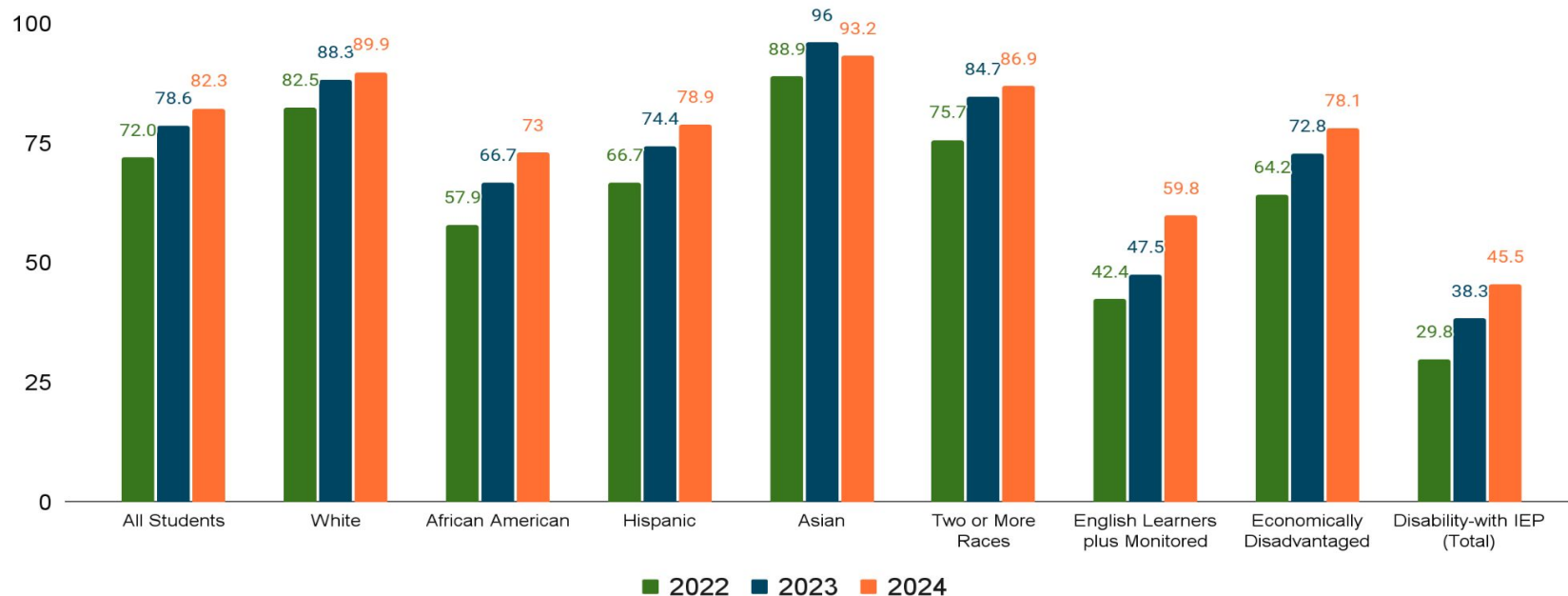
Reading Proficiency Rates by Student Groups



Math Proficiency Rates by Student Groups

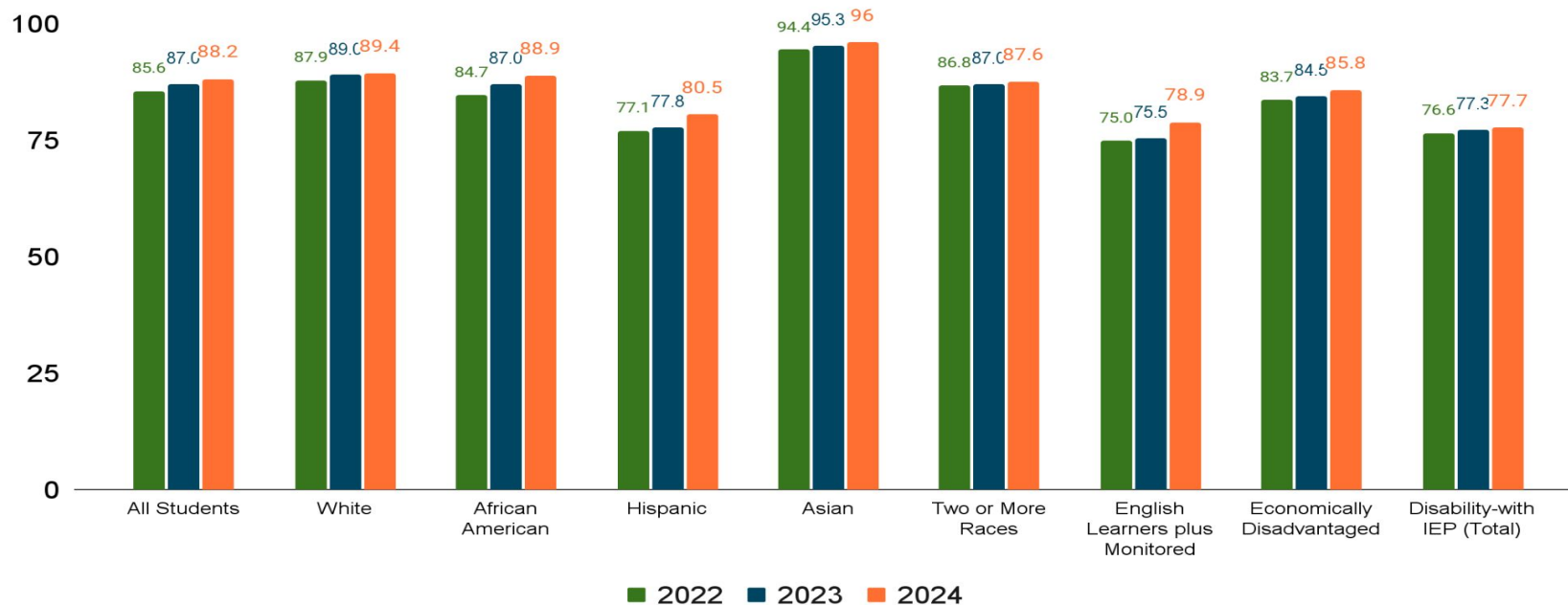


Postsecondary Readiness by Student Groups

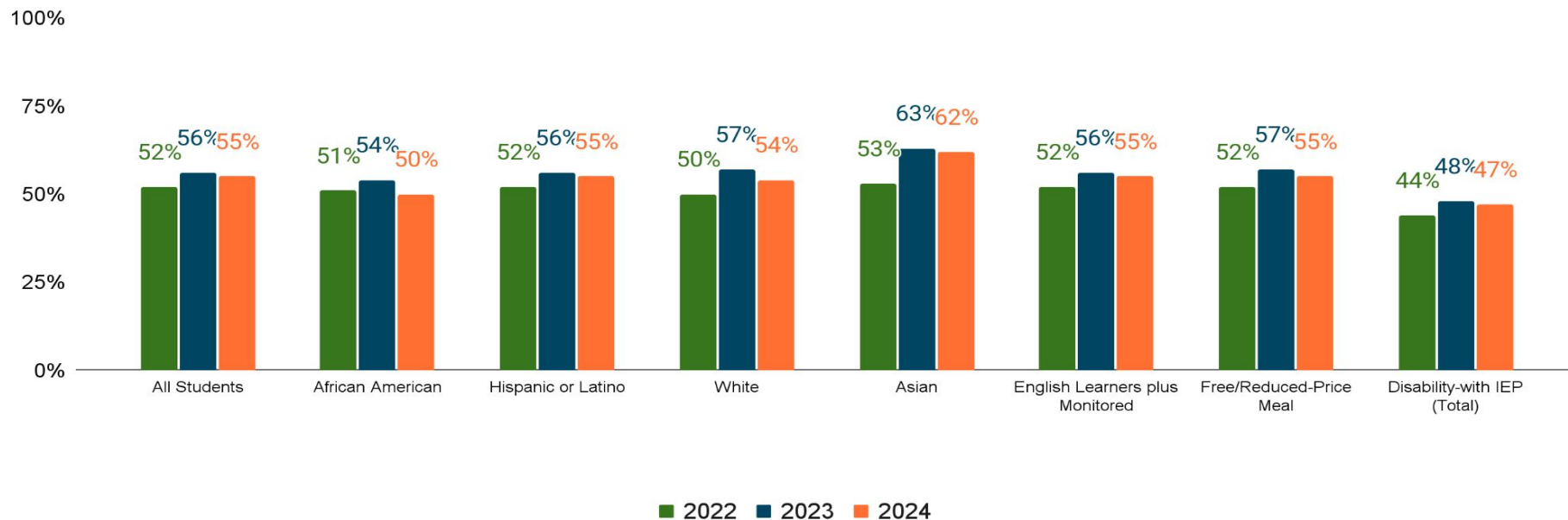


Note: Rates include Bonus

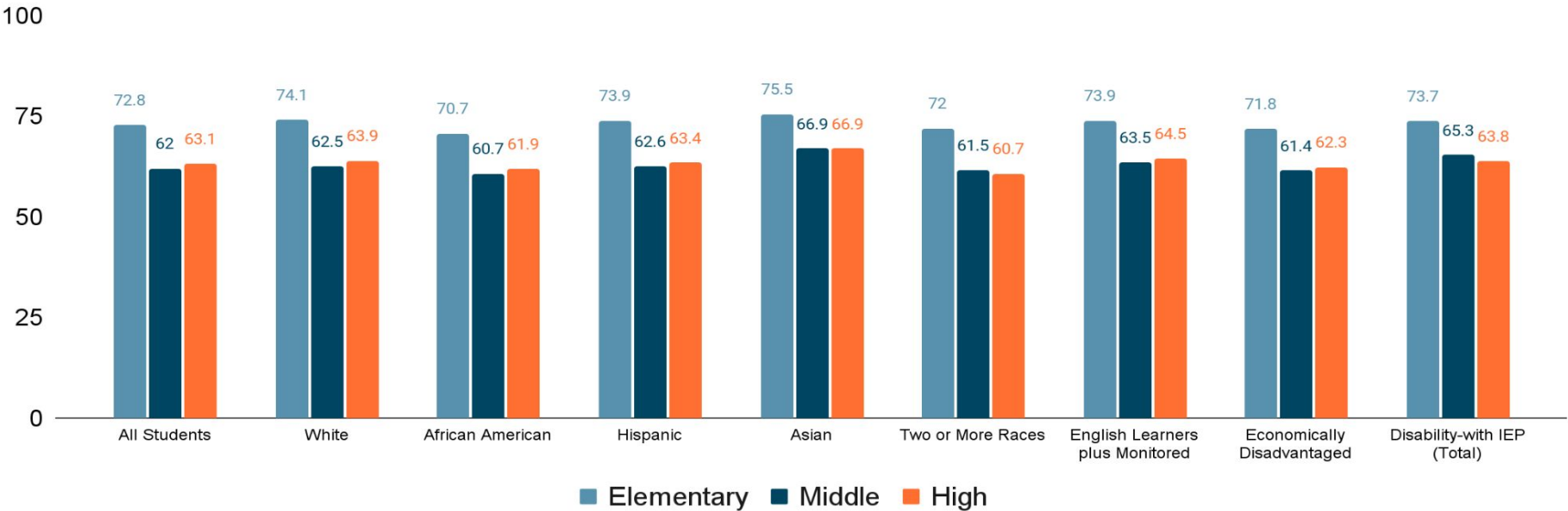
Graduation Rate (4 & 5 Yr) by Student Groups



English Learner Progress by Student Groups



2024 School Climate and Safety Ratings by Student Groups



Summary

Highlights

- Fewer CSI schools
- Fewer TSI schools
- Increased postsecondary readiness
- Increased graduation rates
- Closing gap

Areas for Growth/Next Steps

- Laser-like focus on deep implementation of K-12 High Quality Instructional Resources (HQIR) and instructional shift
- Increased targeted support to federally identified schools
- Advance goals and guardrails strategies to support student outcomes

Future Accountability System Prototype

Kentucky
UNITED WE LEARN
COUNCIL

REIMAGINING ASSESSMENT AND ACCOUNTABILITY

In service to the
Kentucky United We Learn Council's
Moonshot

September 2024

Version 4.0
Prototype for
Discussion and Consideration

Kentucky Department of
EDUCATION



Reimagining Assessment & Accountability

Components	Aim
State Accountability	Accreditation-style model that prioritizes feedback and continuous improvement by providing information on a broad set of school quality domains; eliminates color ratings
Federal Accountability	System that has a minimal footprint and minimal impact beyond its use for public reporting on student groups and identifying the schools in most need of receiving additional federal and state resources and support; replaces the “Change” component with individual student growth .
Assessment System	System that is integrated into the learning experience and meaningful to students and educators by: <ul style="list-style-type: none">• providing real-time feedback so educators can provide targeted support throughout the year.• emphasizing authentic demonstrations of learning that give students the opportunity to demonstrate competency of the essential knowledge and skills
Reporting	Dashboard that is aligned to accreditation-style accountability system. Schools can customize the report card with locally relevant data points on vibrant learning experiences at regular intervals.

State Accountability: Example

Table 1. Potential Domains of a School Quality Evaluation Framework

Academic Outcomes and Growth, + Portrait of a Learner (POL) Competencies	Vibrant Learning Experiences	Teaching and Leadership	School Culture and Student Well-being	Community Connections and Post-secondary Readiness	Locally Determined Criteria (optional)	Locally Determined Criteria (optional)	Locally Determined Criteria (optional)
State-developed rubrics evaluate using a mixture of state-required and locally-specific evidence. For each indicator, some evidence would be required (e.g., growth metrics in reading and math), other evidence would be locally determined (e.g., evidence of community engagement).					Fully local criteria and evidence.		

**JOURNEY
TO SUCCESS**

Vibrant Learning Experiences:

JCPS Artifacts, Milestones, and Defenses of Learning

student capstone projects, student led conferences, service-based learning experiences, work-based learning experiences, student defenses of learning, personalized learning pathways, other locally-proposed, state-approved options

Questions

