



Kentucky Accountability System (Proposed) Overview

When the Every Student Succeeds Act (ESSA) was signed into law in December 2015, it presented an opportunity for Kentucky to revise and improve its public school accountability system.

Shareholder Engagement

In spring 2016, the Kentucky Department of Education sponsored a series of Town Hall Meetings across the state to outline the current system, explain the requirements under ESSA and solicit input for what the public values in its schools and should be reflected in the new system. Several overarching themes emerged:

- Our children must be at the heart of the system.
- A well-rounded education is important and necessary.
- All subjects, both tested and non-tested, need to be valued.
- Access and opportunity for students are critical.
- An emphasis on teaching is needed.
- Collaboration instead of competition among schools and districts needs to be the focus.

Another series of Town Hall meetings in spring 2017 will be held to gather feedback on the proposed accountability system. Comments will be solicited through the commissioner's many advisory panels, education partners and educators across the state. Through an online collection tool, the Kentucky Department of Education will gather additional comments from shareholders and the general public. Currently, the state must submit its consolidated state plan on how the new system will be implemented to the United States Department of Education by September 18.

System Development

In June 2016, Commissioner Stephen Pruitt named an Accountability Steering Committee to guide the overall work. At its first meeting he told the committee, "This work is about 650,000 young people sitting in classrooms across the state and making sure they get the best education possible. We have to get out of a mentality of compliance with accountability and focus on quality, if we want to make progress on closing achievement and opportunity gaps and make the gains we need for the benefit of our children. Every one of them needs to be prepared to pursue college, postsecondary training, military service or a job upon high school graduation."

The Accountability Steering Committee, which is comprised of teachers, principals, superintendents, representatives from higher education, teacher preparation and certification, parents, business and community leaders, agreed on several principles to guide its work in developing a new accountability system:

- The system should focus on the welfare of all students and promote good decision making for their benefit.
- The system should promote a holistic and quality education for all students.
- The system should reflect the Kentucky Department of Education's guiding principles of equity, achievement and integrity.
- The system should be simple and easy to understand.
- Data should be reported in a dashboard that better illustrates school/district progress or deficits than a single number.

"Staying with the status quo is not good enough for the Commonwealth," Pruitt told the group. "We need a system that will generate better outcomes for all of our kids and will support the economic development of Kentucky."

Subsequently, Pruitt named work groups, each chaired by a local superintendent and comprised of education practitioners from throughout the state – representing various grade levels, content areas and student groups, classroom teachers and administrators – parents, business and community interests – to look at Assessment, College and Career-Readiness, Educational Innovations, Opportunity and Access, and School Improvement. The subcommittees put forth recommendations to the Systems Integration Committee on how the system should work and what it should include.

A Systems Integration Committee looked at both the individual components and measurements and how the system works together as a whole and made recommendations to the Steering Committee. A Consequential Review Committee looked at unintended consequences that could result and discussed how districts might manipulate the system to improve their accountability classification. A Regulatory Review Committee is in the process of evaluating the proposed system for congruence to federal and state law.
Approximately 3,500 Kentuckians have participated in the process to date.

The Proposed System

The primary goal of the accountability proposal is to ensure every student is ready for the next step in his/her academic development and ultimately postsecondary education and a career. While the focus is on students, schools and districts are held accountable for supporting the student through various indicators and measures at each level.

An overall rating will be determined by student and school performance on five indicators (Proficiency, Growth, Achievement Gap, Transition Readiness and Opportunity and Access) and associated measures. On the measures, a performance level of High, Medium or Low will be assigned based on cut scores for each, which are to be determined through a standards setting process. **Some measures contribute to a school's/district's overall accountability rating** (minimum number of 30 students); **others are reported only** (minimum number of 10 students).

Proposed System Features

Several features of the proposed accountability system are similar to previous systems. Some features are new and unique.

- Proficiency remains a key indicator. There is a new focus on English acquisition by English language learners.
- The way student growth is measured has changed. At the elementary and middle school levels, growth will be based on each individual student's progress toward proficiency measured against the student's annual personal target for improvement and the school's work to support the student to catch up, keep up and move up.
- The way achievement gap is evaluated has changed to provide more transparency and minimize unintended consequences for schools with very low numbers of students in certain student groups. Because of the importance in closing the achievement gap, schools that excel at gap closure, as well as those that are struggling to close the gap, will be easily identified with a supplemental designation.
- As part of the Transition Readiness indicator, there is an emphasis on the development of essential skills and characteristics needed for postsecondary and workplace success, as identified by Kentucky employers and postsecondary partners. For a student to be considered transition ready, he/she must acquire at least foundational essential skills – dispositions such as reliability, adaptability, working well with others, and a strong academic knowledge. Additionally, the state is working on the development of an optional Kentucky PLUS designation, a work ethic certification that would allow students the choice to pursue recognition for demonstrating more advanced and rigorous stages of professional and essential skills. The certification would be tiered and attainment would be reflected as a bronze, silver or gold seal on a student's diploma. This information would be reported for each school/district, but would not be included in accountability.
- For the first time, the proposed system includes an indicator to ensure every student has equitable opportunity and access to standards, content, programs, quality educators, and educational experiences that support and lead to student success.
- In an effort to encourage collaboration rather than competition, how a school's overall rating is determined has changed. Rather than points being assigned, and some indicators weighted to determine an overall score (from which schools are often ranked) and rating, school performance will be charted on a matrix of the indicators to determine the overall rating. Measures that contribute to a school's accountability rating as well as those that do not will be publicly reported.
- Focus and priority school labels will no longer exist. Instead, schools in need of additional help will be identified as those needing targeted support and intervention or those needing the comprehensive support and improvement.
- Student group reporting has expanded with ESSA to include students who are homeless, in foster care and military connected (students with at least one parent in active military), in addition to reporting by gender, migrant status, race/ethnicity (White, African American, Hispanic, Asian, Hawaiian/Pacific Islander, Native American/Alaska Native, 2 or more), free/reduced price meal eligible, students with an Individualized Education Plan (IEPs) and English language learners.

Competency-based Education and Assessment Pilot

It should be noted that the proposed accountability system also includes the potential for expansion with an optional competency-based education and assessment pilot. This would utilize the strong connection among curriculum, instruction and assessment and promote personalized learning and flexibility at the district level. At the core of competency-based assessment is a commitment to ensure students master standards. Locally, state content standards are grouped into competencies and students demonstrate mastery of those competencies by gathering evidence coordinated with their instruction when the individual student is ready rather than during a standardized testing window.

The evidence of mastery may be drawn from a variety of sources, including assessments devised by the teacher or district, performance-based experiences, a statewide digital assessment bank, apprenticeships and other real-world experiences. During the pilot, the district's assessment system can create credibility and evaluate soundness by having students take both state assessments and demonstrate mastery locally. Once technical stability is achieved, data from the competency-based system may replace data from state-administered assessments and measures and be included in the state accountability system as evidence of student proficiency.

While some level of detail is still in development and data modeling is ongoing, the following pages represent the framework for Kentucky’s proposed accountability system under the Every Student Succeeds Act.

Kentucky Proposed Accountability at a Glance

Indicators (Not all are Equal)	Elementary Measures	Middle School Measures	High School Measures
Proficiency <i>Defined as reaching the desired level of knowledge and skill as measured on academic assessments.</i>	<ul style="list-style-type: none"> Student performance on state tests in reading, mathematics, science, social studies and writing English learners student group’s progress on an English proficiency assessment 		
Growth (EL/MS) <i>Defined as a student’s continuous improvement toward the goal of proficiency.</i>	<ul style="list-style-type: none"> Percentage of students who meet annual personal target for improvement based on individual student trajectory toward proficiency 	<ul style="list-style-type: none"> Growth not calculated at the high school level because only a single assessment is administered per subject 	
Transition Readiness <i>Defined as a student’s attainment of the necessary knowledge, skills and dispositions to successfully transition to the next level of his or her education career.</i>	<ul style="list-style-type: none"> Foundational learning in non-tested subjects; various career fields; essential skills (specific measures under development) 	<ul style="list-style-type: none"> Continued exploration of non-academic subjects; career fields; demonstration of essential skills (specific measures under development) 	<ul style="list-style-type: none"> 5-year adjusted cohort graduation rate Foundational essential skills AND one of the following: <ul style="list-style-type: none"> Academic-ready – meet benchmarks on college entrance exam OR dual credit OR Technical-ready – meet benchmarks on KOSSA OR earn Industry Certificate OR dual credit OR Military-ready – meet benchmark on ASVAB
Achievement Gap <i>Defined as the disparity in performance between student groups with a goal of reducing or closing the gap by moving all students to higher levels and moving those at the lowest levels more rapidly.</i>	<ul style="list-style-type: none"> Reduction in percentage of students scoring below Proficient (Novice and Apprentice) in each tested subjects reported by group <ul style="list-style-type: none"> White, African American, Hispanic, Asian, Hawaiian/Pacific Islander, Native American/Alaska Native, multiple race/ethnicity, F/R-meal eligible, students with IEP, EL students and consolidated student group) Non-duplicated consolidated student group includes same groups as above excluding White, Asian and F/R-meal eligible students in each tested subject to include student groups whose population are too small to otherwise be reported – include in school rating Display the difference between student groups’ performance in each subject – reported only 		
Opportunity and Access <i>Defined as the equitable availability to research-based student experiences and school factors that impact student success.</i>	<ul style="list-style-type: none"> Various Student Measures; Content/Standards/Program Measures; Policy Measures; Practitioner Measures (differing by grade level) of school quality and student success in the categories of: <ul style="list-style-type: none"> Whole child supports Equitable access 		
Overall School Rating <i>Based on strength of performance on school-level measures and indicators.</i>	Outstanding	Gap Closure – supplemental designation for closing the differences in achievement between students in historically lower-performing groups and students in historically higher-performing groups within the school	
	Excellent		
	Good	Gap Issue – supplemental designation for schools with very large achievement gap and low-performing students	
	Fair		
	Concern		
Intervention			
School Improvement and Support	<ul style="list-style-type: none"> Targeted – school with low-performing or consistently underperforming student group(s) Comprehensive – bottom 5% of schools OR less than 80% grad rate OR chronically low-performing student group(s) 		



Kentucky Accountability System (Proposed) Ratings and Reporting Determination

An overall rating will be determined by student and school performance on five indicators (Proficiency, Growth, Achievement Gap, Transition Readiness and Opportunity and Access) and associated measures. On the measures, a performance level of High, Medium or Low will be assigned based on cut scores for each, which are to be determined through a standards setting process. Student performance levels are Novice, Apprentice, Proficient and Distinguished (NAPD).

Evaluating Proficiency, Growth and Transition Readiness for the Overall Rating

A single performance level (Very Strong, Strong, Moderate, Low, Very Low) will be assigned for the *combined* Proficiency and Growth (elementary/middle schools) and Proficiency/Transition Ready (high schools). **All measures will be reported separately and by student group.**

For elementary/middle schools, the amount of Growth is reported in the following categories:

- For students below Proficient, enough Growth to become Proficient (“Catch up”)
- For students at or above Proficient, enough Growth to maintain proficiency (“Keep up”)
- For any student, enough Growth to move to the next achievement level (“Move up”). Increasing student scoring within or between performance level is positive (such as a move from Low to High Novice or from Apprentice to Proficient)

For Elementary and Middle Schools

		Growth			
Performance Category		Less than Keep Up	Keep up	Catch up or Move up	
Proficiency	High	Strong	Very Strong Proficiency and/or Growth		
		Moderate	Strong Proficiency and/or Growth		
	Medium	Low	Moderate Proficiency and/or Growth	Strong	
		Low Proficiency and Very Low Growth	Low Proficiency and/or Growth	Moderate	Strong

For High Schools

		Transition Readiness				
Performance Category		Very Low Graduation Rate	Very Low to Strong	Low to Very Strong	Moderate to Very Strong	Strong to Very Strong
Proficiency	High	Very Low Transition Readiness and/or Proficiency	Strong Proficiency and/or Transition Readiness	Very Strong Proficiency and/or Transition Readiness		
	Medium		Moderate Proficiency and/or Transition Readiness			
	Low		Low Proficiency and/or Transition Readiness			

Evaluating Achievement Gap Closure for the Overall Rating

The Achievement Gap is defined as the disparity in performance between lower performing and higher performing student groups within a school with the goal of closing the gap by moving all students to higher levels and moving those at the lowest levels more rapidly. While the difference between student groups' performance is reported, a single performance level of Very Strong, Strong, Moderate or Low or Critically Low is given based on these measures of a school's progress closing the Achievement Gap:

- Reduction in percentage of students scoring below Proficient (Novice and Apprentice) in each tested subject reported by group – included in rating.
 - White, African American, Hispanic, Asian, Hawaiian/Pacific Islander, Native American/Alaska Native, multiple race/ethnicity, F/R-meal eligible, students with IEP, EL students and non-duplicated consolidated student group
 - Non-duplicated consolidated student group includes,
 - same groups as above excluding White, Asian and F/R-meal eligible students
 - student groups whose population are too small to otherwise be reported
- Display the difference between student groups' performance in each subject – reported only.

Schools making strong progress toward closing the gap will receive an additional Gap Closure Designation. If a school has a large gap or a student group that is underperforming and not making progress, it cannot earn the highest overall rating and a Gap Issue Designation is attached to the overall rating. Further modeling and determination of cut scores is needed to determine the various performance levels.

Evaluating Opportunity and Access for the Overall Rating

Each school will receive a performance label of Strong, Medium or Low for *Opportunity and Access* based on performance of the measures.

Proposed Overall rating *minimum* requirements by indicator:

Overall Rating	Proficiency and Growth (EL/MS) Proficiency and Transition (HS) ¹	Transition Readiness (EL/MS)	Opportunity and Access	Achievement Gap Closure
Outstanding	Very Strong	Very Strong	Very Strong	Very Strong Gap Closure Designation
Excellent	Very Strong	Strong	Strong	Strong Gap Closure Designation
Good	Strong	Moderate	Moderate	Moderate
	Moderate	Strong	Strong	Strong Gap Closure Designation
Fair	Moderate	Moderate	Moderate	Low Gap Issue Designation
Concern	Low	Low	Low	Very Low Gap Issue Designation
Intervention	Graduation Rate under 80% OR Bottom 5% in performance OR Did not exit Tier II Targeted Support after 3 years			

Accountability Reporting

An annual online School Report Card will provide complete information on every measure that contributes to the school's rating. A dashboard will provide an at-a-glance look at the key performance metrics of a school. All reporting tools will be designed carefully to communicate clearly to all those who will use them.

Reporting Measures Not Included in Accountability

In addition, the School Report Card will provide information on measures that are reported only to ensure transparency, to help put the school's performance in context, to check for coherence between the various measures, and to provide useful feedback to school and district educators on what might be done to improve education in their schools/districts..



Kentucky Accountability System (Proposed) Elementary Students/Schools/Districts

Student Expectations for Transition Readiness

Proficiency – Proficient or above in E/LA, mathematics, science, social studies and writing on state tests;
Progress on English acquisition for EL students

Growth – Meets annual personal goal for improvement based on individual student trajectory toward proficiency

Well-Rounded Education – Foundational understanding in non-tested subjects (arts, music, PE, library, etc.), potential career fields, future learning requirements, as well as initial exposure to essential skills



Elementary School and District Accountability

Indicators

Proficiency – reported by subject, student group and performance level (NAPD) for each

Growth – reported by student group

Achievement Gap Closure – reported by student group

Transition Readiness – reported by measure and student group

Opportunity and Access – reported by measure and student group where applicable

Measures

- Percentage of students proficient or above in E/LA, mathematics, science, social studies and writing on state tests
- Student progress on EL assessment
- Percentage of students who meet annual personal goal for improvement based on individual student trajectory toward proficiency
- Reduction in percentage of students scoring below Proficient (Novice and Apprentice) in each tested subjects reported by group
 - White, African American, Hispanic, Asian, Hawaiian/Pacific Islander, Native American/Alaska Native, multiple race/ethnicity, F/R-meal eligible, students with IEP, EL students and consolidated student group
 - Non-duplicated consolidated student group includes same groups as above excluding White, Asian and F/R-meal eligible students in each tested subject to include student groups whose population are too small to otherwise be reported – include in school rating
- Display the difference between student groups' performance in each subject – reported only
- Foundational learning in non-tested subjects; various career fields; essential skills (specific measures under development)
- Student Measures; Content/Standards/Program Measures; Policy Measures; Practitioner Measures (see list starting on page 9) in the areas of
 - Whole Child Supports
 - Equity and Access



Kentucky Accountability System (Proposed)

Middle School Students/Schools/Districts

Student Expectations for Transition Readiness

Proficiency – Proficiency or above in E/LA, mathematics, science, social studies and writing AND meet state-determined benchmark or higher on pre-college readiness test
Progress on English acquisition for EL students

Growth – Meets annual personal goal for improvement based on individual student trajectory toward proficiency

Well Rounded Education – Continued exploration of non-tested subjects (arts, music, PE, library, etc.) and potential career fields; takes advantage of advanced coursework opportunities. Initially demonstrates essential skills of reliability (attendance and promptness), adaptability (open to learning, and problem solving; embraces new ways of doing things), ability to apply knowledge (reading, writing, mathematics, science and technology), ability to work well with others (communicates effectively, respects differing points of view, cooperates and collaborates, shows enthusiasm).



Middle School and District Accountability

Indicators

Proficiency – reported by subject, student group and performance level (Novice, Apprentice, Proficient and Distinguished) for each

Growth – reported by student group

Achievement Gap Closure– reported by student group

Transition Readiness – reported by measure and student group

Opportunity and Access – reported by measure and student group where applicable

Measures

- Percentage of students proficient or above in E/LA, mathematics, science, social studies and writing on state tests
- Progress on English Language Proficiency assessment
- Percentage of students who meet annual personal goal for improvement based on individual student trajectory toward proficiency
- Reduction in percentage of students scoring below Proficient (Novice and Apprentice) in each tested subject reported by group
 - White, African American, Hispanic, Asian, Hawaiian/Pacific Islander, Native American/Alaska Native, multiple race/ethnicity, F/R-meal eligible, students with IEP, EL students and consolidated student group
 - Non-duplicated consolidated student group includes same groups as above excluding White, Asian and F/R-meal eligible students in each tested subject to include student groups whose population are too small to otherwise be reported – include in school rating
- Display the difference between student groups' performance in each subject – reported only
- Continued exploration of non-academic subjects; career fields; demonstration of essential skills (specific measures under development)
- Student Measures; Content/Standards/Program Measures; Policy Measures; Practitioner Measures (see list starting on page 11) in the areas of
 - Whole Child Supports
 - Equity and Access



Kentucky Accountability System (Proposed)

High School Students/Schools/Districts

Student Expectations for Transition Readiness

High School Diploma

Earn a high school diploma by meeting/exceeding the Kentucky Minimum High School Graduation Requirements

Foundational Work Ethic Skills

- Attendance – 97% not counting EXCUSED absences and tardies
- Complete work-based learning experience, OR service learning OR community service
- Individual Learning Plan (specific components TBD)
- Workplace Readiness Skills Assessment (to also include standards related to financial literacy and citizenship)

AND

AND

Meet Requirements for ONE type of Readiness:



Academic Readiness

- ✓ Meet state-designated benchmarks on college entrance exam (ACT, SAT, etc.) **OR**
- ✓ KBE-Approved Dual Credit (6+ hours with a B or better) **OR**
- ✓ Advanced Placement (2+ courses with a 3 or higher on the assessment) **OR**
- ✓ International Baccalaureate Course (A score of **X** or higher on exam)



Technical Readiness

- ✓ Earn a Career Industry Certification **OR**
- ✓ State designated score on the Kentucky Occupational Skills Standards Assessment (KOSSA) **OR**
- ✓ KBE-Approved Dual Credit (6+ hours with a B or better aligned to a career pathway)



Military Readiness

- ✓ Score 50+ on the Armed Forces Qualification Test (AFQT)/Armed Services Vocational Aptitude Battery (ASVAB)



Optional Kentucky PLUS Designation

In addition to being Transition Ready by meeting the basic requirements, a student is encouraged to earn a Kentucky PLUS designation by:

- Meeting the requirements of a second readiness component
- Earning a Kentucky Work Ethic Certification of bronze, silver or gold diploma seal
(Based on Levels of Sophistication Beyond Foundational Requirements)

This designation should be student-driven. It will be reported for each school/district, but is not part of a school/district's accountability rating.



- Academic readiness options will require discussion with the Council on Postsecondary Education (CPE).
- All proposed transition options must meet a standard of equal rigor.
- NOTE: A proposed measure of successful postsecondary transition (college, workforce or military) is included for reporting at the district level.

High School and District Accountability

Indicators

Proficiency – reported by student group

Achievement Gap Closure – reported by student group

Transition Readiness – reported by indicator and student group

Opportunity and Access – reported by measure and student group where applicable

Measures

- Percentage of students proficient or above in E/LA, mathematics, science, social studies and writing on state tests
 - Progress on English Language Proficiency assessment
 - Percentage of students who meet state-determined benchmark or higher on college readiness test
- Reduction in percentage of students scoring below Proficient (Novice and Apprentice) in each tested subject reported by group
 - White, African American, Hispanic, Asian, Hawaiian/Pacific Islander, Native American/Alaska Native, multiple race/ethnicity, F/R-meal eligible, students with IEP, EL students and consolidated student group
 - Non-duplicated consolidated student group includes same groups as above excluding White, Asian and F/R-meal eligible students in each tested subject to include student groups whose population are too small to otherwise be reported – include in school rating
 - Display the difference between student groups' performance in each subject – reported only
- 5-year adjusted cohort graduation rate (4-year rate will be reported only)
 - Work Ethic Foundational Skills
 - 97% attendance not counting EXCUSED absences
 - Minimum 10 hours work-based learning experience, OR service learning OR community service
 - Individual Learning Plan (specific components TBD)
 - College-ready students meet benchmarks on college entrance exam OR dual credit or advanced coursework (AP, IB) requirements **OR**
 - Career-ready students meet benchmarks on KOSSA or earn Industry Certificate or dual credit **OR**
 - Military students attain benchmark on ASVAB
 - Postsecondary Transition Data (reported only at district level)
- Student Measures; Content/Standards/Program Measures; Policy Measures; Practitioner Measures (see list starting on page 12) in the areas of
 - Whole Child Supports
 - Equity and Access



Kentucky Accountability System (Proposed)

Opportunity and Access Measures

This indicator of School Quality and Student Success seeks to minimize opportunity gaps and ensure equitable access for all students to high quality education programs.

Opportunity gap refers to the ways in which race, ethnicity, socioeconomic status, English proficiency, community wealth, familial situations, or other factors contribute to or perpetuate lower educational aspirations, achievement, and attainment for certain groups of students. Generally speaking, *opportunity gap* refers to inputs—the unequal or inequitable distribution of resources and opportunities—while *achievement gap* refers to outputs—the unequal or inequitable distribution of educational results and benefits.

In education, the term **equity** refers to the principle of *fairness*. While it is often used interchangeably with the related principle of *equality*, equity encompasses a wide variety of educational models, programs, and strategies that may be considered fair, but not necessarily equal. It has been said that “equity is the process; equality is the outcome,” given that equity—what is fair and just—may not, in the process of educating students, reflect strict equality—what is applied, allocated, or distributed equally. Inequities occur when biased or unfair policies, programs, practices, or situations contribute to a lack of equality in educational performance, results, and outcomes.

In Kentucky, each student will have an equitable opportunity to develop the academic, social and workplace/life skills necessary to ensure a successful transition from pre-K through grade 12 to the future pathway of their choice, equipped with skills, knowledge and dispositions needed for next steps and productive citizenship.

The proposed measures for Opportunity and Access are being collected or will be collected from current data reporting systems (e.g. Infinite Campus, Lead Report, etc.). All data will be reported by student group when applicable. Recommended measures for accountability rating are those that:

- Avoid compliance mentality
- Can be collected and verified for quality
- Reflect quality over quantity (for rating and reporting)
- Are under the control of the school/district (noted lagging indicator of postsecondary persistence is not, and should be removed as a measure at the high school level).

Proposed measures focus on the areas of whole child supports and equitable access. The measures below have been selected based on research and their potential to improve student success. Performance on measures may be tiered to demonstrate progress toward the desired outcome.

Elementary School	
Whole Child Supports	<p><u>Student Measures:</u></p> <ol style="list-style-type: none"> 1. The percentage of any particular student group assigned out-of-school suspension is in proportion to the student group population enrolled at the school (disaggregated by student groups). REPORTING 2. The percent of students defined as ‘chronically absent’ (students who miss 10% or more days in a school year, including both excused and unexcused absences) at the end of the school year. REPORTING <p><u>Content/Standards/Program Measures:</u></p> <ol style="list-style-type: none"> 3. All students (100 percent) have access and opportunities to create, perform, respond, and connect through exposure to the visual and performing arts disciplines (within the Kentucky Academic Standards for Visual and Performing Arts). RATING 4. All students (100 percent) have access to Kentucky Academic Standards-based health <u>and</u> physical education teaching and learning. RATING 5. All students (100 percent) have access to Kentucky Academic Standards-based science teaching and learning. RATING

	<p>6. All students (100 percent) have access to Kentucky Academic Standards-based social studies teaching and learning. RATING</p> <p>7. All students (100 percent) have access to Kentucky Academic Standards-based practical living and career studies teaching and learning. RATING</p> <p>8. All students (100 percent) have access and opportunities for exposure to global competency and/or world language teaching and learning. REPORTING</p> <p><u>Early Childhood Policy Measures:</u></p> <p>9. State Funded Preschool ALL STAR rating – Possible district indicator – REPORTING</p> <p>10. Percentage of kindergarten students served in a half-day program and in a full day program. Possible district indicator – REPORTING</p> <p><u>Practitioner Measures:</u></p> <p>11. A librarian/media specialist who formally focuses on organizing, equipping and managing the operations of the school library including assisting individuals and groups <i>during the school day</i> to work on projects, conduct research and find resources to support educators and students’ teaching and learning needs is employed. REPORTING</p> <p>12. Guidance counselors with knowledge of counseling and child and adolescent development, who create and maintain a counseling program at the school level and broker resources to meet student needs, are employed in the school. REPORTING</p>
<p>Equitable Access</p>	<p><u>Student Measures:</u></p> <p>13. Recommended for rating by Systems – (Grades K-3) The percentage of students in each student group identified for the Primary Talent Pool is in proportion to the student group population enrolled in the school (disaggregated by student groups). REPORTING</p> <p>14. Recommended for rating by Systems Integration – (Grades 4-5) The percentage of students in each student group receiving gifted and talented services is in proportion to the student group population enrolled in the school (disaggregated by student groups). REPORTING</p> <p>15. Recommended for rating by Systems Integration The percentage of 3rd grade students classified as proficient/distinguished in reading and mathematics disaggregated by demographic groups is equal to or greater than those entering kindergarten classified as ‘ready’ or ‘ready with enrichments’ (disaggregated by student groups). REPORTING</p> <ul style="list-style-type: none"> • <i>Data modeling is necessary prior to final decision-making on this item.</i> <p><u>Practitioner Measures:</u></p> <p>16. Students are taught by certified teachers. REPORTING</p> <p>17. Percentage of students taught by a certified teacher.</p> <p>18. Percentage of teacher turnover (school & district measure). This item is required to be reported as part of the state equity plan. REPORTING</p> <p>19. Percentage of 1st Year Teachers (school & district measure) – This item is required to be reported as part of the state equity plan. REPORTING</p>
<p>Middle School</p>	
<p>Whole Child Supports</p>	<p><u>Student Measures:</u></p> <p>1. The percentage of any particular student group assigned out-of-school suspension is in proportion to the student group population enrolled at the school (disaggregated by student groups). REPORTING</p> <p>2. The percent of students defined as ‘chronically absent’ (students who miss 10% or more days in a school year, including both excused and unexcused absences) at the end of the school year. REPORTING</p>

	<p><u>Content or Standards or Program Measures:</u></p> <p>3. All students (100 percent) have access and opportunities to create, perform, respond, and connect through exposure to the visual and performing arts disciplines (within the Kentucky Academic Standards for Visual and Performing Arts). RATING</p> <p>4. All students (100 percent) have access to Kentucky Academic Standards-based health <u>and</u> physical education teaching and learning. RATING</p> <p>5. All students (100 percent) have access to Kentucky Academic Standards-based science teaching and learning. RATING</p> <p>6. All students (100 percent) have access to Kentucky Academic Standards-based social studies teaching and learning. RATING</p> <p>7. All students (100 percent) have access to Kentucky Academic Standards-based practical living and career studies teaching and learning. RATING</p> <p>8. All students (100 percent) have access and opportunities for exposure to global competency and/or world language teaching and learning. REPORTING</p> <p><u>Practitioner Measures:</u></p> <p>9. A librarian/media specialist who formally focuses on organizing, equipping and managing the operations of the school library including assisting individuals and groups <i>during the school day</i> to work on projects, conduct research and find resources to support educators and students' teaching and learning needs is employed. REPORTING</p> <p>10. Guidance counselors with knowledge of counseling and child and adolescent development, who create and maintain a counseling program at the school level and broker resources to meet student needs, are employed in the school. REPORTING</p>
<p>Equitable Access</p>	<p><u>Student Measures:</u></p> <p>11. Recommended for rating by Systems Integration – The percentage of students in each student group receiving gifted and talented services is in proportion to the student group population enrolled in the school (disaggregated by student groups). REPORTING</p> <p><u>Practitioner Measures:</u></p> <p>12. Percentage of students taught by teachers who are certified in the content area they are teaching. REPORTING</p> <p>13. Percentage of teacher turnover (school & district measure). This item is required to be reported as part of the state equity plan. REPORTING</p> <p>14. Percentage of 1st Year Teachers (school & district measure) – This item is required to be reported as part of the state equity plan. REPORTING</p>
High School	
<p>Whole Child Supports</p>	<p><u>Student Measures:</u></p> <p>1. The percentage of any particular student group assigned out-of-school suspension is in proportion to the student group population enrolled at the school (disaggregated by student groups). REPORTING</p> <p>2. The percent of students defined as 'chronically absent' (students who miss 10% or more days in a school year, including both excused and unexcused absences) at the end of the school year. REPORTING</p> <p><u>Content or Standards or Program Measures:</u></p> <p>3. Create a school profile that indicates opportunity and access to the following: RATING</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advanced coursework (AP, IB, Dual Credit) <input type="checkbox"/> Visual and Performing Arts

	<ul style="list-style-type: none"> <input type="checkbox"/> Practical Living / Career Studies <input type="checkbox"/> Writing <input type="checkbox"/> Global Competency / World Language <input type="checkbox"/> Specialized Career Pathways (including high-demand pathways) <p><u>Practitioner Measures:</u></p> <p>4. A librarian/media specialist who formally focuses on organizing, equipping and managing the operations of the school library including assisting individuals and groups <i>during the school day</i> to work on projects, conduct research and find resources to support educators and students' teaching and learning needs is employed. REPORTING</p> <p>5. Guidance counselors with knowledge of counseling and child and adolescent development, who create and maintain a counseling program at the school level and broker resources to meet student needs, are employed in the school. REPORTING</p>
<p>Equitable Access</p>	<p><u>Student Measures:</u></p> <p>6. Recommended for rating by Systems Integration – The percentage of students in each student group receiving gifted and talented services is in proportion to the student group population enrolled in the school (disaggregated by student groups). REPORTING</p> <p><u>Practitioner Measures:</u></p> <p>7. Percentage of students taught by teachers who are certified in the content area they are teaching. REPORTING</p> <p>8. Percentage of teacher turnover (school & district measure). This item is required to be reported as part of the state equity plan. REPORTING</p> <p>9. Percentage of 1st Year Teachers (school & district measure) – This item is required to be reported as part of the state equity plan. REPORTING</p>



Kentucky Accountability System (Proposed)

Identifying Schools for Support and Exit Criteria

Proposed Entrance/Exit Criteria		
	Targeted Support and Improvement	Comprehensive Support and Improvement
Entrance	<p>A school will be identified for Targeted Support if it meets the following criteria:</p> <p><u>Tier I Targeted Support (Early Warning) – Consistently Underperforming Student Groups:</u>¹ One or more student groups^{1,2} performing as poorly as <u>all students</u> 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 performance³, for two consecutive years (identified annually, beginning 2019-20).</p> <p><u>Tier II Targeted Support (Low Performance) – Low-performing Student Group(s):</u>¹ One or more student groups^{1,2} 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 every 3 years beginning 2018-19)</p>	<p>A school will be identified for Comprehensive Support if it meets any one of the following categories:</p> <p>(1) Bottom 5% of Title I or non-Title I schools (by level – elementary, middle or high school);</p> <p>OR</p> <p>(2) Less than 80% graduation rate for Title I or non-Title I high schools;</p> <p>OR</p> <p>(3) Title I or non-Title I schools previously identified for Tier II Targeted Support for at least 3 years and have not exited.</p>
Exit	<p>A school under:</p> <p><u>Tier I Targeted Support: Consistently Underperforming Student Groups:</u>¹ <i>Districts determine exit criteria but at minimum must reflect the following:</i></p> <ul style="list-style-type: none"> Schools will exit when the specified student group(s)¹ move(s) above the performance of all students in the bottom 10% of Title I schools or non-Title I schools in comprehensive support and intervention. <p><u>Tier II Targeted Support: Low-performing Student Group(s):</u>¹ Schools will exit when the specific targeted subgroup(s):</p> <ul style="list-style-type: none"> - move(s) above the performance of all students in the bottom 5% of Title I schools or non-Title I schools in comprehensive support and intervention. 	<p>A school under Comprehensive Support will exit upon achieving:</p> <p>(1) Performance above the bottom 5% of Title I schools or non-Title I schools;</p> <p>OR</p> <p>(2) A graduation rate above 80% for Title I or non-Title I high schools;</p> <p>OR</p> <p>(3) All student group(s)¹ performance is above all students in any of the lowest 5% of Title I or non-Title I schools.</p>

¹Rather than subgroup, which is the language used in ESSA statute, Kentucky prefers the term student group. Both terms are defined as each major racial and ethnic group (including White, Black, Hispanic, American Indian/Alaska Native, Asian/Pacific Islander); economically disadvantaged students; children with disabilities; and English learners.

The process of identifying schools for various levels and types of support, and the extent of the support will be described in a separate document. The types of school support will draw on research and extensive experience by the Kentucky Department of Education and others. The breadth, depth, and intensity of school support will depend in large part on the available resources.



Kentucky Accountability System (Proposed) Goals

The purpose of the state's accountability system is to increase student outcomes and the percentages of students who:

- Have a well-rounded educational foundation, including the arts, music, health, core academic subjects, and personal and social skills that support success in school and professions (e.g., reliability, adaptability, working well with others, and ability to apply knowledge and skills in practical, real-world situations)
- Possess high levels of knowledge and skills in key content areas of reading, writing, mathematics, science, and social studies, as evidenced by scores of Proficient or higher on the state subject matter tests
- Demonstrate readiness to transition to postsecondary option of the student's choice, as evidenced by strong, appropriate coursework and external recognition of academic and professional knowledge and skills, and actual engagement in postsecondary education and/or work after leaving high school

Furthermore, KRS158.645 states: It is the intent of the General Assembly to create a system of public education which shall allow and assist all students to acquire the following capacities:

1. Communication skills necessary to function in a complex and changing civilization;
2. Knowledge to make economic, social, and political choices;
3. Core values and qualities of good character to make moral and ethical decisions throughout his or her life;
4. Understanding of governmental processes as they affect the community, the state, and the nation;
5. Sufficient self-knowledge and knowledge of his mental and physical wellness;
6. Sufficient grounding in the arts to enable each student to appreciate his or her cultural and historical heritage;
7. Sufficient preparation to choose and pursue his life's work intelligently; and
8. Skills to enable him to compete favorably with students in other states.

Therefore, it is useful—as well as required by federal law—to have long-term goals to help achieve the above objectives. These goals provide a perspective against which shorter-term efforts may be put in context.

The proposed achievement goals are based on these principles:

1. They reflect a high level of expectation for all students and schools.
2. They embody a reduction in any achievement gaps.
3. They are clear and simple to understand.
4. They are ambitious, yet achievable.
5. They inform the actual, more complicated workings of the accountability system.
6. Performance will be reported against the goals annually for schools and the state.

Specific quantitative goals should embody appropriately ambitious and challenging amounts of improvement over what has historically been achieved in Kentucky. "Appropriately ambitious and challenging" means the goals should reflect a balance between aspiration and what has been demonstrated can be done on a state-wide level. NOTE: The goals will be evaluated against these standards once cut scores are set, e.g., for Low, Medium, High performance in Proficiency.

The long-term aspirational goal is that 100 percent of students will achieve proficiency, but based on Kentucky's history of improvement, challenges including widespread poverty and the current allocation of resources for education; this will take more than 20 years. So, long-term goals are set to be achieved by the time students in kindergarten this year (2016-17) graduate from high school in 2030.

The proposed achievement and gap closure goals are:

1. The percentage of students in every school, and every student group within the school will improve each year in meeting proficiency benchmarks.
 - The base goal amount is the amount of improvement observed statewide (i.e., statewide average) for the highest performing student group in 2014-16. (For example, that was 2 percent per year for high schools in mathematics, or an increase of 26 percent more students meeting proficiency benchmarks by 2030 than did so in 2016.)

2. Historically lower-performing student groups will close the achievement gap by 50 percent by 2030.
 - In 2016 the achievement gap between White and African American student groups statewide was about 25 percent, with about 25 percent of African Americans performing at the proficient level and about 50 percent of White students performing at the proficient level.
 - By 2030 the goal is to reduce the gap to no more than 12 percent. This entails the African American student group improving a total of 38 percent (26 percent is the goal for all students). For the African American student group, this represents an improvement rate of about 3 percent per year, which is about 150 percent of the observed general rate for all students historically.

Performance in relation to these goals will be reported annually for every school. Accountability ratings are related to these goals, but accountability ratings include additional indicators and measures to more accurately reflect school performance.

Note that it is required by federal law to set and report performance against goals, but the goals do not have to be directly incorporated into the accountability system.

DRAFT