



Kentucky Accountability at a Glance

Accountability System

Kentucky's accountability system was developed by a very inclusive process, with the input of over 6,000 people. The accountability system has students at its center—ensuring they are well-rounded, transition-ready, and prepared with knowledge, skills and essential dispositions to successfully pursue the pathway of their choice after graduating from high school. The system has several key goals:

- Promote higher levels of student learning and achievement
- Reduce achievement gaps and ensure equity
- Build a culture of high expectations and continuous improvement
- Communicate a clear and honest understanding of strengths and areas for improvement in schools and districts.

The system uses multiple academic and school quality measures, not a single test or indicator. Reporting of each indicator was determined by setting standards for very high to very low performance on indicators shown below. Scores from each indicator will be combined to create an Overall Accountability Score. Measures and weights in the charts below contribute to a school's/district's overall accountability score and star rating. Additional information will be reported to provide a more complete picture of education in Kentucky. Results will be reported in an online Report Card including disaggregation of individual student group data and include reported-only measures. Individual student reports will be issued to parents/guardians.

Indicators and Measures

Indicators	Measures
<p>Proficiency <i>Reaching the desired level of knowledge and skills as measured on state-required academic assessments.</i></p> <p>❖ <i>2018-2019 Accountability</i></p>	<ul style="list-style-type: none"> • Student performance on tests in reading and mathematics • Equal weight for 1) reading and 2) mathematics • Schools are rated based on student performance levels: Novice (0), Apprentice (.5), Proficient (1), and Distinguished (1.25) (NAPD) • Student performance is aggregated to school, district and state levels
<p>Separate Academic Indicator <i>Reaching the desired level of knowledge and skills in science, social studies and writing.</i></p> <p>❖ <i>2018-2019 Accountability</i></p>	<ul style="list-style-type: none"> • Student performance on tests in science (E/M/H), social studies (E/M) and writing (E/M/H) • Equal weight for 1) science, 2) social studies and 3) writing • Schools are rated based on student performance levels: Novice (0), Apprentice (.5), Proficient (1), and Distinguished (1.25) (NAPD) • Student performance is aggregated to school, district and state levels
<p>Growth (elementary/ middle schools only) <i>Student's continuous improvement toward the goal of proficiency and beyond.</i></p> <p>❖ <i>2018-2019 Accountability</i></p>	<ul style="list-style-type: none"> • The growth indicator for reading and mathematics shall be measured based on a growth value table. The overall growth score is an average of the reading and mathematics growth scores. • To see growth toward proficiency, Novice and Apprentice are divided into low and high • Individual growth shall be compared to prior year performance. • English language learners' growth for elementary/middle is included in the calculation using an English learner growth table.
<p>Graduation Rate <i>Percentage of students earning a high school diploma compared to the cohort of students starting in grade 9.</i></p> <p>❖ <i>2018-2019 Accountability</i></p>	<ul style="list-style-type: none"> • Kentucky uses a 4-year adjusted cohort rate and an extended 5-year adjusted cohort in accountability, which recognizes the persistence of students and educators in completing the requirements for a Kentucky high school diploma. • 4-year and 5-year rates averaged for accountability reporting • The graduation rate is measured by the number of students who graduate within a specified period divided by the number of students who form the adjusted cohort for the graduating class. • Schools with a 4-year graduation rate of less than 80 percent will be identified for Comprehensive Support and Improvement (CSI).
<p>Transition Readiness <i>Attainment of the necessary knowledge, skills and dispositions to successfully transition to the next level of his or her education career.</i></p> <p>❖ <i>2018-2019 Accountability</i></p>	<ul style="list-style-type: none"> • Students at high school must earn a high school diploma and meet one type of readiness (i.e., academic or career) • English language learners' attainment of English language proficiency is included at high school.
<p>Quality of School Climate and Safety <i>Measures of the school environment.</i></p> <p>❖ <i>Not Included in 2018-2019 Accountability</i></p>	<ul style="list-style-type: none"> • Perception data from surveys that measure insight to the school environment. • The Kentucky Board of Education (KBE) approved student surveys on climate and safety.

Considering All Indicators

Performance levels are based on criteria of excellence instead of a normative comparison of schools. Kentucky educators will determine, through a standard-setting process, the performance required for each of five levels of performance that range from very low to very high. The aggregation of these performance levels will determine a school's overall star rating with academic indicators most heavily factored in the overall rating.

<p>Overall School Rating Based on the strength of performance on school-level measures and indicators as combined in the overall accountability score.</p> <p><i>If achievement gaps are found in schools and LEAs earning a four (4) or five (5) star rating, the star rating will be reduced by one (1) star.</i></p>	★★★★★ (5 star)
	★★★★ (4 star)
	★★★ (3 star)
	★★ (2 star)
	★ (1 star)
<p>School Improvement and Support <i>The lowest-performing 5 percent of schools will be designated for comprehensive support and improvement.</i></p>	<p>Support will be provided for low-performing schools.</p> <ul style="list-style-type: none"> • Additional Targeted Support and Improvement (ATSI) - school with low-performing or consistently underperforming student group(s) • Comprehensive Support and Improvement (CSI) – bottom 5% of schools OR less than 80% for the 4 year graduation rate OR chronically low-performing student group(s)
<p>Long-Term Goals <i>Goals based on graduating class of 2030. Intermediate goals established in three-year intervals from 2019 to 2030.</i></p>	<p>Specific goals for academic achievement, graduation rate and English language proficiency are set for each student group based on the group's beginning performance and the desired outcome to reduce or improve the gap in performance by 50%, while also taking into account the goal must be realistic and attainable.</p>

Accountability Weights

Overall Accountability Score
An overall accountability score will be generated by combining indicator scores by their percentage of weight.

	<i>Proficiency (Reading and Mathematics)</i>	<i>Separate Academic Indicator (Science, Social Studies, and Writing)</i>	<i>Growth (including English Language Learners)</i>	<i>Quality of School Climate and Safety</i>	<i>Transition Readiness (including English language learners)</i>	<i>Graduation Rate (4 and 5 year cohort)</i>
Elementary/ Middle Schools	35	26	35	4	--	--
High Schools	45	15	--	4	30	6

System Highlights

- The Transition Readiness indicator gives students choice on whether they accomplish academic or career readiness and flexibility on how they demonstrate readiness. A student may choose to pursue both readiness areas.
- Special attention has been given to ensure the system is fair, reliable, minimizes “gaming” and reduces other non-intended consequences.
- The accountability system also includes an optional competency-based education and assessment pilot. At the heart of competency-based assessment is a commitment to ensure students master standards.
- The accountability system is intended to be flexible, so it can adapt without requiring extensive modifications as new assessments are implemented and/or additional measures for the system are developed.