

Comparison of Federal and State Accountability Requirements and Consideration Areas for the Kentucky Board of Education

Every Student Succeeds Act (ESSA)	State Indicators Exclusively Prescribed in Senate Bill 158 (SB 158) *	Prior System Kentucky Accountability Indicators	Kentucky Board of Education (KBE) Consideration
Indicators			
Academic Achievement Indicator Measured by proficiency on the annual statewide reading/language arts and mathematics assessments.	State Assessment Results in Reading and Mathematics Kentucky statute requires reading and mathematics assessment scores to be included in accountability.	Proficiency Student performance on tests in reading and mathematics. Student performance is aggregated to school, district and state levels.	Regulatory change not required to be SB 158 compliant.
Other Academic Indicator For public elementary and middle schools in the state— <ul style="list-style-type: none"> • a measure of student growth, if determined appropriate by the state; or • another valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance. 	State Assessment Results in Science, Social Studies and Writing Kentucky statute requires science assessments, writing (on demand and editing/mechanics) and social studies assessment scores to be included in accountability.	Separate Academic Student performance on tests in science (grades 4 and 7). Growth (elementary/ middle schools only) The growth indicator for reading and mathematics is based on a growth value table. The overall growth score is an average of the reading and mathematics growth scores.	Regulatory change not required to be SB 158 compliant. Growth is no longer a state indicator.
English Language Proficiency (ELP) Indicator Within a state-determined timeline for all English learners— <ul style="list-style-type: none"> • in each of the grades 3 through 8; and • in the grade for which such English learners are assessed during the grade 9 through grade 12 period, with such progress being measured <u>against the results of the assessments taken in the previous grade</u>. 	Progress Toward English Language Proficiency by English Learners Included as an indicator in school accountability.	Embedded within Growth and Transition Readiness English learners' growth was included in the calculation using an English learner growth table. <ul style="list-style-type: none"> • Kentucky English Learner Growth in <i>Growth Indicator</i> based on WIDA ACCESS (grades 3-8). • Kentucky English Learner Growth in <i>Transition Readiness Indicator</i> (high school). 	Regulatory change required. ELP is a separate indicator in the exclusive list in SB 158.

<p>Graduation Rate For public high schools, based on the state---the 4-year adjusted cohort graduation rate; and at the state's discretion, the extended-year adjusted cohort graduation rate.</p>	<p>Graduation Rate SB 158 focused on the minimum graduation requirements, not accountability. Graduation Rate included as a state indicator.</p>	<p>Graduation Rate 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. Schools with a 4-year graduation rate of less than 80 percent are identified for Comprehensive Support and Improvement (CSI).</p>	<p>Regulatory change not required to be SB 158 compliant.</p>
<p>School Quality or Student Success Indicator Allows for meaningful differentiation in school performance; is valid, reliable, comparable, and statewide (with the same indicator or indicators used for each grade span, as such term is determined by the State); and may include one or more of the measures.</p>	<p>Postsecondary Readiness (High School Only) Students at high school must meet one type of readiness (i.e., academic or career). Note: SB 158 limits accountability to components "exclusively" in the bill. Exceptional Work Experience will be removed as a student option.</p> <p>Quality of School Climate and Safety Included as an indicator in school accountability.</p>	<p>Transition Readiness Students at high school must meet one type of readiness (i.e., academic or career). English learners' attainment of English language proficiency is included at high school.</p> <p>Separate Academic Student performance on tests in social studies and writing and student performance is aggregated to school, district and state levels.</p> <p>Quality of School Climate and Safety Through the collection of survey data, schools may receive valuable information on school climate, students' relationships to their teachers, student or parent engagement, and how safe the school is perceived.</p>	<p>Minimal change needed to make the ELP a separate indicator. ELP will need to be removed from Postsecondary Readiness.</p>

*SB 158 specifies the indicators that can be included in the school accountability system. It states, "The state indicators shall exclusively include:" student assessment results, progress toward English language proficiency, quality of school climate and safety, graduation rate, and postsecondary readiness. Additionally, the bill states, performance for each district, school, and student subgroup determined by the state indicators shall be based on a combination of annual performance called "status" and improvement over time called "change."

Other Considerations

Minimum N Count States must specify a single value for the minimum number of students needed to provide statistically sound data for all students and for each subgroup, while protecting personally identifiable information (PII) of individual students.	SB 158 did not specify the minimum number of students to be included in accountability and reporting. Note: An amendment to SB 158 was proposed that specified a minimum n-count of 30. However, it did not make it into the final legislation.	Currently, Kentucky requires each reported student demographic group to be based on at least 10 students at each grade/content area tested within a school or district.	Create a system that balances inclusion, reliability, and simplicity.
Weighting of Indicators Weights are determined by states, but academic factors must count "much" more than measures of school quality or student success. <i>Specifically, there are federal constraints on the weights. The federal "School Quality/Student Success" indicator (e.g., Quality of School Climate and Safety, Postsecondary Readiness) must have "substantially less weight" than the other indicators added together (e.g., State Assessment Results for Reading/Mathematics, State Assessment Results for Science, Social Studies and Writing, English Learner Progress and Graduation Rate).</i>	Performance shall be based on a combination of academic and school quality indicators and measures, hereinafter called "state indicators." Status and change shall receive equal weight in determining overall performance.	Elementary/Middle Proficiency (Reading and Mathematics) 35% Separate Academic (Science, Social Studies and Writing) 26% Growth (including English Learner Progress Toward English Language Proficiency) 35% Quality of School Climate and Safety 4% High Proficiency (Reading and Mathematics) 45% Separate Academic (Science, Social Studies and Writing) 15% Transition Readiness (including English Learner Progress Towards English Language Proficiency) 30% Quality of School Climate and Safety 4% Graduation Rate 6%	How should the indicators of State Assessment Results for Reading and Mathematics, State Assessment Results for Science, Social Studies and Writing, Progress Toward English Language Proficiency, Quality of School Climate and Safety, Graduation Rate (high only) and Postsecondary Readiness (high only) be weighted?
Implementing Change with Status There is no federal requirement to include change in a state's accountability system.	The accountability system performance for each district, school, and student subgroup determined by the state indicators shall be based on a combination of annual performance called "status" and improvement over time called "change." <ul style="list-style-type: none"> • Status, which is defined as the annual school-level summary based on student performance that year, and • Change, which is defined as the difference between one year's Status score and the subsequent year's Status score, e.g., 2022 Academic Proficiency compared to 2021 Academic Proficiency. 	Kentucky has historically only used the current year performance, referenced as Status in SB 158, in the state accountability system.	With annual status and change having equal weight in determining overall performance, considerations will focus on schools with, <ul style="list-style-type: none"> • negative change from one year to the next; and • very high status with little room to grow.

