

Kentucky's Accountability System



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Office of Assessment and Accountability

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Introduction to Kentucky's School Accountability System

Kentucky's Accountability System provides information about the education afforded by schools to help determine which are doing well and which need assistance. Kentucky schools are held accountable at both a state and federal level. State accountability is defined by [KRS 158.6455](#). This law mandates specific elements to hold schools accountable. Federal accountability is defined by the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA) (2015).

During the 2020 legislative session, Kentucky's legislators amended [KRS 158.6455](#), Kentucky's Accountability System. Sweeping changes were made to the accountability system that includes an exclusive list of state indicators to be used to classify Kentucky's LEAs and public schools, evaluating indicators based on Status (current year performance), Change (difference in current and prior year status), and Overall Performance (which combines all available indicators), and reporting measures publicly on a color-coded dashboard.

In addition to meeting the state statute, Kentucky's accountability system must comply with the federal requirement as outlined in ESSA for the identification of the lowest performing schools in Kentucky. The system must reflect meaningful differentiation of schools to identify low performing schools as outlined in Kentucky's Consolidated State Plan.

The accountability system is designed to comply with both state and federal requirements. The system values the importance of stakeholder engagement and democratic decisions for the good of the students in Kentucky.

The organization of this document begins with a glossary that contains new terminology and progresses to the highly technical aspects of Kentucky's Accountability System.

Glossary

Status

- **Status:** The annual school-level summary based on student performance that year
- **Status score:** Numerical value based on student performance from each indicator (determined...using the current year performance)
- **Status Level:** Five levels ranging from Very High to Very Low for the current year.

Change

- **Change:** The difference between the current year's Status Score and the prior year's Status Score
- **Change Score:** The numerical value of the difference between Current Year Status and Prior Year Status Scores
- **Change Level:** Five levels ranging from Declined Significantly to Increased Significantly

Indicator

- **Indicator:** A component of the accountability system
- **Indicator Score:** Numerical value of Current Year Status Score + Change score
- **Indicator Performance Rating:** One of five color-coded performance levels on each state indicator is the result of unique combination of Status Level and Change Levels using a 5x5 colored table; not based on cut scores.
- **Weighted Indicator Score:** Numerical value of indicator scores multiplied by the weight of each indicator

Overall Performance

- **Overall Performance:** The aggregate of all available data for the state indicators.
- **Overall Performance Rating:** One of five colors – red through blue
- **OverallScore:** Combination of weighted Indicator Scores

Legend

Ratings	Colors
Scores	Numbers
Levels	Descriptions

State Indicators

[KRS 158.6455](#) establishes six indicators for Kentucky's Accountability System. Four indicators apply to all grade spans, State Assessment Results in Reading and Mathematics; State Assessment Results in Science, Social Studies, and Writing; English Learner Progress; and Quality of School Climate and Safety. Two indicators apply only to high schools, Postsecondary Readiness and Graduation Rate.

State Indicators	
State Assessment Results in Reading and Mathematics (SAR/RM)	<i>Reaching the desired level of knowledge and skills as measured on state required academic assessments in reading and mathematics. Student performance is aggregated to school, district and state levels.</i>
State Assessment Results in Science, Social Studies and Writing (SAR/SC/SS/CW)	<i>Reaching the desired level of knowledge and skills as measured on state required academic assessments in science, social studies and writing. Writing includes on demand writing and editing and mechanics. Student performance is aggregated to school, district and state levels.</i>
English Learner Progress (ELP)	<i>Improvement on the English Language Proficiency Exam by English Learners. English learners' progress is included in the calculation using an English learner growth table.</i>
Quality of School Climate and Safety (QSCS)	<i>Measures of the school <u>environment</u>. Perception data from surveys that measure insight to the school environment.</i>
Postsecondary Readiness (PSR) (high school only)	<i>Attainment of the necessary knowledge, skills and dispositions to successfully transition to the next level of his or her education career. To demonstrate postsecondary readiness, high school students must earn a high school diploma or be classified as a grade 12 non-graduate AND meet one type of readiness (Academic or Career).</i>
Graduation Rate (GR) (high school only)	<i>The percentage of students earning a high school diploma compared to the cohort of students starting in grade 9. Kentucky uses an average of the 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. Schools with a 4-year graduation rate of less than 80 percent are identified for Comprehensive Support and Improvement (CSI).</i>

Kentucky statute mandates an exclusive list of indicators that will be evaluated based on Status and Change. The full implementation of this system required thoughtful planning and considerations on the best method to combine the Status and Change measures together that is intuitive. The Kentucky Board of Education (KBE) set the weights for each indicator that contribute to a school's overall performance. The table below reflects the outcome of the board's value for the indicators at each grade level.

State Indicator Weights

	State Assessment Results 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
Elementary	51	40	5	4		
Middle	46	45	5	4		
High	45	20	5	4	20	6

The Kentucky Department of Education adopted accountability indicator weights to align with ESSA. Federal law requires the greatest emphasis on Reading and Mathematics and English Language progress at elementary and middle schools. At the high school level, federal law requires emphasis on Reading and Mathematics and Graduation Rate.

Note: If data for any indicator is not available, weights will be redistributed proportionally to the remaining indicators to align with the weighted indicator values approved by the Kentucky Board of Education.

Missing Data and Redistribution of Weight within an Indicator

Weights for indicators with multiple content areas (i.e., State Assessment Results) could be redistributed within an indicator.

For example, in a 5-6 configuration, there is no science data for the State Assessment Results in Science, Social Studies and Writing. In this case, data would be redistributed between the remaining content areas (50% Social Studies, 50% Combined Writing).

In a 6-7 configuration, there is no social studies or writing data for the State Assessment Results in Science, Social Studies and Writing indicator. Therefore, the science data would contribute 100% to the indicator.

Weighting of Status and Change

The formula to calculate the Indicator Scores does not contain specific numeric weights for Status or Change. Kentucky's Accountability System has Status and Change contributing about equally to the Indicator Scores in terms of school performance in percentiles. For example, for the State Assessment in Reading and Mathematics Indicator, a Status score at the 50th percentile and a Change score at the 90th percentile, when added together, result in an Indicator Score at about the 70th percentile. This is true for other combinations, e.g., Status 10th percentile, Change 50th percentile yields an Indicator Score at about the 30th percentile; a Status Score at the

90th percentile and a Change Score at the 50th percentile yields an Indicator Performance score at around the 70th percentile. This is essentially consistent with the intent of SB 158 (2020) which states, “Status and Change shall receive equal weight in determining overall performance.”

Contribution of Change Scores on Indicator Scores

Change has a significant impact on the Indicator Performance Rating. In the table below, on the State Assessment Results in Reading and Mathematics Indicator, three schools with the same Indicator Score received different Indicator Performance Ratings. Their Status Levels were the same; however, different Change Levels for each school's indicator demonstrate their substantial influence on the Indicator Performance Ratings.

	Indicator Score	Status Score	Status Level	Change Score	Change Rating	Indicator Rating
School A	61.2	57.6	Medium	3.6	Increased	Green
School B	61.2	63	Medium	-1.8	Maintained	Yellow
School C	61.2	63.6	Medium	-2.4	Declined	Orange

The Kentucky Department of Education and the Center for Assessment investigated many possible formulas to combine Status and Change. All were rejected for being not fully effective, too complex, or both. If a system with a simple formula for equal weight had been developed, it would not represent school performance accurately. For example, an equal weight formula for a school with a Graduation Rate Status Score of 98 and a Change Score of 2 would have been $(98 + 2) / 2 = 50$. A graduation rate of 50 would have incorrectly represented the school and been misunderstood.

Another option was to put Change Scores on a scale like the Status Scores. With varying scales of each indicator (e.g., the State Assessment in Reading and Mathematics Indicator at 0-125, English Learner Progress on a scale of 0-140, etc.), converting Change Scores to a third scale would have been quite complex and confusing.

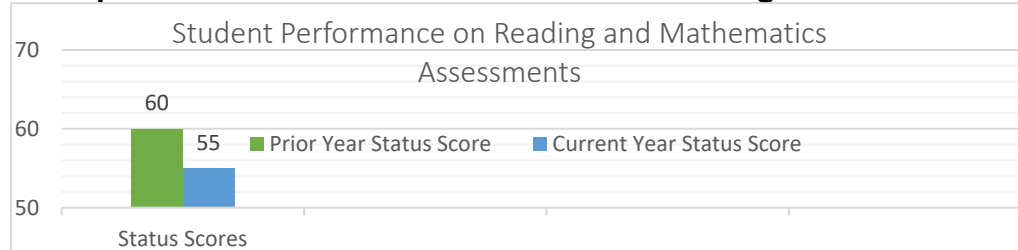
Kentucky's approach to combining Status and Change Scores is simple, easy to understand and communicate. One goal of Kentucky's Accountability System is to provide educational actionable data. For data to be useful, educators must understand the relationship between student results and school accountability measures. Having a system that is understood can contribute to continuous improvement.

Single Contribution of Status and Change Scores on Indicator Scores

Indicator Scores are determined by adding Change Scores to Current Year Status Scores. The Current Year Status is counted once, and the Change Score is counted once. Although Prior Year Status Scores are a starting point used for comparison, they

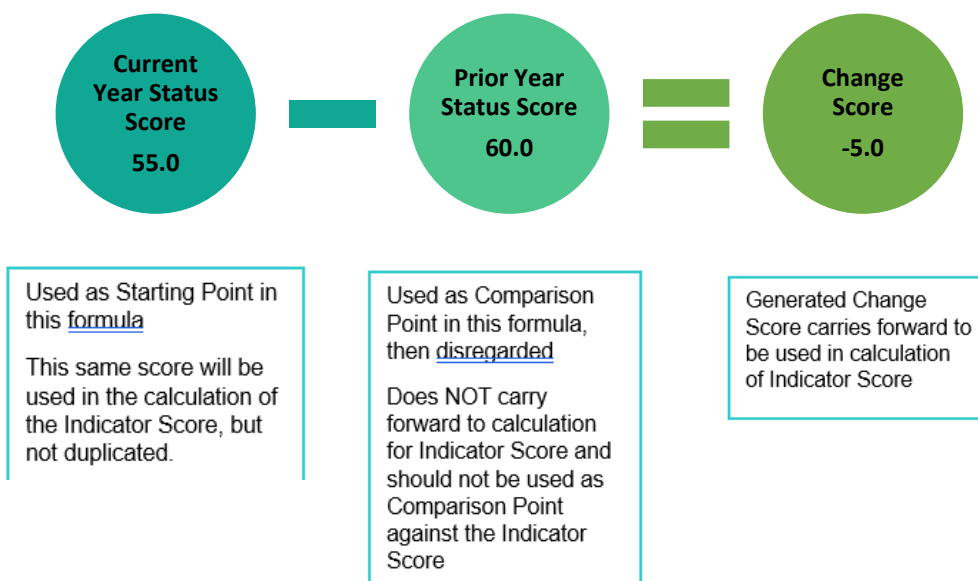
are not used when calculating the Indicator Score and do not contribute to the Overall Performance Scores.

Example for State Assessment Results in Reading and Mathematics

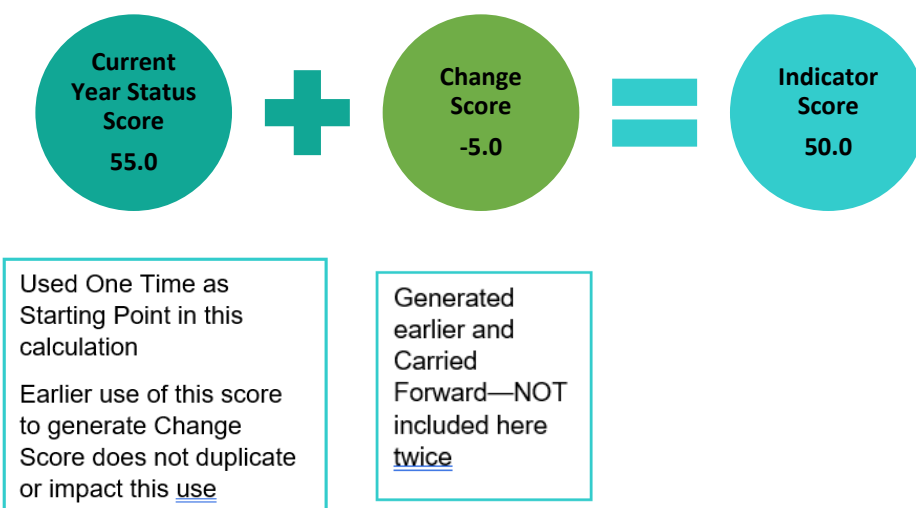


Determining the Change Score is a necessary step in producing an Indicator Score, but once the Change Score is determined, the Prior Year Status Score used to generate a Change Score can be disregarded; only the Current Year Status Score and the resulting Change Score are carried forward to the Indicator Score calculation.

Determining Change Score:



Calculation of Indicator Score:



When looking only at the numbers used in the calculation of the Indicator Score, it is clear that the Current Year Status Score and Change Score are only included once.

If the Prior Year Status Score of 60.0 is *inaccurately* compared to the Indicator Score of 50.0, it would appear that the Indicator Score is a result of doubling the Change Score points. However, in reality, the Change Score points of -5.0 were only applied to the actual calculation once.

What seems to be an additional 5.0-point reduction is not a duplicate subtraction in the calculation for the Indicator Score, but rather stems from a decline in student performance (Status Scores) from prior to the current year. Avoiding the comparison of the Prior Year Status Score to the Indicator Score eliminates this confusion.

Difference between Change and Student Growth

Individual student growth is a measure of academic progress for students from one year to the next. Growth may be able to demonstrate student progress made from one grade to another. For example, in Kentucky, English Learners take the ACCESS test annually. Individual student test scores from ACCESS can be compared from Grade 3 to Grade 4 to demonstrate the amount of progress a student has made.

Change is different from individual student growth. Change is the difference in school outcomes from the current year to the prior year (e.g., 2023 to 2022). In Kentucky, school performance on one of the state indicators can be compared to the school's prior year performance to see if performance has improved or declined.

Whereas, Growth measures the progress of individual students, Change measures the performance of the population of students in the school from year to year. Like individual student growth, Change Scores may be positive, negative, or stay the same.

Individual Student Growth was not included in the exclusive list of state indicators in [KRS 158.6455](#). State indicators are measured on Status and Change. Student growth is incorporated into the Status measure of English Learner Progress, as required federally.

Accountability Calculations

The system pulls all the accountability elements together, which will result in the school's Overall Performance. Status is the result of students' yearly performance on state indicators by grade band. Change is the difference in current year Status and prior year Status. The accountability system will evaluate all available indicators to measure continuous improvement.

For each indicator, schools receive a Status Score and Change Score that combine to produce an Indicator Score.

Status Scores

The Status Score represents the current year outcome for a given indicator. Status is calculated for each indicator according to the measures described in the [Indicator Metrics](#) document. Each status score is grounded in individual student performance, achievement, or contribution.

Indicator	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 (HS only)	Graduation Rate (HS only)
Metric	Weighted performance index based on student assessment performance levels	Weighted performance index based on student assessment performance levels	Points assigned based on student-level growth as measured by a value table	Average of student scores for applicable questions in the QSCS survey	Percent of 12th grade students demonstrating academic or career readiness	Average 4- and 5-year graduation rates

Change Scores

Change Scores are a simple subtraction of Prior Year Status Scores from Current Year Status Scores and are calculated the same way for every Indicator.

Current Year Status Score – Prior Year Status Score = Change Score

Prior Year Status Scores are used to calculate Change Scores. They are not used to influence Indicator Performance Ratings.

Indicator Scores

Indicator Scores are a simple combination of Status Scores and Change Scores and are calculated the same way for every Indicator.

Current Year Status Score + Change Score = Indicator Score

Indicator Scores are used to calculate Overall Scores and do not influence Indicator Performance Ratings.

Indicator Performance Ratings

Each indicator will receive a rating based on the intersection of Status (current year performance) and Change (difference between the current year Status and prior year Status) using the following 5X5 table.

	Change Declined Significantly	Change Declined	Change Maintained	Change Increased	Change Increased Significantly
Very High Status in current year	Yellow	Green	Blue	Blue	Blue
High Status in current year	Yellow	Yellow	Green	Green	Blue
Medium Status in current year	Orange	Orange	Yellow	Green	Green
Low Status in current year	Red	Orange	Orange	Yellow	Yellow
Very Low Status in current year	Red	Red	Red	Orange	Yellow

Overall Scores

The Overall Score represents the combination of the state indicators available. It is calculated using weights adopted by the Kentucky Board of Education. Each available state indicator is multiplied by the weights adopted by the KBE to create the Weighted Indicator Scores. All of the available Weighted Indicator Scores are combined to obtain the Overall Score (see examples below for Elementary, Middle and High Schools Overall Score) If data for any indicator is not available, weights will be redistributed proportionally to the remaining indicators.

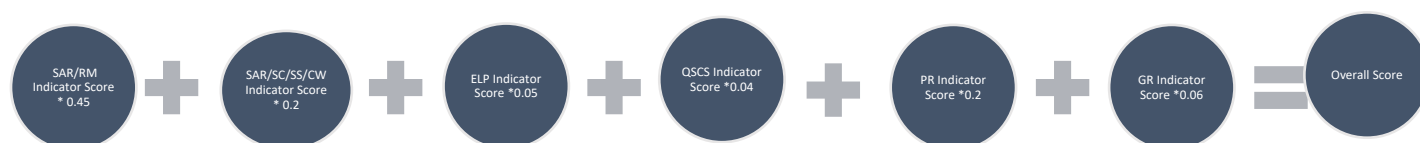
Elementary School Overall Score Calculation



Middle School Overall Score Calculation



High School Overall Score Calculation



Indicator Scales

Indicators are on different scales or range of scores.

Indicator	Scale
State Assessment Results in Reading and Mathematics	0-125
State Assessment Results in Writing, Science and Social Studies	0-125
Progress on English Language Proficiency	0-140
Quality of School Climate and Safety Survey	0-100
Postsecondary Readiness	0-125
Graduation Rate	0-100

Indicator scores are limited to the score ranges and will not fall below or above the scale. There are limits to how much change can be added to the Indicator Score. To calculate the Overall Performance Score, the score will be limited to the range of the scale. If the Indicator Score is less than 0, it will be limited to 0. On the other hand, if it exceeds the top score, it will be limited to the top score on the scale (e.g., State Assessment Results in Reading and Mathematics will be limited to 125). This ensures that the scores remain within a meaningful range.

These steps ensure a comprehensive understanding of the school's performance.

Accountability Cut Scores

Cut scores are selected points on the scale to transition from one level to the next. Below are cut scores between different levels of Status, Change, and Overall Performance for elementary, middle, and high schools.

Elementary School Indicator Status Cut Scores

School Level	Indicators	Very Low	Low	Medium	High	Very High
Elementary School Status	State Assessment Results in Reading/Mathematics	0-31.9	32.0-53.9	54.0-69.9	70.0-80.9	81.0-125
	State Assessment Results in Science/ Social Studies/Writing	0-33.9	34.0-49.9	50.0-66.9	67.0-75.9	76.0-125
	English Learner Progress	0-33.9	34.0-47.9	48.0-57.9	58.0-64.9	65.0-140
	Quality of School Climate and Safety	0-66.9	67.0-73.9	74.0-76.9	77.0-81.9	82.0-100

Elementary School Indicator Change Cut Scores

School Level	Indicators	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Elementary School Change	State Assessment Results in Reading/Mathematics	-6.1 or less	-6.0 to -2.1	-2.0 to 0.0	0.1 to 6.9	7.0 or more
	State Assessment Results in Science/ Social Studies/Writing	-7.1 or less	-7.0 to -2.1	-2.0 to 0.0	0.1 to 8.9	9.0 or more
	English Learner Progress	-7.1 or less	-7.0 to -1.1	-1.0 to 0.0	0.1 to 22.9	23.0 or more
	Quality of School Climate and Safety	-5.1 or less	-5.0 to -2.1	-2.0 to 0.0	0.1 to 3.7	3.8 or more

Middle School Indicator Status Cut Scores

School Level	Indicators	Very Low	Low	Medium	High	Very High
Middle School Status	State Assessment Results in Reading/Mathematics	0-35.9	36.0-54.9	55.0-64.9	65.0-72.9	73.0-125
	State Assessment Results in Science/ Social Studies/Writing	0-32.9	33.0-47.9	48.0-58.9	59.0-68.9	69.0-125
	English Learner Progress	0-15.9	16.0-23.9	24.0-30.9	31.0-44.9	45.0-140
	Quality of School Climate and Safety	0-58.9	59.0-63.9	64.0-67.9	68.0-74.9	75.0-100

Middle School Indicator Change Cut Scores

School Level	Indicators	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Middle School Change	State Assessment Results in Reading/Mathematics	-7.1 or less	-7.0 to -1.9	-2.0 to 0.0	0.1 to 6.2	6.3 or more
	State Assessment Results in Science/ Social Studies/Writing	-7.1 or less	-7.0 to -2.1	-2.0 to 0.0	0.1 to 5.9	6.0 or more
	English Learner Progress	-15.1 or less	-15.0 to -5.1	-5.0 to 0.0	0.1 to 7.9	8.0 or more
	Quality of School Climate and Safety	-5.1 or less	-5.0 to -2.1	-2.0 to 0.0	0.1 to 3.9	4.0 or more

High School Indicator Status Cut Scores

School Level	Indicators	Very Low	Low	Medium	High	Very High
High School Status	State Assessment Results in Reading/Mathematics	0-38.9	39.0-52.9	53.0-64.9	65.0-76.9	77.0-125
	State Assessment Results in Science/Social Studies/Writing	0-31.9	32.0-46.9	47.0-54.9	55.0-62.9	63.0-125
	English Learner Progress	0-9.9	10.0-23.9	24.0-30.9	31.0-44.9	45.0-140
	Quality of School Climate and Safety	0-53.9	54.0-58.9	59.0-63.9	64.0-67.9	68.0-100
	Postsecondary Readiness	0-58.9	59.0-75.9	76.0-87.9	88.0-94.9	95.0-125
	Graduation	0-85.9	86.0-91.9	92.0-94.9	95.0-97.9	98.0-100

High School Indicator Change Cut Scores

School Level	Indicators	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
High School Change	State Assessment Results in Reading/Mathematics	-12.1 or less	-12.0 to -4.9	-5.0 to 0.0	0.1 to 6.2	6.3 or more
	State Assessment Results in Science/Social Studies/Writing	-11.1 or less	-11.0 to -3.6	-3.5 to 0.0	0.1 to 6.9	7.0 or more
	English Learner Progress	-13.1 or less	-13.0 to -4.1	-4.0 to 0.0	0.1 to 9.5	9.6 or more
	Quality of School Climate and Safety	-4.1 or less	-4.0 to -2.1	-2.0 to 0.0	0.1 to 3.9	4.0 or more
	Postsecondary Readiness	-5.1 or less	-5.0 to -2.1	-2.0 to 0.0	0.1 to 11.9	12.0 or more
	Graduation	-5.1 or less	-5.0 to -2.1	-2.0 to 0.0	0.1 to 2.9	3.0 or more

Overall Performance Cut Scores

School Level	Red	Orange	Yellow	Green	Blue
Elementary Schools	0-37.9	38.0-54.9	55.0-69.9	70.0-82.9	83.0 or more
Middle Schools	0-35.9	36.0-50.9	51.0-63.9	64.0-76.9	77.0 or more
High Schools	0-48.9	49.0-59.9	60.0-70.9	71.0-80.9	81.0 or more

Overall Performance Rating

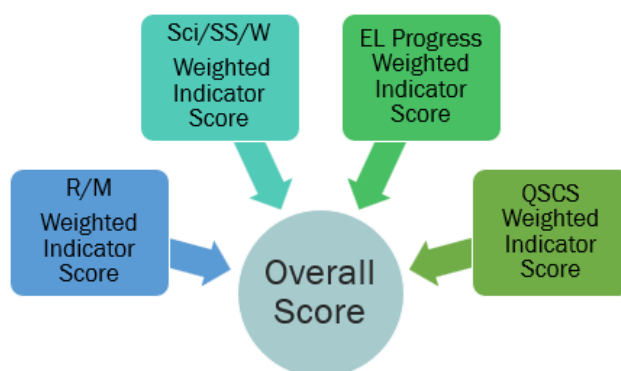
The Overall Performance Rating will be displayed as a color on the state's School Report Card. Colors range from Red (lowest) to Blue (highest).

The Overall Performance Rating starts with the combination of the **available Weighted Indicator Scores** to calculate the Overall Scores. Below is an example of an Overall Score for Elementary using all the available Weighted Indicators.

Each **Indicator Score** is multiplied by its accountability weight to get a **Weighted Indicator Score** :

Indicator Score	Weight
State Assessment Results in Rdg/Math	X 51%
State Assessment Results in Sci/SS/W	X 45%
EL Progress	X 05%
QSCS	X 04%

Weighted Indicator Scores are combined to generate an **Overall Score**:



Using the Overall Performance Cut Scores table above, the Overall Performance Rating (color) can be located based on where the Overall Score falls.

Find **Overall Score** on Cut Score Table to determine **Overall Performance Rating**

Overall Score

Overall Performance Cut Scores

School Level	Red	Orange	Yellow	Green	Blue
Elementary Schools	0-37.9	38.0-54.9	55.0-69.9	70.0-82.9	83.0 or more
Middle Schools	0-35.9	36.0-50.9	51.0-63.9	64.0-76.9	77.0 or more
High Schools	0-48.9	49.0-59.9	60.0-70.9	71.0-80.9	81.0 or more

Since the Overall Performance Rating is a combination of indicators, ratings may be achieved in various ways. Schools may receive the same Overall Performance Rating with performance on indicators that vary greatly.

Below is a high school example of how the system combines all weighted indicators.

Overall Performance High School Example Calculation

High School	Current Year Status Score	Prior Year Status Score	Change Score (Current Status minus Prior Status)	Indicator Score (Current Status plus Change Score)	Indicator Weight	Weighted Indicator Score (Indicator Score multiplied by Indicator Weight)
State Assessment Results in Reading and Mathematics	65	60	5	70	.45	31.5
State Assessment Results in Science, Social Studies and Writing	55	50	5	60	.2	12
EL Progress	38.1	34.0	4.1	42.2	.05	2.1
Quality of School Climate and Safety	84.4	86.2	-1.8	82.6	.04	3.3
Postsecondary Readiness	88	86	2	90	.2	18
Graduation Rate	88	90	-2	86	.06	5.2
Overall Score						72.1

This calculation will be completed for all available indicators at each grade span.

Using the Overall Performance Cut Score Table to find the rating, a 72.1 would yield an Overall Performance Rating of Green. On the School Report Card, the Overall Performance Rating is displayed on a dial. Any federal classification designation will be displayed under the color rating on the dial.

Federal Classification

Kentucky is committed to providing a world-class high-quality education system to all students. To ensure that students have access to resources and supports needed for success, Kentucky receives funding from the federal government, therefore, the state must meet [federal requirements](#) for identification and support of the state's lowest performing schools.

The lowest performing 5% of schools must be calculated annually to assign federal classifications in identification years, set the basis for federal classifications requiring multiple years of data, and determine if schools meet the criteria to exit previously identified federal classification status.

The bottom 5% of schools is determined using the accountability system Overall Scores. These scores represent the weighted average of performance on all available indicators for each school. Schools are ranked in terms of the Overall Score, by grade span (elementary/middle/high). The bottom 5% of Title I schools sets the cut point for federal classification identification. Although Title I schools set the cut point for the lowest performing 5%, Kentucky applies the same criteria to identify non-Title I schools.

Federal classification designations include Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI).

CSI

There are several tiers of CSI identification:

CSI I: Bottom 5% of Title I or non-Title I schools (by level—elementary, middle or high school)

CSI II: Title I and non-Title I high schools with a graduation rate less than 80%, using the 4-year adjusted cohort rate (not the bottom 5% of overall school performance).

CSI III: Title I or non-Title I schools previously identified for ATSI for at least three years and have not exited (beginning 2023)

CSI/MRI: Schools identified for CSI that do not make improvement for two consecutive years or fail to exit CSI status after three years must receive more rigorous intervention (MRI).

Beginning with the 2022-2023 school year, schools will be identified for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) every three years. **The next identification of CSI I, CSI II, and the newly identified ATSI will be in 2025.**

No new schools were identified for ATSI in the fall of 2023, but schools that were identified prior to the COVID-19 pandemic and did not meet the established exit criteria continue to be designated and supported.

TSI

Per [KRS 160.346](#), the Kentucky Department of Education (KDE) is required to identify schools for TSI status if the school has one or more of the same student demographic groups that are performing as poorly as all students in any of the lowest performing 5% of Title I schools or non-Title I schools (by level – elementary, middle, or high school) based on school performance, for three consecutive years (beginning school year 2021-2022).

To determine TSI classification, the bottom 5% cut point, by level, is applied to the performance (Overall Score) of each federally defined student demographic group: White, African American, Hispanic or Latino, Asian, Native Hawaiian or other Pacific Islander, American Indian or other Alaska Native, two or more races, free/reduced-price meal eligible, students with disabilities who have an Individual Education Program (IEP) and English learners. Kentucky requires each accountable student group to be based on at least 30 students within a school or district by level (per indicator).

Depending on student population, it is possible that a student group's Overall Score includes data from only one or two indicators. For example, an elementary school with 40 accountable African American students in grades 3-5 may only have 28 students in grades 4-5. In that scenario, the minimum n would be met for the Reading/Mathematics and Quality of School Climate and Safety indicators, but not for the Science, Social Studies and Writing indicator, which includes assessment data from only grades 4 and 5 students.

Therefore, for the African American student group, the Overall Score used for TSI identification would be based only on data from two of the four indicators. The weight of the two missing indicators would be proportionally redistributed to the two remaining indicators. Similarly, if the student group does not meet minimum n for the English Learner Progress Indicator, it would not be included either.

As TSI is an annual identification, KDE identified TSI in the fall of 2023 using data from the 2021-2022 and 2022-2023 school years.

The chart below shows the incremental progression to TSI identification based on three consecutive years of data.

Identification of Targeted Support and Improvement

	Fall 2022 Reporting	Fall 2023 Reporting	Fall 2024 Reporting*	Fall 2025 Reporting**	Fall 2026 Reporting
	Data from 2021-2022 determine bottom 5%	Data from 2022-2023 determine bottom 5%	Data from 2023-2024 determine bottom 5%	Data from 2024-2025 determine bottom 5%	Data from 2025-2026 determine bottom 5%
Did the Student Group Perform at Bottom 5% in Fall 2022?	Yes TSI The student group performed at/below the bottom 5%, as required for identification in fall 2022.				
Did the SAME Student Group Perform at Bottom 5% in Fall 2023?	Yes TSI The student group performed at/below the bottom 5% TWO consecutive years as required for identification in fall 2023.	Yes TSI			
Did the SAME Student Group Perform at Bottom 5% in Fall 2024?	Yes TSI The student group performed at/below the bottom 5% THREE consecutive years as required for identification in fall 2024.	Yes TSI	Yes TSI	Note: A school identified as TSI in fall 2024 is eligible for Additional Targeted Support and Improvement (ATSI) in 2025.	
Did the SAME Student Group Perform at Bottom 5% in Fall 2025?	No	Yes Year 1 Data Banked	Yes 2 Consecutive Years Data Banked	Yes TSI Although not officially identified as TSI in 2023 or 2024, the student group performed at/below the bottom 5% THREE consecutive years as required for identification in fall 2025.	

* Full implementation of 3 consecutive years requirement begins

** CSI I and II identification year

ATSI

Beginning in the fall of 2025 and every three years thereafter, Kentucky will identify a school for ATSI where the school was identified for TSI in the immediately preceding year and has one or more subgroups performing as poorly as all students in any of the lowest performing 5% of Title I schools or non-Title I schools (by level – elementary, middle or high school), based on school performance.

In other words, a school will be identified for ATSI in 2025 if it was identified for TSI in 2024 and has at least one student group whose performance is as low as the all-student group in a school identified as a bottom 5% Title I school.

Feeder Schools

Kentucky's accountability system includes schools without tested grades (i.e., K-1 and K-2 schools). These K-1 and K-2 schools feed to a higher-level school(s) which receives a federally required accountability classification. The feeder school(s) receive the classification of the higher-level school where the majority of the students are enrolled.

Feeder schools include K-1 and K-2 schools that feed to elementary schools and grade 9 schools that feed to a high school. For example, one of the K-2 schools feeds students to a 3-5 elementary school. If that 3-5 elementary school receives a federal classification of Comprehensive Support and Improvement (CSI), the K-2 school will also receive that classification.

Using the state's student information system (Infinite Campus), students at schools that have a high grade of 2nd or lower are tracked to see where the student attended the next grade up. Based on where students are enrolled, the feeder school must have 90% of its students attending the higher-level school to be assigned the same federal status as the higher-level school. Currently Kentucky has a 1 to 1 school connection using this process.

Exiting Federal Classification Status

The bottom 5% cut point also helps determine which schools can exit federal classification status.

Schools previously identified for CSI can exit if the school no longer meets the criteria for identification (Overall Score is at or below the cut point for the lowest performing 5% of schools) **AND** demonstrates improvement on the Overall Score, which encompasses data from all available indicators in the accountability system.

Schools previously identified for TSI can exit if the school no longer meets the criteria for identification **AND** the group or groups that served as the basis for identification demonstrate improvement on the overall score. To exit CSI I or TSI status, **both conditions must be met**. The school or student group(s) must perform above the 5% cut point **AND** demonstrate improvement on the Overall Score.

For example, consider a CSI school with an Overall Score of 16.2 in 2022. In 2023, the school's Overall Score is 18.4. The school made improvement on the Overall Score; however, if the 2023 bottom 5% cut point is 19.1, the school will not exit CSI status. The school is still performing in the bottom 5% of schools.

The [CSI/ATSI School Identification Timeline](#) has additional information.

Additional Accountability Considerations

Minimum N

Kentucky uses the minimum n of 30 students *per school, per indicator* when determining the inclusion of students or student groups in accountability calculations.

While each indicator must include 30 students in the school, the 30 students come from grades where assessment data or other measures contribute to that indicator. For example, in high school, only grade 10 students take reading and mathematics tests. Therefore, the 30 accountable students needed for inclusion of the Reading and Mathematics indicator must come from grade 10.

For indicators where more than one grade level is included, such as Quality of School Climate and Safety, any combination of 30 can apply. For example, a high school could have 13 students in grade 10 and 19 students in grade 11 and meet the minimum n of 30 for that indicator.

Typical Configurations	Reading and Mathematics	Science (SCI), Social Studies (SS) and Combined Writing (CW)	Quality of School Climate and Safety	English Learner Progress	Post-secondary Readiness	Graduation Rate
Elementary School 3-5	30 students from grades 3-5	30 students from grades 4-5	30 students from grades 3-5	30 students from grades 1-5	N/A	N/A
Middle School 6-8	30 students from grades 6-8	30 students from grades 7-8	30 students from grades 6-8	30 students from grades 6-8	N/A	N/A
High School 9-12	30 students from grade 10	30 students from grade 11	30 from grades 10-11	30 from grades 9-12	30 students from grade 12*	30 students from grade 12*

*Could include students who graduate earlier, depending on cohort

Note: Atypical school configurations could look different.

For additional details see [Understanding Kentucky's Minimum N for School Accountability](#).

School Configurations

There are a variety of grade configurations across Kentucky school districts. Below is a summary of the most common building configurations by level.

- Elementary Schools: K-5 (63%), K-6 (15%) and K-8 (10%)
- Middle Schools: 6-8 (54%), K-8 (21%) and 7-8 (8%)
- High Schools: 9-12 (83%), 7-12 (6%) and K-12 (6%)

Kentucky's accountability system is level-based (elementary, middle or high school). Elementary includes any configuration of grades K-5 or K-6, middle includes any configuration of grades 5-8 or 6-8 and high includes any configuration of grades 9-12. Schools that contain two or three different levels receive separate ratings for each level.

Classifications by Level

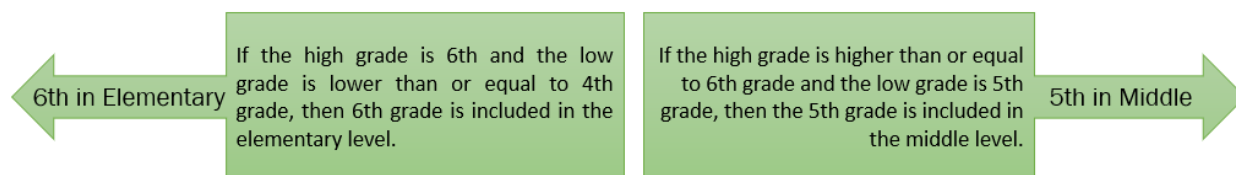
District and State

For district and state aggregations, 3-5 is elementary, 6-8 is middle and 9-12 (14) is high, regardless of the school configurations.

District and State Accountability		
Elementary Grades 3-5	Middle Grades 6-8	High Grades 9-12 (14)

School Level

At the school level, the 5th and 6th grades can either be part of an elementary school or middle school level, depending on the configuration.



If neither of these conditions is met, 5th grade is included in Elementary and 6th grade is included in Middle. Schools that contain two or three different levels receive separate ratings for each level.

Resources

Please visit the [KDE Media Portal](#) to view the training videos for [2023 Accountability Indicator Trainings](#). PowerPoint presentations can be accessed for each indicator below.

- [Accountability Overview](#)
- [State Assessment Results in Reading, Mathematics, Science, Social Studies and Writing Indicators](#)
- [Quality of School Climate and Safety Indicator](#)
- [English Learner Proficiency Indicator](#)
- [Graduation Rate Indicator](#)
- [Postsecondary Readiness Indicator](#)