



# Kentucky Department of EDUCATION

## STATE ACCOUNTABILITY: Comparing the Current Bill Version with Model Framework 4.0

The original Model Framework 4.0 and the current bill version assign the accountability system into two categories:

1. State accountability indicators that meet federal requirements for Comprehensive Support and Improvement (CSI) designation.
2. Local accountability indicators with required options and inclusion that are **NOT USED** in calculations for CSI designation.

***\*In the current bill version, the phrase “local indicators of quality” replaces the phrase “local accountability.”***

Category	Component	Model Framework 4.0	Current Bill Version (1.7.26)
State	Assessment	Reading and mathematics are used in the calculation for CSI status. <ul style="list-style-type: none"><li>• Adaptive test</li><li>• Provides grade level equivalency AND grade level content proficiency</li></ul>	Reading, mathematics, science and social studies are used for CSI calculation. <ul style="list-style-type: none"><li>• Adaptive tests are not used.</li><li>• Provides grade level content proficiency in the same manner as the current state assessments</li></ul>
State	Assessment	Science is assessed and reportedly individually, but it is not used in the CSI calculation.	Reading, mathematics, science and social studies are used for CSI calculation.
State	Assessment	Social Studies and Writing would be removed from the state assessment but required in the local accountability model.	Reading, mathematics, science and social studies are used for CSI calculation and continue to include constructed (written) responses. Bill language focuses on SBDM policy for writing across the curriculum. On demand writing and editing mechanics would not be assessed individually and reduces the testing time for the students. Districts may determine additionally methods for assessing writing as part of the local indicators of quality. <b><i>Removing the On-Demand portion will save money and potentially shorten the time</i></b>



# Kentucky Department of EDUCATION

			<b><i>required to have accountability results publicly available.</i></b>
<b>State</b>	Change vs. Student Growth	Individual student growth replaces change in the CSI calculation.	Individual student growth replaces change in the CSI calculation.
<b>State</b>	Other Required Indicators	Transition readiness, graduation rate, English language progress are included in the CSI calculation to meet federal requirements.	Transition readiness, graduation rate, English language progress are included in the CSI calculation and meet federal requirements.
<b>State</b>	Other Required Indicators	Climate and Safety Survey Data is included in the CSI calculation to meet federal requirements.	Chronic Absenteeism replaces Climate and Safety Survey Data for the CSI calculation to meet federal requirements.

Category	Component	Model Framework 4.0	Current Bill Version (1.7.26)
<b>Local</b>	Implementation	Using piloting, sustaining and sustainability phases, all districts SHALL have a local accountability model within the next four years.	A financial incentive of \$10,000 per district with an additional \$3 per student would be allocated when a district has their local committee, identified local indicators, and provided a timeline for implementation. The financial incentive would be yearly to help maintain the system. This would help offset (initially in its entirety) the financial incentive for districts.
<b>Local</b>	Implementation	Using piloting, sustaining and sustainability phases, all districts SHALL have a local accountability model within the next four years.	If 60% of all school districts adopt local indicators of quality, then a “trigger” is initiated to require all districts to implement local indicators of quality.
<b>Local</b>	Requirements	Each local accountability model shall include vibrant learning experiences, writing, social studies and locally determined indicators of performance. KDE would supply Social Studies/Writing assessments or districts could develop their own method of assessing.	Each system of local indicators of quality shall include vibrant learning experiences and locally determined indicators of performance.
<b>Local</b>	Requirements	Provide disaggregated data when applicable based on student demographics.	Provide disaggregated data when applicable based on student demographics.
<b>Local</b>	Requirements	Develop and publicly available display of local indicators/data	Develop and publicly available display of local indicators/data.



# Kentucky Department of **E D U C A T I O N**

<b>Local</b>	Assistance	The Kentucky Department of Education (KDE) shall provide technical assistance, through the hiring of six regional specialists.	KDE shall provide technical assistance, through the hiring of six regional specialists (included in discussions, but not explicitly written as six regional specialists)
<b>Local</b>	Other assessments	Inclusion of interim assessment in reading and mathematics that are aligned with the summative assessments to provide formative data for districts. This information MAY be included in local accountability models. Also, utilizing state-developed interim assessments would eliminate one testing window in the current practice on interim assessments/state testing.	Interim assessments are not included.
<b>Local</b>	Other assessments	Currently, science is assessed once in each of the elementary, middle, and high school grade bands. Science off-grade assessments would be provided for formative data for districts and MAY be used in local accountability models.	Science assessments are administered (SEE ABOVE) in the grade band levels, but “off grade” assessment are not included.
<b>Local</b>	Other	An external evaluator would review all local accountability models on a three-year cycle.	No external evaluator; regional specialists would be utilized to monitor.