



# Kentucky Accountability at a Glance

(System still under development)

## The Accountability System

School accountability has four main purposes:

- Promote higher levels of student learning (including a well-rounded education, high levels of knowledge and skills in the key content areas and essential skills necessary to ultimately succeed in a career)
- Promote greater equity and reduced achievement gaps
- Foster understanding, support and improvement of public schools
- Guide state support and assistance to schools and districts

The central focus is on ensuring students are transition-ready at every level and prepared to pursue the pathway of their choice after graduating from high school.

Kentucky's new accountability system has been developed by a very inclusive process, with the input of nearly 3,500 people to date, and is based on multiple academic and school quality measures, not a single high stakes test or indicator.

An overall rating will be determined by student and school performance on five indicators -- Proficiency, Growth (elementary and middle schools only), Achievement Gap Closure, Transition Readiness and Opportunity and Access – and associated measures. Some measures contribute to a school's/district's overall accountability rating; others are reported only.

## Kentucky Accountability at a Glance

Indicators	Elementary Measures	Middle School Measures	High School Measures
<b>Proficiency</b> <i>Reaching the desired level of knowledge and skills as measured on academic assessments.</i>	<ul style="list-style-type: none"> <li>• Student performance on state tests in reading, mathematics, science, social studies and writing</li> <li>• English learners student group's progress on an English proficiency assessment</li> </ul>		
<b>Growth (EL/MS)</b> <i>Student's continuous improvement toward the goal of proficiency.</i>	<ul style="list-style-type: none"> <li>• Percentage of students who meet annual personal target for improvement based on individual student trajectory toward proficiency</li> <li>• Schools get credit for students who catch up, stay up or move up</li> </ul>		<ul style="list-style-type: none"> <li>• Growth not calculated at the high school level because only a single assessment is administered per subject</li> </ul>
<b>Transition Readiness</b> <i>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"> <li>• Foundational learning in non-tested subjects; various career fields; essential skills</li> </ul>	<ul style="list-style-type: none"> <li>• Continued exploration of non-academic subjects; career fields; demonstration of essential skills</li> </ul>	<ul style="list-style-type: none"> <li>• 5-year adjusted cohort graduation rate</li> <li>• Foundational essential skills AND one of the following:               <ul style="list-style-type: none"> <li>• <b>Academic-ready</b> – meet benchmarks on college entrance exam OR dual credit OR</li> <li>• <b>Technical-ready</b> – meet benchmarks on KOSSA OR earn Industry Certificate OR dual credit OR</li> <li>• <b>Military-ready</b> – meet benchmark on ASVAB</li> </ul> </li> </ul>
	<ul style="list-style-type: none"> <li>• <i>NOTE: Academic knowledge and skill attainment is measured under proficiency.</i></li> </ul>		
<b>Achievement Gap Closure</b> <i>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"> <li>• Reduction in percentage of students scoring below Proficient (Novice and Apprentice) in each tested subject reported by group:           <ul style="list-style-type: none"> <li>○ White, African American, Hispanic, Asian, Hawaiian/Pacific Islander, Native American/Alaska Native, multiple race/ethnicity, F/R-meal eligible, students with disabilities, English language learners and a consolidated student group)</li> <li>○ 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 populations are too small to otherwise be reported – included in school rating</li> </ul> </li> <li>• Display the difference between student groups' performance in each subject – reported only</li> </ul>		
<b>Opportunity and Access</b> <i>Equitable availability to research-based student experiences and school factors that impact student success.</i>	<ul style="list-style-type: none"> <li>• Various measures (differing by grade level) of school quality and student success. Proposed measures:           <ul style="list-style-type: none"> <li>○ focus on the whole child (chronic absenteeism, access to quality programs in arts, music, health/PE, library/media, etc.)</li> <li>○ seek to eliminate disproportionality (behavior interventions, suspensions, inexperienced teachers)</li> </ul> </li> </ul>		

	○ support equitable access (to rigorous coursework and gifted and talented services)	
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	
	Fair	Gap Issue – supplemental designation for schools with very large achievement gaps and low-performing students
	Concern	
	Intervention	
School Improvement and Support	Support will be provided for low-performing schools. <ul style="list-style-type: none"> <li>• Targeted Assistance – school with low-performing or consistently underperforming student group(s)</li> <li>• Comprehensive Support – bottom 5% of schools OR less than 80% grad rate OR chronically low-performing student group(s)</li> </ul>	

### 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 good attendance, reliability, adaptability, working well with others, and a strong academic knowledge. Additionally, under consideration is 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.
- The state will continue to provide assistance and support to all schools based on their needs and dependent on available resources. 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 comprehensive support and improvement.
- Special attention has been paid to ensure the system is fair, reliable, minimizes "gaming" and reduces other non-intended consequences.
- The proposed accountability system is intended to be flexible so it can adapt without requiring extensive modifications as new assessments are implemented and/or additional measures of Opportunity and Access are developed.

### Competency-based Education and Assessment Pilot

The draft 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. 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. During the pilot, students would 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.

To participate in an online survey to provide feedback on the system go to: <http://bit.ly/KYAccountabilitySurvey>.

For additional information on Kentucky School Accountability Draft Proposal visit: <http://bit.ly/KYAccountability>.