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 will be determined by setting standards for low to high 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

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<th>Indicators</th>
<th>Measures</th>
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<td><strong>Proficiency</strong></td>
<td>Reaching the desired level of knowledge and skills as measured on state-required academic assessments.</td>
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| 2018-2019 Accountability | • 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 |
| **Separate Academic Indicator** | Reaching the desired level of knowledge and skills in science, social studies and writing. |
| 2018-2019 Accountability | • Student performance on tests in science, social studies and writing  
   • Social Studies and Science shall be 2/3 of measure.  
   • 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 |
| **Growth (elementary/ middle schools only)** | Student's continuous improvement toward the goal of proficiency and beyond. |
| 2018-2019 Accountability | • 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. |
| **Graduation Rate** | Percentage of students earning a high school diploma compared to the cohort of students starting in grade 9. |
| 2018-2019 Accountability | • 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). |
| **Transition Readiness** | Attainment of the necessary knowledge, skills and dispositions to successfully transition to the next level of his or her education career. |
| 2018-2019 Accountability | • 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. |
| **Quality of School Climate and Safety** | Measures of the school environment. |
| Not Included in 2018-2019 Accountability | • Perception data from surveys that measure insight to the school environment.  
   • The Kentucky Board of Education (KBE) will approve measures in the near future. |
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.