



# REIMAGINING ASSESSMENT AND ACCOUNTABILITY

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In service to the  
Kentucky United We Learn Council's  
Moonshot

**September 2024**

**Version 4.0**  
Comparison Chart



Kentucky Department of  
**EDUCATION**



Reimagining Assessment and Accountability Prototype 4.0 Comparison Chart - FEDERAL

Current System FEDERAL	Potential Changes	What would this change look like?	How does this get us closer to the moonshot?
<p>The Every Student Succeeds Act (ESSA) requires that states have robust, multi-indicator statewide accountability systems for all public schools. The indicators must be the same for all schools and include valid, reliable, and comparable measures disaggregated by student demographic groups.</p> <p>Kentucky currently uses the following factors within school accountability:</p> <ol style="list-style-type: none"> <li>1. Student assessment results</li> <li>2. Progress toward achieving English proficiency by limited English proficiency students</li> <li>3. Quality of school climate and safety</li> <li>4. High school graduation rates</li> <li>5. Postsecondary readiness for each high school student</li> </ol>	<p>Should the Kentucky United We Learn Council advocate adopting an indicator that captures access to vibrant learning experiences through the percentage of students participating and data submitted?</p>	<p>A new Vibrant Learning Experiences (VLE) indicator intended to support the spread of deeper and more meaningful learning experiences for all students across the state.</p> <p>The indicator will capture the percentage of students engaged in one or more of the following student-centered learning experiences:</p> <ul style="list-style-type: none"> <li>• Student capstone projects</li> <li>• Student-led conferences</li> <li>• Service-based learning experiences</li> <li>• Work-based learning experiences</li> <li>• Student defenses of learning</li> <li>• Personalized learning pathways (e.g., career connected learning, independent study, dual enrollment)</li> <li>• Another locally proposed, state-approved option</li> </ul>	<p>A vibrant learning environment makes learning a joyous, inspiring experience that sparks curiosity beyond the classroom and motivates students to continually seek knowledge.</p>
<p>ESSA Continued</p>	<p>Should Kentucky continue the administration of the quality of school climate and safety survey as part of our accountability system?</p>	<p>If continued, federal accountability would include quality of school climate and safety for identification of school support.</p>	<p>Promoting a safe and respectful learning community that supports students' mental, emotional and physical health, contributes to the holistic growth that defines Portraits of a Learner.</p>
<p>The federal classification of Comprehensive Support and Improvement (CSI) is assigned to the bottom 5% of schools, as determined by the overall performance rating index score, independent of a school's color designation.</p>	<p>Should the Kentucky United We Learn Council advocate to report only the minimum number of federal school classification labels?</p>	<p>The state's federally-compliant accountability system would be reduced to meet the minimum federal requirements to identify three categories of schools for the purpose of providing resources and support:</p> <ol style="list-style-type: none"> <li>1. Targeted Support and Improvement/Additional</li> </ol>	<p>This change to the accountability system would reduce the federal footprint and create space for other options.</p>

<b>Current System FEDERAL</b>	<b>Potential Changes</b>	<b>What would this change look like?</b>	<b>How does this get us closer to the moonshot?</b>
<p>Classifications of Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI) focus on performance of student groups using the same performance levels for CSI.</p>		<p>Targeted Support and Improvement  2. Comprehensive Support and Improvement, and  3. Meets Requirements.</p>	
<p>For each indicator, schools receive a status score and a change score, which combine to create an indicator score. The status score represents the current year outcome, while the change score represents the difference between the current year and the previous year.</p>	<p>Given the strong support for individual student growth during the initial collection of feedback, it will be proposed.</p>	<p>The federal accountability system proposal will include replacing the “Change” component with individual student growth. This would send an important signal to students and educators that the state values individual student progress in learning, in addition to student proficiency. Student growth would be based on their standardized assessment performance in reading and math at elementary and middle schools over years using a valid and widely accepted model.</p>	<p>Student performance and progress would be at the center of the measure.</p>

Reimagining Assessment and Accountability Prototype 4.0 Comparison Chart - STATE

Current System STATE	Potential Changes	What would this change look like?	How does this get us closer to the moonshot?
Each school receives an overall performance rating that aggregates all available data for the state indicators. A school's overall performance rating is classified into one of five colors (blue, green, yellow, orange, red) based on cut scores.	Should the Kentucky United We Learn Council advocate to remove the color rating system?	If removed, Kentucky would no longer employ the color rating system for state accountability.	This change to the state accountability system would increase the focus on all students and student group performance over a school's color classification.
Each school receives an overall performance rating that aggregates all available data for the state indicators. A school's overall performance rating is classified into one of five colors (blue, green, yellow, orange, red) based on cut scores.	Should Kentucky move toward an accreditation-style accountability model where schools submit evidence of quality to an external evaluator for formal evaluation at regular intervals?	Schools would gather and share evidence of school quality relative to each of the domains for review and feedback. All evidence will be publicly reported and all outcome data will be disaggregated by student groups. An external evaluator, the local board of education, and district and school leaders would work collaboratively to set goals based on the evidence, as well as accompanying school improvement strategies and needed state support. Schools will update and re-submit their evidence of quality as it becomes available to the external evaluator for formal evaluation at regular intervals, at least once every three years.	This change will support the development of an accountability system that provokes, inspires and leverages innovation in all schools across the Commonwealth.
Each school receives an overall performance rating that aggregates all available data for the state indicators. A school's overall performance rating is classified into one of five colors (blue, green, yellow, orange, red) based on cut scores.	Should the Kentucky United We Learn Council advocate to adopt a local accountability system that includes broader school improvement efforts, such as opportunities for vibrant learning experiences, parental engagement, community partnerships and non-academic factors affecting the school experience?	A local accountability system, as defined by the Kentucky United We Learn Council, is the set of system-management policies, instruments, resources and practices that district leadership uses to engage in school improvement work with their schools. This work generally extends beyond the minimum required to comply with federal accountability mandates and includes broader efforts for school	This change will allow all community expectations and values to be reflected in meaningful ways while fostering an educational experience for students focused on developing productive citizens and lifelong learners.

Current System STATE	Potential Changes	What would this change look like?	How does this get us closer to the moonshot?
		improvement. Parental engagement, community partnerships and non-academic considerations of school quality that affect schooling experiences are key components of a local accountability system.	
Each school receives an overall performance rating that aggregates all available data for the state indicators. A school's overall performance rating is classified into one of five colors (blue, green, yellow, orange, red) based on cut scores.	Should the Kentucky United We Learn Council advocate to adopt an indicator within state accountability that captures quality of vibrant learning experiences based on rubrics co-created by education leaders and data reviewed by an external evaluator?	Schools will engage in a self-evaluation process to rate their progress in providing high quality VLE for all students. They will submit evidence in favor of their ratings, and the process will be supported and corroborated via regular state audits. Reporting for this indicator will include rubric ratings on each domain and may also include participation in VLE. To complete the self-evaluation process, schools will employ a rubric that represents a progression toward rigorous and more meaningful learning opportunities that meet grade-level standards for their students. It will do this by providing information to schools about where they fall along a continuum of implementing vibrant learning experiences for their students.	This change embraces innovative practices, fosters vibrant learning experiences and encourages positive engagement in the continuous improvement process, with a strong emphasis on community-based accountability.

Reimagining Assessment and Accountability Prototype 4.0 Comparison Chart - ASSESSMENT

Current System ASSESSMENT	Potential Changes	What would this change look like?	How does this get us closer to the moonshot?
<p>A criterion-referenced test each in mathematics and reading in grades 3 through 8 and one time within the high school grades that is valid and reliable for an individual student and that measures the depth and breadth of Kentucky's academic content standards.</p>	<p>Should Kentucky adopt a through-year (fall, winter, spring) assessment system in math and reading?</p>	<p>The statewide math and reading (and possibly science) assessments are replaced by a common through-year adaptive model that consists of a fall, winter and spring administration. These assessments replace local, interim assessments to streamline costs and testing time. Test results for the fall and winter administrations are immediately available to students, families and educators to inform personalized interventions and supports. The spring test administration is used to determine student proficiency for school accountability.</p>	<p>This new assessment system will empower stakeholders to use more frequently available data to improve student learning experiences and supports continuous improvement for all schools.</p>
<p>A criterion-referenced test in social studies that is valid and reliable for an individual student as necessary to measure the depth and breadth of Kentucky's academic content standards to be administered one time within the elementary, middle and high school grades, respectively.</p> <p>An on-demand assessment of student writing to be administered one time within the elementary, middle and high school grades, respectively.</p> <p>An editing and mechanics test relating to writing, using multiple choice and constructed response items, to be administered one time within the elementary, middle and high school grades, respectively.</p>	<p>Should the Kentucky United We Learn Council advocate removing the statewide assessments in social studies and writing that are not required federally?</p> <p>Should social studies and writing be evaluated by performance-based opportunities for local instructional purposes?</p>	<p>The state will continue to meet federal assessment and accountability requirements, including annual statewide testing in reading and mathematics and grade span assessments in science.</p> <p>Kentucky replaces the statewide social studies and writing assessments from the state assessment system to pilot a performance-based model that values local demonstrations of learning. The state develops a range of supports to help districts build expertise in the design and implementation of performance assessments including development of a statewide rubric that articulates learning expectations across grade levels or bands,</p>	<p>This change will allow innovative performance assessments to be administered locally while building the capacity across the state to develop and administer authentic assessments.</p>

<b>Current System ASSESSMENT</b>	<b>Potential Changes</b>	<b>What would this change look like?</b>	<b>How does this get us closer to the moonshot?</b>
		professional development for educators to calibrate scoring processes, and sample performance tasks that districts and educators can use to satisfy the local assessment requirement.	

Reimagining Assessment and Accountability Prototype 4.0 Comparison Chart - REPORTING

Current System REPORTING	Potential Changes	What would this change look like?	How does this get us closer to the moonshot?
<p>States must meaningfully engage parents and other stakeholders by providing access to information about how schools are doing through data dashboards (school report cards) that include full accountability information.</p>	<p>If statewide testing is removed, should local districts report, publicly, social studies and writing processes or results?</p> <p>Should schools have the option to include locally relevant information on the statewide school report card?</p>	<p>Schools would be able to select from a range of data points to include on the locally customizable component of the report card. These may include, but should not be limited to, process-based information, student outcomes on local measures and even examples of authentic student work.</p> <p>The dashboard would report both federally required data points and state-level data aligned to the domains of school quality. Schools can customize the report card with locally relevant data points on vibrant learning experiences at regular intervals.</p>	<p>This change will support a dynamic, flexible and responsive accountability system that supports the diverse needs of all Kentucky learners.</p>