2017-2018 Kentucky Accountability at a Glance

The Accountability System

Kentucky's new accountability system has been designed to ensure students are well-rounded, transition-ready and prepared with the skills and knowledge 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
- Establish opportunity and access for students to receive a quality education
- Build a culture of high expectations and continuous improvement
- Communicate a clear and honest understanding of strengths and opportunities for improvement in schools and districts

This is a transition year for Kentucky's new accountability system. Schools will be identified only for the federally-required accountability designations of **Targeted Support and Improvement (TSI)** – those with one or more low-performing groups – and **Comprehensive Support and Improvement (CSI)** – those in the bottom 5 percent of performance by level (elementary, middle or high); or that have a 4-year graduation rate of less than 80 percent. All other schools will be designated as **Other.** Schools designated as TSI and CSI will have to develop improvement plans and CSI schools will be provided additional support.

The system uses <u>multiple</u> academic and school quality measures, not a single test or indicator. The indicators used for fall 2018 accountability are identified below.

Information on school and district performance on the various accountability indicators along with results from spring 2018 testing will be reported in late September and in a new online Report Card later this fall. Parents/guardians will receive individual student results based on state testing.

2017-2018 Indicators and Measures

Indicators	Measures
Proficiency (all grade levels) *Reaching the desired level of knowledge and skills as measured on state-required academic assessments. (Reported on 0 to 125 scale)*	• 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 (elementary and middle schools only) *Reaching the desired level of knowledge and skills in science, social studies and writing (Reported on 0 to 125 scale).*	• Student performance on tests in science, social studies and writing • Highest proportion of weights shall be attributed to science and social studies • 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. (Reported on -150 to 150 scale)*	• 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 • Schools earn credit based on whether and how much they "catch up, keep up or move up" their students' performance toward proficiency/English attainment (ELs only). Student regression takes away credit.
Transition Readiness (high schools only) *Attainment of the necessary knowledge, skills and dispositions to successfully transition to the next level of his or her education career. (Reported on 0 to 125 scale)*	• Students at high school must earn a high school diploma and meet one type of readiness (i.e., academic or career) (see next page) • Schools receive a bonus for students earning industry certifications in high demand sectors • English language learners' attainment of English language proficiency is included at high school.
Graduation Rate (high schools only) *Percentage of students earning a high school diploma compared to the cohort of students starting in grade 9. (Reported on 0 to 100 scale)*	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 CSI.

NOTE: Data on two additional indicators, Achievement Gap Closure and Opportunity and Access, will be modeled and reported only for 2017-2018 and will not become part of the accountability determination until the 2018-2019 school year, when the system will classify school and district performance from 1-5-stars in addition to identifying schools for TSI and CSI.

Transition Readiness

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.

High School Students
(Part of accountability starting in the 2017-2018 school year)

High School Diploma
Earn a high school diploma by meeting/exceeding the Kentucky Minimum High School Graduation Requirements
AND
Meet the Requirements for
Academic OR Career Readiness

Academic Readiness	Career Readiness	English Language Readiness (only required for English Learners)
✓ Benchmarks, determined by Council on Postsecondary Education (CPE) on a college admissions exam; OR ✓ A grade of B or higher in each course on 6 or more hours of KDE-approved dual credit; (Dual Credit will not be added until the 2018-2019 school year to allow for reliable data collection) OR ✓ A score of 3+ on exams in 2 or more Advanced Placement courses; OR ✓ A score of 5+ on 2 exams for International Baccalaureate courses; OR ✓ Benchmarks on 2 or more Cambridge Advanced International examinations; OR ✓ Completing a combination of academic readiness indicators listed above. • Demonstration of academic readiness shall include one quantitative reasoning or natural sciences and one written or oral communication, or arts and humanities, or social and behavioral sciences learning outcomes.	✓ Benchmarks on Industry Certifications *(Approved by the Kentucky Workforce Innovation Board on an annual basis)*; OR ✓ Scoring at or above the benchmark on the Career and Technical Education End-of-Program Assessment for articulated credit; OR ✓ A grade of B or higher in each course on 6 or more hours of KDE-approved Career and Technical Education dual credit; (Dual Credit will not be added until the 2018-2019 school year to allow for reliable data collection) OR ✓ Completing a KDE/Education Workforce and Development Cabinet-approved apprenticeships; OR ✓ Completing a KDE-approved alternate process to verify exceptional work experience. (Exceptional work experience will not be added until the 2018-2019 school year to allow for reliable data collection.)	✓ Meeting exit criteria for English language proficiency assessment (Overall composite of a 4.5 on a Tier B/C) for any student who received English Language services during high school. • English Language Learners are included in academic and career readiness in addition to English Language Readiness.

Elementary and Middle School Students
(Not part of accountability until the 2018-2019 school year)

Elementary	Middle
Meet a benchmark on a composite score that combines student performance on reading, mathematics, science, social studies and writing by grade 5	Meet a benchmark on a composite score that combines student performance on reading, mathematics, science, social studies and writing by grade 8

NOTE: Students participating in the alternate assessment program and earning an alternate diploma must meet criteria for Transition Readiness based on alternate assessment requirements and employability skills attainment.