

Kentucky Education Listens: Accountability Development

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Your Voice is Important

- ▶ Several indicators of the proposed accountability system will be highlighted. For each, we seek your reaction.
- ▶ Each indicator discussed has Feedback Statements designed to collect your reaction on a scale of 1 (strongly disagree) to 5 (strongly agree).



There are two ways to respond.

Pink
Paper



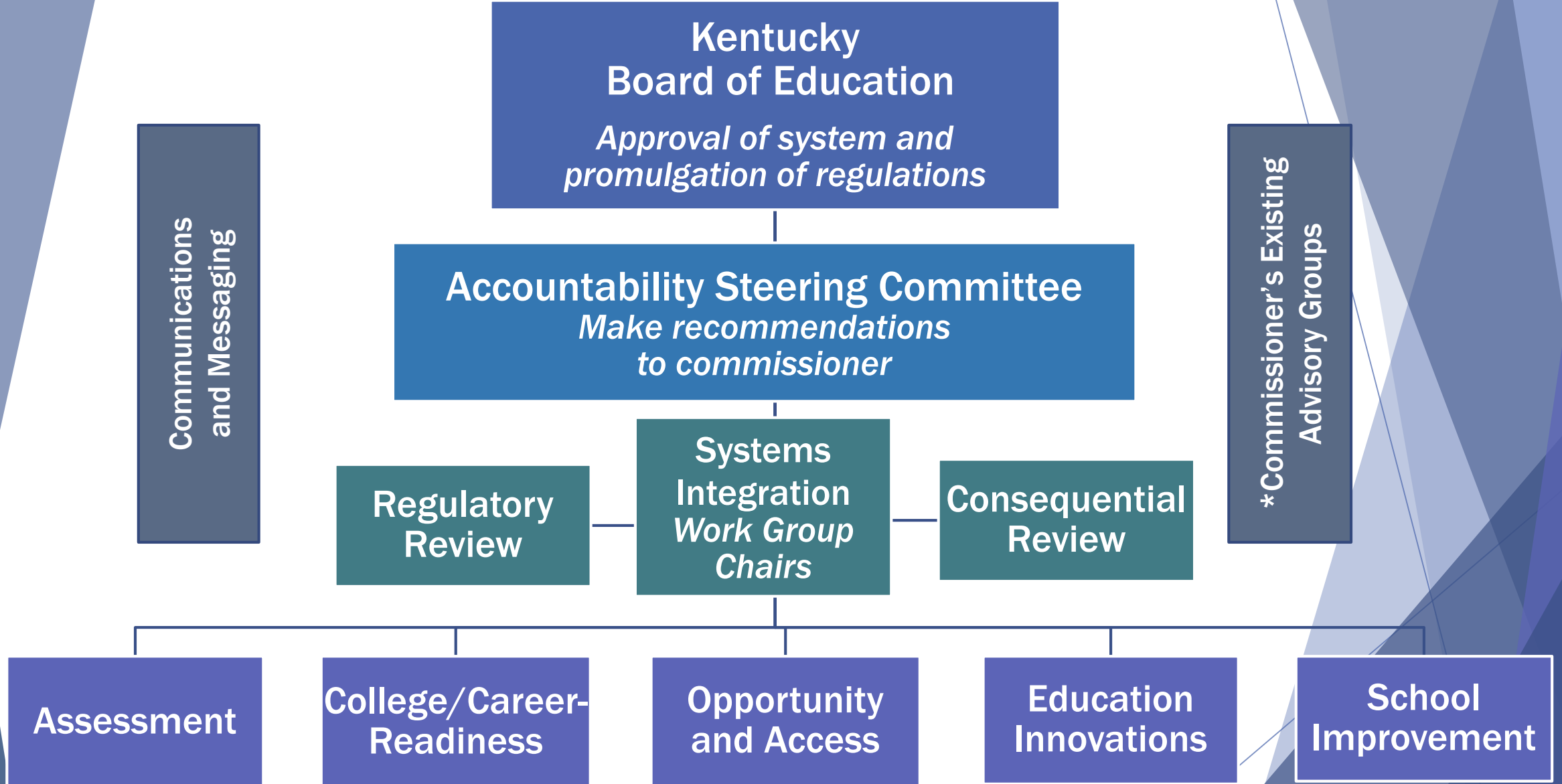
<http://bit.ly/KYAccountabilitySurvey>



“Big Ideas Heard at 2016 Town Halls”

- ▶ Our children must be at the heart of the system.**
- ▶ A well-rounded education is important and necessary.**
- ▶ All subjects, both tested and non-tested, need to be valued.**
- ▶ Access and opportunity for students are critical.**
- ▶ An emphasis on teaching is needed.**
- ▶ Collaboration instead of competition among schools and districts needs to be the focus.**

Structure of the Accountability Work





Highlights of Kentucky's Draft Proposal for an Accountability System

Proposed System Highlights

The system keeps students at its center. It includes:

- ▶ personalized options for students to be transition ready with content knowledge and critical essential skills;
- ▶ a focus on instruction with student proficiency and growth;
- ▶ opportunities and access measures that go beyond tests and tested subjects to allow for a well-rounded education and a broader picture of school performance;
- ▶ data requirements that shine a light on closing the achievement gap; and
- ▶ an innovation pilot for a competency-based model.



Dashboard Mockup



KY School Report Card Dashboard



ABC Elementary

ABC County
000 Some Street, Somewhere KY 00000
Phone: (000) 000-0000

2016-17 Overview
Current Principal - John Doe



Overall Rating

(select to display pointer)

- School
- District
- State

STUDENTS

200

GRADES

Pre K-5th

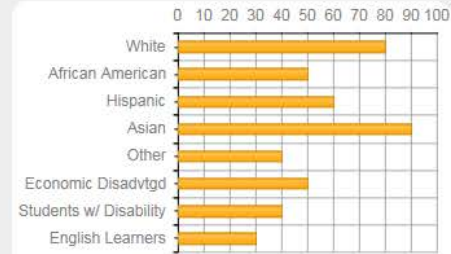
TITLE I

No



Achievement Gap Closure

details



Student Groups Performance

details



Proficiency

details



Growth

details



Transition Readiness

details



Opportunity & Access

details

Opportunity and Access

Defined as the equitable availability to research-based student experiences and school factors that impact student success.

- ▶ Includes measures beyond test scores (rated and reported)
- ▶ Data collected in state systems with *limited* self-reporting



Whole Child Supports (examples)

- Opportunities for well-round education (including arts, PE and health, science, social studies, global competency/world language)
- Gifted and talented services
- Supports such as counseling, early childhood, library/media
- Chronic absenteeism, discipline, suspensions
- Profile of offerings (advanced coursework, arts, career pathways)

Equitable Access (examples)

- Data reported by student group
- Talent pool/gifted services
- Students taught by teachers certified in content area
- Teacher turnover
- Percentage of first year teachers

Transition Readiness

Defined as a student's attainment of the necessary knowledge, skills and dispositions to successfully transition to the next level of his or her education career.

High School

- ▶ Graduation (i.e., meeting diploma requirements)
- ▶ Foundational essentials skills (e.g., attendance; workplace, community or service learning; individual learning plan; potentially citizenship or financial literacy)
- ▶ Multiple pathways to demonstrate academic, technical or military readiness
 - *Students may earn a Kentucky Plus designation by achieving additional credentials and recognition including work ethics certification*

Elementary/Middle School

- ▶ Foundational learning/continued exploration in non-tested subjects (for example: career fields, essential skills)



Growth (Elementary and Middle)

Defined as a student's continuous improvement toward the goal of proficiency and beyond.

- ▶ Students have an annual personal target for improvement based on individual student trajectory toward proficiency and above.
- ▶ Schools are credited for the Growth indicator if they “catch up, keep up or move up” their students’ performance.



Achievement Gap Closure

Defined as the 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.

- ▶ Reduction in percentage of students scoring below Proficient (i.e., Novice and Apprentice) in each tested subject reported by group
 - White, African American, Hispanic, Asian, Hawaiian/Pacific Islander, Native American/Alaska Native, multiple races, students who are economically disadvantaged, have disabilities, are English Learners (EL) and consolidated student group
- ▶ Difference between student groups' performance reported, not rated, in each tested subject
- ▶ Goals: annual improvement in meeting proficiency (every school, every group) and historically lower-performing student groups close the achievement gap by 50 percent by 2030



Next Steps to a New System

- ▶ Town Hall meetings and online feedback sought on draft proposal through May 1.
- ▶ Development committees finalize the accountability proposal.
- ▶ The Kentucky Board of Education approves a final system.
- ▶ Kentucky submits state consolidated plan to United States Department of Education by September 18, 2017.
- ▶ Implementation of system scheduled (tentatively) for 2018-19 school year.

Note: Approximately 3,500 Kentuckians have participated in the process to date.



KY Education Listens:

- ▶ **Topic: Accountability System**
- ▶ **State name, role (parent, teacher, administrator, etc.) and brief comment**
- ▶ **If time remains, will entertain other issues**





Kentucky Education Listens

- ▶ Make your opinion on the draft accountability system known.
- ▶ There are two ways to respond:



Online

<http://bit.ly/KYAccountabilitySurvey>

Paper/pencil

Pink
Paper



Please turn in survey before leaving tonight.

THANK YOU for your interest and participation!!!