

About Kentucky's Accountability System

The Kentucky Board of Education's vision for all Kentucky public schools is to empower and equip every student to pursue a successful future. That means when students graduate from high school they are well-prepared to successfully transition to postsecondary education and/or the workforce.

To achieve that goal, the Kentucky Department of Education is setting higher goals and expectations for all students' learning, prioritizing student learning, student achievement and achievement gap closure; highlighting the importance of special education and early learning; and emphasizing academic and career readiness like never before.

Below you will find information to help you understand how the accountability system is structured.

How are schools, districts and the state being evaluated?

School performance is based on a variety of measures that are called indicators. For the 2017-2018 school year, five indicators were used to identify schools for the federally-required categories of Comprehensive School Improvement (CSI), Targeted School Improvement (TSI) and Other (not CSI or TSI).

Included in identification beginning in the 2017-2018 school year and beyond:

- *Proficiency (elementary, middle and high schools):* Student performance on tests in reading and mathematics.
- *Separate Academic Indicator (elementary and middle schools):* Student performance on tests in science, social studies and writing.
- *Growth (elementary and middle schools):* Student progress toward proficiency in reading and mathematics. This indicator also includes the progress of English learners toward proficiency of the English language.
- *Graduation Rate (high schools):* The average of the number of students who graduate from high school in 4 or 5 years.
- *Transition Readiness (high schools):* This indicator uses several different measures, including:
 - The number of high school students earning a diploma and meeting one type of academic or career readiness measure, such as meeting or exceeding a minimum score on a college admissions exam or earning a Kentucky Workforce Innovation Board-approved industry certification.
 - The number of English learners demonstrating English language proficiency on a national test.

The individual indicators and the overall rating shall be developed through a standard setting process involving Kentucky educators and advised by technical experts. The Kentucky Board of Education is reviewing the accountability system and weights associated with each indicator. The current accountability weights under review are:

	Proficiency (Reading and Mathematics)	Separate Academic Indicator (Science, Social Studies and Writing)	Growth (including English Learners)	Achievement Gap Closure	Quality of School Climate and Safety	Transition Readiness (High school includes English learners.)	Graduation Rate (4- and 5-year cohort)
Elementary/ Middle Schools	15-25	15-25	20-30	15-25	10-20	---	---
High Schools	10-40	10-20	---	10-25	10-20	15-30	5-15
Districts	10-20	10-20	10-20	10-20	10-20	10-20	5-15

Plans for 2018-2019 and beyond

Beginning in the 2018-2019 school year, Kentucky’s accountability system will provide an overall rating for each school or district ranging from one (the lowest) to five (the highest) stars.

The Kentucky Board of Education (KBE) adopted indicators for a 5-star system in the accountability regulation in spring 2018. After the first reporting of data in fall 2018, the KBE will analyze the system and consider adjustments and improvements. Levels of low to high performance on individual indicators in the overall star rating will be developed through a standards-setting process involving Kentucky educators and advised by technical experts.

How does the state determine which schools qualify for Targeted Support and Improvement and how do they exit?

A school can be labeled for Targeted Support and Improvement if it meets these criteria:

- Tier I – One or more student groups performing as poorly as all students in any of the lowest-performing 10 percent of schools at the elementary, middle or high school levels for two consecutive years. Tier I schools will be identified annually beginning in 2019-2020 for services in the 2020-2021 school year
- Tier II – One or more student groups performing as poorly as all students in any of the lowest-performing 5 percent of schools at the elementary, middle or high school levels. Tier II schools will be identified annually beginning with 2017-2018 school year data for services in the 2018-19 school year.

A list of all Targeted Support and Improvement Schools is available under “Accountability” on the [Kentucky Department of Education’s website](#).

A school may exit Targeted Support and Improvement status when it meets these criteria:

- Tier I – When the underperforming student group or groups move above the performance level of all students in the bottom 10 percent of schools in Comprehensive Support and

Improvement. Districts may require additional exit criteria for identified schools if they wish to apply more rigorous standards than the state minimum.

- Tier II – When the underperforming student group or groups move above the performance of all students in the bottom 5 percent of schools in Comprehensive Support and Improvement. The school also must demonstrate continued progress on the data that served as the basis for identification.

How does the state determine which schools qualify for Comprehensive Support and Improvement and how do they exit?

A school will be identified as in need of Comprehensive Support and Improvement (CSI) if it meets *any one* of these criteria:

- CSI I – Student performance is as low as the bottom 5 percent of schools at the elementary, middle or high school levels. CSI I schools will be identified beginning in the 2018-2019 school year.
- CSI II – Any high school with a graduation rate below 80 percent. CSI II schools will be identified beginning in the 2018-2019 school year.
- CSI III – Any school previously identified as a Tier II Targeted Support and Improvement school that fails to exit that status after three years. CSI III schools will be identified beginning with the 2021-2022 school year.

A list of all Comprehensive Support and Improvement Schools is available under “Accountability” on the [Kentucky Department of Education’s website](#).

A school may exit Comprehensive Support and Improvement when it no longer meets the criteria for identification as follows:

- CSI I – When student performance is above the bottom 5 percent of schools and the school has demonstrated continued progress on the data that served as the basis for identification.
- CSI II – When a high school has a graduation rate above 80 percent and has demonstrated continued progress on the data that served as the basis for identification.
- CSI III – When the underperforming student group or groups move above the performance of all students in the bottom 5 percent of schools and the school has demonstrated continued progress on the data that served as the basis for identification.

CSI schools identified as a result of more than one criteria shall exit when all relevant exit criteria are met.

What are Kentucky’s long-term accountability goals?

Kentucky’s long-term goals for academic achievement prioritize increasing the number of students from all student groups reaching proficient and distinguished performance on state tests, as well as reducing gaps in academic achievement between student groups by 50 percent by 2030. Each student group of 10 or more students shall be compared to a reference group, which is the highest-performing student group that is at least 10 percent of the student population.

Progress on long-term and interim goals will be reported publicly as required by the federal Every Student Succeeds Act. Goals will be developed for all students and every student group for academic achievement in each content area of reading, mathematics, science, social studies and writing; the

content areas combined; 4- and 5-year graduation rates; and progress on English proficiency for English learners.

The goal for graduation rates for all students is 95 percent for the 4-year graduation rate and 96 percent for the 5-year graduation rate. Kentucky's long-term goal for English learners is to increase the proportion of students making significant progress toward becoming proficient in the English language.

Are scores reported for all students?

All students are included in the state's assessment and accountability systems. The performance of student groups with fewer than 10 students are included in accountability, but not reported publicly. This standard helps protect student privacy by making it harder to identify the scores of individual students. Students are included in school and district accountability if they are in the school or district a minimum of 100 days.