Accountability 2017-2018 and 2018-2019 Comparison

In February 2018, the Kentucky Board of Education (KBE) approved the new accountability system to be implemented beginning with the 2018-19 school year. After the first year of implementation, it became necessary to adjust and make changes to certain indicators within the new system, with the goal of simplification and continued compliance with state and federal legal requirements. Changes were made to four indicators: growth, transition readiness, achievement gap closure and opportunity and access. Those changes are reflected in the table below. The amended regulation, which also includes changes based on Senate Bill 175, 2019, was approved by the KBE and become final on May 31, 2019.

The current system contains six indicators that are combined to provide an overall accountability score. Each school is assigned an Overall Rating of one to five stars, based on the overall score of combined school-level measures and indicators of Proficiency, Separate Academic, Growth, Transition Readiness, Graduation Rate, and Quality of School Climate and Safety using the weights approved by the Kentucky Board of Education (KBE).

To assist districts with public reporting during this transition period, the Office of Standards, Assessment and Accountability (OSAA) has created public release resources. This comparison document is designed to help district and school staff familiarize themselves with the components of the assessment and accountability system and help them determine how the 2018-2019 reported results are comparable to results reported for 2017-2018. Additionally, the tables include data used in the calculation of each indicator.

Elementary/Middle School	2017-2018 Reporting	2019 Changes to **Accountability Regulation**	2018-2019 Reporting
Proficiency Reaching the desired level of knowledge and skills on state-required reading and mathematics assessments	K-PREP scores Reading and Mathematics (grades 3-8) *Alternate Assessment* Alternate K-PREP Attainment Task scores	No change	K-PREP scores Reading and Mathematics (grades 3-8) *Alternate Assessment* Alternate K-PREP Attainment Task scores

Elementary/Middle School	2017-2018 Reporting	2019 Changes to **Accountability Regulation**	2018-2019 Reporting
Separate Academic Reaching the desired level of knowledge and skills as measured on state-required science, social studies and writing assessments	K-PREP scores Science (grades 4, 7) K-PREP scores Social Studies (grades 5, 8) K-PREP scores On Demand Writing (grades 5, 8) *Alternate Assessment* Alternate K-PREP Attainment Task scores	No change	K-PREP scores Science (grades 4, 7) K-PREP scores Social Studies (grades 5, 8) K-PREP scores On Demand Writing (grades 5, 8) *Alternate Assessment* Alternate K-PREP Attainment Task scores
Growth A student's continuous improvement toward the goal of proficiency or above Credit is earned from points on a Growth Value Table. English learner progress toward English language proficiency will be evaluated using the English Learner Growth Value Table.	K-PREP scores Reading and Mathematics (based on grades 3-8; reported for grades 4-8) ACCESS for ELLs 2.0 scores *Alternate Assessment* Alternate K-PREP Attainment Task scores Alternate ACCESS for ELLs scores	New value tables were implemented based on principles and recommendations made by an educator stakeholder work group. The calculation was changed from a projection of student data to using previous year to current year performance.	K-PREP scores Reading and Mathematics (based on grades 3-8; reported for grades 4-8) ACCESS for ELLs 2.0 scores *Alternate Assessment* Alternate K-PREP Attainment Task scores Alternate ACCESS for ELLs scores
Transition Readiness The attainment of the necessary knowledge, skills and dispositions to successfully transition to the next level of his or her education career.	Transition Readiness was included as an indicator, but not implemented. In this design, students would have received a composite score	The indicator was eliminated from the elementary/middle school level.	Removed as an indicator in Elementary/Middle

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Elementary/Middle School	2017-2018 Reporting	2019 Changes to Accountability Regulation	2018-2019 Reporting
	based on all tested content areas at the end of grade 5 and grade 8.		
Quality of School Climate and Safety The measures of school environment	Opportunity and Access Not implemented (KBE approved delaying until 2019-2020)	Opportunity and Access was eliminated and replaced with Quality of School Climate and Safety.	Indicator delayed until 2019-2020

High School	2017-2018 Reporting	2019 Changes to Accountability Regulation	2018-2019 Reporting
Proficiency Reaching the desired level of knowledge and skills on state-required reading and mathematics assessments	Reading and Mathematics scores from grade 11 State Administration of the ACT® *Alternate Assessment* Alternate K-PREP Attainment Task scores	No change	Reading and Mathematics scores from grade 11 State Administration of the ACT® *Alternate Assessment* Alternate K-PREP Attainment Task scores
Separate Academic Reaching the desired level of knowledge and skills as measured on state-required science, social studies and writing assessments	Not implemented Science was field tested. There was no summative social studies exam.	No Change	K-PREP scores Science and On Demand Writing (grade 11) A summative social studies exam was not available. *Alternate Assessment*

High School	2017-2018 Reporting	2019 Changes to Accountability Regulation	2018-2019 Reporting
			Alternate K-PREP Attainment Task scores
Transition Readiness The attainment of the necessary knowledge, skills and dispositions to successfully transition to the next level of his or her education career. All students must earn a high school diploma and demonstrate one type of readiness (academic or career) English learners who received EL services during high school must also meet exit criteria for English language proficiency	Dual credit data were not collected in academic or career readiness. Exceptional work experience was not implemented. Meeting benchmarks on a college placement exam was not an option in academic readiness. For English Learners ACCESS for ELLs 2.0 scores Alternate ACCESS for ELLs scores *Alternate Assessment* See below.	Course grade requirement of B or higher was changed to C or higher in dual credit (B was never implemented). The option to use a college placement exam for academic readiness (per SB 175, 2019) was added. The alternate process to verify exceptional work experience was approved.	Dual credit is included in the academic and career readiness options. Exceptional work experience is included in the career readiness options. College placement exam is included as an academic readiness option. For English Learners ACCESS for ELLs 2.0 scores Alternate ACCESS for ELLs scores *Alternate Assessment* See below.

High School	2017-2018 Reporting	2019 Changes to **Accountability Regulation**	2018-2019 Reporting
Academic Readiness	Data used are collected through Infinite Campus (IC) or from vendors for • College admissions exam (The ACT®) • College placement exam (e.g., KYOTE) • Advanced Placement exams • International Baccalaureate exams • Cambridge Advanced International exams *Alternate Assessment* Transition Attainment Record (TAR) • TAR Reading/English WOS-AH-SBS • TAR Math/Science QR/NS		
Career Readiness	Data used are collected in the Technical Education Database System (TEDS) for • Industry certifications (approved by the Kentucky Workforce Innovation Board {KWIB}) Industry Certifications in high demand sectors earn 1.25 • Career and Technical Education End-of-Program Assessments **for Articulated Credit** • KDE/Labor Cabinet-Approved Apprenticeship (TRACK) *Alternate Assessment* Employability Skills Attainment Record (ESAR) or Career Work Experience Certificate (CWEC)		
Quality of School Climate and Safety The measures of school environment	Included as opportunity and access but not implemented	Opportunity and Access was eliminated and replaced with Quality of School Climate and Safety.	Indicator delayed until 2019-2020

High School	2017-2018 Reporting	2019 Changes to Accountability Regulation	2018-2019 Reporting
Graduation The percentage of students who enter high school and receive a diploma based on their cohort in four (4) and five (5) years, adjusting for transfers in and out, émigrés, and deceased students Note: based on last primary enrollment	The indicator uses the 4 and 5 year cohort average. *Alternate Assessment* For inclusion of Alternate students in Graduation Rate, a state-defined Alternate Diploma must be developed. Discussions are ongoing.	No Change	The indicator uses the 4 and 5 year cohort average. *Alternate Assessment* For inclusion of Alternate students in Graduation Rate, a state-defined Alternate Diploma must be developed. Discussions are ongoing.

Note: Kentucky requires each reported student demographic group to be based on at least 10 students at each grade/content area tested within a school or district. Taking into consideration the requirements of the Family Education Rights and Privacy Act (FERPA), this minimum N-count would permit the public disclosure of all data on which calculations are based (except when all students in a given subpopulation score at the same performance level).

Overall Rating

Each school will be assigned an Overall Rating of one to five stars, based on the overall score of combined school-level measures and indicators of Proficiency, Separate Academic, Growth, Transition Readiness, and Graduation using the weights approved by the Kentucky Board of Education.

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| | **Overall Star Rating**
An overall star rating for elementary, middle and high schools shall be reported to communicate the performance of schools (1-5 stars) by level. | Not implemented | Exact weights approved by KBE allow for an overall accountability score. | Overall accountability score determines star rating.

Cut scores were established by a standards setting committee comprised of state, district and school education leaders and other stakeholders.

2019 Accountability Cut Scores |

5 star	★★★★★
4 star	★★★★☆
3 star	★★★☆☆
2 star	★★☆☆☆
1 star	★☆☆☆☆

Overall Accountability Weights

	Proficiency (Reading and Mathematics)	Separate Academic (Science, Social Studies and Writing)	Growth (including ELs)	Quality of School Climate and Safety	Transition Readiness (including ELs)	Graduation (Four- and Five-Year Cohort)
Elementary/ Middle Schools	35	26	35	4	--	--
High Schools	45	15	--	4	30	6

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Overall Accountability Weights for 2018-2019

	Proficiency (Reading and Mathematics)	Separate Academic (Science, Social Studies and Writing)	Growth (including ELs)	Quality of School Climate and Safety	Transition Readiness (including ELs)	Graduation (Four- and Five-Year Cohort)
Elementary/ Middle Schools	36.4583	27.0833	36.4583	0	0	0
High Schools	46.875	15.625	0	0	31.25	6.25

Quality of School Climate and Safety not included in 2018-2019 reporting. Weights reflect proportional redistribution of quality of school climate and safety

Achievement Gap

The Kentucky Department of Education (KDE) refers to Achievement Gap as the difference in academic achievement between specific groups of students. It is determined through statistical and practical differences that a significant difference/gap exists.

Achievement Gap Measure	2017-2018 Reporting	2019 Changes to **Accountability Regulation**	2018-2019 Reporting
Achievement Gap A measure of the performance difference or disparity between federally defined student demographic groups to a comparison group for reading and mathematics Federally defined student demographic groups include White, African American, Hispanic, Asian, Native Hawaiian or other Pacific Islander, American Indian or Alaska Native, two (2) or more races, free/reduced-price meal eligible, students with disabilities who have an IEP, and English learners.	Achievement Gap was included as an indicator in the original design of the accountability system, but not implemented or reported. All content areas would have been calculated.	Achievement Gap was removed as an indicator but may impact a four or five star rating. The calculation of all tested content areas was reduced to using only reading and mathematics.	Calculated with reading and mathematics *Elementary/Middle* K-PREP scores Reading and Mathematics (grades 3-8) *High School* ACT® Reading and Mathematics scores from grade 11 state administration *Alternate Assessment* Alternate K-PREP Attainment Task scores If a statistically significant gap is detected, a 4 or 5 star school/district/state will be reduced by one star (e.g. A 5-star school would be reported as 4-star).

Federal Designation
Previously, KRS 160.346(2) required a school to be identified for Targeted Support and Improvement (TSI) if the school had:
- Tier II: One or more subgroups performing as poorly as all students in any of the lowest performing five percent of schools by level (identified annually beginning in 2018-2019) or
- Tier I: One or more subgroups performing as poorly as all students in any of the lowest performing 10 percent of schools by level for two consecutive years (identified annually beginning in 2020-2021).

A total of 418 schools were identified in the fall of 2018 for Tier II TSI. During the 2019 legislative session, the Kentucky General Assembly passed Senate Bill 175 to further refine Kentucky's implementation of ESSA, particularly as it relates to the development of standards and assessments, postsecondary readiness, and the identification of schools for TSI.

SB 175 (2019) also introduced new terminology that better aligns with the Every Student Succeeds Act ESSA: Additional Targeted Support and Improvement (ATSI). Prior to the 2019 legislative session, ATSI was not used in state law, which instead offered two different tiers of the TSI label. All 418 schools identified TSI in the fall of 2018 met the requirements and expectations under the Every Student Succeeds Act (ESSA) for ATSI and were reported to the United States Department of Education (ED) as ATSI schools classified pursuant to ESSA Section 1111(d)(2)(C)-(D). Beginning with reporting this fall, KDE will adopt this terminology in the School Report Card. Use of the terminology ATSI is a technical change to align with federal and state law and is not, nor should it be construed as, a substantive change to any school's designation.

On May 31, 2019, the changes SB175 (2019) made to TSI identification criteria were submitted for approval to the United States Department of Education (ED) as part of Kentucky's Consolidated State Plan (State Plan). On September 6th, feedback from United States Department of Education (ED) revealed that the State Plan would not receive federal approval if TSI identification continued to follow the guidelines established in SB 175 (2019). Negotiating the United States Department of Education's (ED) approval of the State Plan was paramount to the Department of Education. Failing to have an approved State Plan puts federal funding Kentucky school districts receive under ESSA in jeopardy, which is a cost far too high for KDE to risk. On September 23, KDE received notice that Kentucky's State Plan had been approved by United States Department of Education (ED).

In Fall 2019, KDE will not identify any schools for TSI (previously referred to as "Targeted Support and Improvement Tier I – Consistently Underperforming Subgroup(s)"). KDE anticipates identifying the first round of TSI schools in Fall 2020.

Schools that were identified in Fall 2018 as ATSI (previously referred to as "Targeted Support and Improvement Tier II – Low-performing Subgroup(s)") and failed to meet the exit criteria outlined in 703 KAR 5:280 will remain in ATSI status for the 2019-2020 school year. KDE will not identify any new schools for ATSI in Fall 2019. KDE anticipates identifying the second round of new ATSI schools in Fall 2021.

Delaying identification of TSI schools allows time for KDE to collaborate with the Kentucky General Assembly to address the identification of TSI schools in a way that:
- Still significantly reduces the number of schools that meet the guidelines for federal classification; and,
- Aligns with federal law and ensures Kentucky continues to be eligible to receive much needed funding under ESSA.

For reference, KDE is required, in Section 1111(d)(2)(A) of the Every Student Succeeds Act (ESSA), to:
- notify each local educational agency (LEA) in the State of any school served by the LEA in which any subgroup of students is consistently underperforming, as described in subsection (c)(4)(C)(iii).
- Section 1111(c)(4)(C)(iii) requires a system of meaningful differentiation of all public schools and requires that system include differentiation of any such school in which any subgroup of students is consistently underperforming.

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Schools that were identified in Fall 2018 for Comprehensive Support and Improvement (CSI) and failed to meet the exit criteria outlined in 703 KAR 5:280 will remain in CSI status for the 2019-2020 school year. In addition, KRS 160.346(3) requires KDE to annually identify for CSI:

- The lowest-performing five percent (5%) of all schools by level based on the school's performance in the state accountability system;
- High schools with a four (4) year cohort graduation rate that is less than eighty percent (80%); and
- Schools identified for Additional Targeted Support and Improvement (ATSI) that fails to exit that status as established in 703 KAR 5:280(15).
- The earliest an ATSI school can be identified for CSI is 2021-22.

*This is the path of TSI/ATSI identification KDE will take as established in the United States Department of Education (ED) -approved State Plan.
*Section 1111(c)(4)(D) of ESSA requires KDE to identify the following for CSI: (1) Not less than the lowest-performing 5 percent of Title I schools; (2) All public high schools failing to graduate one third or more of students; and, (3) Public schools identified for ATSI that do not exit that status within a state-determined timeframe.