



About Kentucky's 2018-2019 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 2018-2019 school year, five indicators were used to identify schools for the federally-required category of Comprehensive School Improvement (CSI).

Included in identification beginning in the 2018-2019 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.
 - *(high school)*: Student performance on tests in science and writing.
- *Growth (elementary and middle schools)*: Growth is based on a comparison of student performance from one year to the next 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 or placement 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 Kentucky Board of Education (KBE) adopted the accountability system and weights associated with each indicator. The score for each indicator is multiplied by its weight to calculate the overall accountability score. The current accountability weights are:

Overall Accountability Weights

	Proficiency (Reading and Mathematics)	Separate Academic Indicator (Science, Social Studies and Writing)	Growth (including English language earners)	Quality of School Climate and Safety	Transition Readiness (including English language) learners)	Graduation Rate (4- and 5- year cohort)
Elementary/ Middle Schools	35	26	35	4	--	--
High Schools	45	15	--	4	30	6

What is Kentucky’s Star Rating System?

Beginning in the 2018-2019 school year, Kentucky’s accountability system provides an overall rating for each school or district ranging from 1 (the lowest) to 5 (the highest) stars. The individual indicators and the overall rating (1-5 stars) are developed through a standard setting process involving Kentucky educators and advised by technical experts.

The 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 analyzed the system and made adjustments in April 2019. Levels of low to high performance on individual indicators and the overall star rating will be developed through a standards-setting process involving Kentucky educators and advised by technical experts.

Star ratings may be impacted if a school has a significant achievement gap. Achievement gap refers to the disparity between how well academically one student group compares to another student group (for example, economically disadvantaged as compared to non-economically disadvantaged). If there is a significant gap, a 4 or 5 star school/district/state will be decreased by one star. 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.

How does the state determine which schools qualify for Additional Targeted Support and Improvement (ATSI) or Targeted Support and Improvement (TSI) and how do they exit?

In the fall of 2018, schools were identified as TSI Tier II. However, those TSI Tier II schools met the requirements and expectations under the federal Every Student Succeeds Act (ESSA) for ATSI and were federally reported as ATSI schools pursuant to ESSA Section 1111(d)(2)(C)-(D). Beginning with reporting in the fall of 2019, the Kentucky Department of Education (KDE) has adopted the ATSI terminology, which was introduced by Senate Bill 175 (2019) and aligns with ESSA, and will designate for ATSI any

school identified as TSI Tier II in the fall of 2018 that failed to meet the exit criteria outlined in 703 KAR 5:280.

KDE is responsible for establishing the exit criteria for TSI and ATSI schools and is in the process of revising that criteria. Currently, a school identified for ATSI/TSI Tier II in the fall of 2018 will exit that status when the school demonstrates continued progress on the data that served as the basis for identification.

There will be no new schools identified for ATSI for the 2019-2020 school year. The next round of ATSI identification will occur in the fall of 2021. Additionally, there will be no TSI designations for 2019-2020. Beginning with the 2020-21 school year, and annually thereafter, the department will identify schools for TSI.

A list of all current ATSI schools, which were previously referred to as TSI Tier II schools, is available under “Accountability” on the [Kentucky Department of Education’s website](#).

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% of schools at the elementary, middle or high school levels. CSI I schools were identified beginning in the 2018-2019 school year.
- CSI II – Any high school with a graduation rate below 80%. CSI II schools were identified beginning in the 2018-2019 school year.
- CSI III – Any school previously identified as an ATSI school that fails to exit that status after three years. CSI III schools will be identified beginning with the 2021-2022 school year.

Schools that were identified in the fall of 2018 for CSI I and/or CSI II and failed to meet the exit criteria outlined in 703 KAR 5:280 will remain in CSI status for the 2019-2020 school year.

A school may exit CSI 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.

A list of all current CSI schools is available under “Accountability” on the [Kentucky Department of Education’s website](#).

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 by 50% by 2030.

Progress on long-term and interim goals will be reported publicly as required by the federal ESSA. 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% for the 4-year graduation rate and 96% 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.

LEARN MORE ABOUT KENTUCKY'S ACCOUNTABILITY SYSTEM IN PRIOR YEARS

- [About Kentucky's 2017-2018 School Report Card](#)