

## CHANGES TO PROPOSED KENTUCKY ACCOUNTABILITY INDICATORS

*PrichBlog Analysis of the July 27, 2017, Edition of the Kentucky's School and District Accountability Regulation*

*This one-pager summarizes indicators being considered for Kentucky's new school dashboard. Goals and changes to the five star ratings proposal will be addressed separately on [prichblog.blogspot.com](http://prichblog.blogspot.com). The full regulation is available at [tinyurl.com/KBEAug2017](http://tinyurl.com/KBEAug2017).*

INDICATOR	BASICS	RECENT CHANGES
PROFICIENCY	<ul style="list-style-type: none"> <li>▪ Uses reading/writing and mathematics assessment results</li> <li>▪ Gives 0.5 credit for apprentice, 1.0 for proficient, 1.25 for distinguished</li> </ul>	<ul style="list-style-type: none"> <li>▪ Spins off science and social studies (now in separate academic)</li> <li>▪ Drops added credit for students taking tests for higher grades</li> </ul>
SEPARATE ACADEMIC INDICATOR	<ul style="list-style-type: none"> <li>▪ Uses science and social studies assessment results, with same credits as proficiency</li> </ul>	<ul style="list-style-type: none"> <li>▪ Becomes separate indicator</li> </ul>
OPPORTUNITY AND ACCESS	<ul style="list-style-type: none"> <li>▪ Includes rich curricula, school quality, equitable access, and whole child supports</li> <li>▪ Allows districts and public charter schools to choose an additional local measure for inclusion in the indicator</li> <li>▪ Will have very low to very high ratings defined in a future standard-setting process*</li> </ul>	<ul style="list-style-type: none"> <li>▪ Includes lack of behavior events and restraint/seclusion in school quality (along with lack of chronic absenteeism)</li> <li>▪ Drops primary talent pool out of equitable access</li> <li>▪ Specifies that essential skills (part of high school rich curricula) will be part of a Work Ethic Certification</li> <li>▪ Calls for KBE approval of measures "including the accumulation of credit"</li> </ul>
ACHIEVEMENT GAP CLOSURE	<ul style="list-style-type: none"> <li>▪ Uses reading/writing, math, science, and social studies assessment results</li> <li>▪ Considers groups based on race/ethnicity, eligibility for free/reduced meals, disability status, and English learner status</li> <li>▪ Also considers a "consolidated group"</li> <li>▪ Compares student group assessment results to a comparison group</li> <li>▪ Also compares group results to goals</li> <li>▪ Will have very low to very high ratings defined in a future standard-setting process*</li> </ul>	<ul style="list-style-type: none"> <li>▪ For group comparison, uses highest scoring racial/ethnic group that is 10% of school enrollment (rather than just highest scoring group)</li> <li>▪ For group comparison, gives 1 point for insignificant gap</li> <li>▪ For goal comparison, uses "current year's annual target" as goal (but annual targets not established in regulation)</li> <li>▪ For goal comparison, gives 2 points for at or above target, 1 point for up to 5 points below target</li> <li>▪ For whole indicator, counts group-to-group score as 33% of total, group to target score as 67%</li> </ul>
GROWTH (Elementary/Middle)	<ul style="list-style-type: none"> <li>▪ Gives points based on comparing students current reading and math performance to previous year</li> <li>▪ Gives points based on comparing English learners current English proficiency to previous year</li> </ul>	<ul style="list-style-type: none"> <li>▪ Includes value table of points to be given for each student's current reading and mathematics performance compared to previous year (but not for English proficiency)</li> </ul>
TRANSITION READINESS (Elementary/middle)	<ul style="list-style-type: none"> <li>▪ Uses composite score based on reading/writing, math, science, and social studies results</li> </ul>	
TRANSITION READINESS (High)	<ul style="list-style-type: none"> <li>▪ Considers graduates</li> <li>▪ Looks at graduates achieving academic readiness, career readiness, military readiness</li> <li>▪ Looks at English learner graduates meeting criteria for English language readiness</li> </ul>	<ul style="list-style-type: none"> <li>▪ Gives school credit for each student achieving readiness, career readiness, military readiness (which may mean one student can several credits for the school)</li> <li>▪ Gives 1.25 credit for "students obtaining specialized career pathways in state and regional high demand sectors as approved by Workforce Innovation Board," with 1 credit for students obtaining "other readiness indicators"</li> </ul>
GRADUATION (High)	<ul style="list-style-type: none"> <li>▪ Uses adjusted cohort rate</li> </ul>	<ul style="list-style-type: none"> <li>▪ Adds four-year cohort rate (averaged with five-year rate)</li> </ul>

\* On all indicators, the proposed regulation call for ratings of very low, low, medium, high or very high. For the two indicators marked by an asterisk, the regulation specifies how criteria will be set for those ratings.