

Kentucky: 2013 Accountability Profile

What new performance goal did Kentucky adopt after receiving waivers to *No Child Left Behind* requirements?

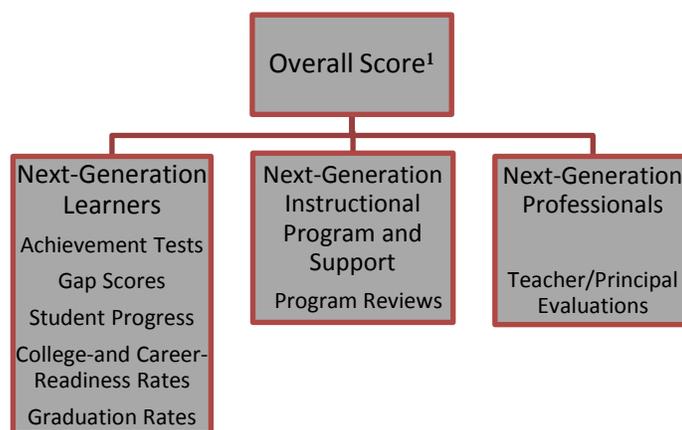
Performance Goal ➤	To increase each school's Overall Score on the state's performance index by 2017
Grade Level	Measures (Approved for 2013)
Elementary	State assessments: reading, mathematics, science, social studies and writing
Middle Grades	State assessments: reading, mathematics, science, social studies and writing College readiness: EXPLORE (grade 8 only)
High	End-of-course exams: Algebra II, English II, biology and U.S. history On-demand writing tests Graduation rate College readiness: ACT, Compass, Kentucky Online Testing Program (KYOTE)

How will Kentucky measure school performance and student progress after receiving waivers?

Kentucky will assign each school an Overall Score, using a performance index that has three categories. The first category, Next-Generation Learners, **includes student achievement**: overall achievement scores, gap scores, individual student progress/growth scores, college- and career-readiness rates, and graduation rates. The second, Next-Generation Instruction and Support, **is based on program reviews** for arts and humanities, writing and practical living/career studies. The third, Next-Generation Professionals, **reflects teacher and principal effectiveness**.

The Overall Score is based on a 100-point scale. Each school is expected to increase its Overall Score — which serves as the annual target — each year to make adequate yearly progress (AYP). A statistical formula is used to set annual targets, which vary for each school according to the starting Overall Score, grade level (elementary, middle grades or high school) and school performance (low, average or high).

Kentucky's Accountability Model, 2013



Note: ¹The complete model is projected to phase in for the 2013-2014 school year.

Source: Kentucky Department of Education — <http://www2.ed.gov/policy/eseaflex/approved-requests/ky.pdf>.

How will Kentucky identify schools in its accountability system, using the *Reward, Focus and Priority School* labels?

In Kentucky, the Overall Score is used to create a distribution of all schools in the state. Schools ranked at the 90th percentile or higher are identified as “Distinguished,” and schools ranked at the 70th percentile or higher are identified as “Proficient.” All schools falling below the 70th percentile are called “Needs Improvement Schools.” Any school —Title I¹ or non-Title I — that meets the established criteria is further classified as a Reward, Focus or Priority School. Keeping with the principles of flexibility, Kentucky developed separate criteria for identifying schools and differentiated levels of state intervention.

Category	Entrance Criteria	Interventions	Exit Criteria
Reward	Schools that are: <ul style="list-style-type: none"> highest-performing (with an overall index score in the 90th percentile or higher) and have met their annual targets, or high-progress, in the top 10 percent of schools with improvement and have met their annual targets 	Public recognition and financial rewards, subject to availability of funds	<ul style="list-style-type: none"> Highest-performing schools identified annually High-progress schools identified every two years because the calculation is based on two years’ worth of data
Focus	Schools that: <ul style="list-style-type: none"> are in the lowest 10 percent of the student group gap scores by level (elementary, middle grades, high school) and have missed AYP for past two years have any individual student groups underperforming in the third standard deviation below the mean, and are high schools with a graduation rate below 60 percent for two consecutive years 	Comprehensive School Improvement Plan (CSIP), with customized interventions determined by state agency	<ul style="list-style-type: none"> Schools in the 10 percent category must increase the student gap group above the lowest 10 percent, show improvement and make AYP for two consecutive years. Schools in the third standard deviation category must increase individual student group performance above the third standard deviation, show improvement and make AYP for two consecutive years. Schools in the graduation rate category must have a 70 percent or higher graduation rate and make AYP for two consecutive years.
Priority ²	Schools that include: <ul style="list-style-type: none"> 5 percent of the lowest-performing Title I schools, based on overall achievement non-Title I schools in the lowest 5 percent of non-Title I schools with at least 35 percent poverty and that have failed to make AYP for three years high schools with a graduation rate below 60 percent for three or more consecutive years, and those under Tier I and Tier II SIG³ 	Comprehensive School Improvement Plan (CSIP) Customized interventions determined by state agency consistent with turnaround principles	<ul style="list-style-type: none"> Make AYP for three consecutive years No longer in the lowest 5 percent of low-performing schools High schools need to have a 70 percent or higher graduation rate for three consecutive years.

Notes: ¹Title I schools are those that receive federal monies to serve a large population of students from low-income families.

²Priority schools are those already identified as “Persistently low-achieving” by Kentucky statute 160.346 —

<http://www.lrc.ky.gov/KRS/160-00/346.PDF>. ³Schools currently operating under a federal Student Improvement Grant (SIG).

Source: Kentucky ESEA Flexibility Request — <http://www2.ed.gov/policy/eseaflex/approved-requests/ky.pdf>.

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