



Kentucky Accountability System Under the Every Student Succeeds Act

American Institutes for Research (AIR) has compiled profiles of each state educational agency's proposed accountability system under the Elementary and Secondary Education Act of 1965 as reauthorized by the Every Student Succeeds Act (ESSA) of 2015. The profile is based on initial plans submitted to the U.S. Department of Education. Upon final approval, profiles will be updated. For an overview and full set of profiles, visit www.air.org/ESSAAccountability.

- Kentucky calculates annual summative ratings of 1 to 5 stars for all public schools using a matrix that describes various performance criteria for each star level and uses matrix results to identify schools for comprehensive and targeted support and improvement as well (CSI/TSI).
- Kentucky uses an “Opportunities and Access” measure in its accountability system that includes survey and other instrument results in the domains of rich curriculum, equitable access, school quality, and whole child supports.

Accountability Snapshot

Snapshot data here capture accountability highlights across states. Accountability measures are grouped by readiness to learn, persistence, and college and career readiness to highlight states' data-based leverage points across the educational trajectory.

Annual Meaningful Differentiation		
<input checked="" type="checkbox"/> Annual summative rating (Annually calculates overall performance rating for all schools and “all students” using all indicators, beyond CSI/TSI schools)		
<input type="checkbox"/> Data dashboard only (CSI/TSI schools identification only)		
Summative Ratings		
1–5 stars		
Accountability Measures	Included in Accountability	
Academic		
Achievement status	✓	
Achievement growth	✓	
GAP Achievement gap	✓	
ELP English language proficiency/progress	✓	
4-year graduation rate	✓	
EAR Early learning		
WRE Well-rounded education	✓	
Persistence		
EXT Extended-year graduation rate(s)	✓	
OTG On-track to graduation		
Dropout rate		
College and career readiness		
COL College enrollment		
ADV Advanced coursework or sequence	✓	
CPT College placement test(s)	✓	
CTE Career and technical education or work-based learning	✓	
Readiness to learn		
CFL Conditions for learning/school climate	✓	
SEL Social-emotional learning		
CHR Chronic absenteeism	✓	

Note: CSI=comprehensive support and improvement; TSI=targeted support and improvement

Student Groups for Accountability Determinations (N = 10 for accountability, N = 10 for reporting)	
Major racial/ethnic subgroups	
African American	
American Indian/Alaska Native	
Asian	
Hispanic/Latino	
Native Hawaiian/Pacific Islander	
Two or more races	
White	
Other required subgroups	
Economically disadvantaged	
Students with disabilities	
English learners	
Nonrequired subgroups	
“Consolidated student group” including students identifying as African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, American Indian/Alaskan Native, Two or more races, Students with disability or English learner (usage pending clarification)	

Subjects Used for Accountability			
Subject	Status	Growth	
Math	✓	✓	
Reading/English language arts (ELA)	✓	✓	
Writing			
Science	✓		
Social studies	✓		
Other			



Annual Differentiation System

Kentucky determines a summative rating of 1 to 5 stars for all public schools using a matrix that describes various performance criteria for each star level as well as several business rules (see below). Identification of schools for CSI and TSI are also based on matrix results.

Kentucky indicates that the application of the matrix will result in the effective accountability measure weightings described below. For more details on the matrix, see the [Kentucky ESSA State Plan](#), pages 70–73.

Kentucky Effective Weightings of Accountability Measures for Determination of Summative Ratings and CSI/TSI Schools, 2017–18 Proposed State Plan

ESSA Indicator	State Measure	Effective Weightings of Accountability Measures Based on Matrix for Summative Rating Determination	
		Elementary/Middle Schools	High Schools
 Academic achievement	Proficiency index (ELA, math)	15–25%	10–20%
 Other academic	Student growth (ELA, math)	20–30%	--
	Proficiency index (science, social studies)	15–20%	10–20%
	Academic gap closure (ELA, math, science, social studies)	15–25%	15–25%
 Graduation rate	4-, 5-year graduation rate combined	--	15–25%
SQSS School quality or student success	Opportunities and Access	10–20%	10–20%
ELP English language proficiency progress	Transition Readiness (includes English language proficiency attainment for high schools and ELP growth for elementary/middle schools)	5–10%	20–30%
Business rules	<ul style="list-style-type: none"> • No school identified for CSI can receive higher than a 1-star rating. • No school identified for TSI can receive higher than a 3-star rating. • No school with an Academic Gap Closure performance level of 2 or lower (out of 5) can receive higher than a 3-star rating. 		

Note: ELA=English language arts

Accountability Measure Descriptions

ESSA Indicator	State Measure	Description
 Academic achievement	Proficiency index (weighted equally across ELA, math)	Weighted average performance level achieved across students on statewide assessments based on the following point values: <ul style="list-style-type: none"> • Novice: 0 points • Apprentice: 0.5 points • Proficient: 1.0 point • Distinguished: 1.25 points
	<i>Participation rate inclusion</i>	Any student not participating in statewide assessment without an approved excusal receives the “lowest reportable [proficiency index] score” for accountability purposes.
 Other academic	Student growth (Weighted equally for ELA, math)	Average number of performance levels increased on statewide assessments from year to year, based on point values assigned to different growth trajectories (i.e., Growth Value Table). For example, a student that starts at “Apprentice-Low” and grows to “Proficient” in the subsequent year, 1 point is assigned to that student.
	Proficiency index (weighted equally for science, social studies)	See description above.
	Academic gap closure (ELA, math, science, social studies)	Weighted average of a “gap to group” comparison (33% of measure) and gap to proficiency measure (67%): <ul style="list-style-type: none"> • Gap to group measure is the difference in proficiency index score, weighted evenly across all subjects, between the respective subgroup and the highest performing subgroup in a school. • Gap to proficiency measure is the difference in proficiency index score across all subjects between the respective subgroup and 100%.
 Graduation rate	4-year and 5-year graduation rate combined	Simple average of the 4-year and 5-year graduation rates, which are the percentages of students within an adjusted cohort who graduate within 4 or 5 years, respectively, with a regular high school diploma.
ELP English language proficiency progress	ELP attainment (high schools)	Percentage of ELs scoring at the proficiency performance level on statewide ELP assessment. <i>Included in the Transition Readiness measure</i>
	ELP growth (elementary/middle schools)	Average increase in composite score on statewide ELP assessment from year to year, based on point values assigned to different growth trajectories (i.e., Growth Value Table). <i>Included in the student growth measure</i>
SQSS School quality or student success	Transition readiness	Percentage of students: <ul style="list-style-type: none"> • For elementary/middle schools, attaining “acceptable” composite score across statewide tests in ELA, math, science, and social studies • For high schools, the sum of: <ul style="list-style-type: none"> ○ The percentage of graduates attaining participation and/or performance benchmarks for the following activities: high school diploma, college placement exams, dual credit coursework, Advanced Placement/International Baccalaureate/Cambridge AICE coursework/exams, CTE, apprenticeship, ASVAB, enlistment ○ The percentage of ELs receiving services during high school that attain ELP
	Opportunities and access	Combined score, measured using surveys and other instruments, across the following domains and measures (pending determination of meeting technical requirements): <ul style="list-style-type: none"> • Rich curriculum: Participation in arts, health/physical education, science, social studies, career exploration, cultural studies/world language • Equitable access: gifted and talented identification, advanced coursework • School quality: chronic absenteeism, disciplinary events, local measure • Whole child supports: access to counselors, nurses, library/media specialists, teacher certification, career counselors

Note: ELA=English language arts; CTE=career and technical education; EL=English learner

School Improvement Categories

	Comprehensive Support and Improvement (CSI) Schools	Targeted Support and Improvement (TSI) Schools	Additional Targeted Support (ATS) Schools
Identification criteria	<ul style="list-style-type: none"> Low-performing school: From schools that receive 1-star summative rating, the bottom 5% of Title I schools (by grade span) based on ELA/math proficiency index, science/social studies proficiency index and either growth (elementary/middle schools) or Transition Readiness (high schools); additionally, any non-Title I schools performing at the same level as these schools (pending clarification) Low graduation rate school: 4-year graduation rate less than 80% Chronically underperforming subgroup (i.e., 3 years failure to exit ATS status) 	Any school with consistently underperforming subgroup(s) based on performance below the threshold for identification of the bottom 10% of Title I schools based on all students, for 2 consecutive years (by grade span)	Any school with subgroup(s) performing below the threshold for identification of the bottom 5% of Title I schools based on all students (by grade span)
First year and frequency of identification	<ul style="list-style-type: none"> 2018–19 for low-performing and low graduation rate schools and annually thereafter 2021–22 for chronically underperforming subgroup schools and annually thereafter 	2020–21 and annually thereafter	2018–19 and annually thereafter
Years of improvement to exit status	2 consecutive years of improvement required to exit CSI status	1 year of improvement required to exit TSI status	1 year of improvement required to exit ATS status

Inclusion of Recently Arrived English Learners in Accountability

Under Sec. 1111(b)(2)(B)(v)(I) of ESSA, states may exempt English learners (ELs) who have been enrolled in a school in the United States for less than 12 months from taking the reading/ELA statewide assessment in their first year according to the following 3 options.

State Options Under Sec. 1111(b)(2)(B)(v)(I) of ESSA	Year of Student Enrollment		
	Year 1	Year 2	Year 3
1	Exempt all recent ELs from ELA/reading statewide testing	Test new ELs and include proficiency scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
2	✓ Test all recent ELs in ELA/reading but exclude from accountability	Test ELs and include achievement growth scores in accountability for all statewide tests for the first time	Test ELs and include proficiency and growth in accountability
3	Uniform procedure for assigning individual ELs to either Option 1 or Option 2		