

**Consortium for Policy Research in Education (CPRE)
Assessment and Accountability in the Fifty States: 1999-2000**

KENTUCKY

Index:

The Kentucky State Assessment System

Performance Data

The Kentucky State Accountability System

Identifying and Assisting Low Performing Schools

Alignment of the State Accountability System and Title I

The Kentucky State Assessment System

The state assessment system centers around the Commonwealth Accountability Testing System (CATS), the new testing system.

• ***Grade Levels and Subjects Tested***

CTBS-5

Grades 3, 6, 9: (CTBS-5) covering Reading, Math, Language Arts

CATS

Grades 4, 7: Reading, Science, Writing Portfolio, Writing on Demand Prompt

Grades 5, 8: Math, Social Studies, Arts & Humanities, Practical Living & Vocational Studies

Grade 10: Reading, Practical Living & Vocational Studies

Grade 11: Math, Science, Social Sciences, Arts & Humanities

Grade 12: Writing Portfolio, Writing on Demand Prompt

• ***Norm or Criterion Referenced***

CTBS-5 is norm-referenced

CATS is criterion referenced

• ***Matrix or Census Testing*** – Census

• ***Item Types:*** CATS

- Reading, Math, Science and Social Studies, Arts & Humanities, Practical Living and Vocational Skills tests use Multiple Choice and Open Response

- Writing Portfolios:
Grade 4 has 4 pieces

State and District Accountability Systems and the Federal Role – 6/2000

- Grade 7 has 5 pieces
- Grade 12 has 5 pieces
- Writing on Demand Prompt requires 1 of 2 prompts to be completed

- **Item Types:** CTBS-5 - multiple choice

- **Student Performance Levels**

School and district success is measured by the percentage of students achieving at each performance level and by the number of students who move to a higher level of performance. The performance levels and points for reading, mathematics, science and social studies are:

1. Non-performance: 0 points
2. Medium Novice: 13 points
3. High Novice: 26 points
4. Low Apprentice: 40 points
5. Medium Apprentice: 60 points
6. High Apprentice: 80 points
7. Proficient: 100 points
8. Distinguished: 140 points

The levels and points for all other subjects, as well as writing-on-demand and the portfolios are:

1. Non-performance: 0 points
2. Novice: 13 points
3. Apprentice: 60 points
4. Proficient: 100 points
5. Distinguished: 140 points

- **Inclusion Policies**

All students are included in CATS. Students with severe disabilities are assessed using an “alternative portfolio” for grades 4, 7 and 12.

- **Other Assessment Systems**

Writing portfolios are used in all grades.

- **State requirements for local assessment**

None.

Performance Data

- **What data are reported?**

The School Report Card will consist of these three elements:

1. The **School Report Card**, a four-page, illustrated color document that puts key information about the school (e.g. student achievement, learning environment, school safety and parental involvement) in an easy-to-read format that will be sent to parents.

2. The **Expanded Report Card**, a document that contains more detailed data about the school. Schools will keep this longer version on file for parents or other citizens who want to inspect or copy it.
3. The **District Summary**, a distillation of all the schools' report cards, that will be printed in the area's largest-circulation newspaper.

The KDE will provide templates for all three components of the School Report Card. Districts will be required to use these templates as the reporting format.

- ***How are the data distributed?***

House Bill 53 provides that all schools shall send parents the School Report Card. The report will also give each school an opportunity to send customized information about the school to all parents. In addition, each district must publish a summary of all of the schools' report cards in the largest newspaper in the area.

- ***How are data disaggregated?***

The following categories are used:

1. gender
2. race/ethnicity
3. special education status, and
4. Title I status.

The Kentucky State Accountability System

The new emphasis of the accountability system has moved from rewards for teachers to rewards for the school and from sanctions to assistance.

- ***Student Accountability***

Student performance on the state assessments is sent to parents.

- ***School Accountability***

The school accountability system has been amended and will be implemented in 2000. Until then, the state has developed an interim model for charting school progress.

The Interim Accountability Model

A scatter diagram will be developed showing data points from every school in the state. The horizontal axis of the diagram will be used to graph averaged KIRIS data from 1996-97 and 1997-98. The vertical axis of the diagram will be used to graph averaged CATS data from 1998-99 and 1999-2000. Every school in the state will be plotted on the diagram in this manner resulting in a scatter plot of data points, with each point representing a school's performance on KIRIS and CATS between 1996 and 2000.

A regression (or prediction) line will be constructed that best fits the straight line through the data points. Schools above the regression line (those schools performing higher on CATS than predicted by KIRIS) will be eligible for rewards. Any school below the regression line is performing lower than expected, but will not be eligible for assistance unless it is below a second parallel line set at one standard of estimate below the regression line.

The Long-term Accountability Model

The new Long-term Accountability Model for the state's schools creates the same goal for every school: to achieve an average student accountability score of 100 by the year 2014. The accountability score or index will be derived from the following sources:

Component 1 (95%)

1. Kentucky Core Content Tests (CATS, writing and alternative portfolio assessments) weighted 67% for open response questions and 33% for multiple choice questions
2. A non-academic index, including four outcomes (attendance rate, retention rate, dropout rate and rate of successful transition to adult life)

Component 2 (5%)

3. Scores on the CTBS-5.

The combined *non-academic* index ranges from just under five percent of the total index at the elementary level to just under eleven percent at the high school level. In elementary schools, only the retention and attendance rates are considered, while the dropout rate is included at the middle school level and all four indicators are included at the high school level.

A two-dimensional diagram will then be constructed for each school. The horizontal axis will show the years from 2000 to 2014. The vertical axis will show average accountability scores from 0 to 140.

1. The average of a school's accountability scores in the years 1998-99 and 1999-2000 will constitute its **baseline**.
2. The line from the baseline value point (the starting accountability index in 2000) to the goal value point (the ideal index of 100 in 2014) is called the **goal line**. Every two years, if the school is on or above the line, it will be eligible for rewards.
3. A second line will be drawn below the goal line, called the **assistance line**, which is one standard error of measurement below the goal line (based on schools of comparable size). If a school's accountability index falls below the assistance line, it will be eligible for a scholastic audit to determine what kind of assistance (Commonwealth School Improvement Funds or Highly Skilled Educators) they would receive.
4. Between the goal line and the assistance line is the **progressing zone**. Some of these schools will also receive rewards if their index is greater than that of the previous biennium.

Schools must not only increase their accountability index (be at or above the goal line) but also reduce the number of dropouts and reduce the number of students in the novice category of achievement. These biennial comparisons will result in schools being declared as:

- Meeting the Goal
- Progressing, or
- In Need of Assistance.

A **Title I school** in one of the first two categories would be considered to have made adequate yearly progress, while schools falling in the last category would not.

Sanctions and Rewards

The word “sanctions” is not used under the new system. Instead, the schools become “eligible for assistance” from highly skilled educators and school improvement funds. However, schools can go through a state-run scholastic audit and/or evaluation of school personnel.

The Scholastic Audit Team includes at least one highly skilled educator, a teacher, a principal or other local district administrator, a parent and a university faculty member.

Within Kentucky, the system of rewards has changed to provide funds to schools as opposed to individual teachers. Rewards are offered to schools for meeting or exceeding the school’s goals as defined by the accountability models. The school can receive funds to spend as the school council deems appropriate, in the form of **shares of rewards**. A share of rewards is determined by dividing the total available dollars by the number of teachers in the state eligible to receive rewards.

Specifically, a school can receive rewards in three ways:

- If a school exceeds its **Goals Line**, it will receive three shares of rewards. If a school within the **progressing zone** has an index greater than it had in the last biennium, it will receive one-half share of rewards.
- A series of five **recognition points** has also been developed so that as a school improves its accountability index and passes a recognition point, it will receive one share of rewards.
- Finally, **the Pacesetters**, schools in the top five percent in the state, will receive one share of rewards as long as they have not declined in both of the previous two biennia and have passed the fourth recognition point.

- ***District Accountability***

A formal accountability system for districts has not been developed. However, a district summary of all of the district schools’ report cards is printed in each area’s largest circulation newspaper.

- ***Subgroup Performance as an Indicator***

Subgroup performance is not formally considered in Kentucky.

Identifying and Assisting Low Performing Schools

- ***Identification***

Interim Model: Any school below the regression line and the parallel second line equaling one standard of estimate below the regression line is eligible for assistance.

Long-term Model: If a school’s accountability index falls below the assistance line, it will be eligible for a scholastic audit to determine what kind of assistance (Commonwealth School Improvement Funds or Highly Skilled Educators) it would receive.

- ***Assistance***

Schools are provided with:

1. Assistance from Highly Skilled Educators provided by the state, and
2. Commonwealth School Improvement Funding from the state.

State and District Accountability Systems and the Federal Role – 6/2000

There are also eight **regional service centers** located throughout Kentucky. The purpose of the service centers, in cooperation with regional educational partners, is to improve student achievement by assisting districts and schools assess professional development needs, diagnose appropriate implementation strategies, and develop an internal capacity for change.

The functions of the service centers include:

Professional Development

- assist schools, districts and consortia toward high-quality planning
- identify and close gaps in professional development with the collaboration of affiliate partners

School & District Consolidated Planning

- provide technical assistance in the development, evaluation, and update of school and district transformation plans

Technical Assistance

- assist districts and schools in standards based curriculum development
- identify appropriate and useful resources
- supply technical information for implementing instructional strategies

Program Design & Development

- assist in the design and development of KDE curricular materials
- ensure involvement of local educators in KDE initiatives

Capacity Building

- provide leadership training through the Regional Service Center Associate Program

Alignment of the State Accountability System and Title I

The programs and systems of accountability have been aligned with the Title I requirements for some time, although the reforms in the state under KERA developed before the 1994 changes to the IASA. The state was one of the early ones to gain approval for their accountability and assessment practices with the federal government.

Contact Information

Assessment

Bill Insko
Division of Assessment Implementation
500 Mero Street
Frankfort, KY 40601
(502) 564-4394
binsko@kde.state.ky.us

Accountability

Jay Roberts
Office of Assessment and Accountability
500 Mero Street
Frankfort, Kentucky 40601
(502) 564-4394
jroberts@kde.state.ky.us

Title I

Diane Robertson
Title I Director
Kentucky Department of Education
500 Mero Street
Frankfort, KY 40601
(502) 564-3791
droberts@kde.state.ky.us