



# Accountability Steering Committee

Organizational Meeting

June 2, 2016



# Agenda

- ▶ Welcome and Introductions
- ▶ Purpose and Role
- ▶ Every Student Succeeds Act (ESSA)
- ▶ Town Hall Summary
- ▶ Accountability Model Examples
- ▶ Development Process
- ▶ Next Steps



# Welcome and Introductions

## ► Introductions

- Name
- Organization you represent





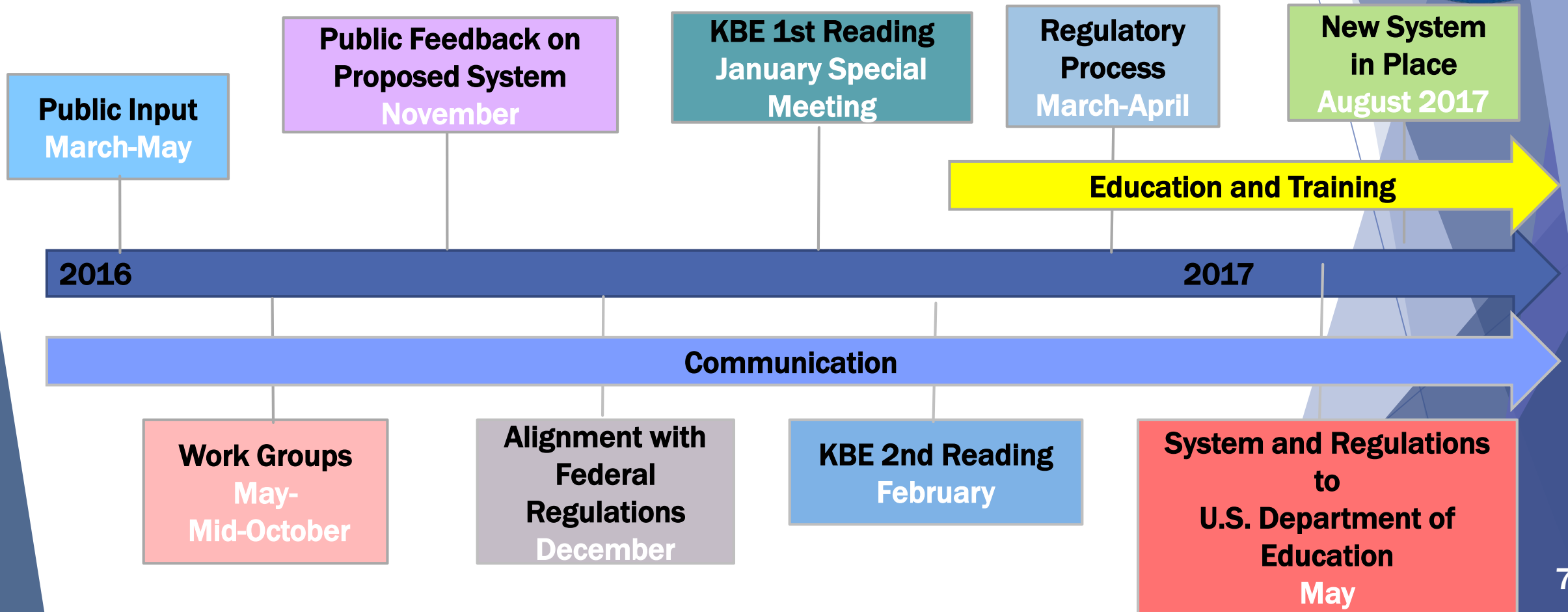
# Purpose and Role

# Accountability Steering Committee Membership List

<div><div>K Groups</div><div><div>KEA Stephanie Winkler</div><div>KASA Wayne Young</div><div>KASS Tom Shelton</div><div>KY PTA Cherie Dimar</div><div>KAPE Donna House</div><div>KASC Ronda Harmon</div><div>KSBA Mike Armstrong</div></div></div>	<div><div>Community Groups</div><div>Bill Farmer, United Way of Lexington</div><div>Sadiqa Reynolds, Louisville Urban League</div><div>Community Members</div><div>Josh Santana, Attorney in Lexington</div></div>	<div><div>Advocacy Groups</div><div>Prichard Committee Brigitte Blom Ramsey</div><div>Partnership for Successful Schools Carolyn Witt Jones</div><div>KY Chamber of Commerce David Adkisson</div><div>iLead Academy Leon Mooneyhan</div></div>
<div><div>Teachers</div><div><div>Elementary Tiffany Gruen, Covington Ind.</div><div>Middle Jami Martinez-Reynolds, Hardin County</div><div>High Chris Thomas, Larue County</div><div>Gifted &amp; Talented Tatiana Adams, Marshall County</div><div>ELL Skip Clevenger, Warren Ciunt</div><div>Arts Jackie Thompson, Perry Central High</div><div>Special Ed Annie Conner, Pulaski County HS</div></div></div>	<div><div>Superintendents</div><div>Jcps Donna Hargens</div><div>Fayette Emmanuel Caulk</div><div>Dayton Ind. Jay Brewer</div><div>Lawrence Rob Fletcher</div><div>Webster Rachel Yarbrough</div><div>Adair Alan Reed</div></div> <div><div>Principals</div><div>Elementary Wendy Madden, Letcher County</div><div>Middle Cathy Gibbs, Jefferson County</div><div>High Tim Schlosser, Simpson County</div></div>	<div><div>Elected Officials</div><div>Rep. Graham</div><div>Senate Representative</div></div>
<div><div>Higher Ed. Groups</div><div><div>UK Mary John O'Hair</div><div>U of L Ann Larson</div><div>WKU Sam Evans</div><div>EPSB Jimmy Adams</div><div>CPE Robert King</div></div></div>		



# Draft Timeline





# Kentucky Board of Education

*Approval of System and Promulgation of Regulations*

## Accountability Steering Committee

*Make Recommendations to  
KBE*

Communication and  
Messaging

Consequential  
Review

System  
Integration  
Work Group  
*Chairs Attend*

Regulatory  
Review

College/  
Career  
Readiness

Assessment

Opportunity  
and Access  
Indicators

School  
Improvement

Educational  
Innovation



# Steering Committee Charge

- ▶ Considering public and work group input, advise the commissioner on Kentucky's new accountability system.
- ▶ The goal is to design a system that will improve the education and readiness of ALL Kentucky students and is fair, reliable, valid and easier to understand than the current system.





# Every Student Succeeds Act (ESSA)

# Elementary and Secondary Education Act (ESEA)

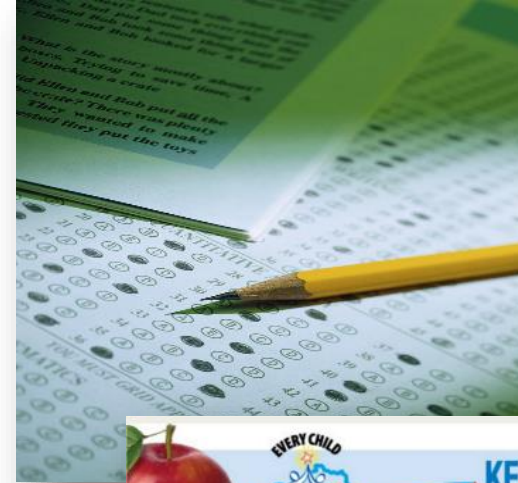
- ▶ Signed into law in 1965 to ensure educational opportunity for every child and provide support for schools
- ▶ Reauthorized in different versions:
  - No Child Left Behind (2001)
  - Every Student Succeeds Act (2015)





# Every Student Succeeds Act (ESSA)

- ▶ Limits USED secretary's authority
- ▶ Provides more state, local control
- ▶ Ends state NCLB waivers (used in KY since 2012)
- ▶ Less prescriptive, but does not mean we can back off of accountability
- ▶ Provides opportunity to create a new accountability system that will be more meaningful for kids



Welcome to Kentucky's School Report Card.

Each year, School and District Report Cards are posted on the Kentucky Department of Education's (KDE's) website. Not to be confused with student report cards, these Report Cards provide information about each school and district, including test performance, teacher qualifications, student safety, awards, parent involvement and much more. The School and District Report Cards were established by statute, [KRS 158.6453](#), and regulation, [203 KAR 5:140](#). Additionally, the Report Cards must incorporate the requirements of the federal [No Child Left Behind \(NCLB\) Act](#).

Please explore the links below to view or download the current school and district report cards or to understand more about Kentucky's School Report Card Project. While the KDE website is the most convenient and inexpensive way for the vast majority of Kentucky parents to receive this information, schools and districts are required upon request to print cards for parents lacking Internet access.

To access School Report Cards for years prior to 2011-2012, click [here](#).

STATE REPORT CARD	DISTRICT REPORT CARD	SCHOOL REPORT CARD
Year: 2014-2015	Year: 2014-2015	Year: 2014-2015
<a href="#">View Card</a>	District: Adair County <a href="#">View Card</a>	District: Adair County School: Adair County High School <a href="#">View Card</a>

# Standards

- ▶ Must demonstrate “challenging academic standards” in mathematics, reading or language arts, and science
- ▶ Must be aligned with state postsecondary entry requirements for credit-bearing coursework and relevant state career and technical education standards
- ▶ English language proficiency standards must align with state academic standards



# Assessments

- ▶ **High quality;** can include portfolios, projects or extended performance tasks
- ▶ **Annual summative OR multiple assessments** combined to produce summative score
- ▶ **Reading/language arts and Math:** Grades 3-8 and once in grades 9-12
- ▶ **Science:** Once per grade level band
- ▶ State may set limit on time devoted to assessment administration for each grade
- ▶ **1 percent cap** on students with significant cognitive disabilities who can be assessed with alt. assessments





# Accountability

- ▶ **State-determined** (USED must approve) with certain federal requirements

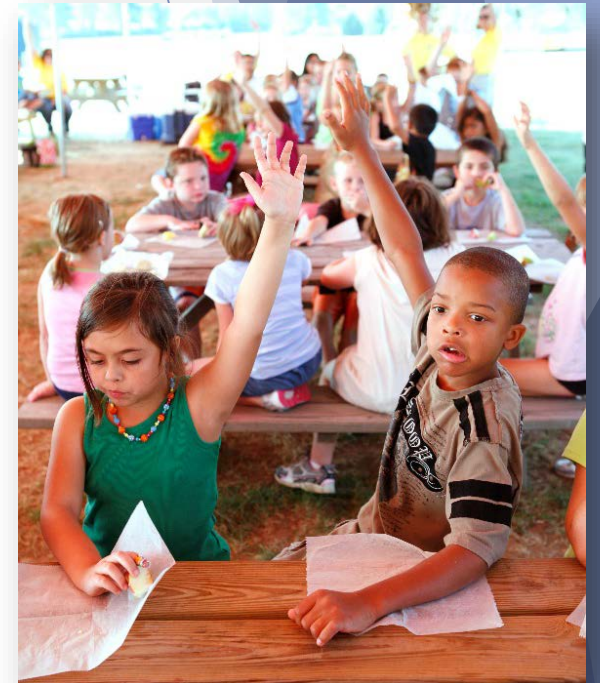


- **At least 4 academic indicators including:**
    - ✓ **proficiency on state tests**
    - ✓ **progress on English language proficiency for ELL students**
    - ✓ **student growth or other academic indicator (elementary and middle schools only)**
    - ✓ **graduation rate (high schools only)**
  - **A measure of school quality and student success such as student engagement, teacher engagement, access to and completion of advanced coursework, postsecondary readiness, school climate/safety**
- ▶ **Must include not less than 95% overall and subgroup participation rate**



# Accountability

- ▶ **Individual student group reporting** on all measures (focus on gap closure)
- ▶ **Weighting** is determined by states but academic factors have to count “much” more than measures of school quality or student success
- ▶ State must **establish “ambitious long term goals”** with measurements of progress for all students
- ▶ Each year state must **“meaningfully differentiate” schools** and identified student populations based on performance on indicators
- ▶ Maintains requirement for **state and local report cards** with emphasis on disaggregated data and some expanded reporting requirements



# Interventions

## COMPREHENSIVE SUPPORT AND IMPROVEMENT

- ▶ Bottom 5% of schools (identified at least every 3 years)
- ▶ High schools failing to graduate 1/3 or more of students
- ▶ Schools with consistently underperforming student group (lowest 5% in state)

### How:

- ▶ Districts work with teachers and school staff to develop evidence-based plan based on needs assessment; must identify resource inequities; plan must be approved by school, district and state
- ▶ State monitors turnaround effort; can intervene (after no more than 4 years) with its own plan if school continues to struggle



# Interventions

## TARGETED SUPPORT AND IMPROVEMENT PLANS

**Who:** Schools where identified students groups consistently underperform

**How:**

- ▶ Schools develop evidence-based plan to help each student group that is behind
- ▶ Schools with consistently underperforming student groups (lowest 5% in state) also must address resource inequities through plan
- ▶ Districts monitor the plan and can intervene
- ▶ Continuing poor performance requires comprehensive support and improvement; more aggressive district and state intervention
- ▶ **For both support and improvement categories**
  - No specific school improvement strategies prescribed
  - States set exit criteria





# Miscellaneous Items

- ▶ No federal requirement for assessment data in teacher evaluation
- ▶ Provides resources to states and districts to support teachers, principals and other educators including:
  - high quality induction for new teachers
  - evidence-based PD
  - new teacher recruitment
- ▶ Promotes choices of parents with students in schools identified for comprehensive support and improvement
  - option to transfer (up to district) with priority to lowest-achieving children
  - quality charter schools (where allowed) with increased accountability



# Accountability: NCLB vs. ESSA

Issue	No Child Left Behind	Every Student Succeeds (with Proposed Regulations)
Expectations for Students	Unrealistic goals created incentives for states to lower standards below what was needed after high school	States set expectations for student college/career success and design accountability to meet this goal
Goals and Timelines	States held to federally-prescribed timeline for all students to achieve proficiency in reading and math	States set goals and measures with high expectations for all and progress toward closing achievement gaps
Measures of School Quality	School performance defined and measured narrowly with focus on reading, math and grad rates	More holistic. Includes achievement; academic progress; grad rate; ELL language progress; state indicator
Transparency around Performance	Schools given pass/fail and label for level of improvement efforts – info not always useful for parents/public	State determined, multi-level. Clearly communicates how schools doing on multiple measures. Timely SRC.
Interventions	Federally-prescribed for schools/districts identified as failing	Locally-tailored, evidence-based. Collaborative improvement plans.
Resources	Districts set aside funding for federally prescribed interventions that were no consistently effective	No district set aside. State funds targeted to lowest 5%; those with low grad rates; persistent gaps





# Proposed ESSA Regulations

## A More Comprehensive Picture of School Success

- ▶ Allows states to set their own ambitious goals and measurements of interim progress, provided those goals take into account the improvement necessary to close achievement and graduation rate gaps.
- ▶ Creates the opportunity for states to select new indicators of school quality and student success, when the indicators:
  - Measure the performance of all students in all public schools (including public charters);
  - Demonstrate variation across schools;
  - Allow for comparisons between subgroups of students; and
  - Are likely to increase graduation rates or academic achievement.
- ▶ Promotes accountability in a format that is easily understandable by parents, requiring a comprehensive rating for each school
- ▶ Requires states to consider each subgroup of students separately to ensure that each student group is meaningfully included in the state's accountability system.



# Proposed ESSA Regulations

## Tailored Support for Struggling Schools

- ▶ Eliminates prescriptive interventions allowing states, districts, and schools to select evidenced-based strategies based on local needs and circumstances.
  - Involves parents, educators, and other stakeholders in developing improvement plans.
  - Emphasizes identifying, and addressing, critical resource inequities.
- ▶ Prioritizes school improvement funds to the schools that need the most help and ensures states provide a solid base of funding for schools, proportionate to the need for intervention.
- ▶ The Department also is announcing approximately \$10 million in technical assistance funds to help states and districts focus on low performing schools.



# Proposed ESSA Regulations

## Better Data for Parents and Communities

- ▶ Ensures that parents are consulted in designing state & district report cards and they are made public before the end of each calendar year.
- ▶ Provides new transparency around vulnerable subgroups of students, including children in foster care, English language learners with disabilities, and long-term English language learners (those who have not gained English proficiency within a period of five years of their initial identification).
- ▶ Clarifies how students with the most significant cognitive disabilities who earn alternate diplomas may be included in graduation rate calculations.
- ▶ Ensures more transparency around resource equity measures.
- ▶ Includes new information regarding district- and school-level expenditures to ensure transparency around educational spending; and postsecondary enrollment, so parents and educators know whether students are prepared for and enrolling in college.



# Proposed ESSA Regulations

## Streamlined, Consolidated State Plans to Eliminate Duplication

- ▶ Requires broad, robust engagement with a diverse group of stakeholders, as state plans are being developed and implemented.
- ▶ Reinforces equitable access to a full range of educational supports for all students.
- ▶ Builds upon states' Educator Equity Plans by asking for plans to support and develop excellent educators, including how states will ensure subgroups of students have equitable access to effective, in-field, and experienced teachers, especially in our highest-need schools.



# Proposed ESSA Regulations

- ▶ Available at [www.ed.gov/essa](http://www.ed.gov/essa)
- ▶ Public comment closes August 1





# Town Hall Meetings Summary



# Background

- ▶ Passage of Every Student Succeeds Act (ESSA) ends No Child Left Behind and the federal waiver process.
- ▶ States have current opportunity to revise their accountability systems to meet ESSA
- ▶ Input from Kentuckians is the critical first step to revision.



# Town Halls By the Numbers

- ▶ 7 weeks
- ▶ 2,225 miles traveled
- ▶ 11 public meetings
- ▶ 3,000 attendees
- ▶ 262 public speakers
- ▶ 207 comments via email



# Guiding Questions

- ▶ What do you expect from our schools?
- ▶ What school characteristics are most important?
- ▶ How should we measure student and school success?
- ▶ How do we ensure all students and schools are successful?
- ▶ How should we celebrate school success?



# Who Attended

- ▶ Teachers
- ▶ Administrators
- ▶ Parents
- ▶ Students
- ▶ Legislators
- ▶ Student support service staff
- ▶ School board and council members
- ▶ Community members
- ▶ Education partners





# Who Spoke



		School and District			Student Support		
Town Hall Site (Date)	Teachers	Administrators	Parents	Students	Services	Other	Total
Shelbyville (3/14)	6	1	3	0	3	10	23
Campbellsville (3/22)	7	4	3	0	1	4	19
Owensboro (3/29)	5	3	4	3	0	7	22
Hazard (3/31)	6	3	3	6	2	5	25
Lexington (4/7)	10	2	4	2	2	6	26
Corbin (4/11)	7	8	3	0	1	3	22
Ashland (4/18)	7	5	1	8	1	3	25
Louisville (4/21)	6	1	7	13	3	3	33
Highland Heights (4/25)	8	1	9	16	1	1	36
Bowling Green (4/27)	4	2	1	2	0	8	17
Murray (4/28)	2	1	2	2	3	4	14
Total	68	31	40	52	17	54	262

# Overarching Themes

## “The Big Ideas Heard ”

- ▶ Our children must be at the heart of the system.
- ▶ A well-rounded education is important and necessary.
- ▶ All subjects, both tested and non-tested, need to be valued.





# Overarching Themes

## “The Big Ideas Heard ”

- ▶ Access and opportunity for students are critical.
- ▶ An emphasis on teaching is needed.
- ▶ Collaboration instead of competition among schools and districts needs to be the focus.



# Capturing the Feedback

- ▶ Audio and/or video recordings made.
- ▶ Hope Street Group teachers were note takers.
  - *Both available on the KDE website.*
- ▶ Notes were coded and analyzed qualitatively.
- ▶ Themes and sub-themes emerged and were recorded.
- ▶ Themes and sub-themes discussed in this report are ranked in order of the number of times mentioned in the notes.



# Organizing Themes

Comments were grouped into 5 themes:

1. Students need a well-rounded education
2. Goals for the new accountability system
3. Opportunity for improvement in the current assessment and accountability system
4. There needs to be an emphasis on teaching
5. There are external factors to be considered in education



# Well-Rounded Education

- ▶ More/better course offerings; there were vocal participants supporting the Arts, Career and Technical Education (CTE), early childhood and physical education.
- ▶ Students with special needs need better services.
- ▶ Students need access to music and arts courses as part of their curriculum.



# Well-Rounded Education

- ▶ Student health and well-being should be emphasized (either through physical education, more recess, or school nurses).
- ▶ Students need a well-rounded education.
- ▶ Respect students' cultural backgrounds.
- ▶ Career pathways are important.
- ▶ There needs to be an emphasis on early childhood education.





# Well-Rounded Education

- ▶ Extra-curricular opportunities are important.
- ▶ School curricula should emphasize practical learning for students.
- ▶ Whole child approach is needed.
- ▶ More publicity needed to highlight achievement.
- ▶ More counselors should be made available to students.
- ▶ Need student leadership focus.



# Goals of the New Accountability System

- ▶ Future success of students is key.
- ▶ Higher emphasis on achievement/student success/high standards needed.
- ▶ Student engagement is important.
- ▶ Less competition, more collaboration is critical.
- ▶ Need simplicity in the accountability system.



# Goals of the New Accountability System

- ▶ Customization of district accountability should be available.
- ▶ Socio-emotional learning is important.
- ▶ More than one way to reach benchmarks is needed.
- ▶ Positive use of the program reviews is needed.
- ▶ Project Based Learning is important.



# Goals of the New Accountability System

- ▶ Measures throughout the year are desirable.
- ▶ More realistic goals needed.
- ▶ Novice reduction should be a focus.
- ▶ Recognize student achievement in the system.





# Opportunity for Improvement of the Current System

- ▶ Too much emphasis now on testing
- ▶ Does not measure student growth
- ▶ Need to close the achievement gap
- ▶ Need to improve program review process
- ▶ Emphasize more than just math and reading



# Emphasis on Teaching

- ▶ Invest in teachers
- ▶ Create better teacher working conditions
- ▶ Support innovative teaching
- ▶ Encourage caring teachers
- ▶ Improve teacher effectiveness
- ▶ Build a culture of teacher collaboration
- ▶ Need better communication with teachers



# External Factors

- ▶ Community involvement
- ▶ Parental involvement
- ▶ School safety
- ▶ Involving the business community
- ▶ Class size
- ▶ Lack of male role models for students





# Accountability Model Examples



# Exploring Accountability Dashboards



	Traditional Accountability	Accountability Dashboard
How are performance indicators displayed?	Numeric (57.6)	Visual/textual ( <b>Improving</b> )
What does it emphasize?	Summative ratings	Component measures
What kinds of conversations does it encourage?	How is School A doing compared to School B?	Where is School A doing well and where does it need to build capacity?
Other features	Easy to publish	Easy to interpret

# Accountability Dashboards in Action

## Accountability Pillar Overall Summary Annual Education Results Reports - Oct 2015 Province: Alberta



Measure Category	Measure Category Evaluation	Measure	Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	<a href="#">Safe and Caring</a>	89.2	89.1	88.9	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Good	<a href="#">Program of Studies</a>	81.3	81.3	81.2	High	Maintained	Good
		<a href="#">Education Quality</a>	89.5	89.2	89.5	High	Maintained	Good
		<a href="#">Drop Out Rate</a>	3.4	3.3	3.3	High	Declined	Acceptable
		<a href="#">High School Completion Rate (3 yr)</a>	76.4	74.9	74.6	High	Improved Significantly	Good
Student Learning Achievement (Grades K-9)	Issue	<a href="#">PAT: Acceptable</a>	73.0	73.1	73.9	Intermediate	Declined Significantly	Issue
		<a href="#">PAT: Excellence</a>	18.8	18.4	18.9	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Good	<a href="#">Diploma: Acceptable</a>	85.2	85.5	84.6	Intermediate	Improved Significantly	Good
		<a href="#">Diploma: Excellence</a>	21.0	21.1	20.0	High	Improved Significantly	Good
		<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	54.9	50.5	54.4	Intermediate	Improved	Good
		<a href="#">Rutherford Scholarship Eligibility Rate</a>	61.2	60.9	61.3	High	Maintained	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Good	<a href="#">Transition Rate (6 yr)</a>	59.8	59.2	59.0	High	Improved Significantly	Good
		<a href="#">Work Preparation</a>	82.0	81.2	80.4	High	Improved Significantly	Good
		<a href="#">Citizenship</a>	83.5	83.4	83.1	Very High	Improved Significantly	Excellent
Parental Involvement	Good	<a href="#">Parental Involvement</a>	80.7	80.6	80.2	High	Improved Significantly	Good
Continuous Improvement	Issue	<a href="#">School Improvement</a>	79.6	79.8	80.1	High	Declined Significantly	Issue

### Notes:

- 1) Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 2) Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
- 3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 4) Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
- 5) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).
- 6) Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 7) Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
- 8) Survey results for the province and school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

# Accountability Dashboards in Action

## DAVID L. GREENBERG ELEMENTARY

UPDATED - 01/22/16

Public school | 587 students

CDS code: 10621666117477

Fresno Unified

5081 East Lane Avenue

Fresno, CA, 93727-4838

SD: 86%

EL: 49%

SWD: 14%

AA: 10%

AI/AN :0%

AS: 19%

H/L: 64%

FI: 0%

PI:

WH: 4%

Two+: 3%

	Metric result 2014	Metric result 2015	Change in Metric Performance from 2014 to 2015	Index Level 2015	Change in Index Level from 2014 to 2015
ACADEMIC DOMAIN (see pages 12 & 13 for metric descriptions)					
Academic Performance English Language Arts	-	21% MEET OR EXCEED STANDARDS	-	5 /10	-
Growth English Language Arts	Coming Fall 2016				
Academic Performance Math	-	12% MEET OR EXCEED STANDARDS	-	2 /10	-
Growth Math	Coming Fall 2016				
SOCIAL-EMOTIONAL & CULTURE-CLIMATE DOMAIN (see pages 12 & 13 for metric descriptions)					
Chronic Absenteeism	14% CHRONICALLY ABSENT	15% CHRONICALLY ABSENT	+1%	3 /10	⇒ 0
Suspension Rates (includes students suspended and/or expelled)	4.78% SUSPENDED (AND/OR EXPELLED)	3.59% SUSPENDED (AND/OR EXPELLED)	-1.18%	4 /10	↗ 1
English Learner Re-designation	44% RE-DESIGNATED	68% RE-DESIGNATED	+24%	9 /10	↗ 6
Social-Emotional Skills	Coming Fall 2016				
Culture and Climate	Coming Fall 2016				

Green = above average (Index Levels 8, 9 and 10) Orange = average (Index Levels 4, 5, 6, 7) Red = below average (Index Levels 1, 2, 3)



# Accountability Dashboards in Action

DAVID L. GREENBERG ELEMENTARY

UPDATED - 01/22/16

## Summary of School Quality Improvement Index points

<b>39/100</b> Overall Index ratio (587 Students)	<b>39/100</b> Elementary School Index Rating (587 Students)	<b>- /100</b> Middle School Index Rating (0 Students)	<b>- /100</b> High School Index Rating (0 Students)
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Academic domain: **18/60**

Socio-emotional/Culture climate domain: **21/40**

	All Students	Lowest Performing Racial/Ethnic Subgroup	English Learners	Students with Disabilities	Socio-Economically Disadvantaged Students	Total Points
ACADEMIC DOMAIN (see pages 12 & 13 for metric descriptions)						
Academic Performance English Language Arts	Level 5 x 15% x 10 = 7.5	Level 1 x 3.75% x 10 = 0.38 (AA)	Level 6 x 3.75% x 10 = 2.25	Level 1 x 3.75% x 10 = 0.38	Level 5 x 3.75% x 10 = 1.88	12.38 out of 30
Growth English Language Arts	Coming Fall 2016					
Academic Performance Math	Level 2 x 15% x 10 = 3	Level 1 x 3.75% x 10 = 0.38 (AA)	Level 3 x 3.75% x 10 = 1.13	Level 1 x 3.75% x 10 = 0.38	Level 2 x 3.75% x 10 = 0.75	5.63 out of 30
Growth Math	Coming Fall 2016					
SOCIAL-EMOTIONAL & CULTURE-CLIMATE DOMAIN (see pages 12 & 13 for metric descriptions)						
Chronic Absenteeism	Level 3 x 6.67% x 10 = 2	Level 1 x 1.67% x 10 = 0.17 (AA)	Level 9 x 1.67% x 10 = 1.5	Level 1 x 1.67% x 10 = 0.17	Level 4 x 1.67% x 10 = 0.67	4.51 out of 13.33
Suspension Rates (includes students suspended and/or expelled)	Level 4 x 6.67% x 10 = 2.67	Level 1 x 1.67% x 10 = 0.17 (WH)	Level 6 x 1.67% x 10 = 1	Level 1 x 1.67% x 10 = 0.17	Level 4 x 1.67% x 10 = 0.67	4.67 out of 13.33
English Learner Re-designation	Level 9 x 13.33% x 10 = 12	(N/A)	(N/A)	(N/A)	(N/A)	12 out of 13.33
Social-Emotional Skills	Coming Fall 2016					
Culture and Climate	Coming Fall 2016					

Green = above average (Index Levels 8, 9 and 10) Orange = average (Index Levels 4, 5, 6, 7) Red = below average (Index Levels 1, 2, 3)







# Development Process



# Kentucky Board of Education

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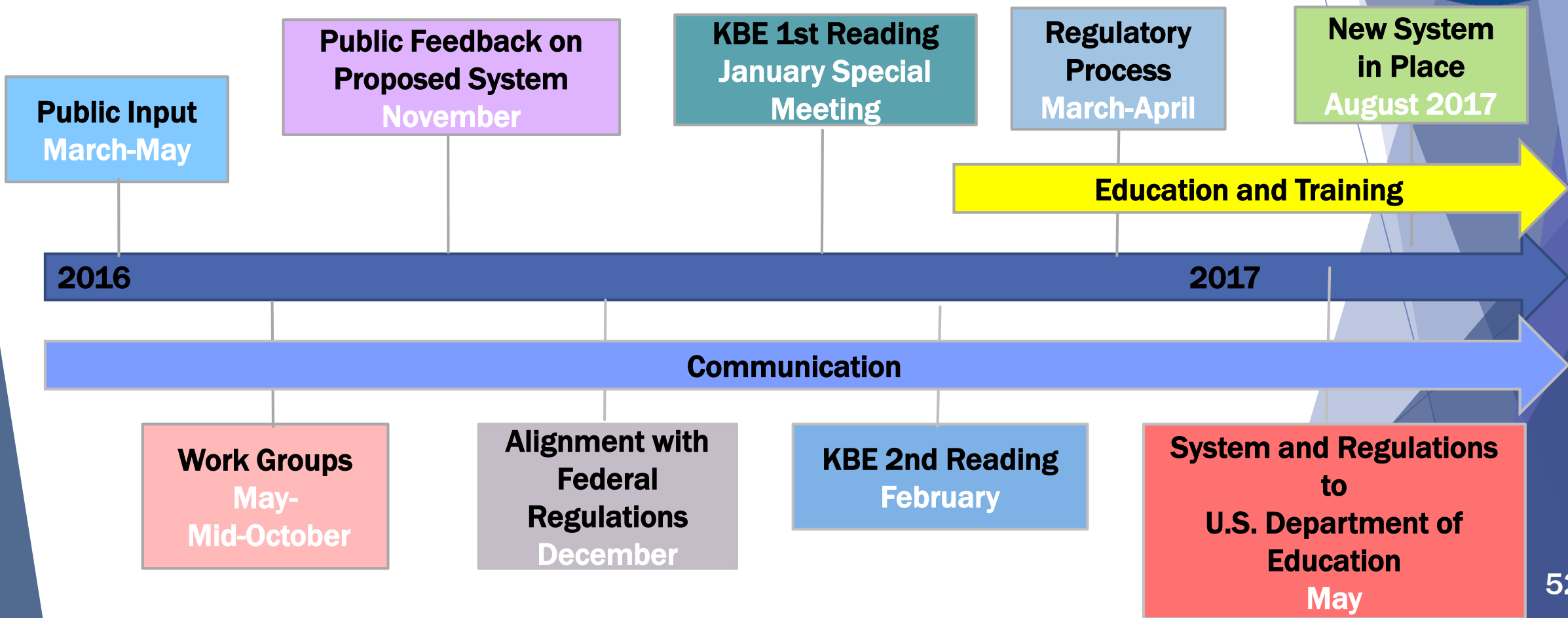
Assessment

Opportunity  
and Access  
Indicators

School  
Improvement

Educational  
Innovation

# Draft Timeline





# Next Steps

# Dates of Future Meetings

- ▶ July 25
- ▶ August 22
- ▶ September 16
- ▶ October 10

**YOUR COMMITMENT  
IS ESSENTIAL TO OUR SUCCESS!**





# Expense forms

- ▶ Expense forms were emailed – hard copies also are available today
  - Send to Karen Dodd ([karen.dodd@education.ky.gov](mailto:karen.dodd@education.ky.gov)) for reimbursement



# THANK YOU!

