



# The Present

## Assessment and Accountability Requirements

Interim Joint Committee on Education  
June 6, 2023



# Testing and Accountability Since 2019 Overview

**2018-2019**

Testing and first reporting of the star rating system

**2020**

2020 Passage of KY Senate Bill (SB) 158

**2019-2020**

ACCESS, ACT testing and Graduation Rate reported. COVID-19 waiver, no state summative testing or accountability

**2020-2021**

Accountability regulation revised, testing with lower participation rate and public reporting

**2021-2022**

Full state testing, SB 158 accountability including status (current year performance)

**2022-2023**

Full state testing and SB 158 accountability including status and change (current year compared to prior year)

# Federal & State Required Testing

Handout: *Federal and State Assessment Comparison, June 2023*

# Federal and State Requirements (1 of 3)

Every Student Succeeds Act (ESSA)	Kentucky Revised Statute (KRS) 158.6453	Current Assessments
<p>Statewide set of annual academic assessments, based on state academic standards, in:</p> <ul style="list-style-type: none"> <li>• Reading or language arts;</li> <li>• Mathematics; and</li> <li>• Science.</li> </ul> <p>Alternate assessment aligned with alternate academic achievement for students with the most significant cognitive disabilities.</p>	<ul style="list-style-type: none"> <li>• A criterion-referenced test in:               <ul style="list-style-type: none"> <li>• Federally required areas (reading, mathematics and science);</li> <li>• Social studies;</li> <li>• Writing on-demand; and</li> <li>• Editing and mechanics</li> </ul> </li> <li>• Valid and reliable for an individual student</li> <li>• Measures the depth and breadth of Kentucky academic content standards</li> <li>• Involves Kentucky teachers in test development and other processes</li> <li>• Includes multiple choice and constructed response item types</li> <li>• Annual release of subtest of items and associated data</li> </ul>	<p>Kentucky Summative Assessment (KSA) and Alternate KSA based on Kentucky Academic Standards (KAS)</p> <ul style="list-style-type: none"> <li>• Reading and Mathematics: Grades 3-8 and 10</li> <li>• Science: Grades 4, 7 and 11</li> <li>• Social Studies and Writing (on-demand and editing and mechanics): Grades 5, 8 and 11</li> </ul>

# Federal and State Requirements (2 of 3)

Every Student Succeeds Act (ESSA)	Kentucky Revised Statute (KRS) 158.6453	Current Assessments
ESSA does not require a college admissions exam.	A college admissions examination to assess English, reading, mathematics and science in the spring of grade 11	College admissions exam (the ACT) grade 11
<p>English language proficiency (ELP) assessments for all English learners (ELs) grades K-12</p> <p>Alternate ELP assessments (AELPA) for ELs with the most significant cognitive disabilities in grades K-12</p>	The Kentucky Board of Education shall add any other component necessary to comply with the Every Student Succeeds Act of 2015, Pub. L. No. 114-95, or its successor, as determined by the United States Department of Education.	<ul style="list-style-type: none"> <li>• English Language Proficiency</li> <li>• WIDA Screener for Kindergarten</li> <li>• ACCESS Placement Test</li> <li>• ACCESS for ELLs®</li> <li>• Alternate ACCESS for ELLs®</li> </ul> <p>Grades K-12</p>

# Federal and State Requirements (3 of 3)

Every Student Succeeds Act (ESSA)	Kentucky Revised Statute (KRS) 158.6453	Current Assessments
<p><a href="#"><u>ESSA Assessment Flexibilities</u></a> include locally selected, nationally recognized high school academic assessments; adaptive testing; innovative assessment and accountability demonstration authority</p>	<p>The academic components of the statewide assessment program shall be composed of annual student summative tests, which may include a combination of multiple competency-based assessment and performance measures approved by the Kentucky Board of Education.</p>	<p>Note: ESSA assessment flexibilities must be approved for use federally and meet peer review for technical quality requirements.</p>

**Technical Quality:** The U.S Department of Education assessment peer review is the process through which a state demonstrates the technical soundness of its assessment system. Critical elements listed in the *Assessment Peer Review Process Summary* document.

# 2022-2023 Testing Plan

Grades	K	1	2	3	4	5	6	7	8	9	10	11	12
Kindergarten Screen	X												
Reading*				X	X	X	X	X	X		X		
Mathematics*				X	X	X	X	X	X		X		
Science*					X			X				X	
Social Studies*						X			X			X	
On-Demand Writing*						X			X			X	
Editing and Mechanics*						X			X			X	
College Admissions Exam (ACT)												X	X***
ACCESS/Alternate ACCESS	X	X	X	X	X	X	X	X	X	X	X	X	X
Quality of School Climate and Safety Survey**				X	X	X	X	X	X		X	X	

X=grade level testing

\*Kentucky Summative Assessment (KSA) and Alternate Kentucky Summative Assessment (AKSA)

\*\*Administered along with the KSA and Alternate KSA

\*\*\*Optional senior retake

# Federal and State Accountability

Handout: *Federal and State Accountability, June 2023*



# Elementary and Middle School Indicators

ESSA Indicator Requirements	Kentucky Indicator Requirements
Academic Achievement	<ul style="list-style-type: none"> <li>• State Assessment Results in Reading and Mathematics (Status only)</li> </ul>
Other Academic Indicator	<ul style="list-style-type: none"> <li>• State Assessment Results in Reading and Mathematics (Change only) **</li> </ul>
English Language Proficiency	<ul style="list-style-type: none"> <li>• English Learner Progress</li> </ul>
School Quality or Student Success	<ul style="list-style-type: none"> <li>• Quality of School Climate and Safety Survey</li> <li>• State Assessment Results in Science, Social Studies and Writing</li> </ul>

# High School Indicators

ESSA Indicator Requirements	Kentucky Indicator Requirements
Academic Achievement	<ul style="list-style-type: none"> <li>• State Assessment Results in Reading and Mathematics</li> </ul>
English Language Proficiency	<ul style="list-style-type: none"> <li>• English Learner Progress</li> </ul>
School Quality or Student Success	<ul style="list-style-type: none"> <li>• Quality of School Climate and Safety Survey</li> <li>• State Assessment Results in Science, Social Studies and Writing</li> <li>• Postsecondary Readiness</li> <li>• Graduation Rate (Change only) **</li> </ul>
Graduation Rate	<ul style="list-style-type: none"> <li>• Graduation Rate (Status only) *</li> </ul>

\*Independent of overall performance, high schools with a four-year graduation rate below 80% are identified as CSI.

\*\*The evaluation of Status and Change for each indicator, as required by Kentucky legislation, presents challenges in alignment to ESSA indicator categories. Therefore, within ESSA Indicators, “Change” must be separated from current year performance (Status) for reading and mathematics performance in elementary and middle school and for graduation rate in high school.

# Senate Bill 158 (2020)

- Kentucky's Accountability System, [703 KAR 5:270](#), became effective Nov. 30, 2021.
- Exclusive list of accountability indicators are based on Status (current year performance) and Change (difference between prior year and current year status score).
- Indicators
  - State Assessment Results in Reading and Mathematics;
  - State Assessment Results in Science, Social Studies and Writing (on-demand and editing/mechanics);
  - Progress on English Language Proficiency;
  - Quality of School Climate and Safety Survey;
  - Postsecondary Readiness; and
  - Graduation Rate

# Reporting

# Required Reporting/Identification

## ESSA Identification

### Comprehensive Support and Improvement (CSI)

- Bottom 5% of Title I schools – (Kentucky includes non-Title I schools)
- High schools with less than an 80% graduation rate

### Targeted Support and Improvement (TSI)

- Has one or more of the same student groups performing as poorly as all students in any of the lowest performing 5% of Title I schools or non-Title I schools (by level – elementary, middle or high school) based on school performance for three consecutive years.

### Additional Targeted Support and Improvement (ATSI)

- Was identified for Targeted Support and Improvement (TSI) in the immediately preceding year and has one or more student groups performing as poorly as all students in the lowest performing 5% of Title I schools or non-Title I schools (by level – elementary, middle or high school) based on school performance.

## Kentucky Reporting

**Indicator Status:** Current year performance on each indicator

**Rating:** Very High, High, Medium, Low, Very Low

**Indicator Change:** Difference in Status from the current year to the prior year on each Indicator

**Rating:** Increased Significantly, Increased, Maintained, Declined, Declined Significantly

**Indicator Performance:** Combination of Status and Change

**Rating :** Blue, Green, Yellow, Orange, Red

**Overall Performance:** Weighted combination of Indicator data

**Rating:** Blue, Green, Yellow, Orange, Red

# Example Indicator Performance Report

Components: Status Rating, Change Rating, Combined/Indicator Rating

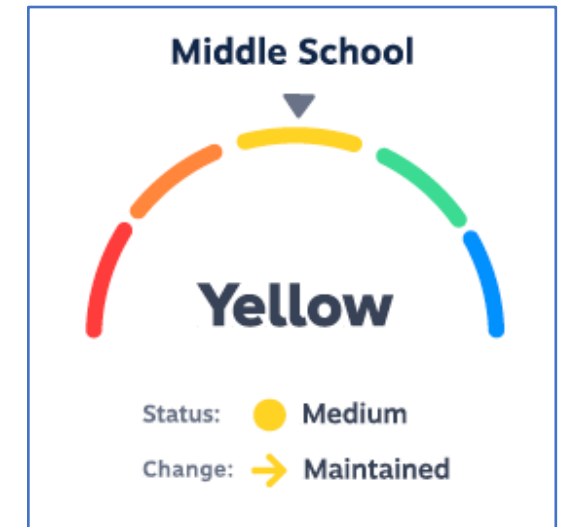
Indicator Score    Reading    Mathematics

### State Assessments: Reading & Mathematics Indicator Rating ⓘ

Status    ● Very low    ● Low    ● Medium    ● High    ● Very High

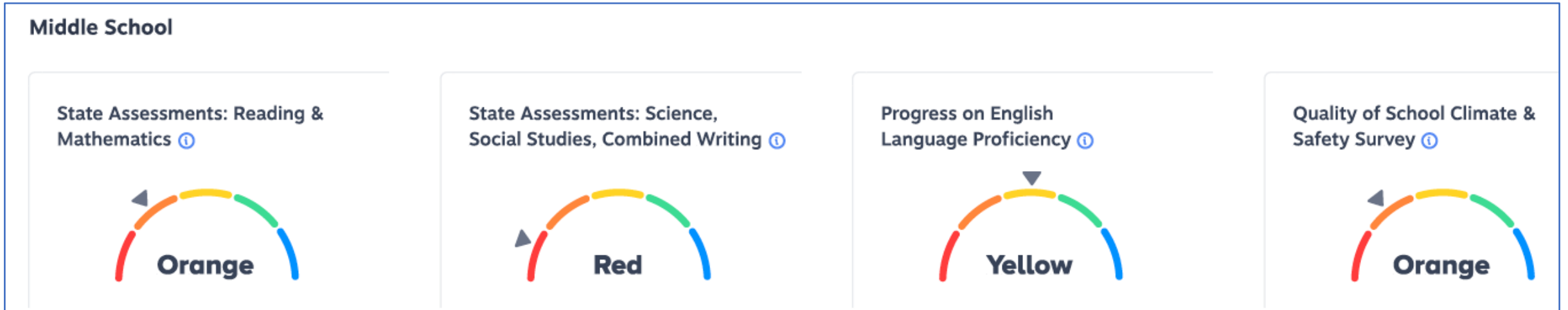
Change    ↓ Declined significantly    ↘ Declined    → Maintained    ↗ Increased    ↑ Increased significantly

*For each state indicator, in addition to the five color-coded performance levels, there will be five **status levels** ranging from very low to very high and five **change levels** ranging from declined significantly to increased significantly. "Change" is determined by using the difference in performance of each indicator from the prior year to the current year. [Learn more](#)*



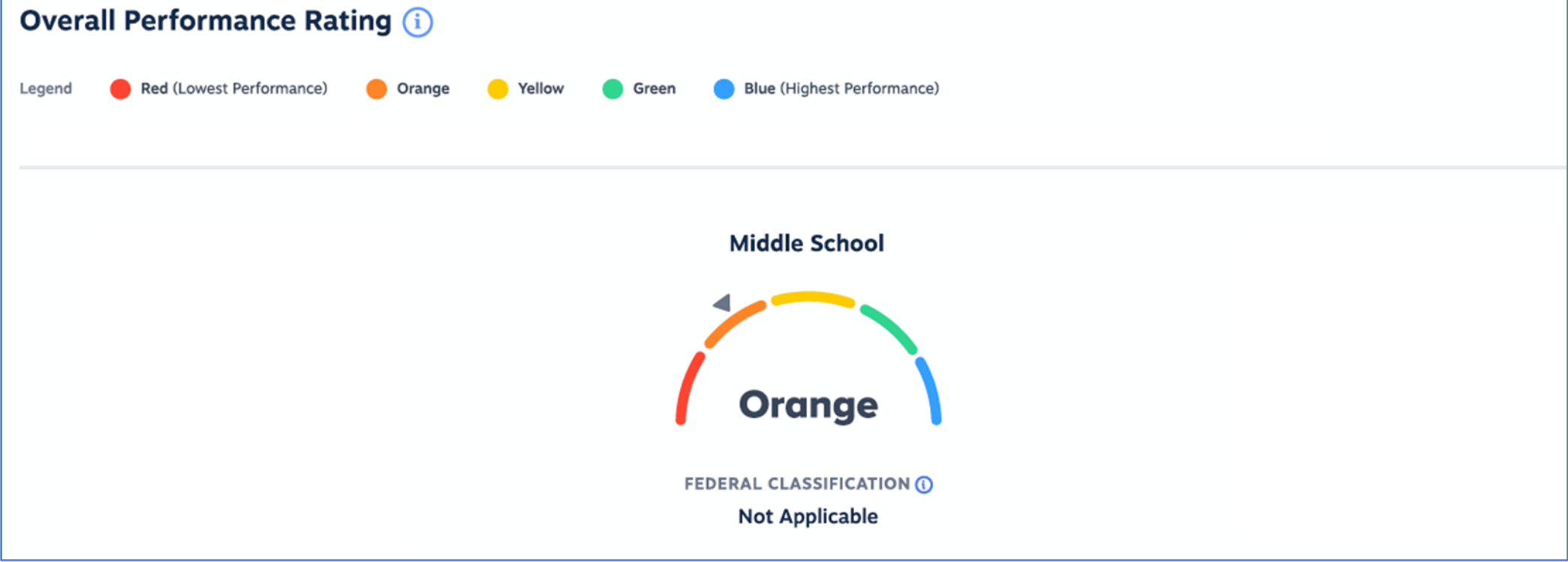
# Example School: Applicable Indicators

Components: Combined Indicator Performance Rating (Blue to Red) for all scored indicators for that grade span



# Example School: Overall Performance Rating

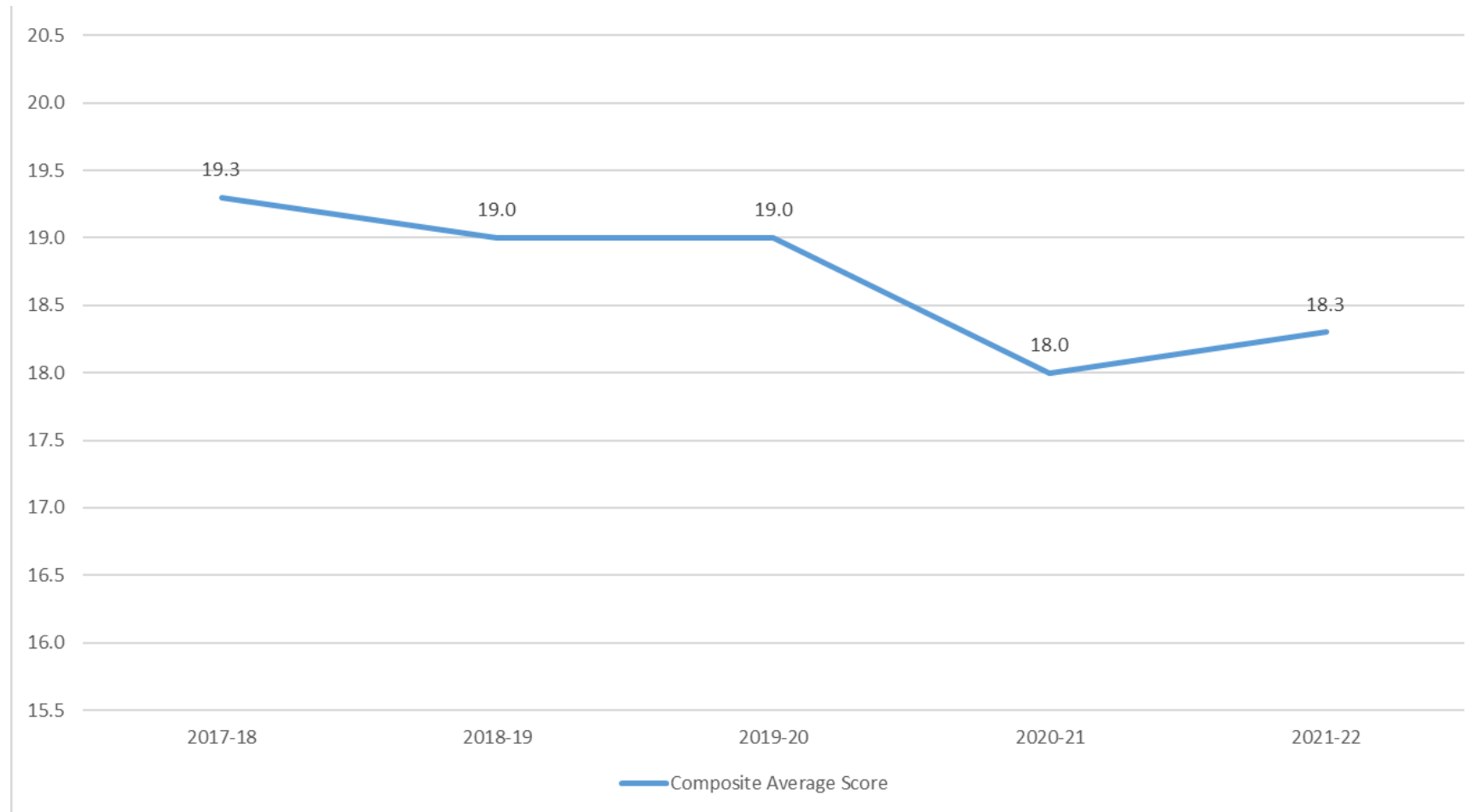
Component: Overall Performance Rating (Blue to Red)





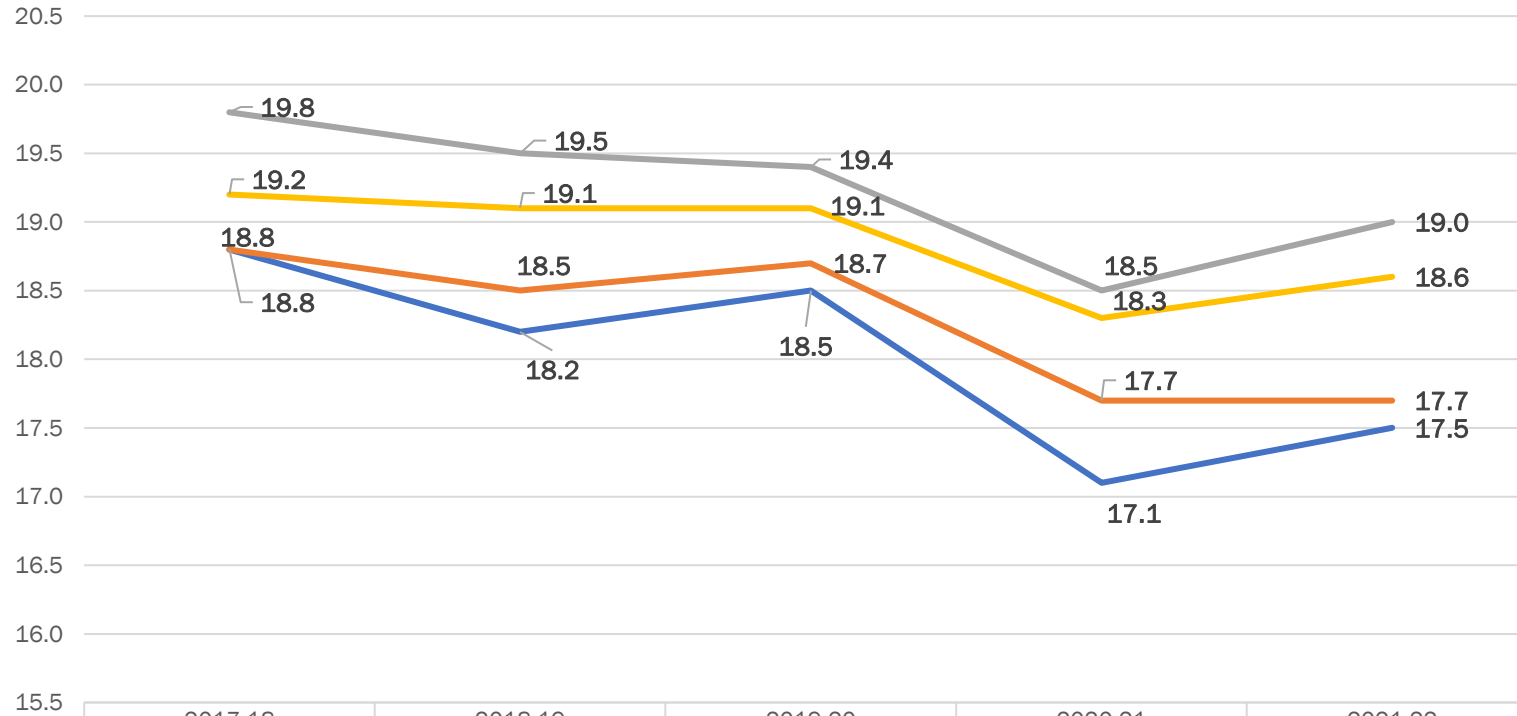
# Recent Data

# ACT Composite Scores 2018-2022



# ACT Average Content Scores 2018-2022

ACT Averages 2018-2022



	2017-18	2018-19	2019-20	2020-21	2021-22
English Average Score	18.8	18.2	18.5	17.1	17.5
Mathematics Average Score	18.8	18.5	18.7	17.7	17.7
Reading Average Score	19.8	19.5	19.4	18.5	19.0
Science Average Score	19.2	19.1	19.1	18.3	18.6

— English Average Score    
 — Mathematics Average Score    
 — Reading Average Score    
 — Science Average Score

# Percentage of Students Performing at Proficient/Distinguished Levels Reading/Mathematics

Subject	Year	Elementary	Middle	High
Reading	2016	56%	55%	57% <sup>1</sup>
	2017	54%	57%	56% <sup>1</sup>
	2018	55%	60%	45% <sup>2</sup>
	2019	55%	60%	45% <sup>2</sup>
	2020	-----	No State Assessment	-----
	2021	-----	Limited Participation <sup>3</sup>	-----
	2022	45%	44%	44%
	Mathematics	2016	52%	47%
	2017	49%	47%	38% <sup>1</sup>
	2018	49%	47%	38% <sup>2</sup>
	2019	49%	46%	35% <sup>2</sup>
	2020	-----	No State Assessment	-----
	2021	-----	Limited Participation <sup>3</sup>	-----
	2022	38%	37%	36%

<sup>1</sup> Students completed ACT QualityCore® End-of-Course (EOC) exams in Algebra II, English II, Biology and U.S. History.

<sup>2</sup> Reported Performance Level Percentages are for the ACT and Alternate K-PREP assessment.

<sup>3</sup> Assessed Kentucky Academic Standards to meet federal testing requirements with limited participation and no accountability.

# Percentage of Students Performing at Proficient/Distinguished Levels Science

Subject	Year	Elementary	Middle	High
Science	2016	n/a <sup>2</sup>	n/a <sup>2</sup>	38% <sup>1</sup>
	2017	n/a <sup>3</sup>	n/a <sup>3</sup>	41% <sup>1</sup>
	2018	31% <sup>5</sup>	26% <sup>5</sup>	30% <sup>4</sup>
	2019	32% <sup>5</sup>	26% <sup>5</sup>	30% <sup>5</sup>
	2020	-----	No State Assessment	-----
	2021	-----	Limited Participation <sup>6</sup>	-----
	2022	29%	22%	14%

<sup>1</sup> Students completed ACT QualityCore® End-of-Course (EOC) exams in Algebra II, English II, Biology and U.S. History.

<sup>2</sup> Elementary and middle school students were tested with the Science Stanford 10 norm-referenced test only. A performance level is not assigned and science scores are not reported.

<sup>3</sup> Elementary and middle school students, with the exception of Alternate Assessment students, participated in a field test of the new science assessment, so no performance level percentages are reported.

<sup>4</sup> Reported Performance Level Percentages are for the ACT and Alternate K-PREP assessment.

<sup>5</sup> Assessed with the new Kentucky Science Academic Standards.

<sup>6</sup> Assessed Kentucky Academic Standards to meet federal testing requirements with limited participation and no accountability.

## Percentage of Students Performing at Proficient/Distinguished Levels Social Studies/Writing On-Demand

Subject	Year	Elementary	Middle	High	
<b>Social Studies</b>	2016	58%	60%	59% <sup>1</sup>	
	2017	60%	61%	58% <sup>1</sup>	
	2018	53%	60%	n/a <sup>3</sup>	
	2019	53%	59%	n/a <sup>3</sup>	
	2020	-----	No State Assessment		-----
	2021	-----	Limited Participation <sup>4</sup>		-----
	2022	37%	36%	34%	
<b>Writing On-Demand</b>	2016	41%	n/a <sup>2</sup>	n/a <sup>2</sup>	
	2017	46%	37% <sup>2</sup>	59% <sup>2</sup>	
	2018	41%	44%	52%	
	2019	47%	32%	50%	
	2020	-----	No State Assessment		-----
	2021	-----	Limited Participation <sup>4</sup>		-----
	2022	33%	38%	38%	

<sup>1</sup> Students completed ACT QualityCore® End-of-Course (EOC) exams in Algebra II, English II, Biology and U.S. History.

<sup>2</sup> Writing On-Demand was removed from grades 6 and 10. For students in the Alternate Assessment Program, writing on-demand was removed at grade 10. Middle and high school scores are not comparable to prior years.

<sup>3</sup> High school students, with the exception of Alternate Assessment students, were not assessed in social studies, so no performance level percentages are reported.

<sup>4</sup> Assessed Kentucky Academic Standards to meet federal testing requirements with limited participation and no accountability.

The background is a composite image. The top left shows a line of yellow school buses with 'SCHOOL BUS' written on the front. The bottom left shows a classroom with blue walls, desks, chairs, and colorful balloons. A large white diagonal shape cuts across the image from the top left to the bottom right, serving as a background for the text.

# The Future of Assessment and Accountability

Lu S. Young, Ed.D.

Chair, Kentucky Board of Education



Kentucky Department of  
**E D U C A T I O N**

# United We Learn

- United We Learn is Kentucky's vision for the future of public education in the Commonwealth.
- This vision builds around three big ideas:
  - Creating a more vibrant experience for every student.
  - Encouraging innovation in our schools – especially when it comes to assessment.
  - Creating a bold new future for Kentucky's schools through collaboration with our communities.



*Investing in Kentucky's Future, One Student at a Time*



# How is United We Learn different?

*United We Learn* means **everyone** in our Commonwealth – educators, families, students, community members, business leaders and policymakers – working together to support our public schools in bringing about deep and authentic learning experiences for all students.



# Kentucky United We Learn Council

The Kentucky United We Learn Council is establishing structures and systems that are consistent with its purpose of supporting inclusive state and local co-creation and facilitating local ownership of solutions that will support the three big ideas of United We Learn.



# Local Laboratories of Learning (L3)

Districts and community members will create a system of assessment and accountability that reflects the diversity of the students, families and communities it represents.



Investing in Kentucky's Future, One Student at a Time



# L3 Highlight: Logan County Schools



*“Our L3 is working on adapting with the changing education system and trying to meet the needs of all students. **No two students are the same.** They all have different strengths, needs and talents. Therefore, one manner of standardized testing cannot accurately measure if students are learning, absorbing the knowledge they need and thriving in their school environments.”*

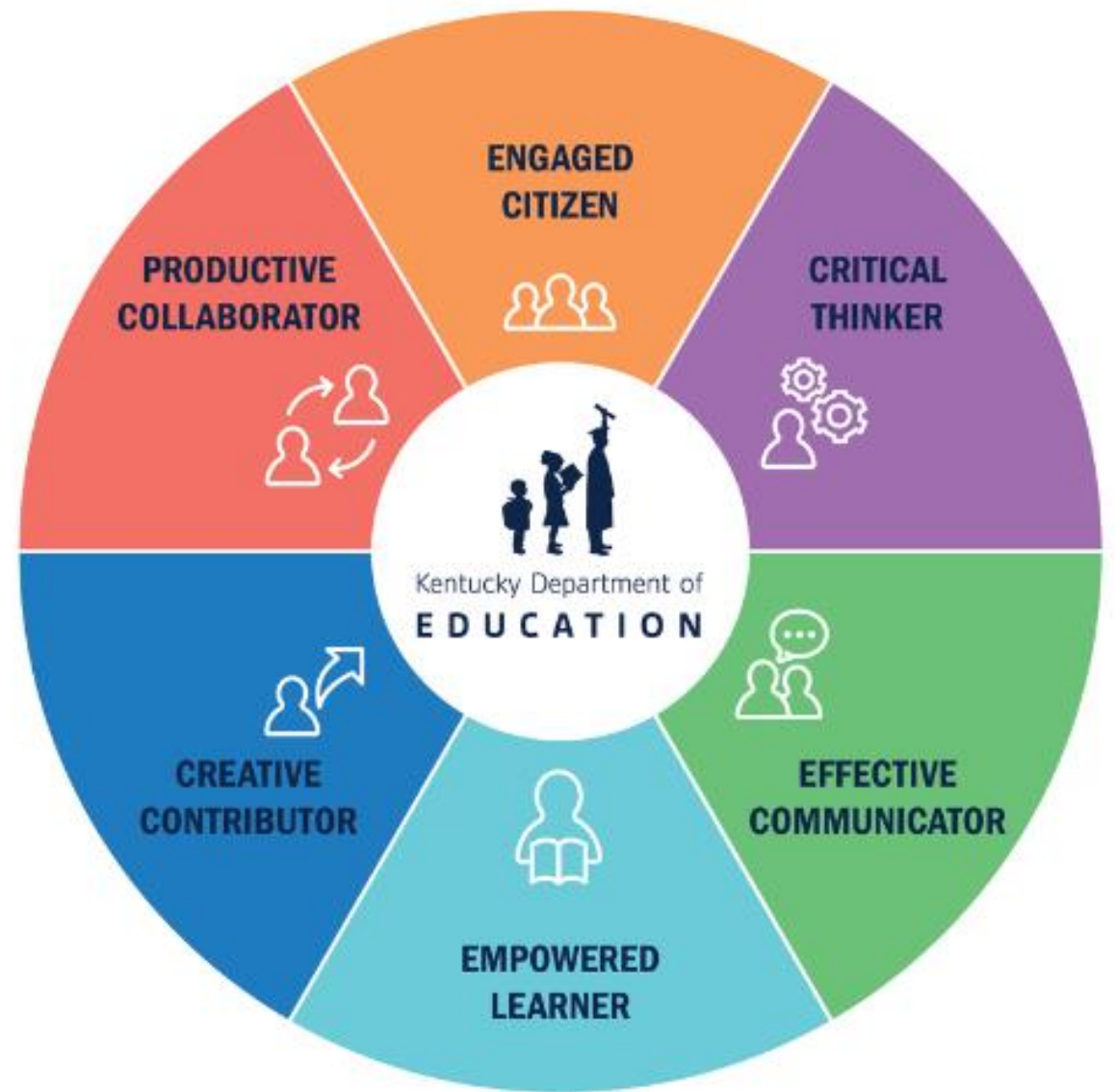
– Sage Meguiar, junior, Logan County High School  
Member, Logan County Local Laboratory of Learning

# Portrait of a Learner

“In an era when technical skills are evolving at an unprecedented pace, there is an important set of **durable soft skills that last a lifetime.**”

Durable skills include a combination of how you use what you know - skills like critical thinking, communication, collaboration and creativity - as well as character skills like fortitude, growth mindset and leadership.”

Source: America Succeeds, [The High Demand for Durable Skills](#) (



# L3 Highlight: Allen County Schools

*“We have a community that really does want to see students be prepared in every aspect, from economic to social to being ready for the workforce.”*

– Travis Hamby, Superintendent, Allen County Schools  
Member, Allen County Local Laboratory of Learning

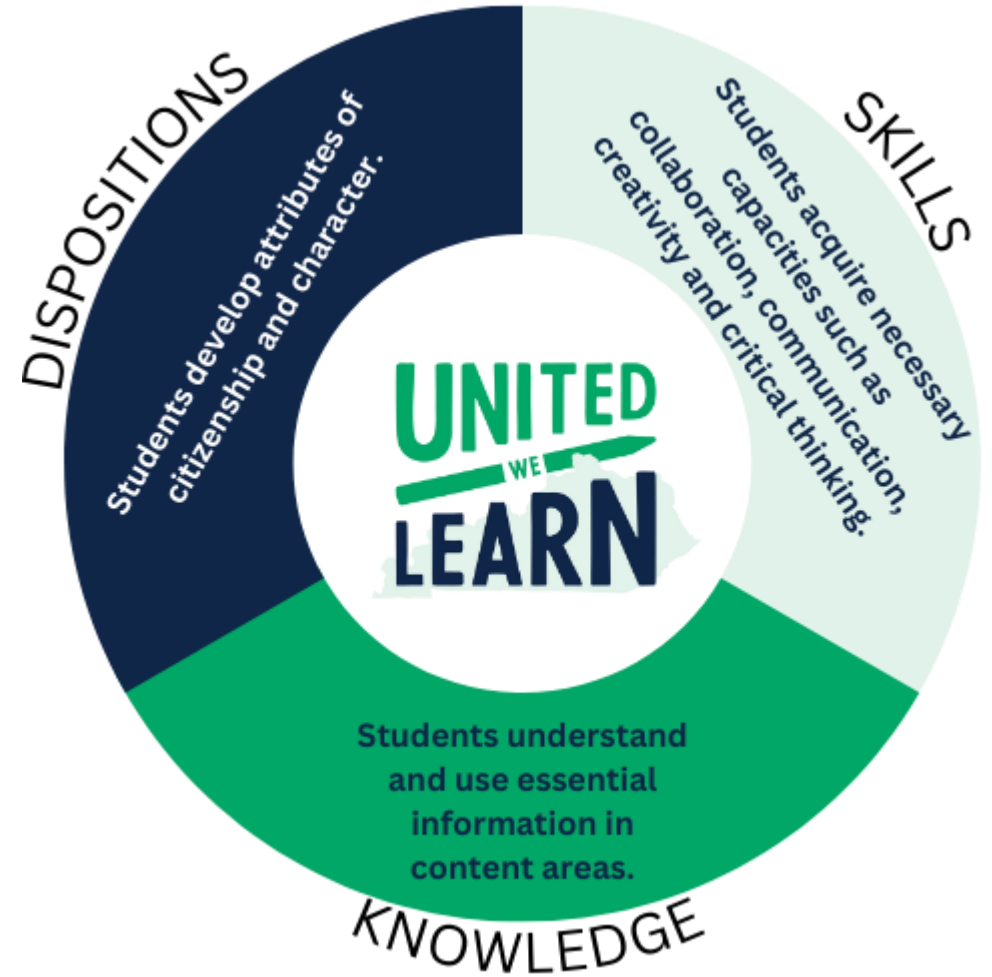


# Impact on the Workforce

**Mr. Michael Hesketh**  
President, Superb IPC



# Finding the Balance





# L3 Highlight: Shelby County Schools

*“Students want their education to matter to them. But they also want themselves to matter to the education. That’s where the disconnect comes with the current accountability system. Because that system doesn’t care about that student and that student doesn’t care about that test.”*

— Jennifer Cox, administrator, Shelby County Schools



# What will this new system look like?

- Go beyond a narrow set of subjects and create pathways that facilitate individual fulfillment AND collective prosperity.
- Create conditions where everyone feels safe to take intellectual risks, make mistakes and improve by learning from one another, instead of competing.



# A new view on assessment

Make assessments go beyond a snapshot of a child to reflect what communities need to cultivate learning.



# A new view on accountability

- Go from perceptions of “random acts of improvement” to common visions, deep partnerships and shared responsibility.
- Move from “command and control” to “systems of trust and partnership.”

