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| **Accountability Profile** |
| *The Accountability Profile summarizes the status of a school or district in the state accountability system, Unbridled Learning: College- and Career-Ready for All. The Overall Score is used to compare and rank school and district performance and to calculate an AMO improvement goal. An accountability classification based on the percentile rank, rewards or assistance category, participation rate and graduation rate are also displayed. Accountability is based on students enrolled a full academic year (100 days).* |

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|  | **Accountability Performance** | | | | |
|  | **Level** | **Overall Score** | **Percentile Rank in Kentucky** | **Classification1** | **Rewards and Assistance Category2** |
|  | Elementary School | 44.0 | 8 | Needs Improvement |  |
|  | Middle School | 58.4 | 68 | Needs Improvement |  |
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|  | **Annual Measurable Objective (AMO)** | | | | |
|  | **Level** | | **Overall Score 2012** | **Gain Needed** | **2013 AMO Goal** |
|  | Elementary School | | 44.0 | 1.0 | 45.0 |
|  | Middle School | | 58.4 | 1.0 | 59.4 |

Classification1  
• Distinguished school/district scores from the 90th to 99th percentile in the state.  
• Proficient school/district scores from the 70th to 89th percentile in the state.  
• Needs Improvement school/district scores below the 70th percentile in the state.  
  
Rewards and Assistance Category2  
• School/District of Distinction scores from the 95th to 99th percentile in the state, meets student participation rate and the graduation rate is above 60. In addition, the school/district cannot be labeled as Priority or Focus.  
• Highest Performing School/District scores from the 90th to 94th percentile in the state, meets student participation rate, and the graduation rate is above 60. In addition, the school/district cannot be labeled as Priority or Focus.  
• Priority School is a school that was identified as a Persistently Low Achieving (PLA) school.  
• Focus School/District has a non-duplicated gap group score in the bottom 10% of the state, or has an individual group of students scoring significantly low (districts cannot be Focus by this rule) or has a graduation rate less than 60 for two consecutive years (districts cannot be Focus by this rule).

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| **Overall Score Needed in 2013 to Reach Classification Levels and Rewards Labels** | | | |
| **School** | **Proficient** | **Distinguished** | **Distinction** |
| Elementary | 62.5 | 69.0 | 72.5 |
| Middle | 58.7 | 64.7 | 68.2 |
| District | 58.4 | 63.3 | 65.2 |

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| **Next-Generation Learners (NxGL)** |
| *Next-Generation Learners is one of three components of Kentucky’s accountability system. The component includes multiple measures of student performance on tests and student accomplishments of graduation and readiness for college or career. Reporting is organized into five categories: Achievement, Gap, Growth, College/Career Readiness and Graduation Rate.* |

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|  | **Next-Generation Learners** |
|  | **Achievement** | | **Gap** | | **Growth** | | **College and Career Readiness** | | **Graduation Rate** | | **Total** |
|  | **Points** | **Weighted Score** | **Points** | **Weighted Score** | **Points** | **Weighted Score** | **Points** | **Weighted Score** | **Points** | **Weighted Score** | **Weighted Score Summary** |
|  | Elementary School | 56.0 | 16.8 | 29.9 | 9.0 | 45.4 | 18.2 |  |  |  |  | 44.0 |
|  | Middle School | 67.1 | 18.8 | 44.3 | 12.4 | 68.1 | 19.1 | 50.9 | 8.1 |  |  | 58.4 |

ACHIEVEMENTGAPGROWTHCCRGRADUATION RATE

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| **Achievement** |
| *Achievement reports student performance in the five content areas of reading, mathematics, science, social studies and writing (on-demand and language—editing and mechanics). A formula awards points based on the student performance levels of Novice, Apprentice, Proficient and Distinguished (NAPD). Accountability is based on students enrolled a full academic year (100 days).* |

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|  |  | **Level - Performance Type** | | **Reading** | **Mathematics** | **Science** | **Social Studies** | **Writing** | **Language Mechanics** | **Total Points** |
|  |  | Elementary School | NAPD Calculation | 58.2 | 42.6 |  | 75.0 | 46.4 |  |  |
|  |  |  | Points | 15.3 | 11.2 |  | 19.7 | 9.8 |  | 56.0 |
|  |  | Middle School | NAPD Calculation | 53.9 | 50.0 | 89.4 | 85.7 | 60.7 | 39.5 |  |
|  |  |  | Points | 10.8 | 10.0 | 17.9 | 17.1 | 9.7 | 1.6 | 67.1 |

1. NAPD Calculation comes from the formula: Novice = 0; Apprentice = .5; Proficient/Distinguished = 1 (Bonus of .5 is added if there are more distinguished than novice).  
2. Points come from the NAPD Calculation multiplied by the equal weight of content areas: Reading, Mathematics, Science, Social Studies are 20% and Writing/Language Mechanics is 20% (Writing 16% and Language Mechanics 4%). If content area data is not available weights are redistributed proportionally.

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| **Achievement (Percent Proficient and Distinguished)** | | | | | | |
| **School** | **Reading** | **Math** | **Science** | **Soc Studies** | **Writing** | **Language** |
| Elementary | 42.6 | 18.0 | N/A | 57.1 | 21.4 | N/A |
| State | 48.0 | 40.4 | 68.8 | 59.8 | 31.7 | 49.1 |
| Middle | 38.5 | 32.7 | 78.9 | 64.3 | 36.4 | 21.1 |
| State | 36.8 | 29.8 | 61.8 | 58.6 | 41.4 | 38.4 |

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| **Achievement (Percent Novice)** | | | | | | |
| **School** | **Reading** | **Math** | **Science** | **Soc Studies** | **Writing** | **Language** |
| Elementary | 26.2 | 32.8 | N/A | 7.1 | 28.6 | N/A |
| State | 26.3 | 21.2 | 6.2 | 10.3 | 18.8 | 23.6 |
| Middle | 30.8 | 32.7 | 10.5 | 14.3 | 15.2 | 42.1 |
| State | 28.9 | 21.2 | 10.8 | 10.4 | 14.2 | 34.2 |

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| **GAP (Percent Proficient and Distinguished)** | | | | | | |
| **School** | **Reading** | **Math** | **Science** | **Soc Studies** | **Writing** | **Language** |
| Elementary | 41.3 | 8.7 | N/A | 50.0 | 16.7 | N/A |
| State | 37.5 | 30.3 | 59.4 | 48.9 | 23.1 | 38.6 |
| Middle | 32.5 | 27.5 | 80.0 | 50.0 | 36.0 | 13.3 |
| State | 34.8 | 28.7 | 50.1 | 46.0 | 30.8 | 27.6 |

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| **GAP (Percent Novice)** | | | | | | |
| **School** | **Reading** | **Math** | **Science** | **Soc Studies** | **Writing** | **Language** |
| Elementary | 30.4 | 34.8 | N/A | 8.3 | 33.3 | N/A |
| State | 34.0 | 27.9 | 8.8 | 14.5 | 24.8 | 31.0 |
| Middle | 35.0 | 37.5 | 6.7 | 20.0 | 16.0 | 46.7 |
| State | 38.6 | 28.9 | 15.5 | 15.2 | 19.6 | 44.4 |

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| **Student Typical Growth** | | | | |
| **School** | **Reading** | **State** | **Math** | **State** |
| Elementary | 62.5 | 60.5 | 28.1 | 60.4 |
| Middle | 76.6 | 60.4 | 59.6 | 60.4 |

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| **Achievement (Proficient/Distinguished by Grade Level)** | | | | | | |
| **Grade** | **Reading** | **Math** | **Science** | **Soc Studies** | **Writing** | **Language** |
| 3 | 53.8 (49.4) | 23.1 (42.8) | N/A (68.8) |  |  |  |
| 4 | N/A (47.0 | N/A (39.6) |  |  |  | N/A (49.1) |
| 5 | 39.3 (47.5) | 10.7 (38.9) |  | 57.1 (59.8) | 21.4 (31.7) |  |
| 6 | 31.6 (46.0) | 10.5 (41.6) |  |  | 42.1 (39.2) | 21.1 (38.4) |
| 7 | 36.8 (47.8) | 36.8 (38.6) | 78.9 (61.8) |  |  |  |
| 8 | 50.0 (46.7) | 57.1 (41.5) |  | 64.3 (58.6) | 28.6 (43.5) |  |

( ) state averages

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| **Achievement (Novice by Grade Level)** | | | | | | |
| **Grade** | **Reading** | **Math** | **Science** | **Soc Studies** | **Writing** | **Language** |
| 3 | 11.5 (24.7) | 26.9 (22.4) | N/A (6.2) |  |  | N/A (23.6) |
| 4 | N/A (24.9) | N/A (21.5) |  |  |  |  |
| 5 | 35.7 (29.1) | 32.1 (19.8) |  | 7.1 (10.3) | 28.6 (18.8) |  |
| 6 | 42.1 (31.0) | 52.6 (20.2) |  |  | 21.1 (17.5) | 42.1 (34.2) |
| 7 | 26.3 (27.0) | 21.1 (22.6) | 10.5 (10.8) |  |  |  |
| 8 | 21.4 (28.7) | 21.4 (20.8) |  | 14.3 (10.4) | 7.1 (10.8) |  |

( ) state averages

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| **EXPLORE 2011 (College Career Readiness)** |

* Attachment One: Explore 201213 Overall
* Attachment Two: Core and Noncore High School Classes

**Take Aways**

* No student marked they do not plan to finish high school
* Big difference in those expecting to take more high school core classes
* Accountability Breakdown: 2011= 8 points…2012= 7 points
* KPREP vs. EXPLORE

**Next Steps Explore**

* One on One meetings with students to:
* Go over questions and results
* Review Career Clusters
* Get feedback from student perspective
* Schedule: All one day vs. spread out testing
* Look at ways to start 7th grade earlier in Explore awareness
* Have members of 8th grade class speak to 7th grade class
* Reach out to High School Guidance Counselors to speak to 7th grade class
* Scrimmage Explore like assessment end of 7th grade and beginning of 8th grade year
* Curriculum Review
* Each content area reviews to see correlation between common core (KPREP) and Explore questions
* Trends by content area and specific strand of content
* Research Strategies
* Research indicates we need to teach our students to problem solve and spend more time per question trying to reason through it…and not give up. Compared to other countries U.S. students spend only a few seconds per question
* Also teach students to read the entire question and all answers before selecting final answer
* Student Motivation: Test with content teacher if possible

**NEXT STEPS KPREP**

**KPREP**

* Staff Survey (to reflect and evaluate what we are doing and the programs we are using)
* November 29th (Study Your Scores PD)…December 6th (Tentative) Revise CDIP
* Individual Meetings with each content area/grade level…Coordinate Jenny Ray visit
* Review of Curriculum Documents
* Common Core Standards broken into units
* Units broken into Student Friendly Learning Targets
* Summative Assessment for each unit (focusing only on unit standards)
* Pacing Guides for each unit
* Fidelity Check of units to look for gaps
* Model Classroom Teaching
* Daily Objectives (Learning Targets)…Derived from Common Core Standards and Units
* Frequent Formative Assessment (adjusting instruction based on results)
* Instruction (engaging and relevant)
* Focus on Authentic Literacy (Reading, Discussing, Debating, Writing and Responding to, etc…)
* Relationships: winning students over

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| **Professionalism** | * Responsibility and Urgency in improvement |
| **Relationships** | * Seek first to understand and then to be understood * Tell and Show Students You Care * Win Them Over |
| **Focused Curriculum** | * What we teach (standards with fidelity) * How we teach (engaging and relevant) * Literacy Emphasis in all contents |
| **Frequent Formative Assessment** | * Every day determining who and how many have mastered the learning target…partially mastered it…have not mastered it * MAP as progress monitoring with fidelity |
| **Making Instructional Decisions based on Data** | * Use above to determine each class what is taught…when it is time to move on…who moves on and who gets remediation |

School Visits: River Ridge (Kenton)…Cline (Campbell)…West Point Independent (Elizabethtown)