

**SUMMARY OF REGULATORY REQUIREMENTS FOR  
UNBRIDLED LEARNING: College/Career Readiness for All**

**THE KENTUCKY BOARD OF EDUCATION**  
**Summary of Approved Regulations**  
**Unbridled Learning: College/Career Readiness for All**

The Unbridled Learning assessment and accountability model is a balanced approach that incorporates all aspects of school and district work and is organized around the Kentucky Board of Education's four strategic priorities: next-generation learners, next-generation professionals, next-generation support systems and next-generation schools/districts.

Unbridled Learning: College/Career Readiness for All has several key characteristics:

- The model is designed to elicit continuous improvement for all schools and provide incentives to improve the achievement of all students.
- The model looks at a broad set of data, rather than one specific area. Currently, achievement (proficiency), gap, growth, college/career readiness and graduation are in the model, but eventually program reviews; and teacher/leaders effectiveness will be added.
- The main goal is for a school or district to move its Overall Score to the Proficient or above level.
- The Annual Measurable Objective (AMO), a secondary goal, was required in the U.S. Department of Education waiver process and provides an improvement target for the Unbridled Learning overall score. A school/district that makes its AMO is labeled as Progressing.
- In Year 1, a normative model launched the new accountability system, with the performance of schools by level and districts rank-ordered. This comparison of schools and districts defined Proficient as an Overall Score associated with the 70th percentile.
- In Year 2 and forward, the Overall Score needed for Proficient is locked. Achieving the specific, locked Overall Score, not the 70th percentile rank, determines whether a school or district is Proficient. The Year 2 Proficient goal for elementary schools is 62.5, for middle schools is 58.7, for high schools is 50.0 and for districts is 58.4.
- Rewards and consequences are built into the model. The U.S. Department of Education waiver process requires Rewards (i.e., Distinction/Highest Performing) and Assistance (Priority/Focus) categories.
- A set of aspirational Delivery Targets provide sub-goals for the components of Achievement, Gap, College/Career and Graduation. These Delivery Targets help schools stay on track to improve their Overall Scores, to meet their AMOs and to help develop improvement plans.

To implement Unbridled Learning: College/Career Readiness for All, the KBE revised or promulgated specific regulations for each component. The following table summarizes the regulations that implement the assessment and accountability system.

| <b>Next-Generation Learners<br/><i>Begins 2011-12</i></b>                                                                                                                                                                                                                                                                                                                                        | <b>Next-Generation<br/>Instructional<br/>Programs and<br/>Support<br/><i>Begins 2012-13</i></b>                                                                                                      | <b>Next-Generation<br/>Professionals<br/><i>Begins 2014-15</i></b> | <b>Next-Generation Schools/Districts</b>                                                                                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Five Categories: Achievement (Proficiency), Gap, Growth, College/Career Readiness and Graduation Rate                                                                                                                                                                                                                                                                                            | Program Reviews                                                                                                                                                                                      | Effective Teachers<br>Effective Leaders                            | Overall Accountability Score (using data from all three components)<br><br>Revised School Report Card                                                                                                                                                                                                                                                                                                     |
| Regulations Approved:<br><br>703 KAR 5:200, Next-Generation Learners details category weights, data elements, calculations and reporting. (eff. 2-3-12)<br><br>703 KAR 5:240, Accountability administrative procedures and guidelines details student participation, assignment of students and schools to accountability, standard grade configuration, data review and appeals. (eff. 7-13-12) | Regulations Approved:<br><br>703 KAR 5:230, Next-Generation Instructional Programs and Support details the program review process, content areas weights, timelines, and requirements. (eff. 2-3-12) | Future regulation will be drafted for Professionals.               | Regulations Approved:<br><br>703 KAR 5:140, Requirements for school and district report cards was revised and limited to state and federal statutes. (eff. 7-13-12)<br><br>703 KAR 5:225, School and district accountability, recognition, support, and consequences defines the processes that label school and district performance and methods to support and guide school improvement. (eff. 9-10-12) |

KENTUCKY BOARD OF EDUCATION  
DISCUSSION PAPER  
UNBRIDLED LEARNING: COLLEGE/CAREER READINESS FOR ALL

How did the Unbridled Learning model behave in the first year?

One key area to review is the distribution of the scores within the different categories. The areas of Overall Score, Achievement, Gap (Non-Duplicated), Growth, College/Career Readiness, and Graduation had wide distribution of scores from low to high. The tables below show the distribution for the different areas:

| Range of Overall Scores<br>by School Level and District |              |               |
|---------------------------------------------------------|--------------|---------------|
| LEVEL                                                   | LOW<br>SCORE | HIGH<br>SCORE |
| Elementary                                              | 28.0         | 85.2          |
| Middle                                                  | 29.3         | 91.6          |
| High                                                    | 27.9         | 87.3          |
| District                                                | 38.0         | 81.4          |

| Range of Achievement Scores<br>by School Level |              |               |
|------------------------------------------------|--------------|---------------|
| LEVEL                                          | LOW<br>SCORE | HIGH<br>SCORE |
| Elementary                                     | 37.1         | 98.8          |
| Middle                                         | 35.1         | 98.3          |
| High                                           | 28.3         | 98.2          |

| Range of Gap Scores<br>Percent of Non-Duplicated Gap<br>Students Scoring Proficient and Above<br>by School Level |              |               |
|------------------------------------------------------------------------------------------------------------------|--------------|---------------|
| LEVEL                                                                                                            | LOW<br>SCORE | HIGH<br>SCORE |
| Elementary                                                                                                       | 17.2         | 79.5          |
| Middle                                                                                                           | 14.7         | 83.6          |
| High                                                                                                             | 10.5         | 66.9          |

| Range of Growth Scores<br>Percent of Students Showing<br>Academic Growth*<br>by School Level |              |               |
|----------------------------------------------------------------------------------------------|--------------|---------------|
| LEVEL                                                                                        | LOW<br>SCORE | HIGH<br>SCORE |
| Elementary                                                                                   | 21.6         | 85.8          |
| Middle                                                                                       | 24.7         | 89.1          |
| High                                                                                         | 35.8         | 83.6          |
| *Student Growth Percentile at or<br>above 40                                                 |              |               |

| College/Career Readiness<br>Percent of Students Considered<br>College/Career Ready<br>by School Level |              |               |
|-------------------------------------------------------------------------------------------------------|--------------|---------------|
| LEVEL                                                                                                 | LOW<br>SCORE | HIGH<br>SCORE |
| High                                                                                                  | 10.9         | 91.4          |

| Graduation Rate<br>for High Schools |              |               |
|-------------------------------------|--------------|---------------|
| LEVEL                               | LOW<br>SCORE | HIGH<br>SCORE |
| High                                | 40.1         | 100           |

The numbers indicate there are a wide variety of school performances across the spectrum of all categories. The model appears to provide the designed incentives to work with every student. Achievement rewards increasing proficiency and has incentives for moving students to the distinguished performance level. Growth provides incentives to work with every student from low to high achieving in order to earn points. Gap provides incentives to focus on the low-achieving gap groups. College/Career provides incentives to get every single student ready for life beyond high school. And, Graduation Rate provides incentives to keep students in school until graduation.

#### Issues with the Model

1. Annual Measurable Objective (AMO)

The AMO was originally set so schools would need to grow a full standard deviation in five years or show 20% growth in a standard deviation per year. Technical advisors believed this goal was higher than any growth they had experienced. The AMO was adjusted to a 7% growth within a standard deviation per year. Until the first year scores were available, the exact number for the AMO was unknown. Once the scores were produced, the AMO for the Needs Improvement calls for a 1 point growth in the Overall Score. There has been concern raised about this seemingly low goal.

The technical problem is that until we see data from year two it is difficult to know whether 1 point is a low, medium or high expectation. It is apparent that the KBE will need to review and make possible adjustments in the fall of 2013 to the AMO. With two years of data, there will be a variety of ways to adjust the AMO. For instance, state averages or an average for a group of high progressing schools could provide a guide. Another way would be to review the increase in Achievement in relation to the AMO.

## 2. Gap Groups

In order to locate schools with gap group achievement problems, the model uses two methods:

- A. The Non-Duplicated Gap Group score was used to locate the schools with the lowest gap scores. The lowest 10% of schools scoring in this area were designated as Focus Schools. There were 117 Focus Schools located due to the Non-Duplicated Gap Group.
- B. The 3<sup>rd</sup> Standard Deviation Model was used to also locate Focus Schools. This model located schools that fell three standard deviations under the mean of all students for each subgroup in each subject. The results showed that 360 individual gap groups were located that fell at this low level. The table below shows the number of gap groups:

| Group                      | Number of Groups Located | Percent |
|----------------------------|--------------------------|---------|
| Students with Disabilities | 279                      | 77.5%   |
| Limited English Proficient | 29                       | 10.6%   |
| African American           | 33                       | 9.2%    |
| Free Reduced Lunch         | 9                        | 2.5%    |
| Hispanic                   | 1                        | 0.3%    |

The number of schools located as Focus for the 3<sup>rd</sup> Standard Deviation model was 284. Schools do not necessarily match the gap groups above because some schools had multiple gap groups within the school.

The issue with the gap group deals mainly with the subject of mathematics but does apply to some other areas as well. In the mathematics area, the cut score for the 3<sup>rd</sup> Standard Deviation actually fell below the score of zero. The computer computation did not list any gap groups in the mathematics area. This can be solved by calculating the 3<sup>rd</sup> standard deviation gap groups using the score of zero for the lowest possible score.

### 3. Schools of High Distinction

It has been pointed out that some schools labeled as a School of Distinction may have achievement gap issues. In order to be a School of Distinction in 2013, the school must be in the top 95% in their Overall Score, must meet its AMO, must meet its Graduation goal and high schools must have a graduation rate higher than 60%. These extra rules were built in to prevent Schools of Distinction from having issues in other parts of the accountability model.

The model in particular uses the Focus School as a way to prevent a school from being labeled as a School of Distinction. It was believed the other parts of the model ought to guide labeling a school. There could be other rules applied, but they would be harder to determine. An example below was brought to our attention.

Brandeis Elementary in Jefferson County is labeled as a School of Distinction. This school does not have Focus groups. Their profile of White students and African American students are presented below:

| Subject     | School White | School African American | State White | State African American |
|-------------|--------------|-------------------------|-------------|------------------------|
| Reading     | 86.2         | 60.4                    | 51.3        | 27.5                   |
| Mathematics | 87.4         | 36.9                    | 43.1        | 22.4                   |

The table above shows a gap between the African American students and White students in Brandeis Elementary; however, it also shows the African American students in Brandeis are significantly outperforming African American students in the state, outperform white students in the state in reading, and are close to the white students in the state in mathematics. This table points out the reason the accountability model moved to comparing Gap to the Goal of 100 rather than reference groups.

It seems reasonable to use the components of the accountability model for the limitations on labeling a school in the Distinction category.

## PROGRAM REVIEWS AND PHASE-IN FOR REPORTING EXPLANATION

### Overview

Schools will receive three independent accountability scores in the summer of 2013:

- (1) accountability scores for Next-Generation Learners Year 2 (Achievement, Gap, Growth, College/Career Readiness and Graduation), which include the AMO; the classification labels of Needs Improvement, Proficient and Distinguished; and the Rewards and Assistance labels
- (2) Program Review classifications for arts & humanities, practical living/career studies and writing
- (3) a new set of combined goals for 2014

Details are found below.

1. The Next-Generation Learners component will be used to place a school into a Needs Improvement, Proficient or Distinguished classification, and the Annual Measurable Objective (AMO) goals will be calculated. In addition, the labels of Rewards and Assistance are created. These scores will be in the School Report Card and publicly released. This is the main accountability model, and the calculations are identical to the 2012 components. The overall goals for each level have been established and are based on only the Next-Generation Learners component.
2. At the same time, the scores from the 2012-13 Program Reviews **WILL** be publicly reported in the summer/fall of 2013 and are a stand-alone accountability model. Each school will be labeled as being Needs Improvement, Proficient or Distinguished in the Program Review component. The scores and labels will be in the School Report Card and reported to the media. Schools will be accountable for their scores through the public release of information.
3. The last step will be to combine Program Reviews and the Next-Generation Learners component into one number to set school goals for the 2014 school year. (Program Reviews will comprise 23% of the total, and Next-Generation Learners will comprise 77% of the total.) After combining the scores from the Next-Generation Learners component and Program Review component, each school will know a concrete Overall Score it needs to obtain in order to be labeled Needs Improvement, Proficient or Distinguished in 2014. Schools will have nine months to reach the new, combined Overall Score associated with proficient, and all schools that reach the Overall Score will be proficient.

By using the steps above, we maintain the goal of having a locked Overall Score from year to year for the goals while phasing in the new components over the next several years.

**NOTE: It is imperative to enter all Program Review scores into ASSIST by June 1, 2013, for accountability purposes as outlined above.**

# Summary of Rewards and Consequences Pursuant to 703 KAR 5:225

| Category                                             | Qualifications                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Rewards/Consequences                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Rewards</b>                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Kentucky Schools/Districts of Distinction</b>     | <p>A highest-performing elementary, middle and high school, or district that scores at the ninety-fifth (95th) percentile or higher on the overall score.</p> <p>Districts may not have a school that is categorized as a focus or priority school.</p>                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Kentucky Highest-Performing Schools/Districts</b> | <p>Elementary, middle and high schools or districts that</p> <ul style="list-style-type: none"> <li>• Meet current year AMO (starting in 2012-2013), student participation rate, and graduation rate goals;</li> <li>• Have graduation rates above sixty (60) percent for the prior two years; and</li> <li>• Score at the ninetieth (90<sup>th</sup>) percentile or higher on the overall score.</li> </ul> <p>Districts may not have a school that is categorized as a focus or priority school.</p>                                                                                                                                                            | <ul style="list-style-type: none"> <li>• Schools and districts will be notified of their rewards status within five days of release of the annual accountability data.</li> <li>• These schools/districts will receive special recognition of achievements, such as Web logos and other promotional materials.</li> <li>• Subject to availability of funds, financial awards may be made.</li> <li>• They also will serve as models for lower-performing schools/districts.</li> </ul> |
| <b>Kentucky High-Progress Schools/Districts</b>      | <p>Title I and non-Title I schools and school districts that</p> <ul style="list-style-type: none"> <li>• Meet current year AMO (starting in 2012-2013), student participation rate, and graduation rate goals;</li> <li>• Have graduation rates above sixty (60) percent for the prior two (2) years; and</li> <li>• Have an improvement score indicating the school is in the top ten (10) percent of improvement of all Title I or non-Title I elementary, middle, or high schools, or the district is in the top 10% of improvement of all districts as determined by the difference in the two (2) most recent calculations of the overall score.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Consequences</b>                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Kentucky Focus Schools/Districts</b>              | <p>Schools and districts with achievement gap scores in the bottom ten (10) percent of all schools; schools with individual student subgroup scores significantly (in the third standard deviation) below the state average for all students; and the high schools with graduation rates below 60 percent for two consecutive years.</p>                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Focus schools and districts will be notified of their consequence status within five days of release of the annual accountability data.</li> <li>• Within 90 days of the notice, schools/districts must revise Comprehensive School or District Improvement Plans (CSIPs or CDIPs) to include specific elements and</li> </ul>                                                                                                                |