

BRIEFING PACKET STATE RELEASE

Unbridled Learning:
College/Career Readiness for All
2011-2012 Results



*Embargoed until
November 2, 2012
12:01 a.m. EDT*

KENTUCKY DEPARTMENT OF EDUCATION
Terry Holliday, Ph.D., Commissioner

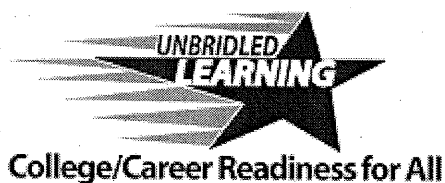


TABLE OF CONTENTS

INTRODUCTION	3
Table 1 Overall and Component Scores	4
Table 2 Achievement Performance Level Percentages by Content for ELEMENTARY	4
Table 3 Achievement Performance Level Percentages by Content for MIDDLE	5
Table 4 Achievement Performance Level Percentages by Content for HIGH	5
Table 5 Percent of Non-Duplicated Gap Group Students Scoring Proficient/Distinguished	6
Table 6 Percent of Students Showing Growth	6
Table 7 College/Career Readiness (CCR) Rate	7
Table 8 Graduation Rate	8
Table 9 Number of Schools by Classification	8
Table 10 Number of Schools by Rewards and Assistance Category	9
Table 11 Number of Districts by Classification	10
Table 12 Number of Districts by Rewards and Assistance Category	10

INTRODUCTION

As required in Kentucky legislation, in the 2011-12 school year, the Commonwealth began a new assessment and accountability model — Unbridled Learning: College/Career Readiness for All. The Kentucky Board of Education (KBE) has developed an accountability model that is balanced. It incorporates all aspects of school and district work and is organized around the KBE's four strategic priorities: next-generation learners, next-generation professionals, next-generation support systems and next-generation schools/districts. In the first year of reporting, next-generation learners is the basis of the new model; other components are scheduled to enter the model in future years. All data for the assessment and accountability system are located within the new School Report Card on the Kentucky Department of Education (KDE) website.

In February 2012, the U.S. Department of Education granted Kentucky flexibility under the No Child Left Behind (NCLB) Act. This flexibility allows Kentucky to use the Unbridled Learning model to report both state- and federal-level accountability measures.

In the spring of 2012, Kentucky public schools completed tests collectively named the Kentucky Performance Rating for Educational Progress (K-PREP) in five content areas: reading, mathematics, science, social studies and writing. At high school, four End-of-Course exams for Algebra II, English II, Biology and U.S. History are included. Individual student reports and student performance level definitions have been revised, but the terms remain the same. Students will still receive reports that place their performance in each content area into the categories of Novice, Apprentice, Proficient and Distinguished (NAPD). The Unbridled Learning accountability model also continues annual public reporting of disaggregated student data.

The next-generation Unbridled Learning accountability model includes student achievement growth measures, emphasis on college and career readiness, high school graduation rates, student achievement in the five content areas, and increased focus on the lowest-performing schools. Additionally, the new accountability model holds all schools and districts accountable for improving student performance and creates three performance classifications that determine consequences and guide interventions and supports. School and district classifications for 2011-12 are based on the following measures:

- **Achievement** (Content areas are reading, mathematics, science, social studies and writing.)
- **Gap** (percentage of proficient and distinguished) for the Non-Duplicated Gap Group for all five content areas
- **Growth** in reading and mathematics (percentage of students at typical or higher levels of growth)
- **College Readiness** as measured by the percentage of students meeting benchmarks in three content areas on EXPLORE at middle school and by ACT benchmarks, college placement tests and career measures at high school
- **Graduation Rate**, based on the Averaged Freshman Graduation Rate (AFGR)

For details, visit the Unbridled Learning page on the KDE website:

<http://education.ky.gov/comm/UL/Pages/default.aspx>

Table 1.

STATE PROFILE 2012
Overall and Component Scores

State Average	Overall ¹					
	55.2					
	Overall ¹	Achievement	Gap	Growth	College/Career Readiness ²	Graduation Rate
Elementary	57.3	69.6	40.5	60.5		
Middle	53.5	67.4	37.9	60.4	44.1	
High	54.8	56.7	28.8	58.5	51.8	77.8

Note:

¹The Overall Score is a calculation using a formula that weights each component.

²These figures represent point totals, rather than percentages. College/Career Readiness (CCR) includes the bonus calculation for accountability. The percent of CCR students is 47.2.

Table 2.

STATE PROFILE 2012

Achievement Performance Level Percentages by Content for ELEMENTARY

	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
Reading	26.3	25.7	31.4	16.6	48.0
Mathematics	21.2	38.3	30.4	10.0	40.4
Science	6.2	25.0	40.4	28.4	68.8
Social Studies	10.3	29.9	45.0	14.8	59.8
Writing On-Demand	18.8	49.6	29.7	2.0	31.7
Language Mechanics	23.6	27.3	22.2	26.9	49.1

Table 3.

STATE PROFILE 2012					
Achievement Performance Level Percentages by Content for MIDDLE					
	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
Reading	28.9	24.3	30.1	16.7	46.8
Mathematics	21.2	38.2	31.0	9.6	40.6
Science	10.8	27.5	44.1	17.7	61.8
Social Studies	10.4	31.1	40.1	18.5	58.6
Writing On-Demand	14.2	44.4	34.9	6.5	41.4
Language Mechanics	34.2	27.4	24.3	14.2	38.4

Table 4.

STATE PROFILE 2012					
Achievement Performance Level Percentages by Content for HIGH					
	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
Reading (EOC English II)	36.4	11.4	41.5	10.7	52.2
Mathematics (EOC Algebra II)	26.6	33.4	33.3	6.7	40.0
Science (EOC Biology)	24.8	44.9	23.8	6.5	30.3
Social Studies (EOC U.S. History)	37.4	23.2	26.4	13.1	39.5
Writing On-Demand	15.1	41.0	37.7	6.2	43.8
Language Mechanics*	20.5	28.7	25.7	25.1	50.7

NOTE: EOC stands for end-of-course.

* Language Mechanics results are from the PLAN (Usage/Mechanics subscore) administered at grade 10.

Table 5.

STATE PROFILE 2012 GAP Percent of Non-Duplicated Gap Group Students Scoring Proficient/Distinguished*						
	Reading	Mathematics	Science	Social Studies	Writing	Language Mechanics
Elementary	37.5	30.3	59.4	48.9	23.1	38.6
Middle	34.8	28.7	50.1	46.0	30.8	27.6
High	38.4	27.9	18.5	26.3	31.5	38.6

* Students who are members of one of the individual student groups (African American, Hispanic, American Indian or Alaska Native, students with disabilities, free/reduced-price meals and Limited English Proficient) are included in the non-duplicated gap group.

Table 6.

STATE PROFILE 2012 Percent of Students Showing Growth*			
	Reading	Mathematics	Reading and Mathematics Average
Elementary	60.5	60.4	60.5
Middle	60.4	60.4	60.4
High	59.0	57.9	58.5

* Includes students that make typical or higher growth annually.

Table 7.

STATE PROFILE 2012 COLLEGE/CAREER READINESS (CCR) Rate						
Number of Graduates Showing College/Career Readiness					Percentage of graduates (high school diploma or certificate of attainment) College- and/or Career-Ready	Accountability Points with Bonus ⁴
	Number of Graduates - Students with High School Diploma or Certificate of Attainment	College-Ready ¹	Career-Ready ²	College and Career Non-Duplicated Total Count ³		
High School	43,116	18,741	3,413	20,343	47.2%	51.8

Note:

¹The College-Ready indicator includes graduates who met the Kentucky Council on Postsecondary Education (CPE) Systemwide Benchmarks for Reading (20), English (18) and Mathematics (19) on any administration of the ACT. The College Placement Tests indicator includes students who passed a college placement test (Compass or KYOTE).

²The Career-Ready indicator includes graduates who met benchmarks for Career-Ready Academic (ASVAB or ACT WorkKeys) or Career-Ready Technical (KOSSA or received an Industry-Recognized Career Certificate). Graduates that have met both career-ready benchmarks are included in each respective column, which could result in the same student being counted in multiple columns.

³This total includes only individual graduates (non-duplicated) who received a high school diploma or certificate of attainment. Graduates with a diploma could have met both college-ready and career-ready benchmarks. Graduates with a certificate of attainment must have met the readiness standards on the Transition Attainment Record (TAR). This is not a total of the college-ready and career-ready columns.

⁴The Accountability Points with Bonus is calculated using the Percentage of Graduates (high school diploma or certificate of attainment) College- and/or Career-Ready AND a half-point bonus for graduates meeting College-Ready (ACT or COMPASS or KYOTE) AND Career-Ready Technical (KOSSA or Industry Certificates).

Table 8.

STATE PROFILE 2012 Graduation Rate*	
High School	77.8%

* Based on Averaged Freshman Graduation Rate (AFGR). AFGR data is lagged one year. For example, 2011 rates are for data collected in 2010; 2012 rates are for data collected in 2011.

Table 9.

STATE PROFILE 2012 Number of Schools by Classification*			
	Needs Improvement	Proficient	Distinguished
Elementary	507	149	77
Middle	232	65	36
High	160	46	24
Total	899	260	137

* Classification is based on Overall Score percentile rank in Kentucky:

Distinguished – Above 90th Percentile

Proficient – 70th to 89th Percentile

Needs Improvement – Below 70th Percentile

Table 10.

STATE PROFILE 2012 Number of Schools by Rewards and Assistance Category*				
	School of Distinction	Highest Performing School	Focus School	Priority School
Elementary	40	37	103	0
Middle	17	17	106	9
High	11	8	75	32
Total	68	62	284	41

* School rewards and assistance categories are:

“School of Distinction” means a high performing elementary, middle or high school that:

- meets its current year AMO starting in 2012-13, student participation rate and graduation rate goal
- has a graduation rate above 60 percent for the prior two years
- scores at the 95th percentile or higher on the overall score

“Highest Performing School” means an elementary, middle, or high school level that:

- meets its current year AMO starting in 2012-13, student participation rate and graduation rate goal
- has a graduation rate above 60 percent for the prior two years
- scores at the 90th percentile or higher on the overall score

“Focus School” means a school that has a non-duplicated student gap group score in the bottom ten percent of non-duplicated student gap groups scores for all elementary, middle and high schools; schools with an individual student subgroup within assessment grades by level with a score in the third standard deviation below the state average for all students; or high schools that have a graduation rate that has been less than 60 percent for two consecutive years.

“Priority School” means a school that has been identified as a “persistently low achieving (PLA)” school as defined by Kentucky Revised Statute KRS 160.346

Table 11.

STATE PROFILE 2012			
Number of Districts by Classification*			
	Needs Improvement	Proficient	Distinguished
District Classification	121	35	18

* Classification is based on Overall Score percentile rank in Kentucky:

Distinguished – Above 90th Percentile

Proficient – 70th to 89th Percentile

Needs Improvement – Below 70th Percentile

Table 12.

STATE PROFILE 2012			
Number of Districts by Rewards and Assistance Category*			
	District of Distinction	Highest Performing District	Focus District
District Category	9	9	17

* District rewards and assistance categories are:

“District of Distinction” means a high performing district that:

- meets its current year AMO starting in 2012-13, student participation rate and graduation rate goal
- has a graduation rate above 60 percent for the prior two years
- does not have a school categorized as a focus school or priority school
- scores at the 95th percentile or higher on the Overall Score

“Highest Performing District” means a district that:

- meets its current year AMO starting in 2012-13, student participation rate and graduation rate goal
- has a graduation rate above 60 percent for the prior two years
- scores at the 90th percentile or higher on the overall score, except that a district shall not qualify as high performing if any school in the district is categorized as a Focus school or Priority school

“Focus District” means a district that has a non-duplicated student gap group score in the bottom ten percent of non-duplicated student gap group scores for all districts.