

# Accountability Overview and Updates

JEFFERSON COUNTY BOARD OF EDUCATION

WORK SESSION – SEPTEMBER 28, 2015

# Agenda

- ▶ Overview of Accountability Model
- ▶ 2014-15 Accountability Changes
- ▶ 2015-16 Assessment Changes
- ▶ 2015-16 Accountability Changes

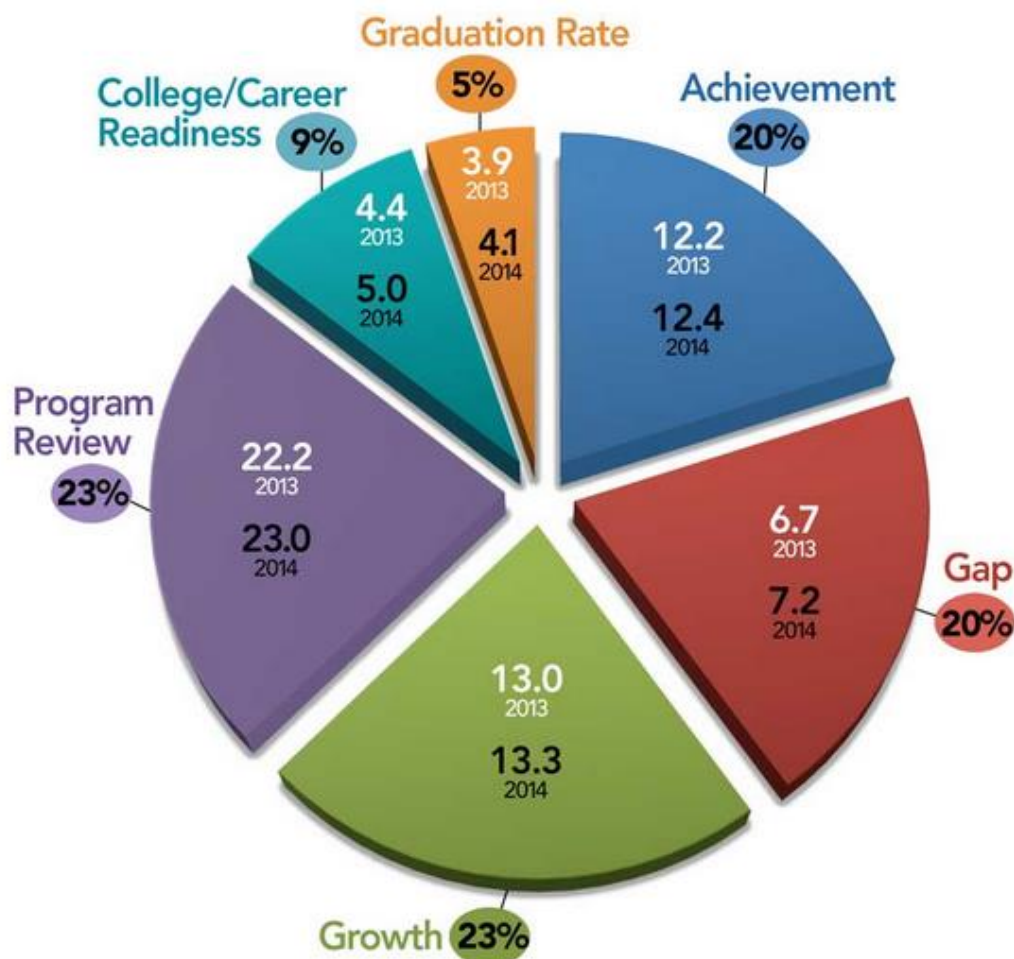
# Kentucky's Unbridled Learning Accountability Model

3

Components	Measures	Counts in 2014-15	Counts in 2015-16
Next-Generation Learners	Achievement, Gap, Growth, College/Career Readiness, Graduation Rate	<ul style="list-style-type: none"> <li>Part of Overall score (77%) used to determine percentile</li> <li>Determines if schools/districts make AMO</li> </ul>	<ul style="list-style-type: none"> <li>Part of Overall score (77%) used to determine percentile</li> <li>Determines if schools/districts make AMO (100%)</li> </ul>
Next-Generation Instructional Programs and Support	Program Reviews – <b>K-3</b> , Arts/Humanities, Practical Living/Vocational Studies, Writing, <b>World Language</b>	<ul style="list-style-type: none"> <li>Part of Overall score (23%) used to determine percentile</li> <li>Determines if schools/districts make AMO</li> </ul>	<ul style="list-style-type: none"> <li>Part of Overall score (23%) used to determine percentile</li> <li><b>Not used in AMO</b></li> </ul>
Next-Generation Professionals	PGES, Working Conditions (TELL)	<ul style="list-style-type: none"> <li>Not used in accountability model</li> </ul>	<ul style="list-style-type: none"> <li>Not used in accountability model</li> </ul>

# Accountability Model 2014-15: Next-Generation Learners + Program Review

4



## Achievement

For each of the five content areas of reading, mathematics, science, social studies, and writing, one point awarded for each percent of students scoring proficient or distinguished, ½ point awarded for each percent of students scoring apprentice, no points for novice students, ½ bonus point if there are more distinguished than novice students.

## Gap

For each of the five content areas, one point awarded for each percent of gap students scoring proficient or distinguished. The gap group is the unduplicated aggregate count of students in the following groups: African-American, Hispanic, Native American, Special Education, Free/Reduced Lunch, Limited English Proficient.

## Growth

One point awarded for each percent of students showing typical or high growth compared with their academic peers. Growth is reported for reading and mathematics in grades four through eight and at grade eleven.

## College/Career Readiness

Percentage of students who are ready for college and/or careers, based on test scores and certifications earned. It is measured by EXPLORE scores for middle school and by ACT benchmarks, college placement tests, and career measures for high school.

## Graduation Rate

The five-year adjusted cohort graduation rate is the number of students who graduate in five years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduation class.

## Program Reviews

Program reviews are conducted for the following areas: Arts and Humanities, Practical Living/Career Studies, Writing, K-3 and World Language (15-16). Reviews involve a systematic method of analyzing components of an instructional program, including curriculum and instruction, formative and summative assessments, professional development, and administrative support.

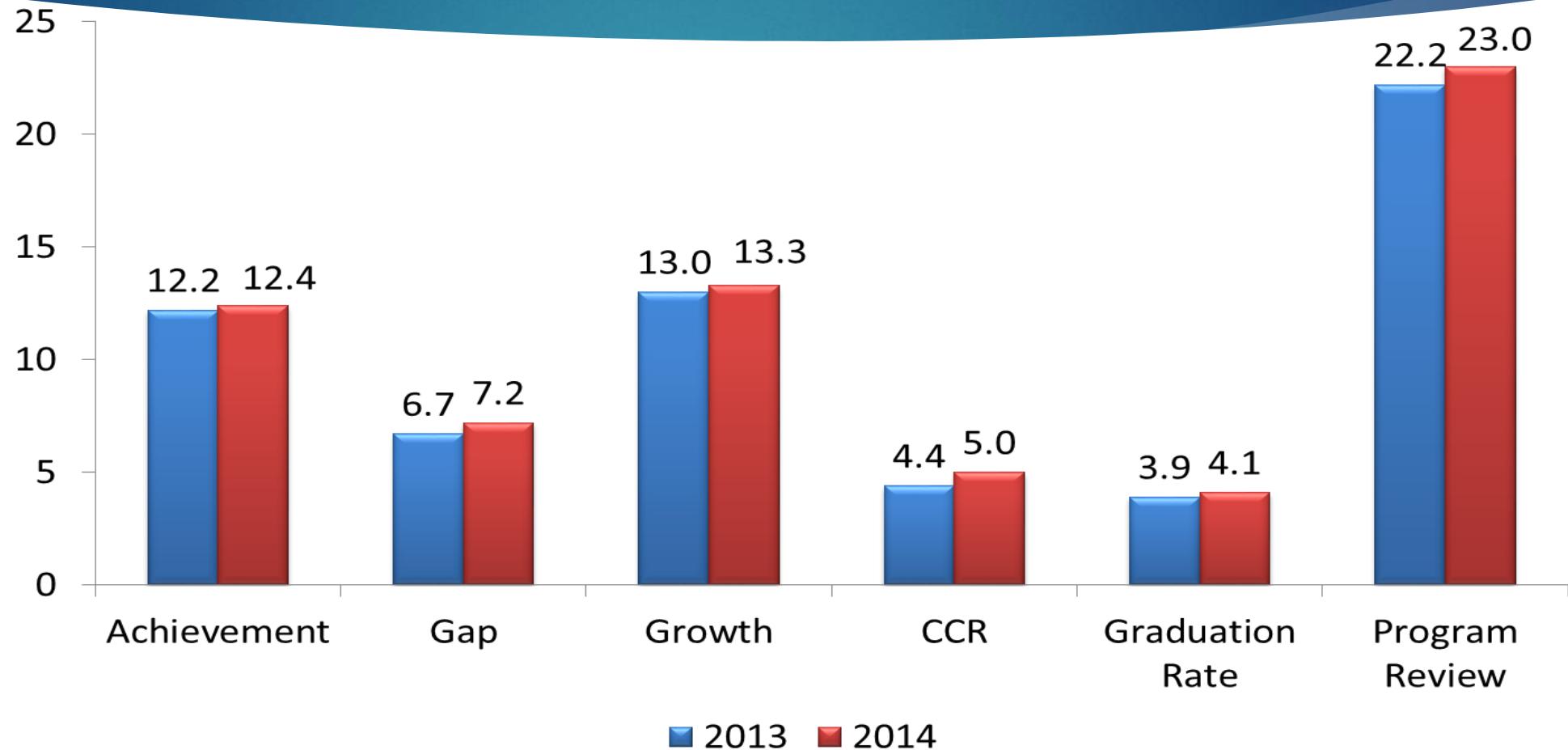
# Performance Measures for Next-Generation Learners

5

Grade Range	Achievement	Gap	Growth	College/ Career Readiness	Graduation Rate
Elementary	reading, mathematics, social studies and writing	reading, mathematics, social studies and writing	Reading and mathematics		
Middle	reading, mathematics, social studies and writing	reading, mathematics, social studies and writing	Reading and mathematics	College Readiness	
High	End-of-Course Tests* and on- demand writing	End-of-Course Tests* and on- demand writing	PLAN to ACT Reading and mathematics	College/ Career Readiness Rate	Cohort Model

\*English II, Algebra II, U.S. History, and Biology

# Unbridled Learning Accountability Model JCPS Results 2013 -2014



# Accountability Model

## Classifications

- ▶ Needs Improvement
- ▶ Proficient
- ▶ Distinguished
- ▶ Progressing

## Rewards/Assistance Categories

- ▶ High Performing School
- ▶ School of Distinction
- ▶ High Progress
- ▶ Priority
- ▶ Focus

# Accountability: Classifications and Labels

- Distinguished - 90th to 99th percentile
- Proficient - 70th to 89th percentile
- Needs Improvement - below the 70th percentile
- Progressing School/District has met its AMO, student participation rate, and graduation rate goal



# Accountability: Rewards Categories

Category	Percentile	Met AMO	Met Participation Rate	Met Graduation Rate Goal	Graduation Rate	Notes
School/ District of Distinction	95 <sup>th</sup> – 99 <sup>th</sup>	Yes	Yes	Yes	Above 60 for 2 prior years	Districts cannot have a school labeled as Priority or Focus.
High Performing School/ District	90 <sup>th</sup> – 94 <sup>th</sup>	Yes	Yes	Yes	Above 60 for 2 prior years	Districts cannot have a school labeled as Priority or Focus.
High Progress School/ District		Yes	Yes	Yes	Above 60 for 2 prior years	Top 10% of improvement
Progressing School/ District		Yes	Yes	Yes		

# Accountability: Assistance Categories

## Priority

- ▶ Priority School is a school that was identified as a Persistently Low Achieving (PLA) school.

## Focus

- ▶ Lowest 10% in overall gap group or
- ▶ meets third standard deviation model for a single gap group or
- ▶ has graduation rate below 60% for two consecutive years

New focus and priority schools will be added to replace schools that exit

# Data Work after 2014 Reporting: Setting New Baseline and AMO Goals

- ▶ In March 2015, OAA removed science from elementary, middle school and alternate assessment scores at all levels from 2013-14 Next-Generation Learners and added K-3 to elementary program review
- ▶ The 13-14 overall scores, 14-15 AMO targets and percentile distribution changed.
- ▶ The 2015 locked cut scores were set after adjusting the Next Generation learners and program reviews and using the percentile cuts (i.e. 70<sup>th</sup> percentile = proficient)

# Data Work after 2014 Reporting: Setting New Baseline and AMO Goals

- ▶ Percentiles for combined overall score (learners and program reviews) were set and locked by level and district in March 2015 to provide a target for fall 2015 reporting

Type	Level	Proficient	Distinguished	School of Distinction
School	Elementary Overall Score	67.2	72.8	76
School	Middle Overall Score	65.8	70.2	72.5
School	High Overall Score	70.2	75.4	77.7
District	District Overall Score	66.2	70.5	71.9

# Assessment Changes for 2015-16

## ► **Science**

- Continue to take norm-reference test at grades 4 & 7, but not included in accountability
- Continue to take End of Course Biology exam and include in accountability at high school level

## ► **Compass**

- Continue current eCompass system for 2015-16; discuss future plans after phase out

## ► **Online Systems**

- End-of-Course (new system from ACT – Pacific Metrics)
- ACT Online – pilot state testing grade 11
- ACCESS 2.0 for English Language Learners
- KPREP (grades 3-8) text reader online for students with read aloud accommodations

## ► **EXPLORE/PLAN**

- Statewide administration for fall 2015 cancelled

# Accountability without Explore/Plan 2015-16

- ▶ Growth: Plan-to-ACT data lagged one year
  - ▶ Plan data from Fall 2014 will be reported in Fall 2016
- ▶ Still in Discussion
  - ▶ College Readiness at middle school (K-PREP)
  - ▶ Writing/Editing at high school
- ▶ When components of data are unavailable, the weight of the missing piece is distributed across remaining pieces of the system.

# Changes to Accountability Regulations

- ▶ Revised regulations define changes to the system for 2015-16
  - ▶ 703 KAR 5:200 (Learners)
  - ▶ 703 KAR 5:225 (Recognition, Supports and Consequences)
  - ▶ 703 KAR 5:240 (Procedures and Guidelines)
- ▶ First reflected in fall 2016 reporting
- ▶ Increased attention to novice reduction

# 703 KAR 5:200 Next-Generation Learners 2015-16

- ▶ Achievement – Unchanged
- ▶ Gap (equally uses two calculations)
  1. Non-duplicated gap group percentage scoring Proficient and Distinguished in all content area tests
  2. Annual novice reduction targets in reading and mathematics for individual student groups and non-duplicated gap group; Points awarded based on percent of target met



# 703 KAR 5:200 Next-Generation Learners 2015-16

- ▶ Growth (equally uses two calculations)
  1. Student growth percentile in Reading and Mathematics
  2. Categorical growth model sums the number of students moving from a student performance level (NAPD) to a higher level and the number remaining at proficient and distinguished, divided by total number of students

# 703 KAR 5:200 Next-Generation Learners 2015-16

18

- ▶ Readiness – Calculation unchanged in regulation; however, no Grade 8 Explore test
- ▶ Graduation Rate – Adjusted Cohort

## 703 KAR 5:225 School and District Accountability, Recognition, Support and Consequences 2015-16

19

- ▶ Annual Measurable Objective (AMO) is calculated from the total score of the Next Generation Learner's component only.
- ▶ Graduation Rate is increased from 60 to 80.
- ▶ Priority Schools: have an overall score in the bottom 5% of overall scores by level for all schools that have failed to meet the AMO for the last three consecutive years

# 703 KAR 5:225 School and District Accountability, Recognition, Support and Consequences (cont.)

20

## Focus Schools:

- ▶ cannot be named a School of Distinction.
- ▶ will be based on two years of data except for new and reconfigured schools (which will use 1 year)
- ▶ 3rd Standard Deviation model is replaced with a lowest 5% model in each individual gap group by subject.

## 703 KAR 5:240--Accountability Administrative Procedures and Guidelines 2015-16

- ▶ **Early Graduates** Exempt from 100-Day Rule – Early Graduates will count in the school's accountability calculations.
- ▶ **Alternative School Track Back** – Direct placements will go to the district accountability rather than the school.

# Entering/Exiting *Focus* Status (2014-15)

## Enter

- gap group score in the bottom 10% of gap group scores
- individual student subgroup by level with a score in the third standard deviation below the state average for all students
- graduation rate less than 60 percent for two consecutive years
- Districts - gap group score in the bottom 10% of gap group scores for all districts

## Exit

- Increase the score(s) that originally classified the school as a Focus Schools
  - gap group score above lowest 10%
  - Individual subgroup(s) score above 1/3 standard deviation
  - graduation rate higher than 70%
- Show Improvement
- Meet AMO for two years in a row
- Districts - gap group above the lowest 10%

# Entering/Exiting *Priority* Status (2014-2015)

## Enter

- ▶ Overall score is in the bottom 5% by level
- ▶ School has not met their AMO for the last three consecutive years

## Exit

- ▶ Meet AMO for three consecutive years
- ▶ The school's overall score must be above the bottom 5% of overall scores by level
- ▶ Have a graduation rate above 70% (80% for 2015-2016 for three consecutive years)

# Next Generation Professionals

- ▶ Kentucky Board of Education, in August, voted to not include Professionals in the accountability model in 2015-16.
- ▶ KBE plans to revisit the issue again next year.



**UNBRIDLED LEARNING ACCOUNTABILITY SYSTEM  
INCREASING THE EMPHASIS ON NOVICE REDUCTION**

Fall 2015 Reporting of 2014-15 Data				Fall 2016 Reporting of 2015-16 Data**			
Weights of Categories by Grade Level			Next-Generation Learners 77%	Weights of Categories by Grade Level			Next-Generation Learners 77%
E	M	H	Component Categories	E	M	H	Component Categories
30	28	20	<b>Achievement</b> <i>Student performance (Novice, Apprentice, Proficient and Distinguished (NAPD)) on content area tests (Reading, Mathematics, Science*, Social Studies, Writing).</i> <i>*Science in accountability limited to allow for implementation of revised standards and assessment, EOC Biology included.</i>	33.3	28	20	<b>Achievement</b> Calculation is unchanged. Novice students earn no points in calculation. <i>*Science in accountability limited to allow for implementation of revised standards and assessment, EOC Biology included.</i>
30	28	20	<b>Gap</b> <i>Non-duplicated gap group percentage scoring Proficient and Distinguished in all content area tests</i>  <i>Non-duplicated gap group is aggregate of students in demographic categories (African American, Hispanic, American Indian, Limited English proficiency, students in poverty (free/reduced lunch) and students with disabilities)</i>	33.3	28	20	<b>Gap (equally uses two calculations)</b> 1. <i>Non-duplicated gap group percentage scoring Proficient and Distinguished in all content area tests</i> 2. <i>Annual novice reduction targets in reading and mathematics for individual student groups (African American, Hispanic, American Indian, Limited English proficiency, students in poverty (free/reduced lunch), students with disabilities) and non-duplicated gap group; Points awarded based on percent of target met</i>
40	28	20	<b>Growth</b> <i>Student growth percentile in Reading and Mathematics</i>	33.3	28	20	<b>Growth (equally uses two calculations)</b> <i>Both calculations in reading and mathematics</i> 1. <i>Student growth percentile</i> 2. <i>Categorical growth model sums the number of students moving from a student performance level (NAPD) to a higher level, the number remaining at proficient and distinguished divided by total number of students</i>
	16	20	<b>Readiness</b> <i>College and career measures of evidence reported at middle and high school</i>		16	20	<b>Readiness</b> Calculation is unchanged. <i>No Grade 8 ACT Explore testing.</i>
		20	<b>Graduation Rate</b> <i>Adjusted Cohort</i>			20	<b>Graduation Rate</b> <i>Adjusted Cohort</i>
Equal for number of PRs by level E: 4, M:3, H:3			<b>Next-Generation Instructional Programs and Support (Program Reviews) 23%</b> <i>Writing, Arts &amp; Humanities, Practical Living/Career Studies, and K-3 (elementary only)</i>	Equal for PRs by level E: 4, M:3, H:4			<b>Next-Generation Instructional Programs and Support (Program Reviews) 23%</b> <i>Writing, Arts &amp; Humanities, Practical Living/Career Studies, K-3 (elementary only) , and World Language (high school only 2016)</i>

\*\* The Fall 2016 reporting is shown without the Professionals component. The Kentucky Board of Education will discuss measures to generate the Professionals component of the accountability system at its August 2015 meeting.

# Questions