

KENTUCKY DEPARTMENT OF EDUCATION

STAFF NOTE

Review Item:

Assessment and accountability results update

Applicable Statute or Regulation:

KRS 158.6451, KRS 158.6453; 703 KAR 5:200, Next-Generation Learners; 703 KAR 5:225, School and district accountability, recognition, support and consequences; 703 KAR 5:240, Accountability Definitions and Procedures

History/Background:

Existing Policy. KRS 158.6451 (Senate Bill 1), passed by the 2009 Kentucky General Assembly, established multiple assessment requirements and charged the Kentucky Board of Education (KBE) to create a new accountability system to classify districts and schools. With the guidance and approval of the KBE, the accountability model, Unbridled Learning: College- and Career-Readiness for All, offers a balanced approach organized around the KBE's four strategic priorities of next-generation learners, professionals, support systems and schools/districts. The model incorporates the federal requirements of the U.S. Department of Education's (USED) Elementary and Secondary Education Act (ESEA) Waiver approved in March 2015.

The fourth year of the accountability model is being reported in fall 2015 with the release of the 2014-15 accountability scores. Department staff will summarize the 2014-15 results at the October 6 meeting as well as clarify how the system works and the elements of the system. Once the scores are released, the briefing packet will be included as an attachment.

Next-Generation Learners is seventy-seven percent (77%) of the model. The Learners component reports individual student assessment results from required and optional tests aggregated into the categories of achievement, gap, growth, college- and career-readiness and graduation rate. Twenty-three percent (23%) of the model is generated from Program Reviews (PR) in the areas of arts and humanities, practical living/career studies, writing and K-3. PR results are derived from school staff applying a rubric to evaluate school programs. Scores are entered by the school electronically and submitted by districts.

The model combines Next-Generation Learners and Program Reviews into an overall score. This overall score places schools and districts in the accountability classification of Distinguished, Proficient or Needs Improvement. The model reports whether schools and districts reach the improvement goal called the Annual Measurable Objective (AMO). For schools or districts at Proficient and Distinguished, they must improve annually by a half-point (.5) on the overall score while those below Proficient must improve by a point (1). Additionally, the model reports participation rate, graduation rate, and labels that indicate rewards and assistance status.

The combined overall score determines which of the three accountability classifications are applied to a school or district. Kentucky used a percentile rank process in 2012-13 to establish the cut scores needed for each classification. Kentucky ordered the overall scores by level (i.e., elementary, middle and high) and districts from highest to lowest to create a percentile rank. The overall score that aligned to the 70th percentile became the overall score required for Proficient. The 70th percentile is the point on the rank where 30 percent of schools/districts scored above and 70 percent of the schools/districts scored at or below. The overall scores aligned to the 90th and 95th percentiles set the overall scores required for Distinguished and the label of School/District of Distinction respectively. The percentiles and aligned overall scores are locked to allow schools and districts to have a specific overall score target and the opportunity to reach the proficient or distinguished cut score. The original plan for the system was to lock the target for five years at a time.

The assessment and accountability system has continued to evolve with new pieces entering and leaving the system. The Office of Assessment and Accountability (OAA) modifies the baseline or starting point for the next year's reporting to reflect any annual changes in the system. This provides schools and districts a consistent starting point and their individual improvement targets.

In March 2015, OAA removed science from elementary, middle school and alternate assessment scores at all levels from the 2013-14 Next-Generation Learners and added K-3 to the elementary Program Review to create a new 2013-14 baseline of Combined Overall Scores and 2014-15 AMO goals for fall 2015 reporting. The new baselines and AMOs reflect changes to the system and use the percentile lock from 2012-13. A spreadsheet with baselines and AMOs was sent to DACs and is posted on the KDE Open House website, under the Supplemental Data section and Accountability tab at: <http://openhouse.education.ky.gov/Data>. Percentile in Kentucky reported in the School Report Card reflects how schools and districts perform compared to the locked percentile generated originally in 2012-13. Current and prior year comparisons of school and district performance are available in Open House as described above.

Impact on Getting to Proficiency:

The Unbridled Learning: College- and Career-Readiness for All accountability model establishes how schools and districts are held responsible for ensuring Kentucky's students are proficient and prepared for success. The reporting rules and processes ensure that the performance of students, schools and districts in Kentucky's public schools are consistently measured and reported.

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Interim Commissioner of Education

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