

BRIEFING PACKET STATE RELEASE

Unbridled Learning:
College/Career-Readiness for All
2014-15 Results



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KENTUCKY DEPARTMENT OF EDUCATION
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INTRODUCTION

As required by Senate Bill 1 (2009), the Kentucky Board of Education (KBE) developed a balanced accountability model, Unbridled Learning: College/Career-Readiness for All. The model took effect in the 2011-12 school year. It incorporates all aspects of school and district work and is organized around the KBE's strategic priorities: Next-Generation Learners, Next-Generation Professionals, Next-Generation Instructional Programs and Support Systems. The first two years of reporting include Next-Generation Learners; 2013-14 included Next-Generation Learners and Next-Generation Instructional Programs and Support Systems (Program Reviews). Next-Generation Professionals and additional Program Review areas are scheduled to enter the model in future years. All data for the assessment and accountability system are publicly available in the [Kentucky School Report Card](http://applications.education.ky.gov/SRC/Default.aspx) (<http://applications.education.ky.gov/SRC/Default.aspx>) on the Kentucky Department of Education (KDE) website.

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

Starting in spring of 2012, Kentucky public school students in grades 3-8 completed tests collectively named the Kentucky Performance Rating for Educational Progress (K-PREP), in five content areas: reading, mathematics, science, social studies and writing. With the exception of reading and mathematics, not all subjects are tested at every grade. In addition, students (primarily at the high school level) complete End-of-Course exams in Algebra II, English II, Biology and U.S. History. High school students also complete a writing test and language mechanics test (part of ACT Plan) in grade 10 and a writing test in grade 11. Students 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 includes annual public reporting of student performance disaggregated by various student groups.

The Next-Generation Learners portion of the Unbridled Learning Accountability Model includes student achievement growth measures with emphasis on college- and career-readiness, high school graduation rates, student achievement in the five content areas, and increased focus on closing achievement gaps. Additionally, the accountability model holds all schools and districts accountable for improving student performance and providing quality learning opportunities in a variety of program areas (Program Reviews). Schools, districts and the state are placed in one of three performance classifications: Distinguished, Proficient or Needs Improvement. Based on their classifications and overall scores, schools and districts are placed in categories for the determination of recognition, support and consequences.

WHAT'S NEW FOR 2014-15

1. Science scores in elementary and middle schools and alternate assessments at all levels are not included in the Next-Generation Learners component to allow for implementation of new standards.
2. Kindergarten-3 (K-3) Program Review scores are included in elementary school (where applicable) in addition to Arts and Humanities, Practical Living and Career Studies and Writing.

Note: The 2014 data in the 2015 School Report Card has been updated based on data review changes made after the 2014 public release in addition to the changes listed in "What's New for 2014-15" above.

2015 UNBRIDLED LEARNING HIGHLIGHTS

Achievement

The 2015 percentage of students scoring proficient or distinguished shows from single to double digit gains in most subjects at most grade levels from the time the current assessment and accountability model was first used four years ago.

Graduation Rate

The 2015 four-year cohort graduation rate is 87.9. This increased from the 2014 four-year cohort graduation rate of 87.5. The five-year adjusted cohort rate increased from 88.0 in 2014 to 88.9 in 2015.

College/Career-Readiness

The percentage of graduates (high school diploma or alternate high school diploma) leaving high school college- and/or career-ready increased from 62.5 in 2014 to 66.8 in 2015. The number of college-ready students increased by 1,361 while the number of career-ready students increased by 1,242 from 2014 to 2015.

Overall Scores

The 2015 State Overall Score increased from 64.3 to 68.7, which exceeded the state goal of 65.3. Overall scores increased consistently at elementary (64.2 to 68.7), middle (62.0 to 66.0) and high (66.8 to 71.3) school levels.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is based on the improvement of the Overall Score. For 2015, the goal was a one point improvement. Collectively, high schools exceeded the AMO. 373 elementary schools (52.4%) met their AMO, 129 middle schools (39.4%) and 168 high schools (73.7%) met their AMO.

Classification

The number of distinguished elementary schools increased from 162 in 2014 to 188 in 2015, middle schools increased from 69 in 2014 to 75 in 2015 and high schools increased from 59 in 2014 to 92 in 2015.

The total number of distinguished schools increased from 290 in 2014 to 355 in 2015.

The number of distinguished districts increased from 40 in 2014 to 47 in 2015.

Rewards/Assistance Categories

The number of elementary schools labeled as a School of Distinction (95th percentile and above) increased from 69 to 74 in 2015. There are 65 High-Performing Schools (90th-94th percentile), 124 Schools of Distinction and 128 High-Progress Schools. There are 2 High Performing Districts and 5 Districts of Distinction.

The number of priority schools decreased from 36 in 2014 to 29 in 2015. Ten schools met the criteria for exiting priority status:

- Bryan Station High School, Fayette County
- Greenup County High School, Greenup County
- Waggener High School, Jefferson County
- Knox Central High School, Knox County
- Lawrence County High School, Lawrence County
- Lee County High School, Lee County
- Lincoln County High School, Lincoln County
- Newport High School, Newport Independent
- Perry County Central High School, Perry County
- Trimble County High School, Trimble County

Three schools, all in Jefferson County, entered Priority status.

- Byck Elementary
- Roosevelt Perry Elementary
- Moore Traditional School

Priority schools receive resources and are assigned education recovery staff from the state to assist them in their turnaround efforts. Two Priority schools performing at the Distinguished level (Pulaski County High School and Franklin-Simpson High School) are reported as a Priority School (Monitoring Only). To exit priority status, the school or district shall:

- Meet AMO goals for three consecutive years;
- No longer be identified by the applicable percent calculation of being in the lowest five percent; and
- Score at or above a 70 percent graduation rate for three consecutive years.

K-PREP ASSESSMENTS

The K-PREP assessments are administered to students in grades 3-8, with a writing assessment at grades 10 and 11.

Table 1

Number of Students Tested by Grade¹				
	2012	2013	2014	2015
3rd Grade	50,974	50,919	50,606	51,440
4th Grade	49,835	50,360	50,358	49,967
5th Grade	51,297	49,782	50,320	50,201
6th Grade	50,902	51,161	49,614	50,009
7th Grade	49,930	50,815	50,880	49,478
8th Grade	49,797	49,797	50,573	50,769
10th Grade – Writing	48,035	47,430	49,008	49,124
11th Grade – Writing	44,276	43,940	44,506	45,676
Total	395,046	394,204	395,867	396,664

¹ K-PREP is administered to all students in grades 3-8, 10-11.

Students are required to take ACT QualityCore® end-of-course assessments in state-determined content areas. The assessments are administered to students upon completion of the coursework. Student performance on the assessments becomes part of the student’s course grade and also is part of school/district Unbridled Learning accountability results.

Table 2

Number of End-of-Course Students Tested				
	2012	2013	2014	2015
English II	47,876	47,407	48,663	49,760
Algebra II	40,628	44,117	44,852	46,755
Biology	45,744	46,067	47,043	47,295
U. S. History	43,502	42,888	43,783	46,155

Student Performance

The percentage of students performing at the proficient/distinguished level on K-PREP tests is used for calculating various components of the Next-Generation Learners portion of the accountability model. The goal is to move all students to a higher performance category and ultimately to the proficient performance level or above on K-PREP tests.

Table 3

Percentage of Students Performing at Proficient/Distinguished Levels				
	Year	Elementary	Middle	High
Reading	2012	48.0	46.8	52.2
	2013	47.8	51.1	55.8
	2014	54.7	53.2	55.4
	2015	54.2	53.8	56.7
Mathematics	2012	40.4	40.6	40.0
	2013	43.9	40.7	36.0
	2014	49.2	44.8	37.9
	2015	48.8	42.8	38.1
Science¹	2012	68.8	61.8	30.3
	2013	68.5	61.2	36.3
	2014	71.3	64.2	39.8
	2015	n/a ²	n/a ²	39.6
Social Studies	2012	59.8	58.6	39.5
	2013	59.3	59.2	51.3
	2014	58.2	59.4	58.0
	2015	60.6	58.6	56.8
Writing On-Demand	2012	31.7	41.4	43.9
	2013	35.7	43.4	48.2
	2014	38.7	43.7	43.3
	2015	43.8	39.2	50.0
Language Mechanics	2012	49.1	38.4	50.7
	2013	53.7	43.8	51.4
	2014	51.8	40.3	49.9
	2015	55.6	46.1	51.6

¹ Science scores for elementary and middle school students and those taking the Alternate Assessment at the elementary, middle and high school levels are not included in accountability.

² Elementary and middle school students were tested with the Science Stanford 10 norm-referenced test only. A performance level is not assigned and science scores are not part of accountability at these levels.

Table 4

Achievement Performance Level Percentages by Content for ELEMENTARY						
	Year	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
Reading	2012	26.3	25.7	31.4	16.6	48.0
	2013	25.4	26.7	32.9	15.0	47.8
	2014	20.9	24.5	35.0	19.7	54.7
	2015	19.6	26.2	37.3	16.9	54.2
Mathematics	2012	21.2	38.3	30.4	10.0	40.4
	2013	20.6	35.5	31.2	12.7	43.9
	2014	17.3	33.6	34.2	15.0	49.2
	2015	18.2	33.0	32.7	16.2	48.8
Science	2012	6.2	25.0	40.4	28.4	68.8
	2013	7.5	24.1	40.8	27.7	68.5
	2014	7.8	20.8	40.5	30.9	71.3
	2015	n/a ¹	n/a ²	n/a ²	n/a ¹	n/a ¹
Social Studies	2012	10.3	29.9	45.0	14.8	59.8
	2013	9.3	31.4	46.7	12.6	59.3
	2014	11.7	30.1	43.5	14.7	58.2
	2015	9.1	30.2	46.7	13.9	60.6
Writing On-Demand	2012	18.8	49.6	29.7	2.0	31.7
	2013	18.9	45.4	32.6	3.1	35.7
	2014	17.5	43.8	35.0	3.8	38.7
	2015	12.8	43.4	40.0	3.8	43.8
Language Mechanics	2012	23.5	27.3	22.2	26.9	49.1
	2013	21.7	24.5	28.0	25.7	53.7
	2014	21.3	26.9	23.2	28.6	51.8
	2015	20.6	23.8	28.2	27.4	55.6

¹ Science scores for elementary students and those taking the Alternate Assessment at the elementary level are not included in accountability.

² Elementary students were tested with the Science Stanford 10 norm-referenced test only. A performance level is not assigned and scores are not part of accountability.

Table 5

Achievement Performance Level Percentages by Content for MIDDLE						
	Year	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
Reading	2012	28.9	24.3	30.1	16.7	46.8
	2013	25.0	23.9	35.0	16.1	51.1
	2014	21.3	25.5	38.0	15.1	53.2
	2015	21.1	25.1	37.2	16.7	53.8
Mathematics	2012	21.2	38.2	31.0	9.6	40.6
	2013	16.7	42.6	32.4	8.3	40.7
	2014	16.8	38.3	33.2	11.6	44.8
	2015	16.1	41.1	32.4	10.4	42.8
Science	2012	10.8	27.5	44.1	17.7	61.8
	2013	9.9	28.8	42.1	19.1	61.2
	2014	10.8	25.0	44.8	19.4	64.2
	2015	n/a ¹	n/a ²	n/a ²	n/a ¹	n/a ¹
Social Studies	2012	10.4	31.1	40.1	18.5	58.6
	2013	9.9	30.9	45.0	14.3	59.2
	2014	9.3	31.2	42.6	16.8	59.4
	2015	11.2	30.3	44.1	14.4	58.6
Writing On-Demand	2012	14.2	44.4	34.9	6.5	41.4
	2013	13.2	43.4	36.4	6.9	43.4
	2014	14.4	42.0	36.5	7.2	43.7
	2015	14.3	46.5	33.4	5.8	39.2
Language Mechanics	2012	34.2	27.4	24.3	14.2	38.4
	2013	32.9	23.2	21.0	22.8	43.8
	2014	32.7	27.0	24.7	15.6	40.3
	2015	31.1	22.7	20.9	25.2	46.1

¹ Science scores for middle school students and those taking the Alternate Assessment at the middle school level are not included in accountability.

² Middle school students were tested with the Science Stanford 10 norm-referenced test only. A performance level is not assigned and scores are not part of accountability.

Table 6

Achievement Performance Level Percentages by Content for HIGH						
	Year	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
Reading (EOC English II)	2012	36.4	11.4	41.5	10.7	52.2
	2013	33.9	10.3	45.2	10.6	55.8
	2014	33.5	11.1	41.5	13.9	55.4
	2015	34.1	9.2	44.1	12.6	56.7
Mathematics (EOC Algebra II)	2012	26.6	33.4	33.3	6.7	40.0
	2013	24.8	39.2	27.6	8.4	36.0
	2014	24.3	37.8	27.9	10.0	37.9
	2015	23.6	38.3	29.9	8.2	38.1
Science ¹ (EOC Biology)	2012	24.8	44.9	23.8	6.5	30.3
	2013	20.2	43.5	28.2	8.1	36.3
	2014	21.0	39.3	32.3	7.5	39.8
	2015	20.6	39.7	31.0	8.6	39.6
Social Studies (EOC U.S. History)	2012	37.4	23.2	26.4	13.1	39.5
	2013	31.8	16.9	35.5	15.8	51.3
	2014	24.6	17.3	46.2	11.8	58.0
	2015	27.1	16.1	42.8	14.0	56.8
Writing On-Demand	2012	15.1	41.0	37.7	6.2	43.9
	2013	10.5	41.3	41.7	6.4	48.2
	2014	13.5	43.2	37.6	5.7	43.3
	2015	11.4	38.7	41.8	8.2	50.0
Language Mechanics ²	2012	20.5	28.7	25.7	25.1	50.7
	2013	17.8	30.8	29.2	22.2	51.4
	2014	17.3	32.9	27.0	22.9	49.9
	2015	22.9	25.6	25.6	25.9	51.6

NOTE: EOC stands for End-of-Course.

¹ Alternate Assessment Science scores are not included at the high school level.

² Language Mechanics results are from the ACT Plan (Usage/Mechanics subscore) administered at grade 10.

Gap

Kentucky’s goal is 100 percent proficiency for all students. The distance from that goal or gap is measured by creating a student Gap Group – an overall count of student groups that have historically had achievement gaps.

Table 7

GAP							
Percentage of Non-Duplicated Gap Group Students Scoring Proficient/Distinguished¹							
	Year	Reading	Mathematics	Science	Social Studies	Writing	Language Mechanics
Elementary	2012	37.5	30.3	59.4	48.9	23.1	38.6
	2013	37.7	33.8	59.5	49.1	27.4	43.0
	2014	45.1	39.1	62.9	47.7	29.7	42.2
	2015	44.5	38.9	n/a ²	50.4	34.5	45.6
Middle	2012	34.8	28.7	50.1	46.0	30.8	27.6
	2013	39.5	29.0	50.2	47.4	33.5	32.8
	2014	42.2	33.0	53.5	47.5	34.1	29.9
	2015	42.8	31.3	n/a ²	47.2	29.4	35.0
High	2012	38.4	27.9	18.5	26.3	31.6	38.6
	2013	42.7	26.3	23.9	38.7	36.1	39.0
	2014	42.3	27.3	27.0	45.6	31.8	37.4
	2015	43.9	27.4	27.1	44.9	38.0	38.9

¹ 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 Proficiency) are included in the non-duplicated gap group.

² Elementary and middle school students were tested with the Science Stanford 10 norm-referenced test only. A performance level is not assigned and scores are not part of accountability.

Growth

The growth category uses a Student Growth Percentile (SGP), comparing an individual student’s score to the student’s academic peers. It recognizes schools and districts for the percentage of students showing typical or higher levels of growth in reading and mathematics. For elementary and middle schools, growth is based on annual reading and mathematics tests in grades 3-8. At high school, the same model of recognizing student performance uses the ACT Plan (grade 10) and ACT (grade 11) average scale scores in reading and mathematics for comparison. Points are awarded for the percentage of students showing typical or higher growth, which is defined as being at the 40th percentile.

The SGP model is based on a normative distribution of academic peer group. Since the SGP model uses a normative distribution, statewide, the percentage of students scoring at the typical or higher level will be consistent from year to year at approximately 60 percent. At the individual school level, the percent of students scoring at typical or higher level range from 23 percent to 90 percent.

Table 8

Percentage of Students Showing Growth¹			
	2015		
	Reading	Mathematics	Reading and Mathematics Average
Elementary	59.5	59.9	59.8
Middle	59.8	60.0	59.9
High	58.0	56.2	57.1

¹ Includes students that make typical or higher growth annually

Graduation Rate

For the Unbridled Learning Accountability Model, a graduation rate for each high school and district that contains one or more high schools is reported annually.

Starting in 2012-13, Kentucky moved to a Four-year Adjusted Cohort Graduation Rate which more accurately reflects the percentage of students who graduate and allows for comparison across states. The Four-year Adjusted Cohort Graduation Rate is used to determine whether a school/district met its Graduation Rate goal. In 2013-14, Kentucky began calculating a Five-year Adjusted Cohort Graduation Rate that is used as the Graduation Rate component (20 percent of high school) of Next-Generation Learners. It is calculated the same way as the Four-year Adjusted Cohort Graduation Rate with the addition of one year.

The Four-year Adjusted Cohort Graduation Rate formula is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade, students who are entering that grade for the first time form a cohort that is subsequently “adjusted” by adding any students who transfer into the cohort later during the 9th grade and the next three years and subtracting any students who transfer out of the cohort to a legitimate educational setting or situation (e.g., transfer to an out-of-state school, enroll in a private school, emigrate to another country, or student death).

Table 9

Graduation Rate			
	Year	Four-year Adjusted Cohort	Five-year Adjusted Cohort
High School	2013	86.1	n/a
	2014	87.5	88.0
	2015	87.9	88.9

College/Career-Readiness

The cornerstone of the Unbridled Learning Accountability Model is college- and career-readiness. This rate shows the percentage of Kentucky public high school graduates who are considered ready for college or careers.

Table 10

College/Career-Readiness (CCR) Rate						
Year	Number of Graduates ¹	College-Ready ²	Career-Ready ³	College and Career Non-Duplicated Total Count ⁴	Percentage of Graduates ¹ (College- and/or Career-Ready)	Accountability Points with Bonus ⁵
2012	43,121	18,766	3,429	20,366	47.2%	51.9
2013	43,879	21,673	5,158	23,756	54.1%	60.8
2014	43,722	24,322	7,865	27,308	62.5%	72.4
2015	43,942	25,683	9,107	29,332	66.8%	78.9

¹ Number of Graduates and Percentage of Graduates include those who earn a high school diploma or alternate high school diploma

² The College-Ready indicator includes graduates who met the Kentucky 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 ACT Compass or Kentucky Online Testing (KYOTE).

³ The Career-Ready indicator includes graduates who met benchmarks for Career-Ready Academic on Armed Services Vocational Aptitude Battery (ASVAB) or ACT WorkKeys, and Career-Ready Technical on Kentucky Occupational Skills Standards Assessment (KOSSA), or received an Industry-Recognized Career Certificate.

⁴ This is not a sum of the college-ready and career-ready columns. This total includes only individual graduates (non-duplicated) who received a high school diploma or alternate high school diploma. Graduates with a diploma could have met both college-ready and career-ready benchmarks. Graduates with an alternate high school diploma must have met the readiness standards on the Alternate K-PREP assessment Transition Attainment Record (TAR).

⁵ The Accountability Points with Bonus column is calculated using the percentage of graduates (high school diploma or alternate high school diploma) College- and/or Career-Ready AND a half-point bonus for graduates meeting College-Ready (ACT, ACT Compass or KYOTE) AND Career-Ready Technical (KOSSA or Industry Certificates).

DETERMINING COMPONENT ACCOUNTABILITY SCORES

For Next-Generation Learners, point totals from the five components are reported and then weighted to achieve a Next-Generation Learners score. The components are:

- **Achievement** - Content areas are reading, mathematics, science (high school only), social studies and writing
- **Gap** is the percentage of proficient and distinguished for the Non-Duplicated Gap Group for all 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 ACT Explore at middle school and by ACT benchmarks, college placement tests and career measures at high school
- **Graduation Rate.** Starting in 2014, the graduation rate uses a five-year adjusted Cohort graduation formula for the 20 percent calculation of Next-Generation Learners. However, four-year cohort graduation rates are used to determine whether a school/district met its graduation rate goal.

Table 11

Next-Generation Learner Component Scores¹							
	Year	Achievement	Gap	Growth	College/Career Readiness ²	Graduation Rate	Total Score ³
Elementary	2012	69.6	40.5	60.4	n/a	n/a	57.3
	2013	69.9	42.1	59.9	n/a	n/a	57.6
	2014	72.6	45.4	59.8	n/a	n/a	59.3
	2015	69.2	42.6	59.8	n/a	n/a	57.5
Middle	2012	67.4	37.9	60.4	44.1	n/a	53.5
	2013	69.0	39.9	59.9	47.2	n/a	54.9
	2014	70.6	41.9	59.9	47.8	n/a	55.9
	2015	66.8	38.0	59.9	43.9	n/a	53.1
High	2012	56.7	28.9	58.5	51.9	77.8	54.8
	2013	60.7	33.7	57.2	60.8	86.1	59.6
	2014	62.0	35.1	56.3	72.4	88.0	62.8
	2015	62.4	36.4	57.1	78.9	88.9	64.8

¹ These figures represent point totals, rather than percentages.

² College/Career-Readiness (CCR) includes the bonus calculation for accountability. The percentage of high school graduates that are college/career-ready for 2015 is 64.8, while the CCR percentage with the bonus is 78.9.

³ Total Score is calculated using a formula that weights each component (see weights in Table 13).

For Program Review, scores from each program area (Arts and Humanities, Practical Living and Career Studies, Writing and K-3) on a scale of 0-12 are summed for the program review total points with scores ranging from 0-36 or 0-48 if K-3 is included. The total points are divided by 24 (proficient (8) x 3 areas=24) or 32 (proficient (8) x 4 areas=32) if K-3 is included and rounded to the nearest tenth to create the Program Review Total Score.

Table 12

Next-Generation Instructional Programs and Support (Program Review)					
	Year	Arts and Humanities	Practical Living and Career Studies	Writing	K-3
Elementary	2013	6.9	6.7	7.1	n/a
	2014	8.1	8.0	8.2	8.8 ¹
	2015	8.6	8.6	8.7	9.4
Middle	2013	6.8	6.8	7.0	n/a
	2014	8.1	8.0	8.3	n/a
	2015	8.7	8.6	8.7	n/a
High	2013	7.3	7.5	7.0	n/a
	2014	8.3	8.5	8.2	n/a
	2015	8.9	8.9	8.7	n/a

¹ K-3 baseline year data not included in accountability reporting until 2015.

For 2015, the overall score for accountability is calculated using the weighted scores from Next-Generation Learners (77%) and Program Review (23%).

Table 13

Weights for Unbridled Learning Components						
	Next-Generation Learner					Next-Generation Instructional Programs and Support
Overall Score	77%					23%
Grade Range	Achievement	Gap	Growth	College/ Career- Readiness	Graduation Rate	Program Review
Elementary	30%	30%	40%	n/a	n/a	100%
Middle	28%	28%	28%	16%	n/a	100%
High	20%	20%	20%	20%	20%	100%

Table 14

Accountability Components						
Level	Year	Next-Generation Learners		Next-Generation Instructional Programs and Support		Overall Score ³
		Total Score	Weighted Score ¹	Total Score	Weighted Score ²	
Elementary	2013	57.6	44.352	86.3	19.849	64.2
	2014	59.3	45.661	100.0	23.000	68.7
	2015	57.5	44.275	100.0	23.000	67.3
Middle	2013	54.9	42.273	85.8	19.734	62.0
	2014	55.9	43.043	100.0	23.000	66.0
	2015	53.1	40.887	100.0	23.000	63.9
High	2013	59.6	45.892	90.8	20.884	66.8
	2014	62.8	48.356	100.0	23.000	71.4
	2015	64.8	49.896	100.0	23.000	72.9
State Average		2013				64.3
		2014				68.7
		2015				68.0

¹ Next-Generation Learners Weighted Score = Next-Generation Learners Total Score x 77%

² Program Reviews Score = Program Reviews Total Score x 23%

³ Overall Score = Next-Generation Learners Weighted Score + Program Reviews Weighted Score

Annual Measurable Objective (AMO)

The Overall Score of Kentucky's Unbridled Learning: College- and Career-Readiness for All Accountability Model is the number used to compute the AMO. Each school/district has one AMO goal: improvement of the Overall Score. Adequate Yearly Progress (AYP) will be defined as making the AMO.

Table 15

Annual Measurable Objective (AMO) by Level			
	2015 AMO Goal	2015 AMO Obtained	Met Goal
Elementary	1.0	0.8	No
Middle	1.0	-0.9	No
High	1.0	1.5	Yes
State	1.0	0.4	No

Table 16

Annual Measurable Objective (AMO) 2015¹				
	Schools Meeting Goal		Schools Not Meeting Goal	
	Number	Percent	Number	Percent
Elementary	373	52.4	339	47.6
Middle	129	39.4	198	60.6
High	168	73.7	60	26.3

¹ Some schools have no AMO due to 2014-15 school reconfigurations and are not reflected in AMO numbers and percent.

Participation Rate

The participation rate is the percent of all students and the student subgroups in the school or district that participate in annual statewide assessments, with a goal of 95 percent. Though a school may not have 100 percent participation, one cannot surmise that the non-participating students opted out of testing. Kentucky does not collect opt-out data and non-participation is usually related to another reason such as illness or missing a test due to transferring schools.

Table 17

Student Participation Rate	
	2015
Elementary	100.0
Middle	99.9
High	98.6
State	99.5

Performance Classifications

Based on overall scores, schools and districts fall into one of three performance classifications.

Table 18

Number of Schools and Districts by Classification¹				
Schools	Year	Needs Improvement	Proficient	Distinguished
Elementary	2012	508	148	77
	2013	483	172	75
	2014	371	187	162
	2015	328	196	188
Middle	2012	231	66	36
	2013	210	82	39
	2014	174	86	69
	2015	181	71	75
High	2012	160	46	24
	2013	86	80	65
	2014	88	81	59
	2015	54	82	92
Total Schools	2012	899	260	137
	2013	779	334	179
	2014	633	354	290
	2015	563	349	355
Districts	2012	121	35	18
	2013	88	61	25
	2014	78	55	40
	2015	53	73	47

¹ Overall scores are re associated with percentile ranks: below 70th percentile (Needs Improvement), at or above 70th percentile (Proficient), and at or above 90th percentile (Distinguished). For 2014-15 the overall score associated with the percentile are:

- Elementary: Proficient 67.2; Distinguished 72.8; School of Distinction 76.0
- Middle: Proficient 65.8; Distinguished 70.2; School of Distinction 72.5
- High: Proficient 70.2; Distinguished 75.4; School of Distinction 77.7
- District: Proficient 66.2; Distinguished 70.5; School of Distinction 71.9

Note: Starting with 2014, the classifications are based on Next-Generation Learners and Program Reviews, while 2012 and 2013 are based on Next-Generation Learners only.

Progressing

Progressing is an additional designation that is added to a school/district performance classification of distinguished, proficient or needs improvement to indicate that the school has met its AMO, student participation rate for the all students group and each subgroup, and has met its graduation rate goal.

Table 19

Number of Schools and Districts Progressing				
Schools	Year	Needs Improvement/ Progressing	Proficient/ Progressing	Distinguished/ Progressing
Elementary	2013	212	101	49
	2014	227	147	139
	2015	141	109	122
Middle	2013	106	42	23
	2014	116	61	60
	2015	56	33	39
High	2013	32	42	35
	2014	32	43	41
	2015	12	28	39
Total Schools	2013	350	185	107
	2014	375	251	240
	2015	209	170	200
Districts	2013	33	26	4
	2014	32	27	25
	2015	10	15	10

Rewards Categories

Schools and districts are placed in rewards categories based on overall scores and other data.

Table 20

Number of Schools and Districts by Rewards Category¹				
Schools	Year	School of Distinction - 95th Percentile	High Performing School	High-Progress School ²
Elementary	2012	37	40	n/a
	2013	30	19	76
	2014	69	70	73
	2015	74	44	71
Middle	2012	18	16	n/a
	2013	9	13	34
	2014	39	15	35
	2015	24	14	34
High	2012	11	8	n/a
	2013	11	14	25
	2014	19	14	23
	2015	26	7	23
Total Schools	2012	62	68	n/a
	2013	49	47	131
	2014	127	99	131
	2015	124	65	128
Districts		High-Performing District - 90th Percentile	District of Distinction - 95th Percentile	High-Progress District ³
	2012	8	6	n/a
	2013	3	0	17
	2014	8	7	17
	2015	5	2	17

The overall score associated with School of Distinction for 2015 are:
Elementary: 76.0; Middle: 72.5; High:77.7; District: 71.9

¹ School/district rewards categories are:

- **School/District-of Distinction**
 - meets its current year AMO, 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
 - for a district – does not have a school categorized as a Focus school or Priority school
- **High-Performing School/District**
 - meets its current year AMO, student participation rate and graduation rate goal

- has a graduation rate above 60 percent for the prior two years
- scores between the 90th and 94th percentile on the overall score
- for a district – does not have any schools categorized as Focus Schools or Priority Schools

- **High-Progress School/District**

- A Title I or Non-Title I school that:
 - ❖ meets its current year AMO, student participation rate and graduation goal
 - ❖ has a graduation rate above 60 percent for the prior two years
 - ❖ has an improvement score indicating the school is in the top 10 percent of improvement of all non-Title I elementary, middle or high schools as determined by the difference in the two most recent calculations of the overall score
- A district that:
 - ❖ meets its current year AMO, student participation rate and graduation goal
 - ❖ has a graduation rate above 60 percent for the prior two years
 - ❖ has an improvement score indicating the district is in the top 10 percent of improvement of all districts as determined by the difference in the two most recent calculations of the overall score

²High Progress Schools may have a second Rewards or Assistance classification; High Performing School, School of Distinction, Priority School, or Focus School.

³High Progress Districts may have a second Rewards or Assistance classification; High Performing District, District of Distinction, Priority District, or Focus District.

Assistance Categories

Schools and districts are placed in assistance categories based on overall scores and other data.

Focus schools were originally identified in 2011-12 as outlined in 703 KAR 5:225 and generally represent those schools/districts with the largest achievement gaps and/or the lowest graduation rates in the state.

Table 21

Number of Schools and Districts by Assistance Category			
Schools	Year	Priority School ¹	Focus School ²
Elementary	2012	0	103
	2013	0	102
	2014	0	98
	2015	2	102
Middle	2012	9	106
	2013	9	105
	2014	9	103
	2015	10	106
High	2012	32	76
	2013	32	75
	2014	27	73
	2015	17	76
Total Schools	2012	41	285
	2013	41	282
	2014	36	274
	2015	29	284
Districts		Priority District	Focus District
	2012	n/a	17
	2013	n/a	17
	2014	n/a	17
	2015	0	17

¹ Two Priority schools are also identified as Distinguished and are reported as Priority School (Monitoring Only).

² Schools previously identified remain in their status for a minimum of two consecutive years (2012 and 2013) over this time they must demonstrate sustained improvement to exit. Some Focus schools exited in 2014, but additional Focus schools were identified based on federal requirements. Focus districts represent the lowest 10 percent of districts identified annually.

School/district assistance categories are:

- **Priority School** – a school that has been identified as a “persistently low achieving (PLA)” school as defined by Kentucky Revised Statute KRS 160.346. Some Priority Schools exited in 2014 and 2015 based on federal requirements.
- **Focus School** –
 - has a non-duplicated student gap group score in the bottom 10 percent of non-duplicated student gap groups scores for all elementary, middle and high schools
 - has an individual student subgroup within assessment grades by level with a score in the third standard deviation below the state average for all students
 - has a graduation rate that has been less than 60 percent for two consecutive years
(Focus schools were originally identified based on 2011-12 data. Some Focus schools exited in 2014, but additional Focus schools were identified based on federal requirements)
- **Focus District** – 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. Focus districts are identified based on data annually. Current identification is based on 2013-14 data.

It is possible for a Proficient or Distinguished school or district that would otherwise be in rewards to be a Focus School or District if it has a large achievement gap.

Appendix A – ACT

Educational Planning and Assessment System (EPAS) ACT Explore, ACT Plan, ACT

Senate Bill 130 (codified in KRS 158.6453) in the 2006 session of the Kentucky General Assembly mandated administration of the ACT Explore, ACT Plan and ACT assessments, which are products of ACT, Inc. The assessments are designed to help schools focus on meeting academic standards across the entire secondary school program. Scores from the assessments are helpful in measuring student achievement, gauging student readiness for transition and evaluating school programs.

Senate Bill 1, passed in the 2009 session of the Kentucky General Assembly, requires a high school readiness examination in grade 8 and a college-readiness examination in grade 10. ACT Explore and ACT Plan, respectively, are used for these purposes, and data from the assessment is included in the state's Unbridled Learning: College/Career-Readiness for All accountability system.

ACT Explore is a high school-readiness examination designed to help grade 8 students explore a broad range of options for their future. The exam assesses four subjects (English, mathematics, reading and science) and provides needs assessments and other components to help students plan for high school and beyond.

ACT Plan helps grade 10 students build a solid foundation for future academic and career success and provides information needed to address school districts' high-priority issues. The exam assesses four subjects (English, mathematics, reading and science) and is a predictor of success on the ACT.

Both assessments help schools pinpoint areas of weakness for individual students and schoolwide curriculum and are a basis to make changes to improve learning. Schools analyze their results to inform decision-making. This will be the last year that ACT Explore and ACT Plan scores will be reported as part of accountability since the vendor has discontinued them.

ACT, Inc. developed College Readiness Benchmarks in English, mathematics, science and reading and applied those to the ACT Explore and ACT Plan scores. The benchmarks indicate the degree of college-readiness of grade 8 and grade 10 students.

State law (KRS 158.6459) mandates that for any student whose scores on ACT Explore and ACT Plan indicate that they need additional assistance in particular subject areas, specific strategies to help them improve their performance must be incorporated into their Individual Learning Plan.

ACT Explore

In the fall 2014 administration, 50,648 grade 8 Kentucky students took the ACT Explore assessment, and on a scale of 1 to 25.

Table A

ACT Explore Scores from Fall 2006 - 2014 Administrations										
Subject	Average Scores									
	KENTUCKY									NATION
	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Norms set in 2010 ¹
English	13.6	13.7	13.8	14.0	13.9	14.3	14.6	14.6	14.4	14.7
Mathematics	14.2	14.4	14.6	14.9	15.2	15.3	15.4	15.3	14.9	15.5
Reading	13.8	13.7	13.9	14.2	14.2	14.4	14.5	14.5	14.3	14.6
Science	15.8	15.8	16.0	16.1	16.3	16.3	16.7	16.6	16.5	16.6
Composite	14.5	14.5	14.7	14.9	15.0	15.2	15.4	15.4	15.1	15.5
No. Tested	49,510	48,099	48,649	48,347	48,250	49,310	49,456	50,228	50,648	

¹ ACT, Inc., the parent company for both ACT Explore and ACT Plan, conducted a research study in the fall of 2010 to provide a new set of national norms for both assessments. This is a common statistical practice for these types of assessments. These norms serve as a national average for comparison purposes.

The benchmark scores for ACT Explore are:

- 13 or higher on the English test
- 17 or higher on the mathematics test
- 15 or higher on the reading test
- 20 or higher on the science test

Table B

Percentage of Kentucky Grade 8 Students Meeting or Exceeding Benchmarks on ACT Explore				
	English	Mathematics	Reading	Science
Fall 2006	54%	26%	35%	11%
Fall 2007	55%	27%	33%	10%
Fall 2008	56%	29%	35%	10%
Fall 2009	59%	36%	42%	14%
Fall 2010	59%	32%	39%	14%
Fall 2011	61%	31%	42%	14%
Fall 2012 ¹	66%	34%	42%	19%
Fall 2013	65%	35%	44%	15%
Fall 2014	61%	32%	40%	15%

¹Beginning Fall 2012, the percentage of grade 8 students meeting or exceeding benchmarks includes Kentucky Alternate Assessment students (Transition Attainment Record).

ACT Plan

In the fall 2014 administration, 50,041 grade 10 Kentucky students took the ACT Plan test. On a scoring scale of 1 to 32.

Table C

ACT Plan Scores from Fall 2006 - 2014 Administrations										
Subject	Average Scores									
	KENTUCKY									NATION
	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Norms set in 2010 ¹
English	15.6	15.3	15.9	15.8	15.7	16.1	16.6	16.5	16.2	16.2
Mathematics	16.3	16.2	16.4	16.5	16.8	16.8	17.1	16.9	17.1	17.6
Reading	16.0	16.1	16.0	16.2	16.4	16.6	16.8	16.7	16.5	16.7
Science	17.4	17.3	17.4	17.6	17.6	17.9	18.1	18.1	17.9	17.8
Composite	16.4	16.3	16.6	16.7	16.7	17.0	17.3	17.2	17.1	17.2
No. Tested	49,910	50,046	50,531	49,589	49,827	48,955	48,557	49,601	50,041	

¹ ACT, Inc., the parent company for both ACT Explore and ACT Plan, conducted a research study in the fall of 2010 to provide a new set of national norms for both assessments. This is a common statistical practice for these types of assessments. These norms serve as a national average for comparison purposes.

The benchmark scores for ACT Plan are:

- 15 or higher on the English test
- 19 or higher on the mathematics test
- 17 or higher on the reading test
- 21 or higher on the science test

Table D

Percentage of Kentucky Grade 10 Students Meeting or Exceeding Benchmarks on ACT Plan				
	English	Mathematics	Reading	Science
Fall 2006	58%	23%	41%	15%
Fall 2007	55%	21%	40%	15%
Fall 2008	61%	22%	39%	16%
Fall 2009	59%	23%	40%	15%
Fall 2010	60%	25%	43%	16%
Fall 2011	63%	25%	44%	21%
Fall 2012 ¹	68%	26%	43%	21%
Fall 2013	66%	26%	48%	20%
Fall 2014	62%	28%	44%	22%

¹Starting Fall 2012, Student Benchmarks percentages include Kentucky Alternate Assessment Students (Transition Attainment Record).

ACT

Since 2008, as mandated by KRS 158.6453, all Kentucky's public school juniors participate in the ACT, which assesses English, mathematics, reading and science and is scored on a scale of 1 to 36. The cost of the exam is paid for by state funds.

Table E

ACT Subject Area Scores Kentucky Public School Juniors								
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
English	17.3	17.3	17.7	18.0	18.4	18.4	18.7	19.0
Mathematics	18.1	18.2	18.2	18.5	18.8	18.9	19.2	18.9
Reading	18.5	18.4	18.8	19.0	19.0	19.4	19.6	19.8
Science	18.7	18.5	18.7	19.0	19.1	19.5	19.6	19.3
Composite	18.3	18.2	18.5	18.8	19.0	19.2	19.4	19.4
Total Tested	42,922	43,495	44,391	44,053	44,516	43,960	44,055	45,626

Kentucky's Unbridled Learning Accountability Model includes a college/career-readiness component, through which schools and districts are held accountable for the percentage of students who are considered ready for college and/or careers. The college-ready indicator includes students who meet the Kentucky Council on Postsecondary Education (CPE) Systemwide Benchmarks for English (18), mathematics (19) and reading (20) on any administration of the ACT. CPE has set systemwide standards for college readiness based on ACT's English, mathematics and reading assessments. Students meeting the Kentucky systemwide standards of readiness guarantees them access to credit-bearing college coursework without the need for developmental education or supplemental courses.

Table F

Percentages of Kentucky Public School Juniors Who Meet CPE Benchmarks for College-Level Readiness								
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13¹	2013-14	2014-15
English	45.5%	45.4%	48.6%	49.5%	52.2%	53.1%	55.9%	55.3%
Mathematics	33.9%	33.7%	36.1%	36.2%	38.6%	39.6%	43.5%	38.1%
Reading	41.3%	37.8%	41.6%	39.8%	41.9%	44.2%	47.1%	47.4%

¹ Starting 2012-13, a percentage of Kentucky public school juniors who meet CPE benchmarks include Kentucky Alternate Assessment students (Transition Attainment Record).

Appendix B – Program Review

In 2014-15, there are four Program Review areas: Arts and Humanities, Practical Living and Career Studies, Writing and as appropriate at the elementary level K-3 (Kindergarten – Grade 3). There are four identical standards across all program reviews: (1) Curriculum and Instruction, (2) Formative and Summative Assessment, (3) Professional Learning and (4) Administrative/Leadership Support. Further, each standard is organized with demonstrators and each demonstrator has a number of characteristics. A rubric guides the scoring.

For each standard, its characteristic scores are averaged. The characteristic scores range from 0-3 which mean: 0 – Non-Existent; 1 – Needs Improvement; 2 – Proficient; 3 – Distinguished.

For a total score, the four standard scores are added resulting in a single number ranging between 0-12 for each Program Review. Below 8 is Needs Improvement, 8-10.7 is Proficient and 10.8 or higher is Distinguished.

Table G

Program Review - Arts and Humanities Number of Schools by Classification				
Schools	Year	Needs Improvement	Proficient	Distinguished
Elementary	2013	514	226	13
	2014	273	446	25
	2015	151	554	34
Middle	2013	236	92	3
	2014	134	178	17
	2015	70	235	22
High	2013	151	76	4
	2014	80	136	12
	2015	37	176	15
Total Schools	2013	901	394	20
	2014	487	760	54
	2015	258	965	71

Table H

Program Review - Practical Living and Career Studies Number of Schools by Classification				
Schools	Year	Needs Improvement	Proficient	Distinguished
Elementary	2013	536	208	9
	2014	290	436	18
	2015	160	548	31
Middle	2013	234	93	4
	2014	127	193	9
	2015	58	255	14
High	2013	142	86	3
	2014	65	155	8
	2015	24	192	12
Total Schools	2013	912	387	16
	2014	482	784	35
	2015	242	995	57

Table I

Program Review -Writing Number of Schools by Classification				
Schools	Year	Needs Improvement	Proficient	Distinguished
Elementary	2013	493	250	10
	2014	252	464	28
	2015	149	550	40
Middle	2013	211	111	9
	2014	113	201	15
	2015	66	243	18
High	2013	160	65	6
	2014	81	137	10
	2015	50	158	20
Total Schools	2013	864	426	25
	2014	446	802	53
	2015	265	951	78

Table J

Program Review – K-3 Number of Schools by Classification				
Schools	Year	Needs Improvement	Proficient	Distinguished
Elementary	2014	183	471	78
	2015	54	557	117
Total Schools	2014	183	471	78
	2015	54	557	117