BRIEFING PACKET
STATE RELEASE

Unbridled Learning:
College/Career-Readiness for All
2015-16 Results

Embargoed until
September 29, 2016
12:01 a.m. ET

KENTUCKY DEPARTMENT OF EDUCATION
Stephen L. Pruitt Ph.D.
Commissioner of Education

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INTRODUCTION

Accountability for public schools in Kentucky is required by both state and federal law. In December 2015, the federal law governing public school accountability changed with the reauthorization of the Elementary and Secondary Education Act, known as the Every Student Succeeds Act (ESSA). The No Child Left Behind Act and federal waivers are now a thing of the past.

With input from the public and a variety of shareholder groups, Kentucky is in the process of developing a new accountability system that will align with both state and federal law. The new system is due to be in place by the beginning of the 2017-18 school year. As a result, this will the last time public accountability will be reported under the Unbridled Learning: College and Career-Readiness for All accountability model.

Unbridled Learning was developed as a result of Kentucky's Senate Bill 1 (2009), which required the Kentucky Board of Education (KBE) to develop a balanced accountability model. 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 included Next-Generation Learners; 2013-14 included Next-Generation Learners and Next-Generation Instructional Programs and Support Systems (Program Reviews). In 2015, the Kentucky Board of Education voted to delay the inclusion of Next-Generation Professionals in the accountability model.

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 elementary and middle school. 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 in grade 10 and writing test and language mechanics test (a subtest of The ACT) in grade 11. Students receive reports that place their performance in each content area into the categories (from low to high) 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 K-PREP tests are used for the Next-Generation Learners portion of the Unbridled Learning Accountability Model, which includes student achievement in the five content areas, student achievement growth measures, an increased focus on closing achievement gaps, an emphasis on college- and career-readiness, and includes high school graduation rates. 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.

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) on the Kentucky Department of Education (KDE) website.

WHAT'S NEW FOR 2015-16

1. An additional component has been added to the Gap measure. In addition to the Non-Duplicated Gap score, a Novice Reduction component has been added. The total Gap score includes the Non-Duplicated Gap Points (50 percent) and Novice Reduction Points (50 percent).
2. An additional component has been added to the Growth measure. In addition to the Student Growth Percentile (SGP), a Categorical Growth component has been added. The total Growth score includes Student Growth Percentile (50 percent) and Categorical Growth Points (50 percent). Categorical Growth is not included at the high school level since only single subject area tests are given.
3. Regulatory changes impacted the distribution of weights within the Next-Generation Learners Components at the Elementary level: Achievement 33.3 percent (previously 30 percent), Gap 33.3 percent (previously 30 percent), and Growth 33.3 percent (previously 40 percent).
4. Global Competency/World Languages Program Review scores are included in high school in addition to Arts and Humanities, Practical Living and Career Studies and Writing.
5. Language mechanics (4 percent) from ACT Plan was replaced by the ACT subtest (Usage/Mechanics) used for reporting and was administered at grade 11 rather than grade 10.
6. Due to ACT's elimination of the ACT Explore at grade 8, Kentucky was unable to administer the readiness assessment in middle school. Therefore, the College/Career Readiness percentage (16 percent) was redistributed to Achievement (33.3 percent), Gap (33.3 percent), and Growth (33.3 percent). The Annual Measurable Objective (AMO) is based solely on the components within Next-Generation Learners. Due to the addition of additional components within Next-Generation Learners, new AMO goals were established for schools and districts.
7. Percentile in Kentucky comparing performance of districts to a locked percentile will not be reported in the Accountability Profile. The locked percentile created confusion and was often misinterpreted.

REMINDERS FROM 2014-15 REPORTING

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 the development of new tests aligned with new science standards.

Note: The 2015 data in the 2016 School Report Card has been updated based on data review changes made after the 2015 public release in addition to the changes listed in "What's New for 2015-16" above.

2016 UNBRIDLED LEARNING HIGHLIGHTS

Achievement

The 2016 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 five years ago.

Graduation Rate

The 2016 four-year cohort graduation rate is 88.6. This increased from the 2015 four-year cohort graduation rate of 88.0. The five-year adjusted cohort rate increased from 89.0 in 2015 to 89.7 in 2016.

College/Career-Readiness

The percentage of graduates (high school diploma or alternative high school diploma) leaving high school college- and/or career-ready increased from 66.9 in 2015 to 68.5 in 2016. The number of college-ready students increased by 1,130 while the number of career-ready students increased by 700.

Overall Scores

The 2016 state Overall Score increased from 67.1 to 67.7. Overall scores increased at elementary school (63.7 to 67.4), decreased at middle school (64.2 to 62.0) and increased at high school (73.4 to 73.6).

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is based on the improvement of the Next-Generation Learners Score. For 2016, the AMO goal for the state was a one-half point improvement from the baseline of 57.3. The 2016 Learners total score of 58.0 exceeded the AMO goal of 57.8. Collectively, 363 elementary schools (51.2 percent), 152 middle schools (46.6 percent) and 114 high schools (50.0 percent) met their AMO.

Performance Classifications

The number of distinguished elementary schools increased from 188 in 2015 to 267 in 2016, middle schools increased from 76 in 2015 to 123 in 2016 and high schools increased from 93 in 2015 to 114 in 2016. The total number of distinguished schools increased from 357 in 2015 to 504 in 2016. The number of distinguished districts increased from 47 in 2015 to 77 in 2016.

Rewards/Assistance Categories

The number of schools labeled as a School of Distinction increased from 125 in 2015 to 232 in 2016. Each level increased with elementary increasing from 75 in 2015 to 144 in 2016, middle schools increasing from 24 in 2015 to 58 in 2016 and high school increasing from 26 in 2015 to 30 in 2016. There are 67 High-Performing Schools and 126 High-Progress Schools. There are 15 High Performing Districts, 7 Districts of Distinction and 10 High-Progress Districts.

There are 27 Priority schools in 2016. The only change from 2015 is that Myers Middle School in Jefferson County is no longer identified in Priority status because of school reconfiguration. None of the 27 schools met the criteria for exiting Priority status.

Priority schools receive resources and are assigned education recovery staff from the state to assist them in their turnaround efforts. Two Priority schools continued performing at the Distinguished level in 2016 (Pulaski County High School and Franklin-Simpson High School) and are reported as a Priority school (Monitoring Only). To exit Priority status, the school or district shall:

a) Meet AMO goals for three consecutive years;
b) No longer be identified by the applicable percent calculation of being in the lowest five percent; and
c) Score at or above an 80 percent graduation rate for three consecutive years.

A total of 40 schools and three districts moved out of Focus status in 2016. To exit Focus status, a school or district shall meet the following requirements:

a) A focus school in the non-duplicated student gap group category shall:
   1. Be above the lowest 10 percent category;
   2. Show improvement in the non-duplicated student gap group; and
   3. Meet AMO for two years in a row.

b) A focus school in the bottom five percent category shall have the individual subgroup that triggered the school's placement in the category to:
   1. Rise above the bottom five percent cut score;
   2. Show improvement in the individual subgroup that triggered the school's placement; and
   3. Meet AMO for two years in a row.

c) A focus school in the category due to graduation rate shall:
   1. Have a graduation rate higher than 80 percent; and
   2. Meet AMO for two years in a row.

d) A focus district in the non-duplicated student gap group category shall be above the lowest 10 percent category.

With the transition to the Every Student Succeeds Act (ESSA) and a new accountability system, the United States Department of Education gave states the option whether to identify any new Priority and Focus schools in 2016. Kentucky opted not to identify any new Priority or Focus schools this year, but is continuing to support improvement efforts among the currently identified Priority and Focus schools.

K-PREP Assessments

The K-PREP assessments are administered to students in elementary and middle school, with a writing assessment at the high school level.

Table 1

Number of Students Tested by Grade[1]					
	2012	**2013**	**2014**	**2015**	**2016**
3rd Grade	50,974	50,919	50,606	51,440	52,607
4th Grade	49,835	50,360	50,358	49,964	51,189
5th Grade	51,297	49,782	50,320	50,200	50,040
6th Grade	50,902	51,161	49,614	50,005	49,910
7th Grade	49,930	50,815	50,880	49,478	49,890
8th Grade	49,797	49,797	50,573	50,768	49,364
10th Grade – Writing	48,035	47,430	49,008	49,122	50,194
11th Grade – Writing	44,276	43,940	44,506	45,676	45,952
Total	395,046	394,204	395,867	396,653	399,146

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

Additionally, 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, most often at the high school level. 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**	**2016**
English II	47,876	47,407	48,663	49,674	50,187
Algebra II	40,628	44,117	44,852	46,671	46,627
Biology	45,744	46,067	47,043	47,192	48,199
U. S. History	43,502	42,888	43,783	46,109	46,621

NEXT-GENERATION LEARNERS:

ACHIEVEMENT

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	56.8
	2016	56.0	55.2	56.4
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	38.2
	2016	51.8	47.0	42.3
Science[1]	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]	39.7
	2016	n/a[2]	n/a[2]	37.3
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	56.9
	2016	57.7	59.7	59.1
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
	2016	41.0	44.4	43.5
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
	2016	51.9	41.2	54.4

[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 Area for Elementary Schools						
	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
	2016	20.6	23.4	34.9	21.1	56.0
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	18.1	33.0	32.7	16.2	48.8
	2016	16.4	31.9	34.9	16.9	51.8
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[1,2]	n/a	n/a	n/a	n/a	n/a
	2016[1,2]	n/a	n/a	n/a	n/a	n/a
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
	2016	11.7	30.6	44.3	13.3	57.7
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
	2016	17.5	41.5	33.8	7.2	41.0
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
	2016	21.5	26.6	22.9	28.9	51.9

[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 Area for Middle Schools						
	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
	2016	21.1	23.6	37.3	17.9	55.2
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
	2016	16.4	36.5	33.7	13.3	47.0
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[1,2]	n/a	n/a	n/a	n/a	n/a
	2016[1,2]	n/a	n/a	n/a	n/a	n/a
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
	2016	9.7	30.6	43.1	16.6	59.7
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
	2016	17.7	38.0	36.6	7.7	44.4
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
	2016	31.7	27.0	24.9	16.3	41.2

[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 Area for High Schools						
	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	34.0	9.2	44.1	12.6	56.8
	2016	33.6	9.9	40.5	16.0	56.4
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	23.5	38.4	29.9	8.3	38.2
	2016	21.1	36.6	32.2	10.1	42.3
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	20.5	39.8	31.1	8.6	39.7
	2016	19.2	43.5	29.0	8.3	37.3
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	27.0	16.1	42.8	14.1	56.9
	2016	22.5	18.4	46.0	13.2	59.1
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
	2016	11.2	45.3	33.3	10.2	43.5
Language Mechanics	2012[2]	20.5	28.7	25.7	25.1	50.7
	2013[2]	17.8	30.8	29.2	22.2	51.4
	2014[2]	17.3	32.9	27.0	22.9	49.9
	2015[2]	22.9	25.6	25.6	25.9	51.6
	2016[3]	20.7	24.9	28.7	25.7	54.4

NOTE: EOC stands for End-of-Course.

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

[2] Language Mechanics results for 2012, 2013, 2014, and 2015 are from the ACT Plan (Usage/Mechanics subtest) administered at grade 10.

[3] Language Mechanics results for 2016 are from The ACT subtest (Usage/Mechanics) administered at grade 11.

GAP

In 2016, for the first year, the Gap measure includes two components. In addition to the Non-Duplicated Gap score, a Novice Reduction component has been added. The total Gap score includes the Non-Duplicated Gap Points (50 percent) and Novice Reduction Points (50 percent).

Table 7

Gap
Percentage of Non-Duplicated Gap Group Students Scoring Proficient/Distinguished[1]

	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
	2016	46.9	42.4	n/a[2]	47.9	32.5	42.8
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]	47.1	29.4	35.0
	2016	44.5	35.5	n/a[2]	48.6	34.7	30.9
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	44.0	27.5	27.2	44.9	38.0	38.9
	2016	44.2	31.5	25.5	47.8	32.4	41.1

[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.

Novice Reduction

Annual novice reduction targets in reading and mathematics are created for individual student groups including: ethnicity/race (African American, Hispanic, Native American), Special Education, Poverty (free/reduced-price meals) and Limited English Proficiency (English Learners and non-duplicated gap group. A 10% novice reduction target was generated in reading and mathematics for individual student groups (African American, Hispanic, American Indian, Limited English proficiency, students in poverty [free/reduced-price lunch], students with disabilities and non-duplicated gap group). The number of points each school/district received was based on the percentage of the target they met of the target. Accountability is based on students enrolled a full academic year (100 days).

Table 8

Gap: Novice Reduction – Elementary Schools								
		Prior Year		Current Year				
Content Area	Demographic Groups	Novice Percentage	Reduction Target Needed	Novice Percentage	Reduction Target Needed	Percent of Target Met	Points by Content Area	Novice Reduction
Reading	African American	37.5	3.8	39.2	0.0	0.0	15.7	43.0
	Hispanic	27.0	2.7	28.5	0.0	0.0		
	American Indian or Alaska Native	23.9	2.4	21.7	2.2	91.7		
	English Learners	41.2	4.1	44.8	0.0	0.0		
	Free/Reduced-Price Meals	25.9	2.6	26.7	0.0	0.0		
	Disability-With IEP(Total)	39.0	3.9	38.3	0.7	17.9		
	Gap Group (non-duplicated)	25.6	2.6	26.5	0.0	0.0		
Mathematics	African American	31.2	3.1	31.0	0.2	6.5	70.2	
	Hispanic	23.6	2.4	21.5	2.1	87.5		
	American Indian or Alaska Native	17.0	1.7	12.0	1.7	100.0		
	English Learners	34.0	3.4	33.0	1.0	29.4		
	Free/Reduced-Price Meals	23.9	2.4	21.4	2.4	100.0		
	Disability-With IEP (Total)	40.6	4.1	37.8	2.8	68.3		
	Gap Group (non-duplicated)	23.8	2.4	21.4	2.4	100.0		

Table 9

Gap: Novice Reduction – Middle Schools								
		Prior Year		Current Year				
Content Area	Demographic Groups	Novice Percentage	Reduction Target Needed	Novice Percentage	Reduction Target Needed	Percent of Target Met	Points by Content Area	Novice Reduction
Reading	African American	39.8	4.0	42.1	0.0	0.0	6.2	9.1
	Hispanic	27.7	2.8	28.7	0.0	0.0		
	American Indian or Alaska Native	24.3	2.4	26.2	0.0	0.0		
	English Learners	64.3	6.4	65.7	0.0	0.0		
	Free/Reduced-Price Meals	28.3	2.8	28.2	0.1	3.6		
	Disability-With IEP (Total)	52.5	5.3	50.4	2.1	39.6		
	Gap Group (non-duplicated)	28.4	2.8	28.4	0.0	0.0		
Mathematics	African American	32.8	3.3	34.7	0.0	0.0	12.0	
	Hispanic	20.3	2.0	20.9	0.0	0.0		
	American Indian or Alaska Native	19.1	1.9	17.5	1.6	84.2		
	English Learners	44.4	4.4	46.6	0.0	0.0		
	Free/Reduced-Price Meals	22.0	2.2	22.3	0.0	0.0		
	Disability-With IEP (Total)	43.6	4.4	44.0	0.0	0.0		
	Gap Group (non-duplicated)	22.1	2.2	22.5	0.0	0.0		

Table 10

Gap: Novice Reduction – High Schools								
		Prior Year		Current Year				
Content Area	Demographic Groups	Novice Percentage	Reduction Target Needed	Novice Percentage	Reduction Target Needed	Percent of Target Met	Points by Content Area	Novice Reduction
Reading	African American	55.7	5.6	55.9	0.0	0.0	6.9	34.9
	Hispanic	45.8	4.6	48.3	0.0	0.0		
	American Indian or Alaska Native	31.5	3.2	39.5	0.0	0.0		
	English Learners	89.9	9.0	91.7	0.0	0.0		
	Free/Reduced-Price Meals	45.4	4.5	44.2	1.2	26.7		
	Disability-With IEP (Total)	72.8	7.3	73.3	0.0	0.0		
	Gap Group (non-duplicated)	45.6	4.6	44.6	1.0	21.7		
Mathematics	African American	35.6	3.6	30.9	3.6	100.0	62.7	
	Hispanic	25.3	2.5	23.6	1.7	68.0		
	American Indian or Alaska Native	30.5	3.1	26.3	3.1	100.0		
	English Learners	42.0	4.2	43.2	0.0	0.0		
	Free/Reduced-Price Meals	30.1	3.0	27.8	2.3	76.7		
	Disability-With IEP (Total)	48.6	4.9	47.9	0.7	14.3		
	Gap Group (non-duplicated)	30.3	3.0	27.9	2.4	80.0		

GROWTH

In 2016, for the first time, growth reports student performance using student growth percentile and categorical growth equally.

Student Growth Percentile

A Student Growth Percentile (SGP), compares 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. Although ACT Plan has been discontinued, growth can still be calculated since juniors took the ACT Plan in 2014-15 when they were sophomores. Points are awarded for the percentage of students showing typical or higher growth, which is defined as being at the 40th percentile.

Because 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 20 percent to 90 percent.

A statistical program generates a Student Growth Percentile by comparing an individual student's score to the student's academic peers using two years of test scores. Growth is reported for reading and mathematics in grades 4 through 8 and grade 11.

Table 11

Growth: Student Growth Percentile[1]			
	2016		
	Reading	Mathematics	Reading and Mathematics Average
Elementary	59.9	59.9	60.0
Middle	60.0	60.0	60.0
High	58.5	56.0	57.3

[1] State results are based on the standard grade configuration of K-5, 6-8 and 9-12.

Categorical Growth

Categorical growth model in reading and mathematics 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.

Table 12

Growth: Categorical Growth[1]			
	2016		
	Reading	Mathematics	Reading and Mathematics Average
Elementary	63.3	62.2	62.8
Middle	61.2	53.7	57.5
High[2]	n/a	n/a	n/a

[1] State results are based on the standard grade configuration of K-5, 6-8 and 9-12.

[2] The ACT Plan and The ACT do not have performance levels so categorical growth cannot be calculated at the high school level.

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 13

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	43,967	25,738	9,166	29,393	66.9%	79.0
2016	44,756	26,868	9,866	30,640	68.5%	81.8

[1] Number of Graduates and Percentage of Graduates include those who earn a high school diploma or alternative high school diploma.

[2] The College-Ready indicator includes graduates who met the Kentucky Council on Postsecondary (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 alternative high school diploma. Graduates with a diploma could have met both college-ready and career-ready benchmarks. Graduates with an alternative 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 alternative 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).

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 in accountability (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.

From the beginning of grade 9, 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 grade 9 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). 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.

Table 14

Graduation Rate			
	Year	Four-year Adjusted Cohort	Five-year Adjusted Cohort
High School	2013	86.1	**n/a**
	2014	87.5	88.0
	2015	88.0	89.0
	2016	88.6	89.7

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** which includes student performance in reading, mathematics, science (high school only), social studies and writing
- **Gap** includes the percentage of proficient and distinguished students in the Non-Duplicated Gap Group for all content areas as well as Novice Reduction, with each scoring 50 percent.
- **Growth** includes the Student Growth Percentile in reading and mathematics (percentage of students at typical or higher levels of growth) as well as Categorical Growth at the elementary and middle school level with each scoring 50 percent. At the high school level, growth includes only the Student Growth Percentile, because only single tests are given in the content areas.
- **College/Career-Readiness** as measured by the percentage of students meeting benchmarks in three content areas on ACT benchmarks, college placement tests and career measures at high school. Due to the discontinuation of the ACT Explore test, College/Career Readiness is not reported at the Middle School level in 2016.
- **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 15

Next-Generation Learner Component Scores[1]

	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
	2016	68.3	43.0	61.4	n/a	n/a		57.6
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
	2016	68.1	24.9	58.8	n/a	n/a		50.6
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	79.0	89.0		64.8
	2016	63.3	35.8	57.3	81.8	89.7		65.7

[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 2016 is 65.7, while the CCR percentage with the bonus is 81.8.

[3] Total Score is calculated using a formula that weights each component (see weights in Table 17).

NEXT-GENERATION INSTRUCTIONAL PROGRAMS AND SUPPORT

PROGRAM REVIEWS

For Program Reviews, scores are reported on a scale of 0-12. The points from each program area (Arts and Humanities, Practical Living and Career Studies, Writing, as well as K-3 and Global Competency/World Language, where appropriate) are summed for the Program Review total points with scores ranging from 0-36 or 0-48 if K-3 or Global Competency/World Language 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 or Global Competency/World Language is included and rounded to the nearest tenth to create the Program Review Total Score.

Table 16

Next-Generation Instructional Programs and Support: (Program Reviews)						
	Year	Arts and Humanities	Practical Living and Career Studies	Writing	K-3	Global Competency/ World Languages
Elementary	2013	6.9	6.7	7.1	n/a	n/a
	2014	8.1	8.0	8.2	8.8[1]	n/a
	2015	8.6	8.6	8.7	9.4	n/a
	2016	8.8	8.7	8.8	9.5	n/a
Middle	2013	6.8	6.8	7.0	n/a	n/a
	2014	8.1	8.0	8.3	n/a	n/a
	2015	8.7	8.6	8.8	n/a	n/a
	2016	8.9	8.7	8.9	n/a	n/a
High	2013	7.3	7.5	7.0	n/a	n/a
	2014	8.3	8.5	8.2	n/a	n/a
	2015	8.9	8.9	8.6	n/a	6.0[1]
	2016	9.1	9.1	8.9	n/a	7.8

[1] Baseline year is not included in accountability calculation:

- K-3 – 2014
- Global Competency/World Languages – 2015

For 2016, the overall score for accountability is calculated using the weighted scores from Next-Generation Learners (77 percent) and Program Review (23 percent).

Table 17

Weights for Unbridled Learning Components							
	Next-Generation Learners						Next-Generation Instructional Programs and Support
Overall Score	77%						23%
Grade Range	Achievement	Gap	Growth	College/ Career-Readiness	Graduation Rate		Program Review
Elementary	33.3%	33.3%	33.3%	n/a	n/a		100%
Middle	33.3%	33.3%	33.3%	n/a	n/a		100%
High	20%	20%	20%	20%	20%		100%

Table 18

Accountability Components						
		Next-Generation Learners		Next-Generation Instructional Programs and Support		
Level	Year	Total Score	Weighted Score[1]	Total Score	Weighted Score[2]	Overall Score[3]
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
	2016	57.6	44.352	100.0	23.000	67.4
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
	2016	50.6	38.962	100.0	23.000	62.0
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
	2016	65.7	50.589	100.0	23.000	73.6
State Average		2013				64.3
		2014				68.7
		2015				68.0
		2016				67.7

[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)

In 2016, the Annual Measurable Objective is calculated from the total score of the Next-Generation Learner's component only. Each school/district has one AMO goal: improvement of the Overall Score in Next-Generation Learners.

Table 19

Annual Measurable Objective (AMO) by Level			
	2016 AMO Goal	2016 AMO Obtained	Met Goal
State	0.5	0.7	Yes

Table 20

Annual Measurable Objective (AMO) 2016				
	Schools Meeting Goal		Schools Not Meeting Goal	
	Number	Percent	Number	Percent
Elementary	363	51.2	346	48.8
Middle	152	46.6	174	53.4
High	114	50.0	114	50.0

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 21

Student Participation Rate	
	2016
Elementary	100.0
Middle	99.9
High	99.2
State	99.7

Performance Classifications

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

Table 22

Number of Schools and Districts by Classification[1]				
Schools	Year	Needs Improvement	Proficient	Distinguished
Elementary	2012	508	148	77
	2013	483	172	75
	2014	371	187	162
	2015	328	196	188
	2016	279	163	267
Middle	2012	231	66	36
	2013	210	82	39
	2014	174	86	69
	2015	181	70	76
	2016	145	58	123
High	2012	160	46	24
	2013	86	80	65
	2014	88	81	59
	2015	51	84	93
	2016	37	77	114
Total Schools	2012	899	260	137
	2013	779	334	179
	2014	633	354	290
	2015	560	350	357
	2016	461	298	504
Districts	2012	121	35	18
	2013	88	61	25
	2014	78	55	40
	2015	53	73	47
	2016	35	61	77

[1] For 2015-16 the overall score associated with the classification 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 23

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	123
	2016	75	99	189
Middle	2013	106	42	23
	2014	116	61	60
	2015	56	33	39
	2016	39	30	83
High	2013	32	42	35
	2014	32	43	41
	2015	12	30	40
	2016	3	16	55
Total Schools	2013	350	185	107
	2014	375	251	240
	2015	209	172	202
	2016	117	145	327
Districts	2013	33	26	4
	2014	32	27	25
	2015	11	16	11
	2016	1	17	35

Rewards Categories

Schools and districts are placed in rewards categories based on overall scores and other data.
The overall score associated with School of Distinction for 2016 are:
Elementary: 76.0; Middle: 72.5; High: 77.7; District: 71.9

Table 24

Number of Schools and Districts by Rewards Category[1]				
Schools	Year	School of Distinction	High Performing School	High-Progress School[2]
Elementary	2012	37	40	n/a
	2013	30	19	76
	2014	69	70	73
	2015	75	44	71
	2016	144	42	73
Middle	2012	18	16	n/a
	2013	9	13	34
	2014	39	15	35
	2015	24	14	34
	2016	58	11	34
High	2012	11	8	n/a
	2013	11	14	25
	2014	19	14	23
	2015	26	8	23
	2016	30	14	19
Total Schools	2012	62	68	n/a
	2013	49	47	131
	2014	127	99	131
	2015	125	66	128
	2016	232	67	126
Districts		District of Distinction	High-Performing District	High-Progress District[3]
	2012	6	8	n/a
	2013	0	3	17
	2014	7	8	17
	2015	5	2	22
	2016	15	7	10

[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 80 percent for the prior two years
  - scores at the School of Distinction cut score 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 80 percent for the prior two years
  - scores above the High Performing cut score 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 80 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 80 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

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

[3] High 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.

Priority schools were originally identified based on 2011-12 data as outlined in KRS 160.346. There are 27 Priority schools in 2016. The only change from 2015 is that Myers Middle School in Jefferson County is no longer identified in Priority status because of school reconfiguration.

Priority schools receive resources and are assigned education recovery staff from the state to assist them in their turnaround efforts. Two Priority schools continued performing at the Distinguished level in 2016 (Pulaski County High School and Franklin-Simpson High School) and are reported as a Priority school (Monitoring Only).

Focus schools were originally identified based on 2011-12 data as outlined in 703 KAR 5:225. In 2016, 40 schools and one district exited Focus status.

Schools previously identified remain in their status until they meet the criteria to exit.

With the transition to the Every Student Succeeds Act (ESSA) and a new accountability system, the United States Department of Education gave states the option whether to identify any new Priority and Focus schools in 2016. Kentucky opted not to identify any new Priority or Focus schools this year, since it would be unfair to identify them under one accountability system and hold them accountable for improvement under a new system.

Table 25

Number of Schools and Districts by Assistance Category

Schools	Year	Priority School	Focus School
Elementary	2012	0	103
	2013	0	102
	2014	0	98
	2015	2	101
	2016	2	85
Middle	2012	9	106
	2013	9	105
	2014	9	103
	2015	10	106
	2016	10	99
High	2012	32	76
	2013	32	75
	2014	27	73
	2015	16	75
	2016	16	59
Total Schools	2012	41	285
	2013	41	282
	2014	36	274
	2015	28	282
	2016	27[1]	242

		Priority District	Focus District
Districts	2012	n/a	17
	2013	n/a	17
	2014	n/a	17
	2015	0	17
	2016	0	13

[1] Two Priority Schools also are identified as Distinguished and are reported as Priority Schools (Monitoring Only).

School/district assistance categories are:

- **Priority School** –
  - has an overall score in the bottom five percent of overall scores by level for all schools that failed to meet the AMO for three consecutive years.
  - a school whose graduation rate has been below 80 percent for three or more consecutive years.
- **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 bottom 5 percent.
  - has a graduation rate that has been less than 80 percent for two consecutive years
- **Focus District** – a district that has a non-duplicated student gap group score in the bottom 10 percent of non-duplicated student gap group scores for all districts. Focus districts are identified based on data annually.

  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 – THE ACT

The ACT

Since 2008, 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 A

ACT Subject Area Scores Kentucky Public School Juniors							
	English	Mathematics	Reading	Science	Composite		Total Tested
2007-08	17.3	18.1	18.5	18.7	18.3		42,922
2008-09	17.3	18.2	18.4	18.5	18.2		43,495
2009-10	17.7	18.2	18.8	18.7	18.5		44,391
2010-11	18.0	18.5	19.0	19.0	18.8		44,053
2011-12	18.4	18.8	19.0	19.1	19.0		44,516
2012-13	18.4	18.9	19.4	19.5	19.2		43,960
2013-14	18.7	19.2	19.6	19.6	19.4		44,055
2014-15	19.0	18.9	19.8	19.3	19.4		45,626
2015-16	19.0	19.0	19.9	19.8	19.5		45,332

Kentucky's Unbridled Learning Accountability Model includes a college/career-readiness component, through which high 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 attending a Kentucky public college or university and who meet the Kentucky systemwide standards of readiness are guaranteed access to credit-bearing college coursework without the need for developmental education or supplemental courses.

Table B

Percentages of Kentucky Public School Juniors Who Meet CPE Benchmarks for College-Level Readiness			
	English	Mathematics	Reading
2007-08	45.5%	33.9%	41.3%
2008-09	45.4%	33.7%	37.8%
2009-10	48.6%	36.1%	41.6%
2010-11	49.5%	36.2%	39.8%
2011-12	52.2%	38.6%	41.9%
2012-13[1]	53.1%	39.6%	44.2%
2013-14	55.9%	43.5%	47.1%
2014-15	55.3%	38.1%	47.4%
2015-16	54.3%	39.7%	49.2%

[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 2015-16, there are five (5) Program Review areas:

- Arts and Humanities
- Practical Living and Career Studies
- Writing
- K-3 as appropriate at the elementary level (Kindergarten – Grade 3)
- Global Competency/World Languages as appropriate at the high school level (grades 9-12)

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 C

Program Review: Arts and Humanities Number of Schools by Classification				
Schools	Year	Needs Improvement	Proficient	Distinguished
Elementary	2013[1]	514	226	13
	2014	273	446	25
	2015	150	555	34
	2016	107	595	35
Middle	2013[1]	236	92	3
	2014	134	178	17
	2015	70	235	22
	2016	37	266	23
High	2013[1]	151	76	4
	2014	80	136	12
	2015	37	176	15
	2016	20	187	21
Total Schools	2013[1]	901	394	20
	2014	487	760	54
	2015	257	966	71
	2016	164	1048	79

[1] Baseline year is not included in accountability calculation.

Table D

Program Review: Practical Living and Career Studies Number of Schools by Classification				
Schools	Year	Needs Improvement	Proficient	Distinguished
Elementary	2013[1]	536	208	9
	2014	290	436	18
	2015	159	549	31
	2016	116	581	40
Middle	2013[1]	234	93	4
	2014	127	193	9
	2015	58	255	14
	2016	55	257	14
High	2013[1]	142	86	3
	2014	65	155	8
	2015	24	192	12
	2016	19	191	18
Total Schools	2013[1]	912	387	16
	2014	482	784	35
	2015	241	996	57
	2016	190	1029	72

[1] Baseline year is not included in accountability calculation.

Table E

Program Review: Writing Number of Schools by Classification				
Schools	Year	Needs Improvement	Proficient	Distinguished
Elementary	2013[1]	493	250	10
	2014	252	464	28
	2015	149	550	40
	2016	103	587	47
Middle	2013[1]	211	111	9
	2014	113	201	15
	2015	66	243	18
	2016	45	260	21
High	2013[1]	160	65	6
	2014	81	137	10
	2015	51	157	20
	2016	33	166	29
Total Schools	2013[1]	864	426	25
	2014	446	802	53
	2015	266	950	78
	2016	181	1013	97

[1] Baseline year is not included in accountability calculation.

Table F

Program Review: K-3 Number of Schools by Classification				
Schools	Year	Needs Improvement	Proficient	Distinguished
Elementary	2014[1]	183	471	78
	2015	54	557	117
	2016	43	568	115

[1] Baseline year is not included in accountability calculation.

Table G

Program Review: Global Competency/World Languages Number of Schools by Classification				
	Year	Needs Improvement	Proficient	Distinguished
High Schools	2015[1]	201	26	1
	2016	119	103	3

[1] Baseline year is not included in accountability calculation.