Highlights of 2016 Unbridled Learning Data Release

Kentucky Board of Education

October 5, 2016

2016 Unbridled Learning results became public on September 29 at 12:01 a.m. ET.
www.education.ky.gov

Assessment Data

- **K-PREP (Kentucky Performance Rating for Educational Progress)**
  - Scores and performance levels (NAPD)
    - ✓ Reading (Grades 3-8)
    - ✓ Mathematics (Grades 3-8)
    - ✓ Science NRT (Grades 4, 7) (NOT included in accountability)
    - ✓ Social Studies (Grades 5, 8)
    - ✓ Language Mechanics (Grades 4, 6)
    - ✓ Writing (Grades 5, 6, 8, 10, 11)

- **The ACT (Grade 11)**
  - Scores and benchmarks
  - Language Mechanics
- **End-of-Course**
  - English II
  - Biology
  - Algebra II
  - U.S. History
- **Alternate Assessment**

Accountability Data

- **Next-Generation Learners (77%)**
  - Achievement
  - Gap (New Novice Reduction measure)
  - Growth (New Categorical Growth measure for ES, MS only)
  - College/career-readiness (only at high school)
  - Graduation Rate (only at high school)
- **Program Reviews (23%)**
  - Arts/Humanities, Practical Living/Career Studies, Writing (all levels)
  - World Language/Global Competencies (high school only in accountability, middle/elementary-reporting only)
  - K-3 (elementary, where appropriate – same as last year)
- **Accountability Classifications**
- **Annual Measurable Objective (AMO)**
- **Participation Rate and Graduation Rate**
- **Rewards/Assistance**

Next-Generation Learners Categories

➢ **Achievement** – Schools earn points based on student performance (Apprentice, Proficient, Distinguished) on contest tests.

- One point is earned for Proficient/Distinguished.

- A half-point (.5) is earned for Apprentice.

- No points are awarded for Novice.

- A half-point (.5) bonus is calculated if a school has more distinguished than novice students.

Reading
Proficient/Distinguished Percentages
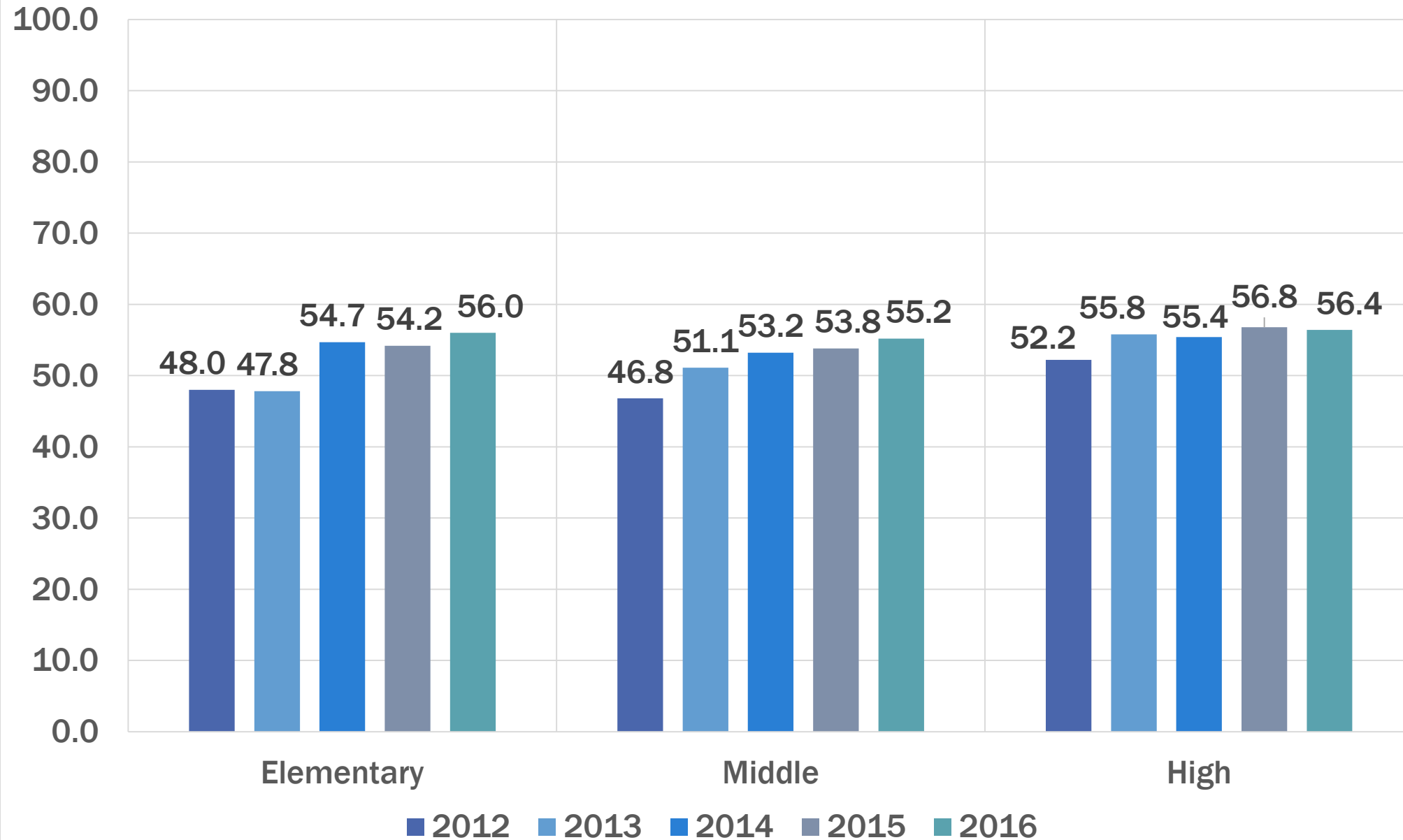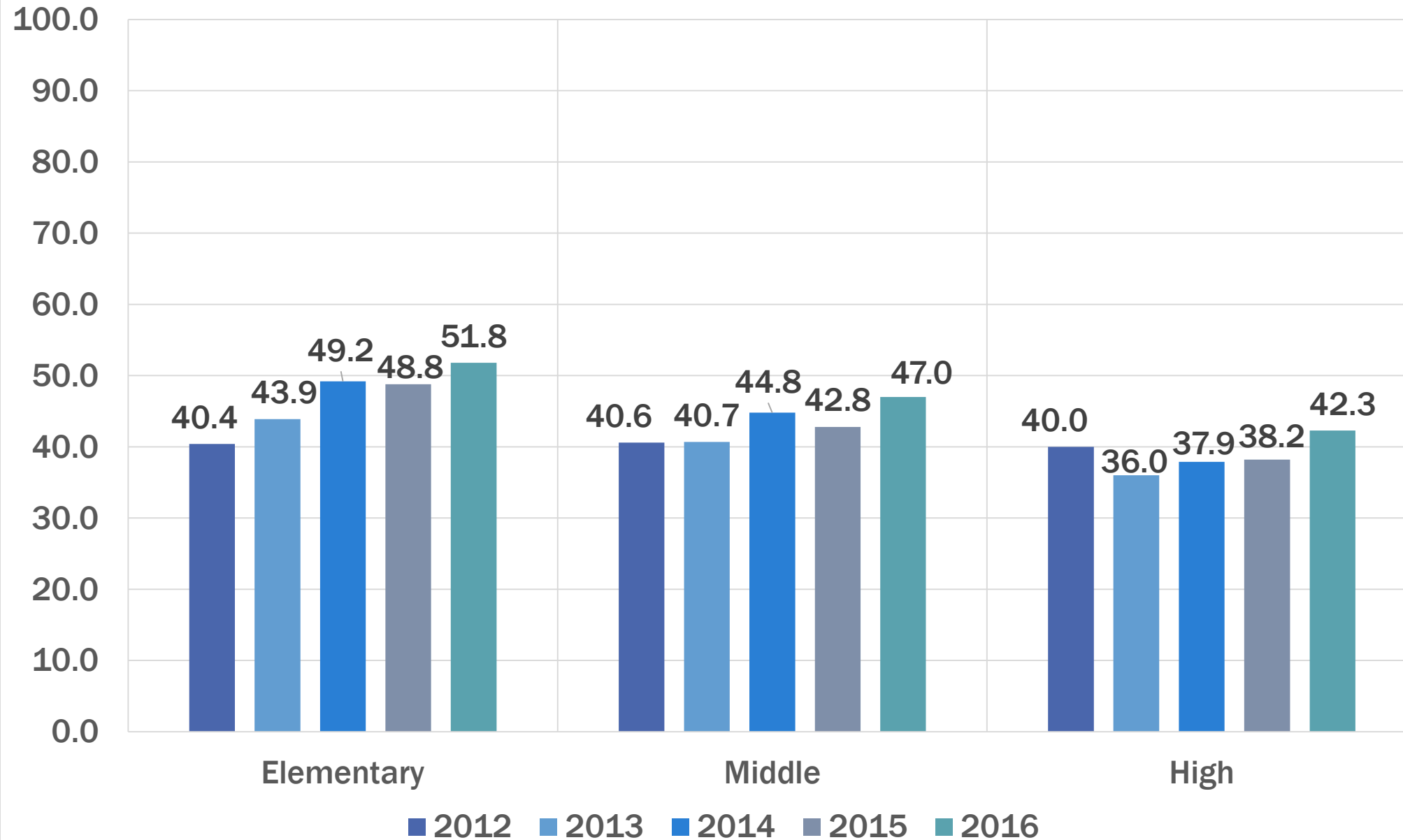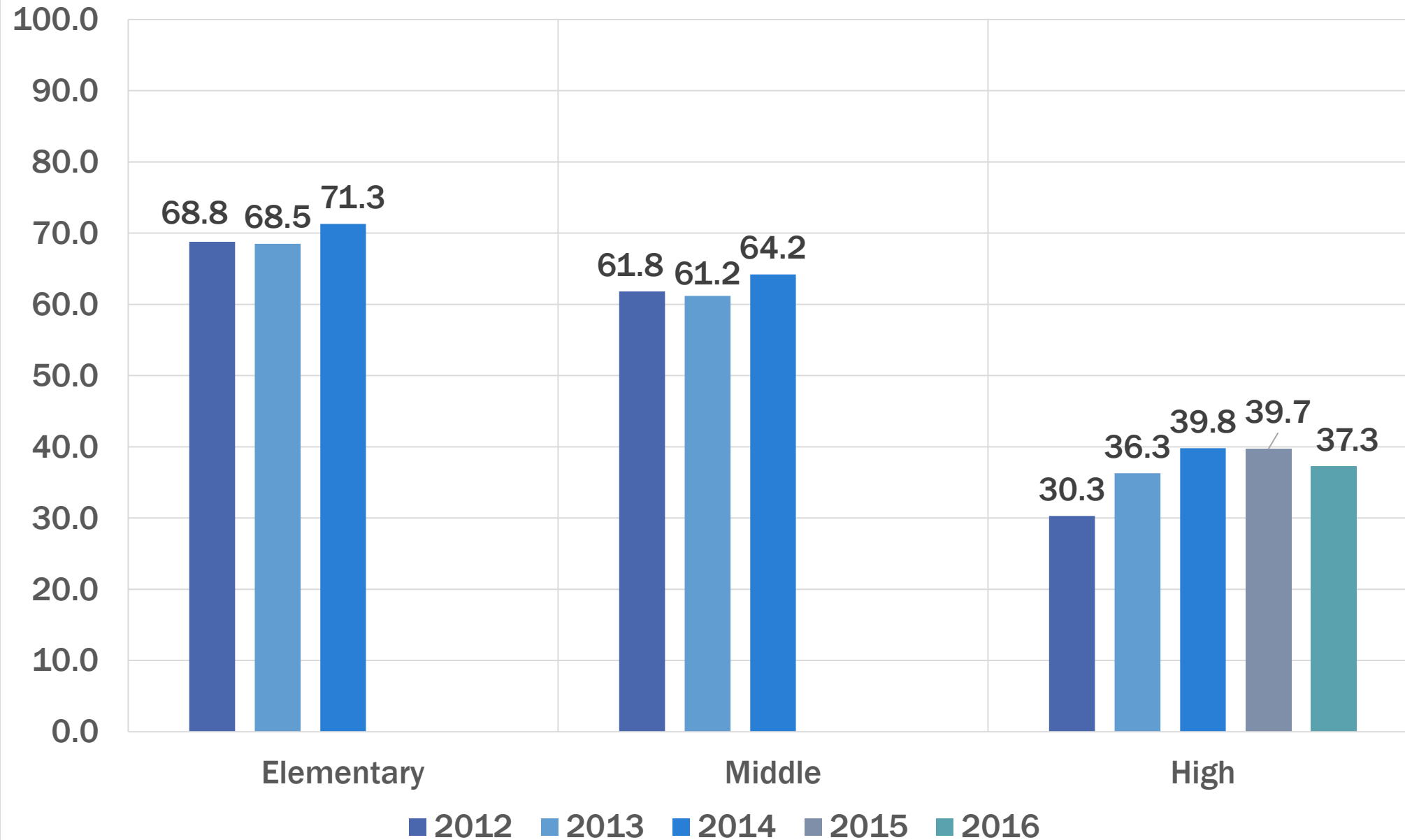
Social Studies
Proficient/Distinguished Percentages
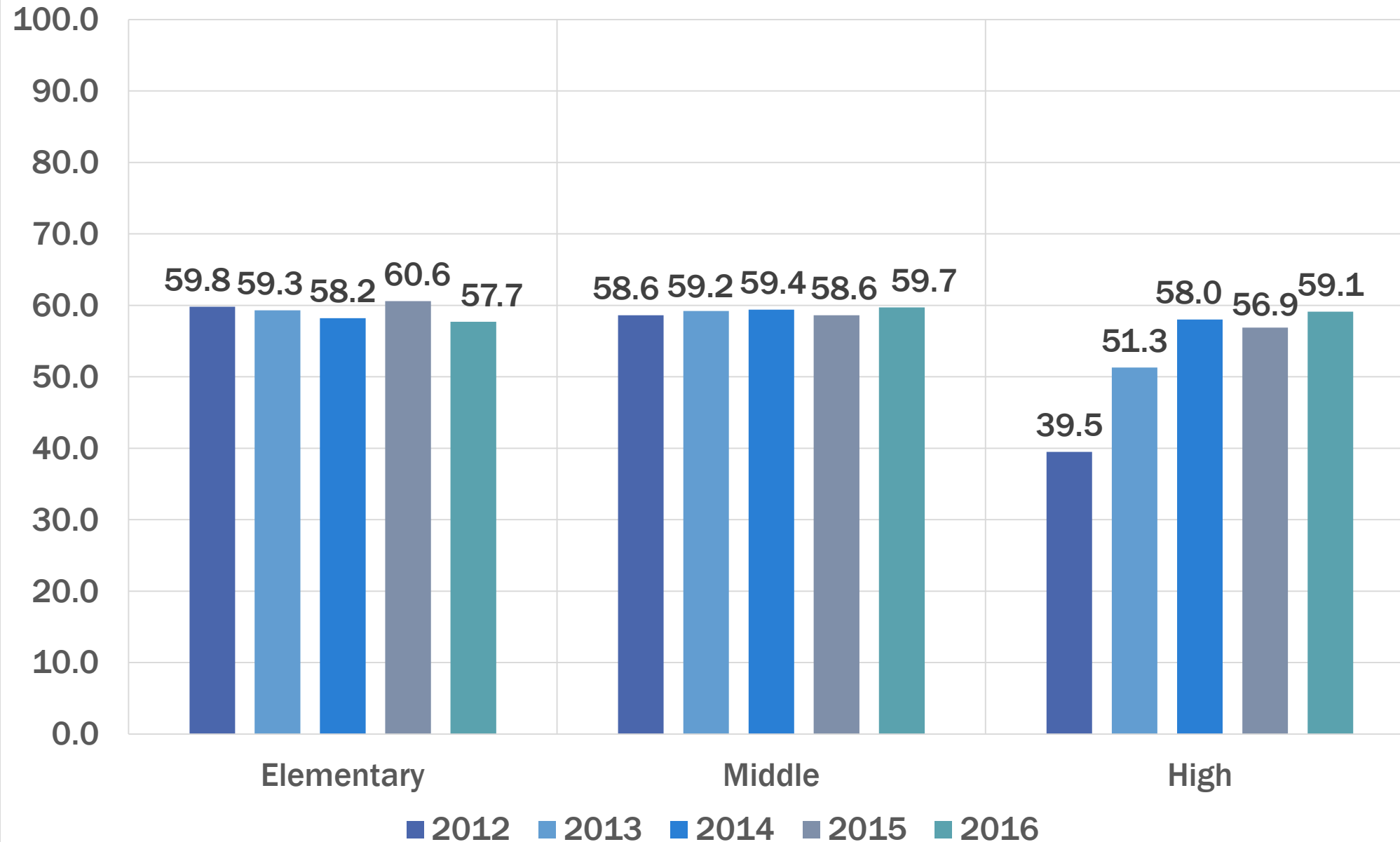
Writing On-Demand Proficient/Distinguished Percentages
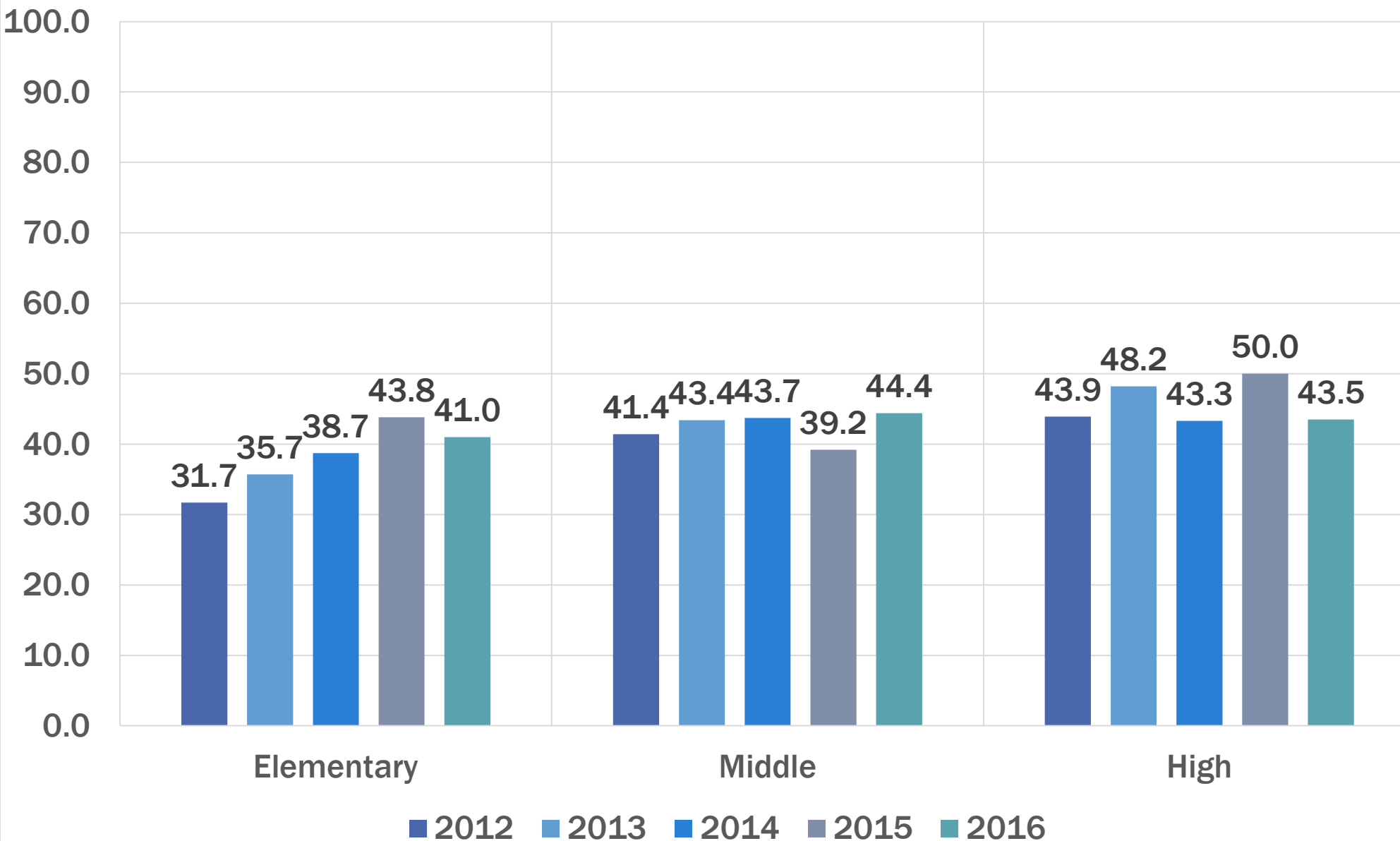
Language Mechanics
Proficient/Distinguished Percentages

13
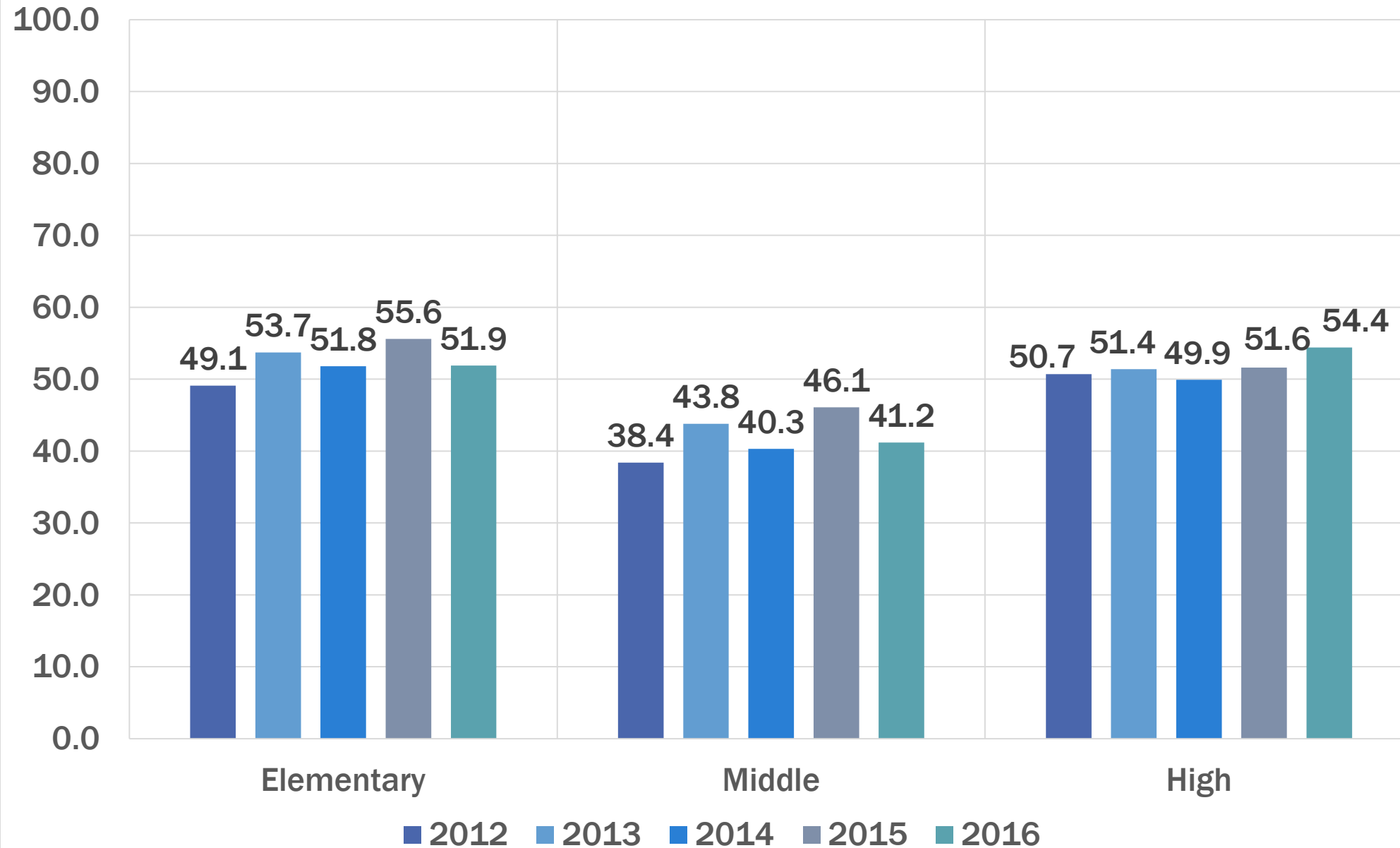
Next-Generation Learners Categories

▶ **Gap** – (two measures calculated equally)

- Percentage of students in non-duplicated aggregate (African American, Hispanic, American Indian, Limited English proficiency, students in poverty and students with disabilities) scoring Proficient or higher in all content areas
- Novice reduction targets for reading and mathematics (new for 2016)
  - ✓ Annual novice reduction targets are set for individual student groups and the non-duplicated gap group that in 2015 had 10 or more novice students.
  - ✓ An annual novice decrease of 10% is calculated.
  - ✓ Points awarded based on percent of target met.

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.

Mathematics
Novice Percentages
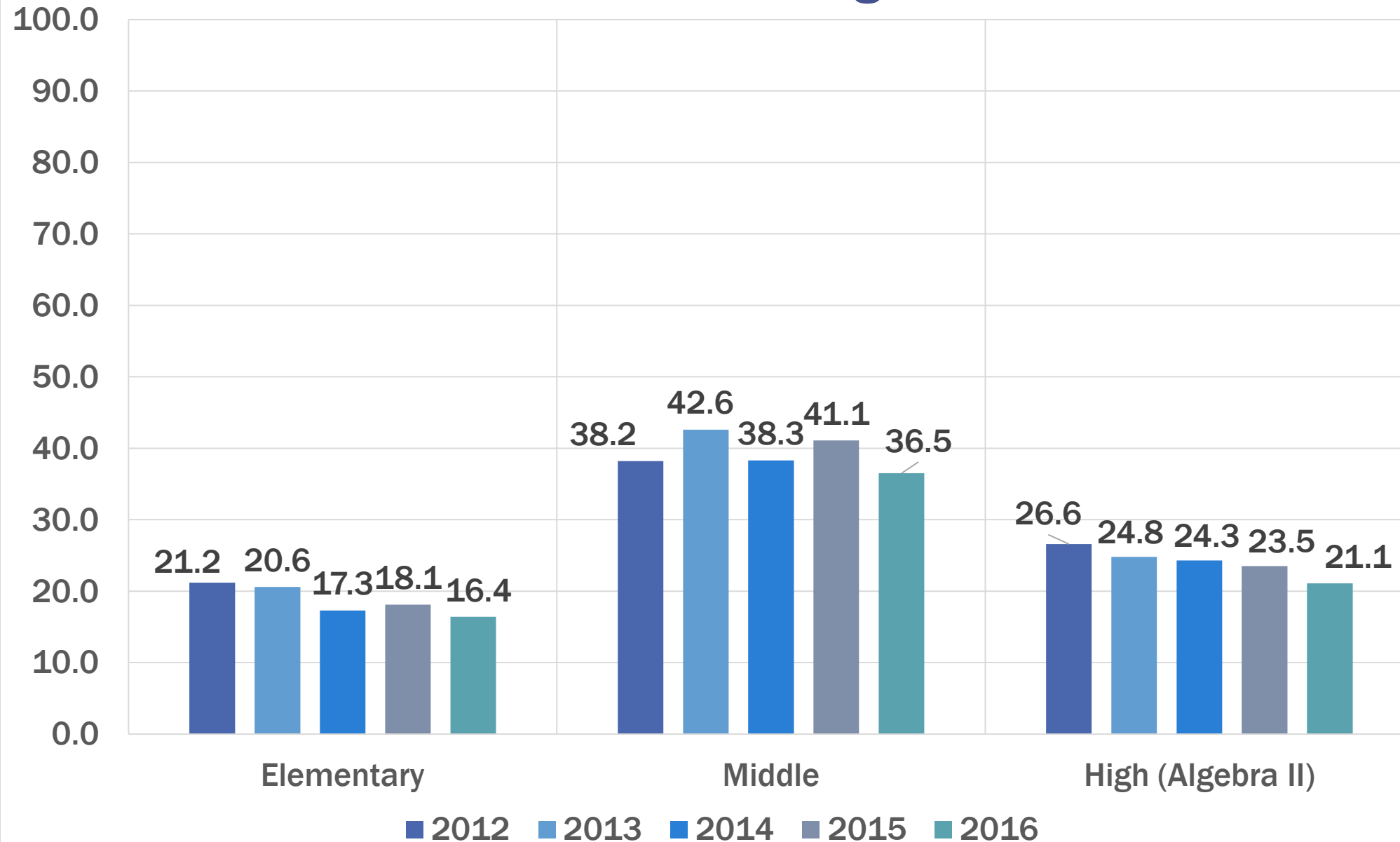
		Prior Year		Current Year				
Content Area	Demographic Groups	Novice Percentage	Reduction Target Needed	Novice Percentage	Reduction Target Needed	Percent of Target Met	Points by Content Area	Novice Reduction
Reading	African American	37.5	3.8	39.2	0.0	0.0	15.7	43.0
	Hispanic	27.0	2.7	28.5	0.0	0.0		
	American 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		

Content Area	Demographic Groups	Prior Year		Current Year			Points by Content Area	Novice Reduction
		Novice Percentage	Reduction Target Needed	Novice Percentage	Reduction Target Needed	Percent of Target Met		
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		

Gap:
Novice Reduction – Middle Schools

Gap: Novice Reduction – High Schools

Content Area	Demographic Groups	Prior Year		Current Year			Points by Content Area	Novice Reduction
		Novice Percentage	Reduction Target Needed	Novice Percentage	Reduction Target Needed	Percent of Target Met		
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		

Next-Generation Learners Categories

➢ **Growth** – (two measures calculated equally)

  ➢ Student Growth Percentile - Points awarded for students showing typical or high growth as compared to their academic peers.

  ➢ Categorical growth added at elementary and middle school in 2016.

  ✓ The number of students moving from Novice and Apprentice performance levels to Proficient/Distinguished (P/D) combined with the number remaining at proficient and distinguished divided by total number of students.

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.

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.

Next-Generation Learners Categories

➤ **College/career readiness**

High school – Points earned based on graduates meeting college ready and/or career ready indicators

College-Ready	Career-Ready		College- & Career-Ready	
(1 Point) A student must meet benchmarks on one of the following:	**(1 Point)** A student must meet benchmarks on one from <u>each</u> of the following columns:		**(1.5 Points)** A student must meet benchmarks on one from <u>each</u> of the following columns:	
	Career-Ready Academic	Career-Ready Technical	College-Ready Academic	Career-Ready Technical
ACT or COMPASS or KYOTE	WorkKeys or ASVAB	KOSSA or Industry Certificate	ACT or COMPASS or KYOTE	KOSSA or Industry Certificate

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).

Percentage of Graduates College- and/or Career-Ready

47.2% — 2012
54.1% — 2013
62.5% — 2014
66.9% — 2015
68.5% — 2016
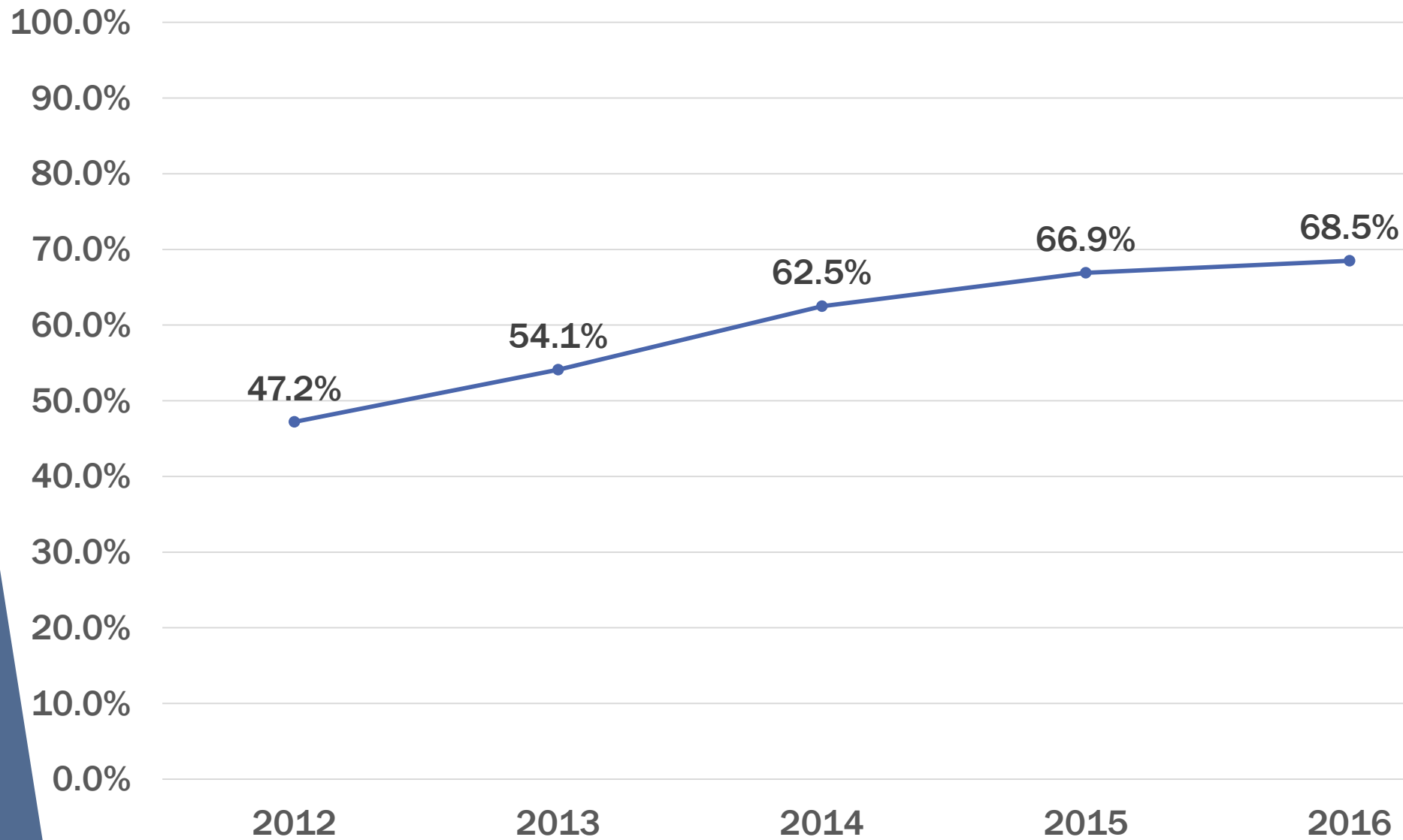
Next-Generation Learners Categories

➢ **Graduation Rate**

✓ Accountability calculations use the five (5)-year adjusted cohort rate.

Number of students (cohort members) who earned a regular high school diploma by the end of the current school year

_____divided by_____

Number of students entering grade 9 (starting cohort) four academic years earlier adjusting for students moving in and out during the past five years

✓ Four (4)-year adjusted cohort rate is used to determine whether graduation rate goals are met.

Four-year Adjusted Cohort Graduation Rate

86.1   87.5   88.0   88.6

100.0
95.0
90.0
85.0
80.0
75.0
70.0
65.0
60.0
55.0
50.0

2013   2014   2015   2016
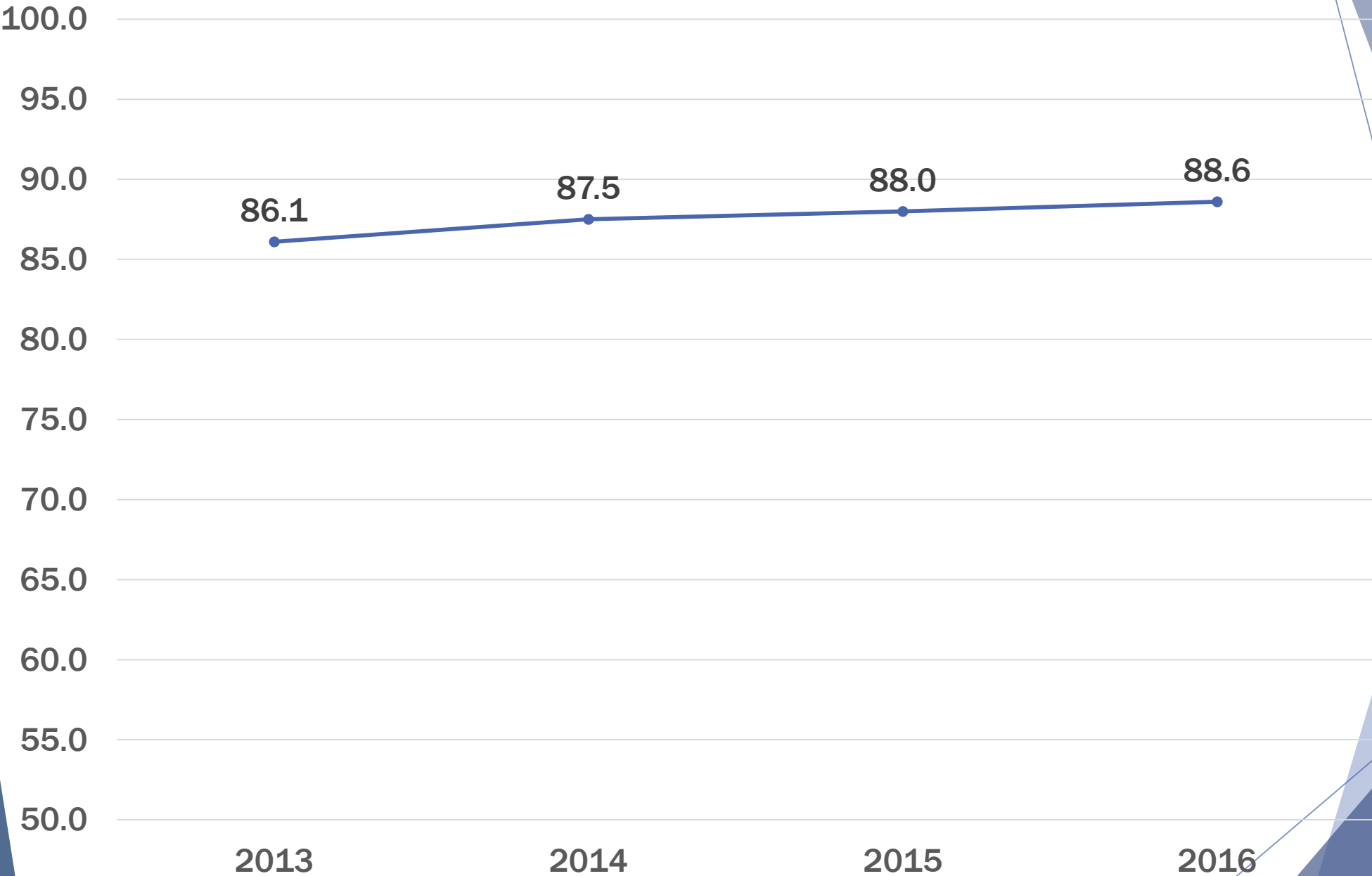
Five-year Adjusted Cohort Graduation Rate

Next Generation Learners Calculation Process

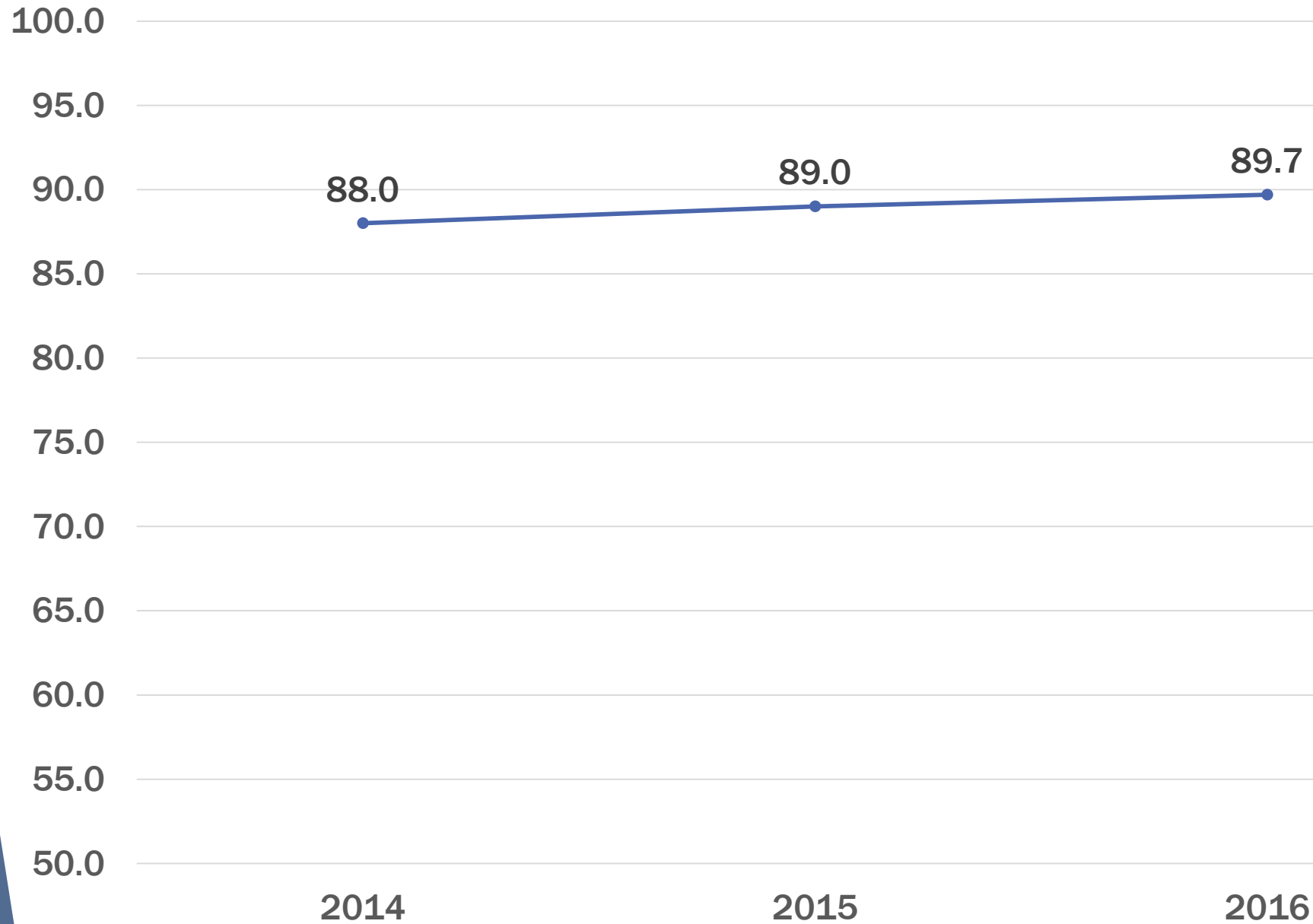Individual student data collected from the assessments and rates (readiness and graduation) are used to generate a numeric value for each category. The value of each category is weighted to create a final overall score for Learners.

Next-Generation Learners Percentage Weights for 2015-16						
Grade Range	Achievement	Gap	Growth	College/Career Readiness	Graduation Rate	Total
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

Program Review Data

▶ **Results from school review and district submission are reported under the Program Review tab.**

- Arts and Humanities (A/H)

- Practical Living/Career Studies (PL/CS)

- Writing (W)

- K-3 (elementary, where appropriate)

- World Language/Global Competencies (elementary/middle reporting only; high school in accountability)

▶ **Program Review results (as shown above) are included in 2015-16 Unbridled Learning accountability.**

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

Combining 2016 Data for an Overall Score in Unbridled Learning

Accountability Formula for Combining Next-Generation Learners and Program Reviews					
Component	**Overall**		**Weighted Percent**		**Weighted Score**
Next-Gen Learners Overall Score	**58**	**X**	**77%**	**=**	**44.7**
Program Reviews	**100.0**	**X**	**23%**	**=**	**23**
COMBINED OVERALL SCORE					**67.7**

Unbridled Learning Accountability Reporting

▶ **Accountability Classifications (state labels)**
- ✓ **Distinguished, Proficient, Needs Improvement (Progressing label added if improving and meeting AMO, participation rate and graduation rate)**

▶ **Federal Considerations**
- ✓ **Annual Measurable Objective (AMO) (improvement goal)**
- ✓ **Participation Rate and Graduation Rate (data requirements)**

▶ **Rewards/Assistance (federal labels)**
- ✓ **Distinction, High Performing and High Progress**
- ✓ **Priority and Focus**

Cut Scores for Classifications

▶ **Combined Overall Score (Learners and Program Reviews) were set and locked by level and district in March 2016 to provide a target for fall 2016 reporting.**

Unbridled Learning: College and/or Career-Ready for All				
2016 Locked Overall Accountability Cut Scores				
Type	**Level**	**Proficient**	**Distinguished[1]**	**School of Distinction[2]**
School	Elementary (ES) Overall Score	67.2	72.8	76.0
School	Middle (MS) Overall Score	65.8	70.2	72.5
School	High (HS) Overall Score	70.2	75.4	77.7
District	District (AL) Overall Score	66.2	70.5	71.9

[1]A Distinguished School/District can also be considered High Performing, but must also meet its current year AMO, student participation rate and the graduation rate must be above 80. In addition, the school/district cannot be labeled as Priority or Focus.

[2]A School/District of Distinction must also meet its current year AMO, student participation rate and the graduation rate must be above 80. In addition, the school/district cannot be labeled as Priority or Focus.

Improvement Goal

▸ **Annual Measurable Objective (AMO), an improvement goal, is calculated from the total score of the Next-Generation Learner's component only.**

- Schools and districts classified as Proficient and Distinguished must increase by half (.5) point and Needs Improvement by one (1) point.

- Program Review scores are included in the overall score that determines classifications (i.e., Needs Improvement, Proficient, Distinguished)

Accountability 2015-16 Rewards Categories

▶ **School of Distinction**

- Top 5% of schools and meets AMO, graduation rate goal (4-Year Cohort), participation rate goal and has graduation rate above **80%** for 2 years

▶ **High Performing School**

- Top 10% of schools and meets AMO, graduation rate goal and participation rate goal

▶ **High-Progress**

- Top 10% of improvement, meets AMO, graduation rate goal (4-Year Cohort) and participation rate (95%)
- Any other school label can also be labeled High-Progress.

Accountability 2015-16 Assistance Categories

Transition to Every Student Succeeds Act impacted Priority and Focus identification.

▸ Priority (bottom 5%, missed AMO for 3 years)

- No new schools were identified as Priority in 2016, but services will be provided.

- No schools exited Priority.

▸ Focus (schools/districts in bottom 10% nonduplicated gap or schools in bottom 5% individual groups;)

- No schools/districts are entering Focus status,

- 40 schools and 4 districts exited

Accountability Profile

The Accountability Profile summarizes the status of a school or district in the state accountability system, Unbridled Learning: College- and Career-Ready for All. The Overall Score is used to compare and rank school and district performance and to calculate an AMO improvement goal. An accountability classification based on the percentile rank, rewards or assistance category, participation rate and graduation rate are also displayed. Accountability is based on students enrolled a full academic year (100 days).

Last Updated Date: 09/22/2016

Accountability Performance

| Level	Year	Overall Score	Classification[1]	Rewards and Assistance Category[2]
State Overall	2015-2016	67.7	Proficient	
	2014-2015	67.1		

Annual Measurable Objective (AMO)

Level	Year	Baseline (Prior Year Learners Total Score)	AMO Goal	Learners Total Score	Met AMO Goal	Met Participation Rate Goal	Met Graduation Rate Goal
State Overall	2015-2016	57.3	57.8	58.0	Yes	Yes	No

Participation Rate Goal 95 Actual 99.7
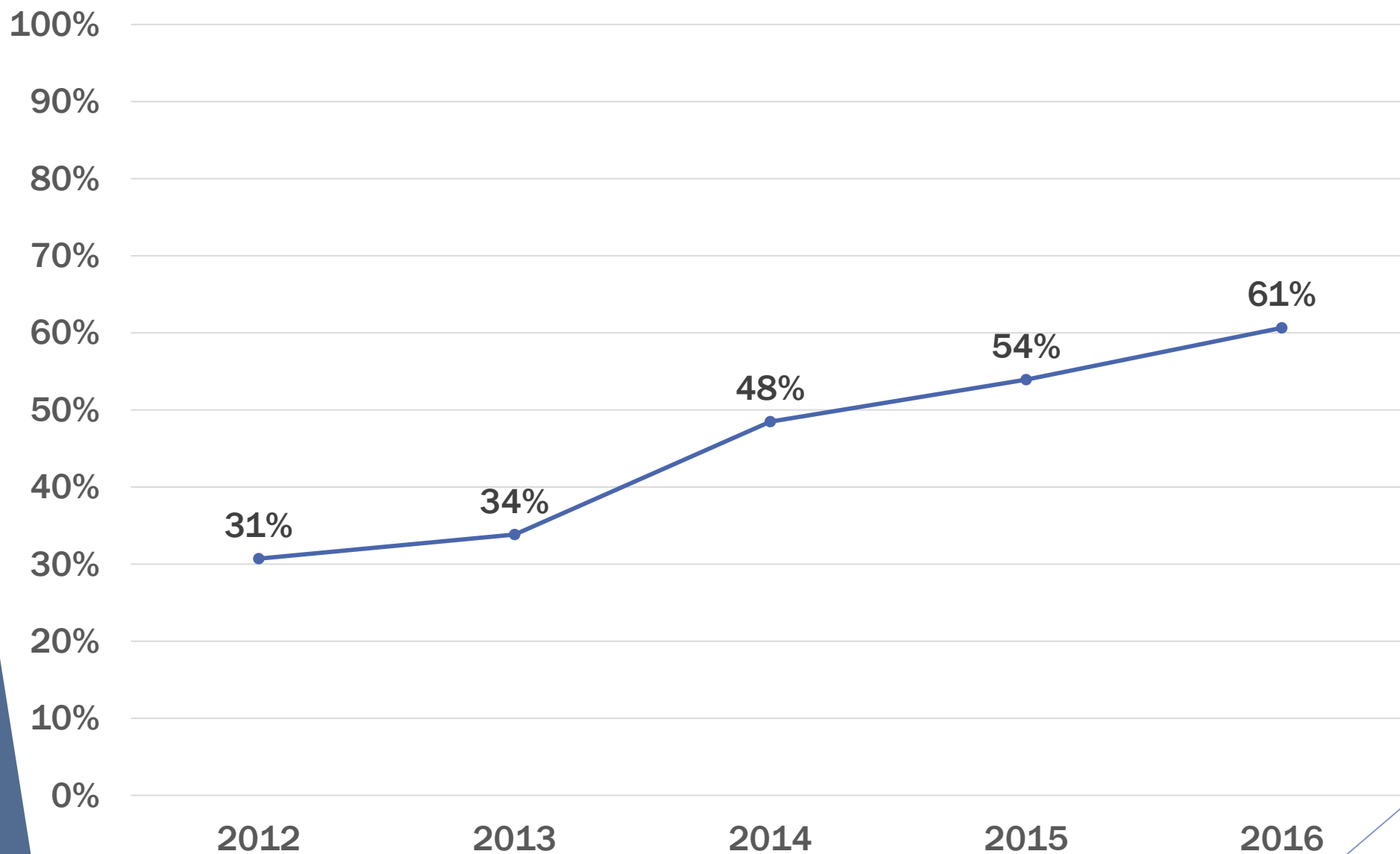
Graduation Rate Goal 89.6 Actual 4-Year 88.6

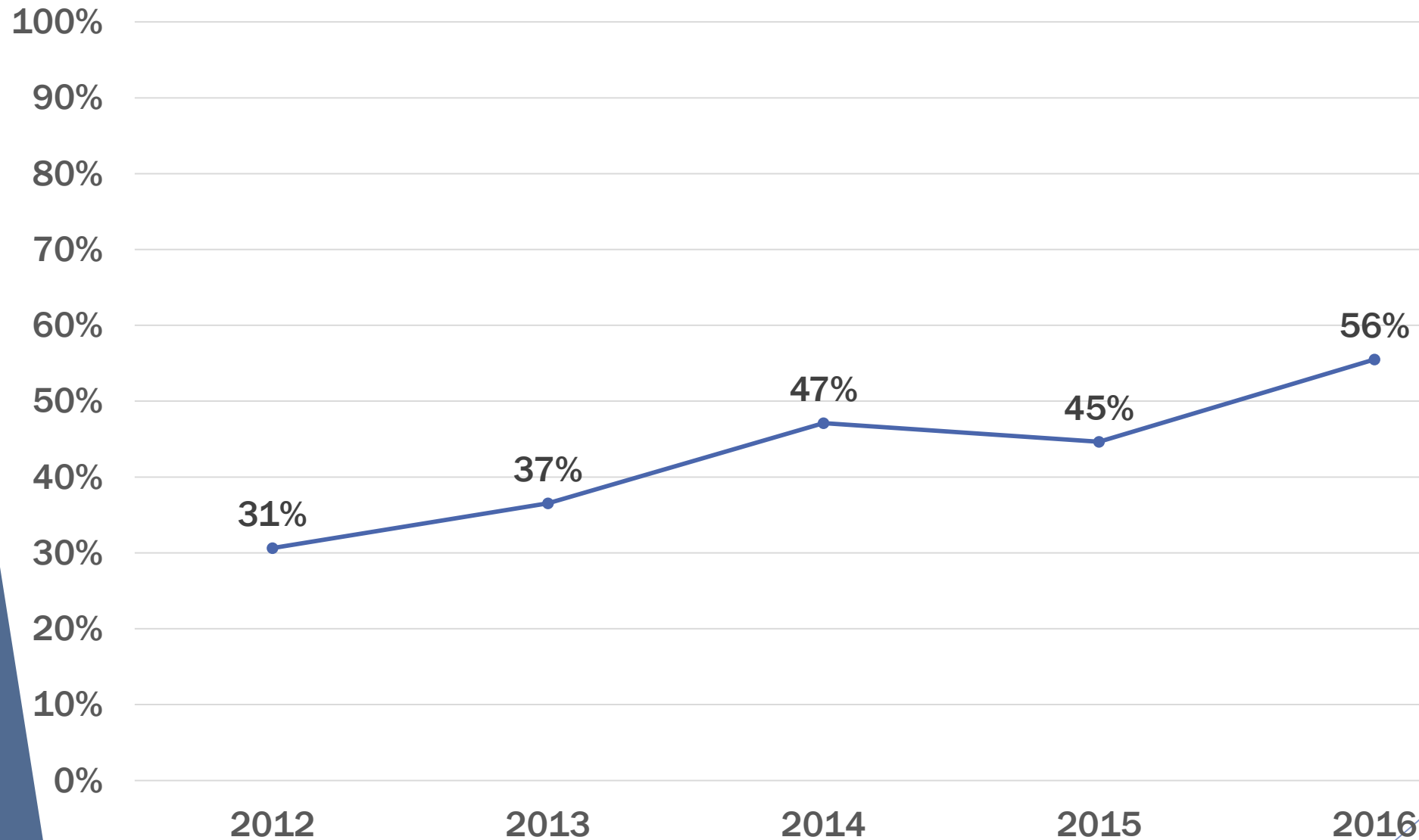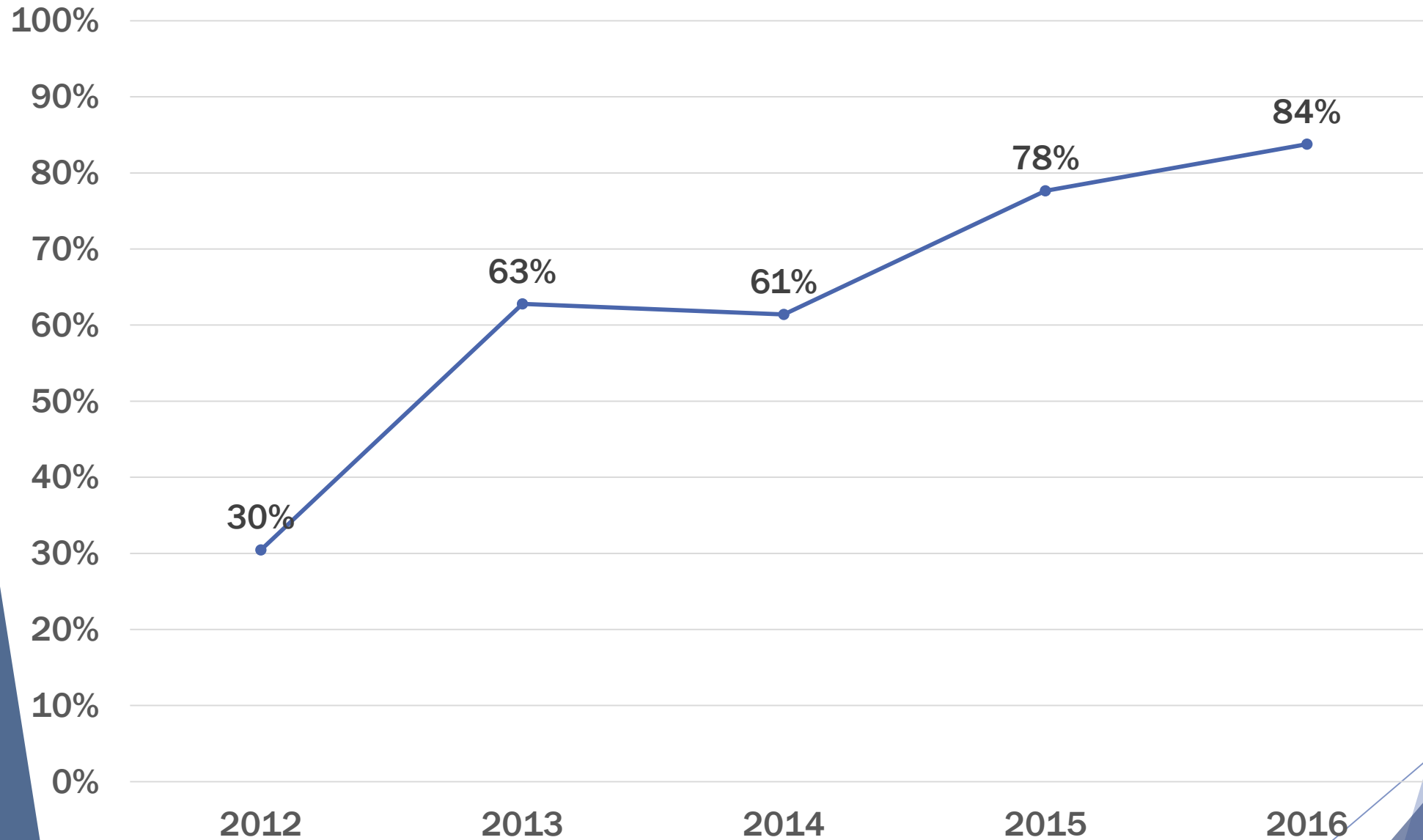38

Percent of Proficient/Distinguished Schools - All Levels
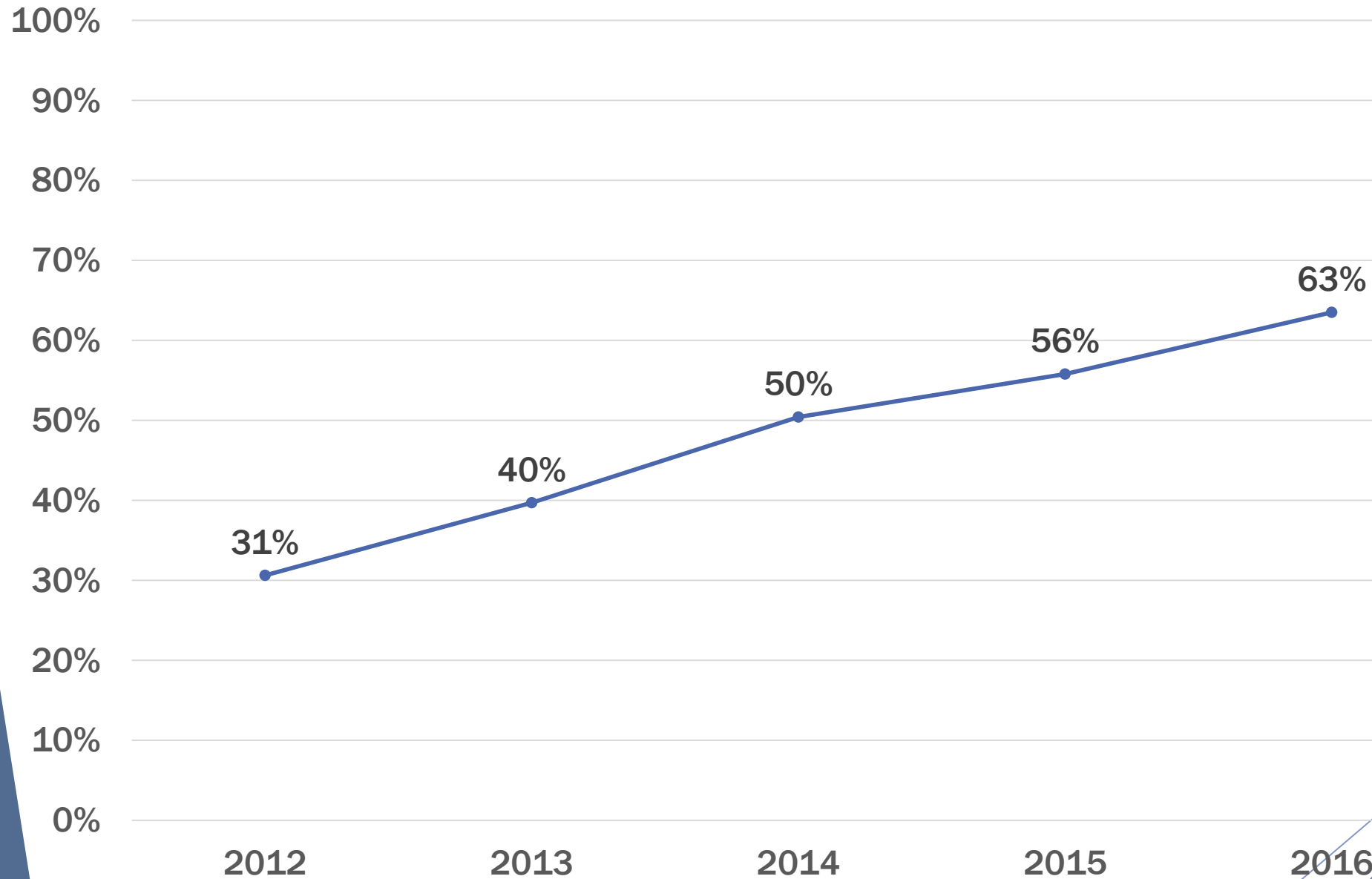
Percent of Proficient/Distinguished Schools - Elementary

Percent of Proficient/Distinguished Schools - Middle

Percent of Proficient/Distinguished Schools - High

Percent of Proficient/Distinguished Districts