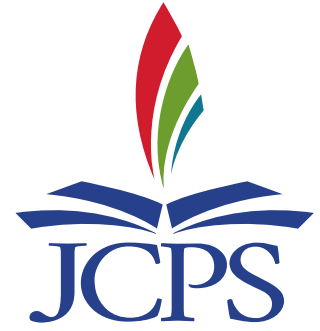# 2015-2016 Unbridled Learning Accountability Results
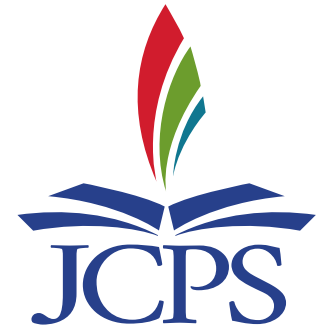
Board of Education Meeting

October 25, 2016

Agenda

- District Overview

- School Perspectives
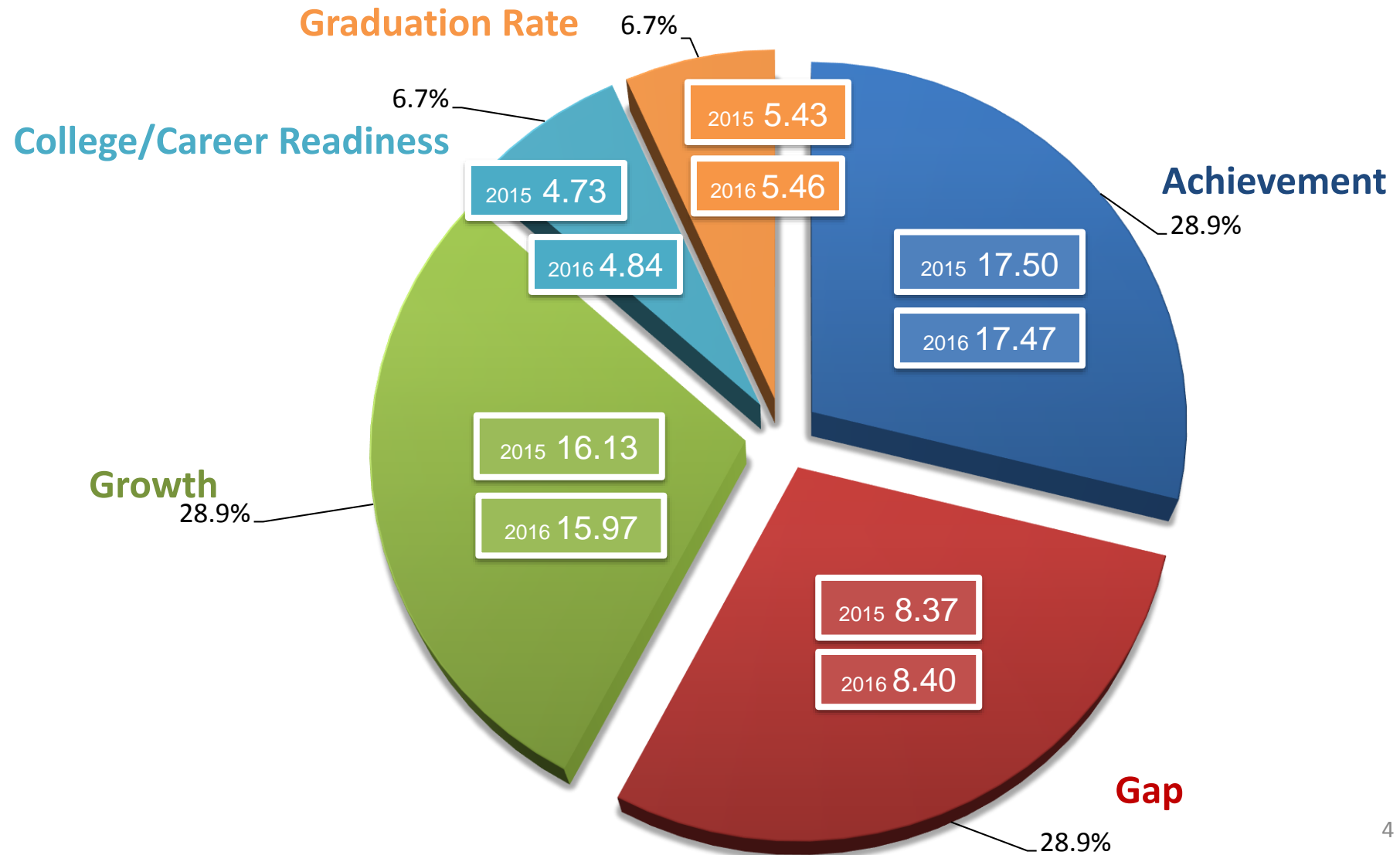
- District Support Strategies

What Changed in 2015-16?
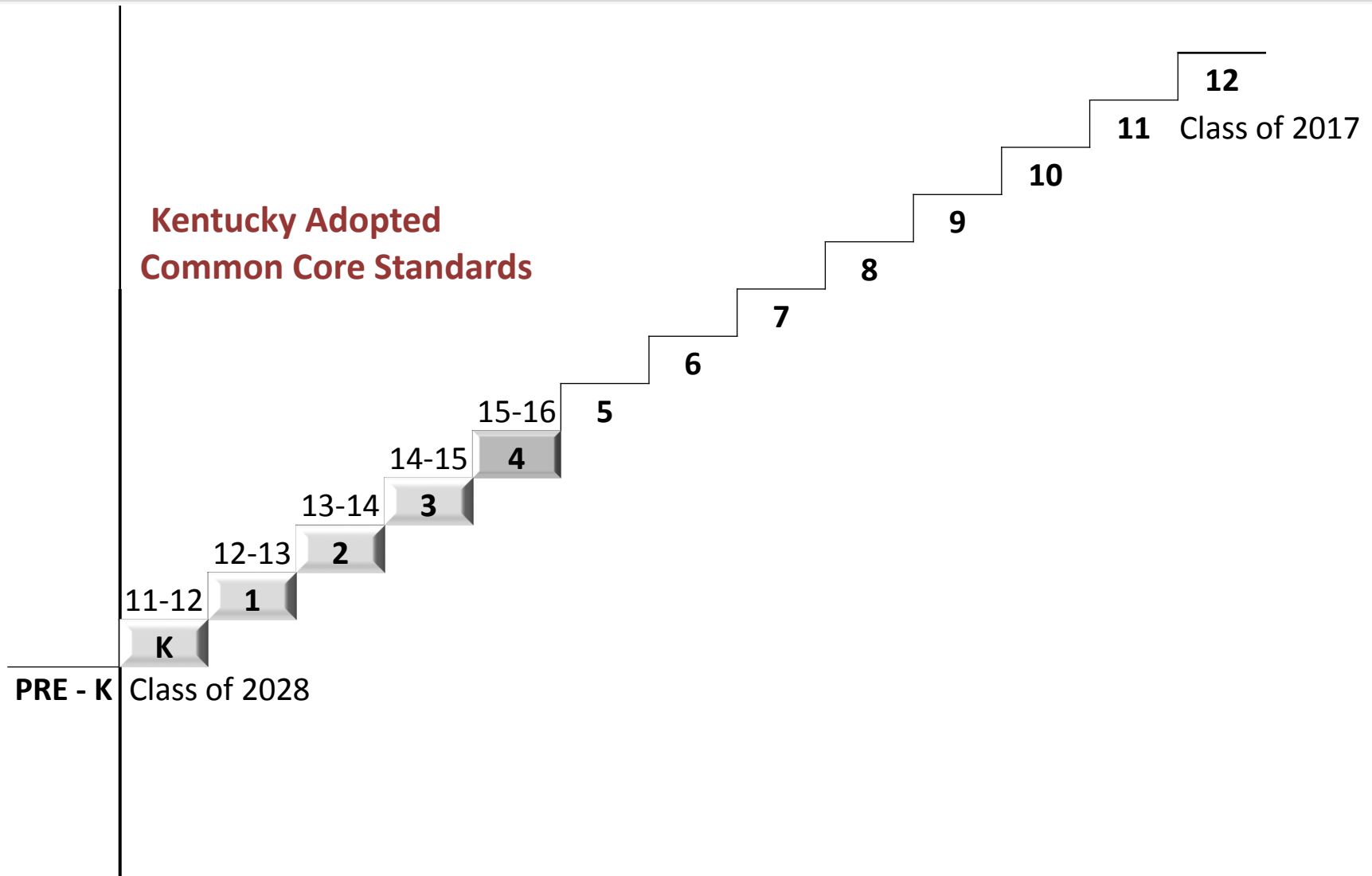
- AMO - only based on Next Generation Learners score

- Weights - changed for elementary and middle (each area 33%)

- Novice Reduction in Reading & Math – new for Gap score

- Categorical growth – new in ES & MS Growth score (students who move to a higher performance level or remained "Proficient/Distinguished")

- Track backs - direct placements will go to the district accountability

JCPS Learner's Score –
Improved in 3 Areas

Graduation Rate — 6.7%

2015 5.43
2016 5.46

College/Career Readiness — 6.7%

2015 4.73
2016 4.84

Achievement — 28.9%

2015 17.50
2016 17.47

Growth — 28.9%

2015 16.13
2016 15.97

Gap — 28.9%

2015 8.37
2016 8.40

4

Implementation Timeline of Common Core Standards

Kentucky Adopted Common Core Standards

12

11   Class of 2017

10

9

8

7

6

15-16   5

14-15   **4**

13-14   **3**

12-13   **2**

11-12   **1**

K
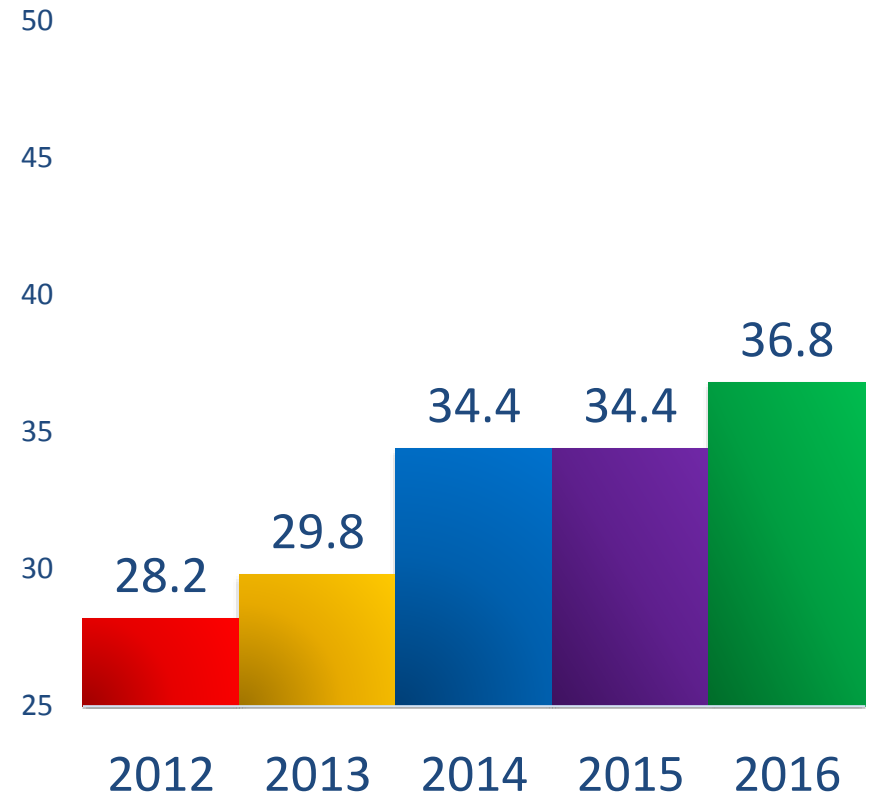
PRE - K | Class of 2028

% Proficient and Distinguished Combined Reading and Math

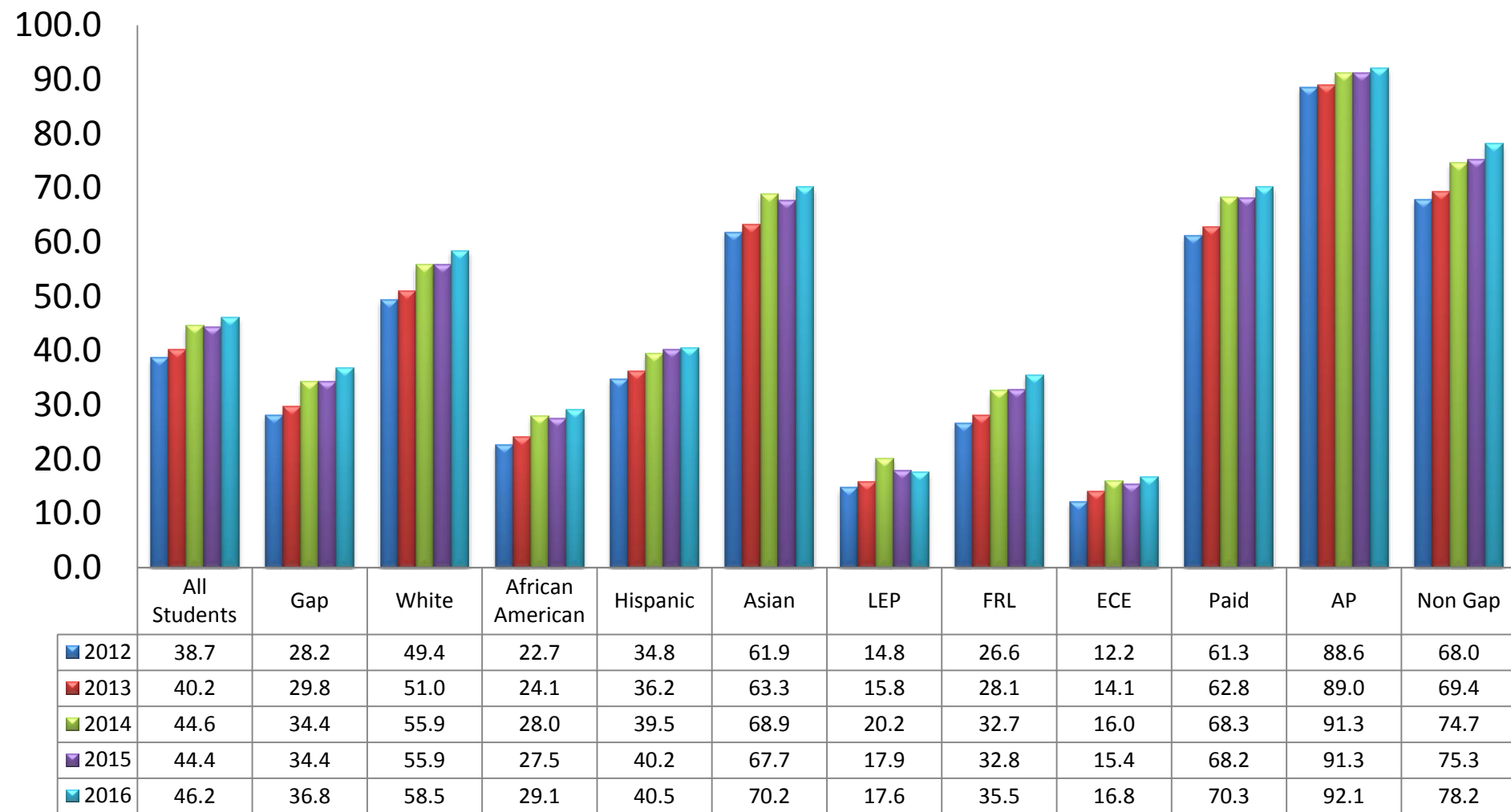**All Students**
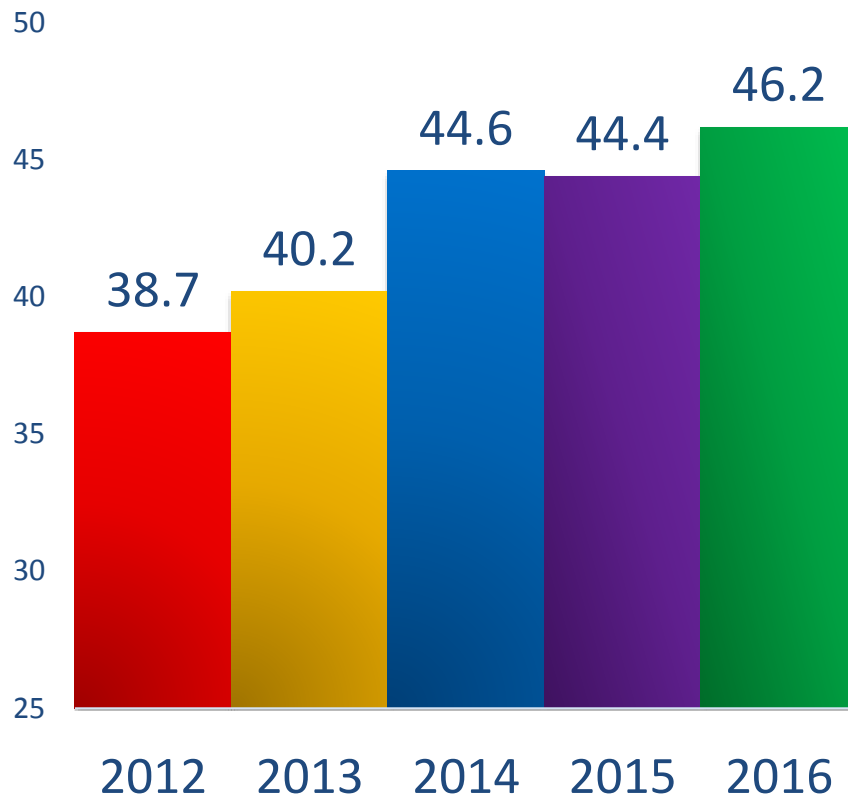
Gap Students

District Percent Proficient or Distinguished Combined Reading & Math by Student Group

	All Students	Gap	White	African American	Hispanic	Asian	LEP	FRL	ECE	Paid	AP	Non Gap
2012	38.7	28.2	49.4	22.7	34.8	61.9	14.8	26.6	12.2	61.3	88.6	68.0
2013	40.2	29.8	51.0	24.1	36.2	63.3	15.8	28.1	14.1	62.8	89.0	69.4
2014	44.6	34.4	55.9	28.0	39.5	68.9	20.2	32.7	16.0	68.3	91.3	74.7
2015	44.4	34.4	55.9	27.5	40.2	67.7	17.9	32.8	15.4	68.2	91.3	75.3
2016	46.2	36.8	58.5	29.1	40.5	70.2	17.6	35.5	16.8	70.3	92.1	78.2

Gap Groups: ★ ★ ★ ★ ★ ★

Student Group Gains 2012 to 2016
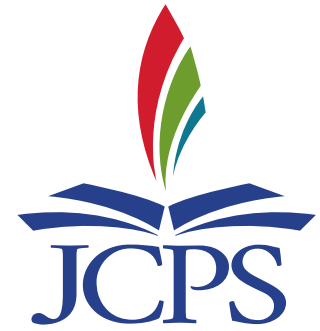
Groups	2012 to 2016	2015 to 2016
All Students	7.5	1.8
Non-Gap	10.2	2.9
Gap	8.6	2.4
African-American	6.4	1.6
Exceptional Child Education (ECE)	4.6	1.4
Free/Reduced lunch	8.9	2.7
Hispanic	5.7	.3
Limited English Proficient (LEP)	2.8	-.3

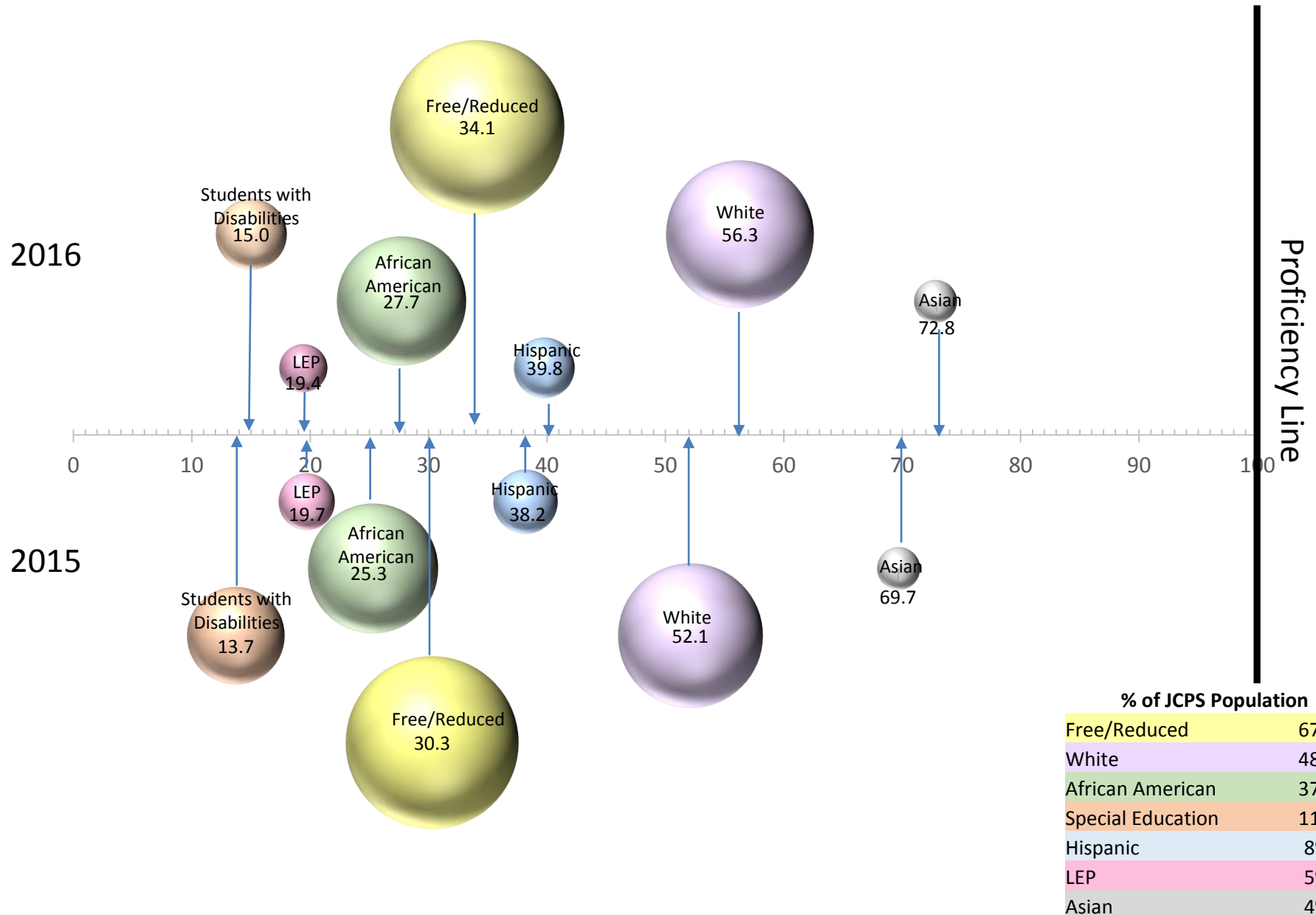|	
Increased	Gain of 1% or more
Stable	0 - < 1% gain or loss
Decreased	Loss of 1% or more

Percent Proficient or Distinguished - <u>Reading</u> by Student Group
How far is each student group in our district from the goal (GAP to GOAL)?

Proficiency Line

2016

Students with Disabilities 18.6

Free/Reduced 36.9

White 60.6

African American 30.5

Hispanic 41.2

Asian 67.5

LEP 15.8

0   10   20   30   40   50   60   70   80   90   100

2015

LEP 16.2

African American 29.8

Hispanic 42.1

Asian 65.7

White 59.7

Students with Disabilities 17.1

Free/Reduced 35.3

% of JCPS Population	
Free/Reduced	67%
White	48%
African American	37%
Special Education	11%
Hispanic	8%
LEP	5%
Asian	4%
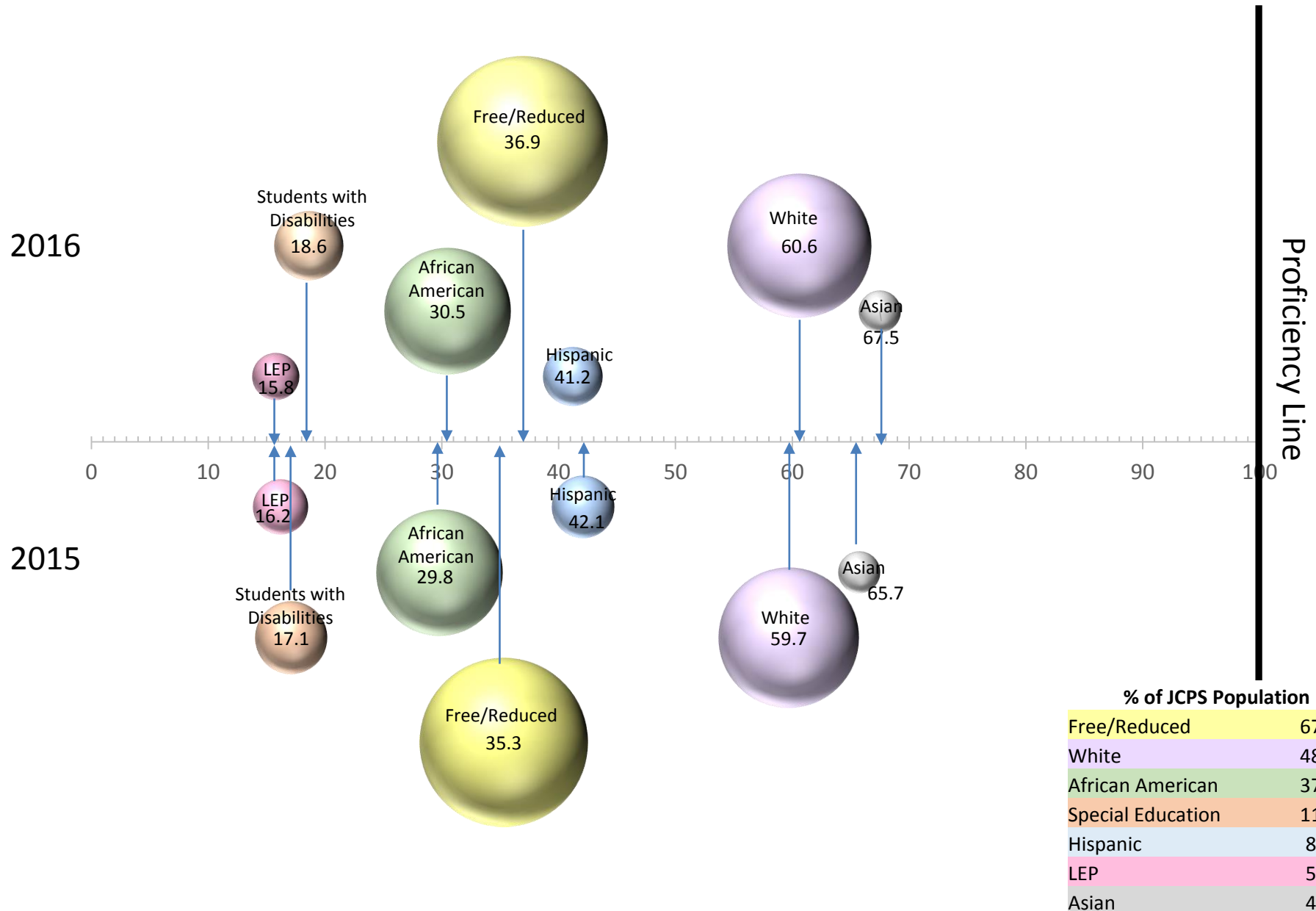
Percent Proficient or Distinguished - <u>Math</u> by Student Group
How far is each student group in our district from the goal (GAP to GOAL)?

2016

Students with Disabilities 15.0

Free/Reduced 34.1

African American 27.7

White 56.3

LEP 19.4

Hispanic 39.8

Asian 72.8

Proficiency Line

0 10 20 30 40 50 60 70 80 90 100

LEP 19.7

Hispanic 38.2

Asian 69.7

2015

Students with Disabilities 13.7

African American 25.3

White 52.1

Free/Reduced 30.3

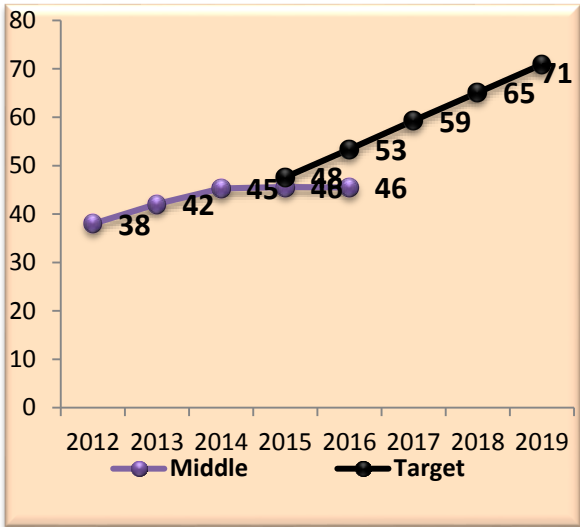| % of JCPS Population	
Free/Reduced	67%
White	48%
African American	37%
Special Education	11%
Hispanic	8%
LEP	5%
Asian	4%

Delivery Targets – All Students % Proficient/Distinguished

The Proficiency and Gap delivery targets provide schools and districts with the annual progress needed to meet their 2019 Proficiency and Gap delivery goals. The overall delivery targets and goals are created based on the combined percentage of students scoring proficient or higher in math and reading. Delivery targets and goals are provided for all schools, although state- and district-level progress is tracked only for students in grades K-8. The baseline for these data are an average of the proficiency rates for the 2011-2012, 2012-2013, 2013-2014 school years.
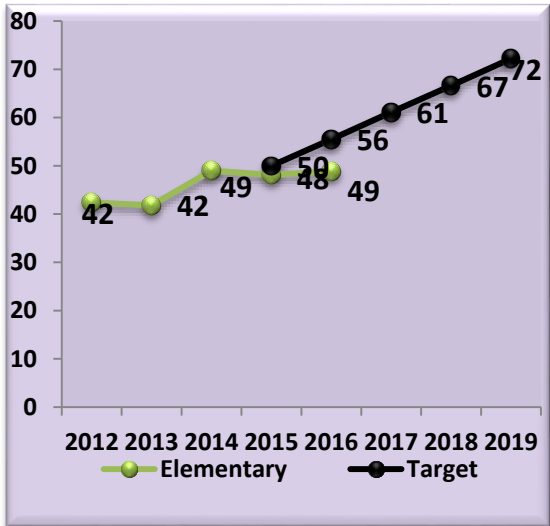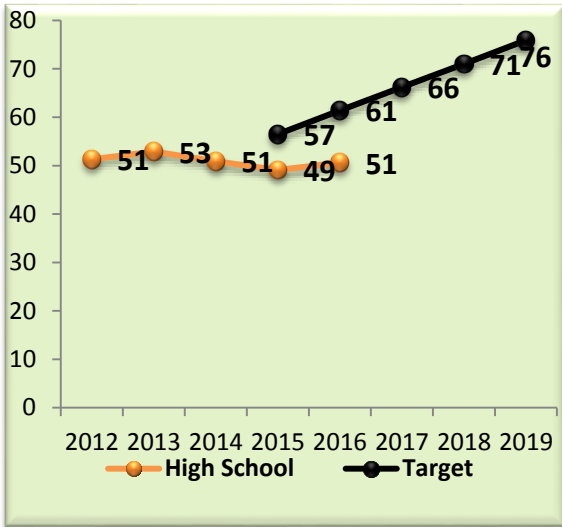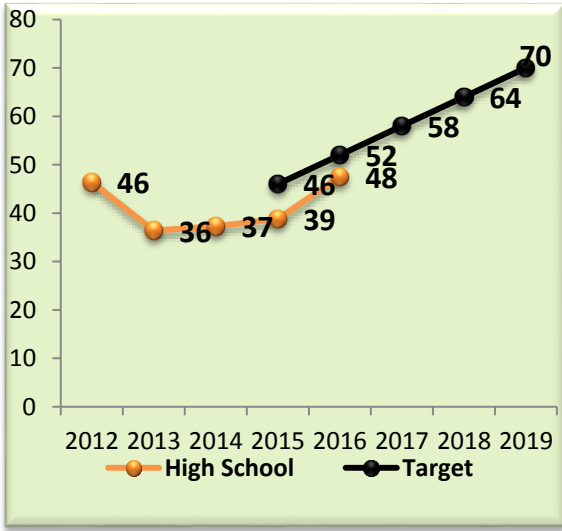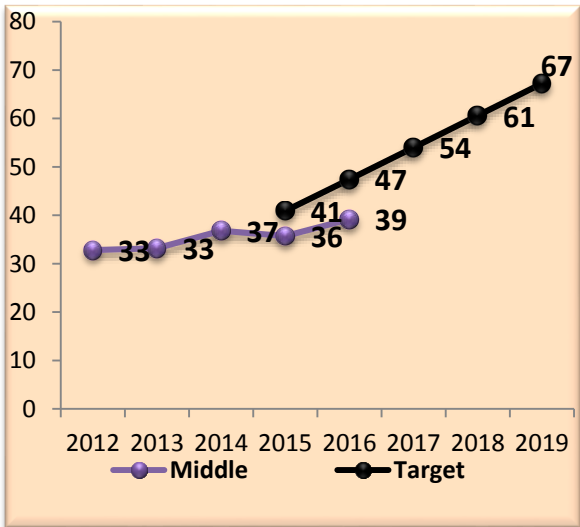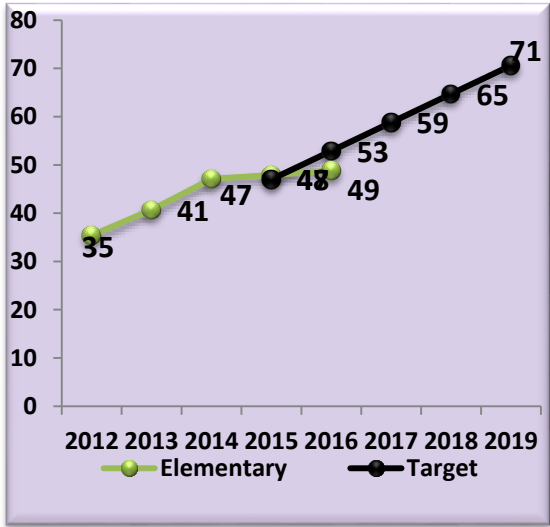
READING

MATH

Elementary - % Novices

Reading – 0 Points Earned in Novice Reduction

	Prior	Current
African American	40.6	42.4
Hispanic	26.8	28.6
American Indian		
ELL	41.8	46.6
FRL	34.7	35.3
With Disability	51.2	52
Gap	33.1	34.1

Math – 12.6 Points Earned in Novice Reduction

	Prior	Current
African American	32	32.2
Hispanic	19.6	19.4
American Indian		
ELL	33.5	33.9
FRL	27.5	26.5
With Disability	48.1	48.8
Gap	26.5	25.7

■ Prior ■ Current

Middle - % Novices

Reading – 17.4 Points Earned in Novice Reduction

	African American	Hispanic	American Indian	ELL	FRL	With Disability	Gap
Prior	43.4	31.2	45.8	70.3	39.3	67.5	37.7
Current	46.8	34.0	20.8	72.4	41.0	66.0	39.5

Math – 14.3 Points Earned in Novice Reduction

	African American	Hispanic	American Indian	ELL	FRL	With Disability	Gap
Prior	37.1	24.2	45.8	53.5	33	60.3	31.6
Current	39.9	25.2	25	55.4	34.1	61.2	33

Prior ■ Current

High - % Novices

Reading – 35.7 Points Earned in Novice Reduction

	African American	Hispanic	American Indian	ELL	FRL	With Disability	Gap
Prior	61	47.1		88.8	54.4	75.7	52.7
Current	56.5	50.5		91.7	51.1	73.4	49.7
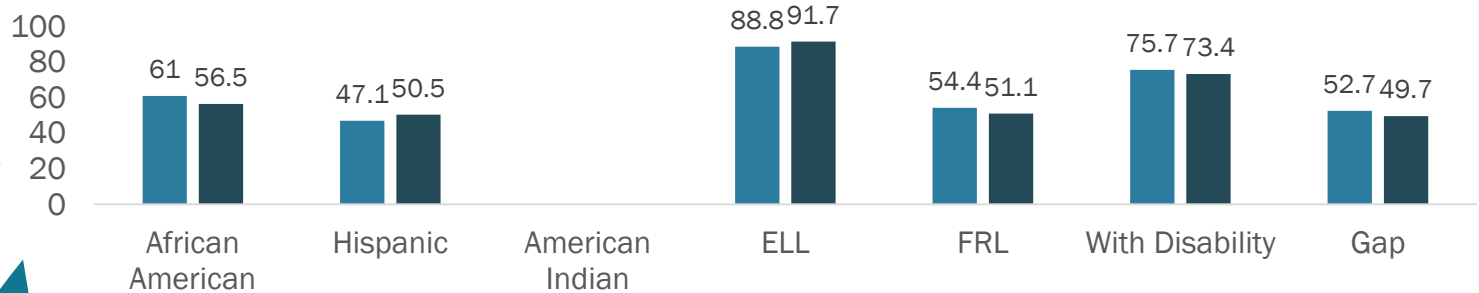
Math – 81.7 Points Earned in Novice Reduction

	African American	Hispanic	American Indian	ELL	FRL	With Disability	Gap
Prior	33.8	23.2		39.4	30.3	51.8	29.7
Current	26.5	19.5		39.7	23.1	47.2	22.7

■ Prior ■ Current
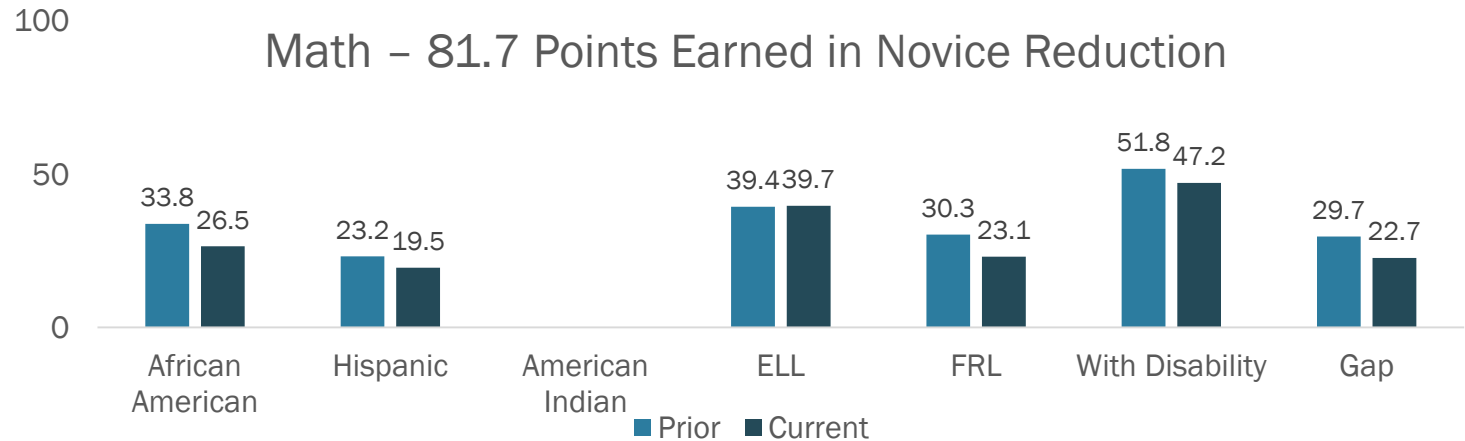
Taking a Closer Look – Elementary Schools

Achievement

	2012 % PD	2013 % PD	2014 % PD	2015 % PD	2016 % PD	
Reading	42.4	41.8	49.0	48.1	48.9	↑
Mathematics	35.4	40.7	47.1	47.9	48.9	↑
Science	55.3	58.4	62.8	--	--	--
Social Studies	50.7	52.6	51.0	54.0	53.9	↓
Writing	29.8	30.8	36.4	39.2	38.2	↓
Language Mech.	42.8	48.0	45.9	51.2	45.8	↓

Growth

	2012	2013	2014	2015	2016	
SGP					--	
Reading	63.4	58.0	60.8	58.5	58.0	↓
Math	59.9	60.0	60.5	62.2	58.6	↓
Categorical						
Reading					58.1	
Math					60.4	

Gap

	2012 % PD	2013 % PD	2014 % PD	2015 % PD	2016 % PD	
Reading	32.4	31.6	39.3	38.8	40.4	↑
Mathematics	25.9	31.0	37.4	38.7	40.4	↑
Science	45.3	48.5	53.9	--	--	--
Social Studies	40.3	42.4	40.6	44.0	44.3	↑
Writing	21.6	23.2	28.0	30.2	29.9	↓
Language Mech.	32.8	37.4	36.5	41.4	37.6	↓

Novice Red.

	% Novice 2015 Gap Group	% Novice 2016 Gap Group	% Target Met
Reading	33.1	34.1	0%
Mathematics	26.5	25.7	29.6%

Jefferson County Public Schools

Moving in the Right Direction

Novice reduction also includes individual student groups

Taking a Closer Look – Middle Schools

Achievement

	2012 % PD	2013 % PD	2014 % PD	2015 % PD	2016 % PD	
Reading	38.0	42.1	45.3	45.6	45.5	↓
Mathematics	32.8	33.2	36.8	35.7	39.2	↑
Science	47.6	45.3	48.7	--	--	--
Social Studies	47.7	47.7	46.2	47.2	47.8	↑
Writing	31.5	34.5	33.3	31.1	34.1	↑
Language Mech.	29.9	36.5	30.5	39.9	32.4	↓

Growth

	2012	2013	2014	2015	2016	
SGP					--	
Reading	56.8	54.6	57.5	55.6	53.5	↓
Math	59.9	57.4	55.0	55.1	51.2	↓
Categorical						
Reading					51.4	
Math					45.7	

Gap

	2012 % PD	2013 % PD	2014 % PD	2015 % PD	2016 % PD	
Reading	27.6	31.6	35.0	35.0	35.6	↑
Mathematics	22.4	22.8	26.1	25.2	28.8	↑
Science	36.5	34.5	38.2	--	--	--
Social Studies	36.9	37.4	35.5	36.5	37.4	↑
Writing	23.2	25.8	25.6	22.2	25.5	↑
Language Mech.	20.3	26.0	20.6	29.5	23.6	↓

Novice Red.

	% Novice 2015 Gap Group	% Novice 2016 Gap Group	% Target Met
Reading	37.7	39.5	0%
Mathematics	31.6	33.0	0%

Novice reduction also includes individual student groups

Jefferson County Public Schools

Moving in the Right Direction

Taking a Closer Look – High Schools

Achievement

	2012 % PD	2013 % PD	2014 % PD	2015 % PD	2016 % PD	
Reading	51.3	52.9	50.9	49.1	50.7	↑
Mathematics	46.4	36.4	37.3	38.8	47.6	↑
Science	31.3	39.1	38.6	37.6	34.4	↓
Social Studies	38.1	53.9	56.9	55.7	58.7	↑
Writing	45.2	47.4	43.8	46.4	40.2	↓
Language Mech.	42.4	42.5	41.0	40.5	47.3	↑

Growth

	2012	2013	2014	2015	2016	
SGP						--
Reading	59.3	54.4	56.8	59.7	57.5	↓
Math	62.3	57.5	61.5	56.4	57.1	↑

Gap

	2012 % PD	2013 % PD	2014 % PD	2015 % PD	2016 % PD	
Reading	38.4	39.8	38.8	37.6	39.5	↑
Mathematics	35.1	27.5	27.3	28.8	38.1	↑
Science	19.3	27.3	27.9	26.4	23.9	↓
Social Studies	25.4	42.4	45.1	45.7	48.4	↑
Writing	34.4	37.0	33.1	36.2	30.6	↓
Language Mech.	30.4	30.0	29.0	28.4	35.2	↑

	2012	2013	2014	2015	2016	
CCR (w/o bonus)	45.2	51.3	60.5	63.0	63.4	↑
Grad Rate (4 yr)			79.0	79.0	80.1	↑
Grad Rate (5 yr)		80.7	81.4	81.5		↑

Novice Red.

	% Novice 2015 Gap Group	% Novice 2016 Gap Group	% Target Met
Reading	52.7	49.7	54.7%
Mathematics	29.7	22.7	100%

Jefferson County Public Schools

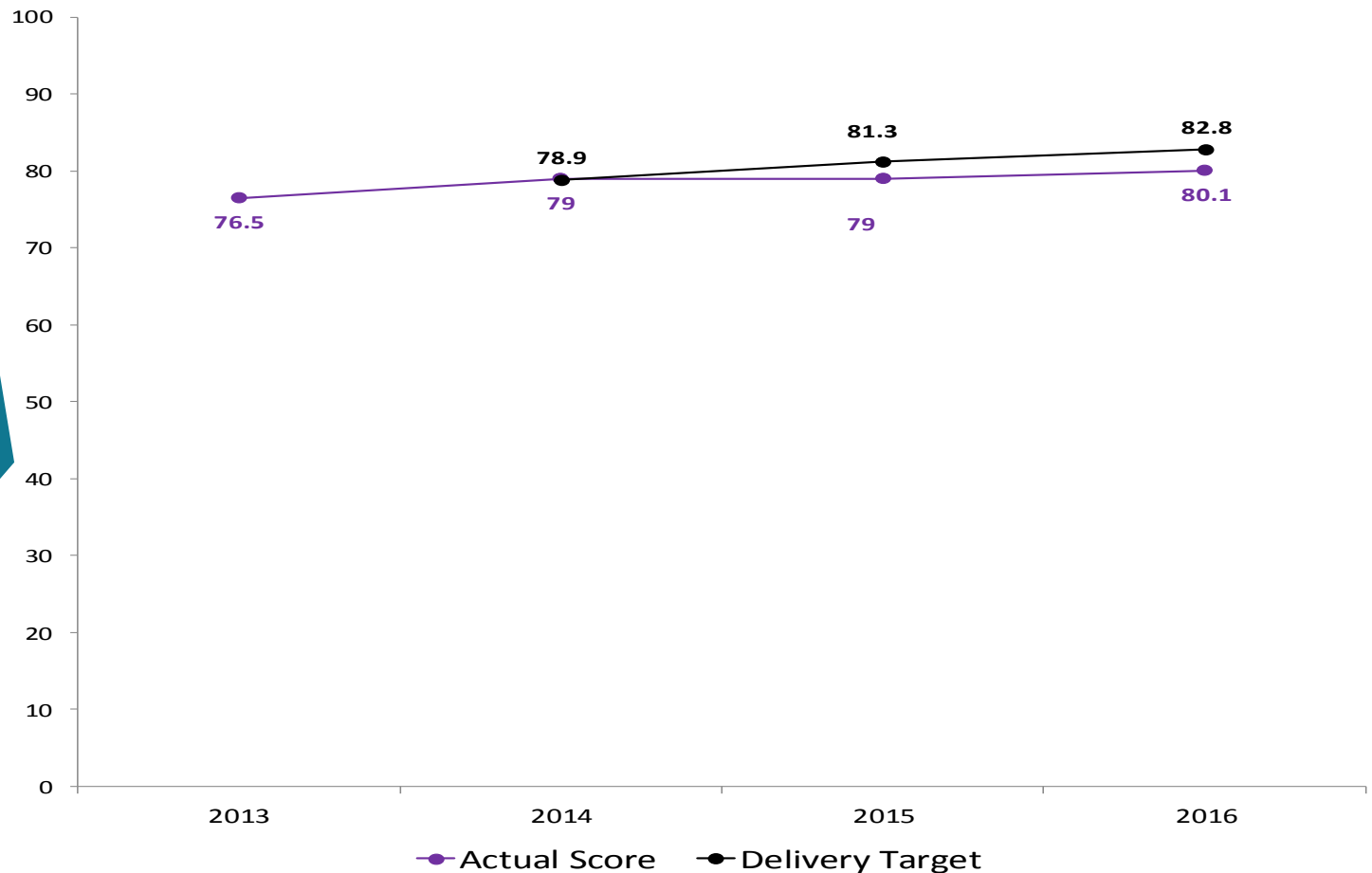Moving in the Right Direction
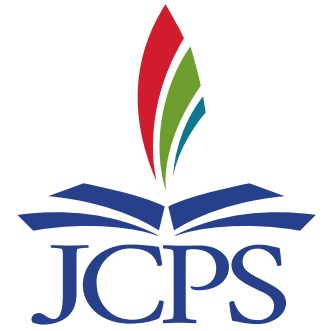
Novice reduction also includes individual student groups
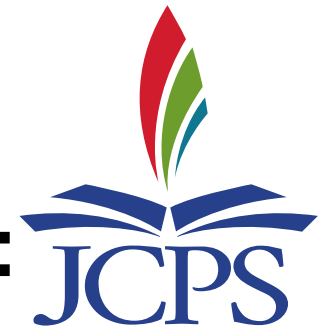
JCPS College & Career Readiness:
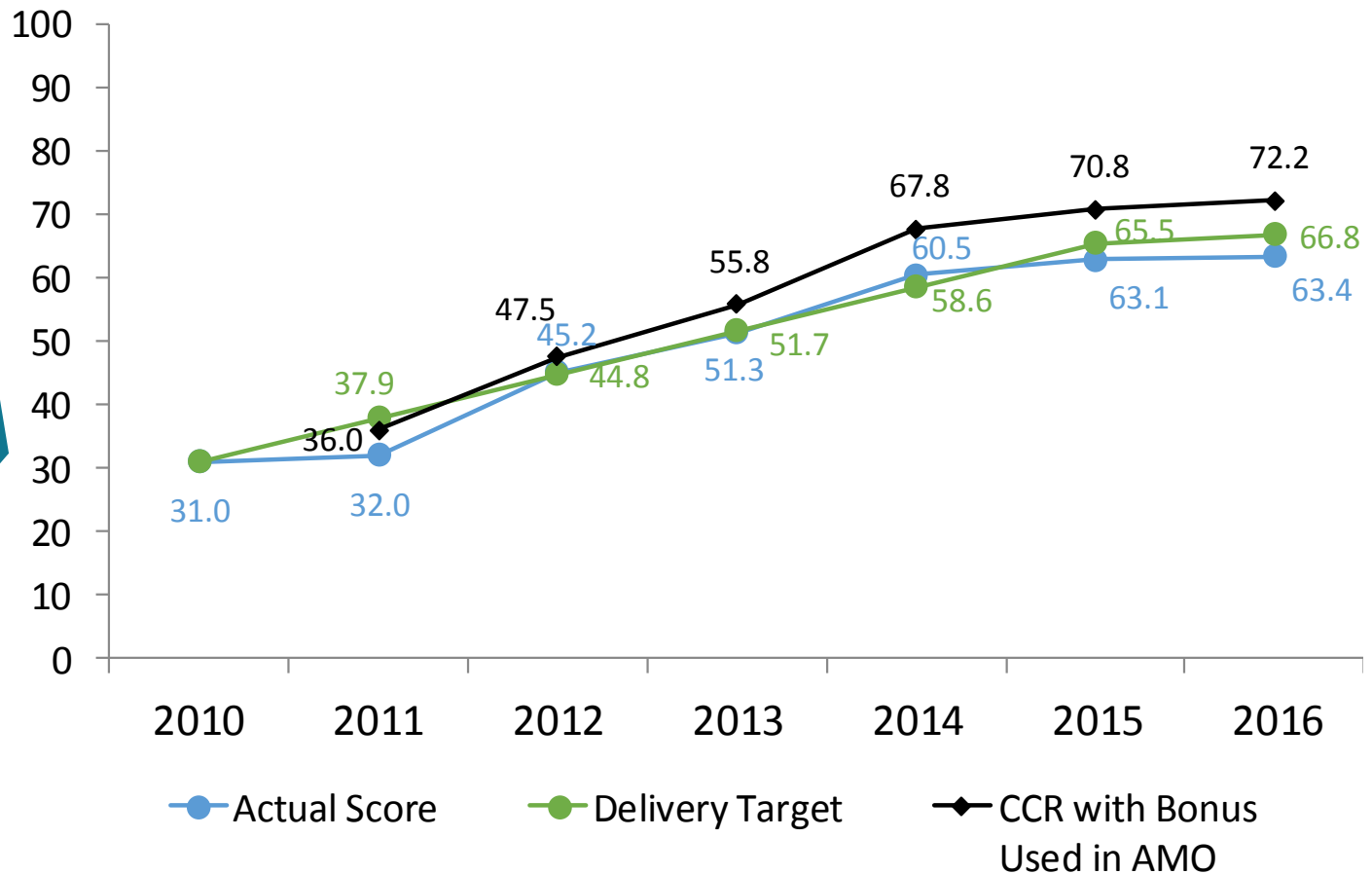
JCPS Four Year Cohort Graduation

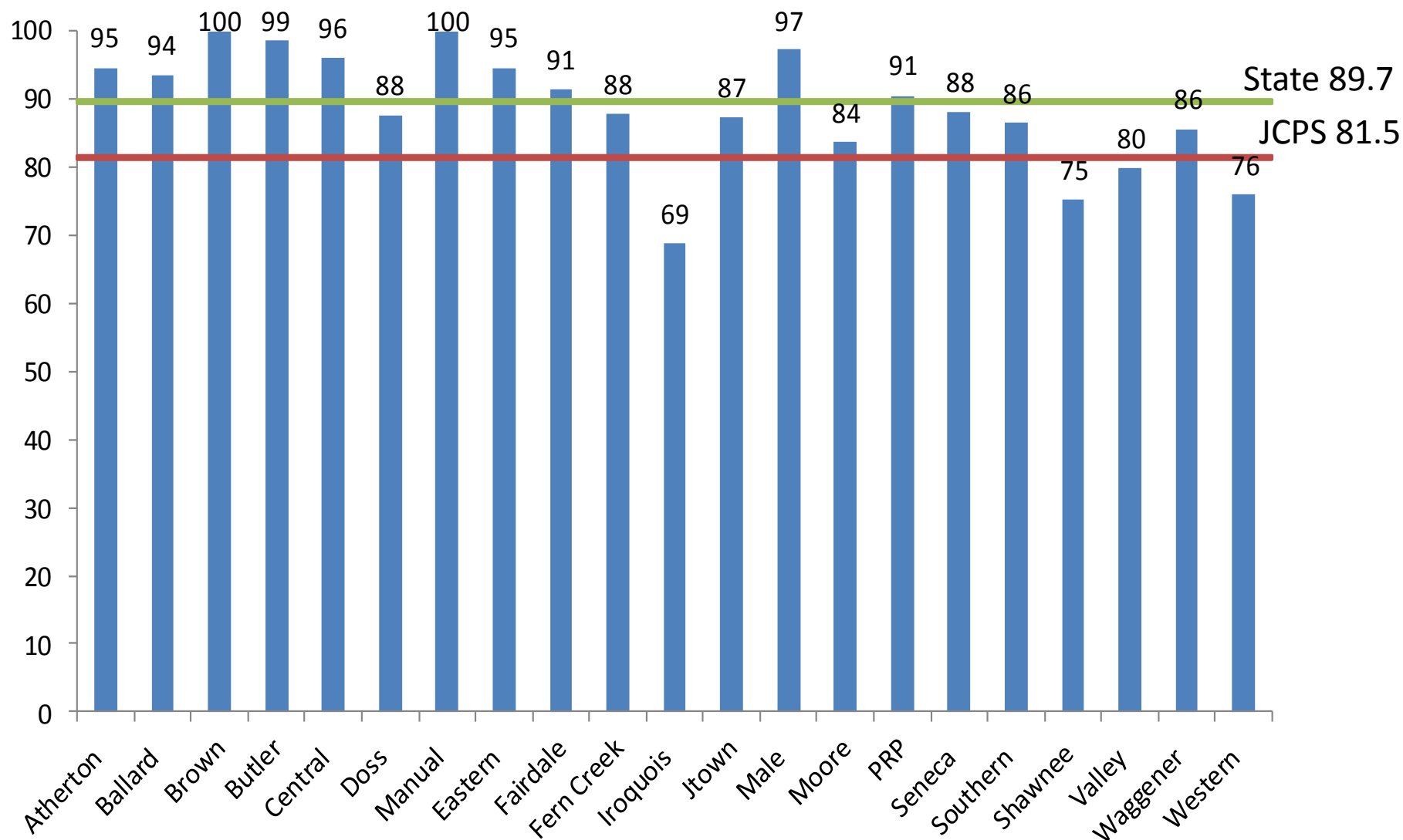Chart showing Actual Score and Delivery Target from 2013 to 2016.

Year	2013	2014	2015	2016
Delivery Target		78.9	81.3	82.8
Actual Score	76.5	79	79	80.1

Legend: Actual Score, Delivery Target

2016 Graduation Rate (4yr Cohort)
11 Schools Above State Average

State 88.6

JCPS 80.1

School	Rate
Atherton	94
Ballard	93
Brown	98
Butler	97
Central	95
Doss	85
Manual	100
Eastern	93
Fairdale	89
Fern Creek	90
Iroquois	73
Jtown	83
Male	98
Moore	82
PRP	90
Seneca	85
Southern	85
Shawnee	75
Valley	83
Waggener	85
Western	72
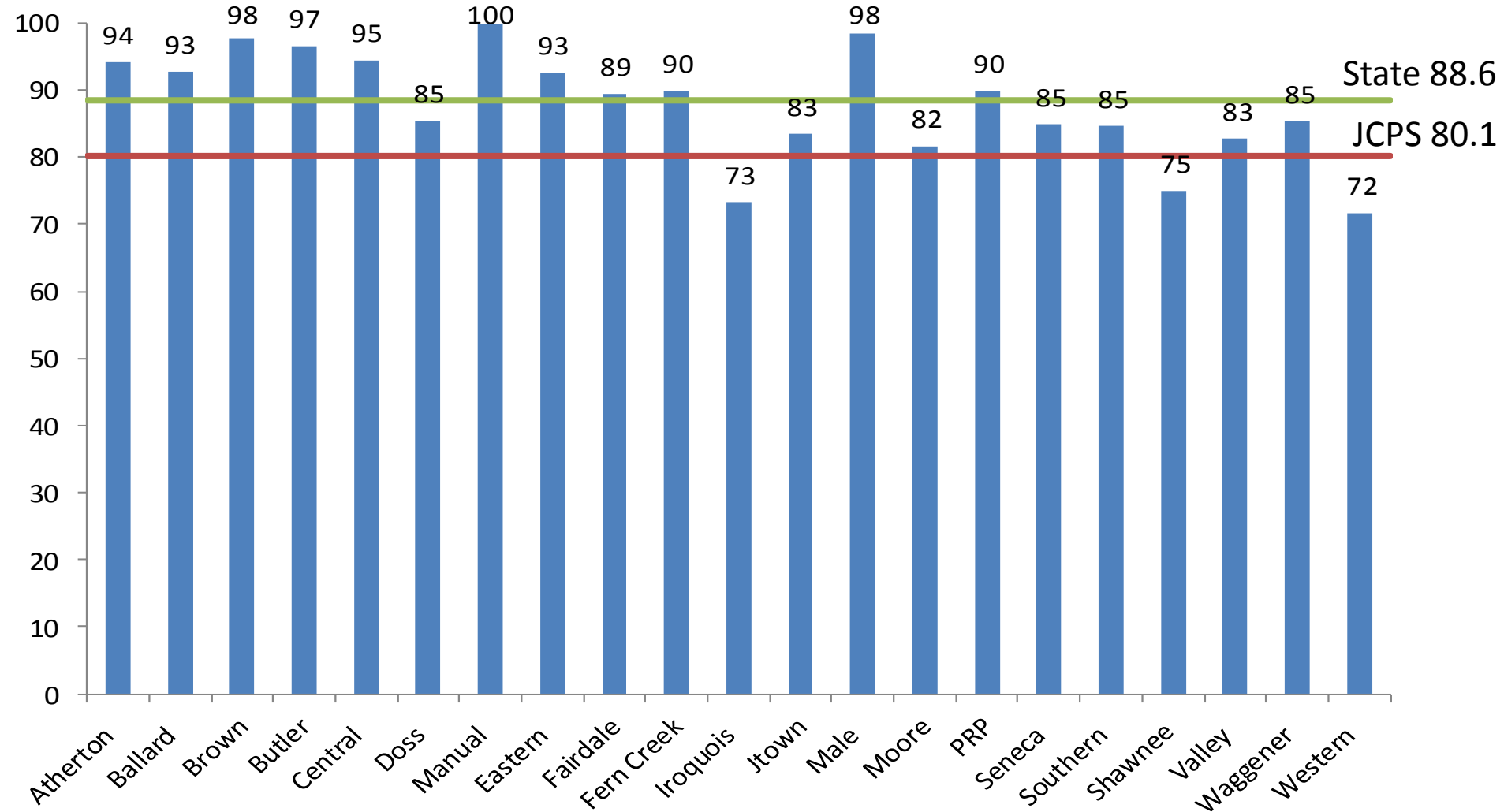
2015 Graduation Rate (5yr Cohort) – Used in AMO
10 Schools Above State Average

State 89.7
JCPS 81.5

School	Rate
Atherton	95
Ballard	94
Brown	100
Butler	99
Central	96
Doss	88
Manual	100
Eastern	95
Fairdale	91
Fern Creek	88
Iroquois	69
Jtown	87
Male	97
Moore	84
PRP	91
Seneca	88
Southern	86
Shawnee	75
Valley	80
Waggener	86
Western	76

School Classifications and Recognitions
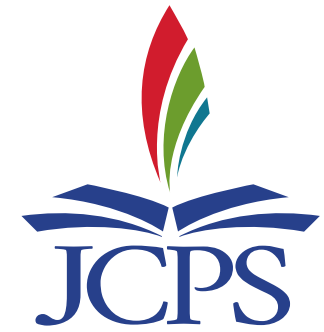
	2014	2015	2016	Change
Schools Meeting AMO	96	74	66	-8
Schools Progressing	89	65	58	-7
Proficient or Distinguished Schools	43	50	59	+9
Schools of Distinction	15	18	13	-5
Focus Schools	52	50	46	-4
Priority Schools	18	20	18	-2

Schools' Perspective

- Effective Systems
- Next Steps to Address Barriers

	Met AMO 2014	Met AMO 2015	Met AMO 2016
Jacob	YES	YES	YES
Western MS *	YES	NO	YES
Doss HS*	YES	NO	YES

* Priority School

# Unbridled Learning Accountability Model Results
Jacob Elementary
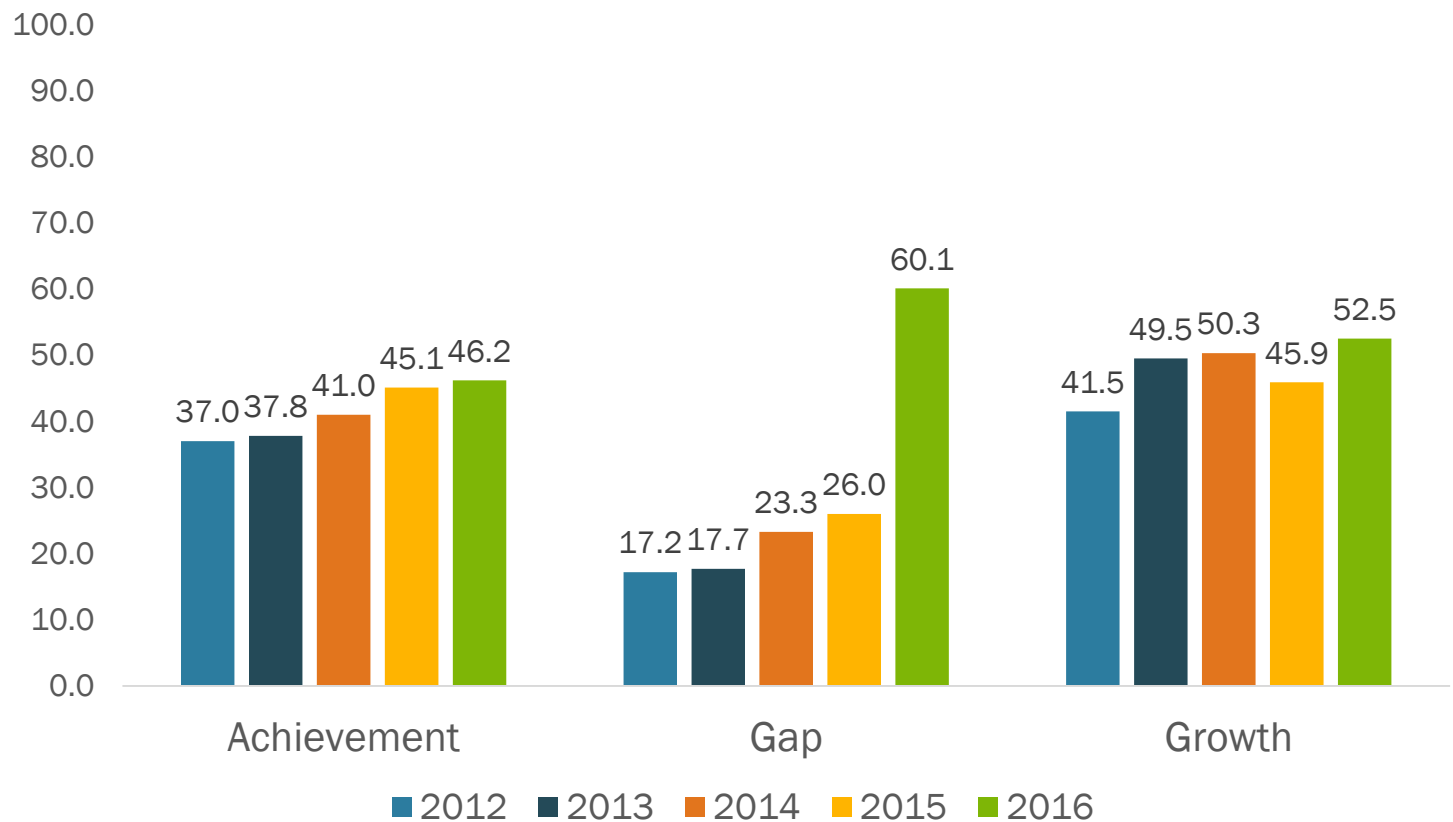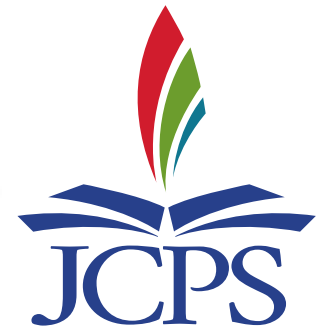
Data represents unweighted scores

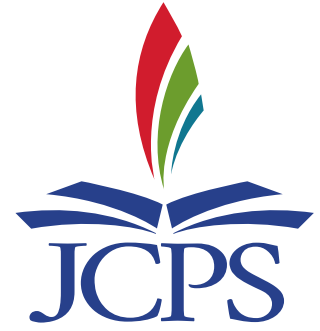# Unbridled Learning Accountability Model Results
Western Middle

JCPS

	Achievement	Gap	Growth
2012	46.6	21.5	58.1
2013	63.4	40.1	65.4
2014	68.0	44.6	61.1
2015	56.7	30.5	53.2
2016	65.2	56.6	59.3

■ 2012 ■ 2013 ■ 2014 ■ 2015 ■ 2016
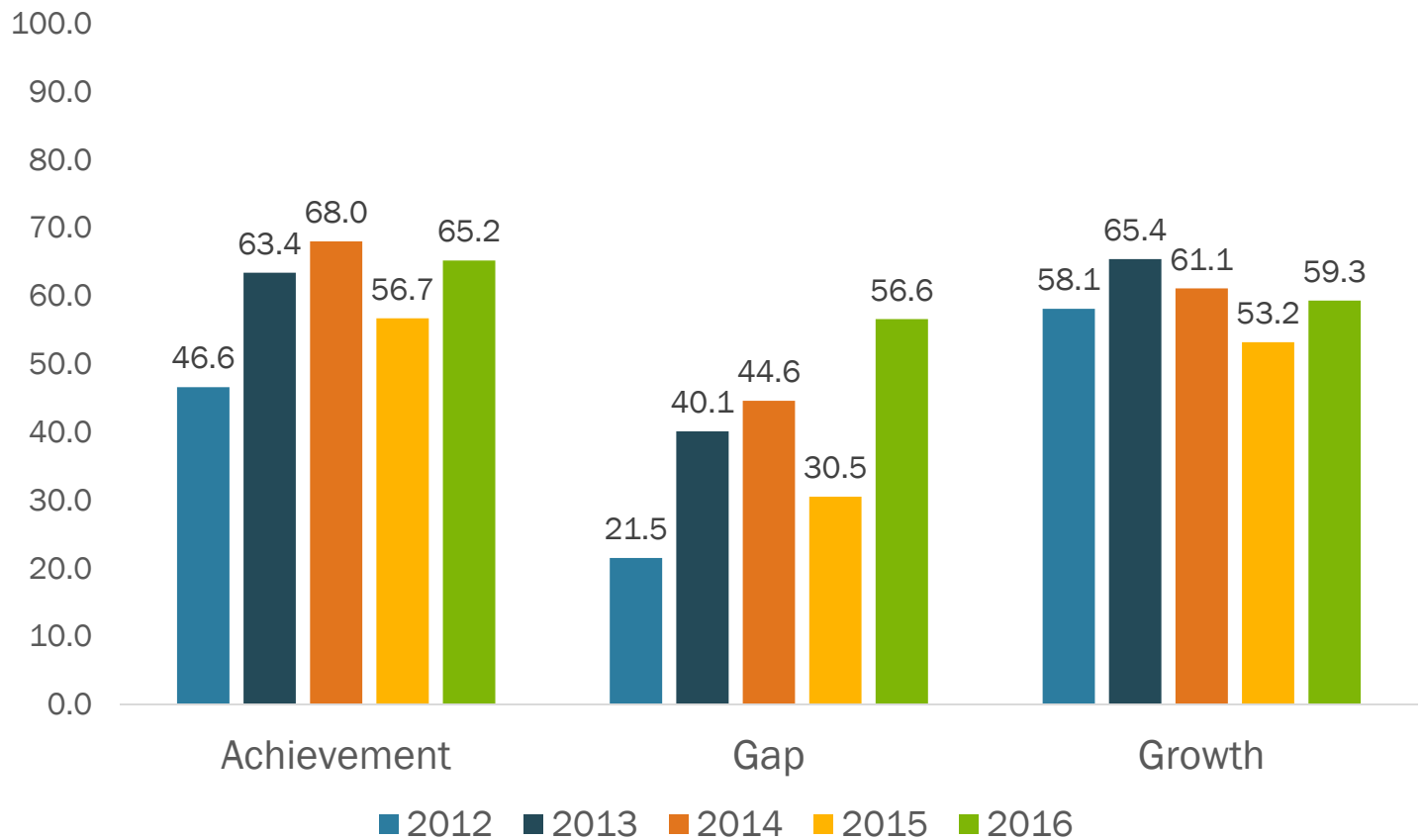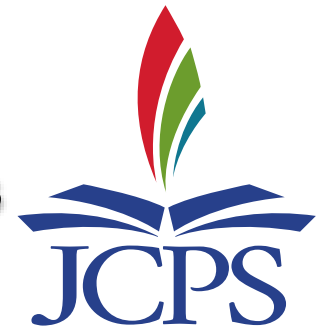
Data represents unweighted scores

Unbridled Learning Accountability Model Results
Doss High
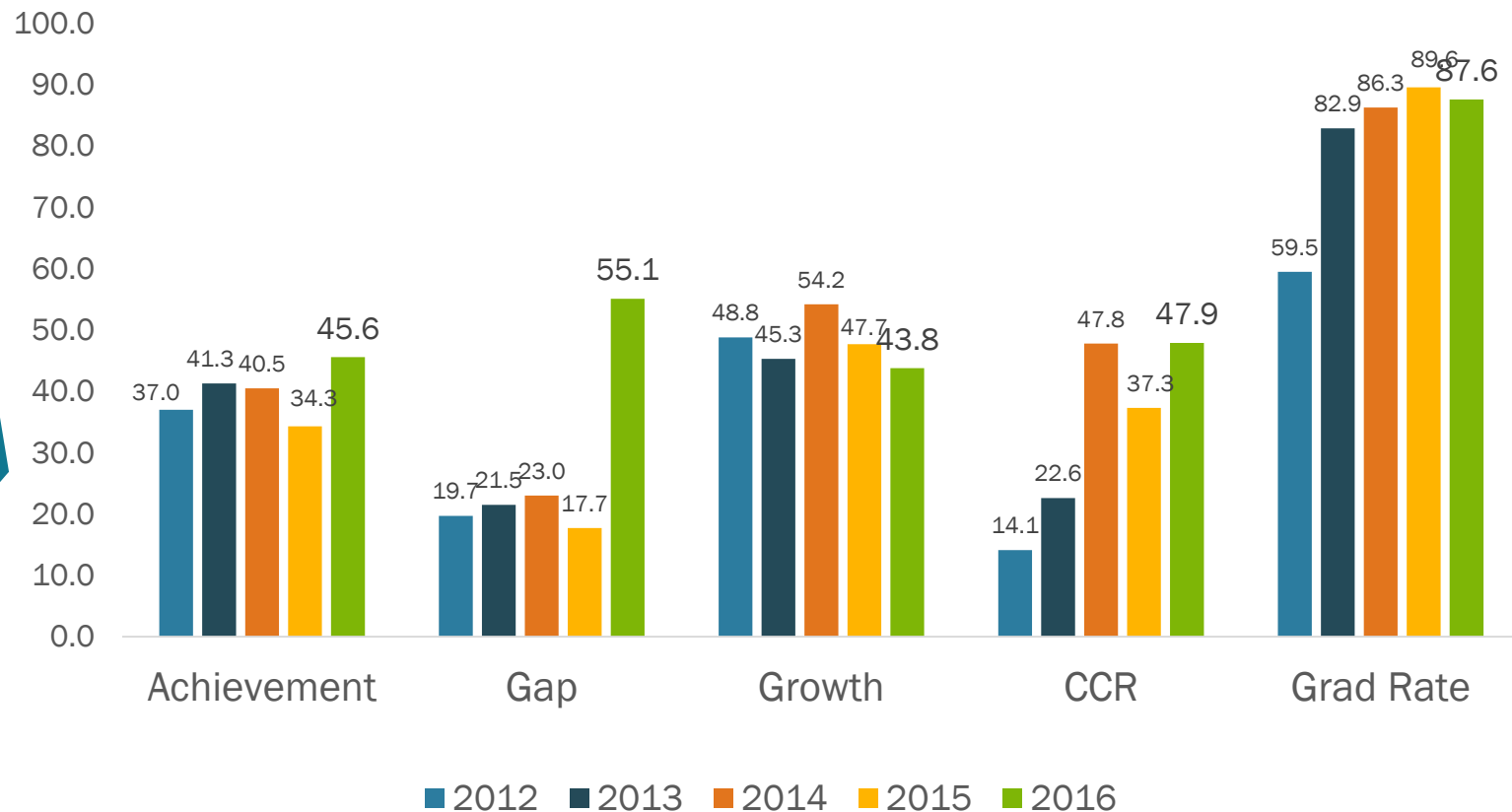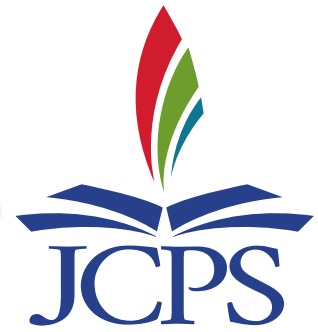
Data represents unweighted scores

What's Improving?

- All individual student groups, except LEP students, increased their proficiency rates in combined reading and math

- College and Career Readiness rates continue to rise

- 4 Year Graduation Rate above 80% for first time

- More priority schools meeting their AMOs

2015-16 District Support Strategies:
## Building Capacity in Next Generation Teachers
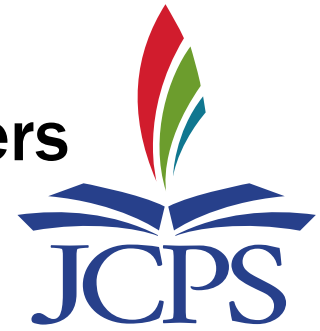
Strategy 2.2.3 Increase and Deepen Professional Learning:

- Phase IV PLC Work – Assessment Literacy
- Phase II – Differentiated Instruction
- Bellarmine Literacy Project
- SREB Middle School Project
- Aligned Curriculum, Assessment and Grading Systems
- Curriculum Cycle PD System
- Data Analysis Teams
- Just in Time PD

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2015-16 District Support Strategies:
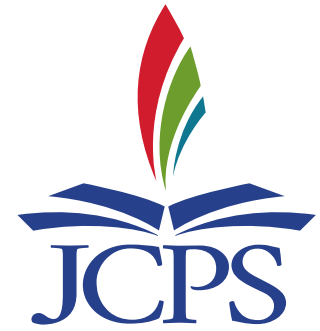## Building Capacity in Next Generation Leaders/Principals
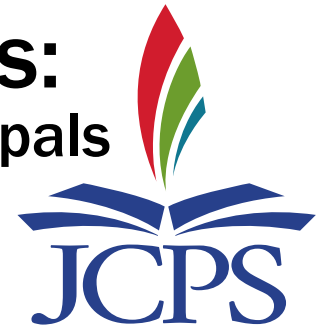
Strategy 2.2.4 Develop Leaders:

- National Institute for School Leadership (NISL)
- School Improvement Academy
- Individualized Coaching
- Principal Communication Committee
- SBAT Leadership Networks
- PGES Goal Setting and Tracking
- Assistant Principals in all Elementary Schools
- Goal Clarity Coaches
- District Priority School Director

Where Do We Need to Focus?

- Focus on reducing novices for all student groups in Reading and Math at all levels
- Continue to work on closing the achievement gap by working with our lowest performing groups (i.e. ELL, ECE)
- Support writing and language mechanics
- Accelerate growth for college and career readiness

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Next Steps 2016-17

- Continue/refine our work with PLCs

- Refine Professional Growth and Evaluation System

- Offer Content Specific PD to address key areas of focus

- Additional Resources for Specific School Needs

- Strengthen KDE partnerships in Priority Schools

- Build on Deeper Learning and Refining Assessment Strategies

- Establish SBATs/Professional Learning Network for Assistant Principals - New

- Novice Reduction Training for all schools - New