



Public Data Release Information

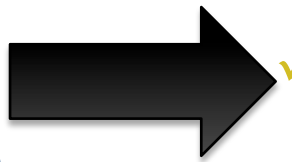
2016-17 Data

Senate Bill 1 (SB1) 2017



► The accountability system shall include:

- An annual overall summative performance evaluation of each school and district compared to the goals established by the Kentucky Department of Education. The evaluation for each school and district shall:



- ✓ Not consist of a single summative numerical score that ranks schools against each other; and
- ✓ Be based on a combination of academic and school quality indicators and measures, with greater weight assigned to the academic measures.

Transition Period

The 2016-17 school year is a transition period away from the Unbridled Learning Accountability Model to a new accountability model. The new model is expected to be in effect in the 2018-19 school year.



2016-17 Reporting

► Schools, District and State **WILL NOT** receive:

- An overall score (combining Learners and PR)
- Component scores (Learners and PR individually)
- Classifications or labels

► Schools, Districts and State **WILL** receive:

- Data for components of Achievement, Gap, Growth (EL/MS), CCR, and Graduation Rate
- 2016-17 PR scores, if submitted



2016-17 Fall Reporting

- ▶ Scores for assessed students included in Assessment Tab of School Report Card (SRC)
- ▶ Scores for 100-day students included in components of Achievement, Gap, Growth (elementary and middle), College and Career Readiness and Graduation Rate are included in the Data Sets of SRC
- ▶ Program Review scores, if submitted for schools or districts
 - School Program Reviews reported in SRC if schools submitted and district approved
 - District Program Reviews reported in SRC if all schools in the district per grade level (3-5, 6-8, 9-12) submitted and district approved
- ▶ No longer receive overall score, component scores or classifications (rewards & assistance labels)



Transition Period

- ▶ **2017-18 transition period continues**
 - Modeling the new system is expected
- ▶ **2018-19 school year**
 - The new accountability system is expected to be in place



Focus and Priority Schools

- ▶ **Schools and districts will NOT receive labels.**
- ▶ **KDE will continue to support schools and districts that are low performing.**
- ▶ **Ability to exit focus and priority**
 - **Kelly Foster, Associate Commissioner will contact those who exit.**
- ▶ **Continued services will be offered**
 - **Services will be offered to current and new schools/districts with very low performance**



Where Should Schools/District Concentrate Attention?

► Achievement

- Reading/writing
- Mathematics
- Science
- Social Studies

► Gap

- Student demographic groups – Gap closure on all content areas





Reporting Components

Reporting Components 2016-17

Achievement

- Reading
- Mathematics
- Social Studies
- Writing
- Science EOC, Alternate Assessment Only

Gap

- Consists of two components
 - Novice Reduction
 - Non-Duplicated Gap Group

Growth

- Only at elementary & middle school
- High school has no growth due to the absence of ACT Plan scores

CCR

- College Readiness
 - ACT
 - KYOTE
 - Compass
- Career Readiness
 - Academic
 - Technical

Grad Rate (Cohort)

- 4-year rate used for graduation rate goal
- 5-year rate used at high school reported

Achievement

- ▶ **Achievement—Student performance [Novice, Apprentice, Proficient and Distinguished (NAPD)] content area tests (reading, mathematics, science, social studies, and writing).**
- ▶ **For each content area, one point is awarded for each percent of students scoring proficient or distinguished. One-half point is awarded for each percent of students scoring apprentice. No points are awarded for novice students.**
- ▶ **Distinguished students can earn a bonus. To calculate the bonus, each percent distinguished earns an additional one-half point, and the percent novice earns a negative one-half point, so that when the distinguished and novice values are combined, the novice points may offset the distinguished bonus. If the novice performance completely offsets the distinguished bonus, no points are added to or subtracted from the achievement calculation.**

Science field tests did not return student or school scores.
EOC and Alternate K-PREP are reported science scores.



Gap – Non-duplicated Group

- ▶ **Non-duplicated gap group is the percentage scoring Proficient and Distinguished in all content area tests. Non-duplicated gap group is aggregate of students in demographic categories (African American, Hispanic, American Indian, Limited English proficiency, students in poverty (free/reduced-price lunch meal) and students with disabilities.**
- ▶ **The N-count (number of students reported) is based on school population by level (elementary, middle, high), not grade-by-grade enrollment, causing almost every school in Kentucky to have a focus on gap groups.**



Gap – Non-duplicated Group

- African American
- Hispanic
- American Indian
- Limited English proficiency
- Students in Poverty (free/reduced-price lunch meal)
- Students with Disabilities (IEP)

Student counts once, even if a part of several groups.



Gap – Novice Reduction

- ▶ Annual novice reduction targets in reading and mathematics for individual student groups (African American, Hispanic, American Indian, Limited English proficiency, students in poverty [free/reduced-price lunch meal], students with disabilities and non-duplicated gap group); A decrease of novice by 10% each year to set annual targets;
- ▶ Scores are based on percent of target met.



Gap – Novice Reduction Target Groups



African American

Hispanic

American Indian

Limited English proficiency

Students in Poverty (free/reduced-price lunch meal)

Students with Disabilities (IEP)

Non-Duplicated Gap Group

Calculated for each content area that has a minimum of
10 Novice students in a group.

Growth – Reading & Mathematics

- ▶ Includes the percentage of students growing at typical or high growth.
- ▶ The student growth percentile places students into academic peer groups and then calculates their improvement over a one-year period compared to the academic peer group.
- ▶ Typical growth for accountability is a student growth percentile at or above 40.
- ▶ Growth not reported at high school.



College and/or Career Readiness (CCR) High School Only



- ▶ A readiness percentage is calculated by dividing the number of high school graduates who have successfully met an indicator of readiness for college/career with the total number of graduates.
 - College Readiness includes ACT, KYOTE and/or Compass
 - Career Readiness includes: academic (ASVAB or WorkKeys) and technical (KOSSA or Industry Certificates) benchmarks.
 - Bonus (.5 point)–A bonus is earned by students that are College Ready Academic and have meet the Career Ready Technical.
- ▶ Alternate Assessment readiness includes Transition Attainment Record (TAR) at grade 11 to demonstrate readiness. Any student meeting benchmark in both reading (19) and mathematics (16) will receive credit for readiness and counted in the school/district CCR counts.

Graduation Rate

- ▶ **The Four-year Adjusted Cohort Graduation Rate** provides an accurate graduation model that follows students from their first year in high school through their expected cohort graduation school year in four years.
- ▶ **The Five-year Adjusted Cohort Graduation Rate** is defined as the number of students who graduate in five years with a regular high school diploma divided by the number of students who entered high school five years earlier adjusting for transfers in and out, émigrés and deceased students.



Differences Between 2016-17 & 2015-16

- ▶ In 2017, students in grades 4, 7 and 11 took science field tests that did not generate student scores. In 2016, a norm-referenced assessment was used in science.
- ▶ Students in the Alternate Assessment Program took an operational science assessment.
- ▶ The on-demand writing assessment was removed once at the middle school level (grade 6) for regular education students, and once at high school level (grade 10) for regular education students and students in Alternate Assessment.
- ▶ Growth was eliminated at high school due to lack of ACT Plan scores for juniors.
- ▶ Language Mechanics was removed at high school because of changes in the Usage/Mechanics sub-score with the ACT.
- ▶ Reporting Program Reviews was voluntary.

