

# 2016-17 KY State Assessment Results



Prepared by:

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## 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.

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 Program Review)
  - Component scores (Learners and Program Review individually)
  - Classifications or labels
- Schools, Districts and State **WILL** receive:
  - Data for components of Achievement, Gap, Growth (Elementary/Middle School), College/Career Readiness, and Graduation Rate
  - 2016-17 Program Review scores, if submitted (voluntary)

### 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.

## Percentage of Students Performing at Proficient/Distinguished (P/D) Levels

### Reading

Year	Elementary	State Elementary	Middle	State Middle	High	State High
2015	60.2	54.2	57.2	53.8	63.7	56.8
2016	61.2	56.0	57.1	55.2	67.9	56.5
2017	61.0	54.3	59.7	56.9	59.6	55.8

### Mathematics

Year	Elementary	State Elementary	Middle	State Middle	High	State High
2015	59.2	48.8	61.0	42.8	40.5	38.2
2016	62.6	51.8	65.5	47.0	42.7	42.3
2017	61.0	49.1	68.1	47.0	42.3	38.1



## Percentage of Students Performing at Proficient/Distinguished (P/D) Levels

### Science

Year	Elementary	State Elementary	Middle	State Middle	High	State High
2015	n/a	n/a <sup>1</sup>	n/a	n/a <sup>1</sup>	38.2	39.7
2016	n/a	n/a <sup>1</sup>	n/a	n/a <sup>1</sup>	37.7	37.6
2017	n/a	n/a <sup>2</sup>	n/a	n/a <sup>2</sup>	43.3	41.2

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

<sup>1</sup>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 reported.

<sup>2</sup>Elementary and middle school students, with the exception of Alternate Assessment students, were not tested in Science.

### Social Studies

Year	Elementary	State Elementary	Middle	State Middle	High	State High
2015	68.4	60.6	61.4	58.6	63.9	56.9
2016	62.4	57.7	60.6	59.7	67.1	59.2
2017	69.8	60.0	62.7	60.5	59.1	57.5

## Percentage of Students Performing at Proficient/Distinguished (P/D) Levels

### Writing

Year	Elementary	State Elementary	Middle	State Middle	High	State High
2015	49.9	43.8	n/a	n/a	n/a	n/a
2016	48.1	41.0	n/a	n/a	n/a	n/a
2017	58.4	45.9	n/a	n/a	n/a	n/a

With the elimination of on-demand at grades 6 and 10, middle and high school on-demand writing scores are not comparable.

### Language Mechanics

Year	Elementary	State Elementary	Middle	State Middle	High	State High
2015	66.7	51.8	55.2	40.3	62.4	49.9
2016	65.8	51.9	56.1	41.2	62.7	54.4
2017	67.0	55.6	53.5	48.0	n/a	n/a

High school student Language Mechanics scores are not reported. The ACT subtest (Usage/Mechanics) is no longer offered by ACT, Inc., the source of student Language Mechanics performance score.



### College/Career Readiness Rate for Henderson County Schools

Year	Number of Graduates	College-Ready	Career-Ready	College and Career Non-Duplicated Total Count	Percentage of Graduates (College- and/or Career-ready)	CCR Points with Bonus
2015	459	313	239	346	75.4	98.7
2016	469	351	258	381	81.2	100.0
2017	483	343	245	365	75.6	100.0

### Graduation Rate for Henderson County Schools

Year	4-Year Adjusted Cohort	5-Year Adjusted Cohort
2015	91.4	92.3
2016	91.1	90.8
2017	89.8	91.8

### HCS Kentucky State Assessment by Category

Achievement Points			
Year	2015	2016	2017
School	Total	Total	Total
ABC	89.3	83.4	89.7
BGT	73.9	77	75.5
CAI	76	77.3	79.9
EHS	83.3	77.3	76.3
JEF	65.2	66	70.7
NIA	91.4	92.3	84.1
SHS	84.4	77.7	84.4
SPT	85.8	83.8	96
NMS	69.8	72	70.8
SMS	81.1	85.8	84.4
HCHS	68.8	71.7	67.2

Gap Points			
Year	2015	2016	2017
School	Total	Total	Total
ABC	79.9	56	36.2
BGT	41.3	40.9	26
CAI	30.1	64.2	24.6
EHS	33.6	22.6	25.3
JEF	71.4	26.2	60.4
NIA	79.7	67.2	23.4
SHS	57.5	48	80.2
SPT	60.7	74.3	83.9
NMS	38.9	55.1	30.3
SMS	70.4	36.4	42.7
HCHS	65.3	40.2	24.4

Non-Duplicated Gap			Novice Reduction		
2015	2016	2017	2015	2016	2017
Total	Total	Total	Total	Total	Total
59.7	56	72.3	100	NA	0
45.4	48.3	47.4	37.2	33.4	4.6
44.1	43.2	49.1	16	85.2	0
50.3	45.1	46.1	16.7	0	4.4
42.7	46.3	45.7	100	6	75
59.4	67.2	46.7	100	NA	0
64.9	59.2	61.6	50	36.7	98.8
47.4	50	67.7	73.9	98.5	100
40.2	43.8	42.1	37.5	66.4	18.4
53.2	57.4	55.7	87.5	15.3	29.5
43	42.8	42.7	87.5	37.5	6

Growth Points			
Year	2015	2016	2017
School	Total	Total	Total
ABC	70.9	68.4	70.8
BGT	63.7	66	63.6
CAI	60.8	79	65.9
EHS	64.4	66.9	57.8
JEF	59.1	59.2	68.5
NIA	69.1	67.5	61
SHS	59.6	66.3	65.5
SPT	69.6	71.7	80.8
NMS	61.3	61	66.9
SMS	71.7	72.4	70.1
HCHS	60.9	58.9	NA

Student Growth Percentile			Categorical Growth		
2015	2016	2017	2015	2016	2017
Total	Total	Total	Total	Total	Total
69.7	64.8	68.8	71.9	72	72.8
64	62.1	64.3	63.4	69.7	62.7
56.7	79.2	63.7	64.8	78.7	67.9
61.6	64.6	57.3	67.1	69.2	58.2
67.6	61.8	70.5	50.6	56.5	66.4
64.4	61.1	56	73.8	73.8	66
56.9	64.2	67.4	62.1	68.3	63.5
65	66.3	77.5	74.2	76.9	84
61	61.5	68.4	61.5	60.3	65.4
72	71.4	67.6	71.4	73.3	72.6
60.9	58.9	NA	NA	NA	NA

CCR			
Year	2015	2016	2017
School	Total	Total	Total
HCHS	98.7	100	100

Graduation Rate			
Year	2015	2016	2017
School	Total	Total	Total
HCHS	94.1	97	96.2

Gap points = Non-Duplicated Gap + Novice Reduction (each weighted equally)

Growth points = Student Growth Percentile + Categorical Growth (each weighted equally)



### HCS Kentucky State Assessment Achievement NAPD Scores by Points

Reading				Math			
School	2015	2016	2017	School	2015	2016	2017
ABC	81.7	79.9	79.4	ABC	88.3	86.6	90.4
BGT	71.7	68.4	62.9	BGT	78.5	78.8	68.6
CAI	71	73.4	65.8	CAI	83.9	89.1	80.3
EHS	80.5	77.5	73.9	EHS	86.2	83	75.5
JEF	60.7	62.9	65.8	JEF	69.4	72.1	82.4
NIA	92.8	90	82.8	NIA	88	95.5	91.3
SHS	79.2	75.8	76.3	SHS	71.3	72.5	78.9
SPT	86.2	91.7	95.5	SPT	91.3	96.4	100
NMS	66.9	65.7	68.6	NMS	76.2	80.3	81
SMS	76.7	80.4	77.5	SMS	93.4	98	100
HCHS	71.7	73.8	65.8	HCHS	63.4	63.4	62.9

Social Studies				Writing			
School	2015	2016	2017	School	2015	2016	2017
ABC	99.2	89.5	98.9	ABC	86.3	72.1	87.3
BGT	75	88.5	88	BGT	66.8	67.2	81.3
CAI	81.5	71	98.9	CAI	67.7	69	73.9
EHS	83.2	80.2	83.2	EHS	78.8	60.5	69.9
JEF	73.1	67.3	72	JEF	56.8	62.8	57.6
NIA	99.1	93.1	90.8	NIA	82.4	93.1	66.4
SHS	100	86.5	95.4	SHS	84.2	70.2	87.5
SPT	91.1	72.8	100	SPT	67.9	67.9	85.7
NMS	74.5	77.5	76.6	NMS	62.2	64.7	54.2*
SMS	82.8	89.2	84.7	SMS	69.8	74.5	74.9*
HCHS	73.3	85.2	69.5	HCHS	71.7	71.2	74.3*

Language Mechanics				Science			
School	2015	2016	2017	School	2015	2016	2017
ABC	94	97.7	100	HCHS	63.3	63.6	64.8
BGT	83.9	93.6	85.7				
CAI	65.4	100	76				
EHS	100	97	81.6				
JEF	57.5	58.8	83				
NIA	98.2	80	91.2				
SHS	100	100	84.5				
SPT	100	100	100				
NMS	60.8	63.6	65				
SMS	75.6	79.9	75.8				
HCHS**	73.2	78.3	NA				

\*Middle school and high school levels both had a grade level removed from testing in writing so data are not comparable to previous years.

\*\* 2015 PLAN subscore; 2016 ACT subscore; 2017 no ACT subscore





# Kentucky Accountability at a Glance

(Proposal as approved by the Kentucky Board of Education at August 23, 2017 meeting)

## The Accountability System

Kentucky's new accountability system has been developed by a very inclusive process, with the input of over 6,000 people to date. The proposed accountability system has students at its center—ensuring they are well-rounded, transition-ready, and prepared with knowledge, skills and essential dispositions to successfully pursue the pathway of their choice after graduating from high school. The system has several key goals:

- Promote higher levels of student learning and achievement
- Reduce achievement gaps and ensure equity
- Establish opportunity and access for students to receive a quality education
- Build a culture of high expectations and continuous improvement
- Communicate a clear and honest understanding of strengths and opportunities for improvement in schools and districts

The system uses multiple academic and school quality measures, not a single test or indicator. An overall rating will be determined by setting standards for low to high performance on indicators shown below. Measures in the chart below contribute to a school's/district's overall accountability rating. Additional information will be reported to provide a more complete picture of education in Kentucky. Results will be reported in an online Report Card. The first page for each school or district will show a dashboard displaying the overall rating and the performance on indicators from which it is derived. The disaggregation of individual student group data will be accessible at the click of a mouse, as will the reported-only measures. Individual reports on student's performance will be issued to parents/guardians.

## Proposed Indicators and Measures

Indicators	Measures
<b>Proficiency</b> <i>Reaching the desired level of knowledge and skills as measured on state-required academic assessments.</i>	<ul style="list-style-type: none"> <li>• Student performance on tests in reading/writing (including editing mechanics) and mathematics</li> <li>• Equal weight for 1) reading/writing and 2) mathematics</li> <li>• Schools are rated based on student performance levels: Novice (0), Apprentice (.5), Proficient (1), and Distinguished (1.25) (NAPD)</li> <li>• Student performance is aggregated to school, district and state levels</li> </ul>
<b>Separate Academic Indicator</b> <i>Reaching the desired level of knowledge and skills on science and social studies.</i>	<ul style="list-style-type: none"> <li>• Student performance on tests in science and social studies</li> <li>• Equal weight for 1) science and 2) social studies</li> <li>• Schools are rated based on student performance levels: Novice (0), Apprentice (.5), Proficient (1), and Distinguished (1.25) (NAPD)</li> <li>• Student performance is aggregated to school, district and state levels</li> </ul>
<b>Growth (elementary/middle schools only)</b> <i>Student's continuous improvement toward the goal of proficiency and beyond.</i>	<ul style="list-style-type: none"> <li>• Percentage of students who meet annual personal target for improvement based on individual student trajectory toward proficiency and above. Measured on progress toward target on reading and mathematics state assessments (equal weight).</li> <li>• To see growth toward proficiency, Novice and Apprentice are divided into low and high</li> <li>• Schools earn credit based on whether and how much they "catch up, keep up or move up" their students' performance toward proficiency/English attainment (ELs only). Student regression takes away credit.</li> </ul>
<b>Graduation Rate (high school only)</b> <i>Percentage of students earning a high school diploma compared to the cohort of students starting in grade 9.</i>	<ul style="list-style-type: none"> <li>• Kentucky uses a 4-year adjusted cohort rate and an extended 5-year adjusted cohort in accountability which recognizes the persistence of students and educators in completing the requirements for a Kentucky high school diploma.</li> <li>• 4-year and 5-year rates averaged for accountability reporting</li> <li>• The graduation rate is measured by the number of students who graduate within a specified period divided by the number of students who form the adjusted cohort for the graduating class.</li> <li>• Schools with a graduation rate of less than 80 percent will be identified for Comprehensive Support.</li> </ul>
<b>Transition Readiness</b> <i>Attainment of the necessary knowledge, skills and dispositions to successfully transition to the next level of his or her education career.</i>	<ul style="list-style-type: none"> <li>• Students at elementary and middle school must meet a benchmark on a composite score that combines student performance in reading, mathematics, science (in elementary at grade 4; in middle school at grade 7), social studies and writing (in elementary at grade 5; in middle school at grade 8).</li> <li>• Students at high school must earn a high school diploma and meet one type of readiness (i.e., academic, career or military).</li> <li>• English language learners' attainment of English language proficiency is included at high school.</li> </ul>
<b>Achievement Gap Closure</b> <i>Reducing the disparity in performance between student groups by moving all students to higher levels and moving those at the lowest levels more rapidly.</i>	<ul style="list-style-type: none"> <li>• Measured on state assessments in reading/writing, mathematics, science and social studies (equally weighted among tested subjects).</li> <li>• Credit earned based on student performance level (NAPD). <ul style="list-style-type: none"> <li>○ Gap to Group (33%) – Student group performance compared to reference student group.</li> <li>○ Gap to Proficiency (67%) – Student group performance compared to goal of proficiency.</li> </ul> </li> <li>• Gap to Group and Gap to Proficiency reported separately but combine to produce indicator score.</li> <li>• Groups of 10 or more students are included with a statistical process to ensure data stability.</li> </ul>



<p><b>Opportunity and Access</b> <i>Equitable availability to research-based student experiences and school factors that impact student success.</i></p> <p><i>NOTE: Measures are strongly tied to equity to help ensure <u>all</u> students have robust experiences that are precursors to high achievement and growth.</i></p>	<ul style="list-style-type: none"> <li>• <b>Required</b> measures include those focused on: <ul style="list-style-type: none"> <li>○ <i>rich curriculum</i>: access to standards-based, visual and performing arts; health and physical education; science; social studies; CTE (MS/HS); cultural studies and/or world languages (HS); essential skills (MS/HS); and</li> <li>○ <i>equitable access</i>: proportionality of student group access to gifted and talented services; rigorous coursework; and</li> <li>○ <i>school quality</i>: chronic absenteeism, behavior events, and restraint and seclusion.</li> </ul> </li> <li>• <b>Selected</b> Measures: <ul style="list-style-type: none"> <li><i>whole child</i>: Schools will <b>choose</b> an additional two measures of whole child supports from an approved list (access to school-based counselor and/or mental health services provider; nurse or other health services provider; librarian/media specialist; family resource/youth services center; teachers with certification in their specialized area, and career counselors/career coaches)</li> </ul> </li> <li>• <b>Reported measures</b> (not included in school/district rating, but are reported for transparency): State-funded preschool rating; percentage of students in half day vs. full day kindergarten; percentage of teacher turnover and first-year teachers; student group out-of-school suspensions are proportionate to group enrollment</li> <li>• <b>Local Measure (LEA only)</b> <i>Locally-defined measure that highlights an area for improvement or objective of a charter school or local district (LEA).</i> Each LEA shall propose to and negotiate with the Kentucky Department of Education the targeted multi-year goal or objective that is SMART (specific, measurable, achievable, relevant, and time-bound) and meets specific criteria.</li> </ul>
<b>Considering All Indicators</b>	
<p><i>Performance levels are based on standards of excellence instead of a normative comparison of schools. Kentucky educators will determine, through a standard-setting process, the performance required for each of five levels of performance that range from low to high. The aggregation of these performance levels will determine a school's overall rating with academic indicators most heavily factored in the overall rating.</i></p>	
<p><b>Overall School Rating</b> <i>Based on the strength of performance on school-level measures and indicators. Supplemental designation may be noted for positive gap closure or failure to close gaps.</i></p>	<p>★★★★★ (5 star)</p> <p>★★★★ (4 star)</p> <p>★★★ (3 star)</p> <p>★★ (2 star)</p> <p>★ (1 star)</p>
<p><b>School Improvement and Support</b> <i>The lowest-performing 5 percent of schools will be designated 1-star schools and qualify for comprehensive support.</i></p>	<p>Support will be provided for low-performing schools.</p> <ul style="list-style-type: none"> <li>• Targeted Assistance - school with low-performing or consistently underperforming student group(s)</li> <li>• Comprehensive Support – bottom 5% of schools OR less than 80% graduation rate OR chronically low-performing student group(s)</li> </ul>
<p><b>Long-Term Goals</b> <i>Goals based on graduating class of 2030. Intermediate goals established in three-year intervals from 2018 to 2030.</i></p>	<p>Specific goals for academic achievement, graduation rate and English language proficiency are set for each student group based on where it is starting and the targeted outcome while also taking into account the goal must be realistic and attainable.</p>

### System Highlights

- With the importance of closing the achievement gap, schools that excel at gap closure, as well as those that are struggling to close the gap, will be easily identified with a separate, supplemental designation. To earn the top two ratings, a school must demonstrate gap closure.
- Proficiency measures progress on more than mathematics and reading to promote a well-rounded educational experience and the opportunity for students to apply math and reading skills concurrently with learning other content areas. The separate academic indicator is a similar measure for science and social studies.
- The Growth Indicator is based on individual student targets and his/her progress toward the target rather than a comparison to other students.
- For the first time, the proposed system includes an indicator to ensure every student has equitable opportunity and access to standards, content, programs, quality educators, and educational experiences that support and lead to student success.
- As part of the Opportunity and Access indicator, there is an emphasis on the development of essential skills and characteristics needed for post-secondary and workplace success.
- The Transition Readiness indicator gives students choice on whether they accomplish academic, career or military readiness and flexibility on how they demonstrate readiness. A student may choose to pursue more than one readiness area.
- Special attention has been given to ensure the system is fair, reliable, minimizes "gaming" and reduces other non-intended consequences.
- The accountability system also includes an optional competency-based education and assessment pilot. At the heart of competency-based assessment is a commitment to ensure students master standards.
- The proposed accountability system is intended to be flexible, so it can adapt without requiring extensive modifications as new assessments are implemented and/or additional measures for the system are developed.



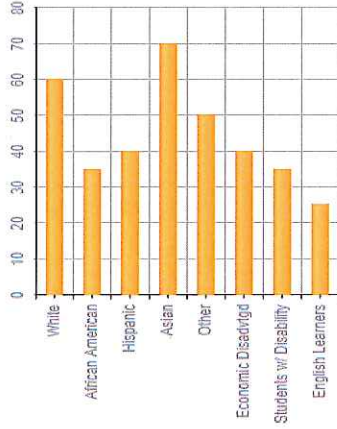
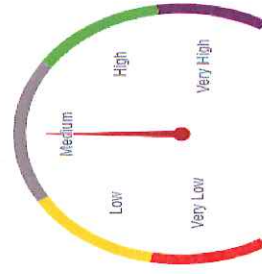
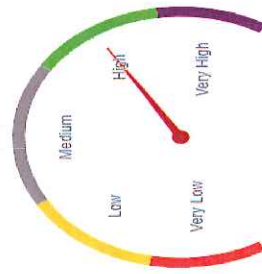
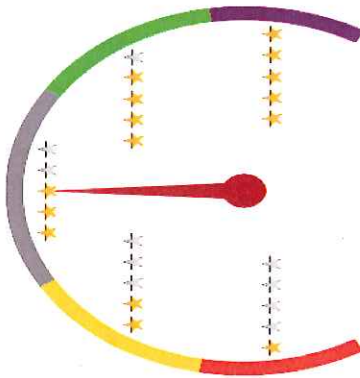


## Welcome to the future of Kentucky's School Report Card Dashboard!



This page is a model of the direction the Kentucky Department of Education is working toward to create an easier-to-use School Report Card. All of the data seen on this example is for illustration purposes only. Please take some time to look over the new dashboard. Let us know what you think of KDE's vision of the future by sending your comments to [KyEdListens@education.ky.gov](mailto:KyEdListens@education.ky.gov).

To see the most recent data on the current School Report Card, visit our [website by clicking here](#).



Graduation Rate			
Graduation Rate	School	District	State
86%	86%	86%	89%

