Henderson County Schools Assessment & Accountability Update

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2017-18 Accountability

- Transition to a new accountability system
- KDE is required to identify schools for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI) and Other (schools not CSI or TSI)
- Districts and schools classified as CSI/TSI will be notified as soon as possible to begin assistance and support

CSI and TSI Applied in Fall 2018

Comprehensive Support and Improvement (CSI)

► Bottom 5% of Title I or non-Title I schools (by level – elementary, middle or high school)

► Less than 80% on 4 year graduation rate for Title I or non-Title I high schools

Targeted Support and Improvement (TSI)

► One or more subgroups performing as poorly as all students in any lowest performing 5% of Title I schools or non-Title I schools (by level – elementary, middle or high school) based on school performance

2017-18 Identification for TSI/CSI

Elementary/Middle

► Proficiency
  Reading and Mathematics
► Separate Academic Indicator
  Science, Social Studies and Writing
► Growth
  Reading and Mathematics
  Proficiency/English Attainment (English Learners)

High School

► Proficiency
  ACT -- Reading and Mathematics Sub Scores
► Graduation Rate
  Indicator (4 and 5 year rate) used for CSI I
  4 year graduation rate used for CSI II (below 80%)
► Transition Readiness
  Dual Credit will not be used (Academic or Career)
  Exceptional work experience will not be used (Career)

2017-18 Reporting in Addition to Accountability Data

The following indicators will be reported where data is available:

- ▶ Achievement Gap Closure
- ▶ Opportunity and Access
  - ▶ Equitable Access (Gifted and Talented and Advanced Coursework)
  - ▶ School Quality (Chronic Absenteeism, Behavioral Events and Physical Restraint and Seclusion)

  *Note: **Rich Curricula (not reported in 2017-18)***

- ▶ Separate Academic Indicator for High School
  - ▶ Writing

Accountability Standards Setting

In August 2018, standard setting panelists with education and policy backgrounds will work through a systematic process that references available state data to set the cut scores or levels where accountability classifications are made. While this approach to standard setting is the professional best practice for setting assessment proficiency level cut scores, it is still rare for setting accountability system cut scores.

Kentucky Accountability at a Glance

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 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. Beginning in 2018-19, all indicators will be used to identify schools in the 5-star rating system. For 2017-18, some indicators will be used to identify schools for Targeted and Comprehensive Support and Improvement (TSI and CSI) and those indicators are identified below with a diamond shaped bullet in the indicator column. Additional information and indicators will be reported to provide a more complete picture of education in Kentucky. Results will be reported in an online Report Card including disaggregation of individual student group data and the reported-only measures. Individual student reports will be issued to parents/guardians.

Indicators and Measures

Indicators	Measures
Proficiency *Reaching the desired level of knowledge and skills as measured on state-required academic assessm* ❖ *2017-18 TSI/CSI identification*	• Student performance on tests in reading and mathematics • Equal weight for 1) reading and 2) mathematics • Schools are rated based on student performance levels: Novice (0), Apprentice (.5), Proficient (1), and Distinguished (1.25) (NAPD) • Student performance is aggregated to school, district and state levels
Separate Academic Indicator *Reaching the desired level of knowledge and skills in science, social studies and writing.* ❖ *2017-18 TSI/CSI identification in elementary and middle schools only*	• Student performance on tests in science, social studies and writing • Highest proportion of weights shall be attributed to science and social studies • Schools are rated based on student performance levels: Novice (0), Apprentice (.5), Proficient (1), and Distinguished (1.25) (NAPD) • Student performance is aggregated to school, district and state levels
Growth (elementary/ middle schools only) *Student's continuous improvement toward the goal of proficiency and beyond.* ❖ *2017-18 TSI/CSI identification*	• The growth indicator for reading and mathematics shall be measured based on a growth value table. The overall growth score is an average of the reading and mathematics growth scores. • To see growth toward proficiency, Novice and Apprentice are divided into low and high • 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.
Graduation Rate (high school only) *Percentage of students earning a high school diploma compared to the cohort of students starting in grade 9.* ❖ *2017-18 TSI/CSI identification*	• 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. • 4-year and 5-year rates averaged for accountability reporting • 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. • Schools with a 4 year graduation rate of less than 80 percent will be identified for Comprehensive Support and Improvement (CSI).
Transition Readiness *Attainment of the necessary knowledge, skills and dispositions to successfully transition to the next level of his or her education career.* ❖ *2017-18 TSI/CSI identification in high school only*	• Students at elementary and middle school must meet a benchmark on a composite score that combines student performance in reading, mathematics, science (grades 4 and 7), social studies (grades 5 and 8) and writing (grades 5 and 8). • Students at high school must earn a high school diploma and meet one type of readiness (i.e., academic or career) • English language learners' attainment of English language proficiency is included at high school.

Indicators	Measures

Achievement Gap Closure *Reducing the disparity in performance between student groups by moving all students to higher levels and moving those at the lowest levels more rapidly.*
 	
2017-18 reporting and modeling only
	• Measured on state assessments in reading, mathematics, science, social studies and writing (equally weighted among tested subjects).
	• Credit earned based on student performance level (NAPD).
	  o Gap to Group (33%) – Student group performance compared to reference student group.
	  o Gap to Proficiency (67%) – Student group performance compared to goal of proficiency.
	• Gap to Group and Gap to Proficiency reported separately but combine to produce indicator score.
	• Groups of 10 or more students are included with a statistical process to ensure data stability.

Opportunity and Access *Equitable availability to research-based student experiences and school factors that impact student success.*
 	
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.
 	
2017-18 reporting and modeling only
	• **Required** measures include those focused on:
	  o *rich curriculum:* 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
	  o *equitable access:* proportionality of student group access to gifted and talented services; rigorous coursework; and
	  o *school quality:* chronic absenteeism, behavior events, and restraint and seclusion.
	• **Reported** measures (not included in school/district rating, but are reported for transparency):
	  o *Whole Child Supports:* School based counselor or mental health services provider; school nurse; teachers with specialist certification and delivering instruction in visual arts, music, dance, theatre, media arts, physical education, health, or world languages; career counselor or career coach; and
	  o State-funded preschool rating; percentage of students in half day vs. full day kindergarten; percentage of teacher turnover and first-year teachers; percentage of student groups assigned to out-of-school suspension

Considering All Indicators
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 very low to very high. The aggregation of these performance levels will determine a school's overall rating with academic indicators most heavily factored in the overall rating.

Overall School Rating *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.*	★ ★ ★ ★ ★ (5 star) ★★★★ (4 star) ★★★ (3 star) ★★ (2 star) ★ (1 star)
School Improvement and Support *The lowest-performing 5 percent of schools will be designated 1-star schools and qualify for comprehensive support.*	Support will be provided for low-performing schools. • Targeted Support and Improvement (TSI) - school with low-performing or consistently underperforming student group(s) • Comprehensive Support and Improvement (CSI) – bottom 5% of schools OR less than 80% for the 4 year graduation rate OR chronically low-performing student group(s)
Long-Term Goals *Goals based on graduating class of 2030. Intermediate goals established in three-year intervals from 2018 to 2030.*	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.

System Highlights

- For the first time, the 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 or career readiness and flexibility on how they demonstrate readiness. A student may choose to pursue both readiness areas.
- 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 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.