

MY IMPORTANT BOOK

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The important thing about State Assessment

is that State Assessment is a representation of student *mastery*.

It provides information about student proficiency in reading and math.

It allows students to demonstrate transition readiness in a variety of ways.

It identifies performance of all students as well as that of small segments of our student population so that we can better meet their needs.

The important thing about State Assessment is that is a representation of student mastery.

Transition Period

- ▶ **2017-2018 transition period continues**
 - **CSI/TSI/Other (not CSI/TSI) must be reported**
 - **5-Star Rating System not in use**
- ▶ **2018-2019 school year**
 - **The 5-Star Rating System will be in place**
 - ✓ **Proficiency**
 - ✓ **Separate Academic Indicator**
 - ✓ **Growth**
 - ✓ **Graduation Rate**
 - ✓ **Transition Readiness**
 - ✓ **Achievement Gap Closure**

Note: The Opportunity and Access Indicator is expected to be included in school accountability in 2019-20.



2017-2018 Changes

- ▶ Elementary and middle school science results based on scores on a new science assessment aligned with the *Kentucky Academic Standards in Science*, thus science scores cannot be compared to prior years with the exception of Alternate Assessment students who took the new science test for the first time in 2016-2017.
- ▶ High school results in reading, mathematics and science are based on student scores on the junior year administration of the ACT.
 - New End-of-Course exams in Algebra II, English II and Biology were field tested so scores are not valid for accountability.
 - New social studies standards are under development, so there was no social studies testing at the high school level.



2017-2018 Changes (cont.)

- ▶ High school Transition Readiness includes expanded measures and replaces college and career-readiness. Neither dual credit nor exceptional work experience will count toward high school readiness until 2018-2019.
- ▶ Progress toward English proficiency for English learners (ELs) is used for determining school classifications for the first time. At elementary/middle it is part of Growth indicator. At high, part of transition readiness.
- ▶ Accountability comparisons with previous years are not valid. Accountability comparisons can be made at the indicator level for 2017-2018.
- ▶ KDE is developing a new online School Report Card that will go online with accountability, assessment and other data later this year. The 2017-2018 data will not be uploaded to the current SRC, but after public release will be available through Open House on the KDE website.



2017-18 State Accountability Indicators

| Intermediate | | | | |
|--------------|-----------------------|-----------------------------|------------------|----------------|
| | Proficiency Indicator | Separate Academic Indicator | Growth Indicator | Accountability |
| Cut Score | 60.5 | 52.6 | 15.8 | |
| Intermediate | 65.3 | 62.6 | 16.2 | Other |

| Middle | | | | |
|-----------|-----------------------|-----------------------------|------------------|-------------------------------------|
| | Proficiency Indicator | Separate Academic Indicator | Growth Indicator | Accountability |
| Cut Score | 62 | 55 | 9.5 | |
| Middle | 70.7 | 64.7 | 8.3 | TSI - African-American & Disability |

| High School | | | | |
|-------------|-----------------------|--------------------------------|---------------------------|------------------|
| | Proficiency Indicator | Transition Readiness Indicator | Graduation Rate Indicator | Accountability |
| Cut Score | 40 | 41 | 85 | |
| High School | 56.8 | 59.9 | 93.2 | TSI - Disability |

TSI - Targeted Support and Improvement - One or more student groups performing below the cut score in all three areas

Comprehensive and Targeted Support Schools

- ▶ **Schools will receive an identification of CSI, TSI or Other (not CSI/TSI)**
- ▶ **Ability to exit CSI or TSI status will occur annually**
- ▶ **Continued services will be offered**
 - **Services will be offered to schools/districts with very low performance (CSI).**

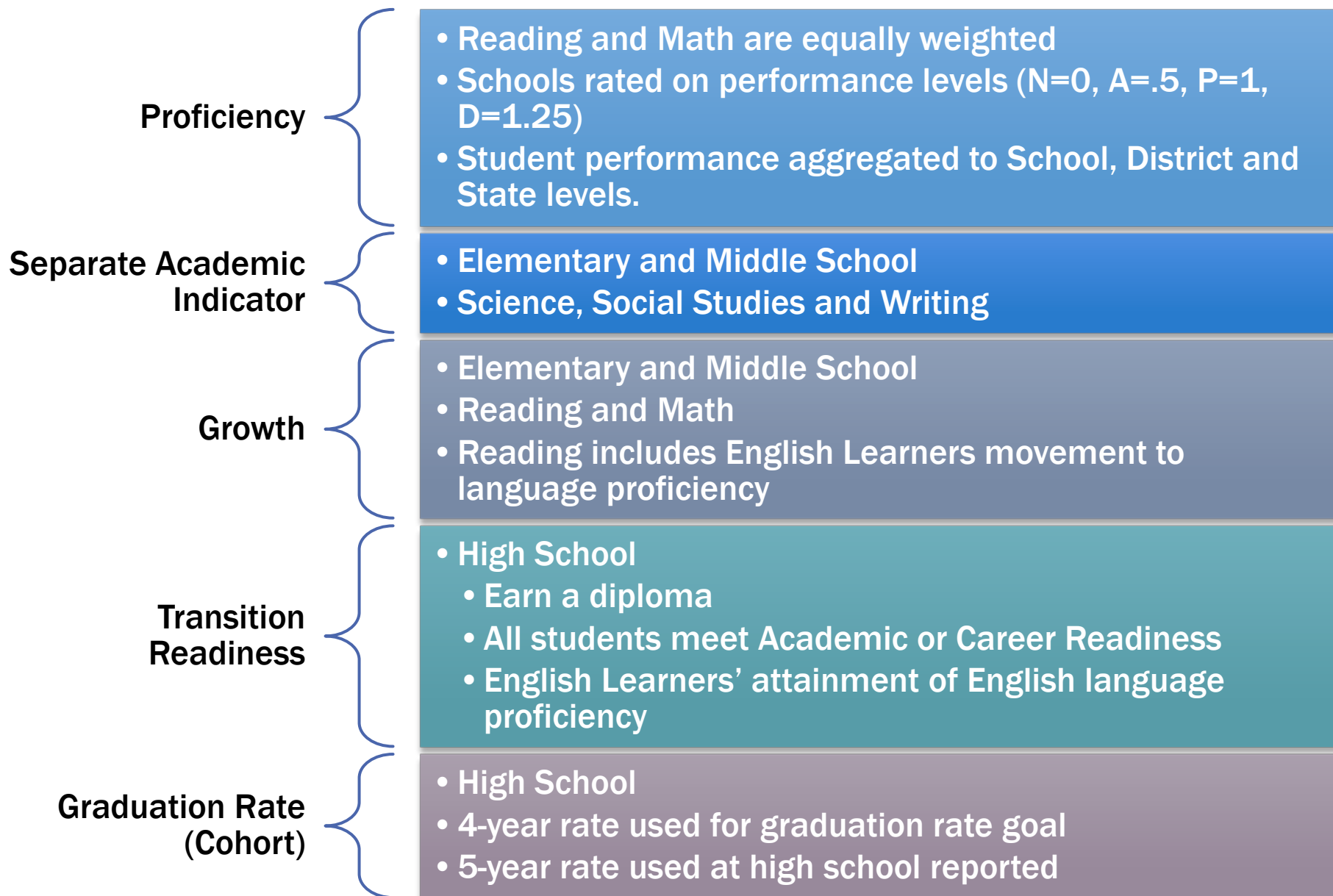


Where Should Schools/District Concentrate Attention?

- ▶ **Student Achievement in each indicator**
 - Proficiency
 - Separate Academic
 - Growth
- ▶ **Student demographic groups – Gap closure in all content areas**
- ▶ **Transition Readiness**
- ▶ **New Graduation Requirements and how the current proposal would affect the Graduation Rate if implemented today. (A look to the future)**



CSI/TSI Components 2017-2018



Accountability Cut scores

| Sch. Level | Indicators | Recommended Threshold Cut scores |
|------------|----------------------|----------------------------------|
| Elem. | Proficiency | 60.5 |
| | Separate Academic | 52.6 |
| | Growth | 15.8 |
| Middle | Proficiency | 62 |
| | Separate Academic | 55 |
| | Growth | 9.5 |
| High | Proficiency | 40 |
| | Transition Readiness | 41 |
| | Graduation Rate | 85 |

Proficiency

- ▶ Reaching the desired level of knowledge and skills as measured on academic assessments
- ▶ Student performance on state tests in reading and mathematics
- ▶ Achievement status will be Novice (N), Apprentice (A), Proficient (P), and Distinguished (D)
- ▶ Indicator scores are generated by a weighted average with the values $N=0$, $A=.5$, $P=1$ and $D=1.25$
- ▶ Monitored ELs: For Proficiency, Separate Academic Indicator and Growth, includes all current ELs and former EL students that are in their 1st or 2nd year of monitoring.



Separate Academic Indicator

- ▶ Student performance on state tests in science, social studies and writing
- ▶ Achievement status will be Novice (N), Apprentice (A), Proficient (P), and Distinguished (D)
- ▶ Indicator scores are generated by a weighted average with the values $N=0$, $A=.5$, $P=1$ and $D=1.25$
- ▶ All tested content areas science, social studies and writing contribute equally to the indicator



Growth Indicator

- ▶ Student's continuous improvement toward the goal of proficiency
- ▶ Growth is measured at elementary and middle school levels in reading and mathematics using the K-PREP
- ▶ English Learner (EL) progress on Language Proficiency will be evaluated using the ACCESS for ELLs exam and included in the reading calculation
- ▶ Each student's growth is projected into the future and evaluated as to whether the student is "less than catch up," "catching up," "keeping up," or "moving up"



Graduation Rate (Cohort)

- ▶ The graduation rate is the percentage of students completing the requirements for a Kentucky high school diploma compared to a cohort of students beginning at grade 9
- ▶ Graduation rate calculations are based on the students' final enrollment



Transition Readiness

- ▶ **Transition Readiness is the attainment of the necessary knowledge, skills and dispositions for a student to successfully transition to the next level of his or her educational career.**
- ▶ **For 2017-18, Transition Readiness will be used to identify schools for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Other (not CSI or TSI) at the high school only.**



High School

- ▶ **Students at the high school level must earn a high school diploma and meet one type of readiness (Academic or Career).**
- ▶ **In addition, students who have received English Language services during high school must meet criteria for English language proficiency.**



Academic Readiness (2017-18)

- ▶ Benchmarks, determined by Council on Postsecondary Education (CPE) on a college admissions exam;
OR
- ▶ A score of 3+ on exams in 2 or more Advanced Placement courses;
OR
- ▶ A score of 5+ on 2 exams for International Baccalaureate courses;
OR
- ▶ Benchmarks on 2 or more Cambridge Advanced International examinations;
OR
- ▶ Completing a combination of academic readiness indicators above.

Demonstration of academic readiness shall include one quantitative reasoning or natural sciences, and one written or oral communication, arts and humanities, or social and behavioral sciences learning outcomes.



Career Readiness (2017-18)

- ▶ **Benchmarks on Industry Certifications**
(Approved by the Kentucky Workforce Innovation Board (KWIB) on an annual basis);
OR
- ▶ **Scoring at or above the benchmark on the Career and Technical Education (CTE) End-of-Program Assessment for articulated credit;**
OR
- ▶ **Completing a KDE/Labor Cabinet-approved apprenticeship;**



QUESTIONS?



The important thing about the Preschool Partnership Grant

is that it is designed to increase school readiness.

It will increase high quality early childhood environments for all Trigg County children.

It will increase collaboration between TC Schools and childcare to provide full-day services for CCAP eligible children.

It will provide personalized professional development for childcare centers through training, coaching, and resources.

It will provide a Childcare Coach, part-time IECE teacher and part-time assistant to increase services to CCAP children.

It is a 2 year grant of \$150,000 per year.

The important thing about the Preschool Partnership Grant is that it will increase services to children and build school readiness.



The important thing about

Trigg County PUBLIC SCHOOLS

is to Empower the Next Generation

