

2018 Results Assessment and Accountability



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Transition Period—Moving from Old to New Accountability Model

- ▶ 2017-2018 is the first year of transition period to a new accountability model.
- ▶ Fall 2018 reporting meets requirements in federal (ESSA, 2015) and state (Senate Bill 1, 2017) law, and complies with KY's approved consolidated plan.
- ▶ For 2017-2018, schools will be identified as Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Other (not CSI/TSI).





Accountability Indicators for 2018

Indicators – Elementary and Middle Schools

| Indicator | Measures | Metric (Elementary and Middle Schools) |
|-----------------------------|-------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Proficiency | Reading and mathematics tests | <ul style="list-style-type: none"> • Index Score (0-125) • N=0, A=.50, P=1.0, D=1.25 • Each score from reading and mathematics weighted equally |
| Separate Academic Indicator | Science, social studies and writing tests | <ul style="list-style-type: none"> • Index Score (0-125) • N=0, A=.50, P=1.0, D=1.25 • Each score from science, social studies and writing weighted equally |
| Growth | Reading and mathematics tests, English Language Proficiency (ELP) tests | <ul style="list-style-type: none"> • Growth Score (-150 to + 150) • Value table that assigns points for (projected) individual student growth • Each score from reading (including ELP) and mathematics weighted equally |

Note: Growth calculation was multiplied by 100 to standardize the school level indicators.

Indicators – High Schools

High Schools

| Indicator | Measures | Metric |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Proficiency | Reading and mathematics sections from ACT | <ul style="list-style-type: none"> Index Score (0-125) N=0, A=.50, P=1.0, D=1.25 (ACT levels) Each score from reading and mathematics weighted equally |
| Transition Readiness | Academic Readiness (ACT, AP, IB, CAI, ELP) Career Readiness (Ind. Cert.; CTE EOP exam; Apprenticeship) ELP attainment (ACCESS) | <ul style="list-style-type: none"> Transition Readiness Rate (0-100+) Percentage of graduates with Academic or Career Readiness ELs anytime throughout high school <p><i>Note: Dual credit and exceptional work experience available next year in fall 2019.</i></p> |
| Graduation Rate | 4- and 5-year Graduation Rates | <ul style="list-style-type: none"> Percentage of grade 9 students (adjusted) who graduated in 4 or 5 years Average of 4- and 5-year rates (0-100) |



Standard Setting Recommendations and the Identification of CSI

CSI Entrance Criteria

Defined in SB 1, 2017 and ESSA, 2015

CSI I:

Bottom 5% of Title I (ESSA) or non-Title I (SB 1) schools (by level – elementary (33 Title I), middle (12 Title I) or high school (5 Title I), beginning 2018-2019); OR

CSI II:

Less than 80% graduation rate on 4-year rate for Title I or non-Title I high schools (beginning 2018-2019); OR

CSI III:

Title I or non-Title I schools previously identified for Tier II Targeted Support for at least 3 years and have not exited (beginning 2021-2022).

Comprehensive Support and Improvement (CSI)

Identification of CSI

CSI I-Bottom 5%

- ▶ Identification is a conjunctive model
- ▶ School must perform below the cut score on *each* indicator
- ▶ School may perform below cut on one or two indicators and not be identified as CSI

CSI II-Graduation Rate

- ▶ Automatic if 4-year graduation rate is below 80%
- ▶ One additional school was identified

Total six (6) high schools for CSI I and CSI II



Final Cutscores for CSI I (Bottom 5%)

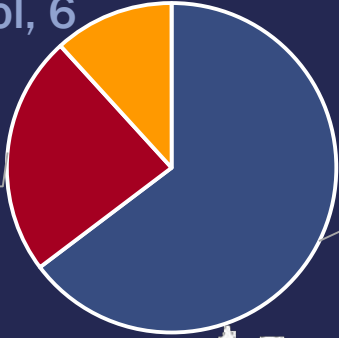
| School Level | Indicators | Recommended Threshold Cutscores* | State Indicator Score | 2018 Range of Scores |
|--------------|----------------------|----------------------------------|-----------------------|----------------------|
| Elementary | Proficiency | 60.5 | 70.5 | 18.8 to 109.3 |
| | Separate Academic | 52.6 | 64.8 | 22 to 102.4 |
| | Growth | 15.8 | 17.1 | 10 to 22.2 |
| Middle | Proficiency | 62 | 72.8 | 36.5 to 110.8 |
| | Separate Academic | 55 | 66.8 | 28.6 to 105.4 |
| | Growth | 9.5 | 12.1 | -2.5 to 23.1 |
| High | Proficiency | 40 | 59.3 | 18.2 to 104.5 |
| | Transition Readiness | 41 | 60.9 | 13.5 to 100 |
| | Graduation Rate | 85 | 90.8 | 64.7 to 100 |

*Cutscores are in the metric of each Indicator (e.g., Proficiency)

CSI Schools (CSI I and II) 2018

High School, 6

Middle
School, 12



Elementary
School, 33

Kentucky



Identification of TSI

TSI Entrance Criteria

Targeted Support and Improvement (TSI)

Tier I Targeted Support (Early Warning): Consistently Underperforming Student Group(s):

One or more student groups performing as poorly as all students in any of the lowest performing 10% of Title I schools or non-Title I schools (by level – elementary, middle or high school) based on school performance for two consecutive years (identified annually, beginning in 2020-2021).

Tier II Targeted Support (Low Performance): Low-performing Student Group(s):

One or more student groups 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 (identified annually beginning 2018-2019).

Identification of TSI

- ▶ TSI reports the performance of student groups
- ▶ Kentucky must include the federally required student groups: African American, Hispanic, Asian, Hawaiian/Pacific Islander, Native American/Alaska Native, White, two or more races/ethnicity, free/reduced-price meal eligible, students with disabilities, English Learners
- ▶ Schools are accountable for each group of sufficient size (minimum N of 10 by content area and grade)
- ▶ The performance of each group ($>$ or $=10$) is compared to the CSI cutscore on each indicator for which the school has available data
- ▶ Based on available data, the performance of a student group of sufficient size is compared to one, two or all three indicators (Elementary/Middle: Proficiency, Separate Academic, Growth and High: Proficiency, Transition Readiness, Graduation Rate)
- ▶ After 3 years of TSI status, a school is identified for CSI III



Total Number of Schools Identified for TSI



| School Level | Number of Schools | Number of Schools Identified as TSI | Percent of Schools Identified as TSI |
|--------------|-------------------|-------------------------------------|--------------------------------------|
| Elementary | 722 | 178 | 25% |
| Middle | 320 | 128 | 40% |
| High | 230 | 112 | 49% |
| | | | |
| Total | 1272 | 418 | 33% |

Data Regarding Basis of Identification

| Level | Number of Schools | Schools Identified for TSI | | Schools Identified with Disability Group Only or Disability and 1 or more other Group(s) | | Schools Identified Not Including Disability Group | |
|-------|-------------------|----------------------------|---------|------------------------------------------------------------------------------------------|---------|---------------------------------------------------|---------|
| | | Number | Percent | Number | Percent | Number | Percent |
| ES | 722 | 178 | 25% | 113 | 63% | 65 | 37% |
| MS | 320 | 128 | 40% | 118 | 92% | 10 | 8% |
| HS | 230 | 112 | 49% | 98 | 88% | 14 | 13% |
| Total | 1272 | 418 | 33% | 329 | 79% | 89 | 21% |

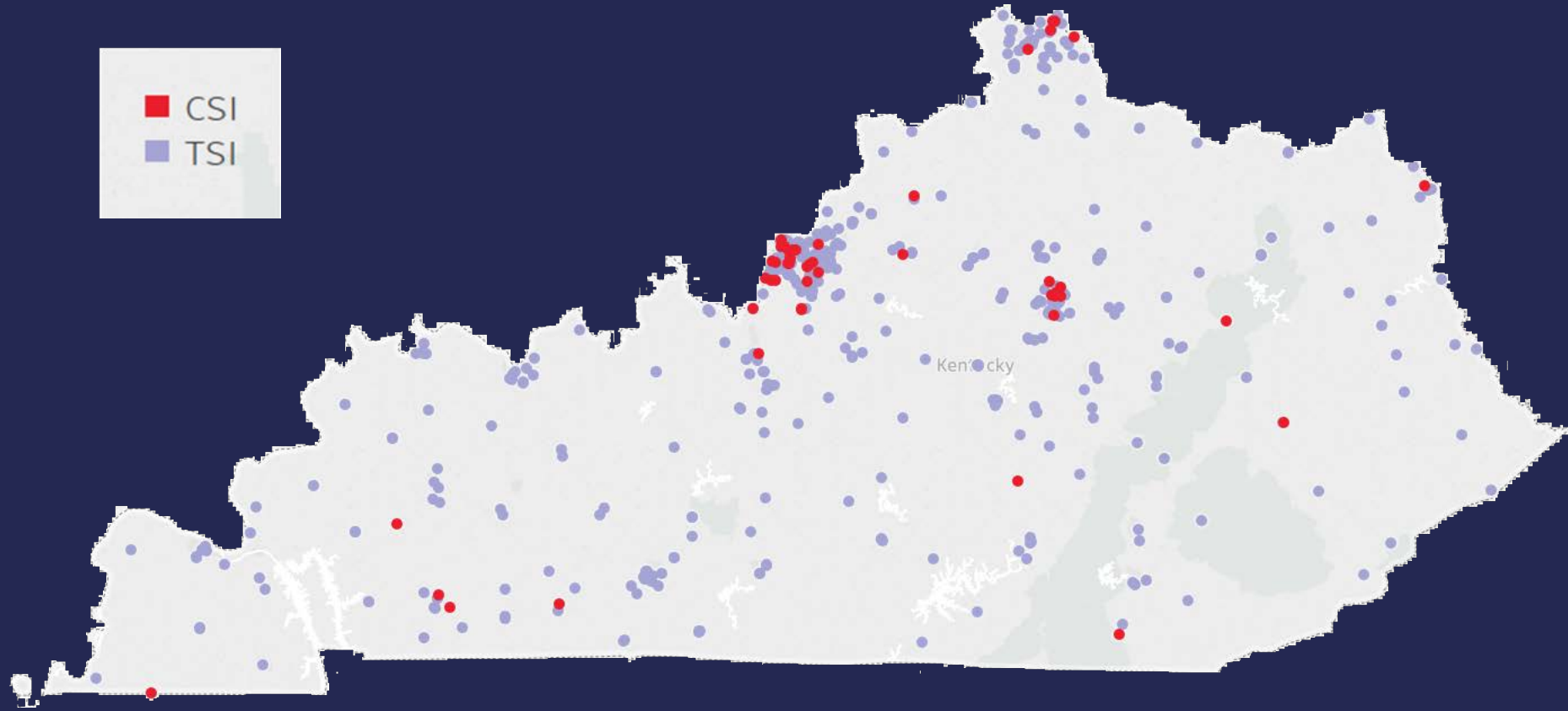


Total Number of Schools by Level with Reportable Disability Groups



| School Level | Number of Schools with Reportable Disability Population | Number of Schools with Reportable Disability Population <i>Identified Other</i> | Number of Schools with Reportable Disability Population <i>Identified TSI</i> |
|--------------|---------------------------------------------------------|------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Elementary | 297 | 184 | 113 |
| Middle | 199 | 81 | 118 |
| High | 168 | 70 | 98 |

CSI and TSI Schools 2018





Other (Not CSI or TSI)

Other (not CSI or TSI)

- ▶ ESSA requires an accountability system of annual meaningful differentiation of all public schools.
- ▶ All schools that are not identified as CSI or TSI are identified as Other.
- ▶ These schools performed above the cutscores in one or more indicators.

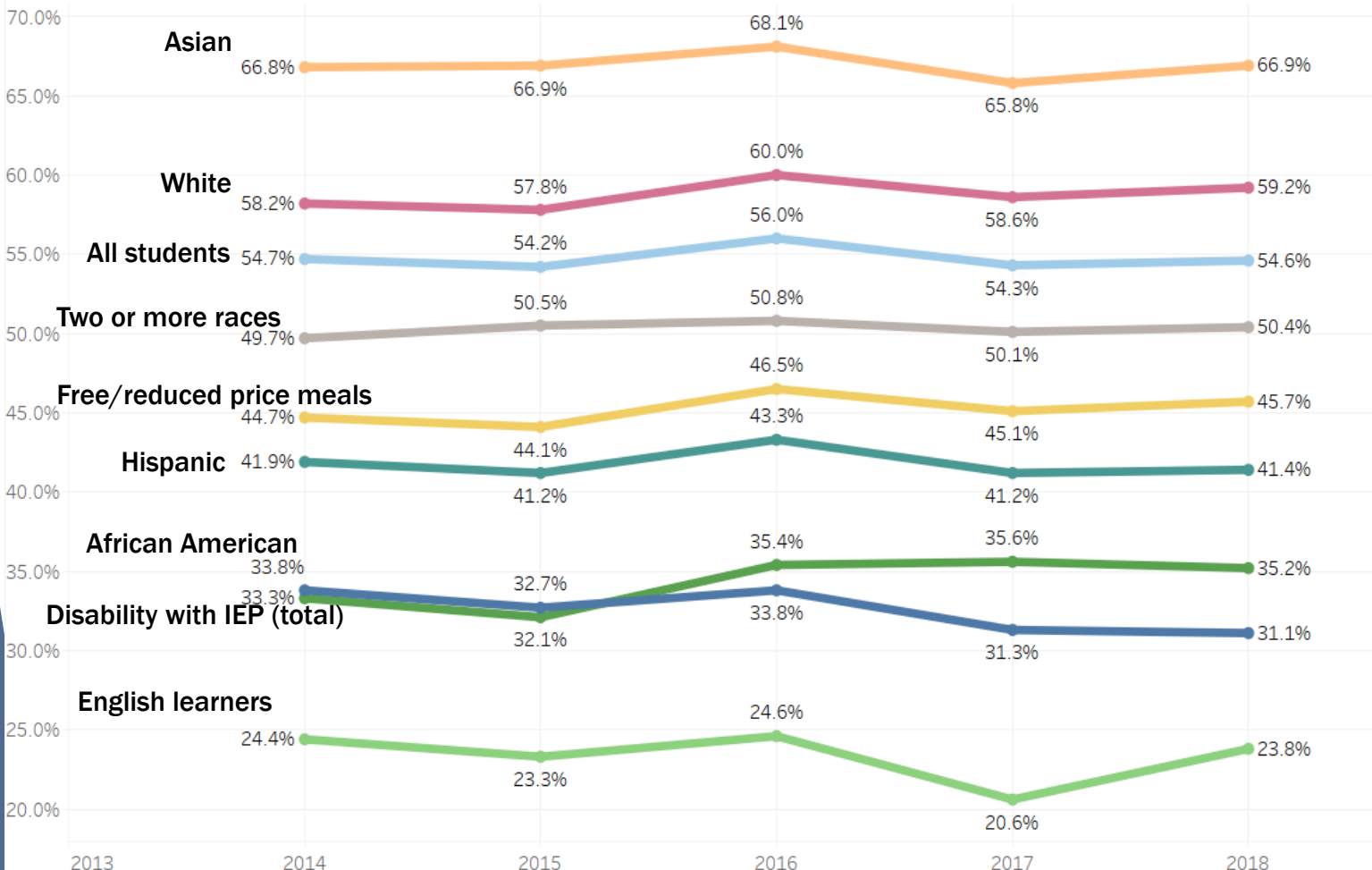


Total Number of Schools Identified as Other (not CSI or TSI)

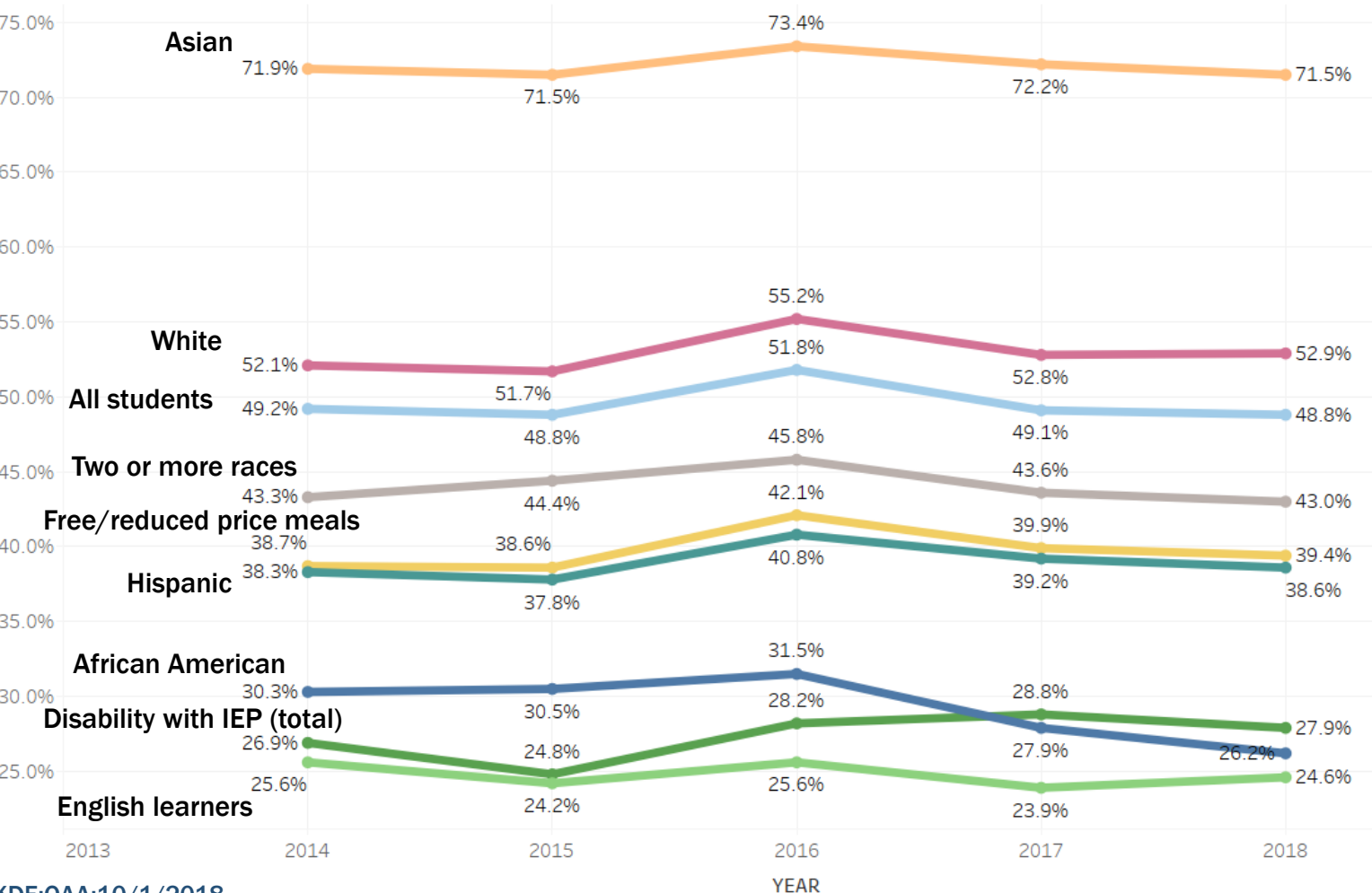


| School Level | Total Number of Schools | Number of Schools Identified as Other | Percent of Schools Identified as Other |
|--------------|-------------------------|---------------------------------------|----------------------------------------|
| Elementary | 722 | 511 | 71% |
| Middle | 320 | 180 | 56% |
| High | 230 | 112 | 49% |
| Total | 1272 | 803 | 63% |

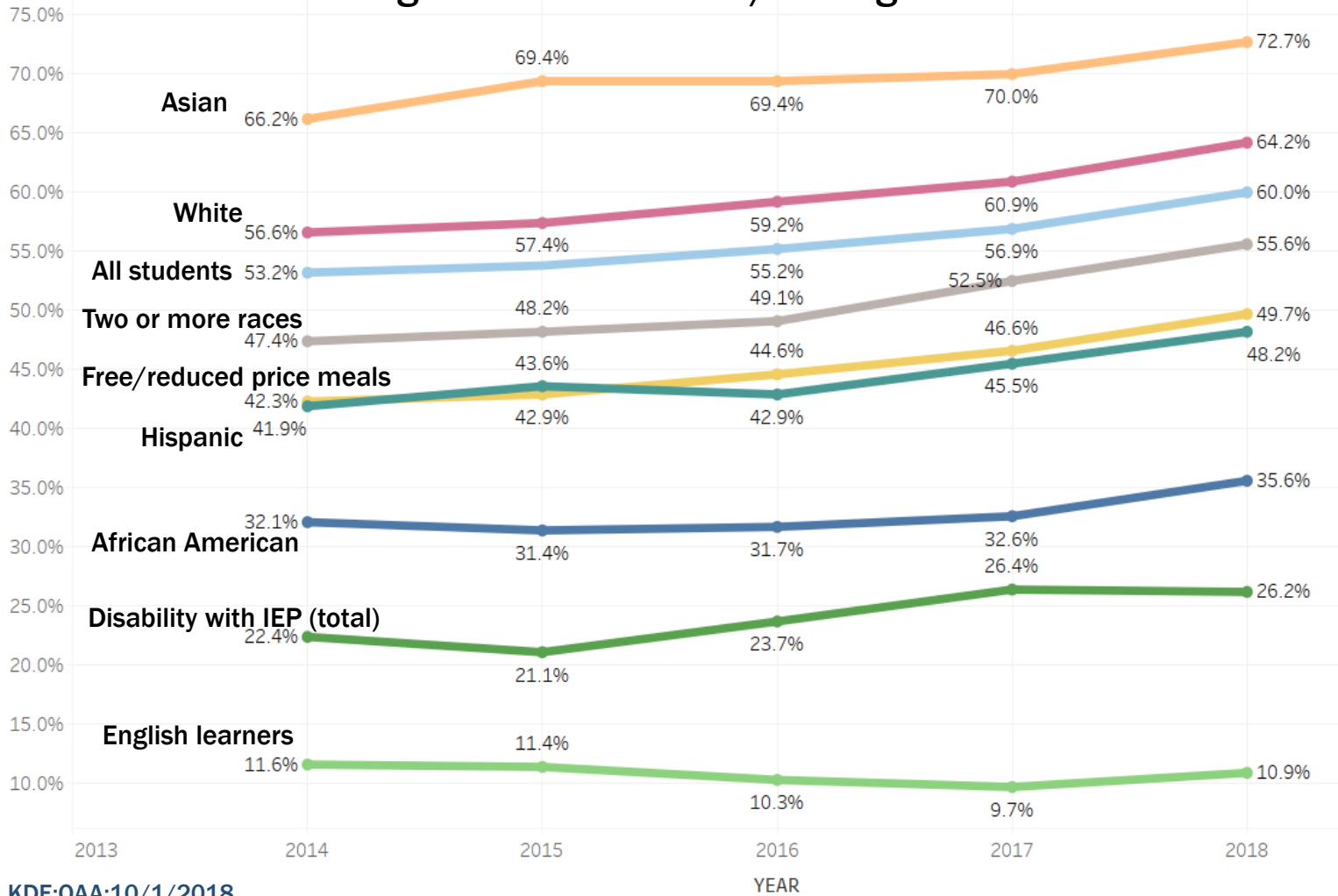
Elementary Reading Percent Proficient/Distinguished



Elementary Mathematics Percent Proficient/Distinguished



Middle School Reading Percent Proficient/Distinguished



Middle School Mathematics Percent Proficient/Distinguished

