



2017-2018 Data Release

Breathitt County Schools:
Distinguished District Aspiring for Excellence

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.



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)





Reporting Components

CSI/TSI Components 2017-2018

Proficiency

- Reading and Math are equally weighted
- Schools rated on performance levels (N=0, A=.5, P=1, D=1.25)
- Student performance aggregated to School, District and State levels.

Separate Academic Indicator

- Elementary and Middle School
- Science, Social Studies and Writing

Growth

- Elementary and Middle School
- Reading and Math
- Reading includes English Learners movement to language proficiency

Transition Readiness

- High School
 - Earn a diploma
 - All students meet Academic or Career Readiness
 - English Learners' attainment of English language proficiency

Graduation Rate (Cohort)

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

Accountability Cutscores

Sch. Level	Indicators	Recommended Threshold Cutscores
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



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

Proficiency Indicator and Separate Academic Indicator

Proficiency (Reading and Mathematics) P/D Percentages for Breathitt Co. Schools



Reading

Year	Elementary	State Elementary	Middle	State Middle	High	State High
2018	67.9	54.6	67.0	60.0	59.0	45.4

Mathematics

Year	Elementary	State Elementary	Middle	State Middle	High	State High
2018	64.6	48.8	58.6	47.0	48.6	37.5

Separate Academic Indicator (Science, Social Studies and Writing)

P/D Percentages for Breathitt Co. Schools



Content Area	Year	Elementary	State Elementary	Middle	State Middle
Science	2018	53.1	30.8	41.3	25.9
Social Studies	2018	71.6	53.0	61.7	60.2
Writing	2018	58.8	40.5	50.1	44.3



Performance Levels by Content Area

NAPD for Elementary, Middle and High Proficiency

Highland-Turner Elementary School

NAPD Percentages



Content Area	Novice	Apprentice	Proficient	Distinguished	P/D
Reading	9.6	25.0	37.5	27.9	65.4
Mathematics	18.2	45.5	22.7	13.6	36.4
Science	4.5	59.1	36.4	0	36.4
Social Studies	4.2	20.8	66.7	8.3	75.0
Writing	4.2	33.3	45.8	16.7	62.5

LBJ Elementary School NAPD Percentages



Content Area	Novice	Apprentice	Proficient	Distinguished	P/D
Reading	28.1	25.0	35.0	11.9	46.9
Mathematics	22.2	39.1	27.5	11.3	38.8
Science	17.1	61.4	21.4	0.0	21.4
Social Studies	15.6	36.7	38.9	8.9	47.8
Writing	18.9	53.3	23.3	4.4	27.8

Marie Roberts-Caney Elementary School

NAPD Percentages



Content Area	Novice	Apprentice	Proficient	Distinguished	P/D
Reading	15.4	27.2	41.9	15.4	57.4
Mathematics	22.1	36.8	29.4	11.8	41.2
Science	23.3	63.3	10.0	3.3	13.3
Social Studies	10.0	37.5	45.0	7.5	52.5
Writing	32.5	27.5	37.5	2.5	40.0

Sebastian Middle School NAPD Percentages



Content Area	Novice	Apprentice	Proficient	Distinguished	P/D
Reading	27.5	24.9	33.5	14.1	47.6
Mathematics	22.3	48.7	26.0	3.0	29.0
Science	28.9	60.0	10.4	0.7	11.1
Social Studies	16.4	47.8	28.4	7.5	35.8
Writing	23.1	54.5	20.1	2.2	22.4

Breathitt High School NAPD Percentages



Content Area	Novice	Apprentice	Proficient	Distinguished	P/D
Reading	28.0	31.8	28.0	12.1	40.2
Mathematics	33.6	39.3	19.6	7.5	27.1
Science	22.2	55.6	20.4	1.9	22.2
Writing	13.3	53.3	33.3	0.0	33.3



Growth

Elementary and Middle School Levels

2017-2018 Student Growth for Highland-Turner Elementary School



			Reading and Mathematics Average
	Reading	Mathematics	
Elementary	20.9	12.7	16.8

2017-2018 Student Growth for LBJ Elementary School



			Reading and Mathematics Average
	Reading	Mathematics	
Elementary	19.0	11.2	15.1

2017-2018 Student Growth for Marie Roberts-Caney School



			Reading and Mathematics Average
	Reading	Mathematics	
Elementary	20.2	12.8	16.5

2017-2018 Student Growth for Sebastian Middle School



		Reading and Mathematics Average	
	Reading	Mathematics	
Middle	8.1	0.5	4.3



Transition Readiness Rate

Transition Readiness Rate for Breathitt High School

Year	Number of Graduates Plus EL	Academic Ready	Career Ready	Transition Rate Indicator with Bonus	Transition Rate w/o Bonus
2018	116	34	86	81.9	76.7



Graduation Rate

Cohort

Graduation Rate for Breathitt High School



Year	4-Year Adjusted Cohort	5-Year Adjusted Cohort
2014	75.5	88.4
2015	68.1	78.9
2016	75	75.3
2017	84.6	82.2
2018	91.1	86.2



School Classifications

CSI/TSI/Other

School Classification

Elementary School

School Name	CSI/ TSI/ Other	CSI/TSI Reason	Proficiency Indicator	Separate Academic Indicator	Growth Indicator
Highland Turner Elementary	Other		83.7	78.9	16.8
LBJ Elementary	TSI	Disability	61.8	58.7	15.1
Marie Roberts-Caney Elementary	Other		68.7	57.8	16.5

Middle School

School Name	CSI/ TSI/ Other	CSI/TSI Reason	Proficiency Indicator	Separate Academic Indicator	Growth Indicator
Sebastian Middle School	CSI	Bottom 5%	58.9	51.0	4.3

School Classification – High School

High School

School Name	CSI/ TSI/ Other	CSI/TSI Reason	Proficiency Indicator	Transition Readiness Indicator	Graduation Rate Indicator
Breathitt High School	Other		53.8	81.9	88.7



2017-2018 District Level Data

Breathitt County School District

Sch. Level	Indicators	State	Breathitt County Schools
Elem.	Proficiency	70.5	66.3
	Separate Academic	64.8	61.2
	Growth	17.1	14.8
Middle	Proficiency	72.8	62.8
	Separate Academic	66.8	51.0
	Growth	12.1	8.9
High	Proficiency	59.3	53.8
	Transition Readiness	60.9	81.9
	Graduation Rate	90.8	88.7

Next Steps



HTE Next Steps



Our school must **CONTINUE** to focus on:

- Tight core (Tier 1) alignment of instruction all subjects
- Name and claim students in various populations for targeted support
- Continual curriculum alignment for core instruction in all grades
- Focus resources on appropriate levels for greater student support
- Continue standards work for appropriate rigor levels
- Embed professional learning to grow in all areas

LBJ Next Steps



- Focus on accommodations and modifications for students with disabilities during Tier 1 instruction.
- Create and implement a record review process for students in interventions.
- Create a student assistance team (SAT) to review student records.
- Focus on writing across all grade levels:
 - *Abel & Atherton
 - *300 writing strategies book study
 - *Professional Development
- Continue to focus on math and reading:
 - * MTSS- structure, progress monitoring, & administrative support
 - * Eureka Math
 - * Data talks
 - * Continue Guided Reading and using Content Rich Text

MRC Next Steps

Our school must **CONTINUE** to focus on:

- Aligning our math curriculum to state/national standards and ensure that our instruction AND assessments are meeting the needs of all our students.
- Developing the reading AND writing skills of all of our students through a more rigorous ELA curriculum that includes guided reading and on-demand writing.
- Designing science instruction to meet the Next Generation Science Standards criteria.
- Embed READING and WRITING skills into all content.
- Identify students lacking academic skills and implement an effective RTI program to catch low performing students up.



SMS/BHS Next Steps

Our school must **CONTINUE** to focus on:

- Naming and claiming in Tier I Academics
- Naming and claiming in RTI for academic growth
- Embedding reading and writing in all areas
- Developing Science task and test that are aligned
- Working with at risk Seniors for graduation
- Fostering curriculum that supports ACT
- Keeping students in pathways that make them Transition ready



District Next Steps

Our DISTRICT must **CONTINUE** to focus on:

- Curriculum alignment and refinement
- Communication
- Academic and Behavior Interventions (ABRI/PBIS)



Accountability 2018-2019 and Beyond

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Indicators in the System:

- ▶ Proficiency (reading and mathematics)
- ▶ Separate Academic Indicator (science, social studies and writing)
- ▶ Growth (reading and mathematics at elementary and middle school)
- ▶ Transition Readiness (elementary, middle, and high school)
- ▶ Graduation Rate (high school)
- ▶ Achievement Gap Closure (gap to group and gap to proficiency)
- ▶ Opportunity and Access (rich curricula, whole child supports, equitable access, school quality and safety)



Overall Accountability Rating

Each school will be assigned an Overall Rating of one to five stars, based on strengths of performance on school-level measures and indicators of Proficiency, Separate Academic Indicator, Growth, Transition Readiness, Graduation Rate, Achievement Gap Closure, and Opportunity and Access.

Star Rating
★★★★★ (5 star)
★★★★ (4 star)
★★★ (3 star)
★★ (2 star)
★ (1 star)



QUESTIONS?

