

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?

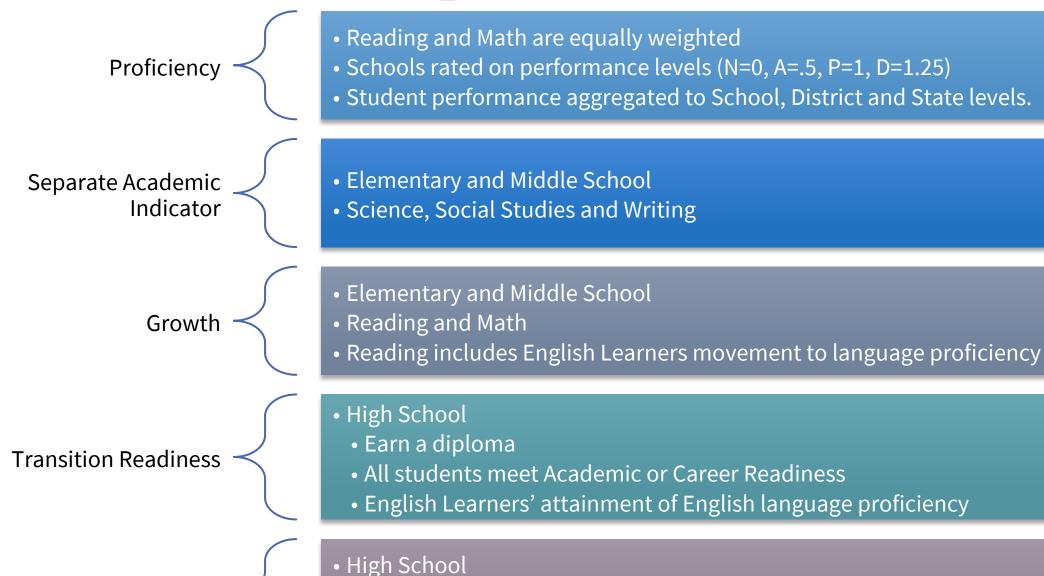
- Student Achievement in each indicator
 - Proficiency
 - Separate Academic
 - Growth
- Student demographic groups Gap closure in all content areas
- Transition Readiness
- New Graduation Requirements and how the current proposal would affect the Graduation Rate if implemented today. (A look to the future)





Reporting Components

CSI/TSI Components 2017-2018



• 4-year rate used for graduation rate goal

• 5-year rate used at high school reported

OAA:DAS: 9/21/2018

Graduation Rate (Cohort)

Accountability Cutscores

| Sch. Level | Indicators | Recommended Threshold Cutscores |
|------------|----------------------|---------------------------------|
| | Proficiency | 60.5 |
| Elem. | Separate Academic | 52.6 |
| | Growth | 15.8 |
| | Proficiency | 62 |
| Middle | Separate Academic | 55 |
| | Growth | 9.5 |
| | Proficiency | 40 |
| High | 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 Students 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 |

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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 |

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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 |

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Growth

Elementary and Middle School Levels

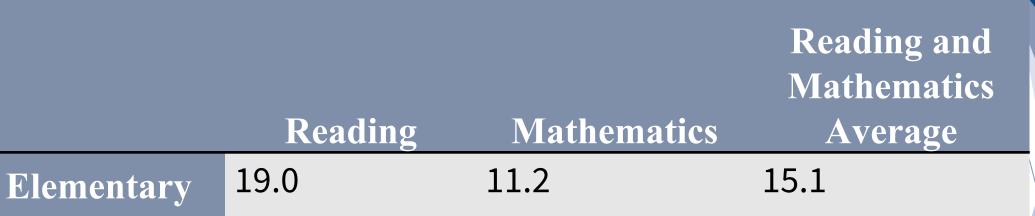
2017-2018 Student Growth for Highland-Turner Elementary School



| | | | Reading and Mathematics |
|------------|---------|-------------|-------------------------|
| | Reading | Mathematics | Average |
| Elementary | 20.9 | 12.7 | 16.8 |

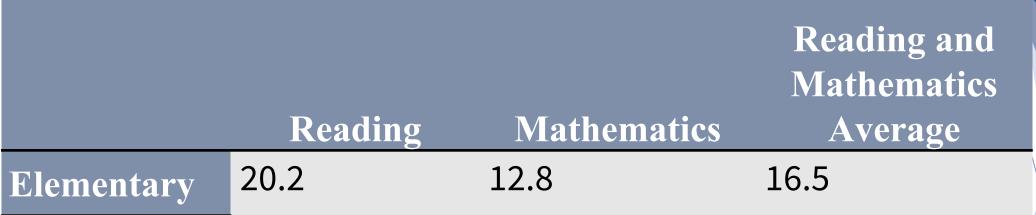
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2017-2018 Student Growth for LBJ Elementary School



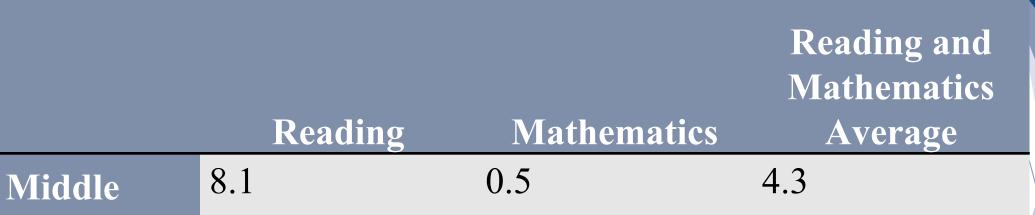


2017-2018 Student Growth for Marie Roberts-Caney School





2017-2018 Student Growth for Sebastian Middle School







Transition Readiness Rate

Transition Readiness Rate for Breathitt High School

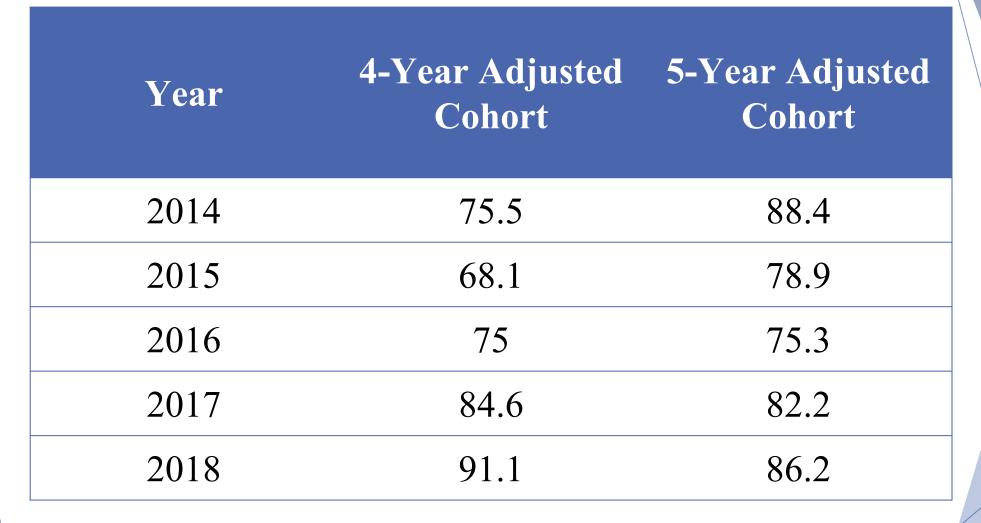
| | Number of | | | Transition Rate | |
|------|----------------------|-------------------|-----------------|-----------------------------|---------------------------|
| Year | Graduates Plus EL | Academic Ready | Career Ready | Indicator with Bonus | Transition Rate w/o Bonus |
| 2018 | 116 | 34 | 86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



Graduation Rate

Cohort

Graduation Rate for Breathitt High School







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 |

Our Children, Our Commonwealth Education

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)







