



A Deeper Dive into Assessment and Accountability Results

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Jennifer Stafford, Director
Kevin Hill, Director
Office of Standards, Assessment and Accountability**

**Kentucky Board of Education Meeting
October 3, 2019**





Student Performance



Performance Level Descriptors

▶ NOVICE

A novice student has a **minimal** understanding of the Kentucky Academic Standards at grade level. The student communicates ideas ineffectively or inaccurately, providing little detail and little or no support. Attempts at problem-solving or critical thinking are minimal or inappropriate.

▶ APPRENTICE

An apprentice student has a **basic** understanding of the Kentucky Academic Standards at grade level. The student demonstrates some problem-solving and critical thinking skills, but they are not consistently applied. The student communicates ideas in a basic manner, but explanations, solutions or justifications may be unclear or ineffective.

▶ PROFICIENT

A proficient student has a **broad** understanding of the Kentucky Academic Standards at grade level. The student usually communicates ideas accurately using clear and appropriate examples, supporting or justifying those ideas with relevant details and evidence. Problem-solving and critical thinking skills are used effectively.

▶ DISTINGUISHED

A distinguished student has a **comprehensive** understanding of the Kentucky Academic Standards at grade level. The student consistently communicates ideas in a sophisticated and complex manner, using thorough supporting detail and explicit examples. The student reasons and solves problems by using appropriate strategies in an insightful way.



Individual Student Report

STUDENT REPORT

2019 Grade 4

Kentucky Performance Rating for Educational Progress (K-PREP)

Student Name

School: Elementary School Name
 District: District Name
 State ID: 999999999

K-PREP Student Scores



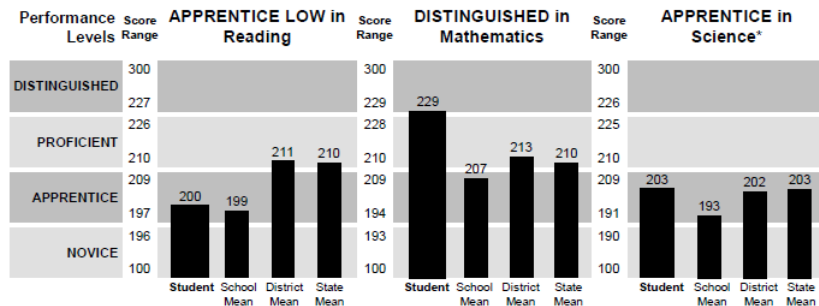
This report provides specific information about your student's performance on the K-PREP test. It also includes information for teachers and parents/guardians about how to support student learning. The K-PREP test is only one indication of how well students do in each subject tested; therefore, it is also important to consider how well students are doing on class work, special projects and assessments.

Students taking the K-PREP test are assessed on the Kentucky Academic Standards. These standards in reading, writing, mathematics and science are rigorous and focus on college and career readiness. Rigorous standards, across all grade levels, help students prepare for what they plan to do after high school. For the future, Kentucky continues to work toward implementation and assessment of new standards for social studies.



Student's Scores and Performance Levels

The chart below shows the student's overall performance in reading, mathematics and science. The performance levels of Novice and Apprentice are broken into two levels HIGH and LOW for reading and mathematics. The first bar for each subject shows the student's score printed above the bar with the performance level listed above the chart and also signified by the height of the bar. The second bar for each subject shows the school average score printed above the bar. The third bar for each subject shows the district average score printed above the bar. Finally, the fourth bar for each subject shows the state average score printed above the bar.



*Science is a Kentucky Academic Standards Assessment.

About the Student's Performance Levels

Reading Performance Level: APPRENTICE LOW

An Apprentice student is able to use explicit context clues to determine word meaning and interpret literal and non-literal language; identify character traits and actions; identify text structures; use explicitly stated information to make limited inferences, summarize, and determine main idea and supporting details, central idea, or theme; identify general differences among prose, poetry and drama.

Science Performance Level: APPRENTICE

A student performing at the Apprentice level for grade 4 science has a basic understanding of science and engineering concepts and practices incorporated in the Kentucky Academic Standards for Science up to grade 4. The student communicates ideas about foundational concepts in a basic manner, but explanations, solutions or justifications may be unclear or ineffective. The student demonstrates some problem-solving and critical thinking skills using concepts/ideas from different areas of science, but they are not consistently applied.

Mathematics Performance Level: DISTINGUISHED

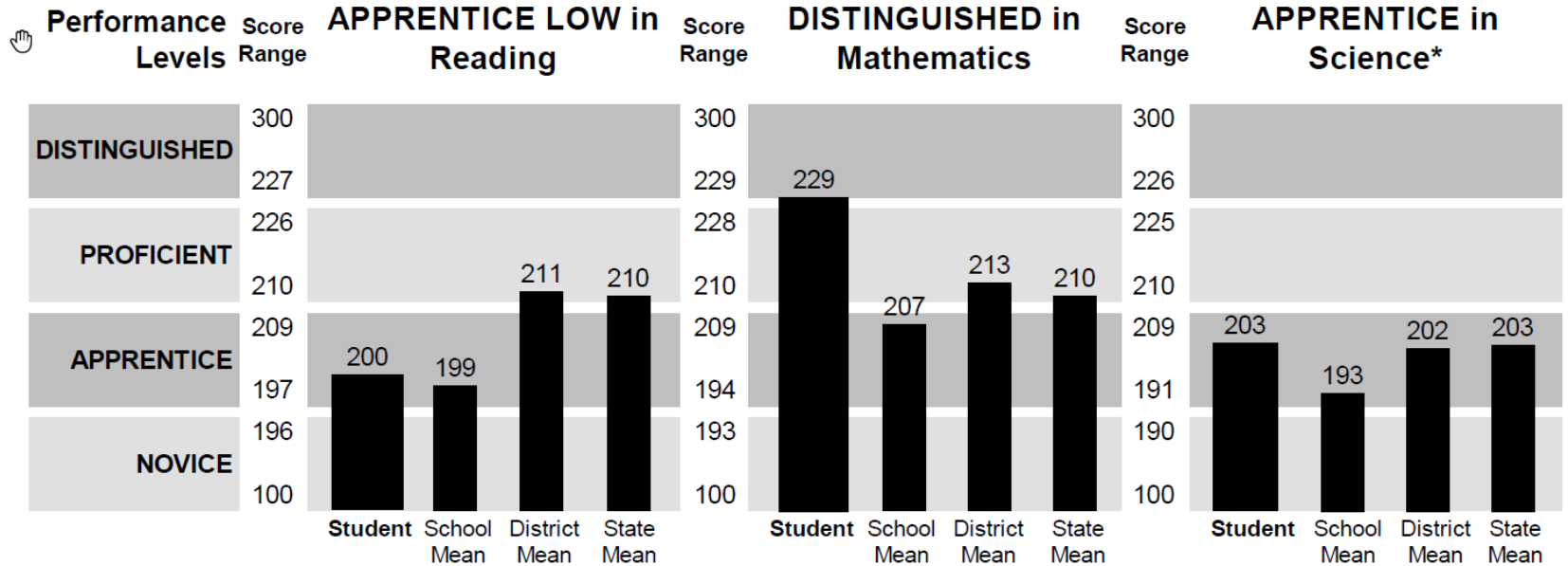
A student scoring Distinguished can apply understanding of place value and the properties of operations to solve real-world problems with multi-digit whole numbers.

Comparison of Scores and Performance Levels



Student's Scores and Performance Levels

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Performance Levels



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Mathematics Performance Level: DISTINGUISHED

A student scoring Distinguished can apply understanding of place value and the properties of operations to solve and explain problems with multi-digit whole numbers; use factors and multiples to solve word problems; show the relationship between multiplication and division using an unknown number; find equivalent fractions by multiplying; solve addition and subtraction problems with mixed numbers using common denominators; compare and order decimals through hundredths; solve problems involving addition and subtraction of fractions; interpret data from line plots; and solve for an unknown angle.

Lexile and Quantile Measures



Student's Lexile/Quantile Measures

Student's Lexile® measure: 680L

A student receives a Lexile reader measure as a score from a reading test - it describes his or her reading ability. Books and other texts receive a Lexile text measure from a software tool called the Lexile Analyzer - it describes the book's reading demand or difficulty. Visit www.Lexile.com. On the homepage, click Educators and then click Lexile Book Database where you will be able to search for books by Lexile range, keyword, title, author or ISBN.

Student's Quantile® measure: 920Q

The Quantile Framework uses a Quantile measure to describe a student's mathematical achievement, and the difficulty of specific mathematical skills and concepts. Visit www.Quantiles.com and click on the "Math at Home" section for more information.

Performance Standards

Kentucky

- ▶ **Distinguished**
- ▶ **Proficient**
- ▶ **Apprentice**
- ▶ **Novice**

States develop their own tests and set their own proficiency standards

NAEP is used as a common metric to compare standards across the states

National Assessment of Educational Progress (NAEP)

- **Advanced**—superior performance
- **Proficient**—solid mastery over challenging subject matter
- **Basic**—partial mastery of fundamental skills



Kentucky and NAEP

- ▶ Kentucky's Proficient standards for Grades 4 and 8 Reading and Math are a little lower than NAEP's Proficient cutscores, but similar to most other states' proficiency standards, except for Grade 8 reading and mathematics, which are lower.
- ▶ Kentucky's achievement in Reading for grades 4 and 8 is 34-38% Proficient or Above as measured by NAEP, and in Math is 29-40% for grades 8 and 4 (lower in grade 8).
- ▶ Kentucky's achievement is above the national average performance in terms of percent Proficient or Above in Reading Grade 4; around the national average in Math Grade 4 and Reading Grade 8; and below the national average in Math Grade 8.
- ▶ Since the 1990's, Kentucky has had an annual average increase in NAEP scale scores of approximately .5 in Grade 4 reading, 1.0 in Grade 4 math, .2 in Grade 8 reading, and .7 in Grade 8 math. With NAEP, a change of one scale score is usually associated with a change of 1-2% in Proficient or above.





Snapshot of Student Group Performance

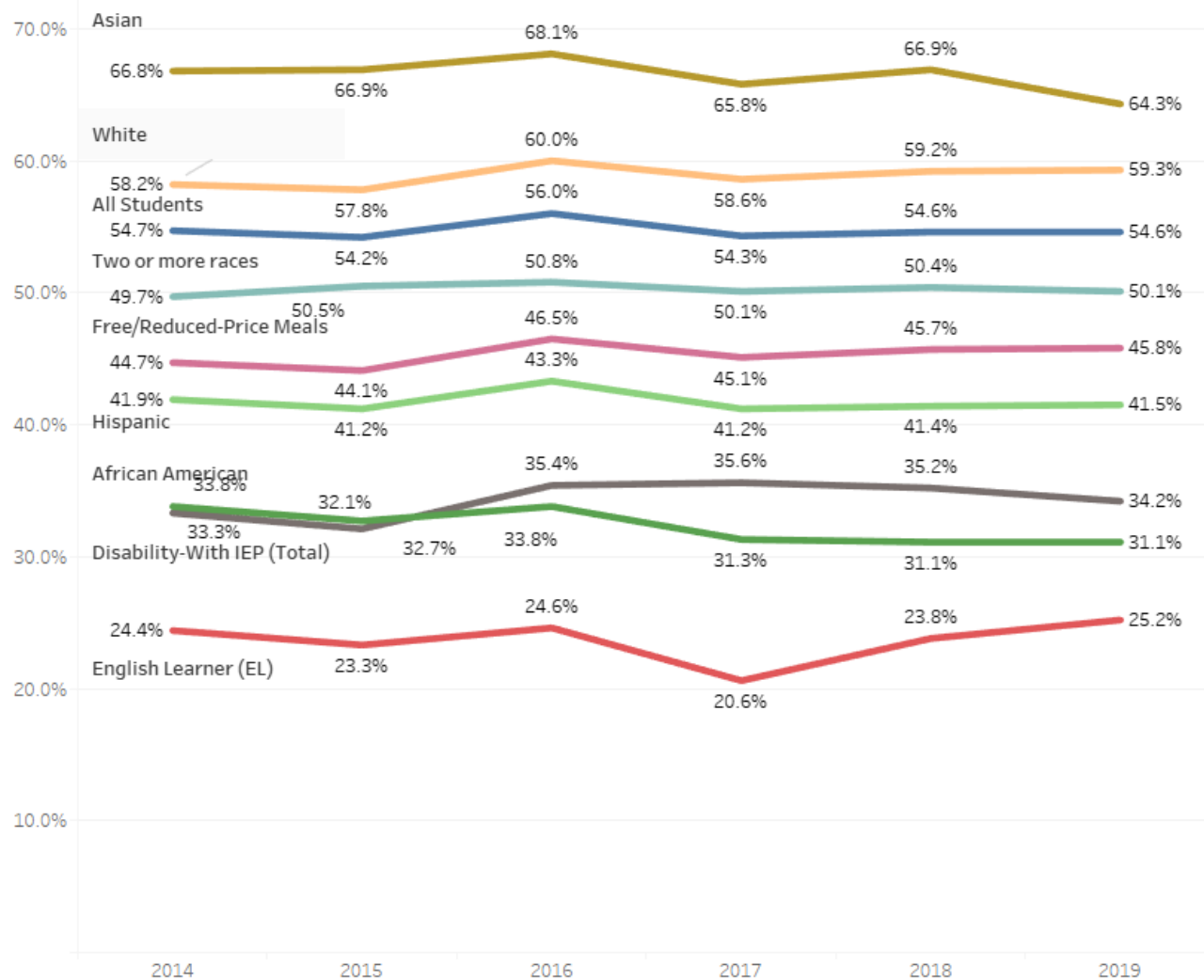
Reading and Mathematics K-PREP

Growth (Reading and Mathematics K-PREP)

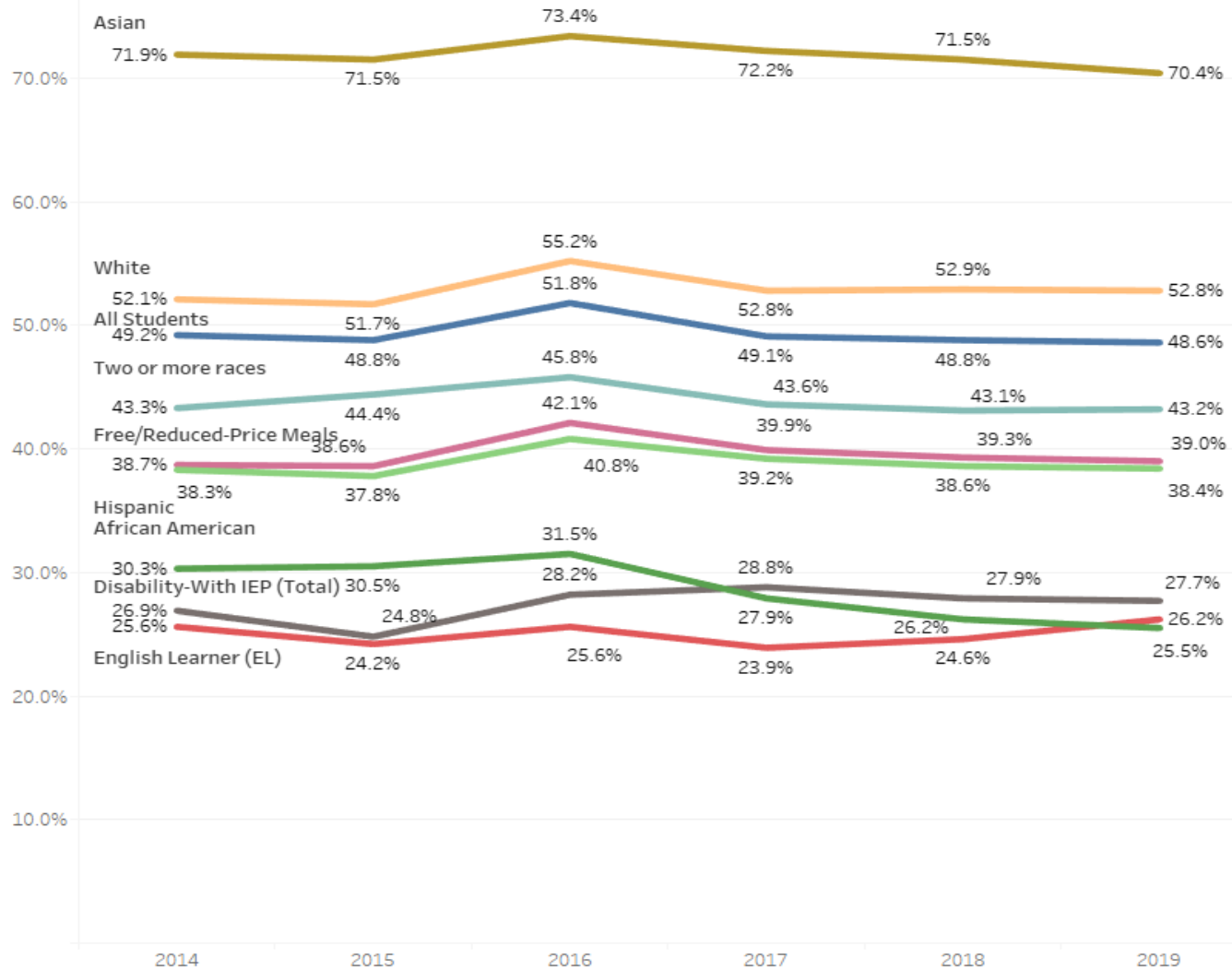
Transition Readiness

Graduation

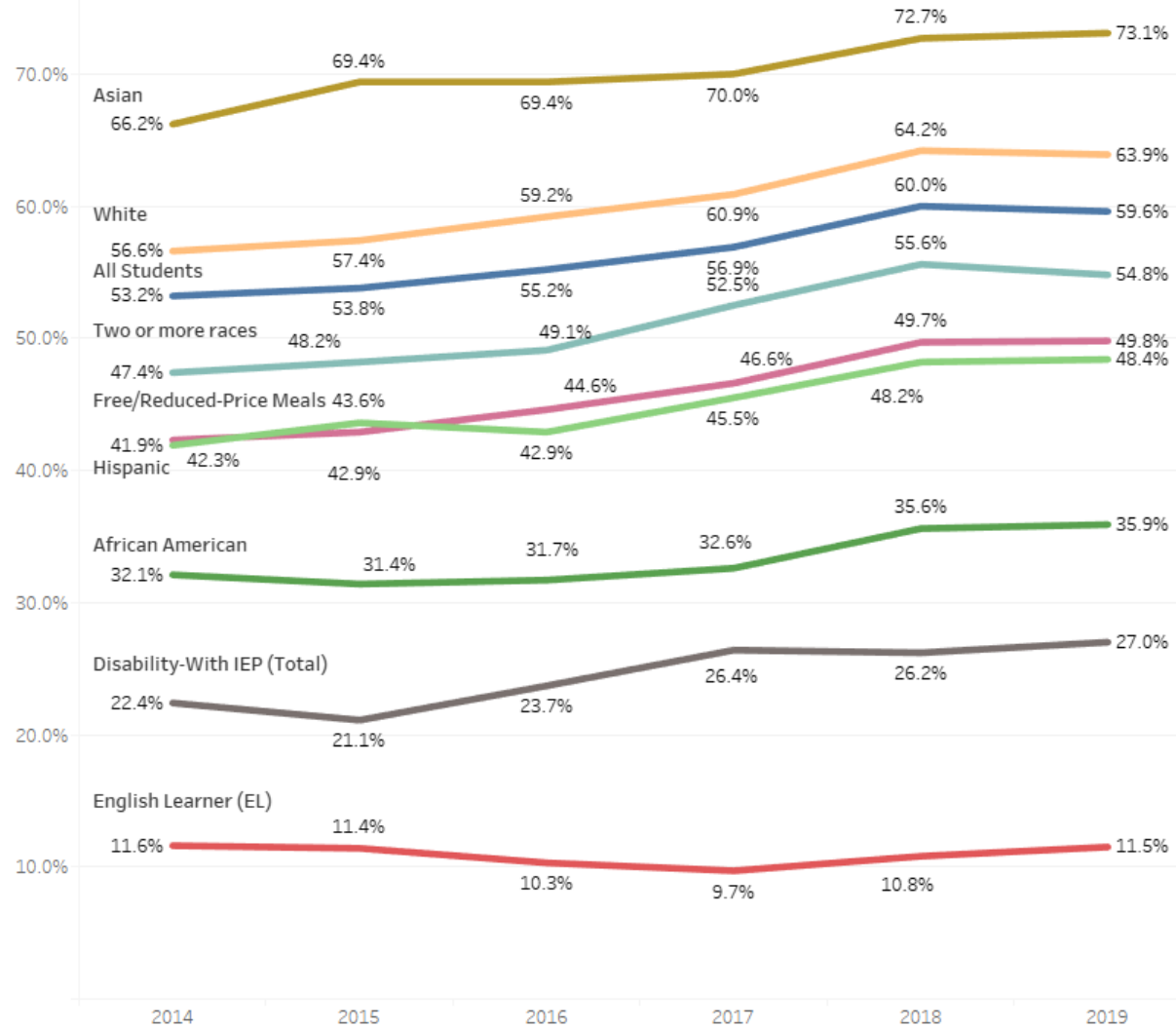
Elementary School Reading Proficient/Distinguished



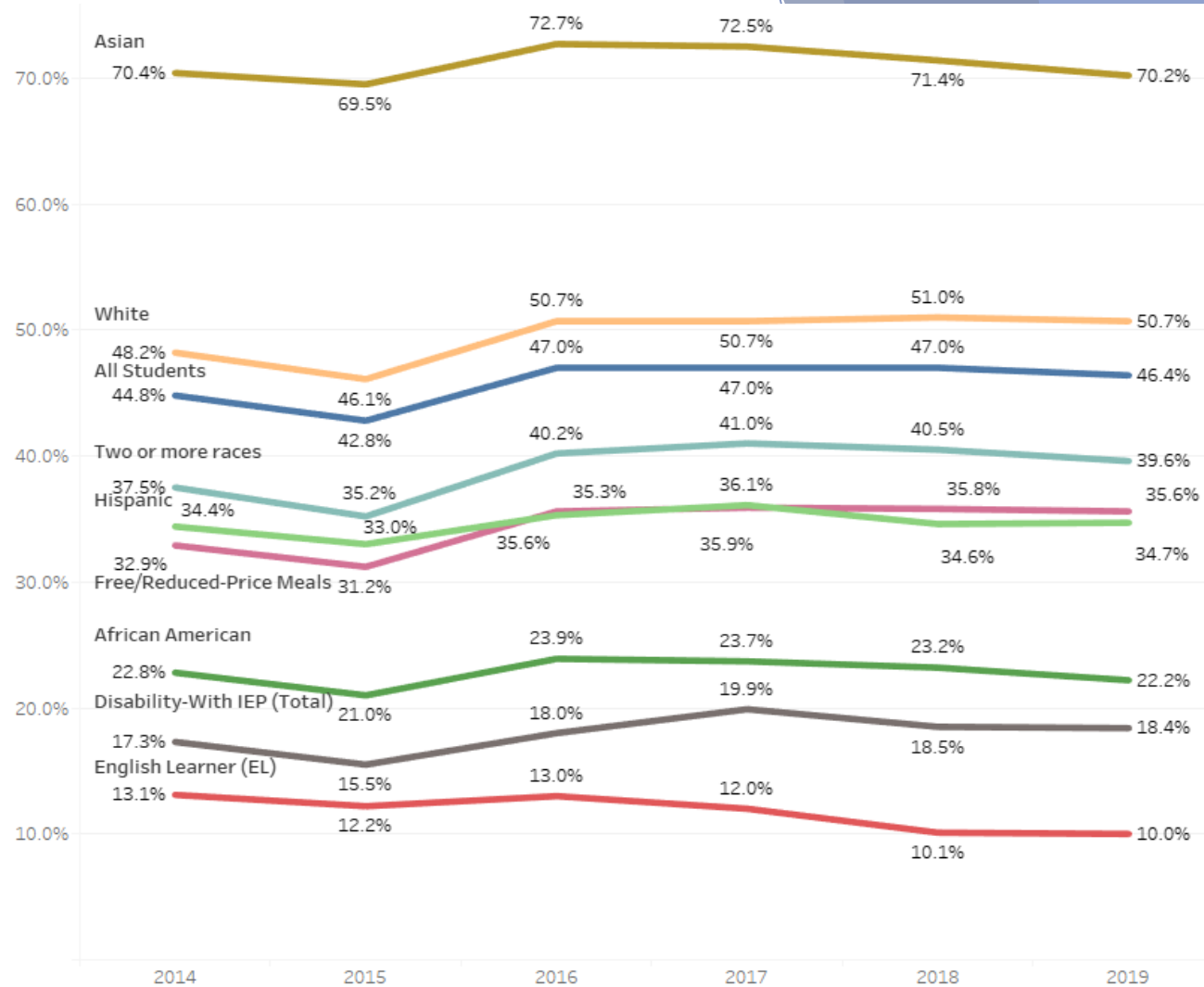
Elementary School Mathematics Proficient/Distinguished Percent



Middle School Reading Proficient/Distinguished

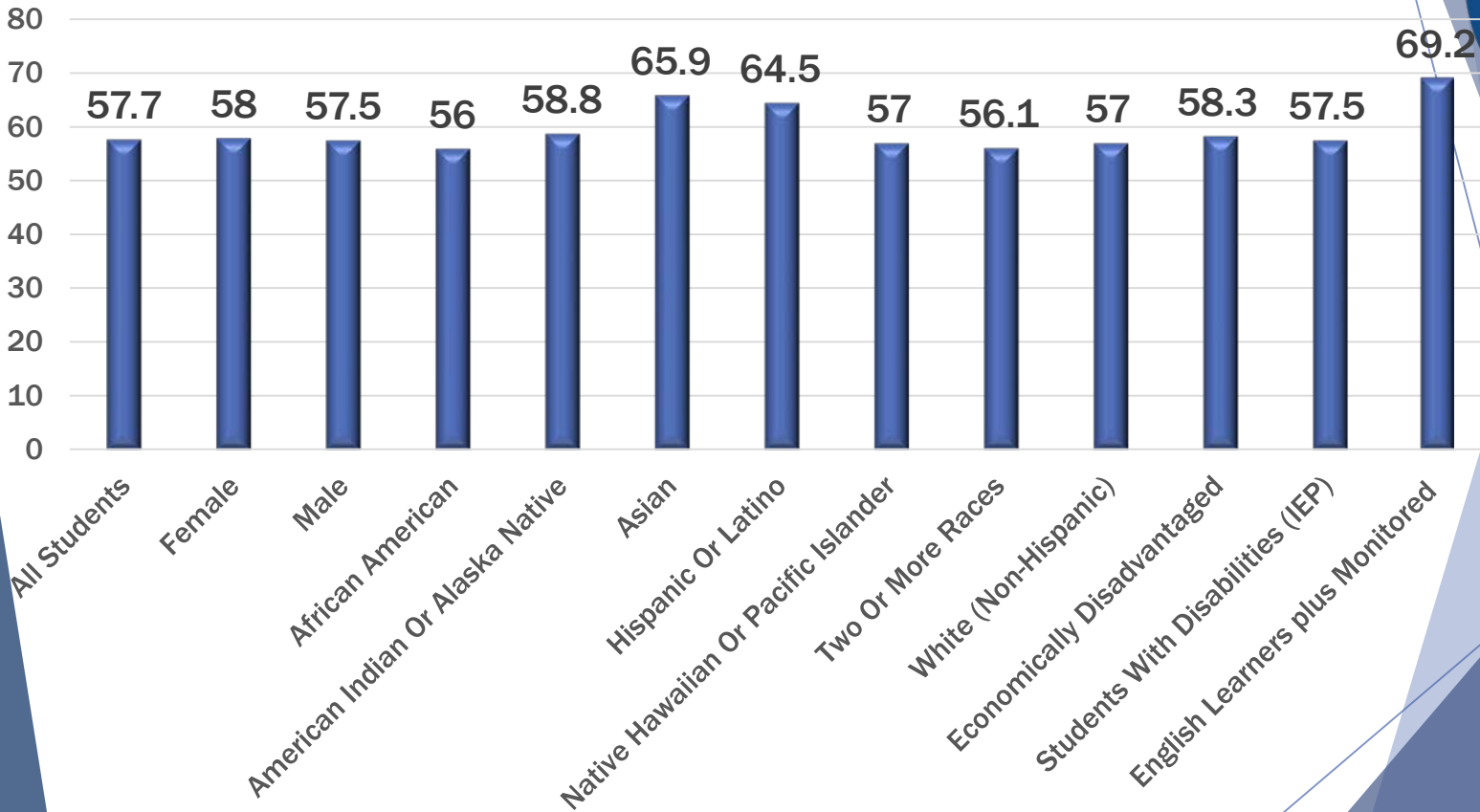


Middle School Mathematics Proficient/Distinguished Percent



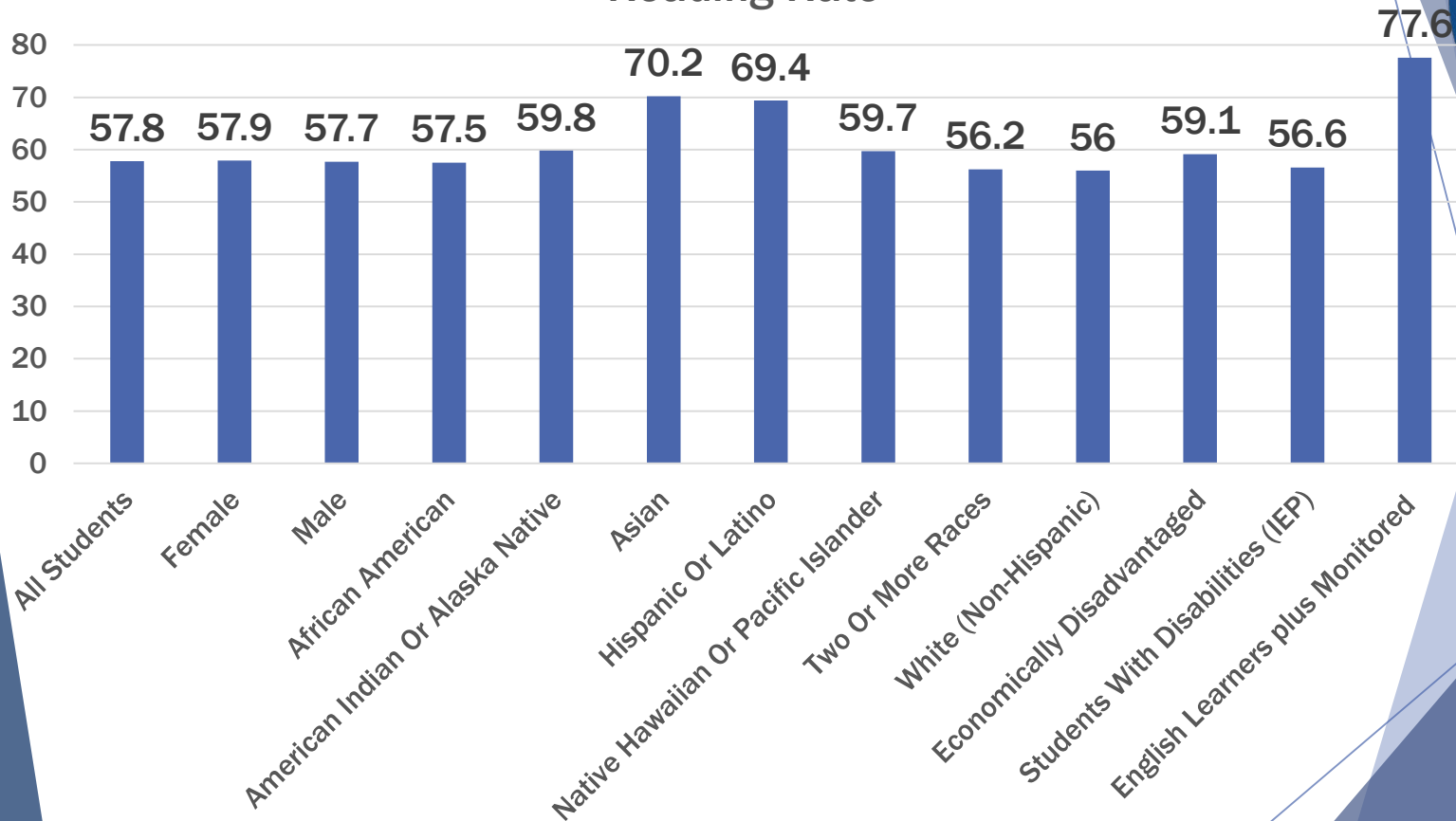
Overall Elementary Growth Indicator

Growth Indicator



Elementary Reading Growth

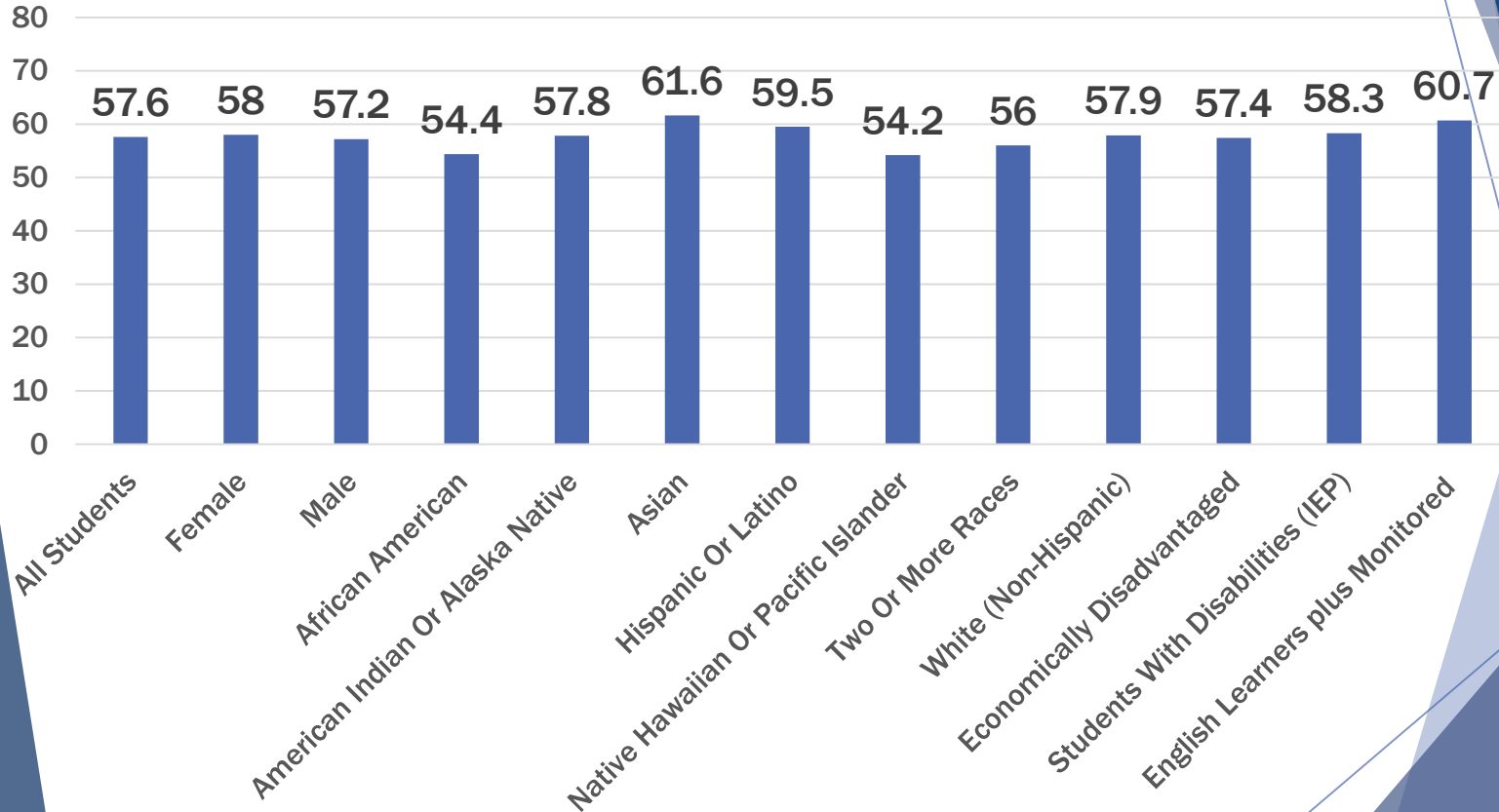
Reading Rate



Elementary Mathematics Growth

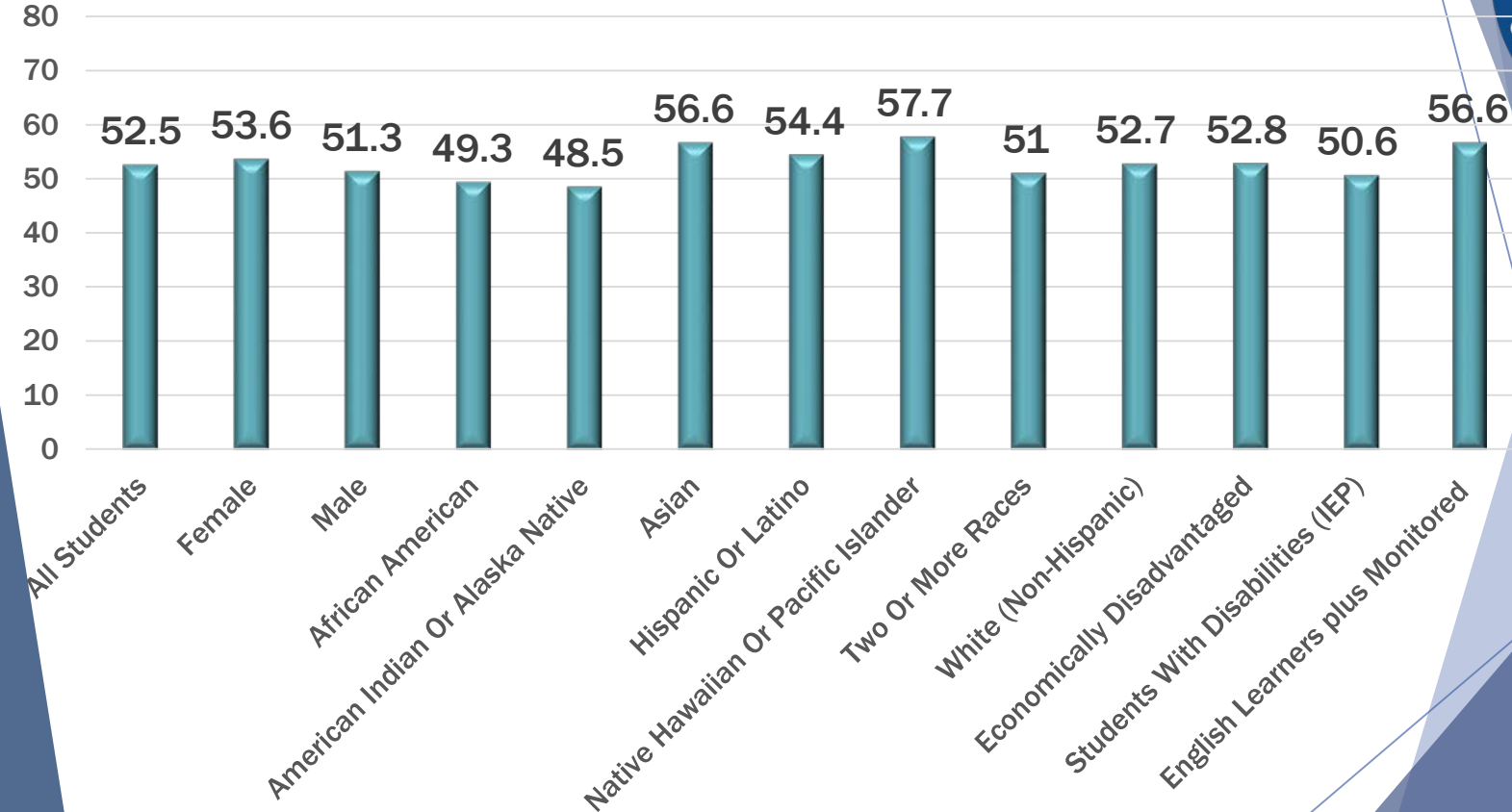


Mathematics Rate



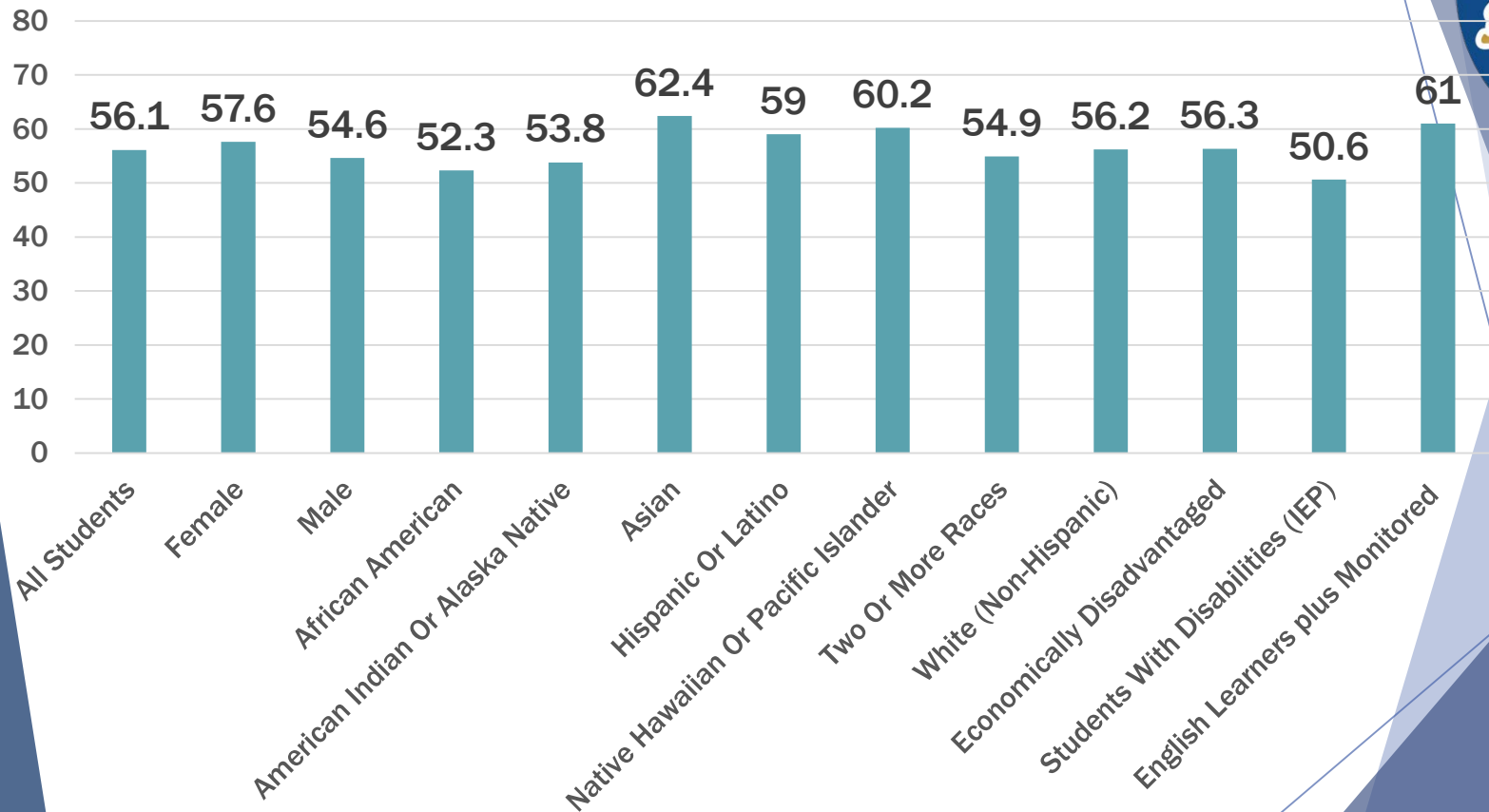
Overall Middle Growth Indicator

Growth Indicator



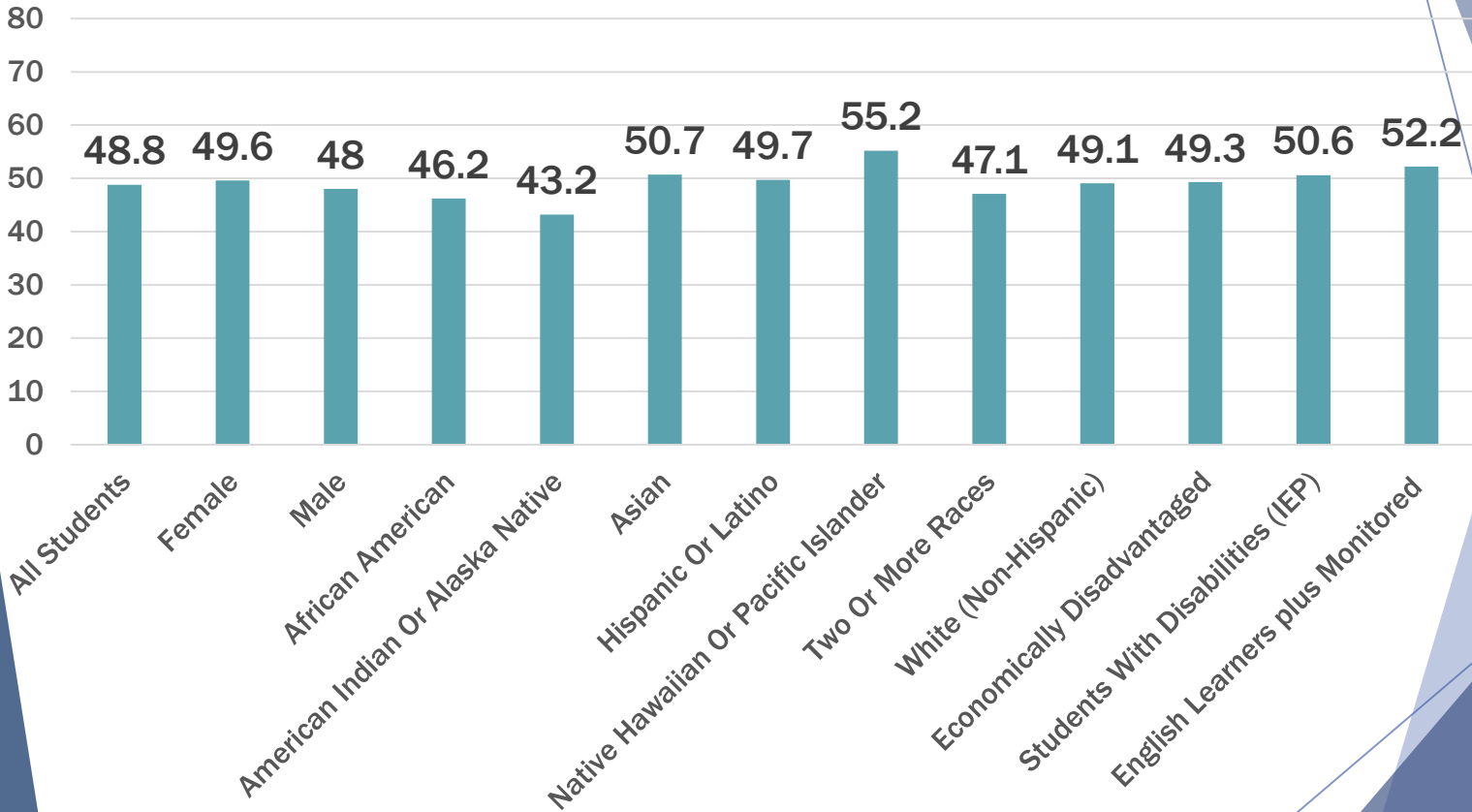
Middle Reading Growth

Reading Rate



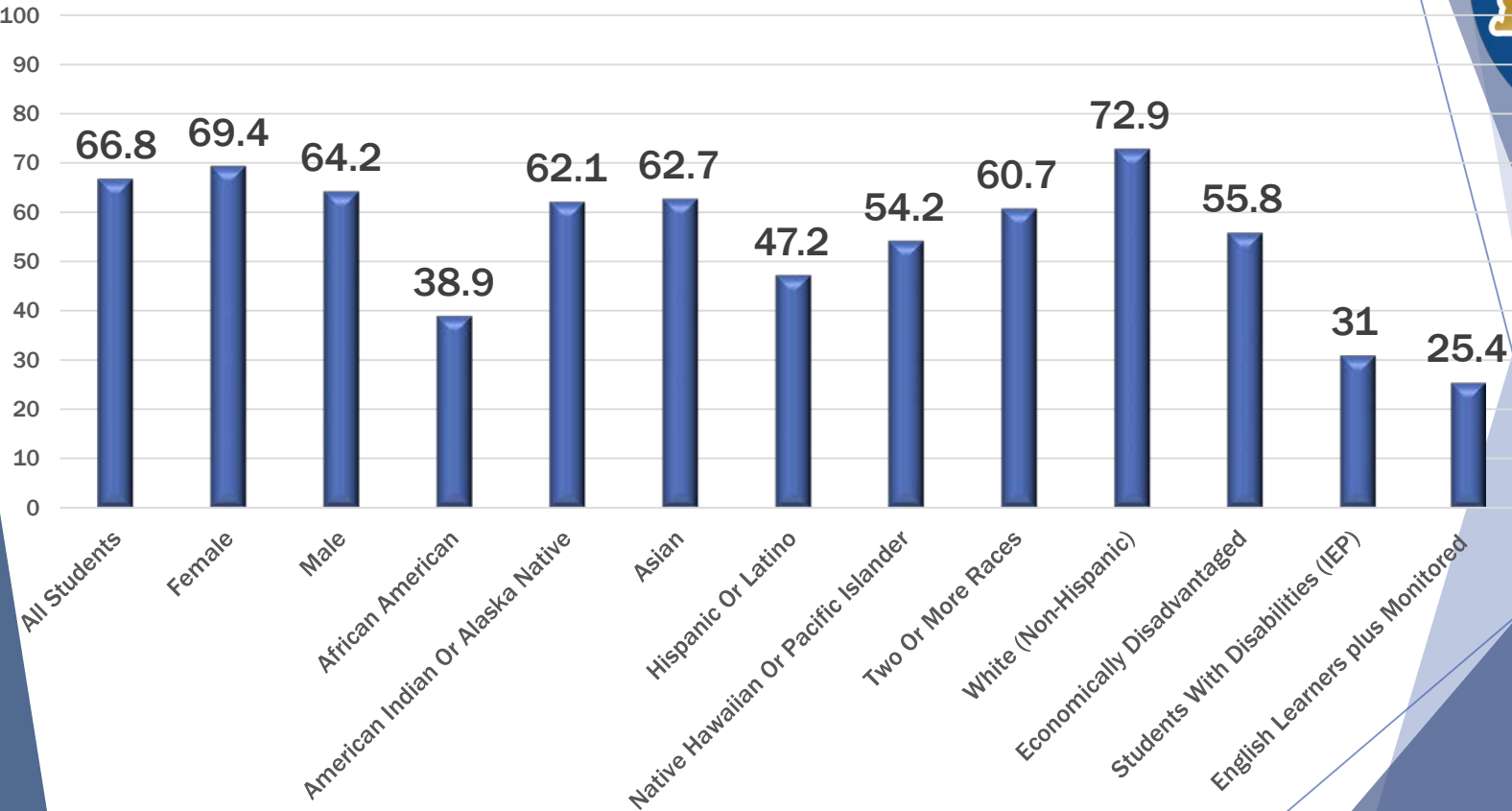
Middle Mathematics Growth

Mathematics Rate



Transition Readiness

2018-2019 Transition Readiness Indicator



Graduation Rate

Disaggregated by Student Group



Student Groups ¹	Graduation Rate Index	4-Year Cohort Graduation Rate	5-Year Cohort Graduation Rate
All Students	91.1	90.6	91.6
White	92.6	92.1	93.0
African American	84.0	83.2	84.8
Hispanic or Latino	84.7	84.1	85.3
Asian	94.2	93.9	94.4
American Indian or Alaska Native	89.6	90.3	88.9
Native Hawaiian or Other Pacific Islander	86.9	88.1	85.7
Two or More Races	89.4	88.7	90.1
English Learners Plus Monitored	78.8	78.0	79.6
Economically Disadvantaged	89.3	87.9	90.6
Disability-With IEP (Total)	77.5	75.9	79.0

¹ Students can be identified for multiple student groups.



Kentucky's Accountability System

Accountability for 2018-2019

Elementary/Middle (5-star, CSI, ATSI)

- ▶ Proficiency
 - Reading and Mathematics
- ▶ Separate Academic
 - Science, Social Studies and Writing
- ▶ Growth
 - Reading and Mathematics
 - Proficiency/English Attainment (English Learners (ELs) Only)

High School (5-star, CSI, ATSI)

- ▶ Proficiency
 - ACT – Reading and Mathematics scores
- ▶ Separate Academic
 - Science and Writing
- ▶ Graduation Indicator
 - Four- and Five-Year Rate Used for CSI I
 - Four-Year Graduation Rate Used for CSI II (below 80%)
- ▶ Transition Readiness
 - ACT, College Placement Exams, Dual Credit, AP, IB, Ind. Cert, CTE EOP (Tied to Articulated Credit), Apprenticeship will be included, Exceptional Work Experience, ACCESS for ELs

Overall Accountability Weights

	Proficiency (Reading and Mathematics)	Separate Academic (Science, Social Studies and Writing)	Growth (including ELs)	Quality of School Climate and Safety	Transition Readiness (including ELs)	Graduation (Four- and Five-Year Cohort)
Elementary/ Middle Schools	35	26	35	4	–	–
High Schools	45	15	–	4	30	6

Overall Accountability Weights for 2018-2019

	Proficiency (Reading and Mathematics)	Separate Academic (Science, Social Studies and Writing)	Growth (including ELs)	Quality of School Climate and Safety	Transition Readiness (including ELs)	Graduation (Four- and Five-Year Cohort)
Elementary/ Middle Schools	36.4583	27.0833	36.4583	0	0	0
High Schools	46.875	15.625	0	0	31.25	6.25

Note: Weights reflect proportional redistribution of quality of school climate and safety.

Steps of Standard Setting

- 1. Determine performance level descriptors (PLD) (Aug. 23)**
 - Indicator level descriptors
 - School level descriptors
- 2. Set very high to very low on each indicator (Sept. 4-5)**
 - Elementary, middle and high
 - Using 2018-2019 data
 - Through a spreadsheet form, each participant selected cut scores on each indicator for very high, high, medium, low and very low
- 3. Set 1 to 5-star levels**
 - Using established criteria (PLDs, very low to very high)
 - Through a different spreadsheet form, each participant selected how samples of 40 schools that represented the range of school performance would rate from 1 to 5 stars



Standard Setting Panel Participants

Members of the Accountability

Performance Standard Setting Committee

- Hal Heiner, chair, Kentucky Board of Education
- Gary Houchens, member, Kentucky Board of Education
- Danny Adkins, superintendent, Floyd County schools
- Paul Mullins, superintendent, Logan County schools
- Marty Pollio, superintendent/Dena Dosett, chief executive director, Jefferson County schools
- Diane Hatchett, superintendent, Berea Independent schools
- Scott Hawkins, superintendent, Woodford County schools
- Aaron Collins, superintendent, Fulton County schools
- Teresa Nicholas, district assessment coordinator, Pulaski County schools
- Amanda Reed, district assessment coordinator, LaRue County schools
- Stephen Flatt, director of special education, Marshall County schools
- Jerri Rowland, principal, Monroe County Area Technology Center

- Susan Brashear, principal, Whitley Central Intermediate School
- Amy Lingo, dean, College of Education, University of Louisville
- Amy Razor, executive director, Northern Kentucky Cooperative for Educational Services
- Rhonda Caldwell, executive director, Kentucky Association of School Administrators
- Rhonda Caldwell/Owens Saylor, Kentucky Association of School Administrators
- Melissa Aguilar, executive director, Kentucky Workforce Innovation Board
- Rhonda Harmon, executive director, KASC
- Annissa Franklin, chief administrative officer, Urban League of Lexington
- Sarah Davasher-Wisdom, chief operating officer, Greater Louisville Inc.
- Penny Christian, parent, member of Kentucky PTA
- Margo Bruce, teacher, Webster County High School
- Amanda Underwood, teacher, Mason County Middle School

Standard Setting



- ▶ **At its August 2019 meeting, the KBE approved the KDE's proposal for establishing performance thresholds**
 - **A standard setting committee would use a formal standard setting process to generate recommendations for the Commissioner**
- ▶ **The Commissioner of Education accepted the threshold cut scores recommended by the committee without changes**

Considerations by Panelists

- ▶ Purpose of the star rating
 - Mode of communication
 - Begins conversations on what is working well or needs improvement
 - NOT a summative assessment or judgement
 - Does not reflect the entirety of a complex education system
- ▶ Overall impact of the cut scores
 - What is good enough
 - Indicator performance and school performance





Kentucky's Accountability Cutscores

Final Indicator Cut Scores

School Level	Indicators	Very Low	Low	Medium	High	Very High
Elementary	Proficiency	0-50.9	51.0-66.9	67.0-76.9	77.0-89.9	90.0 or more
	Separate	0-49.9	50.0-61.9	62.0-71.9	72.0-79.9	80.0 or more
	Growth	0-47.9	48.0-54.9	55.0-59.9	60.0-68.9	69.0 or more
Middle	Proficiency	0-59.9	60.0-69.9	70.0-75.9	76.0-85.9	86.0 or more
	Separate	0-51.9	52.0-60.9	61.0-69.9	70.0-78.9	79.0 or more
	Growth	0-45.9	46.0-50.9	51.0-56.9	57.0-60.9	61.0 or more
High	Proficiency	0-43.9	44.0-53.9	54.0-64.9	65.0-73.9	74.0 or more
	Separate	0-50.9	51.0-60.9	61.0-69.9	70.0-74.9	75.0 or more
	Transition	0-55.9	56.0-68.9	69.0-79.9	80.0-87.9	88.0 or more
	Graduation	0-89.9	90.0-92.9	93.0-94.9	95.0-96.9	97.0 or more

Final Overall Score Star Cut Scores

School Level	1 Star	2 Star	3 Star	4 Star	5 Star
Elementary	0-46.9	47.0-58.9	59.0-70.9	71.0-78.9	79.0 or more
Middle	0-51.9	52.0-58.9	59.0-66.9	67.0-73.9	74.0 or more
High	0-50.9	51.0-61.9	62.0-71.9	72.0-78.9	79.0 or more

Examples of High School Performance

	Proficiency	Separate Academic	Transition	Graduation	Overall Score	Star Level
School 1	83.6 (very high)	69.4 (medium)	82.1 (high)	94.2 (medium)	81.6	5
School 2	101.8 (very high)	93.8 (very high)	92.1 (very high)	99.4 (very high)	97.4	5

There are multiple ways to be at a star rating.

Examples of Middle School Performance

	Proficiency	Separate Academic	Growth	Overall Score	Star Level
School 1	75.7 (medium)	73.5 (high)	81.8 (very high)	77.3	5
School 2	102.1 (very high)	91.0 (very high)	46.6 (low)	78.9	5

There are multiple ways to be at a star rating.

Examples of Elementary School Performance

	Proficiency	Separate Academic	Growth	Overall Score	Star Level
School 1	61.5 (low)	66.3 (medium)	68.9 (high)	65.5	3
School 2	90.9 (very high)	72.0 (high)	46.4 (very low)	69.6	3

There are multiple ways to be at a star rating.



Raise the bar. Close the gap.

- Educators urged to become intimately familiar with Kentucky's new academic standards for reading, math, science and social studies.
- Teaching to the standards at grade level with standards-aligned, high quality curriculum and lesson plans will lead to significant improvement in student learning and assessment scores.
- If students are not exposed to the standards at grade level, we cannot expect them to demonstrate mastery on state assessments.



