

Overview of 2018-2019 Assessment and Accountability Results

Rhonda L. Sims, Associate Commissioner

Jennifer Stafford, Director

Kevin Hill, Director

Office of Assessment and Accountability

Kentucky Board of Education Meeting
February 4, 2020





Snapshot of Student Group Performance

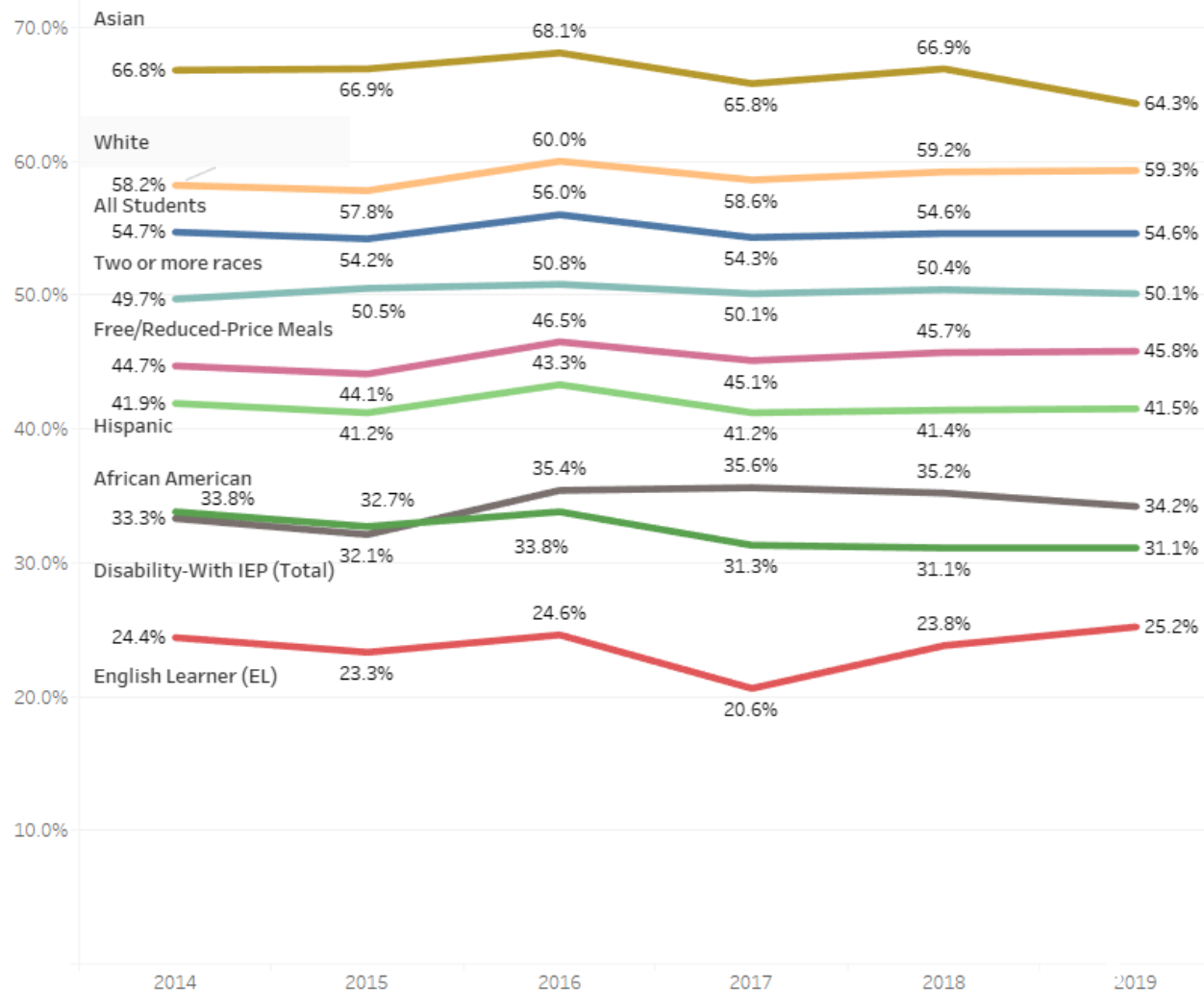
Reading and Mathematics K-PREP

Growth (Reading and Mathematics K-PREP)

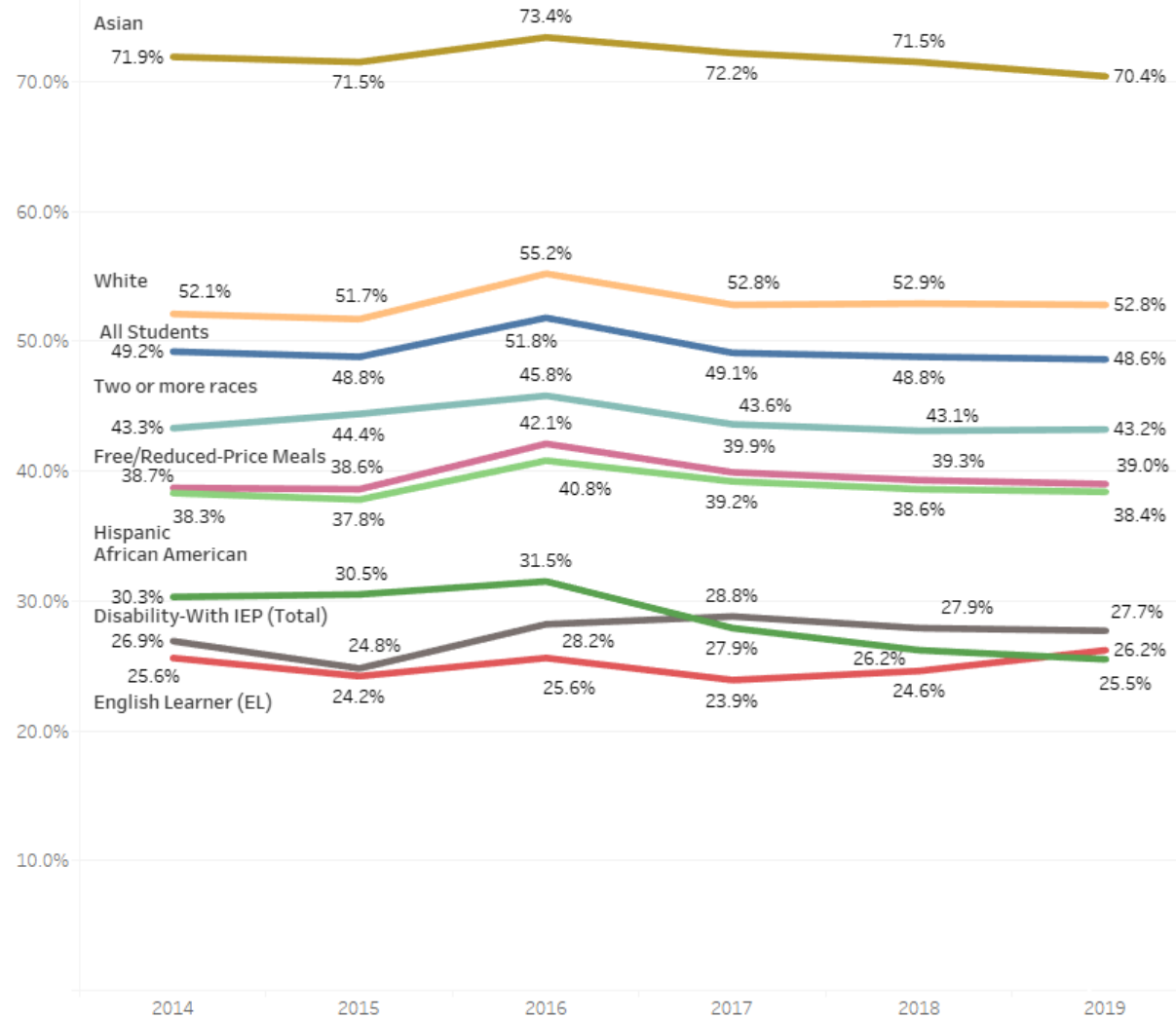
Transition Readiness

Graduation

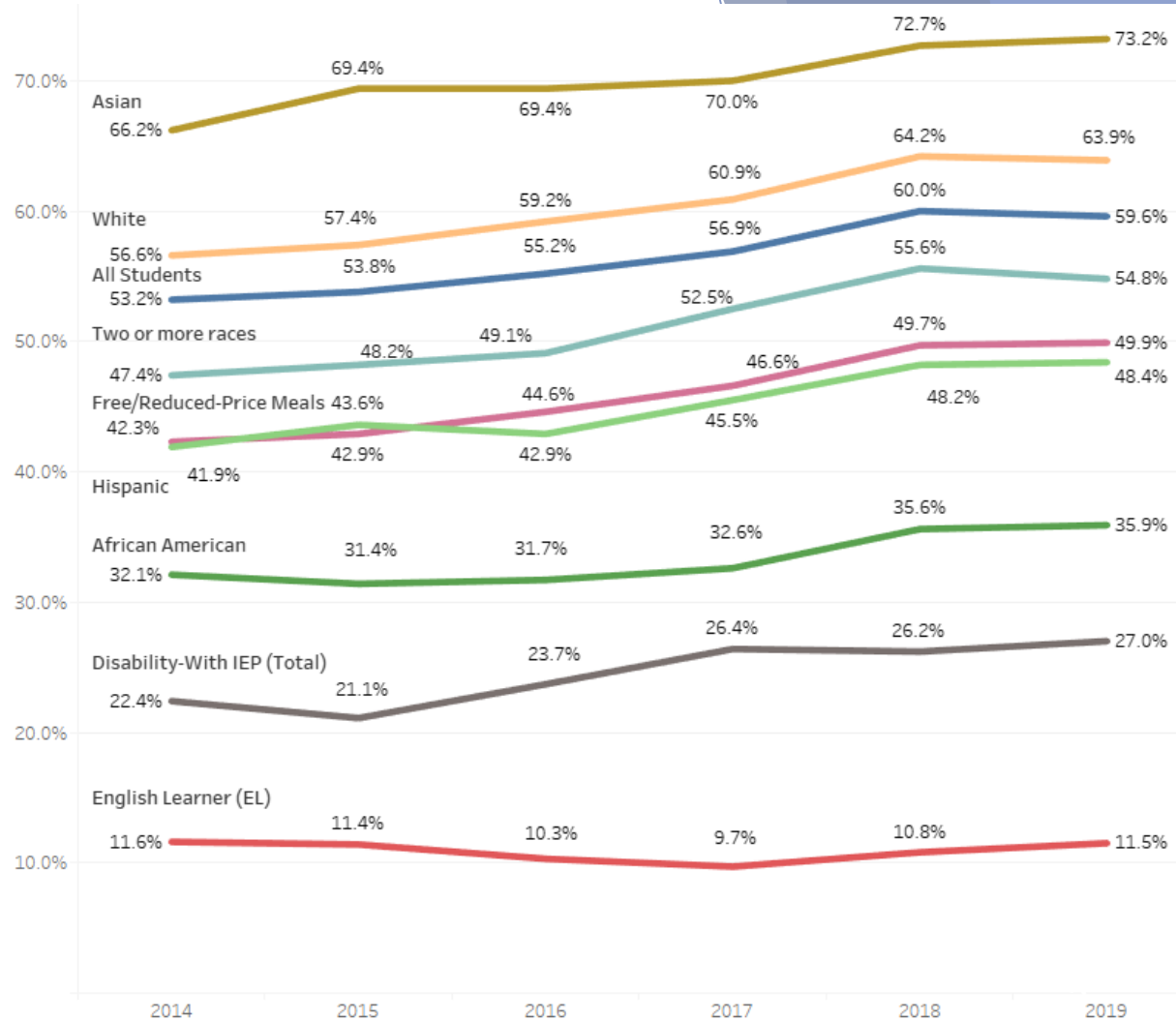
Elementary School Reading Proficient/Distinguished



Elementary School Mathematics Proficient/Distinguished Percent

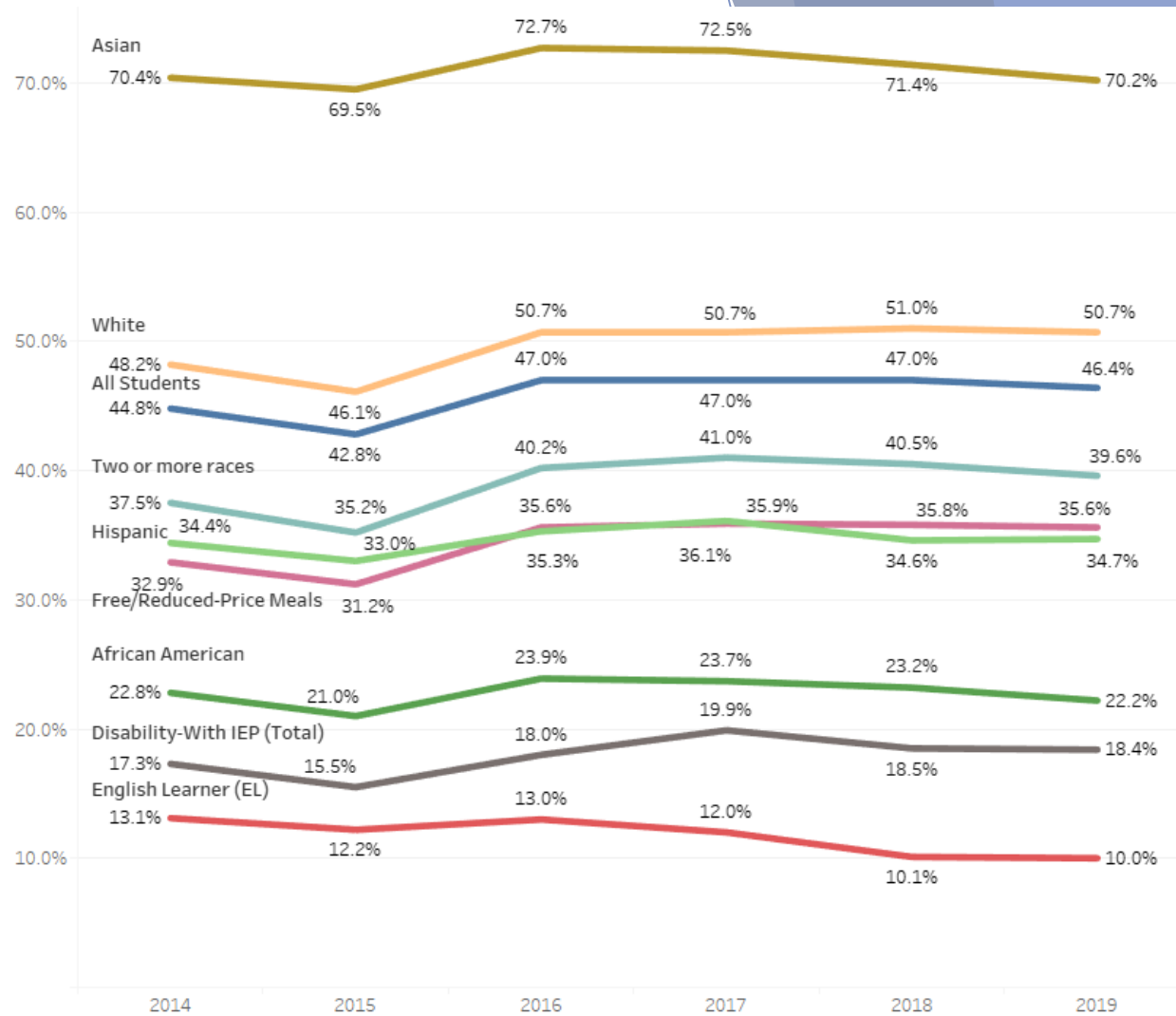


Middle School Reading Proficient/ Distinguished



Middle School Mathematics

Percent Proficient/ Distinguished





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, 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.



Overview of Assessment and Accountability Results

2018-2019 Reporting

► Schools, Districts and State received:

- Star Ratings (1 to 5 stars)
- Overall Accountability Score
- Indicator Scores and Labels of Very High to Very Low for Proficiency, Growth (EL/MS), Separate Academic (EL/MS/HS), Transition Readiness (HS) and Graduation (HS)
- Federal Classifications (schools only)



Standard Setting



- ▶ **Using a transparent public process, a standard setting committee made recommendations to the Commissioner**
 - **Determined performance level descriptors (PLD) (Aug. 23)**
 - Indicator level descriptors
 - School level descriptors
 - **Set very high to very low on each indicator (Sept. 4-5)**
 - Elementary, middle and high
 - Using 2018-2019 data
 - **Set 1 to 5-star levels**
 - Using established criteria (PLDs, very low to very high)
- ▶ **The Commissioner of Education accepted the threshold cut scores recommended by the committee without changes**

Standard Setting Panel Participants

Members of the Accountability

- 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

Performance Standard Setting Committee

- 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

2018-2019 School Ratings



School Level	Number of Schools	1-Star		2-Star		3-Star		4-Star		5-Star	
		#	%	#	%	#	%	#	%	#	%
Elementary	725	46	6%	132	18%	364	50%	146	20%	37	5%
Middle	319	23	7%	65	20%	159	50%	60	19%	12	4%
High	228	20	9%	53	23%	120	53%	28	12%	7	3%
Total	1272	89	7%	250	20%	643	51%	234	18%	56	4%

Federal Classifications 2018-2019



► Comprehensive Support and Improvement (CSI)

- 50 schools designated
- Performance at the bottom 5% by level

► Additional Targeted Support and Improvement (ATSI)

- 10 schools identified
- Initially identified for TSI-Tier II last year and failed to meet exit criteria this year
- Focus on low student group performance



U.S. DEPARTMENT OF EDUCATION

Federal Classifications



CSI Schools

- ▶ 50 schools designated for comprehensive support and improvement
- ▶ Schools identified as CSI have additional responsibilities for school improvement, but this designation also makes them eligible for additional funding and resources to support their turnaround efforts.



CSI School Turnaround

Under Senate Bill 1 (2017), all schools are required to create an improvement plan based on their accountability results. Schools that have been designated as CSI must be audited by a turnaround team selected by the local board of education. The audit must include:

- ▶ A diagnosis of the causes of a school's low performance;
- ▶ An assessment and recommendation to the superintendent regarding the principal's capacity to function or develop as a turnaround specialist, including if the principal should be reassigned to a comparable position in the school district;
- ▶ An assessment of the interaction and relationship between the superintendent, central office personnel and the school principal;
- ▶ A recommendation of the steps the school may implement to launch and sustain a turnaround process; and,
- ▶ A recommendation to the local board of education of the turnaround principles and strategies necessary for the superintendent to assist the school with turnaround.



ATSI Schools

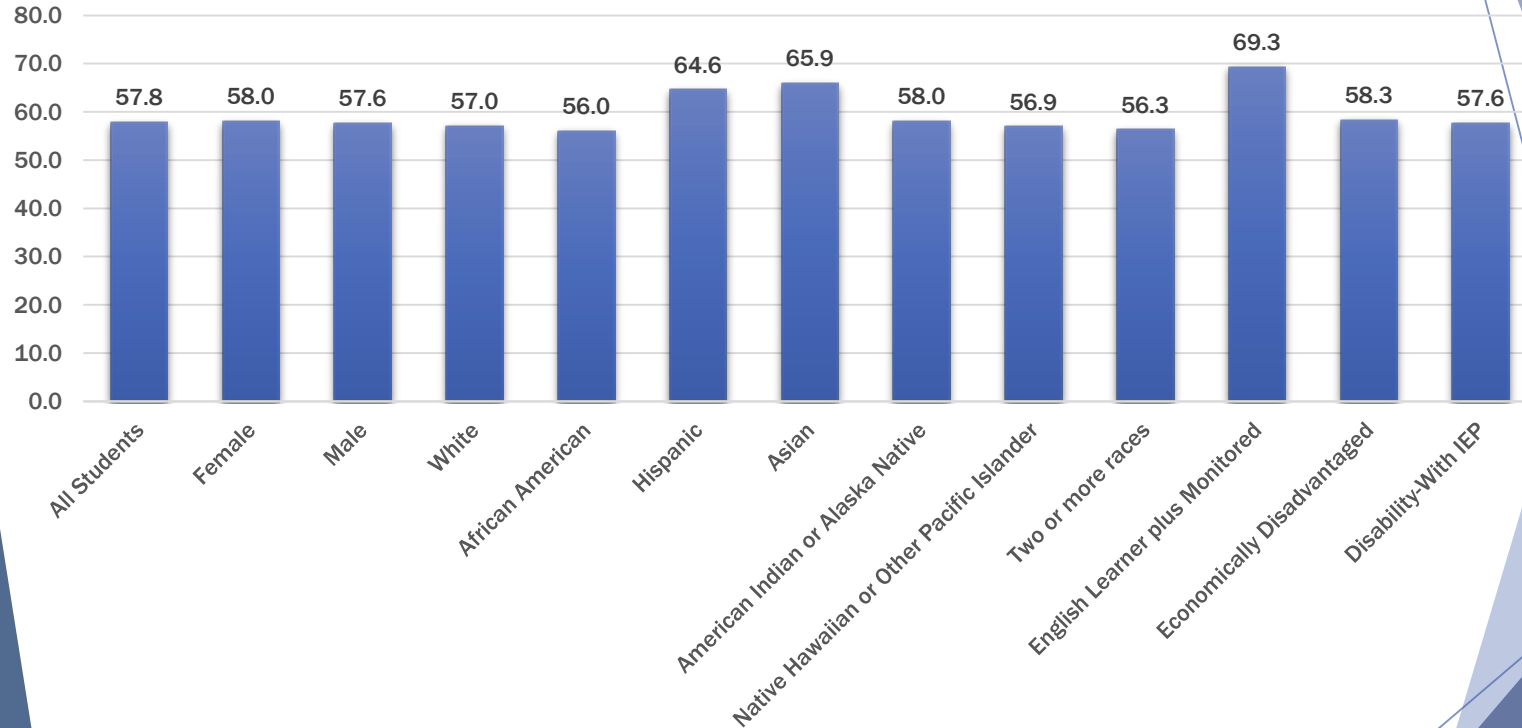
- ▶ 10 schools have been identified for Additional Targeted Support and Improvement (ATSI)
- ▶ ATSI is defined as a school which has one or more groups of students whose performance is at a very low level.
- ▶ This year, schools have been designated as ATSI if last year it was designated as TSI-Tier II (targeted support and improvement) because one or more groups of students scored at or below students in any of the lowest-performing 5% of schools in the same grade band (elementary, middle or high schools), and it failed to meet the exit criteria for ATSI.
- ▶ New schools were not identified for ATSI this year.
- ▶ Schools were permitted to exit the status if they made improvement on any of the indicators that led to their identification as TSI-Tier II in 2018.



Overall Elementary Growth Indicator

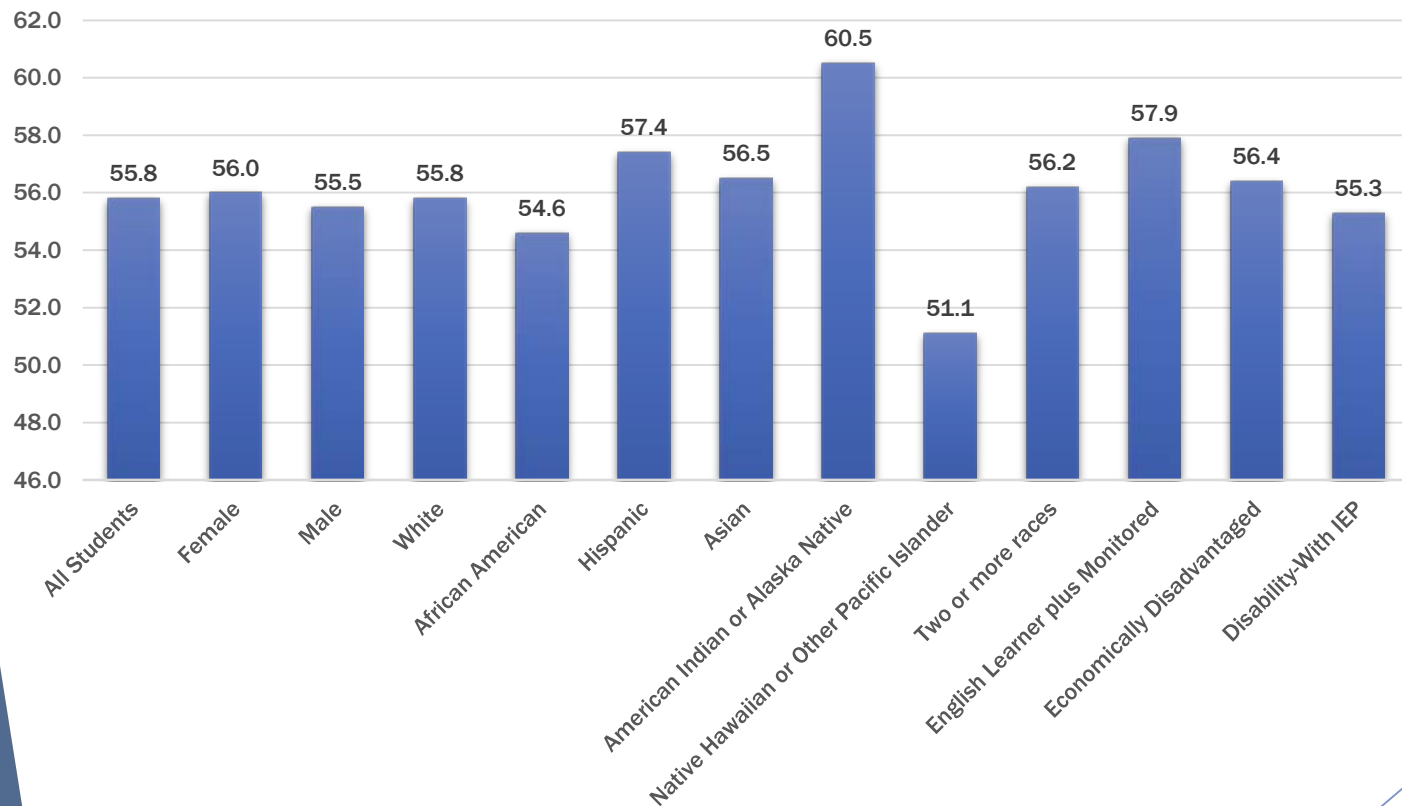


Growth Indicator



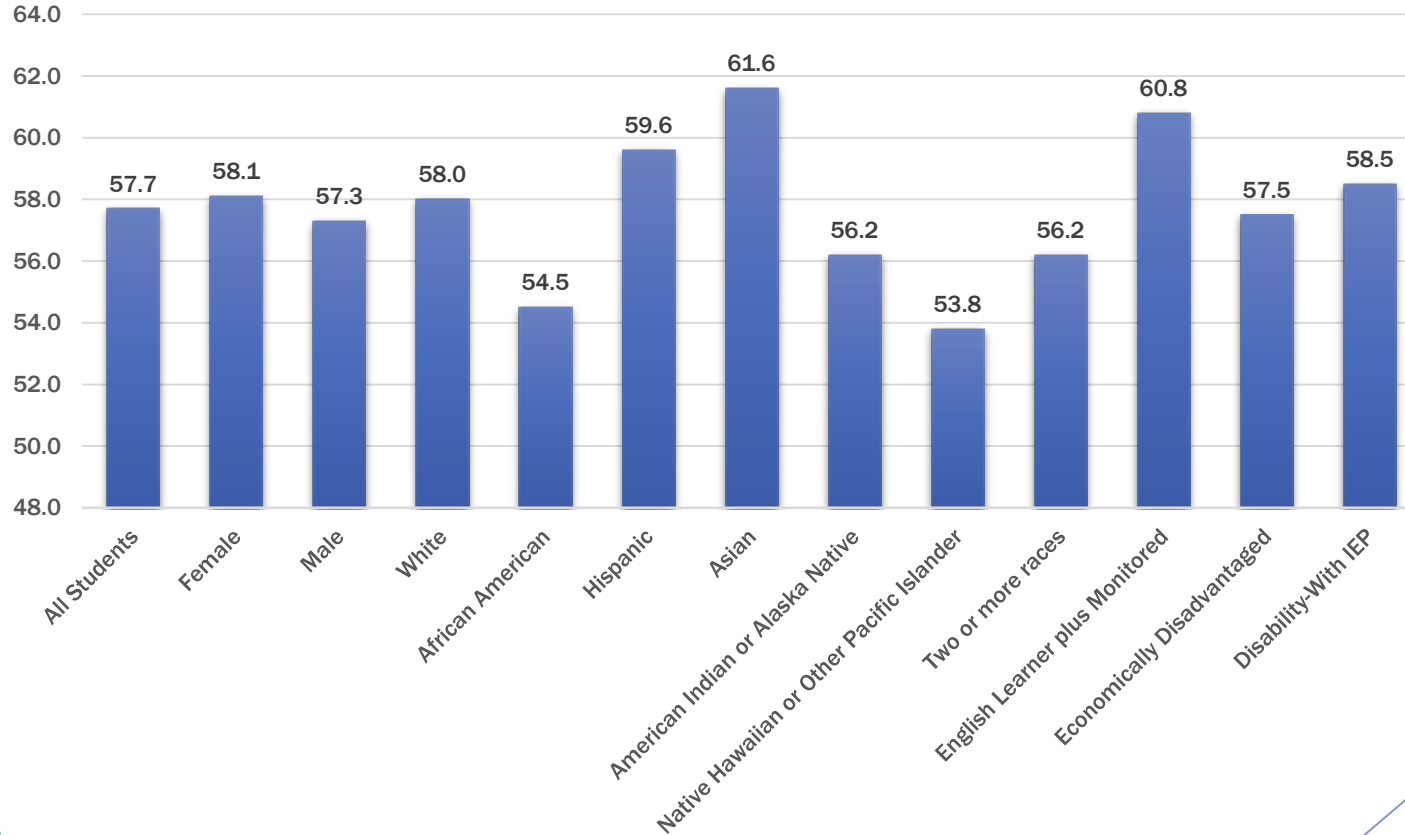
Elementary Reading Growth

Reading Rate



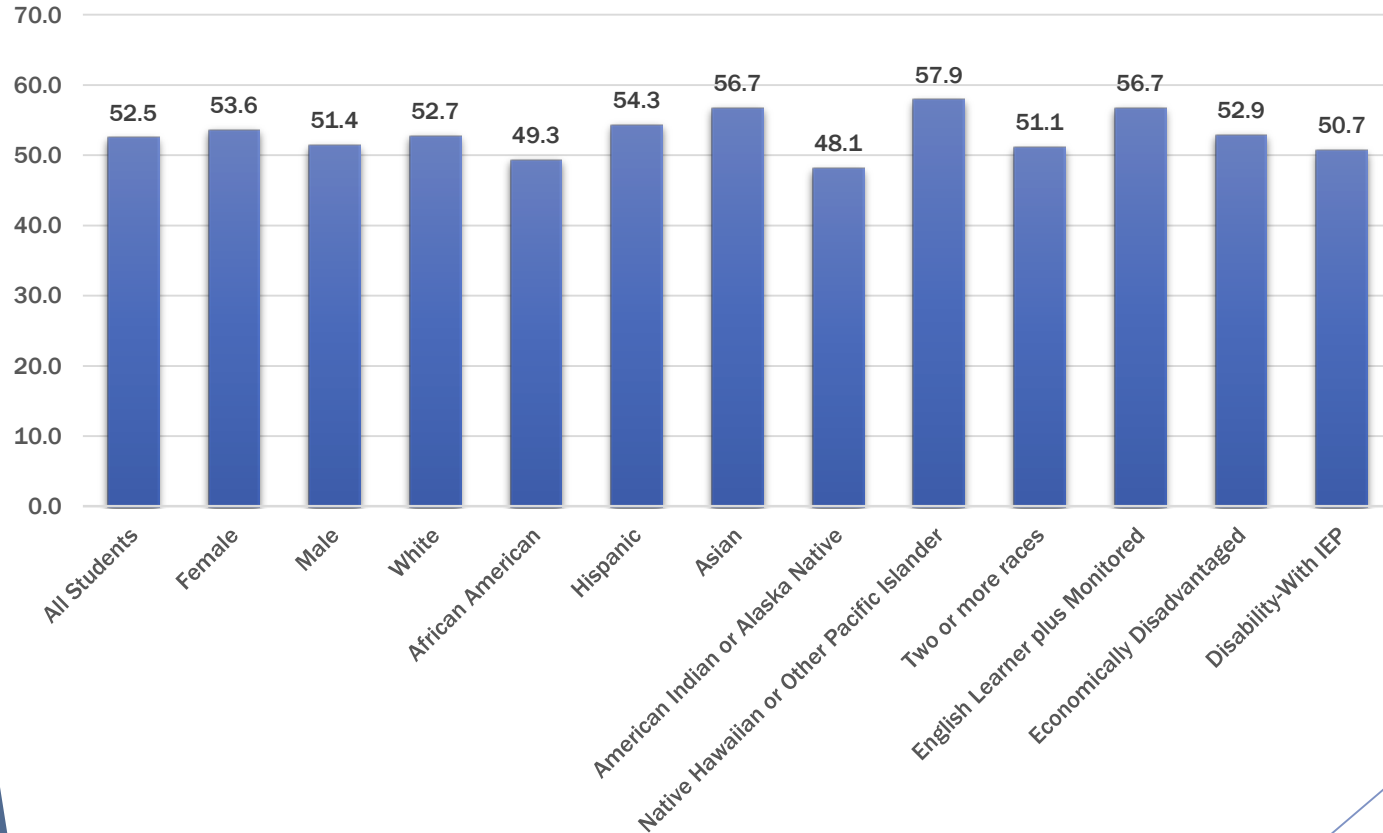
Elementary Mathematics Growth

Mathematics Rate



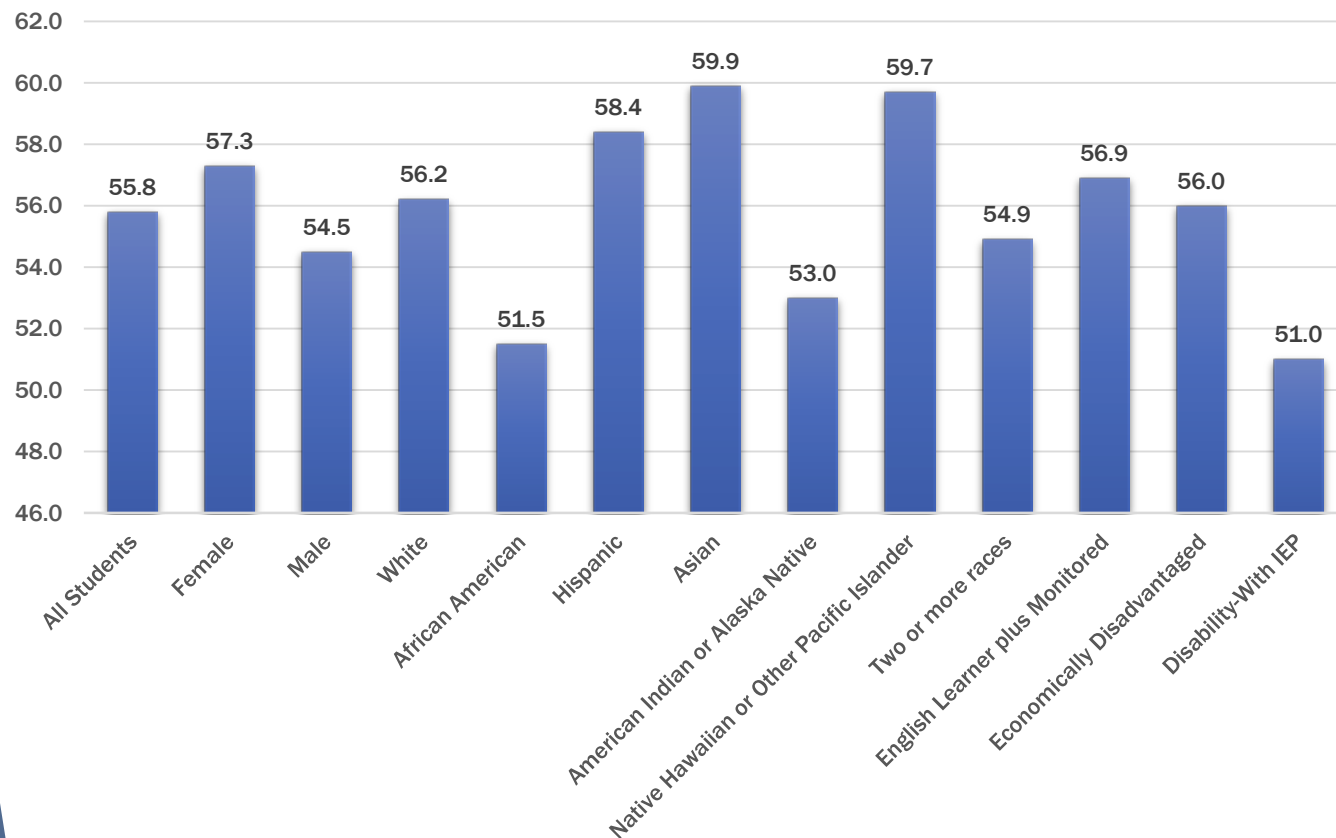
Overall Middle Growth Indicator

Growth Indicator



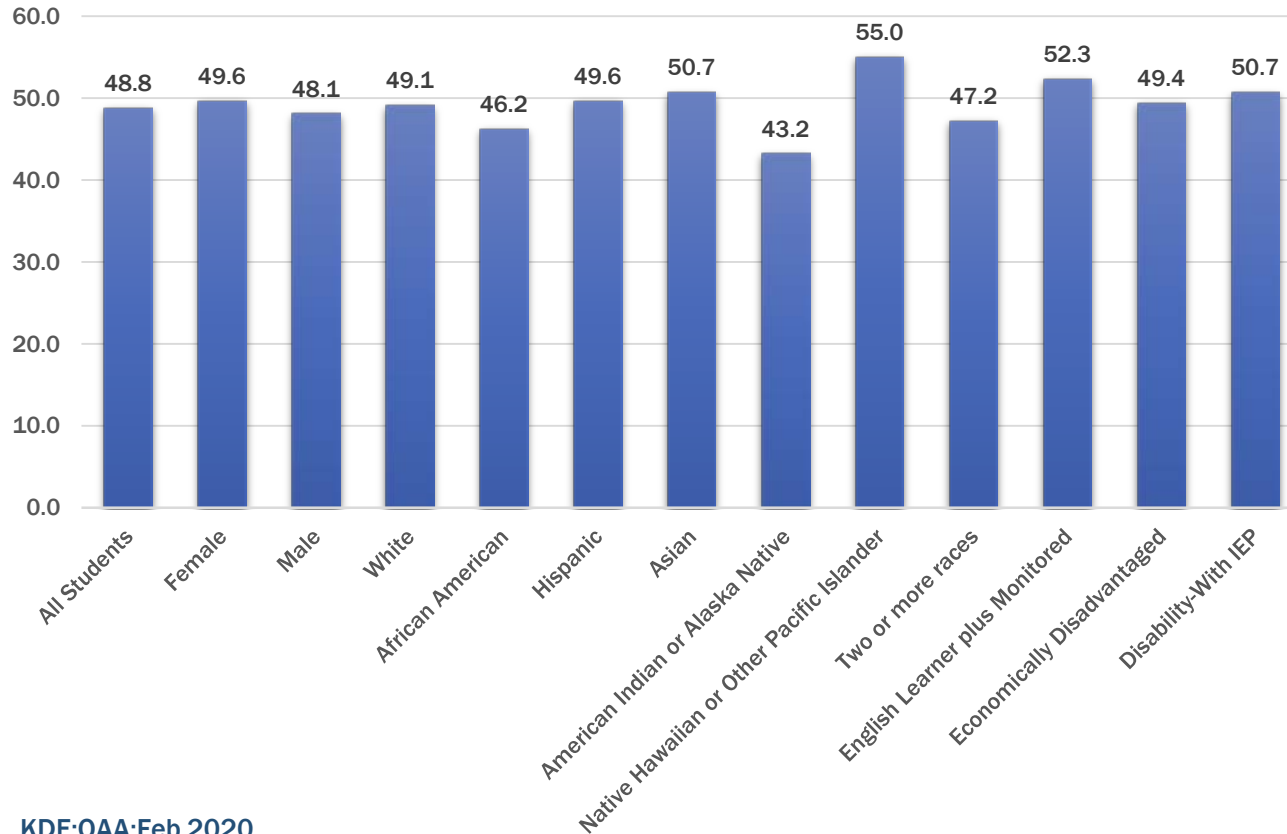
Middle Reading Growth

Reading Rate



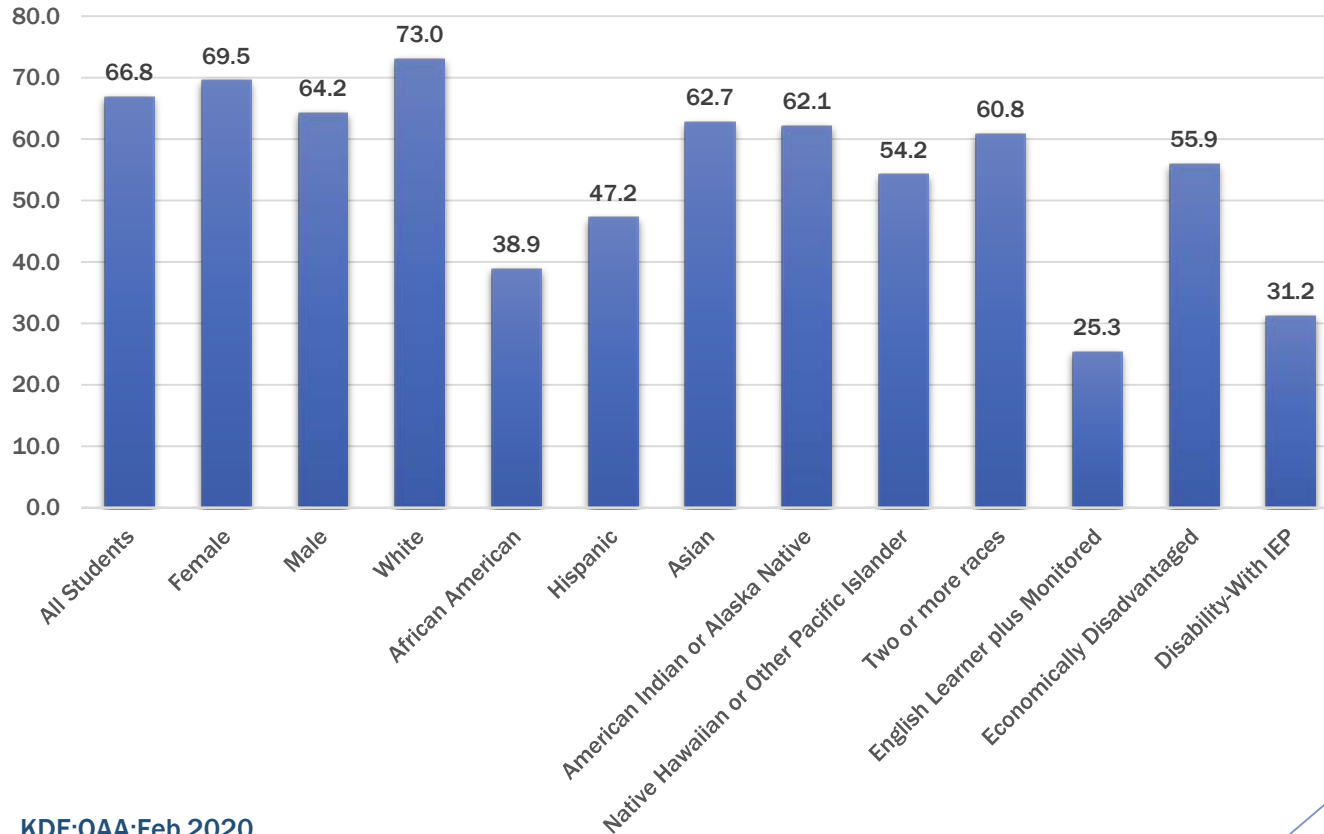
Middle Mathematics Growth

Mathematics Rate



Transition Readiness

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	84.7	84.1	85.3
Asian	94.3	94.1	94.4
American Indian or Alaska Native	91.1	93.3	88.9
Native Hawaiian or Other Pacific Islander	85.9	88.1	83.7
Two or more races	89.4	88.6	90.2
English Learner plus Monitored	78.9	78.2	79.6
Economically Disadvantages	89.2	87.8	90.6
Disability-With IEP	77.1	75.5	78.7

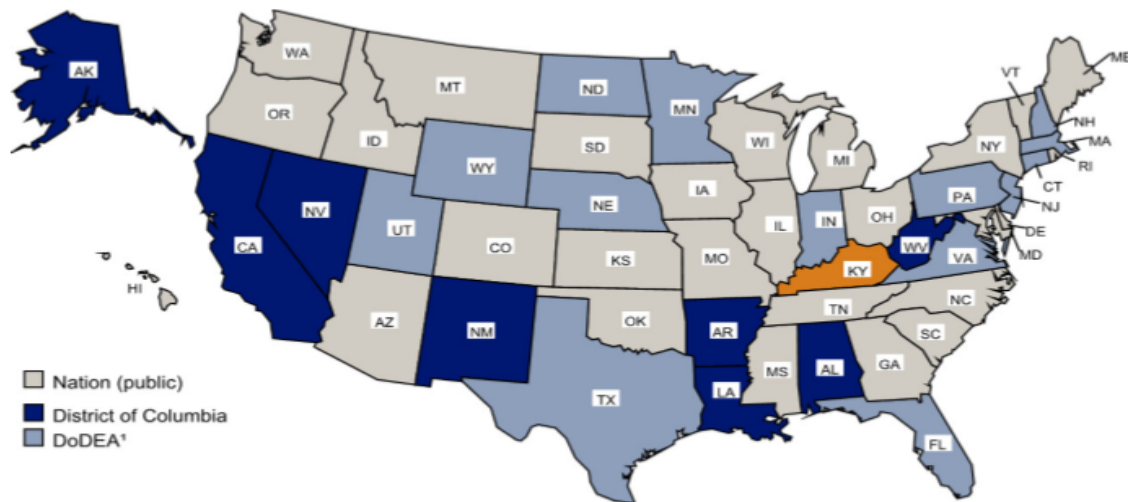
¹ Students can be identified for multiple student groups.



NAEP Results

Grades 4 & 8 Reading and Mathematics

Math Grade 4 – Ranked 31 (KY 239 – Nation 240)

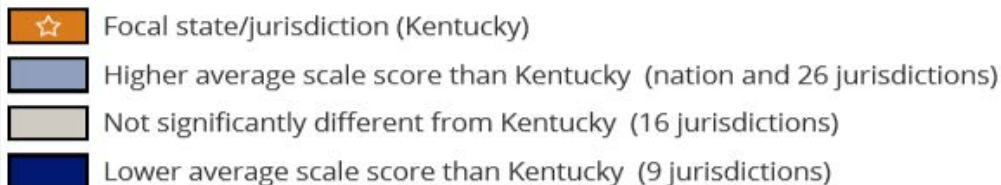


- ☆ Focal state/jurisdiction (Kentucky)
- Higher average scale score than Kentucky (15 jurisdictions)
- Not significantly different from Kentucky (nation and 27 jurisdictions)
- Lower average scale score than Kentucky (9 jurisdictions)

¹ Department of Defense Education Activity (overseas and domestic schools).

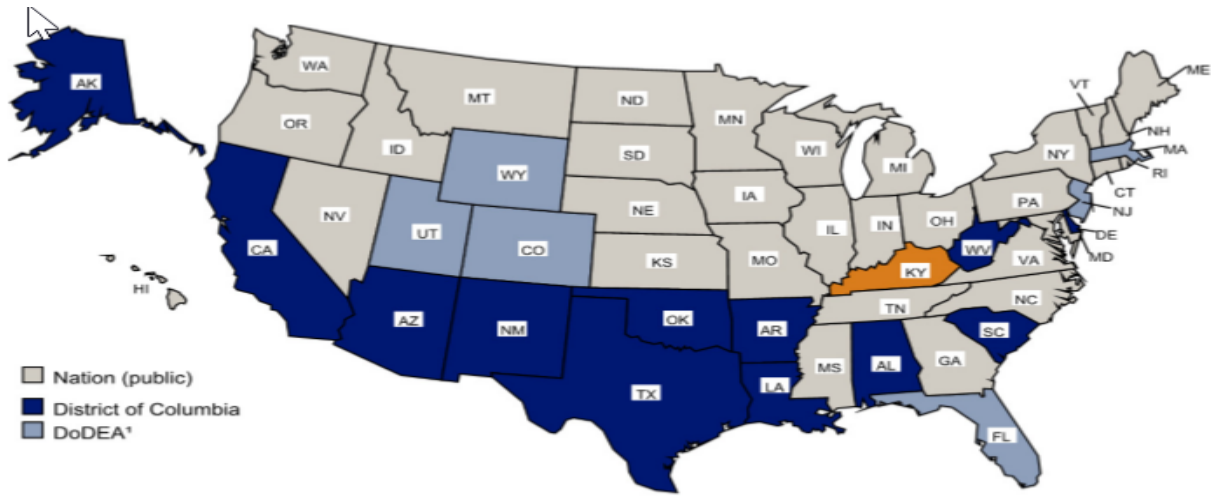
NOTE: Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.

SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Mathematics Assessment.



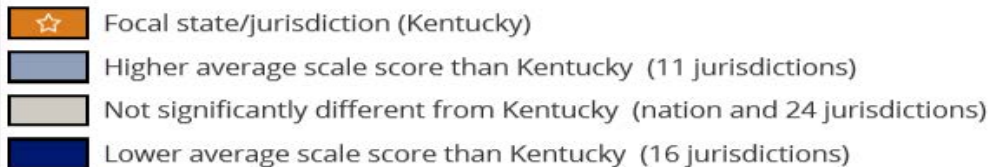
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Mathematics Assessment.

Reading Grade 4 – Ranked 23 (KY 221 – Nation 219)



- ☆ Focal state/jurisdiction (Kentucky)
- Higher average scale score than Kentucky (7 jurisdictions)
- Not significantly different from Kentucky (nation and 31 jurisdictions)
- Lower average scale score than Kentucky (13 jurisdictions)

¹ Department of Defense Education Activity (overseas and domestic schools).
NOTE: Significance tests used a multiple-comparison procedure based on all jurisdictions that participated.
SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.



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