



UNBRIDLED LEARNING ACCOUNTABILITY MODEL Three-Year Review

The sections below provide “at a glance” information about the accountability system. For more resources, please see the Unbridled Learning webpage [here](#).

A BALANCED APPROACH

The accountability model was designed to have a more balanced approach in determining school success. In other words, rather than just using a single achievement score of proficiency, the model incorporates a variety of components. The following represents the fully developed system.

Unbridled Learning: College Career-Readiness for All				
Next-Generation Learners	Next-Generation Instructional Programs and Support (Program Reviews)	Next-Generation Professionals		Next-Generation Schools/Districts
70%	20%	10%	=	100%
Achievement (Proficiency) Gap Growth Readiness for College/Career Graduation Rate	Arts and Humanities Practical Living/Careers Writing K-3 World Language	Percent Effective Teachers Percent Effective Leaders		Overall Accountability Score (using data from the preceding columns) Revised Report Card

As each component is developed and implemented, it contributes to an Overall Score for accountability. Until all components are fully implemented, an annual goal for improving the Overall Score is generated and a locked with the Overall Score linked to the Proficient level. The annual goal, released each fall, includes the pieces of the assessment and accountability system expected for the upcoming school year. If data cannot be calculated for any component or category, the weights shall be redistributed using an equal proportion to categories that shall be reported for the school or district.

The following chart provides the timeline for the three components that contribute to the Overall Score.

Overall Score Phase-In		
Year	Component	Percentage of Overall
2011-12	Next-Generation Learners	100%
2012-13	Next-Generation Learners	77%
2013-14	Next-Generation Instructional Programs and Support	23%
2014-15		

2015-16	Next-Generation Learners	70%
	Next-Generation Instructional Programs and Support	20%
	Next-Generation Professionals	10%

NEXT-GENERATION LEARNERS

The first major component is Next-Generation Learners.

Performance Measures for Next-Generation Learners

(This model is based on student data from state-required assessments administered in grades 3-12.)

Grade Range	Achievement	Gap	Growth	College/Career Readiness	Graduation Rate
Elementary (K-5)	Tests: reading, mathematics, science**, social studies and writing	Tests: reading, mathematics, science**, social studies and writing	Reading and Mathematics	N/A	N/A
Middle (6-8)	Tests: reading, mathematics, science ¹ , social studies and writing	Tests: reading, mathematics, science ¹ , social studies and writing	Reading and Mathematics	ACT Explore (College Readiness)	N/A
High (9-12)	End-of-Course Tests ² and On-Demand Writing	End-of-Course Tests ² and On-Demand Writing	ACT Plan to the ACT <i>Reading and Mathematics</i>	College/Career-Readiness Rate	Cohort Rate

¹Science testing at grades 4 and 7 is suspended in 2014-15; awaiting a new test of new standards.

²End-of-Course tests are given in Algebra II, English II, Biology and U.S. History.

Weights of Next-Generation Learners Accountability

Grade Range	Achievement	Gap	Growth	College/Career Readiness	Graduation Rate	Total
Elementary	30	30	40	N/A	N/A	100
Middle	28	28	28	16	N/A	100
High	20	20	20	20	20	100

Achievement Calculation: For each content area, one point is awarded for each percent of students scoring proficient or distinguished. One-half point is awarded for each percent of students scoring apprentice. No points are awarded for novice students.

Distinguished students can earn a bonus. To calculate the bonus, each percent distinguished earns an additional one-half point, and the percent novice earns a negative one-half point, so that when the distinguished and novice values are combined, the novice points may offset the distinguished bonus. If the novice performance completely offsets the distinguished bonus, no points are added to or subtracted from the achievement calculation.

Gap Calculation: The percent of students performing at proficient and distinguished in the Non-Duplicated Gap Group is reported annually. The Non-Duplicated Gap Group includes the following student groups: ethnicity/race (African American, Hispanic, Native American), Special Education, Poverty (free/reduced-price meals) and Limited English Proficiency (English Learners). The “N” count (number of students reported) is

based on school population by level (elementary, middle, high), not grade-by-grade enrollment, thus causing almost every school in Kentucky to have a focus on gap groups.

Growth Calculation: Points are awarded for percentage of students growing at typical or high growth. Kentucky uses the Student Growth Percentile that places students into academic peer groups and then calculates their improvement over a one-year period compared the academic peer group. Typical growth for accountability is a Student Growth Percentile at or above 40.

College/Career Readiness Rate Calculation: A readiness percentage is calculated by dividing the number of high school graduates who have successfully met an indicator of college/career-readiness with the total number of graduates.

College Ready: Must meet benchmarks on one of the following:	Career Ready ³ : Must meet benchmarks for one requirement in Career Academic area and one requirement in the Career Technical area		Bonus: College- AND Career-Ready Must meet at least one from each column below	
College Ready	Career Ready Academic	Career Ready Technical	College Ready Academic	Career Ready Technical
ACT ¹	Armed Services Vocational Aptitude Battery (ASVAB) ⁴	Kentucky Occupational Skills Standards Assessment (KOSSA) ⁶	ACT, ACT Compass or KYOTE	KOSSA
ACT Compass ²	ACT WorkKeys ⁵ (Applied Math, Locating Information and Reading for Information)	Industry Certificates ⁷	NOTES: (1) By meeting the College Ready Academic definition, the student does not have to take the additional tests of ASVAB or WorkKeys for the bonus. (2) For accountability purposes, the bonus shall not allow the readiness percentage to exceed 100 percent.	Industry Certificates
KYOTE				

¹ Kentucky Council on Postsecondary Education’s Systemwide Benchmarks on the ACT in English—18, Mathematics—19 and Reading—20. Students qualify only if they meet all three ACT benchmarks on any administration of the ACT.

² Kentucky Council on Postsecondary Education’s College Placement Test Benchmarks on COMPASS: English (Writing Skills)—74; Mathematics—36; Reading—85 KYOTE: College Readiness Mathematics—22

³ A Career Ready student must be a preparatory student in a career pathway.

⁴ Armed Services Vocational Aptitude Battery (ASVAB)—50 Armed Forces Qualifying Test (AFQT) OR

⁵ Work Keys—Silver Certificate (Applied Math, Locating Information and Reading for Information)

⁶ KOSSA—70 on academic, employability, occupational multiple choice AND 75 on constructed response/performance-based scenario. (The one exception is with the Manufacturing assessment, where the assessment has an overall score of 70% rather than a two-part score.)

⁷ Certification based on industry standards

Graduation Rate Point Calculation: A graduation rate for each school and district will be reported annually in Next-Generation Learners. The 5-year Adjusted Cohort Graduation Rate in 2013-14 will be used in the accountability calculation of the Overall Score. The 4-year Adjusted Cohort Graduation Rate will be used to compare to the graduation rate goal reported in the 2013 School Report Card.

NEXT-GENERATION INSTRUCTIONAL PROGRAMS AND SUPPORT (PROGRAM REVIEWS)

The second major component of the accountability system is Next-Generation Instructional Programs and Support. When fully implemented, it will include Program Reviews in the areas of Arts and Humanities,

Practical Living/Career Studies, Writing, K-3 (2013-14) and World Language (2014-15 for high schools; 2015-16 for elementary and middle schools).

Each of the three original Program Reviews (Arts and Humanities, Practical Living/Career Studies and Writing) is comprised of four standards: Curriculum/Instruction, Formative/Summative Assessment, Professional Development and Administrative/Leadership.

<p>A single Program Review score is generated as follows.</p> <ol style="list-style-type: none"> Average the characteristics for each standard. <i>The characteristic scores range from 0-3 (0 – Non-Existent, 1 – Needs Improvement, 2 – Proficient and 3 – Distinguished).</i> Add the four standard scores for a total score for each Program Review content area. <i>Total score is a single number ranging between 0-12.</i> Assign one of three performance classification labels based on the total score for each Program Review content area. <i>(Needs Improvement – less than 8.0; Proficient –8.0 to 10.7; Distinguished – 10.8 total points or higher).</i> <p>Total Points are generated combining all Program Review scores as follows.</p> <ol style="list-style-type: none"> Add the individual Program Review content area total scores for the Total Points. Calculate the Total Points as a percentage of the 24 possible points needed for proficiency. Multiple the percent by the 23 points for Next-Generation Instructional Programs and Support component in accountability. 			AVERAGE CHARACTERISTIC SCORES	PROGRAM REVIEW TOTAL	Category		
	ARTS & HUMANITIES	Curriculum/Instruction	1.2				
		Formative/Summative Assessment	1.5				
		Professional Development	1.0				
		Administrative Support	1.3				
		ARTS & HUMANITIES TOTAL			5	Needs Improvement	
	PRACTICAL LIVING/ CAREER STUDIES	Curriculum/Instruction	2.0				
		Formative/Summative Assessment	2.0				
		Professional Development	1.9				
		Administrative Support	2.1				
		PRACTICAL LIVING TOTAL			8	Proficient	
	WRITING	Curriculum/Instruction	1.4				
		Formative/Summative Assessment	1.4				
		Professional Development	.8				
		Administrative Support	1.4				
		WRITING TOTAL			5	Needs Improvement	
	TOTAL POINTS				18		
	PERCENTAGE OF POINTS (Divide by 24)				75%		
	ACCOUNTABILITY POINTS (out of 23 possible points)				17.25		

NEXT-GENERATION PROFESSIONALS

The last major component of the accountability model is Next-Generation Professionals which is scheduled to be included in accountability for the first time in the 2015-16 school year. Its measures include the number of effective teachers and the number of effective principals as determined annually by the Professional Growth and Effectiveness System.

ACCOUNTABILITY DETERMINATIONS

As each component of the system is implemented, it contributes to the Overall Score for accountability based on the weight it has been given. If data cannot be calculated for any component or category, the weights shall be redistributed using an equal proportion to categories that shall be reported for the school or district. A school or district's overall accountability score is used to calculate its accountability determination.

ESEA waiver features

Kentucky has an approved waiver with the United States Department of Education that allows the state accountability system to be used to meet federal reporting requirements. The waiver includes the following features:

Annual Measurable Objective (AMO) – a single AMO that sets an annual goal for the Overall Score. A one point gain for schools below Proficient and a half-point gain for schools higher than Proficient were used in first two years.

Accountability labels

- **Schools/Districts of Distinction** –The highest performing elementary, middle, and high schools or districts – those at the 95th percentile or higher that meet their AMO, participation rate and graduation goal.
- **Distinguished Schools/Districts** – Elementary, middle, and high schools or districts – those at the 90th to 94th percentile that meet their AMO, participation rate and graduation goal.
- **High Progress Schools** – Title I and non-Title I schools/districts showing the highest progress – in the top 10 percent of improvement compared to their peers.
- **Priority Schools/Districts** – those schools previously identified as Persistently Low Achieving (PLA). Future Priority identification for schools/districts includes those in the bottom 5 percent, not meeting AMO for three years, or graduation rate less than 70 percent for three years.
- **Focus Schools/Districts** – Schools and districts failing to meet AMO for two or more years and with
 - a. a Non-Duplicated Student Gap Group below 10 percent of all schools; or
 - b. individual gap groups that fall in the 3rd standard deviation below the mean; or
 - c. with a high school graduation rate below 60 for two years in a row