

BRIEFING PACKET STATE RELEASE

Unbridled Learning:
College/Career-Readiness for All
2013-14 Results



*Embargoed until
October 3, 2014
12:01 a.m. ET*

KENTUCKY DEPARTMENT OF EDUCATION
Terry Holliday, Ph.D., Commissioner



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INTRODUCTION

As required by Senate Bill 1 (2009), the Kentucky Board of Education (KBE) developed a new, balanced accountability model, Unbridled Learning: College/Career-Readiness for All. The model took effect in the 2011-12 school year. It incorporates all aspects of school and district work and is organized around the KBE's four strategic priorities: Next-Generation Learners, Next-Generation Professionals, Next-Generation Instructional Programs and Support Systems, and Next-Generation Schools and Districts. The first two years of reporting include Next-Generation Learners; 2013-14 includes Next-Generation Learners and Next-Generation Instructional Programs and Support Systems (Program Reviews). Next-Generation Professionals and additional Program Review areas are scheduled to enter the model in future years. All data for the assessment and accountability system are publicly available in the [Kentucky School Report Card](http://applications.education.ky.gov/SRC/Default.aspx) (<http://applications.education.ky.gov/SRC/Default.aspx>) on the Kentucky Department of Education (KDE) website.

In February 2012, the U.S. Department of Education (USED) granted Kentucky flexibility under the No Child Left Behind (NCLB) Act. This allows Kentucky to use the Unbridled Learning model to report both state- and federal-level accountability measures.

Starting in spring of 2012, Kentucky public school students in grades 3-8 completed tests collectively named the Kentucky Performance Rating for Educational Progress (K-PREP), in five content areas: reading, mathematics, science, social studies and writing. With the exception of reading and mathematics, not all subjects are tested at every grade. In addition, students (primarily at the high school level) complete End-of-Course exams in Algebra II, English II, Biology and U.S. History. High school students also complete a writing test and language mechanics test (part of ACT Plan) in grade 10 and a writing test in grade 11. Students receive reports that place their performance in each content area into the categories of Novice, Apprentice, Proficient and Distinguished (NAPD). The Unbridled Learning accountability model includes annual public reporting of student performance disaggregated by various student groups.

The Next-Generation Learners portion of the Unbridled Learning Accountability Model includes student achievement growth measures with emphasis on college- and career-readiness, high school graduation rates, student achievement in the five content areas, and increased focus on closing achievement gaps. Additionally, the accountability model holds all schools and districts accountable for improving student performance and providing quality learning opportunities in a variety of program areas (Program Reviews). Schools, districts and the state are placed in one of three performance classifications: Distinguished, Proficient or Needs Improvement. Based on their classifications and overall scores, schools and districts are placed in categories for the determination of recognition, support and consequences.

WHAT'S NEW FOR 2013-14

1. Program Reviews for Arts and Humanities, Practical Living and Career Studies and Writing are now included in accountability calculations (23 percent of overall score).
2. The Graduation Rate component (20 percent of high school Next-Generation Learners) is based on the five-year adjusted cohort graduation rate.
3. The four-year adjusted cohort graduation rate is used to determine whether a school/district met its Graduation Rate goal.

Note: The 2013 data in the 2014 School Report Card has been updated based on data review changes made after the 2013 public release.

2014 UNBRIDLED LEARNING HIGHLIGHTS

Achievement

At the elementary school level, the percentage of students performing at Proficient/Distinguished increased in Reading (47.8 to 54.7), Mathematics (43.9 to 49.2), Science (68.5 to 71.3), and Writing On-Demand (35.7 to 38.7).

At the middle school level, the percentage of students performing at Proficient/Distinguished increased in all content areas except Language Mechanics.

At the high school level, the percentage of students performing at Proficient/Distinguished increased in Mathematics (36.0 to 37.9), Science (36.3 to 39.8), and Social Studies (51.3 to 58.0).

Gap

The percentage of Non-Duplicated Gap Group students (African American, Hispanic, American Indian or Alaska Native, students with disabilities, free/reduced-price meals and Limited English Proficiency) scoring Proficient/Distinguished increased in multiple content areas across grade levels, especially elementary Mathematics (33.8 to 39.1) and high school Social Studies (38.7 to 45.5).

Growth

The student growth percentile model (SGP) is based on a normative distribution of academic peer group. Since SGP model uses a normative distribution, the percent of students statewide scoring at the typical or higher level will be consistent from year to year at approximately 60 percent. At the individual school level students scoring at typical or higher level range from 14 percent to 89 percent.

Graduation Rate

The 2014 four-year cohort graduation rate is 87.4. This increased from the 2013 four-year cohort graduation rate of 86.1. The five-year adjusted cohort rate, being calculated for the first time, is 87.9.

College/Career-Readiness

The percentage of graduates (high school diploma or certificate of attainment) leaving high school college- and/or career-ready increased from 54.1 in 2013 to 62.3 in 2014. The number of college-ready students increased by 2,619 while the number of career-ready students increased by 2,650 from 2013 to 2014.

Program Review

Although 2014 is the first year program review scores are included in accountability, Appendix B includes data collected in 2013.

Arts and Humanities: The number of proficient and distinguished schools increased from 2013 at all levels (elementary, middle and high). The total number of proficient schools increased from 394 in 2013 to 760 in 2014 while the total number of distinguished schools increased from 20 in 2013 to 54 in 2014.

Practical Living and Career Studies: The number of proficient and distinguished schools increased from 2013 at all levels (elementary, middle and high). The total number of proficient schools increased from 387 in 2013 to 658 in 2014 while the total number of distinguished schools increased from 16 in 2013 to 30 in 2014.

Writing: The number of proficient and distinguished schools increased from 2013 at all levels (elementary, middle and high). The total number of proficient schools increased from 426 in 2013 to 802 in 2014 while the total number of distinguished schools increased from 25 in 2013 to 53 in 2014.

Note: Baseline Program Review data was collected for 2012-13. It was combined with Next-Generation Learners data in December 2013 to set the goals for 2014. 2013-14 is the first year it is used in accountability.

Overall Scores

The 2014 State Overall Score increased from 64.3 to 68.7, which exceeded the state goal of 65.3. Overall scores increased consistently at elementary (64.2 to 68.7), middle (62.0 to 66.0) and high (66.8 to 71.3) school levels.

Annual Measurable Objective (AMO)

The Annual Measurable Objective (AMO) is based on the improvement of the Overall Score. For 2014, the goal was a one point improvement of the Overall Score. All levels exceeded the AMO. More than 500 elementary schools (71.0%) met their AMO, 236 middle schools (71.7%) and almost 200 high schools (84.6%) met their AMO.

Classification

The number of distinguished elementary schools increased from 75 in 2013 to 162 in 2014.

The total number of distinguished schools increased from 179 in 2013 to 289 in 2014.

The number of distinguished districts increased from 25 in 2013 to 39 in 2014.

Progressing

The number of elementary and middle schools identified as progressing increased across all classifications (needs improvement, proficient and distinguished) from 2013 to 2014. Distinguished districts labeled as progressing increased from 4 in 2013 to 22 in 2014.

Rewards/Assistance Categories

The number of elementary schools labeled as a High Performing School increased from 19 to 69 in 2014.

Elementary schools labeled as a School of Distinction (95th percentile and above) increased from 30 to 68 in 2014.

There are 97 High-Performing Schools (90th-94th percentile), 126 Schools of Distinction and 130 High-Progress Schools. There are 6 High Performing Districts and 7 Districts of Distinction.

The number of priority schools decreased from 41 in 2013 to 36 in 2014.

ACT Explore and ACT Plan

Data have been previously released.

ACT

The average ACT statewide scores increased in all content areas as did the composite score. The percentage of students meeting Kentucky Council on Postsecondary Education ACT systemwide benchmarks increased in English, Mathematics and Reading.

K-PREP ASSESSMENTS

The K-PREP assessments are administered to students in grades 3-8, with a writing assessment at grades 10 and 11.

Table 1

Number of Students Tested by Grade¹			
	2012	2013	2014
3rd Grade	50,974	50,919	50,610
4th Grade	49,835	50,360	50,361
5th Grade	51,297	49,782	50,325
6th Grade	50,902	51,161	49,616
7th Grade	49,930	50,815	50,885
8th Grade	49,797	49,797	50,578
10th Grade – Writing	48,035	47,430	49,009
11th Grade – Writing	44,276	43,940	44,507
Total	395,046	394,204	395,891

¹K-PREP is administered to all students in grades 3-8, 10-11.

Students are required to take ACT QualityCore®, the end-of-course assessments in state-determined content areas. The assessments are administered to students upon completion of the coursework. Student performance on the assessments becomes part of the student's course grade and also is part of school/district Unbridled Learning accountability results.

Table 2

Number of End-of-Course Students Tested			
	2012	2013	2014
English II	47,876	47,407	48,694
Algebra II	40,628	44,117	44,920
Biology	45,744	46,067	47,096
U. S. History	43,502	42,888	43,819

Student Performance

The percentage of students performing at the proficient/distinguished level on Kentucky Performance Rating for Educational Progress (K-PREP) tests is used for calculating various components of the Next-Generation Learners portion of the accountability model.

Table 3

Percentage of Students Performing at Proficient/Distinguished Levels				
	Year	Elementary	Middle	High
Reading	2012	48.0	46.8	52.2
	2013	47.8	51.1	55.8
	2014	54.7	53.2	55.4
Mathematics	2012	40.4	40.6	40.0
	2013	43.9	40.7	36.0
	2014	49.2	44.8	37.9
Science	2012	68.8	61.8	30.3
	2013	68.5	61.2	36.3
	2014	71.3	64.2	39.8
Social Studies	2012	59.8	58.6	39.5
	2013	59.3	59.2	51.3
	2014	58.2	59.4	58.0
Writing On-Demand	2012	31.7	41.4	43.9
	2013	35.7	43.4	48.2
	2014	38.7	43.7	43.3
Language Mechanics	2012	49.1	38.4	50.7
	2013	53.7	43.8	51.4
	2014	51.8	40.3	49.9

The goal is to move all students to a higher performance category and ultimately to the proficient performance level or above on Kentucky Performance Rating for Educational Progress (K-PREP) tests.

Table 4

Achievement Performance Level Percentages by Content for ELEMENTARY						
	Year	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
Reading	2012	26.3	25.7	31.4	16.6	48.0
	2013	25.4	26.7	32.9	15.0	47.8
	2014	20.9	24.5	35.0	19.7	54.7
Mathematics	2012	21.2	38.3	30.4	10.0	40.4
	2013	20.6	35.5	31.2	12.7	43.9
	2014	17.3	33.6	34.1	15.0	49.2
Science	2012	6.2	25.0	40.4	28.4	68.8
	2013	7.5	24.1	40.8	27.7	68.5
	2014	7.8	20.8	40.5	30.9	71.3
Social Studies	2012	10.3	29.9	45.0	14.8	59.8
	2013	9.3	31.4	46.7	12.6	59.3
	2014	11.7	30.1	43.5	14.7	58.2
Writing On-Demand	2012	18.8	49.6	29.7	2.0	31.7
	2013	18.9	45.4	32.6	3.1	35.7
	2014	17.5	43.8	35.0	3.8	38.7
Language Mechanics	2012	23.5	27.3	22.2	26.9	49.1
	2013	21.7	24.5	28.0	25.7	53.7
	2014	21.3	26.9	23.2	28.6	51.8

Table 5

Achievement Performance Level Percentages by Content for MIDDLE						
	Year	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
Reading	2012	28.9	24.3	30.1	16.7	46.8
	2013	25.0	23.9	35.0	16.1	51.1
	2014	21.3	25.5	38.0	15.1	53.2
Mathematics	2012	21.2	38.2	31.0	9.6	40.6
	2013	16.7	42.6	32.4	8.3	40.7
	2014	16.8	38.3	33.2	11.6	44.8
Science	2012	10.8	27.5	44.1	17.7	61.8
	2013	9.9	28.8	42.1	19.1	61.2
	2014	10.8	25.0	44.8	19.4	64.2
Social Studies	2012	10.4	31.1	40.1	18.5	58.6
	2013	9.9	30.9	45.0	14.3	59.2
	2014	9.3	31.2	42.6	16.8	59.4
Writing On-Demand	2012	14.2	44.4	34.9	6.5	41.4
	2013	13.2	43.4	36.4	6.9	43.4
	2014	14.4	41.9	36.5	7.2	43.7
Language Mechanics	2012	34.2	27.4	24.3	14.2	38.4
	2013	32.9	23.2	21.0	22.8	43.8
	2014	32.7	27.0	24.7	15.6	40.3

Table 6

Achievement Performance Level Percentages by Content for HIGH						
	Year	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
Reading (EOC English II)	2012	36.4	11.4	41.5	10.7	52.2
	2013	33.9	10.3	45.2	10.6	55.8
	2014	33.5	11.1	41.5	13.9	55.4
Mathematics (EOC Algebra II)	2012	26.6	33.4	33.3	6.7	40.0
	2013	24.8	39.2	27.6	8.4	36.0
	2014	24.4	37.8	27.9	10.0	37.9
Science (EOC Biology)	2012	24.8	44.9	23.8	6.5	30.3
	2013	20.2	43.5	28.2	8.1	36.3
	2014	21.0	39.2	32.3	7.5	39.8
Social Studies (EOC U.S. History)	2012	37.4	23.2	26.4	13.1	39.5
	2013	31.8	16.9	35.5	15.8	51.3
	2014	24.7	17.3	46.2	11.8	58.0
Writing On-Demand	2012	15.1	41.0	37.7	6.2	43.9
	2013	10.5	41.3	41.7	6.4	48.2
	2014	13.5	43.2	37.6	5.7	43.3
Language Mechanics ¹	2012	20.5	28.7	25.7	25.1	50.7
	2013	17.8	30.8	29.2	22.2	51.4
	2014	17.3	32.9	27.0	22.9	49.9

NOTE: EOC stands for End-of-Course.

¹Language Mechanics results are from the ACT Plan (Usage/Mechanics subscore) administered at grade 10.

Gap

Kentucky’s goal is 100 percent proficiency for all students. The distance from that goal or gap is measured by creating a student Gap Group – an overall count of student groups that have historically had achievement gaps.

Table 7

GAP							
Percentage of Non-Duplicated Gap Group Students Scoring Proficient/Distinguished¹							
	Year	Reading	Mathematics	Science	Social Studies	Writing	Language Mechanics
Elementary	2012	37.5	30.3	59.4	48.9	23.1	38.6
	2013	37.7	33.8	59.5	49.1	27.4	43.0
	2014	45.1	39.1	62.9	47.7	29.7	42.2
Middle	2012	34.8	28.7	50.1	46.0	30.8	27.6
	2013	39.5	29.0	50.2	47.4	33.5	32.8
	2014	42.2	33.0	53.5	47.5	34.1	29.8
High	2012	38.4	27.9	18.5	26.3	31.6	38.6
	2013	42.7	26.3	23.9	38.7	36.1	39.0
	2014	42.2	27.2	26.9	45.5	31.8	37.4

¹Students who are members of one of the individual student groups (African American, Hispanic, American Indian or Alaska Native, students with disabilities, free/reduced-price meals and Limited English Proficiency) are included in the non-duplicated gap group.

Growth

The growth category uses a Student Growth Percentile, comparing an individual student’s score to the student’s academic peers. It recognizes schools and districts for the percentage of students showing typical or higher levels of growth in reading and mathematics. For elementary and middle schools, growth is based on annual reading and mathematics tests in grades 3-8. At high school, the same model of recognizing student performance uses the ACT Plan (grade 10) and ACT (grade 11) average scale scores in reading and mathematics for comparison. Points are awarded for the percentage of students showing typical or higher growth, which is defined as being at the 40th percentile.

The student growth percentile model (SGP) is based on a normative distribution of academic peer group. Since the SGP model uses a normative distribution, statewide, the percentage of students scoring at the typical or higher level will be consistent from year to year at approximately 60 percent. At the individual school level students scoring at typical or higher level range from 14 percent to 89 percent.

Table 8

Percentage of Students Showing Growth¹			
	2014		
	Reading	Mathematics	Reading and Mathematics Average
Elementary	59.6	59.9	59.8
Middle	59.8	60.0	59.9
High	56.4	56.2	56.3

¹Includes students that make typical or higher growth annually

Graduation Rate

For the Unbridled Learning accountability model, a graduation rate for each high school and district that contains one or more high schools is reported annually.

Starting in 2012-13, Kentucky moved to a Four-year Adjusted Cohort Graduation Rate which more accurately reflects the percentage of students who graduate and allows for comparison across states. The Four-year Adjusted Cohort Graduation Rate is used to determine whether a school/district met its Graduation Rate goal. Beginning in 2013-14, Kentucky is calculating a Five-year Adjusted Cohort Graduation Rate that is used as the Graduation Rate component (20 percent of high school) of Next-Generation Learners. It is calculated the same way as the Four-year Adjusted Cohort Graduation Rate with the addition of one year.

The Four-year Adjusted Cohort Graduation Rate formula is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. From the beginning of 9th grade, students who are entering that grade for the first time form a cohort that is subsequently “adjusted” by adding any students who transfer into the cohort later during the 9th grade and the next three years and subtracting any students who transfer out of the cohort to a legitimate educational setting or situation (e.g., transfer to an out-of-state school, enroll in a private school, emigrate to another country, or student death).

Table 9

Graduation Rate			
	Year	Four-year Adjusted Cohort	Five-year Adjusted Cohort
High School	2013	86.1	n/a
	2014	87.4	87.9

College/Career-Readiness

The cornerstone of the Unbridled Learning Accountability model is college- and career-readiness. This rate shows the percentage of Kentucky public high school graduates who are considered ready for college or careers.

Table 10

College/Career-Readiness (CCR) Rate						
Year	Number of Graduates (high school diploma or certificate of attainment)	College-Ready ¹	Career-Ready ²	College and Career Non-Duplicated Total Count ³	Percentage of graduates (high school diploma or certificate of attainment) College- and/or Career-Ready	Accountability Points with Bonus ⁴
2011	41,784	15,056	1,142	15,746	38.0%	n/a
2012	43,121	18,766	3,429	20,366	47.2%	51.9
2013	43,879	21,673	5,158	23,756	54.1%	60.8
2014	43,712	24,292	7,808	27,244	62.3%	72.2

¹ The College-Ready indicator includes graduates who met the Kentucky Council on Postsecondary Education (CPE) Systemwide Benchmarks for Reading (20), English (18) and Mathematics (19) on any administration of the ACT. The College Placement Tests indicator includes students who passed a college placement test ACT COMPASS or Kentucky Online Testing (KYOTE).

- ² The Career-Ready indicator includes graduates who met benchmarks for Career-Ready Academic Armed Services Vocational Aptitude Battery (ASVAB) or ACT WorkKeys, and Career-Ready Technical Kentucky Occupational Skills Standards Assessment (KOSSA), or received an Industry-Recognized Career Certificate.
- ³ This is not a sum of the college-ready and career-ready columns. This total includes only individual graduates (non-duplicated) who received a high school diploma or certificate of attainment. Graduates with a diploma could have met both college-ready and career-ready benchmarks. Graduates with a certificate of attainment must have met the readiness standards on the Alternate K-PREP assessment Transition Attainment Record (TAR).
- ⁴ The Accountability Points with Bonus column is calculated using the percentage of graduates (high school diploma or certificate of attainment) College- and/or Career-Ready AND a half-point bonus for graduates meeting College-Ready (ACT or COMPASS or KYOTE) AND Career-Ready Technical (KOSSA or Industry Certificates).

DETERMINING COMPONENT ACCOUNTABILITY SCORES

For Next-Generation Learners, point totals from the five components are reported and then weighted to achieve a Next-Generation Learners score. The components are:

- **Achievement** (Content areas are reading, mathematics, science, social studies and writing)
- **Gap** (percentage of proficient and distinguished) for the Non-Duplicated Gap Group for all five content areas
- **Growth** in reading and mathematics (percentage of students at typical or higher levels of growth)
- **College Readiness** as measured by the percentage of students meeting benchmarks in three content areas on ACT Explore at middle school and by ACT benchmarks, college placement tests and career measures at high school
- **Graduation Rate.** Starting in 2014, the graduation rate uses a five-year adjusted Cohort graduation formula for the 20 percent calculation of Next-Generation Learners. However, the four-year cohort graduation rates are used to determine whether a school/district met its graduation rate goal.

Table 11

Next-Generation Learner Component Scores ¹							
	Year	Achievement	Gap	Growth	College/Career Readiness ²	Graduation Rate	Total Score ³
Elementary	2012	69.6	40.5	60.4	n/a	n/a	57.3
	2013	69.9	42.1	59.9	n/a	n/a	57.6
	2014	72.6	45.4	59.8	n/a	n/a	59.3
Middle	2012	67.4	37.9	60.4	44.1	n/a	53.5
	2013	69.0	39.9	59.9	47.2	n/a	54.9
	2014	70.6	41.9	59.9	47.8	n/a	55.9
High	2012	56.7	28.9	58.5	51.9	77.8	54.8
	2013	60.7	33.7	57.2	60.8	86.1	59.6
	2014	62.0	34.9	56.3	72.2	87.9	62.7

¹ These figures represent point totals, rather than percentages.

² College/Career-Readiness (CCR) includes the bonus calculation for accountability. The percentage of high school graduates that are college/career-ready for 2014 is 62.3, while the CCR percentage with the bonus is 72.2.

³ Total Score is calculated using a formula that weights each component (see weights in Table 13).

For Program Review, scores from each program area (Arts and Humanities, Practical Living and Career Studies, and Writing) on a scale of 0-12 are summed for the program review total points with scores ranging from 0-36. The total points are divided by 24 (proficient (8) x 3 areas=24) and rounded to 1 digit to create the Program Review Total Score.

Table 12

Next-Generation Instructional Programs and Support (Program Review)						
	Year	Arts and Humanities	Practical Living and Career Studies	Writing	Program Review Total Points	Program Review Total Score
Elementary	2013	6.9	6.7	7.1	20.7	86.3
	2014	8.1	8.0	8.2	24.3	100.0
Middle	2013	6.8	6.8	7.0	20.6	85.8
	2014	8.1	8.0	8.3	24.4	100.0
High	2013	7.3	7.5	7.0	21.8	90.8
	2014	8.3	8.5	8.2	25.0	100.0

For 2014, the overall score for accountability is calculated using the weighted scores from Next-Generation Learners (77%) and Program Review (23%).

Table 13

Weights for Unbridled Learning Components						
	Next-Generation Learner					Next-Generation Instructional Programs and Support
Overall Score	77%					23%
Grade Range	Achievement	Gap	Growth	College/ Career-Readiness	Graduation Rate	Program Review
Elementary	30%	30%	40%	n/a	n/a	100%
Middle	28%	28%	28%	16%	n/a	100%
High	20%	20%	20%	20%	20%	100%

Table 14

Accountability Components						
Level	Year	Next-Generation Learners		Next-Generation Instructional Programs and Support		Overall Score ³
		Total Score	Weighted Score ¹	Total Score	Weighted Score ²	
Elementary	2013	57.6	44.352	86.3	19.849	64.2
	2014	59.3	45.661	100.0	23.000	68.7
Middle	2013	54.9	42.273	85.8	19.734	62.0
	2014	55.9	43.043	100.0	23.000	66.0
High	2013	59.6	45.892	90.8	20.884	66.8
	2014	62.7	48.279	100.0	23.000	71.3
State Average		2013				64.3
		2014				68.7

¹ Next-Generation Learners Weighted Score = Next-Generation Learners Total Score x 77%

² Program Reviews Score = Program Reviews Total Score x 23%

³ Overall Score = Next-Generation Learners Weighted Score + Program Reviews Weighted Score

Annual Measurable Objective (AMO)

The Overall Score of Kentucky's Unbridled Learning: College- and Career-Readiness for All accountability model is the number used to compute the AMO. Each school/district has one AMO goal: improvement of the Overall Score. Adequate Yearly Progress (AYP) will be defined as making the AMO.

In order to make the AMO, a school/district also needs to meet a 95 percent student tested participation rate and meet its annual graduation goal.

Table 15

Annual Measurable Objective (AMO) by Level			
	2014 AMO Goal	2014 AMO Obtained	Met Goal
Elementary	1.0	4.5	Yes
Middle Schools	1.0	4.0	Yes
High Schools	1.0	4.5	Yes
State	1.0	4.4	Yes

Table 16

Annual Measurable Objective (AMO) 2014¹				
	Schools Meeting Goal		Schools Not Meeting Goal	
	Number	Percent	Number	Percent
Elementary	511	71.0	209	29.0
Middle School	236	71.7	93	28.3
High School	193	84.6	35	15.4

¹ Some schools have no AMO due to 2013-14 school reconfigurations and are not reflected in AMO numbers and percent.

Participation Rate

The participation rate is the percent of all students and the student subgroups in the school or district that participate in annual statewide assessments, with a goal of 95 percent.

Table 17

Student Participation Rate	
	2014
Elementary	100.0
Middle	99.9
High	99.3
State	99.8

Performance Classifications

Based on overall scores, schools and districts fall into one of three performance classifications.

Table 18

Number of Schools and Districts by Classification¹				
Schools	Year	Needs Improvement	Proficient	Distinguished
Elementary	2012	508	148	77
	2013	483	172	75
	2014	371	187	162
Middle	2012	231	66	36
	2013	210	82	39
	2014	174	86	69
High	2012	160	46	24
	2013	86	80	65
	2014	91	79	58
Total Schools	2012	899	260	137
	2013	779	334	179
	2014	636	352	289
Districts	2012	121	35	18
	2013	88	61	25
	2014	78	56	39

Overall scores are associated with percentile ranks: below 70th percentile (Needs Improvement), at or above 70th percentile (Proficient), and at or above 90th percentile (Distinguished). For 2013-14 the overall score associated with the percentile are:

- Elementary: Proficient 69.4; Distinguished 75.1; School of Distinction 77.9
- Middle: Proficient 66.8; Distinguished 71.9; School of Distinction 73.5
- High: Proficient 70.1; Distinguished 75.5; School of Distinction 77.5
- District: Proficient 67.5; Distinguished 71.9; School of Distinction 73.7

Note: The classifications for 2014 are based on Next-Generation Learners and Program Reviews, while 2012 and 2013 are based on Next-Generation Learners only.

Progressing

Progressing is an additional designation that is added to a school/district performance classification of distinguished, proficient or needs improvement to indicate that the school has met its AMO, student participation rate for the all students group and each subgroup, and has met its graduation rate goal.

NOTE: Progressing schools/districts are included in Table 20. Table 21 is a subset of the data reported in Table 20.

Table 19

Number of Schools and Districts Progressing				
Schools	Year	Needs Improvement/ Progressing	Proficient/ Progressing	Distinguished/ Progressing
Elementary	2013	212	101	49
	2014	226	147	138
Middle	2013	106	42	23
	2014	116	60	60
High	2013	32	42	35
	2014	33	40	40
Total Schools	2013	350	185	107
	2014	375	247	238
Districts	2013	33	26	4
	2014	29	28	22

Rewards Categories

Schools and districts are placed in rewards categories based on overall scores and other data.

Table 20

Number of Schools and Districts by Rewards Category¹				
Schools	Year	High-Performing School	School of Distinction - 95th Percentile	High-Progress School ²
Elementary	2012	40	37	n/a
	2013	19	30	76
	2014	69	68	73
Middle	2012	16	18	n/a
	2013	13	9	34
	2014	15	39	34
High	2012	8	11	n/a
	2013	14	11	25
	2014	13	19	23
Total Schools	2012	68	62	n/a
	2013	47	49	131
	2014	97	126	130
Districts				
		High-Performing District - 90th Percentile	District of Distinction - 95th Percentile	High-Progress District ³
	2012	6	8	n/a
	2013	0	3	17
	2014	6	7	17

The overall score associated with School of Distinction for 2014 are:
Elementary:77.9; Middle:73.5; High:77.5; District: 73.7

¹ School/district rewards categories are:

- **High-Performing School/District**
 - meets its current year AMO, student participation rate and graduation rate goal
 - has a graduation rate above 60 percent for the prior two years
 - scores between the 90th and 94th percentile on the overall score
 - for a district – does not have any schools categorized as Focus Schools or Priority Schools
- **School/District-of Distinction**
 - meets its current year AMO, student participation rate and graduation rate goal
 - has a graduation rate above 60 percent for the prior two years
 - scores at the 95th percentile or higher on the overall score
 - for a district – does not have a school categorized as a Focus school or Priority school
- **High-Progress School/District**
 - A Title I or Non-Title I school that:
 - ❖ Meets its current year AMO, student participation rate and graduation goal

- ❖ Has a graduation rate above 60 percent for the prior two years
- ❖ Has an improvement score indicating the school is in the top 10 percent of improvement of all non-Title I elementary, middle or high schools as determined by the difference in the two most recent calculations of the overall score.
- A district that:
 - ❖ Meets its current year AMO, student participation rate and graduation goal
 - ❖ Has a graduation rate above 60 percent for the prior two years
 - ❖ Has an improvement score indicating the district is in the top 10 percent of improvement of all districts as determined by the difference in the two most recent calculations of the overall score.

² High Progress Schools may have a second Rewards or Assistance classification; High Performing School, School of Distinction, Priority School, or Focus School.

³ High Progress Districts may have a second Rewards or Assistance classification; High Performing District, District of Distinction, Priority District, or Focus District.

Assistance Categories

Schools and districts are placed in assistance categories based on overall scores and other data.

Focus schools were originally identified in 2011-12 as outlined in 703 KAR 5:225 and generally represent those schools/districts with the largest achievement gaps and/or the lowest graduation rates in the state.

Table 21

Number of Schools and Districts by Assistance Category			
Schools	Year	Priority School	Focus School ¹
Elementary	2012	0	103
	2013	0	102
	2014	0	102
Middle	2012	9	106
	2013	9	105
	2014	9	105
High	2012	32	76
	2013	32	75
	2014	27	76
Total Schools	2012	41	285
	2013	41	282
	2014	36	283
Districts		Priority District	Focus District
	2012	n/a	17
	2013	n/a	17
	2014	n/a	17

¹ Schools previously identified remain in their status for a minimum of two consecutive years (2012 and 2013) over which time they must demonstrate sustained improvement to exit. Some Focus schools exited in 2014, but additional Focus schools were identified based on federal requirements. Focus districts represent the lowest 10 percent of districts identified annually.

School/district assistance categories are:

- **Priority School** – a school that has been identified as a “persistently low achieving (PLA)” school as defined by Kentucky Revised Statute KRS 160.346. Some Priority Schools exited in 2014 based on federal requirements.
- **Focus School** –
 - has a non-duplicated student gap group score in the bottom 10 percent of non-duplicated student gap groups scores for all elementary, middle and high schools
 - has an individual student subgroup within assessment grades by level with a score in the third standard deviation below the state average for all students
 - has a graduation rate that has been less than 60 percent for two consecutive years
(Focus schools were originally identified based on 2011-12 data. Some Focus schools exited in 2014, but additional Focus schools were identified based on federal requirements.)
- **Focus District** – a district that has a non-duplicated student gap group score in the bottom ten percent of non-duplicated student gap group scores for all districts. Focus districts are identified based on data annually. Current identification is based on 2013-14 data.

It is possible for Proficient or Distinguished school or district that would otherwise be in rewards to be a Focus School or District if it has a large achievement gap.

Appendix A - ACT

Educational Planning and Assessment System (EPAS) ACT Explore, ACT Plan, ACT

Senate Bill 130 (codified in KRS 158.6453) in the 2006 session of the Kentucky General Assembly mandated administration of the ACT Explore, ACT Plan and ACT assessments, which are products of ACT, Inc. The assessments are designed to help schools focus on meeting academic standards across the entire secondary school program. Scores from the assessments are helpful in measuring student achievement, gauging student readiness for transition and evaluating school programs.

Senate Bill 1, passed in the 2009 session of the Kentucky General Assembly, requires a high school readiness examination in grade 8 and a college-readiness examination in grade 10. ACT Explore and ACT Plan, respectively, are used for these purposes, and data from the assessment is included in the state's Unbridled Learning: College/Career-Readiness for All accountability system.

ACT Explore is a high school-readiness examination designed to help grade 8 students explore a broad range of options for their future. The exam assesses four subjects (English, mathematics, reading and science) and provides needs assessments and other components to help students plan for high school and beyond.

ACT Plan helps grade 10 students build a solid foundation for future academic and career success and provides information needed to address school districts' high-priority issues. The exam assesses four subjects (English, mathematics, reading and science) and is a predictor of success on the ACT.

Both assessments help schools pinpoint areas of weakness for individual students and schoolwide curriculum and are a basis to make changes to improve learning. Schools analyze their results to inform decision-making.

ACT, Inc. developed College Readiness Benchmarks in English, mathematics, science and reading and applied those to the ACT Explore and ACT Plan scores. The benchmarks indicate the degree of college-readiness of grade 8 and grade 10 students.

State law (KRS 158.6459) mandates that for any student whose scores on ACT Explore and ACT Plan indicate that they need additional assistance in particular subject areas, specific strategies to help them improve their performance must be incorporated into their Individual Learning Plan.

ACT Explore

In the fall 2013 administration, 50,228 grade 8 Kentucky students in 323 public schools took the ACT Explore assessment, and on a scale of 1 to 25, scored consistent with the national norm.

Table A

ACT Explore Scores from Fall 2006 - 2013 Administrations									
Subject	Average Scores								
	KENTUCKY								NATION
	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Norms set in 2010¹
English	13.6	13.7	13.8	14.0	13.9	14.3	14.6	14.6	14.7
Mathematics	14.2	14.4	14.6	14.9	15.2	15.3	15.4	15.3	15.5
Reading	13.8	13.7	13.9	14.2	14.2	14.4	14.5	14.5	14.6
Science	15.8	15.8	16.0	16.1	16.3	16.3	16.7	16.6	16.6
Composite	14.5	14.5	14.7	14.9	15.0	15.2	15.4	15.4	15.5
No. Tested	49,510	48,099	48,649	48,347	48,250	49,310	49,456	50,228	

¹ACT, Inc., the parent company for both ACT Explore and ACT Plan, conducted a research study in the fall of 2010 to provide a new set of national norms for both assessments. This is a common statistical practice for these types of assessments. These norms serve as a national average for comparison purposes.

The benchmark scores for ACT Explore are:

- 13 or higher on the English test
- 17 or higher on the mathematics test
- 15 or higher on the reading test
- 20 or higher on the science test

Table B

Percentage of Kentucky Grade 8 Students Meeting or Exceeding Benchmarks on ACT Explore				
	English	Mathematics	Reading	Science
Fall 2006	54%	26%	35%	11%
Fall 2007	55%	27%	33%	10%
Fall 2008	56%	29%	35%	10%
Fall 2009	59%	36%	42%	14%
Fall 2010	59%	32%	39%	14%
Fall 2011	61%	31%	42%	14%
Fall 2012 ¹	66%	34%	42%	19%
Fall 2013	65%	35%	44%	15%

¹Beginning Fall 2012, percentage of grade 8 students meeting or exceeding benchmarks includes Kentucky Alternate Assessment students (Transition Attainment Record).

ACT Plan

In the fall 2013 administration, 49,601 10th-grade Kentucky students in 228 public schools took the ACT Plan test. On a scoring scale of 1 to 32, Kentucky students met or exceeded the national norm in every subject but mathematics.

Table C

ACT Plan Scores from Fall 2006 - 2013 Administrations									
Subject	Average Scores								
	KENTUCKY								NATION
	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Norms set in 2010¹
English	15.6	15.3	15.9	15.8	15.7	16.1	16.6	16.5	16.2
Mathematics	16.3	16.2	16.4	16.5	16.8	16.8	17.1	16.9	17.6
Reading	16.0	16.1	16.0	16.2	16.4	16.6	16.8	16.7	16.7
Science	17.4	17.3	17.4	17.6	17.6	17.9	18.1	18.1	17.8
Composite	16.4	16.3	16.6	16.7	16.7	17.0	17.3	17.2	17.2
No. Tested	49,910	50,046	50,531	49,589	49,827	48,955	48,557	49,601	

¹ ACT, Inc., the parent company for both ACT Explore and ACT Plan, conducted a research study in the fall of 2010 to provide a new set of national norms for both assessments. This is a common statistical practice for these types of assessments. These norms serve as a national average for comparison purposes.

The benchmark scores for ACT Plan are:

- 15 or higher on the English test
- 19 or higher on the mathematics test
- 17 or higher on the reading test
- 21 or higher on the science test

Table D

Percentage of Kentucky Grade 10 Students Meeting or Exceeding Benchmarks on ACT Plan				
	English	Mathematics	Reading	Science
Fall 2006	58%	23%	41%	15%
Fall 2007	55%	21%	40%	15%
Fall 2008	61%	22%	39%	16%
Fall 2009	59%	23%	40%	15%
Fall 2010	60%	25%	43%	16%
Fall 2011	63%	25%	44%	21%
Fall 2012 ¹	68%	26%	43%	21%
Fall 2013	66%	26%	48%	20%

¹ Starting Fall 2012, Student Benchmarks percentages include Kentucky Alternate Assessment Students (Transition Attainment Record).

ACT

Since 2008, as mandated by KRS 158.6453, all Kentucky's public school juniors participate in the ACT, which assesses English, mathematics, reading and science and is scored on a scale of 1 to 36. The cost of the exam is paid for by state funds.

Table E

ACT Subject Area Scores Kentucky Public School Juniors							
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
English	17.3	17.3	17.7	18.0	18.4	18.4	18.7
Mathematics	18.1	18.2	18.2	18.5	18.8	18.9	19.2
Reading	18.5	18.4	18.8	19.0	19.0	19.4	19.6
Science	18.7	18.5	18.7	19.0	19.1	19.5	19.6
Composite	18.3	18.2	18.5	18.8	19.0	19.2	19.4
Total Tested	42,922	43,495	44,391	44,053	44,516	43,960	44,055

Kentucky's Unbridled Learning accountability model includes a college/career readiness component, through which schools and districts are held accountable for the percentage of students who are considered ready for college and/or careers. The college-ready indicator includes students who meet the Kentucky Council on Postsecondary Education (CPE) Systemwide Benchmarks for English (18), mathematics (19) and reading (20) on any administration of the ACT. CPE has set systemwide standards for college readiness based on ACT's English, mathematics and reading assessments. Students meeting the Kentucky systemwide standards of readiness guarantees them access to credit-bearing college coursework without the need for developmental education or supplemental courses.

Table F

Percentages of Kentucky Public School Juniors Who Meet CPE Benchmarks for College-Level Readiness							
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13¹	2013-14
English	45.5%	45.4%	48.6%	49.5%	52.2%	53.1%	55.9%
Mathematics	33.9%	33.7%	36.1%	36.2%	38.6%	39.6%	43.5%
Reading	41.3%	37.8%	41.6%	39.8%	41.9%	44.2%	47.1%

¹ Starting 2012-13, percentage of Kentucky public school juniors who meet CPE benchmarks include Kentucky Alternate Assessment students (Transition Attainment Record).

Appendix B – Program Review

In 2013-14, there are three Program Review areas: Arts and Humanities, Practical Living and Career Studies, and Writing. There are four identical standards across all program reviews: (1) Curriculum and Instruction, (2) Formative and Summative Assessment, (3) Professional Learning and (4) Administrative/Leadership Support. Further, each standard is organized with demonstrators and each demonstrator has a number of characteristics. A rubric guides the scoring.

For each standard, its characteristic scores are averaged. The characteristic scores range from 0-3 which mean: 0 – Non-Existent; 1 – Needs Improvement; 2 – Proficient; 3 – Distinguished.

For a total score, the four standard scores are added resulting in a single number ranging between 0-12 for each Program Review. Below 8 is Needs Improvement, 8-10.7 is Proficient and 10.8 or higher is Distinguished.

Table G

Program Review - Arts and Humanities Number of Schools by Classification				
Schools	Year	Needs Improvement	Proficient	Distinguished
Elementary	2013	514	226	13
	2014	275	446	25
Middle	2013	236	92	3
	2014	134	178	17
High	2013	151	76	4
	2014	80	136	12
Total Schools	2013	901	394	20
	2014	489	760	54

Table H

Program Review - Practical Living and Career Studies Number of Schools by Classification				
Schools	Year	Needs Improvement	Proficient	Distinguished
Elementary	2013	536	208	9
	2014	292	436	18
Middle	2013	234	93	4
	2014	127	193	9
High	2013	142	86	3
	2014	65	155	8
Total Schools	2013	912	387	16
	2014	399	658	30

Table I

Program Review -Writing Number of Schools by Classification				
Schools	Year	Needs Improvement	Proficient	Distinguished
Elementary	2013	493	250	10
	2014	254	464	28
Middle	2013	211	111	9
	2014	113	201	15
High	2013	160	65	6
	2014	81	137	10
Total Schools	2013	864	426	25
	2014	448	802	53