

Commissioner's Raising Achievement/Closing Gaps Council (CRACGC) MEETING
State Board Room - Capital Plaza Tower
October 3, 2013
9 – 11 a.m. ET

AGENDA

9 – 9:15 a.m. **Welcome, updates and introductions**

Dr. Terry Holliday, Commissioner
Kentucky Department of Education

KBE GOAL Increase the average combined reading and math proficiency ratings for all students in the non-duplicated gap group (African-American, Hispanic, Native American, With Disability, Free/Reduced-Price Meals, Limited English Proficiency) from 33.0% in 2012 to 66.5% in 2017.

9:15 – 9:45 a.m. **Review of 2012-13 state test data**

Rhonda Sims, Division Director
Division of Support and Research
Kentucky Department of Education

PowerPoint Provided ([click link](#))

- What does the data tell us?
- What impact has the accountability system had on the identification of achievement gaps?
- How is data being used to address the guidelines for closing the achievement gap?

KEY POINTS:

- Schools and districts have data tool to drill down and identify novice students
- Reviewed the new data found in the updated online report card (<http://applications.education.ky.gov/SRC/>)
- The 2013 State Overall Score increased from 55.2 to 57.3. Overall scores increased at elementary, middle and high. The biggest jump in the overall score occurred at high, 54.8 in 2012 to 59.5 in 2013.
- Explained definition of both College Ready and Career Ready.
 - **College Ready** must meet benchmarks on one of the following: ACT, COMPASS, KYOTE
 - **Career Ready** must meet benchmarks for one requirement in Career Academic area and must meet one requirement in Career Technical area: ASVAB, ACT WorkKeys, KOSSA, OR Industry Certificates
 - **College AND Career Ready** must meet at least one from each area
 - New parent resources available online
<http://education.ky.gov/comm/UL/Pages/default.aspx>

Mission Statement:

The Kentucky Department of Education's mission is to prepare all Kentucky students for next-generation learning, work and citizenship by engaging schools, districts, families and communities through excellent leadership, service and support.

KEY QUESTIONS from Council:

- What PD is given to the schools with low performance?
- How are you targeting gap students?
- What PD is being provided to show how to address cultural and perceptual differences?
- What do we do moving forward to ensure higher success rates?

9:45 – 10:15 a.m. **Strategic Plan update**

Leslie Taylor, Lead Research Analyst
Commissioner’s Delivery Unit, Office of the Commissioner
Kentucky Department of Education

PowerPoint Provided ([click link](#))

- How does the strategic plan support the “Guidelines for Closing Gaps”?
- What is the status of the Gap Delivery Plan?

KEY POINTS:

- Overall score increase is ahead of projections.
- Still almost half of students not career AND college ready (CCR)
 - 42% met benchmark to be college ready only
 - 4.5% met benchmark to be career ready only
 - Overall Demographic breakdown for CCR

| Demographic | Not CCR | CCR |
|--|---------|------|
| Caucasian | 42.4 | 57.6 |
| African American | 67.8 | 32.2 |
| Hispanic | 58.3 | 41.8 |
| Asian | 36.1 | 63.9 |
| American Indian/Alaska Native | 62.0 | 38.0 |
| Native Hawaiian/Other Pacific Islander | 66.7 | 33.3 |
| Two or more races | 53.0 | 47.0 |
| Free/Reduced-Price Meals | 59.8 | 40.2 |
| Limited English Proficiency | 95.7 | 4.3 |
| Students with Disability | 84.1 | 15.9 |

- Proficiency Plan showed increase but did not meet goal
- Gap Plan showed increase but did not meet goal
- Noted an interesting trend during transition from elementary to middle school where scores seem to drop in 6th grade and rebound in 7th grade.

Mission Statement:

The Kentucky Department of Education’s mission is to prepare all Kentucky students for next-generation learning, work and citizenship by engaging schools, districts, families and communities through excellent leadership, service and support.

KEY QUESTIONS from Council:

- What is the definition for disability with regard to assessment?
- How do we provide PD that addresses cultural and social issues that impact instruction and learning?
- What else can we do?

NEXT STEPS

At the direction of Dr. Holliday and the request of the council members, an additional meeting will take place in order to specifically address what the next steps of the Gap and Proficiency Plans should be. There is a sense of urgency to not wait for another round of test scores to determine what can already be seen: There needs to be a review of the focus of these two plans.

This meeting will involve the leads from all strategies in the Gap and Proficiency plans, members of the CRACGC and other stakeholders as identified and available. At this meeting discussion will revolve around the direction and focus of the two plans and a close examination of what may be missing and what course correction needs to take place.

An additional meeting has been scheduled for November 15, 2013. With another tentatively scheduled for December.

10:15 – 11:45 a.m. **Update on Next-Generation Professionals delivery plan**

Felicia Smith, Associate Commissioner
Office of Next-Generation Learners
Kentucky Department of Education

- What is the goal of the delivery plan?
- What is the status of the delivery plan?
- Do we have any data that informs the focus/next steps for the delivery plan?
- What support is required to help this plan move forward?

This item tabled for future meeting

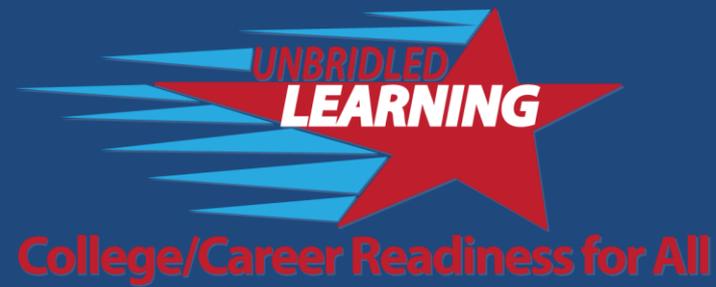
11 a.m. **Adjournment**

Special Meeting Date: November 15, 2013

Next Regular Meeting: February 6, 2014

Mission Statement:

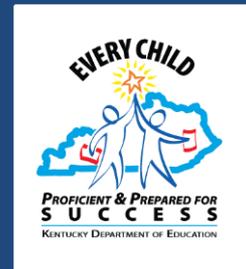
The Kentucky Department of Education's mission is to prepare all Kentucky students for next-generation learning, work and citizenship by engaging schools, districts, families and communities through excellent leadership, service and support.



ASSESSMENT UPDATE

Rhonda Sims, Director
Division of Support and Research
Office Of Assessment And Accountability

rhonda.sims@education.ky.gov
502-564-4394



October 3, 2013

Kentucky Department of Education

What's Included in the School Report Card?



2

School/District/State Data

- Profile
- Accountability classifications
 - ▣ Federal Accountability/AMO
- Assessment results
- Learning Environment –non-academic data
 - membership
 - per pupil spending
 - student demographics
 - free/reduced-meal
 - school safety
 - attendance rate
 - retention rate
 - dropout rate
 - graduation rate
- Delivery Targets



Assessment Data



3

- **K-PREP** (Kentucky Performance Rating for Educational Progress) -- Grades 3-8
 - Scores and performance levels (NAPD)
 - Reading
 - Mathematics
 - Science
 - Social Studies
 - Writing/mechanics
- **EXPLORE, PLAN, ACT** (Grades 8, 10, 11)
 - Scores and benchmarks
- **End-of-Course**
 - English II
 - Algebra II
 - Biology
 - U.S. History
- **Writing** (Grades 5, 6, 8, 10-11)
- **Editing/mechanics** (Grades 4, 6, 10 (Plan))



Accountability Data



4

- **Next-Generation Learners**
 - Achievement
 - Graduation Rate
 - Gap
 - College/career-readiness
 - Growth
- **Accountability classifications**
- **Annual Measurable Objective (AMO)**
- **Participation Rate and Graduation Rate**
- **Rewards/Assistance labels**



Accountability: Year 2 SRC Review



State Data

5

Accountability Performance

| Level | Year | Overall Score | Percentile in KY | Classification ¹ | Rewards and Assistance Category ² |
|---------------|-----------|---------------|------------------|-----------------------------|--|
| State Overall | 2012-2013 | 57.3 | 63 | Needs Improvement | |
| | 2011-2012 | 55.2 | 50 | Needs Improvement | |

Annual Measurable Objective (AMO), Participation and Graduation Rate

| Level | Prior Year Overall Score | AMO Goal | Overall Score | Met AMO Goal | Met Participation Rate Goal | Met Graduation Rate Goal |
|---------------|--------------------------|----------|---------------|--------------|-----------------------------|--------------------------|
| State Overall | 55.2 | 56.2 | 57.3 | Yes | Yes | No |

Accountability: Year 2

Locked Proficient & Distinguished Percentiles

6

Percentiles for Elementary, Middle and High Overall Score were set and locked in 2011-12. The locked percentile serves as the overall score target for 2013 reporting.

| | <u>70th</u> | <u>90th</u> | <u>95th</u> |
|--------------------------|--------------------|--------------------|--------------------|
| Elementary Overall Score | 62.5 | 69.8 | 72.5 |
| Middle Overall Score | 58.7 | 64.9 | 68.2 |
| High Overall Score | 58.0 | 64.4 | 67.7 |
| District Overall Score | 58.4 | 63.3 | 65.2 |

Accountability: Year 2 SRC Review



State Data

8

The 2013 State Overall Score increased from 55.2 to 57.3. Overall scores increased at elementary, middle and high. The biggest jump in the overall score occurred at high, 54.8 in 2012 to 59.5 in 2013.

| Overall and Component Scores | | | | | | | |
|------------------------------|------|----------------------|-------------|------|--------|---------------------------------------|-----------------|
| State Average | Year | Overall ¹ | | | | | |
| | 2012 | 55.2 | | | | | |
| | 2013 | 57.3 | | | | | |
| | Year | Overall ¹ | Achievement | Gap | Growth | College/Career Readiness ² | Graduation Rate |
| Elementary | 2012 | 57.3 | 69.6 | 40.5 | 60.4 | n/a | n/a |
| | 2013 | 57.6 | 69.9 | 42.1 | 59.9 | n/a | n/a |
| Middle | 2012 | 53.5 | 67.4 | 37.9 | 60.4 | 44.1 | n/a |
| | 2013 | 54.9 | 69.0 | 39.9 | 59.9 | 47.2 | n/a |
| High | 2012 | 54.8 | 56.7 | 28.9 | 58.5 | 51.9 | 77.8 |
| | 2013 | 59.5 | 60.7 | 33.7 | 57.2 | 60.7 | 86.1 |

¹The Overall Score is calculated using a formula that weights each component

²These figures represent point totals, rather than percentages. College/Career-Readiness (CCR) includes the bonus calculation for accountability. The percentage of high school graduates that are college/career-ready is 54.1, while the CCR percentage with the bonus is 60.7.

Accountability: Year 2 SRC Review



State Data

ACHIEVEMENT

GAP

GROWTH

CCR

GRADUATION RATE

Achievement

Achievement reports student performance in the five content areas of reading, mathematics, science, social studies and writing (on-demand and language—editing and mechanics). A formula awards points based on the student performance levels of Novice, Apprentice, Proficient and Distinguished (NAPD). Accountability is based on students enrolled a full academic year (100 days).

| Level - Performance Type | | Reading | Mathematics | Science | Social Studies | Writing | Language Mechanics | Total Points |
|--------------------------|------------------|---------|-------------|---------|----------------|---------|--------------------|--------------|
| Elementary School | NAPD Calculation | 61.2 | 61.7 | 90.7 | 76.7 | 58.4 | 68.0 | |
| | Points | 12.2 | 12.3 | 18.1 | 15.3 | 9.3 | 2.7 | 69.9 |
| Middle School | NAPD Calculation | 63.1 | 62.0 | 80.2 | 76.8 | 65.1 | 55.4 | |
| | Points | 12.6 | 12.4 | 16.0 | 15.4 | 10.4 | 2.2 | 69.0 |
| High School | NAPD Calculation | 61.0 | 55.6 | 58.1 | 59.8 | 68.9 | 69.0 | |
| | Points | 12.2 | 11.1 | 11.6 | 12.0 | 11.0 | 2.8 | 60.7 |

1. NAPD Calculation comes from the formula: Novice = 0; Apprentice = .5; Proficient/Distinguished = 1 (Bonus of .5 is added if there are more distinguished than novice).
2. Points come from the NAPD Calculation multiplied by the equal weight of content areas: Reading, Mathematics, Science, Social Studies are 20% and Writing/Language Mechanics is 20% (Writing 16% and Language Mechanics 4%). If content area data is not available weights are redistributed proportionally.

Accountability: Year 2 SRC Review

State Data



10

ACHIEVEMENT

GAP

GROWTH

CCR

GRADUATION RATE

Gap

Gap creates a single student gap group that includes students with membership in the following groups as required by federal guidelines: African-American, Hispanic, Native American, students with disabilities, poverty (qualified for free or reduced price lunch) and limited English proficient. The student performance levels of novice, apprentice, proficient and distinguished are reported for this non-duplicated group. Accountability is based on students enrolled a full academic year (100 days).

| Level - Performance Type | | Reading | Mathematics | Science | Social Studies | Writing | Language Mechanics | Total Points |
|--------------------------|------------------|---------|-------------|---------|----------------|---------|--------------------|--------------|
| Elementary School | NAPD Calculation | 37.7 | 33.8 | 59.5 | 49.1 | 27.4 | 43.0 | |
| | Points | 7.5 | 6.8 | 11.9 | 9.8 | 4.4 | 1.7 | 42.1 |
| Middle School | NAPD Calculation | 39.5 | 29.0 | 50.2 | 47.4 | 33.5 | 32.8 | |
| | Points | 7.9 | 5.8 | 10.0 | 9.5 | 5.4 | 1.3 | 39.9 |
| High School | NAPD Calculation | 42.7 | 26.3 | 23.9 | 38.7 | 36.0 | 39.0 | |
| | Points | 8.5 | 5.3 | 4.8 | 7.7 | 5.8 | 1.6 | 33.7 |

1. NAPD Calculation comes from adding the Proficient and Distinguished students to show total Non-Duplicated Gap students that are Proficient and Distinguished.
2. Points come from the NAPD Calculation multiplied by the equal weight of content areas: Reading, Mathematics, Science, Social Studies are 20% and Writing/Language Mechanics is 20% (Writing 16% and Language Mechanics 4%). If content area data is not available weights are redistributed proportionally.

Accountability: Year 2 SRC Review



State Data

11

Percentage on Non-Duplicated Gap Group Students scoring Proficient/Distinguished increased in all content areas across all levels, except high school mathematics.

Table 8

| GAP | | | | | | | |
|---|------|---------|-------------|---------|----------------|---------|--------------------|
| Percentage of Non-Duplicated Gap Group Students Scoring Proficient/Distinguished ¹ | | | | | | | |
| | 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 |
| 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 |
| High | 2012 | 38.4 | 27.9 | 18.5 | 26.3 | 31.6 | 38.6 |
| | 2013 | 42.7 | 26.3 | 23.9 | 38.7 | 36.0 | 39.0 |

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.

Accountability: Year 2 SRC Review



State Data

12

ACHIEVEMENT GAP **GROWTH** CCR GRADUATION RATE

Growth

A statistical program generates a Student Growth Percentile by comparing an individual student's score to the student's academic peers using two years of test scores. Growth is reported for reading and mathematics in grades 4 through 8 and at grade 11. Accountability is based on students enrolled a full academic year (100 days).

| | Number Tested | Reading Percent Making Typical or Higher Annual Growth | Mathematics Percent Making Typical or Higher Annual Growth | Combined Reading and Mathematics Growth Points Total |
|-------------------|---------------|--|--|--|
| Level | State | State | State | State |
| Elementary School | 95,716 | 59.8 | 60.0 | 59.9 |
| Middle School | 144,394 | 59.8 | 60.0 | 59.9 |
| High School | 41,564 | 56.9 | 57.3 | 57.2 |

Note: Percentages may not sum to 100% due to rounding. State results are based on the standard grade configuration of K-5, 6-8 and 9-12.

*** indicates unreportable populations with fewer than 10 students or populations where all students score at the same performance level.
 --- indicates that counts are suppressed to protect student identification required by the Family Educational Rights and Privacy Act (FERPA).

Note: Growth Points Total comes from the average of Reading Percent and Mathematics Percent of students making typical or higher annual growth (at or above the 40th Student Growth Percentile).

Accountability: Year 2 SRC Review

State Data



| | | | | |
|-------------|-----|--------|------------|-----------------|
| ACHIEVEMENT | GAP | GROWTH | CCR | GRADUATION RATE |
|-------------|-----|--------|------------|-----------------|

College and Career Readiness (CCR)

College/Career Readiness for schools and districts reflects how many students are ready for college and/or careers, based on test scores and certifications earned. It is measured by EXPLORE scores for middle school and The ACT benchmarks for high school, college placement tests and career measures. Accountability is based on students enrolled a full academic year (100 days).

Middle School College/Career Ready Percent Met EXPLORE Benchmarks

| Category | Number Tested | English | Reading | Mathematics | Science | Total Points |
|--------------------------------|---------------|---------|---------|-------------|---------|--------------|
| Level | State | State | State | State | State | State |
| ► All Students | 50,026 | 66.0 | 41.6 | 33.9 | 19.3 | 47.2 |

Note: Benchmarks for English (13), Mathematics (17) and Reading (15) as set by ACT, Inc. Total points is an average of the three percentages reported for English, Mathematics and Reading.

High School College/Career Ready

| Category | Number of Graduates - Students with High School Diploma or Certificate of Attainment | College Ready | Career Ready | | | College and/or Career Ready | | |
|--------------------------------|--|-----------------------------------|---|--|--|-----------------------------------|--|---|
| | | Number College Ready ¹ | Number Career Ready Academic ² | Number Career Ready Technical ² | Number Career Ready Total ² | Non-Duplicated Total ² | Percentage of graduates (high school diploma or certificate of attainment) College and/or Career Ready | Accountability Points with Bonus ⁴ |
| Level | State | State | State | State | State | State | State | State |
| ► All Students | 43,874 | 21,667 | 7,755 | 9,526 | 5,107 | 23,727 | 54.1 | 60.7 |

College/ Career-Readiness Rate



14

College Ready:
Must meet benchmarks on one of the following:

Career Ready: Must meet benchmarks for one requirement in Career Academic area and must meet one requirement in Career Technical area

Bonus: College AND Career Ready must meet at least one from each area

College Ready

ACT

COMPASS

KYOTE

Career Ready Academic

Armed Services Vocational Aptitude Battery (ASVAB)

ACT Work Keys (Applied Math, Locating information, and Reading for Information)

Career Ready Technical

Kentucky Occupational Skills Standards Assessment (KOSSA)

Industry Certificates

College Ready Academic

ACT or COMPASS or KYOTE

NOTES: (1) By meeting the College Ready Academic definition, the student does not have to take the additional tests of ASVAB or Work Keys for the bonus area.
(2) For accountability purposes, the bonus shall not allow the readiness percentage to exceed 100 percent.

Career Ready Technical

KOSSA

Industry Certificates



Accountability: Year 2 SRC Review



Graduation Rate

Schools and districts will report how many students graduate within four years of high school.

Cohort

Four Year Adjusted Cohort Graduation Rate

The four year adjusted cohort graduation rate 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 grade 9, 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 grade 9 and the next three years and subtracting any students who transfer out, emigrate to another country or die during that same period.

| Level | 2013 Rate | 2014 Goal | 2015 Goal |
|---|-----------|-----------|-----------|
| | State | State | State |
| All Students | 86.1 | 87.4 | 88.7 |
| Male | 83.9 | 85.5 | 87.0 |
| Female | 88.7 | 89.7 | 90.8 |
| White (Non-Hispanic) | 87.8 | 88.9 | 90.1 |
| African American | 78.5 | 80.7 | 82.8 |
| Hispanic | 75.9 | 78.4 | 80.8 |
| Asian | 87.8 | 88.9 | 90.1 |
| American Indian or Alaska Native | 70.7 | 73.7 | 76.8 |
| Native Hawaiian or Other Pacific Islander | 78.1 | 80.3 | 82.5 |
| Two or more races | 83.3 | 84.9 | 86.6 |
| Migrant | 85.7 | 87.1 | 88.4 |
| Limited English Proficiency | 63.7 | 67.5 | 71.3 |
| Free/Reduced-Price Meals | 85.4 | 86.8 | 88.2 |
| Disability-With IEP (Total) | 52.4 | 57.5 | 62.5 |
| Gap Group (non-duplicated) | 83.1 | 84.8 | 86.4 |

Graduation Rate Reminder



16

- ❑ Cohort model graduation data is used in the 2012-13 calculation for the Graduation Rate component (20% of high school Next-Generation Learners).
- ❑ Averaged Freshman Graduation Rate (AFGR) will be used one last time in 2012-13 for graduation rate goals.
- ❑ Cohort will be used for graduation rate goals moving forward (i.e., 2013-14).



Accountability: Year 2 SRC Review State Data



17

Average Freshman Graduation Rate (AFGR)

The AFGR provides an estimate of the percentage of high school students who graduate on time. The rate uses aggregate student membership data to estimate the size of an incoming freshman class and aggregate counts of the number of regular diplomas awarded four years later. The final year of AFGR reporting will be 2013 (Actual 2012 rate) since KY can report the Adjusted Cohort Graduation Rate beginning in 2013

| Level | 2012 AFGR (Actual 2011 Rate ¹) | 2013 AFGR Goal | 2013 AFGR (Actual 2012 Rate ²) | Met AFGR Goal |
|---|--|----------------|--|---------------|
| | State | State | State | State |
| All Students | 77.8 | 79.6 | 78.9 | NO |
| Male | 74.2 | 76.4 | 75.8 | NO |
| Female | 81.6 | 83.1 | 82.2 | NO |
| White (Non-Hispanic) | 79.0 | 80.7 | 80.0 | NO |
| African American | 70.3 | 72.8 | 72.1 | NO |
| Hispanic | 83.0 | 84.4 | 82.1 | NO |
| Asian | 97.9 | 97.9 | 96.9 | NO |
| American Indian or Alaska Native | 60.1 | 63.5 | 69.9 | YES |
| Native Hawaiian or Other Pacific Islander | *** | | | |
| Two or more races | 41.4 | 46.5 | 48.4 | YES |

Note: Percentages may not sum to 100% due to rounding.

*** indicates unreportable populations with fewer than 25 students.

¹AFGR data is lagged one year. For example 2011 rates are for data collected in 2010, 2012 rates are for data collected in 2011, etc.

Accountability: Year 2 Classifications and Labels



18

- ❑ **Needs Improvement** (Below 70th Percentile)
- ❑ **Proficient** (At or Above 70th Percentile)
- ❑ **Distinguished** (Above 90th Percentile)
- ❑ **Progressing** **NEW 2013**
 - Meet Annual Measurable Objective (AMO) goal (1.0 gain in Overall Score below Proficient or .5 gain Proficient and above);
 - Graduation rate goal (AFGR); and
 - Participation rate (95%)



Accountability: Year 2 Rewards Categories



19

□ High Performing School

- Top 90% of schools and meets AMO, graduation rate goal and participation rate goal

□ School of Distinction

- Top 95% of schools and meets AMO, graduation rate goal, participation rate goal and has graduation rate above 60% for 2 years

□ High-Progress **NEW 2013**

- Top 10% of improvement and
- Meet AMO, graduation rate goal (AFGR) and participation rate (95%)

Any other school label can also be labeled High-Progress



Accountability: Year 2 Assistance Categories



20

- **Priority** (No new Priority Schools added in 2012-13)

- **Focus** (No new Focus Schools added in 2012-13, but new Districts may be added)
 - Lowest 10% in Overall Gap Group or meets third standard deviation model for a single gap group

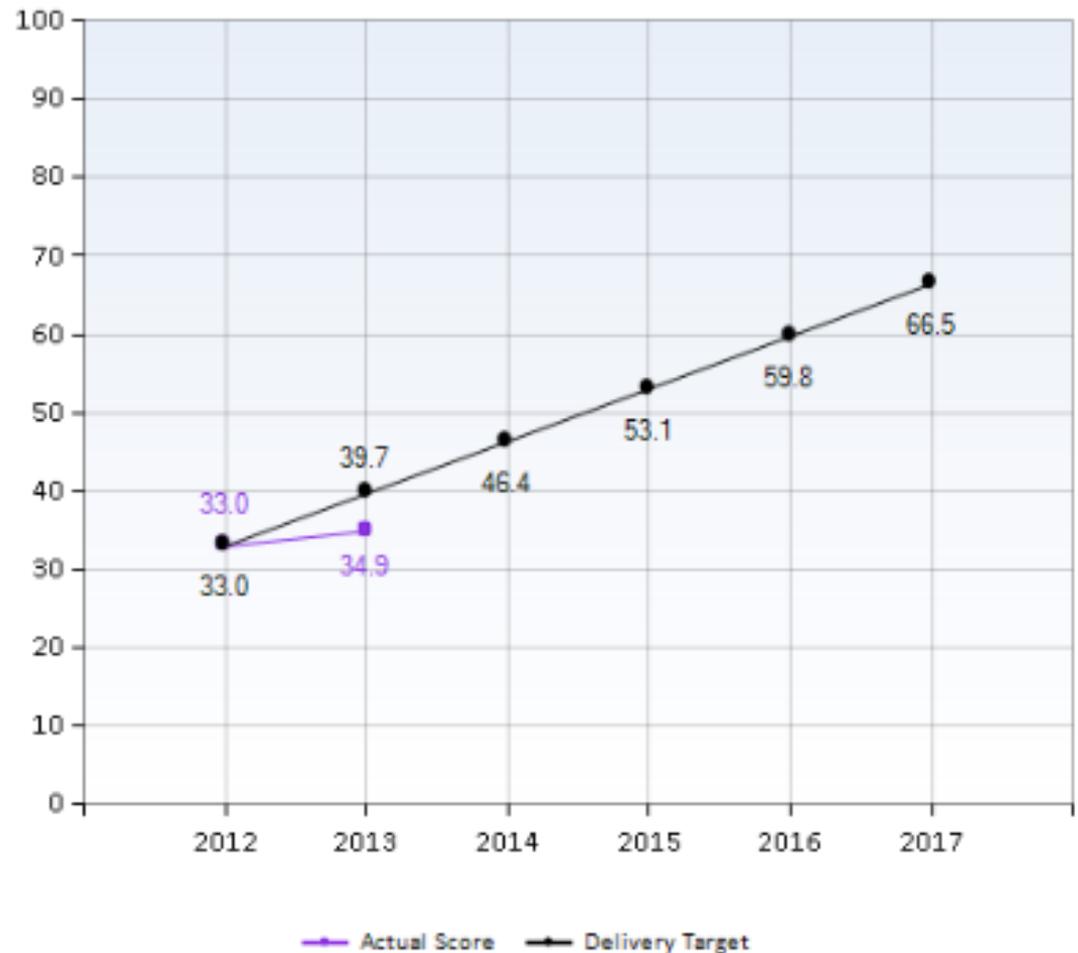


Delivery Targets

State Data

Are yearly targets based upon a 5-year goal to help schools/districts meet state achievement expectations

Non-Duplicated Gap Group Targets



Delivery Targets

22

- College/Career Readiness target = % CCR (no bonus)
- Proficiency target = % proficient/distinguished combined for Reading and Mathematics
 - Elementary and Middle = K-PREP scores
 - High = End-of-Course
- GAP target = **non-duplicated** gap group % proficient and distinguished (P/D)
 - Reported for individual student groups: African American, Hispanic, Native American, students with disabilities, poverty, and limited English learners

School Report Card Year Two Format Changes



23

- ❑ Add Trend Data for Profiles
- ❑ Update Graduation Data to show both Cohort & AFGR
- ❑ Add Trend Data for NAPD Tables
- ❑ Add Non-Duplicated Gap Group to list of individual group scores
- ❑ Add Total Students with Disability (regular and alternate assessments)
- ❑ Add Level-Based (elementary, middle and high) data for disaggregated pages
- ❑ Clarify language and footnotes



Important Resources

24

□ KDE website: www.education.ky.gov

KENTUCKY DEPARTMENT OF EDUCATION
Every Child: Proficient and Prepared for Success

Site Map KDE Directory P-12 Jobs

Administrative | Districts | Jobs | Legislature | Media | Parents | Public | Researchers | Students | Teachers

- Assessment/Accountability *
- Career and Technical Education *
- Commissioner of Education *
- Communications *
- Curriculum/Content Areas *
- District/School Support *
- Educational Programs *
- Exceptional Children *
- Federal Programs *
- Kentucky Board of Education *
- School Improvement *
- Teachers/Leaders *

Governor moves to implement new science standards
Training for teachers set to get underway in October.

HEADLINES

Feed Available

Governor, Education Commissioner Present Strong Progress Report for Kentucky Schools, Students
9/17/2013 12:08:36 PM

As many Kentucky school students prepare for their first report card of the year, Governor Steve Beshear and Education Commissioner Terry Holliday announced dramatic improvement in the state's graduation and college- and career-readiness rates. The data is the latest proof of measurable, transformational improvement over the past four years in the state's education system. See [news release](#) for more information.

Commissioner praises governor's swift action on Science Standards
9/11/2013 5:55:39 PM

INITIATIVES

School Report Cards
School and District Report Cards provide detailed information about each school and district, including test performance, teacher qualifications, student safety, awards, parent involvement and much more.

Innovation
"Innovation" is a critical element of the agency's strategic goals as we strive to make every child college and career ready.

Delivery
KDE is using the Delivery process to establish yearly targets and five-year goals to help schools, districts and our state meet high

EXPLORE

Public School Data and Information Portal

College/Career Readiness for All



Important Resources



25



KENTUCKY DEPARTMENT OF EDUCATION
Every Child: Proficient and Prepared for Success



[Site Map](#) [KDE Directory](#) [P-12 Jobs](#)

[Administrative](#) [Districts](#) [Jobs](#) [Legislature](#) [Media](#) [Parents](#) [Public](#) [Researchers](#) [Students](#) [Teachers](#)

[Home](#) / [Communications](#) / [Unbridled Learning](#)

[Kentucky Core Academic Standards](#)

Unbridled Learning

Published: 9/8/2013 3:37 PM

Unbridled Learning is the name given to the new era in public education in the Commonwealth of Kentucky - designed to ensure every child reaches his/her learning potential and graduates from high school ready for college and career.

Senate Bill 1, passed in the 2009 session of the Kentucky General Assembly, set the course for Unbridled Learning in the state.

The legislation addresses many areas – what students should learn, what will be tested, how subjects will be tested, when tests are given, what should comprise the public school accountability system and more.

The Kentucky Department of Education and the Kentucky Board of Education, along with partners such as the Education Professional Standards Board and the Council on Postsecondary Education, are continuing the work that will lead to a strong, effective system of public education in Kentucky and Unbridled Learning for every child.

Senate Bill 1

For summary and complete versions of the Senate Bill 1 (2009), click [here](#).

Highlights of Senate Bill 1

Learn the basics of 2009's Senate Bill 1.

Senate Bill 1 Steering Committee Membership

Kentucky Core Academic Standards

Senate Bill 1 mandated new academic standards for what Kentucky students should know and be able to do at each grade level in various content areas.

Click [here](#) for more information about the standards and their development.

Kentucky Performance Rating for Educational Progress (K-PREP) tests



What's Hot

[Preparing Children for College and Career](#)
(*Kentucky Living*, Sept. 2013)

[Top 10 reasons to support the Common Core](#)

[Why administrators support the Common Core](#)

[Why teachers support the Common Core](#)

[What a parent can expect from the Common Core](#)

[Frequently Asked Questions about Kentucky's Unbridled Learning Assessment and Accountability System for Public Schools](#)

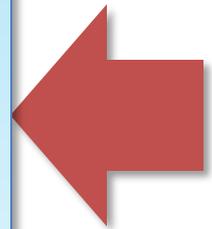
[A Parent's Guide to Accountability](#)
Text [Printable Brochure](#)

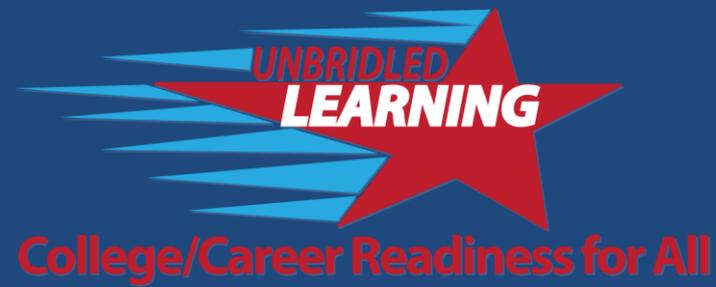
[A Parent's Guide to Testing](#)
Text [Printable Brochure](#)

[K-PREP Sample Test Items](#)

[End-of-Course Sample Test Items](#)

For school, district and statewide data, visit KDE's [School Report Card](#).

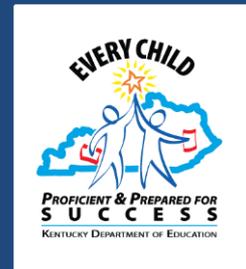




ASSESSMENT UPDATE

Rhonda Sims, Director
Division of Support and Research
Office Of Assessment And Accountability

rhonda.sims@education.ky.gov
502-564-4394



October 3, 2013

Kentucky Department of Education



KENTUCKY DEPARTMENT OF
EDUCATION



Commissioner's Raising Achievement/Closing Gaps Advisory Council

October 3, 2013

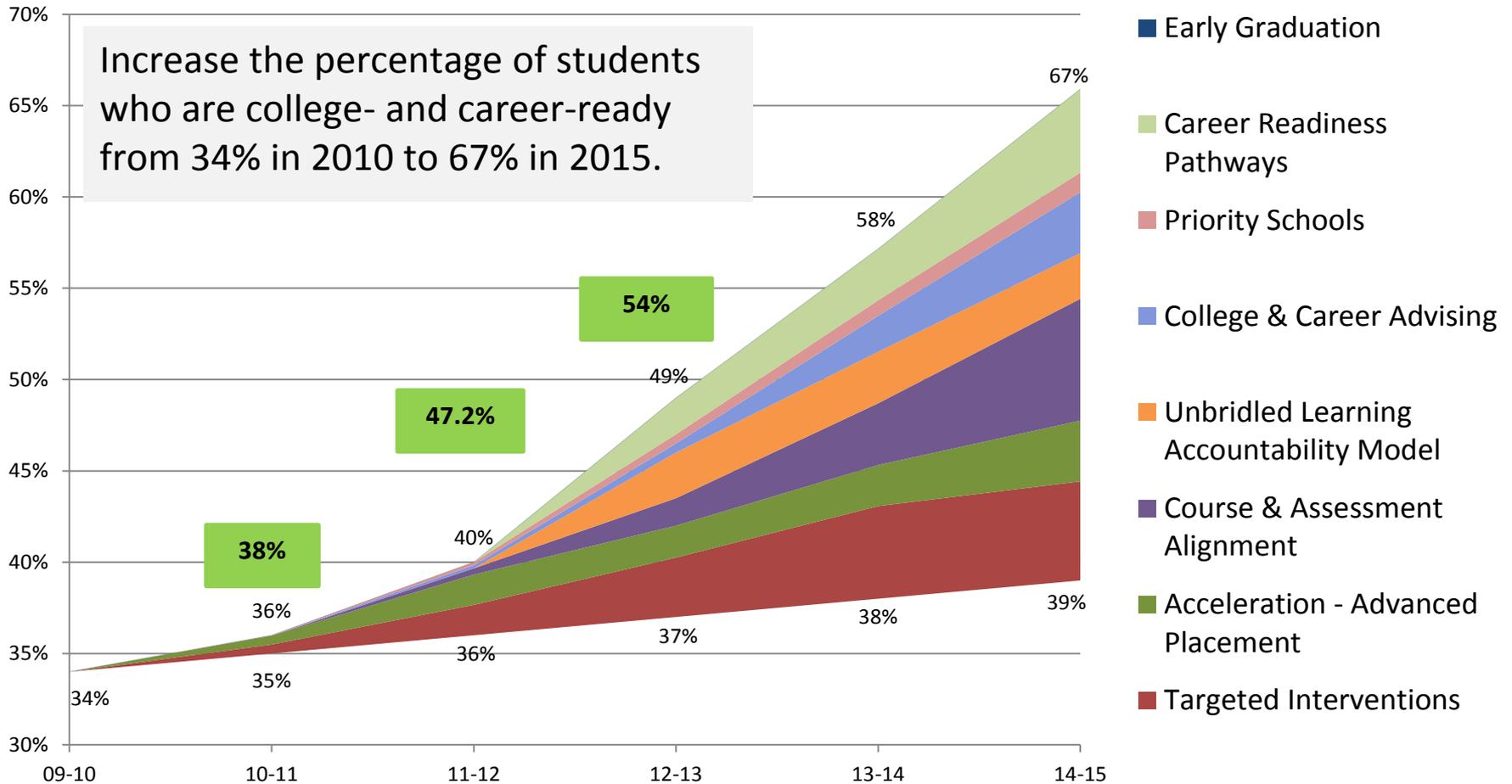




AGENDA

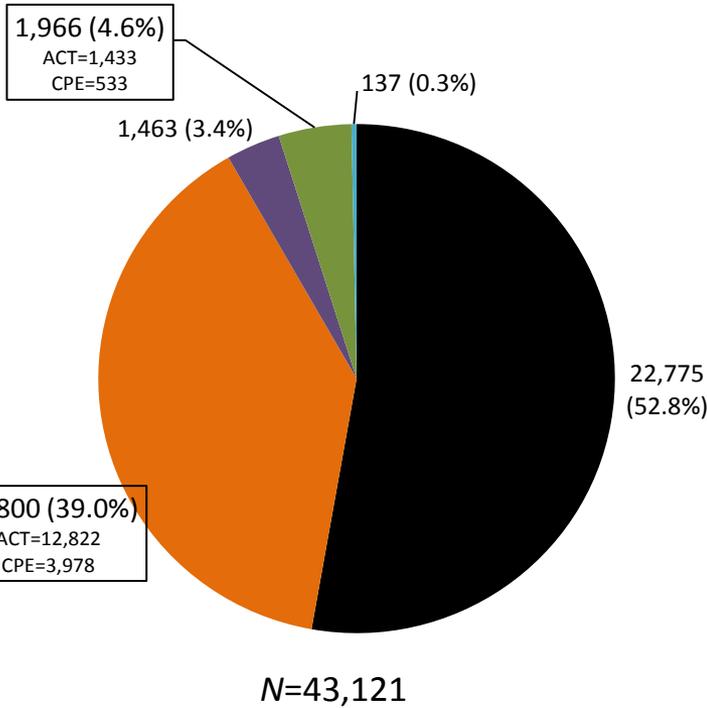
- Quick overview
 - 2012-2013 overall results for CCR, graduation, and proficiency
 - Delivery plan updates
- Focus: Gap group results
- Next steps

College & Career Readiness

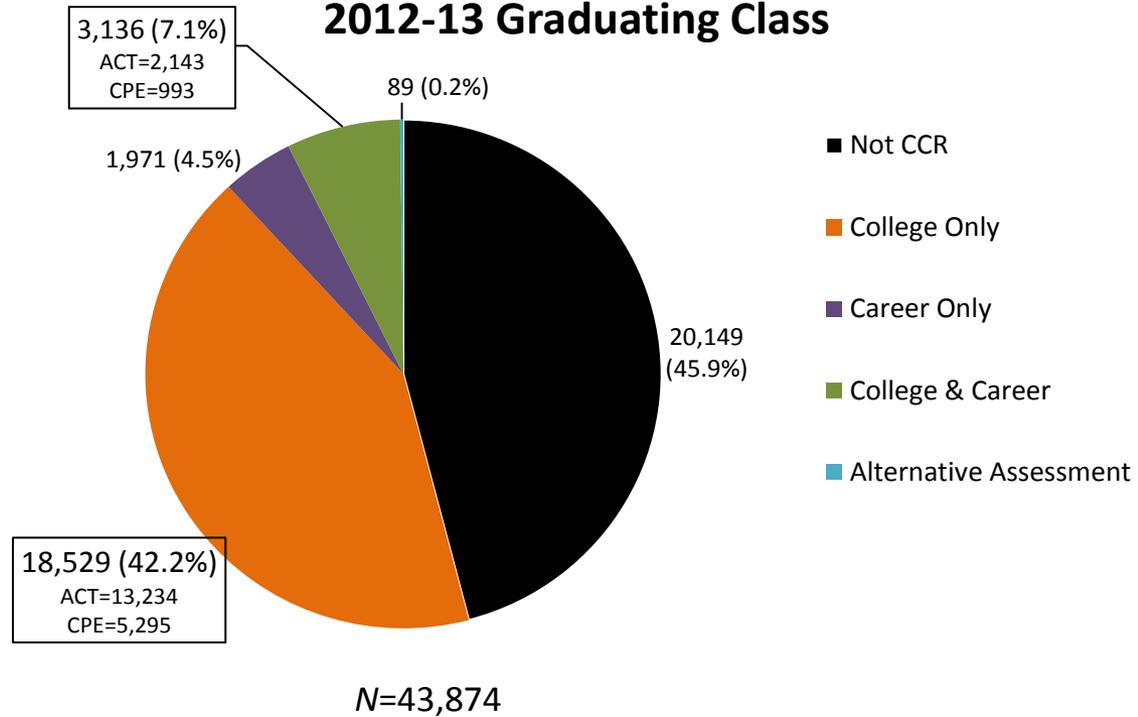


2011-12 & 2012-13 Graduates: CCR Outcomes

2011-12 Graduating Class

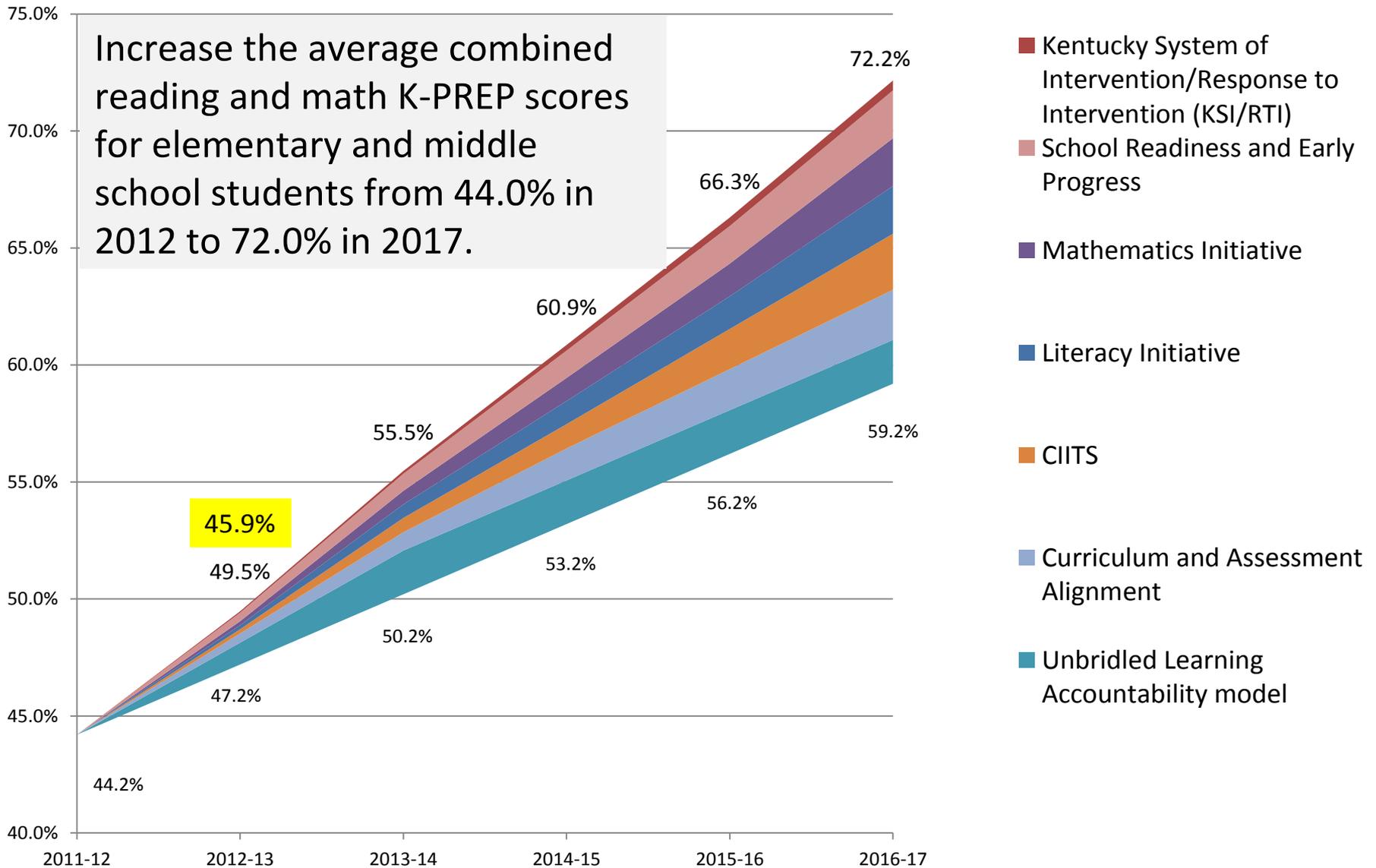


2012-13 Graduating Class



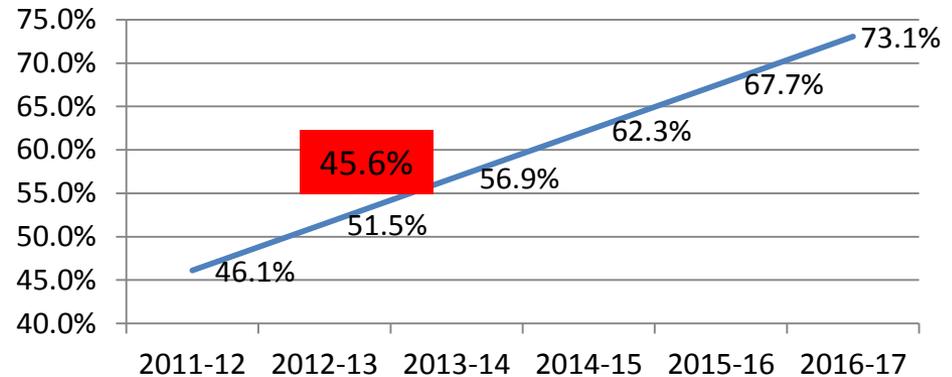
- Not CCR
- College Only
- Career Only
- College & Career
- Alternative Assessment

Proficiency (Grades 3-8 Combined)

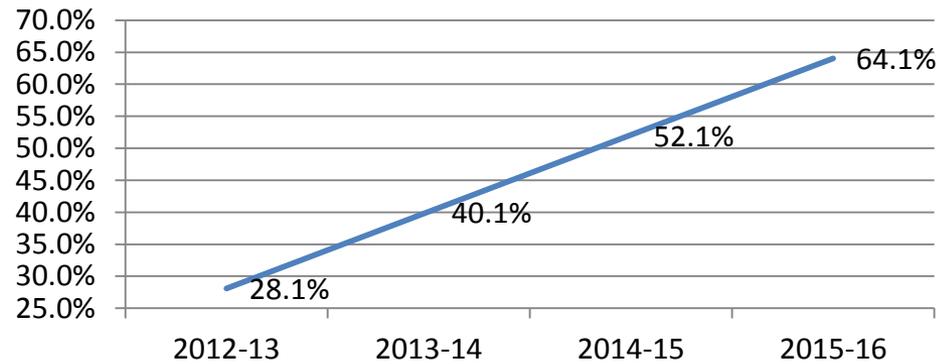


Proficiency Indicators

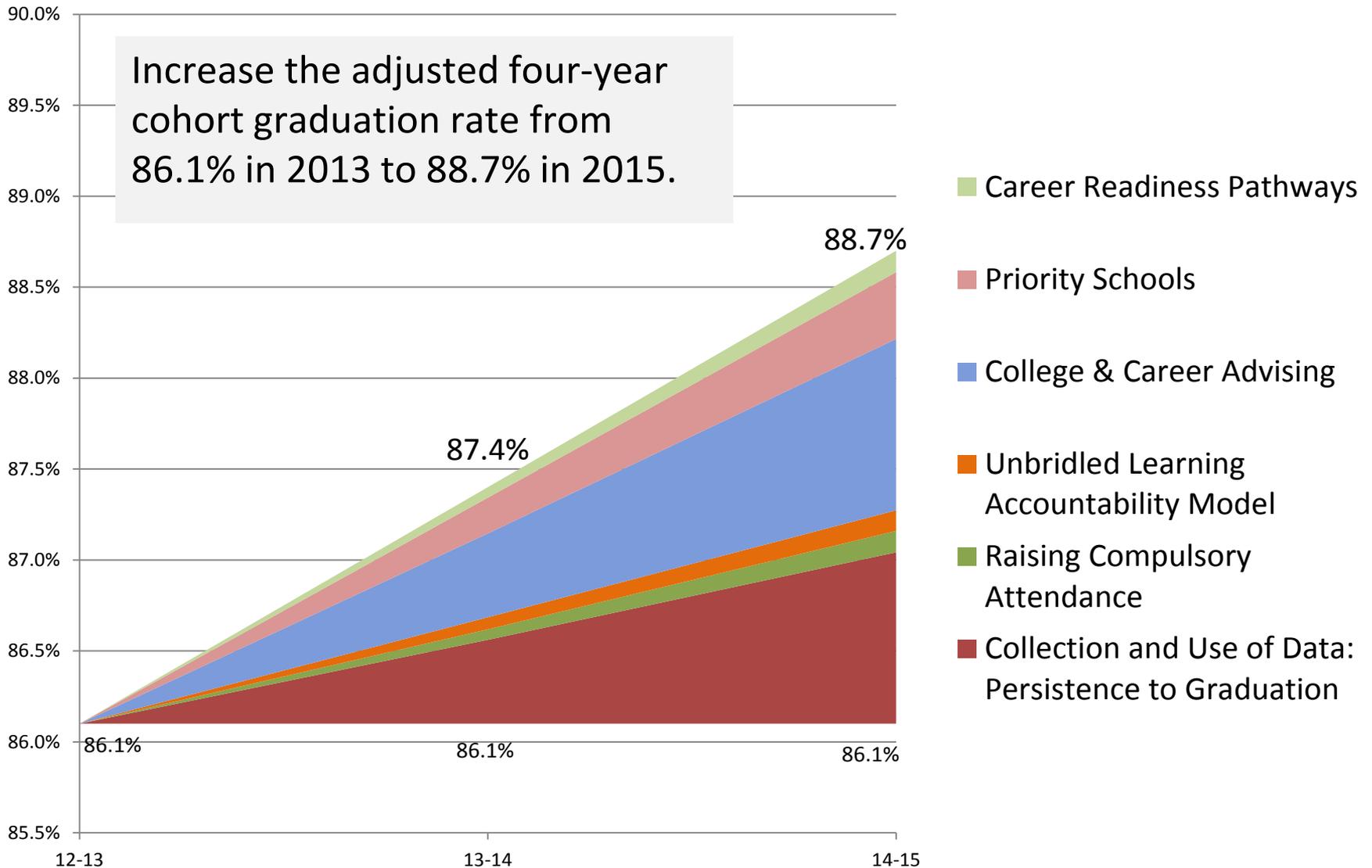
- Increase the average combined reading and math K-PREP scores for 3rd grade students from 46.1% in 2012 to 73.1% in 2016



- Increase the percentage of children ready for kindergarten from 28.1% in 2012-13 to 64.1% in 2015-16.



(Adjusted Four-Year Cohort) Graduation Rate



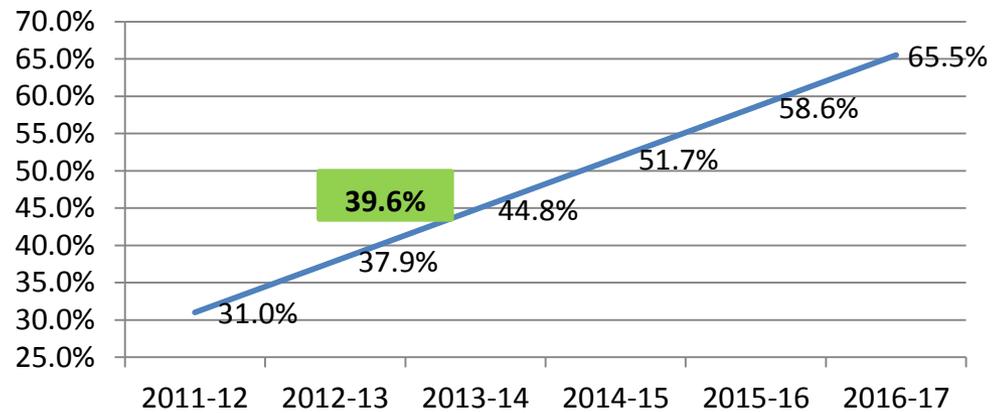
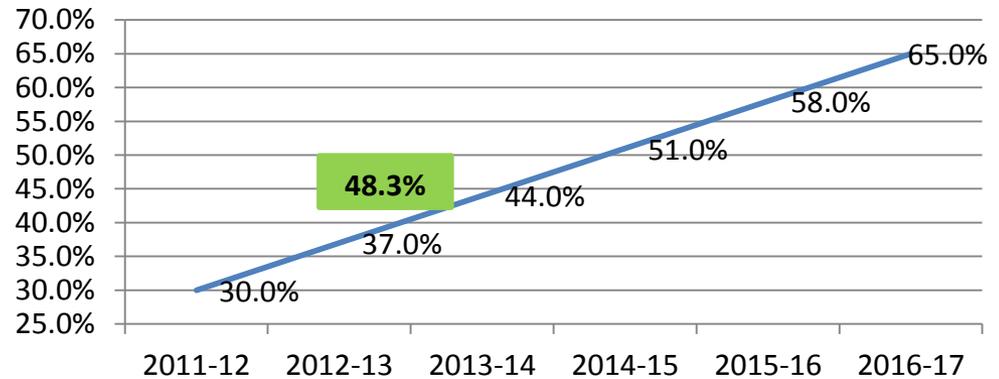
Next Generation Professionals

Increase the percentage of effective teachers from ___% in 2014-15 to ___% in 2019-20.

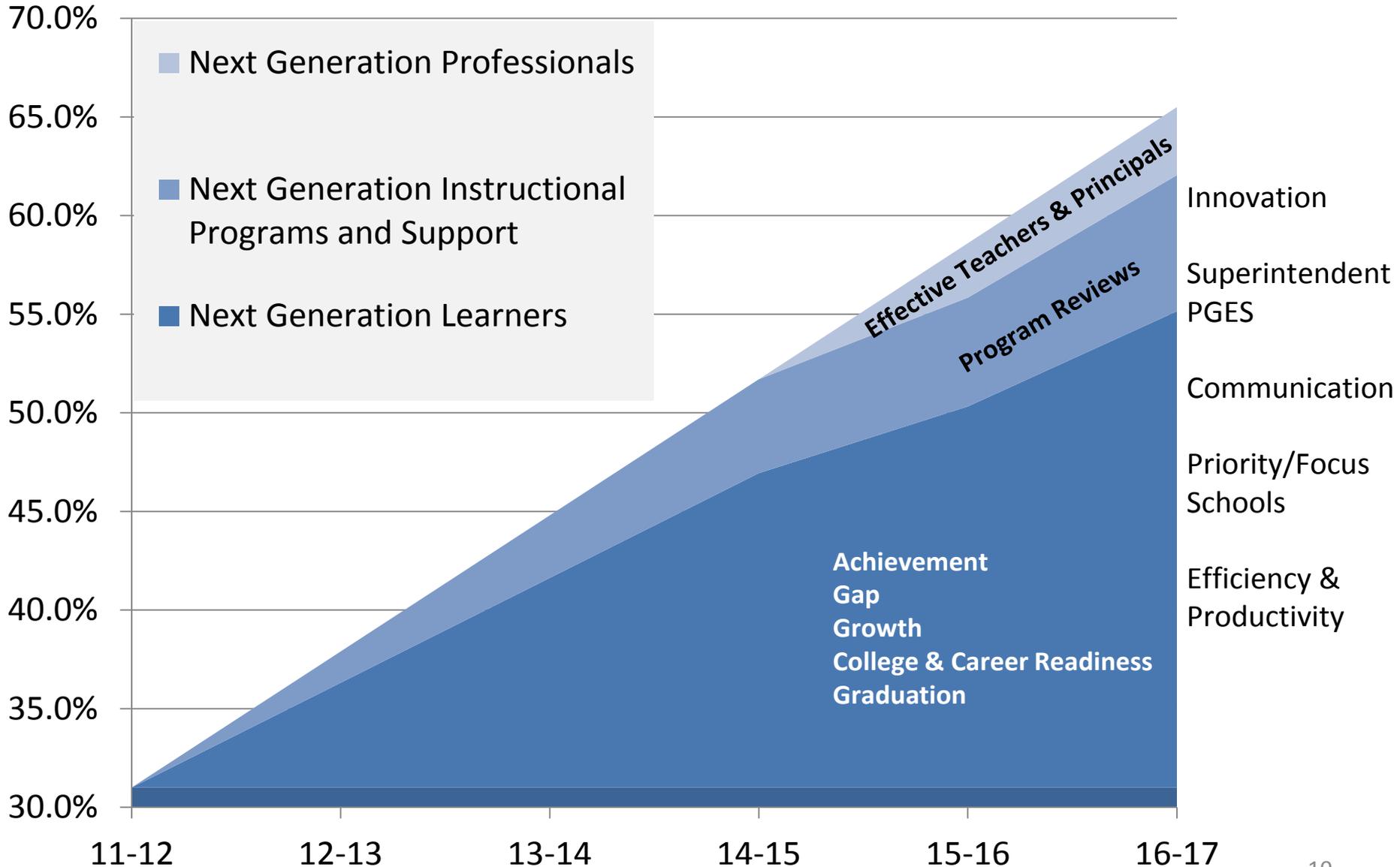
Increase the percentage of effective principals from ___% in 2014-15 to ___% in 2019-20.

Next Generation Schools & Districts

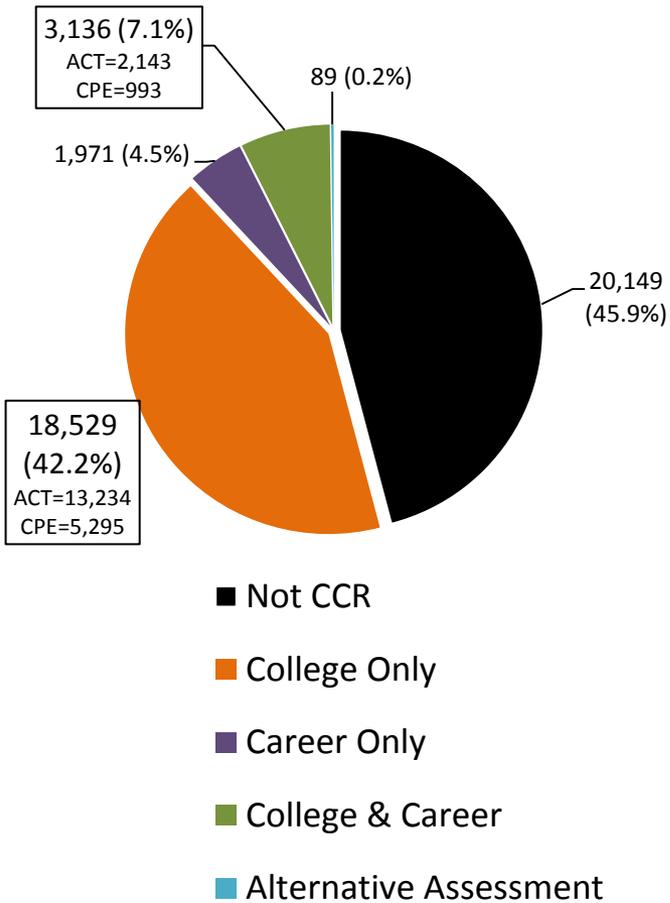
- Increase the percentage of districts at or above proficient from 30% in 2012 to 65% in 2017 as measured by the Unbridled Learning Accountability Model.
- Increase the percentage of schools at or above proficient from 31% in 2012 to 65.5% in 2017 as measured by the Unbridled Learning Accountability Model.



Next Generation Schools and Districts

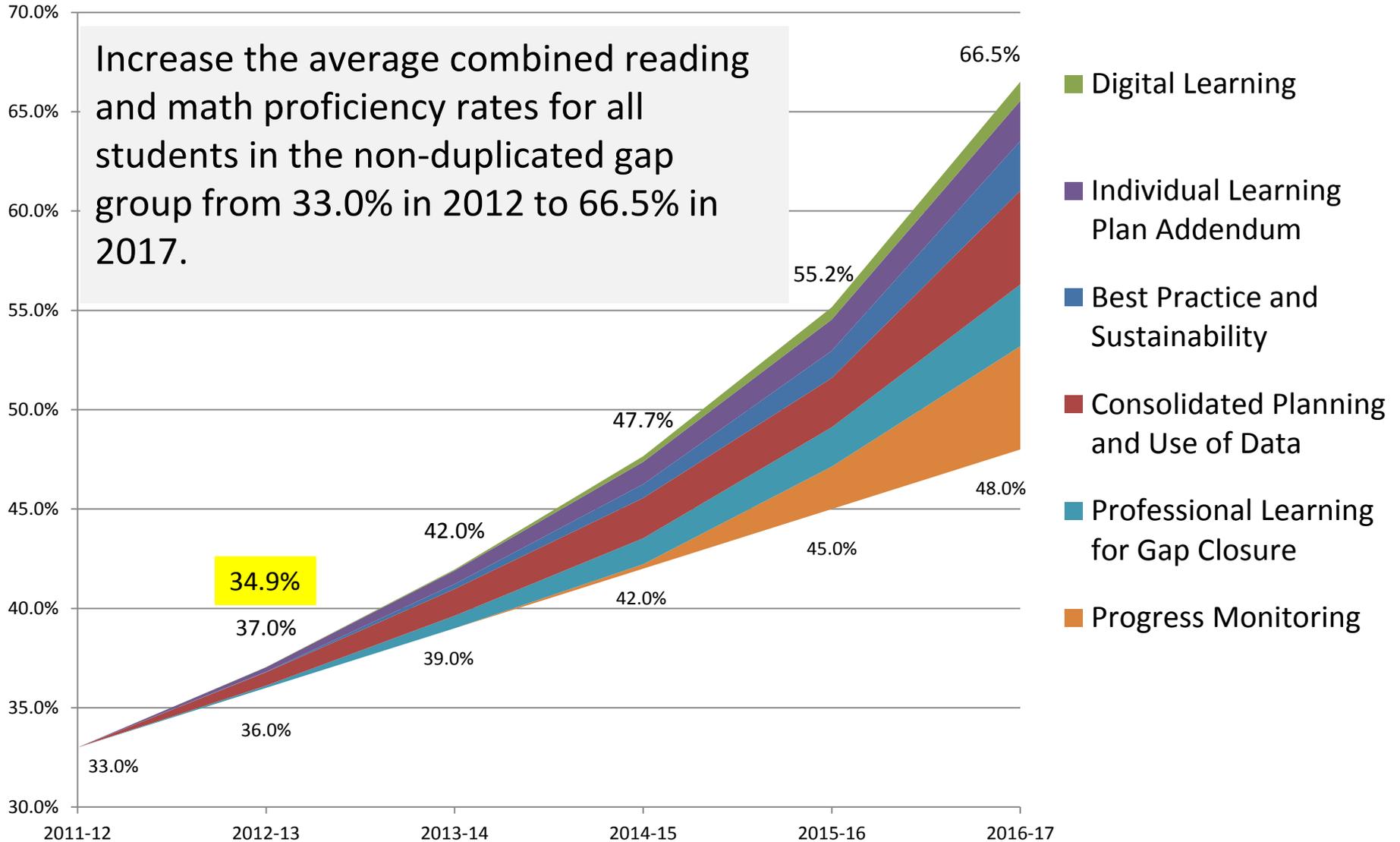


2012-13 Graduates: Demographics by CCR Outcome

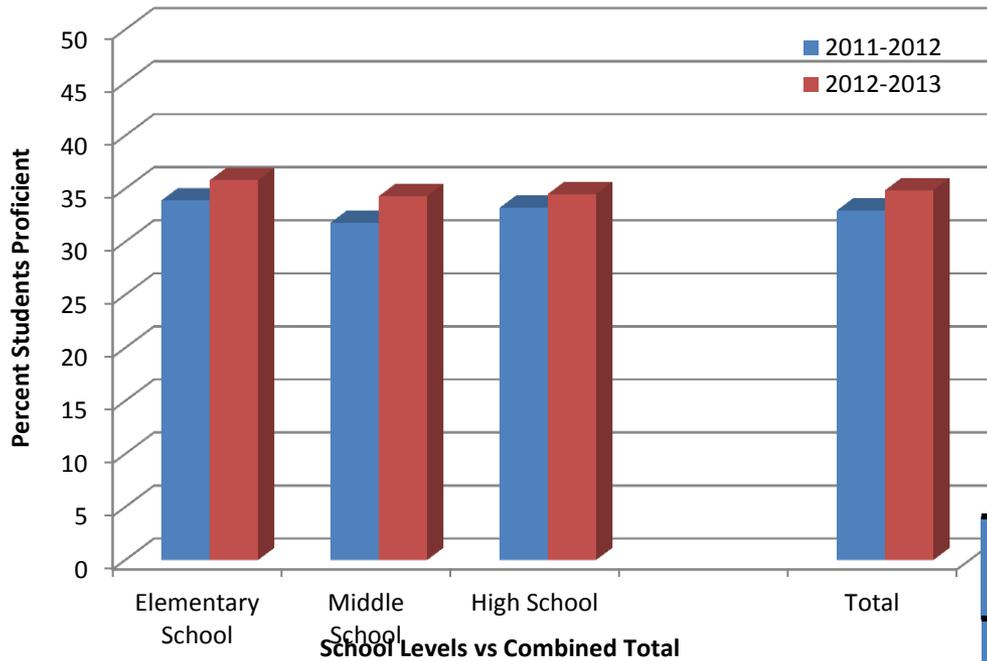


| Demographic | Not CCR | CCR |
|--|-------------|------|
| Caucasian | 42.4 | 57.6 |
| African American | 67.8 | 32.2 |
| Hispanic | 58.3 | 41.8 |
| Asian | 36.1 | 63.9 |
| American Indian/Alaska Native | 62.0 | 38.0 |
| Native Hawaiian/Other Pacific Islander | 66.7 | 33.3 |
| Two or more races | 53.0 | 47.0 |
| Free/Reduced-Price Meals | 59.8 | 40.2 |
| Limited English Proficiency | 95.7 | 4.3 |
| Students with Disability | 84.1 | 15.9 |

Closing the Achievement Gap

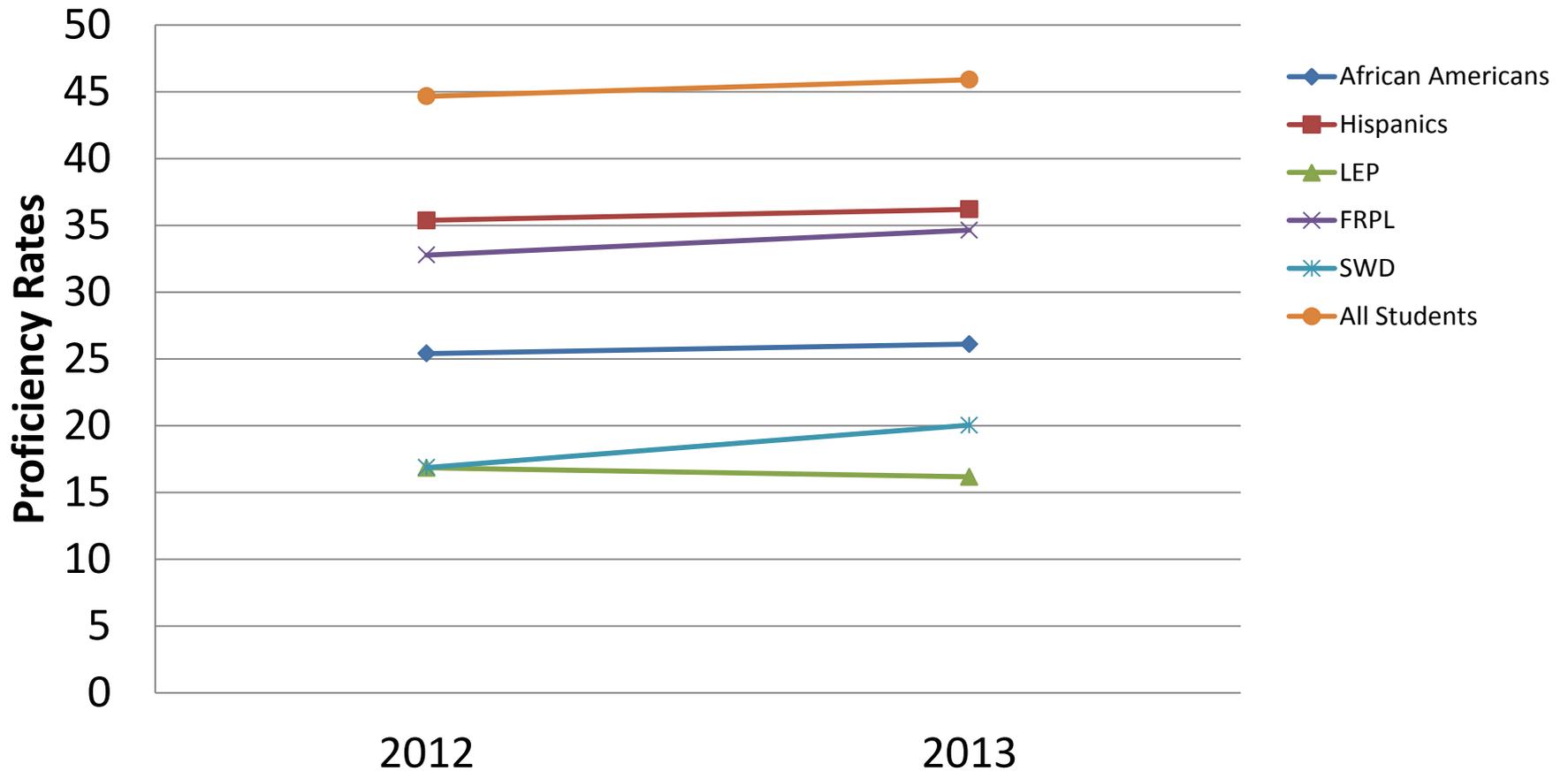


Combined Reading/Math: Difference in Proficiency Rates for Non-duplicated Gap Group

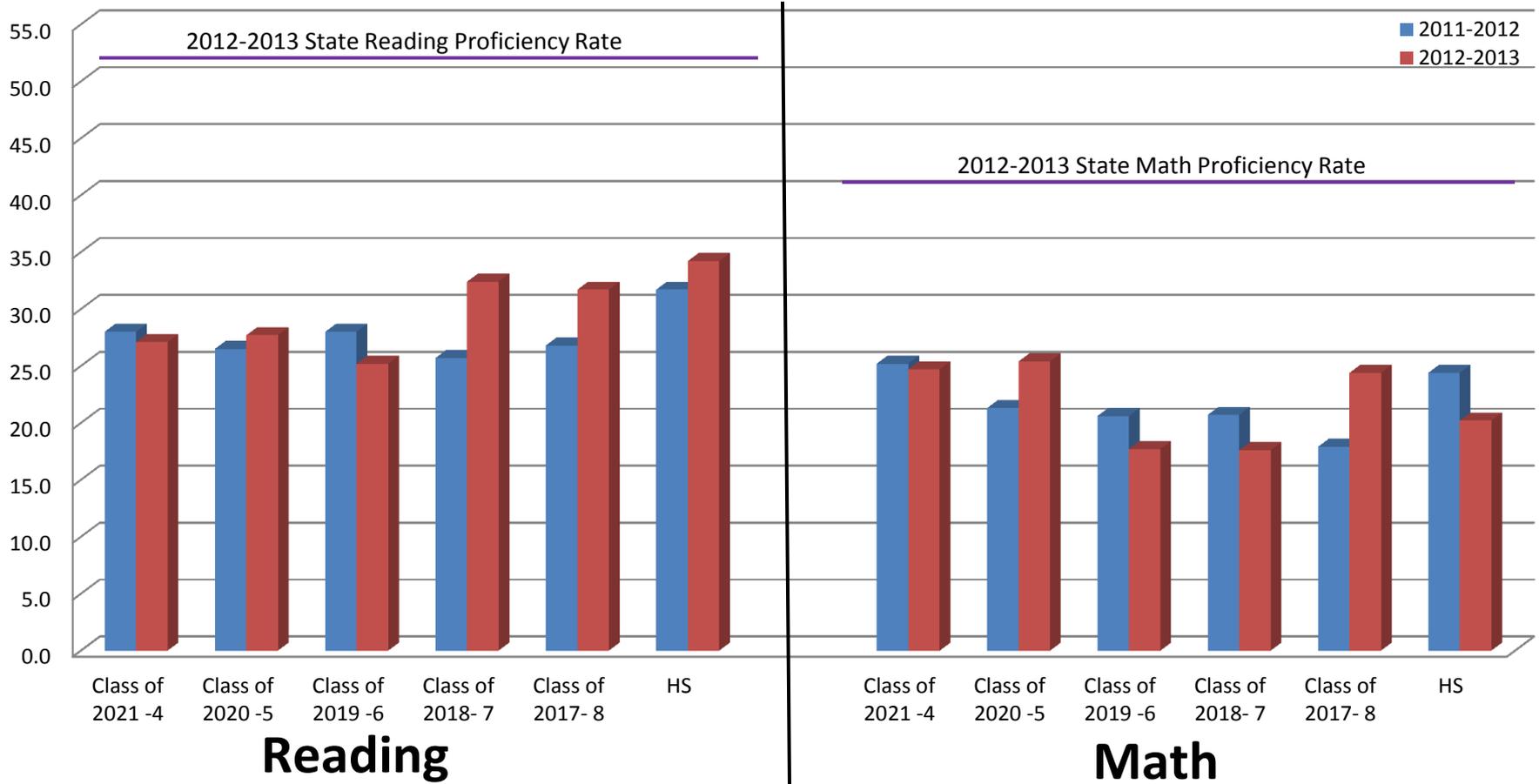


| Difference in Proficiency Rates for Non-Duplicated Gap Students 2012-2013 | | | |
|---|-----------|-----------|------------|
| Level | 2011-2012 | 2012-2013 | Difference |
| Elementary | 33.9 | 35.8 | 1.9 |
| Middle | 31.8 | 34.3 | 2.5 |
| High | 33.2 | 34.5 | 1.3 |
| Total | 33.0 | 34.9 | 1.9 |

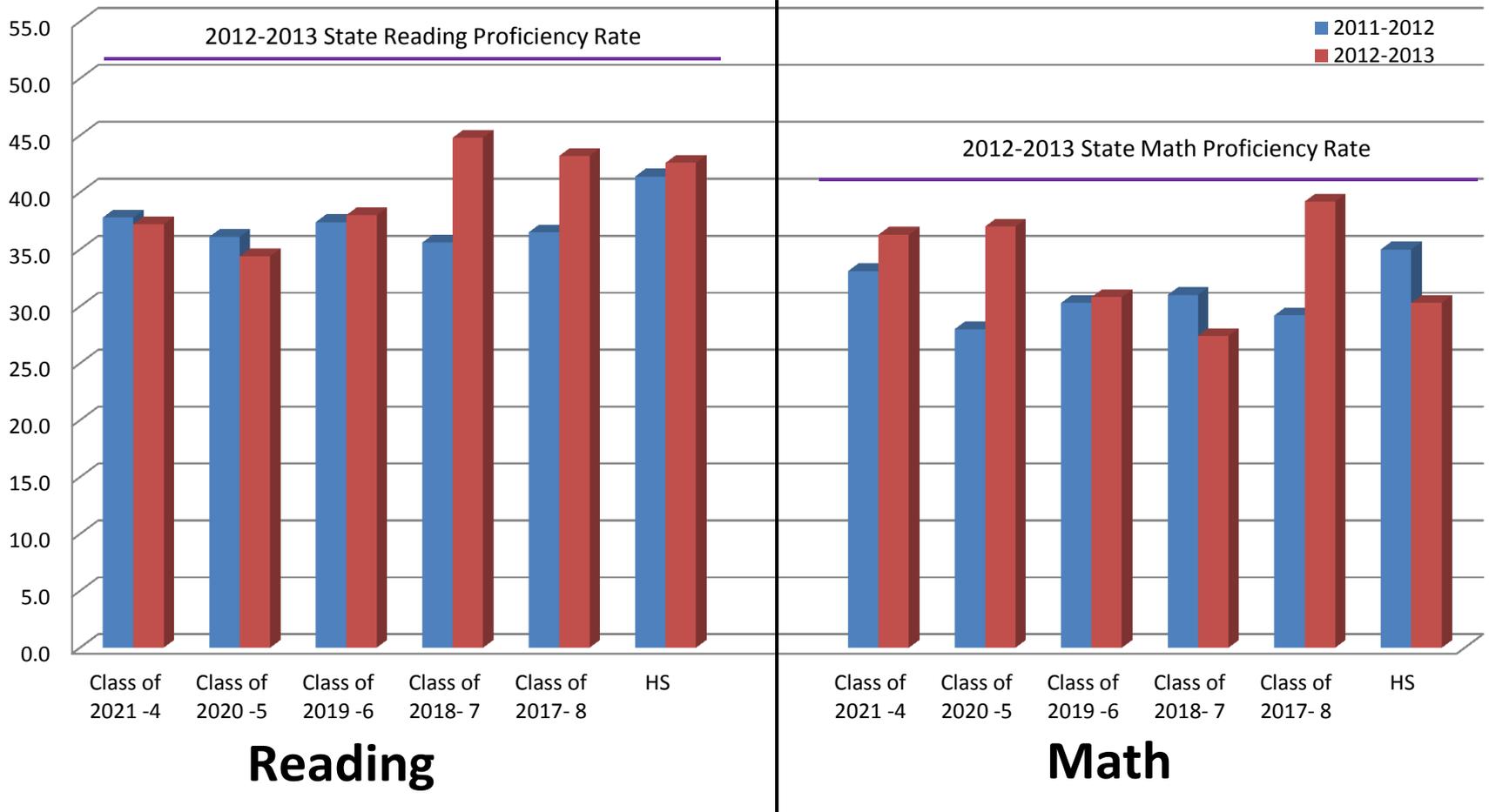
Proficiency Rates of Duplicated Gap Groups (Grades 3-12)



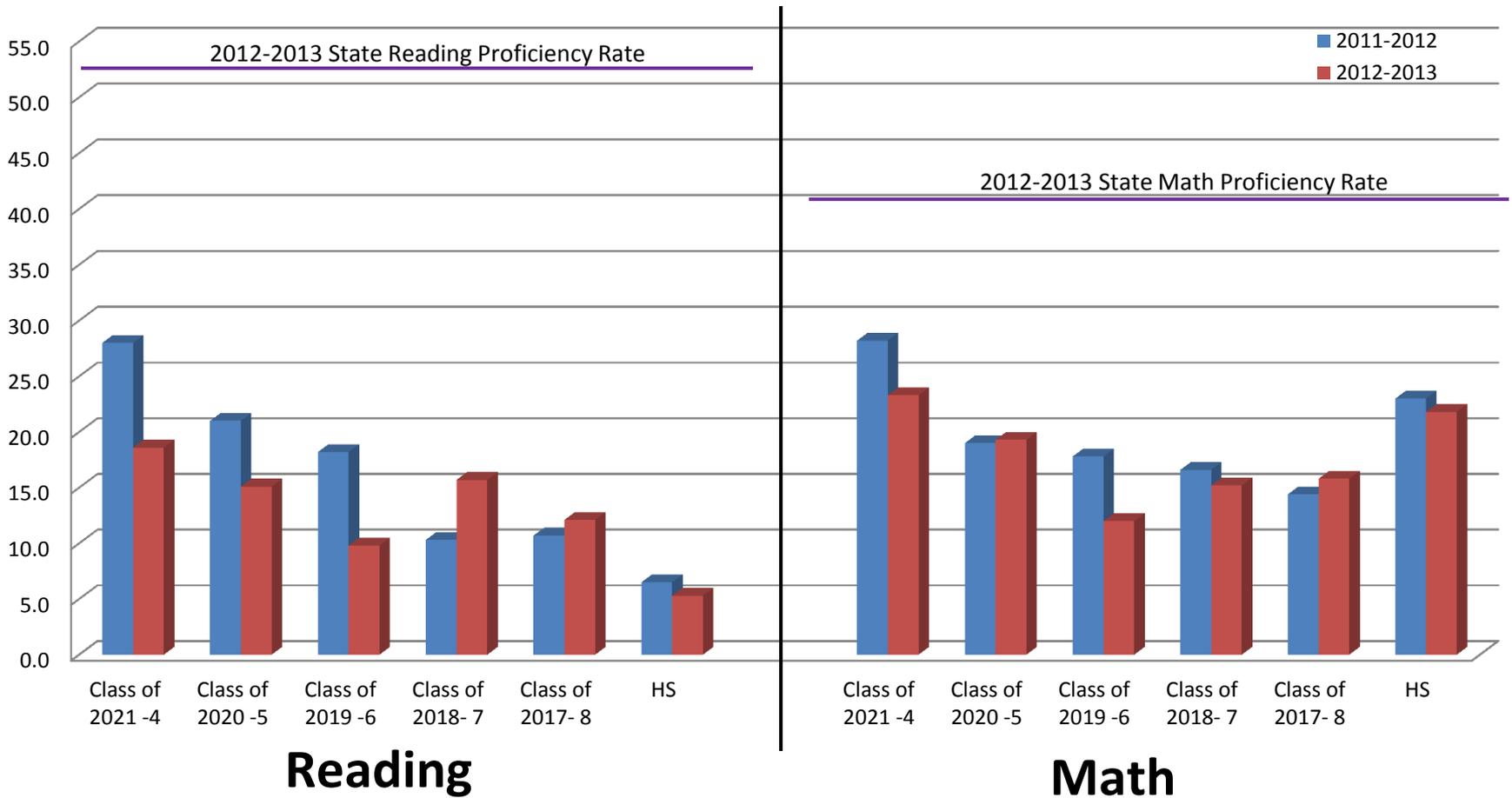
African American Proficiency Rates by Cohort



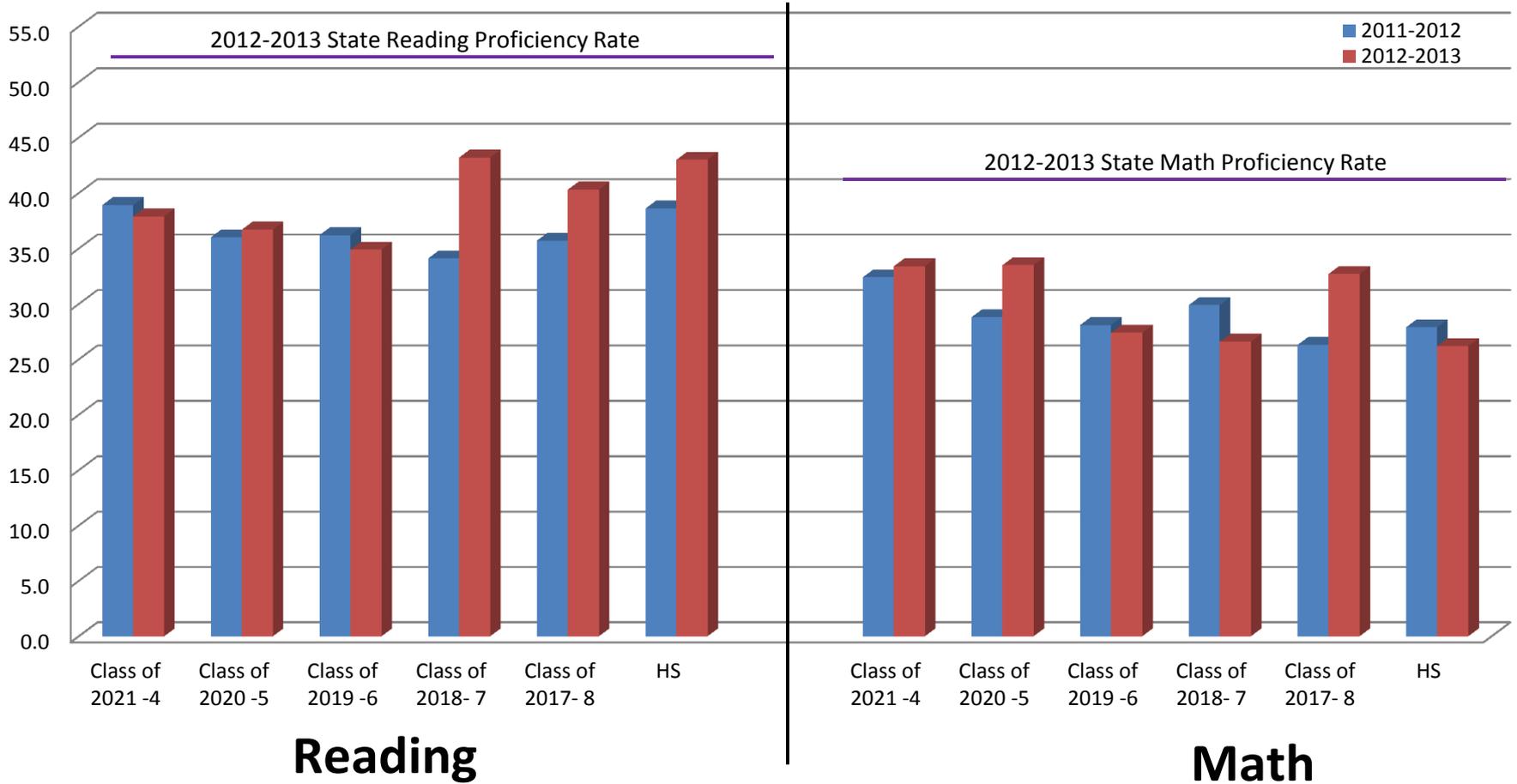
Hispanic Proficiency Rates By Cohort



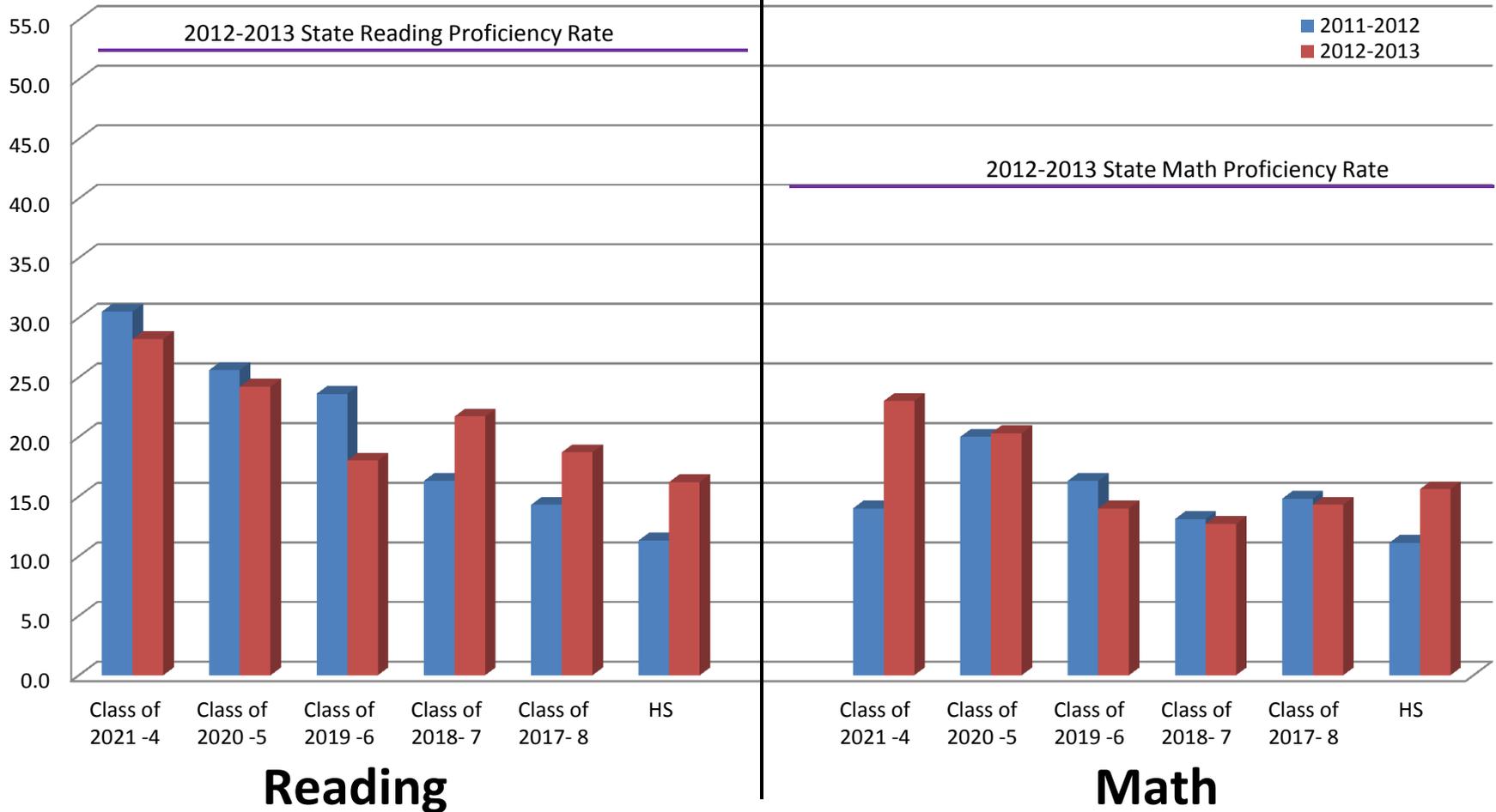
Proficiency Rates of LEP Students by Cohort



Proficiency Rates of Students Receiving Free/Reduced Priced Lunch



Proficiency Rates of Students With Disabilities





Closing Achievement Gap Stocktake Summary

- Annual target shortfall = 2% (Target 37% - Actual 34.9%)
- Possible causes???
 - One year into Common Core (KCAS)?
 - 3 of 5 delivery strategies still developing or in early implementation, so less impact during first 1-3 years?
 - Some strategies do not make enough impact?
- Achievement trajectory impact:
 - Recalculation required to account for greater impact needed (steeper curve) in future years.
- Directive from the Commissioner - Increase focus on professional learning opportunities and best practices specific to gap groups and RTI.



Closing Achievement Gap Next Steps

- Additional analyses to zero in on gaps:
 - State proficiency vs. gap group proficiency rates
 - Disaggregate results by priority and focus schools
- Investigate what is working and what is not?
 - Of schools who received Professional Learning for Gap Closure training, what was the proficiency increase? How do they compare?
 - Look at TELL KY results to gain an understanding of what worked around professional development
 - Research... what is happening in other states, such as New York, Tennessee, and Virginia (e.g., elementary-to-middle, middle-to-high transitions)
- Implement Commissioner's directive
- Your thoughts and suggestions??



KENTUCKY DEPARTMENT OF
EDUCATION



Updated Delivery Plans

- Plans updated and posted to the KDE Delivery website

http://education.ky.gov/CommOfEd/CDU/Pages/Delivery_Reports.aspx



KENTUCKY DEPARTMENT OF
EDUCATION



Questions?

