



2017-2018 State Accountability and Assessment Results Pre-Release Briefing

Rhonda Sims, Associate Commissioner
Office of Assessment and Accountability

Rebecca Blessing
Director of Communications

Nancy Rodriguez
Media Liaison

Agenda

- ▶ **2017-2018 Accountability Overview**
- ▶ **2017-2018 Changes**
- ▶ **Accountability Procedures**
- ▶ **Release documents, timeline and embargo**
- ▶ **Contact information**
- ▶ **Questions and answers**



2017-2018 Accountability Overview



Accountability Overview

- ▶ Based on assessments in 2017-2018 school year.
 - 3-8 grade K-PREP: (reading, mathematics, science, social studies, writing)
 - High School: ACT (reading, mathematics); State tests: (science, writing)
No social studies at high school – pending approval of new standards
 - Elementary through High School: ACCESS 2.0 for English learners
- ▶ First year of transition to a new accountability model.
Not all indicators or measures are being used.
- ▶ For 2017-2018, schools will be identified as **Comprehensive Support and Improvement (CSI)**, **Targeted Support and Improvement (TSI)** or **Other** (not CSI or TSI)
- ▶ There will NOT be:
 - An overall school score
 - 5-star rating (New 5-star model is expected to be in effect for the 2018-2019 school year.)



Accountability Overview (continued)

Data will be reported for:

- ▶ State assessments (can compare with prior tests)
- ▶ 3 accountability indicators at each level (can compare individual indicators across schools at the same level only)

Elementary/Middle:

- Proficiency
- Separate Academic Indicator
- Growth (includes English proficiency for ELs)

High:

- Proficiency
- Graduation Rate
- Transition Readiness
 - ✓ Academic Readiness
 - ✓ Career Readiness
 - ✓ English Attainment (for ELs only)



Indicators – Elementary and Middle Schools

Indicator	Measures	Metric (Elementary and Middle Schools)
Proficiency	Reading and mathematics tests	<ul style="list-style-type: none">• Index Score (0-125)• N=0, A=.50, P=1.0, D=1.25• Each score from reading and mathematics weighted equally
Separate Academic Indicator	Science, social studies and writing tests	<ul style="list-style-type: none">• Index Score (0-125)• N=0, A=.50, P=1.0, D=1.25• Each score from science, social studies and writing weighted equally
Growth	Reading and mathematics tests, ELP (ACCESS)	<ul style="list-style-type: none">• Growth Score (-150 to + 150)• Value table that assigns points for (projected) individual student growth• Each score from reading (including ELP) and mathematics weighted equally

Indicators – High Schools

Indicator	Measures	Metric
Proficiency	Reading and mathematics sections from ACT	<ul style="list-style-type: none"> • Index Score (0-125) • N=0, A=.50, P=1.0, D=1.25 (ACT levels) • Each score from reading and mathematics weighted equally
Transition Readiness	Academic Readiness (ACT, AP, IB, CAI) Career Readiness (Ind. Cert.; CTE EOP exam-tied to articulated credit; Apprenticeship) ELP attainment (ACCESS)	<ul style="list-style-type: none"> • Transition Readiness Rate (0-125) • Percentage of graduates who have a high school diploma and also demonstrate Academic or Career Readiness • ELs anytime throughout high school • Bonus for students for students earning Ind. Cert. in high demand sectors
Graduation Rate	4- and 5-year Graduation Rates	<ul style="list-style-type: none"> • Percentage of grade 9 students (adjusted) who graduated in 4 or 5 years • Average of 4- and 5-year rates (0-100)

Comprehensive Support and Improvement (CSI) Entrance Criteria



- ▶ **CSI I:** Bottom 5% of Title I or non-Title I schools (by level – elementary, middle or high school; identified annually beginning in 2017-2018 for support in 2018-2019); **OR**

- ▶ **CSI II:** Less than 80% graduation rate for Title I or non-Title I high schools (identified annually beginning in 2017-2018 for support in 2018-2019); **OR**

- ▶ **CSI III:** Title I or non-Title I schools previously identified for Tier II Targeted Support for at least 3 years and have not exited (**identified annually beginning in 2020-2021 for support in 2021-2022**).

Determining CSI Schools

- ▶ “Profile method” used because SB1 does not allow an overall score that could be used to rank schools
- ▶ KBE set weight ranges for indicators and cutscores that would qualify a school for CSI
- ▶ An Accountability Standard Setting was held August 22
- ▶ KBE approved commissioner’s recommendation on Sept. 5
- ▶ School must perform below the cutscore on each available indicator; if below cut on one or two indicators, it is NOT identified as CSI



CSI Cutscores

School Level	Indicators	Threshold Cutscores*
Elem.	Proficiency	60.5
	Separate Academic	52.6
	Growth	15.8
Middle	Proficiency	62
	Separate Academic	55
	Growth	9.5
High	Proficiency	40
	Transition Readiness	41
	Graduation Rate	85

*Cutscores based on metric of each Indicator; Indicator scales vary

CSI Schools

► Identified as CSI I – Bottom 5%:

School Level	Number of CSI Schools	Percent of Title I Schools
Elem.	33	5.1
Middle	12	5
High	5	5.1

► Identified as CSI II – Graduation Rate:

- One additional high school was identified

► Total of 6 CSI high schools



Targeted Support and Improvement (TSI) Entrance Criteria

- ▶ **Tier II: Low-performing Student Group(s)**

One or more student groups performing as poorly as all students in any lowest performing 5% of Title I schools or non-Title I schools (by level – elementary, middle or high school) based on school performance (identified annually beginning in 2017-2018 for support in 2018-2019).

- ▶ **Tier I: Consistently Underperforming Student Group(s):**

One or more student groups performing as poorly as all students in any of the lowest performing 10% of Title I schools or non-Title I schools (by level – elementary, middle or high school) based on school performance for two consecutive years (**identified annually beginning in 2019-2020 for support in 2020-2021**).



Targeted Support and Improvement (TSI)

- ▶ No set number of schools required for TSI.
- ▶ TSI identification is any school with at least one student group performing below the CSI cut scores (determining CSI therefore automatically determines TSI).
- ▶ Student groups: (a student group must contain 10/grade & content)
 - White
 - African American
 - Hispanic
 - Asian
 - American Indian or Alaska Native
 - Native Hawaiian or Other Pacific Islander
 - Two or more races
 - English Learners plus monitored
 - Free/Reduced-Price Meals
 - Disability – with Individual Education Plan (IEP) Total



Student Demographic Groups Included in TSI

Example: Special Education at an Elementary School (3 through 5) with three grades

Student Group	Proficiency (Reading/Math)	Separate Academic (Science/SS/ODW)	Growth (Reading/Math)
Grade 3	6	NA	NA
Grade 4	12	12	12
Grade 5	15	15	15
Minimum N	NO	YES	YES

Note: Student group must contain 10 per grade per content.



2017-2018 Changes

2017-2018 Changes

- ▶ Elementary and middle school science results based on scores on a new science assessment aligned with the *Kentucky Academic Standards in Science*, thus science scores cannot be compared to prior years with the exception of Alternate Assessment students who took the new science test for the first time in 2016-2017.
- ▶ High school results in reading, mathematics and science are based on student scores on the junior year administration of the ACT.
 - New End-of-Course exams in Algebra II, English II and Biology were field tested so scores are not valid for accountability.
 - New social studies standards are under development, so there was no social studies testing at the high school level.



2017-2018 Changes (continued)

- ▶ High school Transition Readiness includes expanded measures and replaces college and career-readiness. Neither dual credit nor exceptional work experience will count toward high school readiness until 2018-2019.
- ▶ Progress toward English proficiency for English learners (ELs) is used for determining school classifications for the first time. At elementary/middle it is part of Growth indicator. At high, part of transition readiness.
- ▶ Accountability comparisons with previous years are not valid. Accountability comparisons can be made at the indicator level for 2017-2018.
- ▶ KDE is developing a new online School Report Card that will go online with accountability, assessment and other data later this year. The 2017-2018 data will not be uploaded to the current SRC, but after public release will be available through Open House on the KDE website.





Accountability Procedures

Accountability Procedures

▶ Assessed Students

- All Students must be assessed who were enrolled at time of testing – not included in accountability.

▶ Accountable Students

- Students tested who have been in the school for at least 100 days – are included in accountability.
- Early graduates are exempt from the 100-day rule.

Participation Rate

- Students with approved non-participations are exempt from accountability
- Students who did not test and are not exempt are given the lowest scale score and performance level and are included in accountability.
- Participation Rate does not affect accountability. It's only required for federal reporting.



Accountability Procedures (continued)

Alternative Program/School Track Back

- ▶ All accountability rules remain in place except for students who are directly placed in an alternative program without any A1 enrollment in the same year.
- ▶ Direct placements in alternative programs code to the district rather than school unless court ordered or state agency placed, which code to the state.
- ▶ Students attending an alternative school for the entire school year will track back to the district the student would have attended (excludes Gatton Academy, iLEAD, Craft Academy, KSB and KSD, which track to the A1 home school).
- ▶ KDE will monitor placement practices.



Accountability Procedures (continued)

- ▶ To protect student privacy, some data may be suppressed. This is indicated in the data sets.
- ▶ A school with multiple grade levels will have an accountability determination for every level (elementary, middle, high).

Feeder Schools

- ▶ ESSA requires an accountability system of annual meaningful differentiation for ALL public schools, even those without tested grades
- ▶ Schools that send the majority of their students to a higher level school will receive the classification of the school that it feeds – 19 feeder schools
 - For example, K through 1, K through 2 and Grade 9 will receive school determination. K-only schools not included.





Release documents, timeline and embargo

Timeline for 2018 Reporting

NOTE EMBARGO STATUS

Sept. 24 Embargo

- 9 a.m. ET – All data released to districts under embargo
- 2 p.m. ET – List of CSI/TSI and all data released to working media under embargo

Sept. 25 Embargo

- Districts may discuss data under embargo privately with media
- No data may be discussed in open meetings or distributed by any means by the media

Sept. 26

- **12:01 a.m. ET – Embargo Lifted**
- Public release of school accountability and test results



**If you break the embargo,
you will NOT receive the data in advance next year.**

Documents for Public Release

- ▶ **Media Briefing Packet**
 - What's New
 - Select charts on
 - ✓ State and Federal accountability
 - ✓ Testing results
 - List of CSI and TSI schools
- ▶ **State News Release**
- ▶ **Data Files**
 - Accountability Summary
 - Accountable NAPD
 - Assessed NAPD
 - ACT average scores
 - ACT CPE benchmark
- ▶ **Accountability Data Points**



Assessment Data

- ▶ **K-PREP (Kentucky Performance Rating for Educational Progress)**
 - **Scores and performance levels (NAPD)**
 - ✓ Reading (3 through 8)
 - ✓ Mathematics (3 through 8)
 - ✓ Science (4,7)
 - ✓ Social Studies (5, 8)
 - ✓ Writing (5, 8, 11)

- ▶ **The ACT (Grade 11)**
 - **Scores and performance levels (NAPD)**





Summary

This spreadsheet includes aggregate data in seven worksheets: Profile, TSI Groups, Proficiency, Separate Academic Indicator, Growth, Transition Readiness, and Graduation Rate.

Profile

A	B	C	D	E	F	G	H	I	J	K	L	M	N
Code	District Name	School Name	Title I	Level	Feeder	CSI or TSI	CSI/TSI Reason	Proficiency Indicator	Separate Academic Indicator	Growth Indicator	Transition Readiness Indicator	Graduation Indicator	4 Yr Cohort Graduation Rate

TSI Groups

A	B	C	D	E	F	G	H	I	J	K
Code	District Name	School Name	Level	Demographic Group	Identified TSI	Proficiency Indicator	Separate Academic Indicator	Growth Indicator	Transition Readiness Indicator	Graduation Indicator



Summary (cont.)

This spreadsheet includes aggregate data in seven worksheets: Profile, TSI Groups, Proficiency, Separate Academic Indicator, Growth, Transition Readiness, and Graduation Rate.

Proficiency

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
					Identified TSI	Minimum N for TSI	Proficiency Indicator	Reading				Mathematics					
Code	District Name	School Name	Level	Demographic Group				Novice	Apprentice	Proficient	Distinguished	Index	Novice	Apprentice	Proficient	Distinguished	Index

Separate Academic Indicator

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V
					Minimum N for TSI	Separate Indicator	Science				Social Studies				Writing On Demand						
Code	District Name	School Name	Level	Demographic Group			Novice	Apprentice	Proficient	Distinguished	Index	Novice	Apprentice	Proficient	Distinguished	Index	Novice	Apprentice	Proficient	Distinguished	Index

Growth

A	B	C	D	E	F	G	H	I	J	K	L	M	N
					Identified TSI	Minimum N for TSI	Growth Indicator	Reading Count	Reading Index	Mathematics Count	Mathematics Index	English Learners Count	English Learners Index
Code	District Name	School Name	Level	Demographic Group									



Summary (cont.)

This spreadsheet includes aggregate data in seven worksheets: Profile, TSI Groups, Proficiency, Separate Academic Indicator, Growth, Transition Readiness, and Graduation Rate.

Transition Readiness

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q
Code	District Name	School Name	Demographic Group	Identified TSI	Minimum N for TSI	Transition Indicator	Graduates plus EL Count	English Learners (EL) Graduates	Academic Non-Alt	Academic Alt	Career Non-Alt	Career Alt	English Learners (EL) Attainment	Readiness Count	Transition Rate Without Bonus	Bonus Count

Graduation Rates

A	B	C	D	E	F	G	H	I	J	K	L	M
							4yr Cohort Graduation			5yr Cohort Graduation		
Code	District Name	School Name	Demographic Group	Identified TSI	Minimum N for TSI	Graduation Indicator	Numerator	Denominator	Rate	Numerator	Denominator	Rate



Accountable Students (100-Day) NAPD

This spreadsheet includes aggregate data for NAPD performance percentages of 100 day students, reported by demographic groups for the district and all schools, all content areas, and all assessed grade levels.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
Accountable School Code	District Name	School Name	Type	Level	Subject	Demographic Group	Suppression	Enrollment	Tested	Participation Rate	Novice %	Apprentice %	Proficient %	Distinguished %	Proficient/Distinguished %



Assessed Students NAPD

This spreadsheet includes aggregate data for NAPD performance percentages of all tested students, reported by demographic groups for the district and all schools, all content areas, and all assessed grade levels.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
Tested School Code	District Name	School Name	Type	Level	Subject	Demographic Group	Suppression	Enrollment	Tested	Participation Rate	Novice %	Apprentice %	Proficient %	Distinguished %	Proficient/Distinguished %



ACT

These two files include the aggregate data for the junior administration of the ACT college entrance examination.

The first file includes averages scores in each content areas as well as the composite score.

Year	Code	District Name	School Name	ACT Code	Number of Students	English Average Score	Mathematics Average Score	Reading Average Score	Science Average Score	Composite Average Score
------	------	---------------	-------------	----------	--------------------	-----------------------	---------------------------	-----------------------	-----------------------	-------------------------

The second file includes the percent of students meeting Council on Postsecondary Education Benchmarks in English, Math and Reading. If a student meets these benchmarks they may take entry level college courses in these areas at state universities without remediation.

Year	Code	District Name	School Name	ACT Code	Number of Students	Percent Meeting CPE English Benchmark (18)	Percent Meeting CPE Mathematics Benchmark (19)	Percent Meeting CPE Reading Benchmark (20)
------	------	---------------	-------------	----------	--------------------	--	--	--

Receiving the Data

- ▶ Files are too large to send through email.
- ▶ Available for download from MOVEIt System.
- ▶ Will send an email with login URL and credentials.



i Welcome to the Commonwealth of Kentucky MOVEit System!

An account has been created for you with the username 'kde_rebecca.blessing'.
Your new credentials are:

Username: [REDACTED]
Password: [REDACTED]

You will be required to change your password the next time you sign on.

Please use the following URL to sign on to the system.

[https://ftp.ky.gov/human.aspx?InstID=8628&username=\[REDACTED\]](https://ftp.ky.gov/human.aspx?InstID=8628&username=[REDACTED])

If you need assistance, please contact Commonwealth Service Desk at 502-564-7576 / CommonwealthServiceDesk@ky.gov. Please reference MOVEit/FTP and the Commonwealth Server Team.

NOTE: Representatives From The Commonwealth of Kentucky Will NEVER Request Your Password!

REMINDER: You Should NEVER Divulge Your Password To Anyone For Any Reason!

Regards,
Commonwealth of Kentucky FTP Notification Service

- ▶ Files layouts and sample files sent today.
- ▶ Use same login information and password on Monday.

Contact Information

▶ Media

- Nancy Rodriguez
Nancy.Rodriguez@education.ky.gov
(502)564-2000, ext. 4610
- Rebecca Blessing
Rebecca.Blessing@education.kylgov
(502)564-2000, ext. 4604

▶ District-based personnel

- Communications officers use contacts above
- Others, reach out to District Assessment Coordinator or Office of Assessment and Accountability
dacinfo@education.ky.gov or (502)564-4394



QUESTIONS?



► Email: Nancy.Rodriguez@education.ky.gov

