

# Public Release Data 2015-16 / 2016-17 Comparison

Currently, Kentucky is in a transition period away from the Unbridled Learning Accountability Model to a new accountability model. The new model is expected to be in effect beginning with the 2018-19 school year. Until the new accountability system takes effect, our situation is changing. We are moving away from the old toward the new.

While schools and districts will learn more in the coming months about the new accountability system, for 2017, we are reporting assessment results for the students tested in each school and district. Additionally, the Unbridled Learning components of achievement, gap, growth, college and career readiness and graduation rate are included in the data sets within the School Report Card (SRC).

While the Kentucky Department of Education will still be offering assistance and support to the lowest-performing schools and districts, there will be no penalty for not meeting the Unbridled Learning accountability goals this year.

To assist districts with public reporting during this transition period, the Office of Assessment and Accountability (OAA) has created public release resources. This comparison chart is designed to help district and school staff familiarize themselves with the components of the assessment and accountability system and help them determine how the 2016-17 reported results are comparable to results reported for 2015-16.

## Reported Components

| Component   |  | 2015-16   | 2016-17   | Are the results comparable? |   |     |
|---|--|---|-----------|-----------------------------|---|-----|
| Achievement<br>(all grade level spans, all content areas) | <b>Achievement</b><br>Achievement points were based on students' performance levels of novice, apprentice, proficient and distinguished (NAPD) in all content areas. |   |           |                             |   |     |
|   | Reading  | Reading was included with K-PREP scores for grades 3-8.                       | No change | E/M                         | H | ALT |
|   |  | English II End-of-Course (EOC) scores were included at the high school level. |           | ✓                           | ✓ | ✓   |
|   | Mathematics  | Mathematics was included with K-PREP for grades 3-8.                          | No change | E/M                         | H | ALT |
|   |  | Algebra II EOC scores were included at the high school level.                 |           | ✓                           | ✓ | ✓   |

# Public Release Data 2015-16 / 2016-17 Comparison

| Component   |   | 2015-16   | 2016-17   | Are the results comparable?           |                            |   |
|---|---|---|---|---------------------------------------|----------------------------|---|
| Achievement<br>(all grade level spans, all content areas) | On-Demand Writing   | On-Demand Writing scores were included with K-PREP in grades 5, 6, 8, 10 and 11.  | Per Senate Bill 1, 2017, On-Demand Writing was removed from grades 6 and 10 (including Alternate Assessment).   | E/M<br>6 <sup>th</sup><br>X           | H<br>10 <sup>th</sup><br>X | ALT<br>6 <sup>th</sup> /10 <sup>th</sup><br>X |
|   |   |   |   | 5 <sup>th</sup> /8 <sup>th</sup><br>✓ | 11 <sup>th</sup><br>✓      | 5/8/11<br>✓                                   |
|   | Language Mechanics  | Language Mechanics was included with K-PREP at grades 4 and 6.<br><br>At the high school level, Language Mechanics scores from ACT Plan were replaced with the ACT Usage/Mechanics sub-score.   | Language Mechanics was removed at the high school level due to the elimination of reporting of English sub-scores by ACT.   | E/M<br>✓                              | H<br>X                     | ALT<br>✓                                      |
|   | Science   | Elementary and middle school students were tested using the Science Stanford 10 norm-referenced test only. A performance level was not assigned.<br><br>Biology EOC scores were included at the high school level.<br><br>Alternate Assessment Science scores were not included in Achievement. | Students in grades 4, 7 and 11 took Science field tests that did not generate student scores.<br><br>Biology EOC scores were included at the high school level.<br><br>The Alternate Assessment in Science was operational. Those scores are reported in the School Report Card and in the data sets. | E/M<br>n/a                            | H<br>✓                     | ALT<br>X                                      |
| Social Studies  | Social Studies scores were included with K-PREP at grades 5 and 8.<br><br>U.S. History EOC scores were included at the high school level. | No change   | E/M<br>✓  | H<br>✓                                | ALT<br>✓                   |   |

# Public Release Data 2015-16 / 2016-17 Comparison

| Component                      |   | 2015-16  | 2016-17   | Are the results comparable? |   |     |
|--------------------------------|---|--|---|-----------------------------|---|-----|
| Gap<br>(all grade level spans) | <b>Non-Duplicated Gap</b><br>The non-duplicated gap points were based on the percentage of student demographic groups reaching proficient/distinguished in all content areas. |  |   |                             |   |     |
|                                | Reading   | Reading was included with K-PREP in grades 3-8.  | No change   | E/M                         | H | ALT |
|                                |   | English II End-of-Course (EOC) scores were included at the high school level.  |   | ✓                           | ✓ | ✓   |
|                                | Mathematics   | Mathematics was included with K-PREP in grades 3-8.  | No change   | E/M                         | H | ALT |
|                                |   | Algebra II EOC scores were included at the high school level.  |   | ✓                           | ✓ | ✓   |
|                                | Science   | Elementary and middle school students were tested using the Science Stanford 10 norm-referenced test only. A performance level was not assigned. | Students in grades 4, 7 and 11 took Science field tests that did not generate student scores.<br><br>Biology EOC scores were included at the high school level.<br><br>The Alternate Assessment in Science was operational. Those scores are reported in the School Report Card and in the data sets. | E/M                         | H | ALT |
|                                |   | Biology EOC scores were included at the high school level.   |   | n/a                         | ✓ | X   |
|                                |   | Alternate Assessment Science scores were not included in Non-duplicated-Gap.   |   |                             |   |     |
|                                | Social Studies  | Social Studies scores were included with K-PREP at grades 5 and 8.   | No change   | E/M                         | H | ALT |
|                                |   | U.S. History EOC scores were included at the high school level.  |   | ✓                           | ✓ | ✓   |

# Public Release Data 2015-16 / 2016-17 Comparison

| Component                                  |  | 2015-16   | 2016-17   | Are the results comparable?           |                                       |                              |
|--|--|---|---|---------------------------------------|---------------------------------------|------------------------------|
| <b>Gap</b><br>(all grade level spans)      | On-Demand Writing  | On-Demand Writing scores were included with K-PREP in grades 5, 6, 8, 10 and 11.  | Per Senate Bill 1, 2017, On-Demand Writing was removed from grades 6 and 10 (including Alternate Assessment).             | E/M<br>6 <sup>th</sup><br>X           | H<br>10 <sup>th</sup><br>X            | ALT<br>10 <sup>th</sup><br>X |
|  | Language Mechanics   | Language Mechanics was included with K-PREP at grades 4 and 6.<br><br>At the high school level, Language Mechanics scores from ACT Plan were replaced by the ACT Usage/Mechanics sub-score.                                     | Language Mechanics was removed at the high school level due to the elimination of reporting of English sub-scores by ACT. | 5 <sup>th</sup> /8 <sup>th</sup><br>✓ | 5 <sup>th</sup> /8 <sup>th</sup><br>✓ | 5/8/11<br>✓                  |
|  | <b>Novice Reduction</b>  |   |   | E/M                                   | H                                     | ALT                          |
|  | Novice reduction points are based on the percentage meeting the 10% reduction of students performing at novice level in Reading and Mathematics.   | The novice reduction component was added in Reading and Mathematics with K-PREP in grades 3-8 and English II End-of-Course (EOC) at the high school level.  | No change<br><br>No new Novice Reduction targets are given. Previous targets were provided in Summary Data spreadsheets.  | ✓                                     | ✓                                     | ✓                            |
| <b>Growth</b><br>(Reading and Mathematics) | <b>Student Growth Percentile</b> (all grade level spans)   |   |   | E/M                                   | H                                     | ALT                          |
|  | A student growth percentile compares an individual student's score to the student's academic peers. Points were awarded for the percentage of students showing typical or higher growth (40th percentile). | Reading and Mathematics were included with K-PREP at grades 4-8.<br><br>At the high school level, growth was determined from ACT Plan to the ACT.<br><br><i>Note:</i> The 2015-16 juniors were the last class to take ACT Plan. | Student growth percentile was removed at the high school level due to ACT's elimination of ACT Plan.                      | ✓                                     | X                                     | E/M<br>✓<br><br>H<br>X       |

# Public Release Data 2015-16 / 2016-17 Comparison

| Component  |   | 2015-16  | 2016-17   | Are the results comparable? |            |            |
|--|---|--|---|-----------------------------|------------|------------|
| <b>Growth</b><br>(Reading and Mathematics)   | <b>Categorical Growth</b> (Elementary and Middle Schools)   |  |   |                             |            |            |
|  | <p>Categorical Growth scores were based on students moving from student performance level (NAPD) to a higher level and those remaining P/D.</p> <p>Data for Categorical Growth in Reading and Mathematics were not available at the high school level because only single subject area tests are given.</p> | <p>Categorical Growth was added and equally weighted with Growth Percentile.</p> <p>Reading and Mathematics were included with K-PREP at grades 4-8.</p>   | No change   | <b>E/M</b>                  | <b>H</b>   | <b>ALT</b> |
|  |   |  |   | ✓                           | n/a        | ✓          |
| <b>College/Career Readiness (CCR) Rate</b><br>(high school only)   | <b>College Readiness</b>  |  |   |                             |            |            |
|  | <p>To receive credit for College Readiness, students were required to meet the Kentucky Council on Postsecondary Education (CPE) college readiness benchmarks in Reading, English and Mathematics.</p>  | <p>All juniors took the ACT. Students who did not meet benchmarks in a content area (Reading, English and Mathematics) took that content exam in KYOTE or ACT Compass as seniors.</p> <p>Alternate Assessment students demonstrated College Readiness with the Transition Attainment Record.</p> | <p>No change with the ACT, KYOTE or the Transition Attainment Record</p> <p>ACT Compass was discontinued for KDE June, 2016. A limited number of students used ACT Compass at colleges/universities until December, 2016.</p> | <b>H</b>                    | <b>ALT</b> |            |
|  |   |  |   | ✓                           | ✓          |            |
| <b>Career Readiness</b> (There was no operational career-ready measure for Alternate Assessment students.) |   |  |   |                             |            |            |
|  | <p>To receive credit for Career Readiness, students in a career pathway were required to meet career-ready academic AND career-ready technical benchmarks.</p>  | <p>Students used ASVAB or ACT WorkKeys to meet career-ready academic benchmarks and KOSSA or industry certifications to meet career-ready technical benchmarks.</p>  | No change   | <b>H</b>                    | <b>ALT</b> |            |
|  |   |  |   | ✓                           | n/a        |            |

# Public Release Data 2015-16 / 2016-17 Comparison

| Component                             |  | 2015-16  | 2016-17   | Are the results comparable? |
|---------------------------------------|--|--|-----------|-----------------------------|
| Graduation Rate<br>(high school only) | <b>Four-year Adjusted Cohort Graduation Rate</b>   |  |           |                             |
|                                       | The Four-year Adjusted Cohort Graduation Rate is used to determine whether a school or district met its federally-required Graduation Rate goal. | The Four-year adjusted cohort graduation rate is defined as the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school four years earlier adjusting for transfers in and out, émigrés and deceased students. | No change | ✓                           |
|                                       | <b>Five-year Adjusted Cohort Graduation Rate</b>   |  |           |                             |
|                                       | The Five-year Adjusted Cohort Graduation Rate is used as the Graduation Rate component in the Unbridled Learning calculations.                   | The Five-year adjusted cohort graduation rate is defined as the number of students who graduate in five years with a regular high school diploma divided by the number of students who entered high school five years earlier adjusting for transfers in and out, émigrés and deceased students. | No change | ✓                           |

# Public Release Data 2015-16 / 2016-17 Comparison

| Component                                  |  | 2015-16  | 2016-17   | Are the results comparable? |
|--|--|--|---|-----------------------------|
| Program Reviews<br>(all grade level spans) | <b>Program Reviews</b>   |  |   | <b>E/M/H</b>                |
|  | <p>The review of programs was an on-going, year-round, reflective process. Through careful review, schools were able to identify strengths and areas of growth. Programs were reviewed for Writing, Visual and Performing Arts, Practical Living /Career Studies and Global Competency/ World Languages.</p> | <p>Elementary and Middle Schools submitted Program Reviews for all Program Review categories except Global Competency/ World Languages.</p> <p>Program Reviews were submitted in all categories at the high school level including Global Competency/ World Languages.</p> | <p>In August 2016, The Kentucky Board of Education (KBE) approved changes to Program Reviews. The number for submission was reduced to two per year. For the 2016-17 school year, schools reviewed the Practical Living/Career Studies and Visual and Performing Arts programs.</p> <p>Then, in March 2017, per Senate Bill 1, Program Reviews were discontinued. Submitting Program Review data became optional. Scores submitted by schools and approved by the district will be present in the School Report Card. District Program Review scores will be present in the School Report card if all schools at each level submitted reviews and the reviews were district-approved.</p> | <b>X</b>                    |

# Public Release Data 2015-16 / 2016-17 Comparison

| Component  |  | 2015-16  | 2016-17 | Are the results comparable? |          |            |                      |
|--|--|--|---------|-----------------------------|----------|------------|----------------------|
| Kentucky collects multiple measures of student performance on tests and student accomplishments of graduation and readiness for college or career. Reporting is organized into five categories: Achievement, Gap, Growth, College/Career Readiness and Graduation Rate. (See above for detailed comparison.) |  |  |         |                             |          |            |                      |
| <b>Achievement Score</b>   |  |  |         | <b>E</b>                    | <b>M</b> | <b>H</b>   | <b>ALT</b>           |
|  |  |  |         | ✓                           | X        | X          | X                    |
| <b>Gap Score</b>   |  |  |         | <b>E</b>                    | <b>M</b> | <b>H</b>   | <b>ALT</b>           |
|  |  |  |         | ✓                           | X        | X          | X                    |
| <b>Growth Score</b>  |  |  |         | <b>E</b>                    | <b>M</b> | <b>H</b>   | <b>ALT</b>           |
|  |  |  |         |                             |          |            | <b>H</b><br><b>X</b> |
|  |  |  |         | ✓                           | ✓        | X          | <b>E/M</b><br>✓      |
| <b>CCR Score</b>   |  |  |         | <b>E</b>                    | <b>M</b> | <b>H</b>   | <b>ALT</b>           |
|  |  |  |         | n/a                         | n/a      | ✓          | ✓                    |
| <b>Graduation Rate</b>   |  |  |         | <b>E</b>                    | <b>M</b> | <b>H</b>   | <b>ALT</b>           |
|  |  |  |         | n/a                         | n/a      | ✓          | ✓                    |
| <b>Accountability Reporting and Annual Measurable Objectives (AMOs)</b>  | New AMOs were established due to the adding of additional components.<br>New AMO goals were established for schools and districts.   | Per Senate Bill 1, 2017, there will be   |         |                             |          | <b>X</b>   |                      |
| <b>Priority/Focus Schools</b>  | No new identifications of Priority and Focus Schools; however, KDE is continuing to support improvement efforts among the currently identified Priority and Focus schools. | No new identifications of Priority and Focus Schools; however, KDE is continuing to support improvement efforts among the currently identified Priority and Focus schools. |         |                             |          | <b>n/a</b> |                      |



# Public Release Data 2015-16 / 2016-17 Comparison

## Talking Points

- Senate Bill 1, 2017 required a new accountability system to be developed. KDE is following this requirement. Therefore, no overall scores, no learners and program review scores and no labels will be produced.
- During this transition period, schools and district should focus on:
  - Students not performing at proficiency in content areas of reading/writing, mathematics, science and social studies;
  - Closing the achievement gaps; and
  - Identifying student demographic groups that need additional supports.