

NEXT-GENERATION LEARNERS PROPOSED ACCOUNTABILITY MODEL

DRAFT FOR DISCUSSION

Revised based on input from Kentucky Board of Education, stakeholders and data simulations

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.

BACKGROUND

Education Commissioner Terry Holliday and staff in the Kentucky Department of Education continue to discuss with the Kentucky Board of Education (KBE) and various stakeholder groups (i.e., School Curriculum, Assessment and Accountability Council (SCAAC), Superintendents in Co-op meetings, District Assessment Coordinators, Kentucky Association of Assessment Coordinators, Education Coalition, Math Achievement Committee, Kentucky Association of School Councils Conference, Prichard Committee for Academic Excellence and Parents Advisory Council) the broad concepts proposed for a future state accountability model. Specifically, the broad categories of Achievement, Gap, Growth, Readiness and Graduation Rate are being introduced to solicit feedback from educators, stakeholders and the public.

On December 7, 2010, the Kentucky Board of Education (KBE) participated in a study session regarding the proposed accountability model. The study session yielded several KBE decisions that are reflected in this document. Based on stakeholder feedback and data simulations, revisions have been made to simplify the data calculations and reduce complexity.

A BALANCED APPROACH

Senate Bill 1 (2009 Kentucky General Assembly) requires Kentucky to begin a new assessment and accountability system in 2011-2012. The proposed assessment and accountability model is a balanced approach that incorporates all aspects of school and district work and is organized around the Kentucky Board of Education’s four strategic priorities: next-generation learners, next-generation professionals, next-generation support systems and next-generation schools/districts.

The list below details the indicators that could be included in the future accountability model around each of these strategic priorities.

Next-Generation Learners	Next-Generation Professionals	Next-Generation Support Systems	Next-Generation Schools/Districts
Achievement (Proficiency)	Percent Effective Teachers	Working Conditions Survey	Revised Report Card
Gap	Percent Effective Leaders	Program Reviews	New Accountability System
Growth			
Readiness for College/Career			
Graduation Rate			

The attached document is an overview of the proposed accountability model for next-generation learners.

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Calculation for School/District Point Total

Points generated in **Achievement** for all 5 content areas + **Gap** (percentage of proficient and distinguished) for the Non-duplicated Student Group for all 5 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 3 content areas on EXPLORE at middle school + **College/Career Readiness Rate** as measured by ACT benchmarks, college placement tests and career measures + **Graduation Rate**.

KBE asked that within each Classification an indicator be added to show the direction in which the performance of the school/district is moving.

SCHOOL AND DISTRICT CLASSIFICATIONS

Distinguished	<p><u>Cut score (to be determined)</u> points or more in</p> <p>Elementary: Achievement + Gap + Growth</p> <p>Middle: Achievement + Gap + Growth + College Readiness</p> <p>High: Achievement + Gap + Growth+ College/Career Readiness Rate + Graduation Rate</p>
Proficient	<p><u>Cut score (to be determined)</u> points in</p> <p>Elementary: Achievement + Gap + Growth</p> <p>Middle: Achievement + Gap + Growth + College Readiness</p> <p>High: Achievement + Gap + Growth+ College/Career Readiness Rate + Graduation Rate</p>
Needs Improvement	<p><u>Cut score (to be determined)</u> points in</p> <p>Elementary: Achievement + Gap + Growth</p> <p>Middle: Achievement + Gap + Growth + College Readiness</p> <p>High: Achievement + Gap + Growth+ College/Career Readiness Rate + Graduation Rate</p>
Persistently Low Achieving	<p>Fewer than <u>cut score (to be determined)</u> points in</p> <p>Elementary: Achievement + Gap + Growth</p> <p>Middle: Achievement + Gap + Growth + College Readiness</p> <p>High: Achievement + Gap + Growth+ College/Career Readiness Rate + Graduation Rate</p>

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Categories within Next-Generation Learners

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

Grade Range	Achievement	Gap	Growth	College/Career Readiness	Graduation Rate
Elementary	Tests: Reading, mathematics, science, social studies and writing	Tests: Reading, mathematics, science, social studies and writing	Reading and mathematics	N/A	N/A
Middle	Tests: Reading, mathematics, science, social studies and writing	Tests: Reading, mathematics, science, social studies and writing	Reading and mathematics	EXPLORE (College Readiness)	N/A
High	End of Course Tests**	End of Course Tests**	PLAN to ACT <i>Reading and mathematics</i>	College/Career Readiness Rate	AFGR*/Cohort Model

*AFGR is Averaged Freshman Graduation Rate.

**SCAAC has recommended four End of Course exams in 2012, the first year of the new system: English II, Algebra II, Biology and US History.

Process

Individual student data collected from the assessments and rates listed in the chart above are used to generate a numeric value for each category of Next-Generation Learners—Achievement, Gap, Growth, College Readiness and Graduation Rate. The value for each category is weighted to create a final overall score for Next-Generation Learners. The following table illustrates the weights.

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

A standard setting process will establish the cut scores to classify a school or district as Distinguished, Proficient, Needs Improvement or Persistently Low Achieving (PLA). A cut score is the numeric values where schools or districts enter or exit the classifications. Note: The PLA designation identifies the lowest five percent as required by federal and state statute and regulation.

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Proposed Achievement Calculation: For each content area, 1 point awarded for each percent of students scoring proficient or distinguished. One-half point awarded for each percent of students scoring apprentice. No points awarded for novice students.

KBE directed a bonus for distinguished be added that does not mask or overcompensate for novice performance. To calculate the bonus, each percent distinguished earns an additional one-half (.5) point and the percent novice is multiplied by a negative one-half (-.5) point so that novice points may offset the distinguished bonus. If the novice performance completely offsets the distinguished bonus, no points are added to or subtracted from the achievement calculation.

Proposed Gap Calculation: Kentucky's goal is 100% proficiency for all students. The distance from that goal or gap is measured by creating a student Gap Group—an aggregate count of student groups. Student groups combined include ethnicity/race (African-American, Hispanic, Native American), Special Education, Poverty (free/reduced lunch) and Limited English Proficiency that score at Proficient or higher.

Non-duplicated Counts

To calculate the combined student Gap Group, **non-duplicated counts** of students who score proficient or higher and are in the student groups would be summed. This will yield a single gap number of proficient or higher students in the Student Gap Group with no student counting more than one time and all students in included groups being counted once. Following is an example of how non-duplicated counts work.

Student 1: Donatello— African American, Free/Reduced Lunch (SCORED PROFICIENT)

Student 2: Ricky—White, Free/Reduced Lunch, Special Education

Student 3: Enrique —Limited English Proficient, Free/Reduced Lunch

Student 4: Michelle – Free/Reduced Lunch (SCORED PROFICIENT)

Student 5: Marco – Limited English Proficient, Free/Reduced Lunch, and Special Education

If the five students above were counted in each of the student groups to which they belong, there would be 3 proficient students and 8 not proficient students in the calculation. With the exception of Student 4: Michelle, this is a double or triple counting of each individual student. This counting method would yield 27% proficient. A non-duplicated count would show 5 total students with 2 (Donatello and Michelle) as proficient or higher and yield 40% proficient.

Non-duplicated Gap Group Performance Reported

The percent of students performing at proficient and distinguished in the Non-duplicated Gap Group is reported annually.

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The “N” count (number of students reported) is based on total school population, not grade by grade enrollment.

All individual group gaps will be produced for reporting, but schools will be held in the accountability model to closing the combined Non-duplicated Gap Group. See the example below.

DEMOGRAPHIC GROUP	READING 2009 STUDENT COUNT	READING 2009 PERCENT (PROFICIENT + DISTINGUISHED)	READING 2010 STUDENT COUNT	READING 2010 PERCENT (PROFICIENT + DISTINGUISHED)
Non-Duplicated Gap Group*	279	36.20	279	35.13
*African-American	163	34.97	154	25.97
*Hispanic	20	50.00	15	46.67
*Native American	0	0	0	0
*With Disability	66	12.12	52	19.23
*Free/Reduced Lunch	237	36.71	263	35.36
*Limited English Proficiency	19	21.05	26	3.85
Other Groups Report				
All Students	303	38.28	304	38.16
Male	175	32.00	165	31.52
Female	128	46.88	139	46.04
White	107	41.12	111	50.45
Asian	4		16	50.00
*Groups included in Gap				

Proposed Growth Calculation: Points awarded for percentage of students growing at typical or high growth. Scale for growth would be determined at equal intervals. For elementary and middle schools, calculation is completed for reading and mathematics where annual testing occurs (grades 3-8). Schools receive 1 point for each percent of students that show typical or high growth. At high school, the same model of awarding points for student performance along a scale was discussed. Points are awarded for percentage of students showing growth when comparing student performance on PLAN (grade 10) compared to ACT (grade 11). The PLAN and ACT composite scores in reading and mathematics are used for comparison.

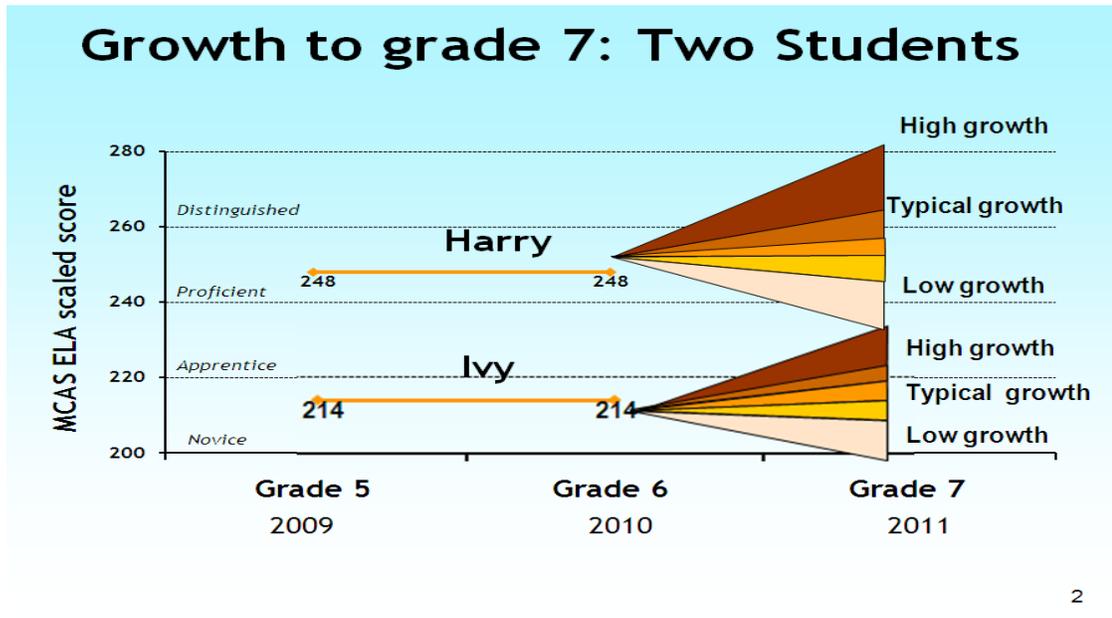
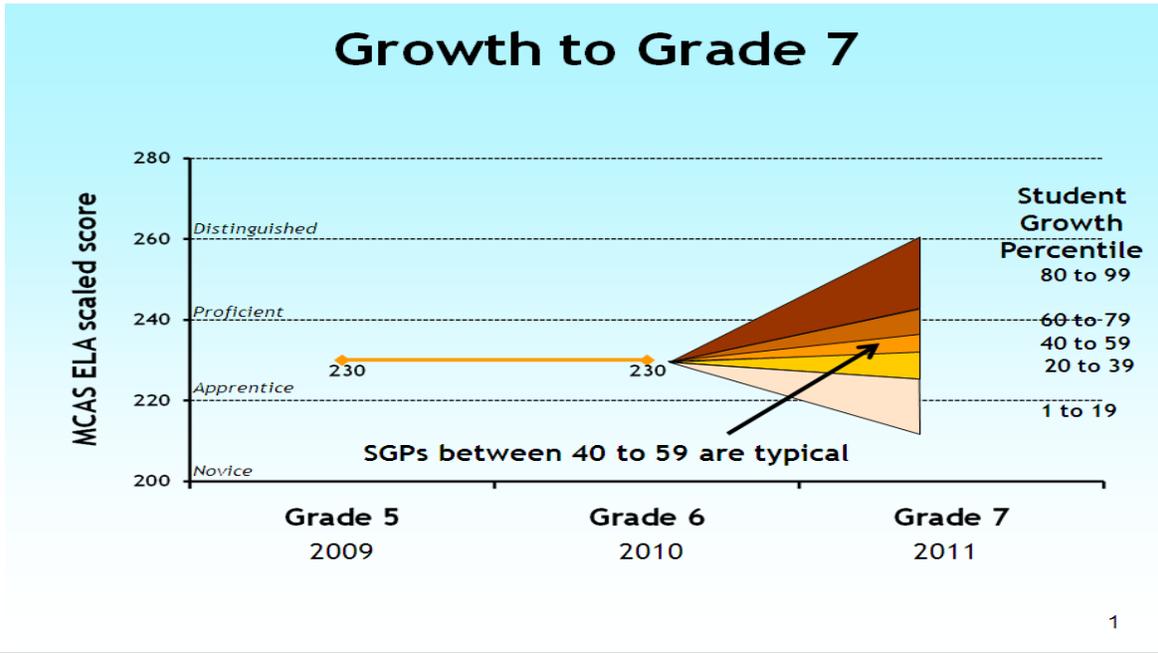
The proposed growth calculation uses a Student Growth Percentile. It compares an individual student’s score to the student’s academic peers. Following are two growth samples modified from

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the Massachusetts Department of Education where this method for measuring student growth is used.

GROWTH SAMPLES



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Proposed College/Career Readiness Rate Calculation: A readiness percentage is calculated by dividing the number of high school graduates that have successfully met an indicator of readiness for college/career with the total number of graduates. The indicators of readiness include student performance on the ACT, completion of college placement tests or attainment of an industry-recognized career certificate. Kentucky provided a first look at the Readiness Rate in September 2010.

HIGH SCHOOL GRADUATES COLLEGE/CAREER READINESS PERCENTAGE								
				Indicators of Readiness*			Readiness Calculation	
				Number of Students Meeting Indicator			Percentages	
				<i>Each student is counted once.</i>				
Year	Code	School or District Name	Number of Graduates	CPE Systemwide Benchmarks on the ACT	College Placement Tests	Career Measures	Percent	2015 Improvement Goal**
2009	xxxxxx	School A	200	90	n/a	5	48%	75%
2010	xxxxxx	School A	300	100	n/a	30	43%	80%
2009	xxxxxx	School B	200	70	n/a	5	38%	70%
2010	xxxxxx	School B	200	25	n/a	5	15%	60%

*CPE Systemwide Benchmarks on the ACT indicator includes students meeting the Kentucky Council on Postsecondary Education (CPE) Systemwide Benchmarks for Reading (20), English (18), and Mathematics (19) on any administration of the ACT. College Placement Tests indicator includes students who missed one or more CPE Systemwide Benchmarks on the ACT but who passed a college placement test. College Placement Tests data will be phased in at a later date. Currently, the Career Measures indicator includes students who missed CPE Systemwide Benchmarks on the ACT or College Placement Tests, but received an Industry-Recognized Career Certificate. *The Kentucky Board of Education has endorsed the idea of additional career measures as the national definition of career readiness evolves.*

**In September 2010, a Readiness goal was established for schools, districts and the state to improve their 2010 Readiness percentage by at least fifty percent (50%). The improvement goal was derived by subtracting the 2010 readiness percentage from the maximum of 100% readiness, then dividing by two. This value was then added to the 2010 percentage to establish a 50% improvement goal for 2015.

While reporting will continue to show an improvement goal, the percentage of students demonstrating readiness (i.e., Readiness Rate) will be included in Next-Generation Learners. In the table above, this is the value in the Percent column under the Readiness Calculation heading.

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Proposed Graduation Rate Point Calculation: A graduation rate for each school and district will be reported annually in Next-Generation Learners.

Additional reporting of graduation rates may occur to meet federal statutes and regulations.

Overall Score Reporting for Next-Generation Learners: The high school example below displays scores for each category of Next-generation learners. The proposed weights (see page 3) for high school are equally distributed at 20% each for Achievement, Gap, Growth, College Readiness and Graduation Rate.

Kentucky High School Sample

	Raw Score	School Weighted Score	
Achievement Points Earned	67.5	13.5	Standard Setting
Gap (Percent Proficient and Distinguished)	39%	7.8	
Growth (Percent Typical or Higher)	49.50%	9.9	
College/Career Readiness (Percent of Students Meeting Indicators)	38%	7.6	
Graduation Rate	83%	16.6	
Total	N/A	55.4	

The standard setting process will establish the goals and cut scores or point totals that determine school and district placement in one of four classifications (Distinguished, Proficient, Needs Improvement or Persistently Low Achieving). The standard setting process will occur after data is available from the first administration of the new state required assessments outlined in Senate Bill 1.