

KENTUCKY ACCOUNTABILITY OVERVIEW

In February of 2018, the Kentucky Board of Education approved the new accountability system to be implemented beginning with the 2018-19 school year. Therefore, the 2017-18 school year was a transition year for accountability in Kentucky and only the data needed to meet the needs of Federal guidelines is being reported out. Next year all schools and districts in Kentucky will be rated using a 5-Star Rating system that will encompass accountability, equity, and access.

How was Accountability measured for the 2017-18 school year?

For Elementary Schools and Middle Schools, the following measures were reported:

- *Proficiency*(Math and Reading KPREP Assessments)
- *Separate Academic Indicator*(Science, Social Studies, and On Demand Writing)
- *Growth*(Progress toward proficiency in math and reading)

For High Schools, the following measure were reported out:

- *Proficiency*(Math and Reading from State ACT test)
- *Transition Readiness*(College and Career Readiness)
- *Graduation Rate* (Average of 4 and 5-yr Graduation Cohors)

Note:Scores for Proficiency and Separate Academic Indicators are generated by the percentage of students scoring in ranges of Novice (N), Apprentice (A), Proficient (P), and Distinguished (D) and these are assigned the following values: NAPD Values: Novice = 0, Apprentice = .5, Proficient = 1.0, Distinguished = 1.25

More detailed information about Kentucky's accountability system and upcoming changes in graduation requirements can be found at <https://education.ky.gov/AA/Acct/Pages/default.aspx>

All about Transition Readiness:

<https://education.ky.gov/AA/Acct/Pages/Transition-Readiness.aspx>

How were schools identified for the 2017-18 school year?

Since 2017-18 was a transition year, schools were identified in one of three ways: CSI, TSI, or Other. Next year, a new 5-Star rating system will be implemented by the state.

CSI: Federal Guidelines required each state to identify the lowest performing schools in the state (states must identify at least the bottom 5% of schools) for Comprehensive Support and Improvement (CSI). At its August 2018 board meeting, the Kentucky Department of Education set *cut scores* for the above measures at each level: elementary, middle, and high (see the chart B1). Any school that fell below **ALL three** of these cut scores fell into CSI category.

TSI: States were also required to identify schools for Targeted Support and Improvement (TSI). For this identification, any school that had at least one *subpopulation* that fell below all three of the cut scores for CSI were identified as TSI for that subpopulation.

OTHER: Schools not identified as CSI or TSI are identified as OTHER.

CSI Cut Scores as set by the Kentucky Board of Education

	Elementary	Middle		High Schools
Proficiency	60.5	62	Proficiency	40
Separate Academic Indicator	52.6	55	Transition	41
Growth	15.8	9.5	Graduation Rate	85

TAYLOR COUNTY ACCOUNTABILITY DATA FOR 2017-18

For the 2017-18 school year, ALL Taylor County schools are identified as OTHER.

The label of OTHER means that all Taylor County Schools and all subgroups in every school performed **above** the CSI cut scores as set by the Ky Board of Education. Note: Taylor County Primary School (PreK-Grade 2) does not have any tested grade levels and thus will take on the label of the school it feeds into (TCIS).

While accountability data can never give the full picture of how schools are performing, it does highlight areas to celebrate and areas where improvement is needed. Below is a summary of the reported accountability data for each school level and the aligned efforts that each school is taking to improve student achievement.

A more detailed breakdown of how subpopulations performed can soon be found on the district webpage (taylor.kyschools.us) and on school report card located on the KDE website (<http://applications.education.ky.gov/SRC/>).

Taylor County Intermediate School (Grades 3-5)

According to the KPREP data, Taylor County Intermediate is performing well above state average in tested content areas while the expected growth in math and reading fell just one point shy of the state average. The TCIS staff has focused the past two years on reducing the number of students scoring novice by implementing an aligned system of interventions. TCIS

also worked hard this past year on aligning the curriculum into instructional units that ensure a common and viable curriculum is taught in all content areas.

For the 2018-19 School Year, TCIS is focusing on improving the work of the collaborative teams using the PLAN-DO-STUDY-ACT system for improvement. Each week teams meet and follow research-based protocols to look at the most current data from common unit tests and MAP testing to inform instruction and plan for interventions and enrichments. Important work is happening at TCIS.

Specific Areas of Focus Identified for Improvement from the 2017-18 KPREP Data:

- Economics in the social studies area was identified as an area for growth. Plans are already in place to partner with Junior Achievement to enrich the economic curriculum in all grade levels.
- This is the first time that science has been assessed at the elementary level in the last three years. While TCIS is above the state average, there is much room for growth in science. Teachers are excited about the plans they have in place for this year to move more students toward proficiency.
- On Demand writing is another area that has been identified for school wide growth. While TCIS is performing above the state average, these scores have declined and the school wide writing plan is being revised to address this area of need.

2017-18 Accountability Scores for TCIS

Indicator	Taylor Co Intermediate	State Average
Proficiency (Reading/Math NAPD)	78*	70.5
Separate Academic	70.5*	64.8
Growth	16.1	17.1

* NAPD Values: Novice = 0, Apprentice = .5, Proficient = 1.0, Distinguished = 1.25

Percentage Scoring Proficient or Distinguished

KPREP Content	Taylor County Intermediate	State Average
Reading	61.7	54.6
Math	55.6	48.8
Science	35.9	30.8
Social Studies	63.0	53.0
Writing	47.7	40.5

Taylor County Middle School (Grades 6-8)

TCMS is focused on reducing the number of students scoring novice by implementing an aligned system of interventions. TCMS is also working on aligning the curriculum into instructional units to ensure a common and viable curriculum is taught in all content areas.

TCMS is focusing on improving the work of the collaborative teams using the PDSA system for improvement. Each week teams meet and follow research-based protocols to look at the most current data from common unit tests and MAP testing to inform instruction and plan for interventions and enrichments.

Specific Areas of Focus Identified for Improvement from the 2017-18 KPREP Data:

- Math work in the areas of ratios and proportional relationships, number systems, expressions and equations, geometry, and statistics/probability for grades 6-8
- Reading in grade 7 will target improvement in the areas of key ideas, craft and structure, and integration of ideas
- Social studies will focus on incorporating more government and civics into the curriculum

2017-18 Accountability Scores for TCMS

Indicator	Taylor Co Middle	State Average
Proficiency (Reading/Math NAPD)	66.1*	72.8
Separate Academic	64.7*	66.8
Growth	10.9	12.1

* NAPD Values: Novice = 0, Apprentice = .5, Proficient = 1.0, Distinguished = 1.25

Percentage Scoring Proficient or Distinguished

KPREP Content	Taylor County Middle	State Average
Reading	56.4	60.0
Math	34.3	47.0
Science	15.5	25.9
Social Studies	51.7	60.2
Writing	53.6	44.3

Taylor County High School (Grades 9-12)

High Schools have seen drastic changes in accountability over the last year. This past year the state field tested End of Course exams in Algebra II and English II as well as an end of span science test, but no scores were shared with districts. For the first time, the ACT college readiness exam was used to report data for reading, math, and science. The state has also redefined what it means to be college and career ready, which is now referred to as Transition Readiness. More changes are coming to the high school level in the coming year, but this year's data is still very useful as we transition into an accountability system that will likely culminate in very different graduation expectations for our students.

TCHS scored above the state average in all three reported accountability measures: Proficiency, Transition Readiness, and Graduation Rate. The percentage of TCHS students scoring proficient or distinguished in math on the ACT is above the state average. TCHS continues to demonstrate success in On Demand Writing, consistently scoring above the state average. TCHS focused on improving the practice of the collaborative teacher PLC teams to analyze student progress on common unit assessments and use this data to improve their instructional practices and pinpoint students in need of interventions and enrichments. Teachers began revising their curriculum by developing strong instructional units and common unit assessments aligned to the rigor of the standards.

2017-18 Accountability Scores for TCHS

Indicator	TCHS	State Average
Proficiency(ACT Reading/Math NAPD)	60.9*	59.3
Transition Readiness	65.2	60.9
Graduation Rate	98.6	90.8

* NAPD Values: Novice = 0, Apprentice = .5, Proficient = 1.0, Distinguished = 1.25

Percentage Scoring Proficient or Distinguished

	TCHS P/D	State Average
Reading (ACT)	44.9	45.4
Math (ACT)	39.6	37.5
Science (ACT)*	29.8	29.6
On Demand Writing* (KPREP)	65.3	51.8

* Scores not used in Accountability for 2017-18 school year

Specific Areas of Focus Identified for Improvement from the 2017-18 Data:

- Reading and math proficiency for subpopulations: students with disabilities and students on free/reduced lunch

- Continue to reduce the number of students who score in the novice range in all content areas
- Increase the number of students who earn labor-approved industry certifications in the five high demand sectors
- Increase the number of students meeting college readiness benchmarks in math and reading by graduation