

PowerPoint Notes for PikeTV “Unbridled Learning” Presentation

Slide 2 Notes:

In 2009, Kentucky legislators passed Senate Bill 1, which required many changes in the state’s public education system. It included a call for new, more rigorous academic standards and new state tests based on those standards. Senate Bill 1 also called for a more balanced assessment and accountability system focused on student readiness for life after high school. Two years later, Kentucky became the first state in the nation to adopt the Common Core State Standards in English/language arts and mathematics. These new standards, known as the Kentucky Core Academic Standards, are designed to be more rigorous and aligned with college coursework and the 21st-century skills required in the workplace. They were first taught in the 2011-12 school year, with students tested on them at the end of the school year last year.

The new system emphasizes college & career readiness as never before. In addition to incorporating EXPLORE, PLAN and ACT into the accountability model, cut scores for the new KPREP test for grades 3 through 8 have been statistically calculated to align with ACT benchmarks. This means for instance, that the 76% proficiency score that elementary students scored in the 2010-11 school year has dropped to approximately 40% proficient in 2011-12. The 40% proficiency score mirrors how many high school students met the CPE benchmark on the ACT in Reading for 2010-11. The new system is making efforts to map backwards performance from the ACT in an effort to raise the bar for proficiency for grades 3 through 8. The desired outcome is a raised bar in grades 3 through 8 will transfer to a raised percentage in the number of high school students meeting the ACT benchmarks.

Pikeville Elementary and middle school did not see the anticipated drop that many districts across the state did. The elementary scored 63.4% and the middle school 66.7% proficient in reading, well above the anticipated 40% proficient. The performance by all grade levels placed Pikeville Independent Schools in the top 5% of all districts in Kentucky. It appears the emphasis on college & career readiness is making a difference in our state’s performance. 38% of Kentucky’s 2011 graduates were considered college and/or career ready with 47% of the 2012 graduates now considered college and/or career ready.

Slide 3 Notes:

Kentucky’s Unbridled Learning assessment and accountability system is designed to provide in-depth information about the performance of students, schools, districts and the state as a whole.

The system has five main components:

- Achievement – how students perform on state tests
- Gap – how students who traditionally under-perform compared to their peers are progressing
- Growth – how all students are making progress
- College/Career Readiness – how well schools and districts are preparing students for life after high school
- Graduation Rate – how many students are graduating on time

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Slide 3 Notes(cont.):

Year 1 – 2011-12 (Next-Generation Learners)

A normative model is used to launch the new accountability system, with the performance of schools by level and districts rank-ordered. This comparison of schools and districts defined Proficient as an Overall Score associated with the 70th percentile. In Year 1, this means that 31% of schools and districts are at and above Proficient and 69% of schools and districts are in the Needs Improvement classification. Now, Overall Scores are associated with the classifications of Distinguished, Proficient and Needs Improvement.

Slide 4 Notes:

Next-Generation Learners is the main component of Unbridled Learning and is based on many measures of student performance on various tests. Points will be awarded based on how well a school performs on each measure.

- Achievement – Just as in the past, elementary and middle school students’ scores will be labeled as novice, apprentice, proficient or distinguished. Kentucky’s goal is 100 percent proficiency for all students. At high school, achievement is based on end-of-course exams and on-demand writing tests.
- Gap – Schools will compare test results for African-American, Hispanic, Native American, special education, low income and limited English proficiency students, combined into one gap group, to results for other students who aren’t in those categories.
- Growth – A statistical program measures how much students’ scores are improving from one year to the next. Percentile rank comes from the comparison of a student to their similar scoring peer group. The similar scoring peer group is statistically found using the previous year’s test performance. Growth is calculated for math and reading only and did not appear on student test reports this year. It is planned that growth will be included on student reports next year.
- College/Career Readiness – Schools and districts will provide information about how many students are ready for college and/or careers, based on test scores and certifications earned.
- Graduation Rate – Schools and districts will report how many students graduate within four years of high school.

Slide 5 Notes:

Year 2 – 2012-13 (Next-Generation Learners)

A criterion model begins focusing on the Overall Score. The Percentile Rank in Kentucky in Year 1 enabled an Overall Score to become the criterion or standard for Proficient. In Year 2, achieving a specific Overall Score, not the 70th percentile rank, determines whether a school or district is Proficient. Regardless of percentile rank, all schools that reach the Overall Score for Proficient are labeled Proficient. In theory, with the criterion model, 100% of schools can be Proficient or higher. This was not true for the first year(2011-12) of reporting.

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Slide 5 Notes(cont.):

A criterion model compares the performance of schools and districts to a standard; in this case, the standard is a specific Overall Score.

The Overall Score on the Next-Generation Learners component needed for each level of school and district for the summer of 2013 reporting is shown below.

	OVERALL SCORE NEEDED IN 2013 TO REACH CLASSIFICATION LEVELS AND REWARD LABEL		
	Proficient	Distinguished	Distinction
Elementary	62.5	69.8	72.5
Middle	58.7	64.9	68.2
High	58.0	64.4	67.7
District	58.4	63.3	65.2

EXAMPLES:

- In 2012, Elementary School A has an Overall Score of 60.0. This school needs to move to an Overall Score of 62.5 in 2013 to be Proficient – a 2.5-point gain.
- In 2012, Middle School B has an Overall Score of 50.0. This school needs to move to an Overall Score of 58.7 in 2013 to be Proficient – an 8.7-point gain.
- In 2012, High School C has an Overall Score of 54. This schools needs to move to an Overall Score of 58.0 to be Proficient – a 4-point gain.
- In 2012, District D has an Overall Score of 57. This district needs to move to an Overall Score of 58.4 in 2013 to be Proficient – a 1.4-point gain.

Slide 6 Notes:

- **Schools of Distinction** are the highest-performing elementary, middle and high schools or districts – those with overall scores at the 95th percentile or higher.
- **High-Performing Schools** are elementary, middle and high schools or districts with overall scores at the 90th percentile or higher.
- **High-Progress Schools** are Title I and non-Title I schools showing the highest progress(top 10%), as compared to their peers, and districts showing the highest progress(top 10%), as compared to their peers.
- **Priority Schools** are schools identified as Persistently Low-Achieving (PLA) as defined by KRS 160.346 (lowest 5% of all schools).
- **Focus Schools** are schools with low achievement gap scores; high schools with graduation rates below 60 percent for two consecutive years; and schools with low scores among student gap groups.

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Slide 6 Notes(cont.):

- Pikeville Independent School District was labeled Distinguished and a District of Distinction with no Focus or Priority schools (95%tile).
- Pikeville Elementary (89%tile) and Middle School(85%tile) was labeled Proficient
- Pikeville High School was labeled Distinguished and a High Performing School (91%tile)

Slide 7 Notes:

Why give state tests?

State tests, such as the K-PREP tests, are given to measure how well students have learned content based on academic standards. EXPLORE, PLAN and ACT tests show whether students are on course to graduate college-ready. Results from these tests are used to determine where students may need help or accelerated learning opportunities and also are used for school and district accountability.

When are state tests given?

PLAN and EXPLORE tests are given in September. The ACT is administered to all juniors in March. End-of-course exams are given when coursework is completed in the tested subjects. K-PREP tests are administered in the last 14 days of the school year, which means they may be given at different times in different districts. On-demand writing assessments are administered in the spring of the year for all grade levels.

When will results be available?

Test results will be reported to parents near the beginning of the next school year. Parents will receive an individual report on the achievement of their child, including information that identifies strengths and academic deficiencies. The report also will show school, state and national comparisons. Because the standards on which some tests are based are more rigorous than in the past (to ensure students are competitive), scores may decline in the short term but should show improvement as teachers and students become more comfortable with the standards.

What kind of responses will students be asked to provide?

It depends on the test. Multiple-choice questions have one or more introductory sentences followed by a list of response options. Students are asked to select the correct answer among several alternatives. Constructed-response describes any type of item where students must develop or build a response to a question or prompt and include short answer and extended response types.

Will my special needs child be tested?

Yes. Students identified with educational disabilities are assessed. Some students with disabilities will take the assessment without accommodations, some with accommodations and some through an Alternate Assessment process.

What is the Alternate K-PREP?

The Alternate K-PREP serves the 1% of students with the most significant cognitive disabilities. These disabilities may require an alternate means of participation in Kentucky’s statewide assessment to demonstrate achievement. The Alternate Assessment is designed to

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Slide 7 Notes(cont.):

address the needs of the students by allowing greater depth of adaptations, modifications and alternative modes of participation.

Can accommodations be used?

For students with disabilities, most accommodations included on a student’s current IEP, 504 Plan or Program Services Plan are permissible. However, these accommodations must have been used regularly in instruction and assessment during the school year. Check the KDE website, www.education.ky.gov, for more specific information regarding accommodations.

Slide 8 Notes:

4th grade was chosen this year to participate in the National Assessment of Educational Progress (NAEP). Students will not receive individual results for this test, but their results will be used for state and national statistics in math, reading, writing, and science. NAEP will be administered in February.

Juniors take the ACT as part of state testing in March every year. Please encourage and have your child take the ACT as many times as is reasonable. Waiting until the Junior year to take the ACT for the first time is not advised. More exposure encourages preparation and serves to increase student scores in most all cases. The last opportunity for seniors to take the ACT is in December of their senior year.

COMPASS is given free of charge at two different times during the senior year for students who have not met benchmark in either Reading, English, or Math. COMPASS is untimed and adaptive. COMPASS is administered via computer. Please contact the high school counselor regarding COMPASS. Many colleges accept COMPASS as a substitute for ACT scores in areas that otherwise students would have to take a remedial course (eg. College Algebra, Freshmen English).

KYOTE is not given by our school.

ACT WorkKeys can be given by the Area Technical Center to help qualify a student as career ready.

ASVAB can be used along with a technical certification to qualify a student as career ready. (AFQT of 50 is required) In addition, in the event of a draft or voluntary enlistment the ASVAB informs the military of a student’s skills and can be used for placement.

Slide 9 Notes:

The goal is for all students to reach proficiency or above. What subjects are tested at each grade level may differ, but all grade levels test in math and reading. Performance level descriptors are provided for each subject tested. These descriptors are meant to give a snapshot of what the student would be able to do at the performance level for which they scored.

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Slide 10 Notes:

The second page to the KPREP student report details national percentiles for subjects in which the test given allowed this comparison. Supporting activities are given to be helpful in taking next steps. Be certain that communicating with your child’s teacher is part of the plan for next steps. Be mindful that this is one test given on one day and should not stand alone in assessing your child’s current level of academic understanding. Your child’s teacher will be able to help with this assessment and aide in planning additional ways you can participate to help them progress.

Slide 11 Notes:

EXPLORE is given in the 8th grade for accountability, but it is our practice to give 7th grade students EXPLORE at the same time our 8th graders take it. We give 7th grade students the test so they will have the opportunity to improve before taking it in the Fall of their 8th grade year. What is most important to notice on this report is the subject scores in relation to benchmark located in the College Readiness box above. For example, this child scored 13 in Science which places them below the benchmark of 20. One word of caution is to remember that Benchmarks are set for students who have completed the 7th grade – not for students at the beginning of 7th grade. EXPLORE is given in September of the school year.

Another feature which is very important is the ability of the EXPLORE test to predict a future PLAN score reported in the box to the upper right of the report. Students will take PLAN both in the 9th and 10th grades. The 10th grade test is for accountability and the 9th grade test can serve the same purpose for PLAN that the 7th grade test serves for EXPLORE.

Slide 12 Notes:

One of the most important features of the EXPLORE and PLAN score reports is the ability to analyze which items were missed by your student. In addition to going back through missed items and learning from mistakes there is a section listed to the right of each subject domain that gives suggestions for improving skills. At this point in a student’s academic career teachers are specialized by subject area. It is important that you and your student are in contact with each subject area teacher asking for ways in which scores can be improved.

Slide 13 Notes:

The PLAN report is much like the EXPLORE report with the exception that students are now given a predicted ACT composite score reported in the upper right of the report. Benchmarks can be compared to your student’s report by looking at the College Readiness box above. In addition, the lower right box “Profile for Success” gives a suggested score range for the area of interest the student has indicated. It is important that your student set their orientation towards college or career with the beginning of their Freshmen year. In reality, this

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Slide 13 Notes(cont.):

orientation should be set from the beginning of school and as they continue their studies through the grades. Be sure to contact the high school guidance counselor for more information on required ACT scores for post-secondary admission and scholarships. See the PHS website under student resources for a document called "Full-Ride" Scholarship Criteria. This is a useful document when considering what scores are required for full scholarship. In addition, continue to watch the Infinite Campus Portal for announcements regarding available scholarships and application deadlines.

Slide 14 Notes:

ACT is given free of charge during the school day in March of the Junior year. This administration is used for school accountability, but is also college reportable. The ACT represents the third and last attempt to inform students of their college & career readiness. Colleges and Technical Centers use the ACT to determine admission, scholarship and placement of students. College Readiness benchmarks are provided on this score report in the upper middle of the form. Students can compare their level of readiness by subject domain using the benchmarks. In addition, students can use this to pinpoint areas that need additional work before taking the test again. December of the senior year is typically the last opportunity for seniors to take the ACT.

Juniors who do not meet benchmark in a subject area are subject to class placement in that area. Junior ACT scores are used to place senior students in appropriate classes for their demonstrated skill level. This is an effort to meet students where they are and make every effort their senior year to have them where they need to be before they leave. In addition, all dual credit classes have ACT requirements.

Slide 15 Notes:

COMPASS is an untimed, computerized test that helps colleges evaluate your skills and place you into appropriate courses. COMPASS offers tests in reading, writing, and math. You will receive your COMPASS test results immediately upon completion of testing. Seniors who have not met the benchmark in English, Reading, or Mathematics are eligible to take COMPASS their senior year. The first administration is January with the second typically in April. Students who do not make benchmark on the first COMPASS test are eligible to take the test again for the April administration.

Slide 16 Notes:

Regardless of what decision our students make for their future careers we want them to have the choice of College or Career. Any student meeting the CPE benchmarks for ACT or COMPASS are considered college ready. Any student who earns a 50 AFQT on the ASVAB and passes the KOSSA in their chosen career pathway or earns an industry certificate in their career pathway is considered career ready. Any student who is college ready and has passed KOSSA or

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Slide 16 Notes(cont.):

earned an industry certificate in their career pathway is considered both college and career ready. It is our goal to have students ready for both college and career.

Students need to talk with the high school guidance counselor about courses they can take that would make them both college and career ready.