

# STUDYING YOUR SCORES

## TO COMPLETE YOUR TEST SCORE STUDY, YOU WILL NEED —

### For Do-It-Yourself Review:

(have ready in advance)

- ☐ A set of KASC 2018-19 **Graphs** for every 3 people
- ☐ A copy of this **booklet** per person
- ☐ A **facilitator** for the whole group  
(at the start) **At each table: (2 min.)**
- ☐ A **coach** to ensure the work goes smoothly and everyone is involved
- ☐ A **reader** to make sure all the information and directions are read
- ☐ A **recorder** to be responsible for filling in the group's "official" booklet



### On-Site KASC Facilitator:

- ☐ A set of the KASC 2018-19 **Graphs** for every 3 people
- ☐ A copy of this **booklet** per person

**At each table: (2 min.)**

- ☐ A **coach** to ensure the work goes smoothly and everyone is involved
- ☐ A **reader** to make sure all the information and directions are read
- ☐ A **recorder** to be responsible for filling in the group's "official" booklet

## SESSION OVERVIEW

(3 min)

**Goals:** a) Provide a process for any school shareholder to discuss, analyze, and understand the school's student performance. b) Identify trends in subjects and groups to celebrate, commit to improving, and/or ask more questions about.

**Source for the KASC test score graphs:** Open House on KDE's [education.ky.gov](http://education.ky.gov) has Excel data files with the 2018-19, 2017-2018, 2016-2017, 2015-2016, 2014-2015, 2013-2014 data.



**To help you navigate...** Throughout this booklet, you will find one of the following icons indicating the school levels for which the activity is applicable.



Elementary and Middle schools



Elementary, Middle, and High schools



High schools only

If you come across an icon that is not applicable to your school level, move on to the next section.

## PERSPECTIVE



This is the first year for the star ratings in the accountability system and the stars can feel very personal. Having the right perspective on the stars will help you learn the most from your graphs. [So let's discuss another kind of rating.](#)

**(5 minutes)**

### ACTIVITY: OVERALL SCHOOL PERFORMANCE

- ☐ Briefly discuss the following questions at your table.
- ☐ Be ready to share your thoughts with the whole group.

**Blue text gives the facilitator answer ideas if needed.**

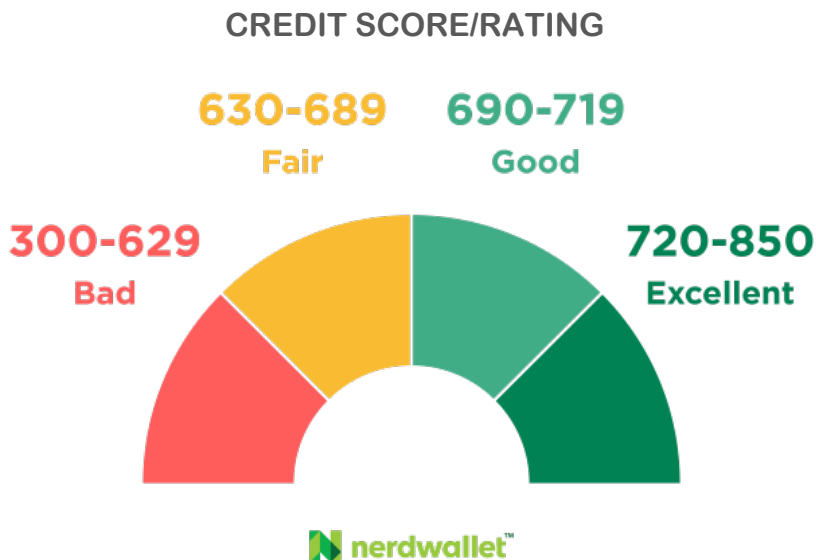
**1) Kel has a 635 credit score.**

**a.** Does a 635 mean he's never paid off a loan?

[No, credit scores are more complicated than that. He could be very responsible and able to pay all his payments now but hasn't yet been able to overcome an issue in his past.](#)

**b.** Is he destined to keep the "fair" rating or can he raise his score?

[No, with the right strategies and budgeting he can raise his credit score.](#)



**c.** Does Kel's credit score define him as a person?

[Of course not. A credit score is one important measure for Kel's financial life, but it does not have anything to do with his value as a person.](#)

\*\*\*\*\*

**2) Terry has a 800 credit score.**

**a.** Does that mean Terry will have an easier time borrowing money?

[Yes, and she will likely get much better interest rates.](#)

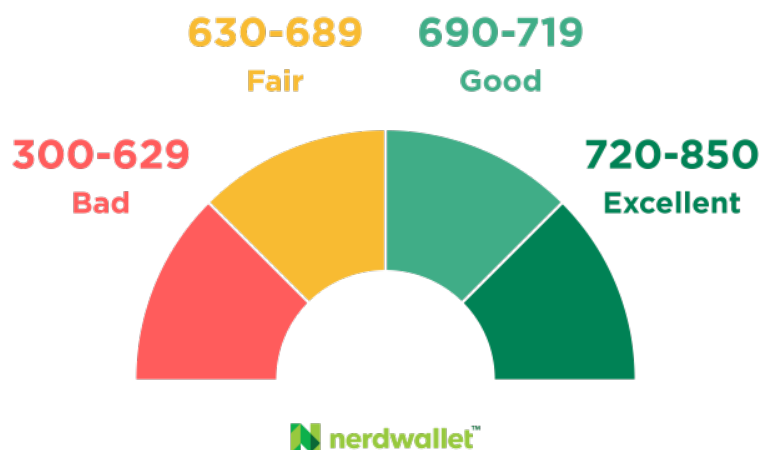
**b.** Since she has an "excellent" rating will she always be in that score range?

[No, she will have to continue with the habits that lead her to have that score. All scores can go up or down.](#)

**c.** Can we infer that Terry is a good person since she has an excellent credit score?

[Of course not. A credit score is one important measure for Terry's financial life, but it does not have anything to do with her value as a person.](#)

## CREDIT SCORE/RATING



1) Kel has a 635 credit score.

- Does a 635 mean he's never paid off a loan?
- Is he destined to keep the "fair" rating or can he raise his score?
- Does Kel's credit score define him as a person?

\*\*\*\*\*

2) Terry has an 800 credit score.

- Does that mean Terry will have an easier time borrowing money?
- Since she has an "excellent" rating will she always be in that score range?
- Can we infer that Terry is a good person since she has an excellent credit score?

(2 minutes)

Your school's accountability scores are an important measure of how well your school is educating students and preparing them for the future, but the scores don't tell the whole story.

Have someone read the support quote. Then do the same for the next.



*Research shows that there is only half as much variation in student achievement between schools as there is among classrooms in the same school.*

— Bill Gates

**One rating doesn't define the learning going on in each classroom.**

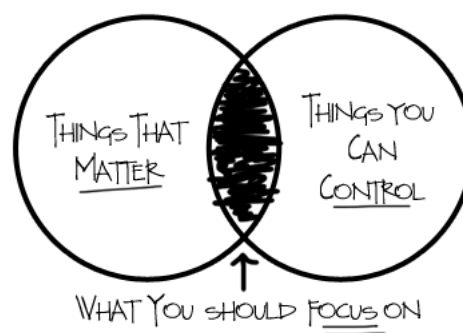
**Last thing before we start.**

During this score review, let's **FOCUS** on:

what **MATTERS** (learning more so we can help students learn more)

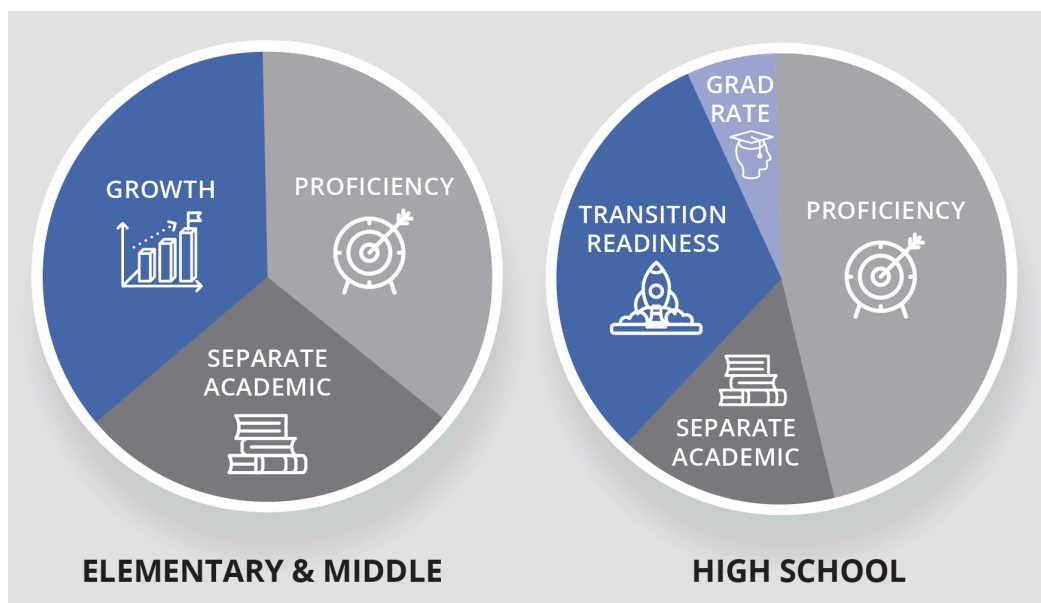
and

what's **IN OUR CONTROL** (relationships, instruction, teamwork, etc in our school)



## SCHOOL OVERALL PERFORMANCE

Schools are  
rated on these  
indicators



### ACTIVITY: OVERALL SCORE, PROFICIENCY, SEPARATE ACADEMIC

- ☐ Use: *Cover Page*
- ☐ Fill in the your school's **overall score** and circle the number of **stars**.

[Use Cover Page](#)

OVERALL SCORE

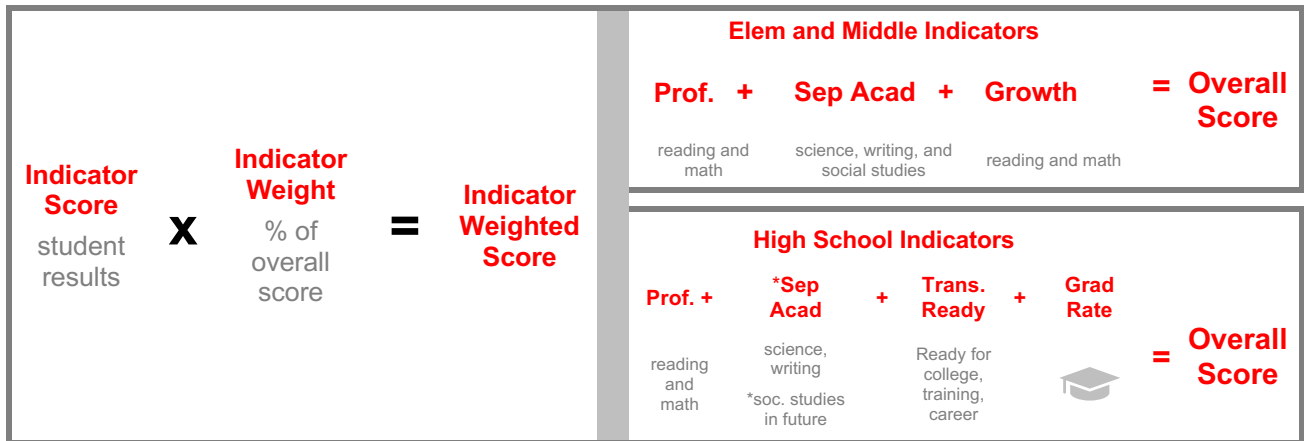
STAR RATING



*circle*

Talk through this briefly

### How is the OVERALL SCORE calculated?



### How are STARS assigned?

5-Star Rating					
Level	1-Star	2-Star	3-Star	4-Star	5-Star
Elementary	0-46.9	47.0-58.9	59.0-70.9	71.0-78.9	79.0 or more
Middle	0-51.9	52.0-58.9	59.0-66.9	67.0-73.9	74.0 or more
High	0-50.9	51.0-61.9	62.0-71.9	72.0-78.9	79.0 or more

Source: KDE Briefing Packet — State Release

### How did other Kentucky schools do?

School Level	Total Number of Schools	1-Star	2-Star	3-Star	4-Star	5-Star
Elementary	725	46	132	364	146	37
Middle	319	23	65	159	60	12
High	228	20	54	120	27	7
<b>Total</b>	<b>1272</b>	<b>89</b>	<b>251</b>	<b>643</b>	<b>233</b>	<b>56</b>

Source: KDE Briefing Packet — State Release

## YOUR SCHOOL'S INDICATOR SCORES

### PROFICIENCY

#### READING and MATH

Student % at each performance level — Novice, Apprentice, Proficient, and Distinguished (NAPD)



#### ACTIVITY: PROFICIENCY

- ☐ Use: *Second Graph Page*, and the *Indicator Scores Graph*
- ☐ Fill in the appropriate information for each of the four blanks.

<p><b>PROFICIENCY</b> indicator level:</p> <p><i>Second Graph Page</i></p>	<p><i>Indicator Scores Graph (3rd page)</i></p> <p><b>X</b></p> <p>indicator score</p> <p><i>Second Graph Page</i></p> <p>KDE weight</p>	<p><i>Second Graph Page Indicator Scale box</i></p> <p><b>=</b></p> <p><b>WEIGHTED SCORE</b></p>
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You'll delve deeper into **READING** and **MATH** later.

#### How are INDICATOR LEVELS assigned?

PROFICIENCY CUT SCORES					
	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
ELEM	0-50.9	51.0-66.9	67.0-76.9	77.0-89.9	90.0 or more
MIDDLE	0-59.9	60.0-69.9	70.0-75.9	76.0-85.9	86.0 or more
HIGH	0-43.9	44.0-53.9	54.0-64.9	65.0-73.9	74.0 or more

Source: KDE DAC Powerpoint

### SEPARATE ACADEMIC

student performance in **SCIENCE**, **WRITING**, and **\*SOCIAL STUDIES**

\*HS social studies not tested in 2018-19 but will be in the future



#### ACTIVITY: SEPARATE ACADEMIC

- ☐ Use: *Second Graph Page*, and the *Indicator Scores Graph*
- ☐ Fill in the appropriate information for each of the four blanks.

<b>SEPARATE ACADEMIC</b> indicator level:	<i>Indicator Scores Graph (3rd page)</i>	<i>Second Graph Page</i>	
	<b>X</b>	<b>=</b>	
<i>Second Graph Page</i>	indicator score	KDE weight	<b>WEIGHTED SCORE</b>

You'll delve deeper into **SCIENCE, WRITING, and SOCIAL STUDIES** later.

### How are **INDICATOR LEVELS** assigned?

SEPARATE ACADEMIC CUT SCORES					
	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
ELEM	0-49.9	50.0-61.9	62.0-71.9	72.0-79.9	80.0 or more
MIDDLE	0-51.9	52.0-60.9	61.0-69.9	70.0-78.9	79.0 or more
HIGH	0-50.9	51.0-60.9	61.0-69.9	70.0-74.9	75.0 or more

Source: KDE DAC Powerpoint

## GROWTH

**ELEM and MIDDLE:** Student improvement in **READING** and **MATH KPREP** from 2018 to 2019.



### ACTIVITY: UNDERSTANDING GROWTH

☐ For each student example, look at the KDE Growth Chart and find the points.

STUDENT	Reading Performance Level		Growth Points	Math Performance Level		Growth Points
	2018	2019		2018	2019	
1. S. Bennett	Novice High	Proficient	200	Apprentice High	Proficient	100
2. A. Nadir	Novice Low	Apprentice High	200	Novice High	Novice High	50
3. B. Perry	Distinguished	Distinguished	50	Proficient	Apprentice Low	0
4. J. Winger	Apprentice High	Proficient	100	Distinguished	Proficient	0

**Note:** This is a simplified activity for the purpose of teaching the growth concept.

## Growth Value Table

Points for student performance in Year 2, given Performance in Year 1

Year 1 Student Performance	Novice Low	Novice High	Apprentice Low	Apprentice High	Proficient	Distinguished
	0	0	0	0	0	50
	0	0	0	0	50	100
	0	0	0	50	100	150
	0	0	50	100	150	200
	0	50	100	150	200	250
	0	100	150	200	250	300

KDE:OSAA:DAAS: pp: 7/24/2019

Year 2

7





## ACTIVITY: GROWTH SCORE

- ☐ Use: *Second Graph Page*, and the *Indicator Scores Graph*
- ☐ Fill in the appropriate information. (*This one is a little different from the last two.*)

### GROWTH

INDICATOR LEVEL	WEIGHTED SCORE	<p>1) Based on the activity we just did, which is true of your school's <b>INDICATOR LEVEL</b> in relation to your expectation?</p> <p style="text-align: center;">higher      about what I expected      lower</p> <p>2) How far is the <b>GROWTH SCORE</b> from the next <b>INDICATOR LEVEL</b> (see chart below)?</p>
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### How are **INDICATOR LEVELS** assigned?

GROWTH CUT SCORES					
	VERY LOW	LOW	MEDIUM	HIGH	VERY HIGH
<b>ELEM</b>	0-47.9	48.0-54.9	55.0-59.9	60.0-68.9	69.0 or more
<b>MIDDLE</b>	0-45.9	46.0-50.9	51.0-56.9	57.0-60.9	61.0 or more

Source: KDE DAC Powerpoint



## ACTIVITY: GROWTH BY GROUP

- ☐ Use the bar graph **Growth Rate** to see how the different student groups scored in growth.



ELEMENTARY/MIDDLE — GROWTH
Which student groups made the most growth in 2019 results?
Which student group performance made the least growth in 2019 results?
Which student groups grew significantly lower than “All Students” or other groups, based on 2019 results?
Which student groups are of most concern based on 2019 results? Why?

## TRANSITION READINESS

Transition ready high school students have attained the necessary knowledge, skills, and dispositions to successfully transition to the next level of his or her education career. To be transition ready, a student must earn a high school diploma by meeting or exceeding the Kentucky Minimum High School Graduation Requirements and meet one type of readiness (Academic or Career).

### Requirements for Academic and Career Readiness



 <b>Academic Readiness</b>	 <b>Career Readiness</b>	<b>English Language Readiness (only required for English Learners)</b>
<ul style="list-style-type: none"> <li>✓ Benchmarks, determined by Council on Postsecondary Education (CPE) on a college admissions exam or college placement examination; OR</li> <li>✓ A grade of C or higher in each course on 6 hours of KDE-approved dual credit; OR</li> <li>✓ A score of 3+ on exams in 2 Advanced Placement courses; OR</li> <li>✓ A score of 5+ on 2 exams for International Baccalaureate courses; OR</li> <li>✓ Benchmarks on 2 Cambridge Advanced International examinations; OR</li> <li>✓ Completing a combination of academic readiness indicators listed above.</li> </ul> <ul style="list-style-type: none"> <li>• Demonstration of academic readiness shall include one quantitative reasoning or natural sciences and one written or oral communication, or visual and performing arts; or humanities; or social and behavioral sciences learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Receiving an Industry Certification (<i>Approved by the Kentucky Workforce Innovation Board on an annual basis</i>); OR</li> <li>✓ Scoring at or above the benchmark on the Career and Technical Education End-of-Program Assessment for articulated credit; OR</li> <li>✓ A grade of C or higher in each course on 6 hours of KDE-approved Career and Technical Education dual credit; OR</li> <li>✓ Completing a KDE/Labor Cabinet-approved apprenticeship; OR</li> <li>✓ Completing a KDE-approved alternate process to verify exceptional work experience.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Meeting exit criteria for English language proficiency assessment (Overall composite of a 4.5 on a Tier B/C) for any student who received English Language services during high school.</li> </ul> <ul style="list-style-type: none"> <li>• English Language Learners are included in academic and career readiness in addition to English Language Readiness.</li> </ul>

### ACTIVITY: TRANSITION READINESS BY GROUP

- ☐ Review the bar graph **Transition Readiness 2018/19** and complete the questions.

HIGH SCHOOL — TRANSITION READINESS
<p><b>Student group performance you are most pleased with in 2019 results:</b></p> <p><b>A. CLOSEST</b> to 100?</p>
<p><b>Student group performance you are most concerned about in 2019 results:</b></p> <p><b>B. FARTHEST</b> from 100?</p>
<p><b>C. Which student groups (if any) performed significantly lower than “All Students” or other groups, based on 2019 results?</b></p>
<p><b>D. Which student groups are of most concern based on 2019 results? Why?</b></p>

## GRADUATION RATE

The graduation rate is the percentage of students earning a high school diploma compared to a cohort of students starting in grade 9. It is based on an average of the 4-year and 5-year data.



### ACTIVITY: GRADUATION RATE BY GROUP

☐ Use the *Graduation Rate 2018/19* graph to review your graduation data.

#### GRADUATION RATE

**Student group you are most pleased with in 2019 results:**

**A. CLOSEST** to 100?

**Student group performance you are most concerned about in 2019 results:**

**B. FARTHEST** from 100?

**C. Which student groups (if any) performed significantly lower than “All Students” or other groups, based on 2019 results?**

**D. Which student groups are of most concern based on 2019 results?  
Why?**

## PROFICIENCY


Proficiency is based on the student performance in **READING** and **MATH**. Equal weight is given to reading and math. Schools are rated based on student performance levels: Novice (0), Apprentice (.5), Proficient (1), and Distinguished (1.25).

## READING IN DETAIL



### ACTIVITY: READING OVER TIME


- ☐ In order to review the overall performance of All Students over time, please use the bar graphs labeled **Reading Performance Level % — All Students**

READING — PERFORMANCE OF ALL STUDENTS					
Proficient and Distinguished					
Group	2019 Combined % Proficient and Distinguished	2018 Combined % Proficient and Distinguished	2017 Combined % Proficient and Distinguished	+, - Trend	Distance To 100%
All Students					
	<p>Now look at the green (proficient) and blue (distinguished) portions of the bars going back to 2014. What noticings and questions do you have about the change over time?</p>				



### ACTIVITY: NOVICE TREND

- ☐ Using the same bar graph **Reading Performance Level % — All Students** review just the novice students and calculate the following

READING — PERFORMANCE OF ALL STUDENTS					
Novice					
Group	2019 % Novice	2018 % Novice	2017 % Novice	+, - Trend	Distance To 0%
All Students					
	<p>Now look at the red (novice) portion of the bars going back to 2014. What noticings and questions do you have about the change over time?</p> <p>What efforts have you made in your school to reduce novice performance of students? (Use the data to inform your discussion, not speculation.)</p>				



## ACTIVITY: GROUP COMPARISON 2018/19

- ☐ Use the next graph **Reading — Groups 2018/19** to compare categories of student groups in the current year: gender, ethnicity, economic status, disability, language proficiency

Note — This is the first time schools have been able to compare an underserved group to its direct counterpart (Ex: ELL vs. Non-ELL) instead of comparing the group to All Students.



What do you notice when comparing the student groups in this subject?

What questions does this data bring up?

If you are a CSI or ATSI school and know the reason, what do you notice in this subject about that group? (To find if you have a federal classification, see the second page of the graph packet.)





## ACTIVITY: GROUP TRENDS

- The line graphs will allow you to see performance of student groups over time. All data reflects the percent of students at each performance level (NAPD).
- Pull the following three graphs for this section:
  - **Reading — Group Trends** (All Students)
  - **Reading — Group Trends** (Female, Male, Economically Disadvantaged, Disability)
  - **Reading — Group Trends** (White, African American, Hispanic, Two or More Races)
- The first line graph labeled **All Students** is information you've already analyzed. This graph gives you a clear picture of the change over time. Record any new information you see from this graph:

New trends:

- The next two pages of graphs show the groups in your school over time. Use the following chart to analyze the data:

READING — PERFORMANCE OF STUDENT GROUPS					
Proficient and Distinguished					
Group	2019 Combined % Proficient and Distinguished	2018 Combined % Proficient and Distinguished	2017 Combined % Proficient and Distinguished	+, - Trend	Distance To 100%
Female					
Male					
Economically Disadvantaged					
Disability					
White					
African American					
Hispanic					
Two or More Races					
	Now look at the green (proficient) and blue (distinguished) lines going back to 2014. What noticings and questions do you have about the change over time? What trends to you see?				
	Are there schoolwide efforts that have made an impact on these trends? (Use the data to inform your discussion, not speculation.)				

READING — PERFORMANCE OF STUDENT GROUPS					
Novice					
Group	2019 % Novice	2018 % Novice	2017 % Novice	+, - Trend	Distance To 0%
Female					
Male					
Economically Disadvantaged					
Disability					
White					
African American					
Hispanic					
Two or More Races					
	Now look at the red (novice) lines going back to 2014. What noticings and questions do you have about the change over time?				
	What efforts have you made in your school to reduce novice performance of students? (Use the data to inform your discussion, not speculation.)				

<b>Circle the student group(s) performance you are most pleased with in Reading:</b>				
<b>A. CLOSEST</b> to 100?	Female	Male	Econ Disad	Disability
	White	African American	Hispanic	2 or More Races
<b>B. IMPROVING</b> from last year?	Female	Male	Econ Disad	Disability
	White	African American	Hispanic	2 or More Races
<b>Student group performance you are most concerned about in Reading:</b>				
<b>C. FARTHEST</b> from 100?	Female	Male	Econ Disad	Disability
	White	African American	Hispanic	2 or More Races
<b>D. DECREASING</b> from last year?	Female	Male	Econ Disad	Disability
	White	African American	Hispanic	2 or More Races



## ACTIVITY: GRADE LEVEL PERFORMANCE


- The facilitator will guide you to make a decision whether to do grade level analysis at this time or wait for another occasion (Ex: PLC or team meetings). If you decide to proceed, you need the next set of Reading graphs by grade level. They are circle or “donut” graphs which compare student group performance by grade level in the current year.
- Using the data analysis performed up to this point, prepare notes about the performance of students at this grade level to share with the whole group.
- Be sure to note what source informed your findings.

Notes about Reading performance at _____ grade	What informs your findings?





**ACTIVITY: MATH OVER TIME**

- ☐ In order to review the overall performance of All Students over time, please use the bar graphs labeled **Math Performance Level % — All Students**

MATH — PERFORMANCE OF ALL STUDENTS					
Proficient and Distinguished					
Group	2019 Combined % Proficient and Distinguished	2018 Combined % Proficient and Distinguished	2017 Combined % Proficient and Distinguished	+, - Trend	Distance To 100%
All Students					
	Now look at the green (proficient) and blue (distinguished) portions of the bars going back to 2014. What noticings and questions do you have about the change over time?				


**ACTIVITY: NOVICE TREND**

- ☐ Using the same bar graph **Math Performance Level % — All Students** review just the novice students and calculate the following

MATH — PERFORMANCE OF ALL STUDENTS					
Novice					
Group	2019 % Novice	2018 % Novice	2017 % Novice	+, - Trend	Distance To 0%
All Students					
	Now look at the red (novice) portion of the bars going back to 2014. What noticings and questions do you have about the change over time?				
	What efforts have you made in your school to reduce novice performance of students? (Use the data to inform your discussion, not speculation.)				



## ACTIVITY: GROUP COMPARISON 2018/19

- ☐ Use the next graph **Math — Groups 2018/19** to compare categories of student groups in the current year: gender, ethnicity, economic status, disability, language proficiency

Note — This is the first time schools have been able to compare an underserved group to its direct counterpart (Ex: ELL vs. Non-ELL) instead of comparing the group to All Students.



What do you notice when comparing the student groups in this subject?

What questions does this data bring up?

If you are a CSI or ATSI school and know the reason, what do you notice in this subject about that group? (To find if you have a federal classification, see the second page of the graph packet.)





## ACTIVITY: GROUP TRENDS

- The line graphs will allow you to see performance of student groups over time. All data reflects the percent of students at each performance level (NAPD).
- Pull the following three graphs for this section:
  - **Math — Group Trends** (All Students)
  - **Math — Group Trends** (Female, Male, Economically Disadvantaged, Disability)
  - **Math — Group Trends** (White, African American, Hispanic, Two or More Races)
- The first line graph labeled **All Students** is information you've already analyzed. This graph gives you a clear picture of the change over time. Record any new information you see from this graph:

New trend noticing:

- The next two pages of graphs show the groups in your school over time. Use the following chart to analyze the data:

MATH — PERFORMANCE OF STUDENT GROUPS					
Proficient and Distinguished					
Group	2019 Combined % Proficient and Distinguished	2018 Combined % Proficient and Distinguished	2017 Combined % Proficient and Distinguished	+, - Trend	Distance To 100%
Female					
Male					
Economically Disadvantaged					
Disability					
White					
African American					
Hispanic					
Two or More Races					
	Now look at the green (proficient) and blue (distinguished) lines going back to 2014. What noticings and questions do you have about the change over time? What trends do you see?				
	Are there schoolwide efforts that have made an impact on these trends? (Use the data to inform your discussion, not speculation.)				

MATH — PERFORMANCE OF STUDENT GROUPS					
Novice					
Group	2019 % Novice	2018 % Novice	2017 % Novice	+, - Trend	Distance To 0%
Female					
Male					
Economically Disadvantaged					
Disability					
White					
African American					
Hispanic					
Two or More Races					
	Now look at the red (novice) lines going back to 2014. What noticings and questions do you have about the change over time?				
	What efforts have you made in your school to reduce novice performance of students? (Use the data to inform your discussion, not speculation.)				

<b>Circle the student group(s) performance you are most pleased with in Math:</b>				
<b>A. CLOSEST</b> to 100?	Female	Male	Econ Disad	Disability
	White	African American	Hispanic	2 or More Races
<b>B. IMPROVING</b> from last year?	Female	Male	Econ Disad	Disability
	White	African American	Hispanic	2 or More Races
<b>Student group performance you are most concerned about in Math:</b>				
<b>C. FARTHEST</b> from 100?	Female	Male	Econ Disad	Disability
	White	African American	Hispanic	2 or More Races
<b>D. DECREASING</b> from last year?	Female	Male	Econ Disad	Disability
	White	African American	Hispanic	2 or More Races



## ACTIVITY: GRADE LEVEL PERFORMANCE

- The facilitator will guide you to make a decision whether to do grade level analysis at this time or wait for another occasion (Ex: PLC or team meetings). If you decide to proceed, you need the next set of Math graphs by grade level. They are circle or “donut” graphs which compare student group performance by grade level in the current year.
- Using the data analysis performed up to this point, prepare notes about the performance of students at this grade level to share with the whole group.
- Be sure to note what source informed your findings.

Notes about Math performance at _____ grade	What informs your findings?

## SEPARATE ACADEMIC INDICATOR


The Separate Academic Indicator is based on the student performance in **SCIENCE (E/M/H)**, **SOCIAL STUDIES (E/M)** and **WRITING (E/M/H)**. Equal weight is given to each of those subjects. Schools are rated based on student performance levels: Novice (0), Apprentice (.5), Proficient (1), and Distinguished (1.25).

### SCIENCE IN DETAIL



#### ACTIVITY: SCIENCE OVER TIME


- ☐ In order to review the overall performance of All Students over time, please use the bar graphs labeled **Science Performance Level % — All Students**

SCIENCE— PERFORMANCE OF ALL STUDENTS				
Proficient and Distinguished				
Group	2019 Combined % Proficient and Distinguished	2018 Combined % Proficient and Distinguished	+, - Trend	Distance To 100%
All Students				
	What noticings and questions do you have about the change over time?			



#### ACTIVITY: NOVICE TREND

- ☐ Using the same bar graph **Science Performance Level % — All Students** review just the novice students and calculate the following

SCIENCE — PERFORMANCE OF ALL STUDENTS					
Novice					
Group	2019 % Novice	2018 % Novice	2017 % Novice (HS)	+, - Trend	Distance To 0%
All Students					
	High School: Now look at the red (novice) portion of all the bars going back to 2014(HS). What noticings and questions do you have about the change over time?				



## ACTIVITY: GROUP COMPARISON 2018/19

- ☐ Use the next graph **Science — Groups 2018/19** to compare categories of student groups in the current year: gender, ethnicity, economic status, disability, language proficiency

Note — This is the first time schools have been able to compare an underserved group to its direct counterpart (Ex: ELL vs. Non-ELL) instead of comparing the group to All Students.



What do you notice when comparing the student groups in this subject?

What questions does this data bring up?

If you are a CSI or ATSI school and know the reason, what do you notice in this subject about that group? (To find if you have a federal classification, see the second page of the graph packet.)




## ACTIVITY: GROUP TRENDS


- The line graphs will allow you to see performance of student groups over time. All data reflects the percent of students at each performance level (NAPD).
- Pull the following three graphs for this section:
  - **Science — Group Trends** (All Students)
  - **Science — Group Trends** (Female, Male, Economically Disadvantaged, Disability)
  - **Science — Group Trends** (White, African American, Hispanic, Two or More Races)
- The first line graph labeled **All Students** is information you've already analyzed. This graph gives you a clear picture of the change over time. Record any new information you see from this graph:

### New trend noticing:

- The next two pages of graphs show the groups in your school over time. Use the following chart to analyze the data:

SCIENCE — PERFORMANCE OF STUDENT GROUPS				
Proficient and Distinguished				
Group	2019 Combined % Proficient and Distinguished	2018 Combined % Proficient and Distinguished	+, - Trend	Distance To 100%
Female				
Male				
Economically Disadvantaged				
Disability				
White				
African American				
Hispanic				
Two or More Races				
	What noticings and questions do you have about the change over time? What trends do you see?			




SCIENCE — PERFORMANCE OF STUDENT GROUPS				
Novice				
Group	2019 % Novice	2018 % Novice	+, - Trend	Distance To 0%
Female				
Male				
Economically Disadvantaged				
Disability				
White				
African American				
Hispanic				
Two or More Races				
	What noticings and questions do you have about the change over time?			

<b>Circle the student group(s) performance you are most pleased with in Science:</b>				
<b>A. CLOSEST</b> to 100?	Female	Male	Econ Disad	Disability
	White	African American	Hispanic	2 or More Races
<b>B. IMPROVING</b> from last year?	Female	Male	Econ Disad	Disability
	White	African American	Hispanic	2 or More Races
<hr/>				
<b>Student group performance you are most concerned about in Science:</b>				
<b>C. FARTHEST</b> from 100?	Female	Male	Econ Disad	Disability
	White	African American	Hispanic	2 or More Races
<b>D. DECREASING</b> from last year?	Female	Male	Econ Disad	Disability
	White	African American	Hispanic	2 or More Races



**ACTIVITY: SOCIAL STUDIES OVER TIME**


- ☐ In order to review the overall performance of All Students over time, please use the bar graphs labeled **Social Studies Performance Level % — All Students**

SOCIAL STUDIES — PERFORMANCE OF ALL STUDENTS					
Proficient and Distinguished					
Group	2019 Combined % Proficient and Distinguished	2018 Combined % Proficient and Distinguished	2017 Combined % Proficient and Distinguished	+, - Trend	Distance To 100%
All Students					
	<p>Now look at the green (proficient) and blue (distinguished) portions of the bars going back to 2014. What noticings and questions do you have about the change over time?</p>				



**ACTIVITY: NOVICE TREND**

- ☐ Using the same bar graph **Social Studies Performance Level % — All Students** review just the novice students and calculate the following

SOCIAL STUDIES — PERFORMANCE OF ALL STUDENTS					
Novice					
Group	2019 % Novice	2018 % Novice	2017 % Novice	+, - Trend	Distance To 0%
All Students					
	<p>Now look at the red (novice) portion of the bars going back to 2014. What noticings and questions do you have about the change over time?</p> <p>What efforts have you made in your school to reduce novice performance of students? (Use the data to inform your discussion, not speculation.)</p>				



## ACTIVITY: GROUP COMPARISON 2018/19

□ Use the next graph **Social Studies — Groups 2018/19** to compare categories of student groups in the current year: gender, ethnicity, economic status, disability, language proficiency

Note — This is the first time schools have been able to compare an underserved group to its direct counterpart (Ex: ELL vs. Non-ELL) instead of comparing the group to All Students.



What do you notice when comparing the student groups in this subject?

What questions does this data bring up?

If you are a CSI or ATSI school and know the reason, what do you notice in this subject about that group? (To find if you have a federal classification, see the second page of the graph packet.)





## ACTIVITY: GROUP TRENDS

- The line graphs will allow you to see performance of student groups over time. All data reflects the percent of students at each performance level (NAPD).
- Pull the following three graphs for this section:
  - **Social Studies — Group Trends** (All Students)
  - **Social Studies — Group Trends** (Female, Male, Economically Disadvantaged, Disability)
  - **Social Studies — Group Trends** (White, African American, Hispanic, Two or More Races)
- The first line graph labeled **All Students** is information you've already analyzed. This graph gives you a clear picture of the change over time. Record any new information you see from this graph:

New trend noticing:

- The next two pages of graphs show the groups in your school over time. Use the following chart to analyze the data:

SOCIAL STUDIES — PERFORMANCE OF STUDENT GROUPS					
Proficient and Distinguished					
Group	2019 Combined % Proficient and Distinguished	2018 Combined % Proficient and Distinguished	2017 Combined % Proficient and Distinguished	+, - Trend	Distance To 100%
Female					
Male					
Economically Disadvantaged					
Disability					
White					
African American					
Hispanic					
Two or More Races					
	Now look at the green (proficient) and blue (distinguished) lines going back to 2014. What noticings and questions do you have about the change over time? What trends do you see?				
	Are there schoolwide efforts that have made an impact on these trends? (Use the data to inform your discussion, not speculation.)				


SOCIAL STUDIES — PERFORMANCE OF STUDENT GROUPS					
Novice					
Group	2019 % Novice	2018 % Novice	2017 % Novice	+, - Trend	Distance To 0%
Female					
Male					
Economically Disadvantaged					
Disability					
White					
African American					
Hispanic					
Two or More Races					
	Now look at the red (novice) lines going back to 2014. What noticings and questions do you have about the change over time?				
	What efforts have you made in your school to reduce novice performance of students? (Use the data to inform your discussion, not speculation.)				

<b>Circle the student group(s) performance you are most pleased with in Social Studies:</b>				
<b>A. CLOSEST</b> to 100?	Female	Male	Econ Disad	Disability
	White	African American	Hispanic	2 or More Races
<b>B. IMPROVING</b> from last year?	Female	Male	Econ Disad	Disability
	White	African American	Hispanic	2 or More Races
<b>Student group performance you are most concerned about in Social Studies:</b>				
<b>C. FARTHEST</b> from 100?	Female	Male	Econ Disad	Disability
	White	African American	Hispanic	2 or More Races
<b>D. DECREASING</b> from last year?	Female	Male	Econ Disad	Disability
	White	African American	Hispanic	2 or More Races



**ACTIVITY: WRITING OVER TIME**


- ☐ In order to review the overall performance of All Students over time, please use the bar graphs labeled **Writing Performance Level % — All Students**

WRITING — PERFORMANCE OF ALL STUDENTS					
Proficient and Distinguished					
Group	2019 Combined % Proficient and Distinguished	2018 Combined % Proficient and Distinguished	2017 Combined % Proficient and Distinguished	+, - Trend	Distance To 100%
All Students					
	<p>Now look at the green (proficient) and blue (distinguished) portions of the bars going back to 2014. What noticings and questions do you have about the change over time?</p>				



**ACTIVITY: NOVICE TREND**

- ☐ Using the same bar graph **Writing Performance Level % — All Students** review just the novice students and calculate the following

WRITING — PERFORMANCE OF ALL STUDENTS					
Novice					
Group	2019 % Novice	2018 % Novice	2017 % Novice	+, - Trend	Distance To 0%
All Students					
	<p>Now look at the red (novice) portion of the bars going back to 2014. What noticings and questions do you have about the change over time?</p> <p>What efforts have you made in your school to reduce novice performance of students? (Use the data to inform your discussion, not speculation.)</p>				



## ACTIVITY: GROUP COMPARISON 2018/19

- ☐ Use the next graph **Writing — Groups 2018/19** to compare categories of student groups in the current year: gender, ethnicity, economic status, disability, language proficiency

Note — This is the first time schools have been able to compare an underserved group to its direct counterpart (Ex: ELL vs. Non-ELL) instead of comparing the group to All Students.



What do you notice when comparing the student groups in this subject?

What questions does this data bring up?

If you are a CSI or ATSI school and know the reason, what do you notice in this subject about that group? (To find if you have a federal classification, see the second page of the graph packet.)




## ACTIVITY: GROUP TRENDS


- The line graphs will allow you to see performance of student groups over time. All data reflects the percent of students at each performance level (NAPD).
- Pull the following three graphs for this section:
  - **Writing — Group Trends** (All Students)
  - **Writing — Group Trends** (Female, Male, Economically Disadvantaged, Disability)
  - **Writing — Group Trends** (White, African American, Hispanic, Two or More Races)
- The first line graph labeled **All Students** is information you've already analyzed. This graph gives you a clear picture of the change over time. Record any new information you see from this graph:

New trend noticing:

- The next two pages of graphs show the groups in your school over time. Use the following chart to analyze the data:

WRITING — PERFORMANCE OF STUDENT GROUPS					
Proficient and Distinguished					
Group	2019 Combined % Proficient and Distinguished	2018 Combined % Proficient and Distinguished	2017 Combined % Proficient and Distinguished	+, - Trend	Distance To 100%
Female					
Male					
Economically Disadvantaged					
Disability					
White					
African American					
Hispanic					
Two or More Races					
	Now look at the green (proficient) and blue (distinguished) lines going back to 2014. What noticings and questions do you have about the change over time? What trends do you see?				
	Are there schoolwide efforts that have made an impact on these trends? (Use the data to inform your discussion, not speculation.)				



WRITING — PERFORMANCE OF STUDENT GROUPS					
Novice					
Group	2019 % Novice	2018 % Novice	2017 % Novice	+, - Trend	Distance To 0%
Female					
Male					
Economically Disadvantaged					
Disability					
White					
African American					
Hispanic					
Two or More Races					
	Now look at the red (novice) lines going back to 2014. What noticings and questions do you have about the change over time?				
	What efforts have you made in your school to reduce novice performance of students? (Use the data to inform your discussion, not speculation.)				

<b>Circle the student group(s) performance you are most pleased with in Writing:</b>				
<b>A. CLOSEST</b> to 100?	Female	Male	Econ Disad	Disability
	White	African American	Hispanic	2 or More Races
<b>B. IMPROVING</b> from last year?	Female	Male	Econ Disad	Disability
	White	African American	Hispanic	2 or More Races
<b>Student group performance you are most concerned about in Writing:</b>				
<b>C. FARTHEST</b> from 100?	Female	Male	Econ Disad	Disability
	White	African American	Hispanic	2 or More Races
<b>D. DECREASING</b> from last year?	Female	Male	Econ Disad	Disability
	White	African American	Hispanic	2 or More Races

## DISCUSSION AND REVIEW

### ACTIVITY: STUDYING YOUR SCORES SUMMARY



- ☐ Decide and record two strengths from your review.
- ☐ Decide and record two areas of weakness from your review.

## SHARING THE ANALYSIS RESULTS

### FOLLOW UP



- ☐ If any council members were not involved in this Studying Your Scores session, provide a copy of a completed SYS booklet and a set of graphs.
- ☐ At the next council meeting, discuss the analysis results and talk about next steps.
- ☐ The council, or a designated committee or staff member, needs to organize a clear, easy-to-understand summary of the results to share with the school community, including students and parents.

## NEXT STEPS

**STEP 1:** Understand your school's scores.

**STEP 2:** Understand the improvement your school must have to reach goals.

**STEP 3:** Complete further analysis on available data (ex: MAP, i-Ready).

**STEP 4:** Identify contributing factors for the results and barriers to improvement and evaluate efforts that are currently underway that will impact future results.

**STEP 5:** Decide if revisions to your improvement plan are needed by combining the new information with other student performance data.

**STEP 6:** Analyze individual student data (school staff only) for setting goals and targeting student needs.

**You have the most important job in the world.**



*Education is a human right with immense power to transform. On its foundation rests the cornerstones of freedom, democracy and sustainable human development.*

— Kofi Annan

## MORE INFORMATION ON STARS AND CLASSIFICATIONS

Considering All Indicators	
Performance levels are based on criteria of excellence instead of a normative comparison of schools. Kentucky educators will determine, through a standard-setting process, the performance required for each of five levels of performance that range from very low to very high. The aggregation of these performance levels will determine a school's overall star rating with academic indicators most heavily factored in the overall rating.	
<b>Overall School Rating</b> Based on the strength of performance on school-level measures and indicators as combined in the overall accountability score.  If achievement gaps are found in schools and LEAs earning a four (4) or five (5) star rating, the star rating will be reduced by one (1) star.	<div>★★★★★ (5 star)</div> <div>★★★★ (4 star)</div> <div>★★★ (3 star)</div> <div>★★ (2 star)</div> <div>★ (1 star)</div>
<b>School Improvement and Support</b> The lowest-performing 5 percent of schools will be designated 1-star schools and qualify for comprehensive support.	Support will be provided for low-performing schools. <ul style="list-style-type: none"> <li>• Additional Targeted Support and Improvement (ATSI) - school with low-performing or consistently underperforming student group(s)</li> <li>• Comprehensive Support and Improvement (CSI) – bottom 5% of schools OR less than 80% for the 4 year graduation rate OR chronically low-performing student group(s)</li> </ul>
<b>Long-Term Goals</b> Goals based on graduating class of 2030. Intermediate goals established in three-year intervals from 2019 to 2030.	Specific goals for academic achievement, graduation rate and English language proficiency are set for each student group based on the group's beginning performance and the desired outcome to reduce or improve the gap in performance by 50%, while also taking into account the goal must be realistic and attainable.

### ATSI

ATSI designation is the most confusing thing for this year. Basically, schools that were labeled TSI schools last year and did not meet the exit criteria outlined in 703 KAR 5:280 were given the label of ATSI (Additional Targeted Support and Improvement).

KDE will not identify any new schools for ATSI in Fall 2019. They anticipate identifying the second round of new ATSI schools in Fall 2021.

### TSI

In Fall 2019, KDE will not identify any schools for TSI. They anticipate identifying the first round of TSI schools in Fall 2020.

### CSI

The identification of CSI schools remains the same: bottom 5% of schools OR less than 80% of the 4-year graduation rate OR chronically low-performing student group(s).