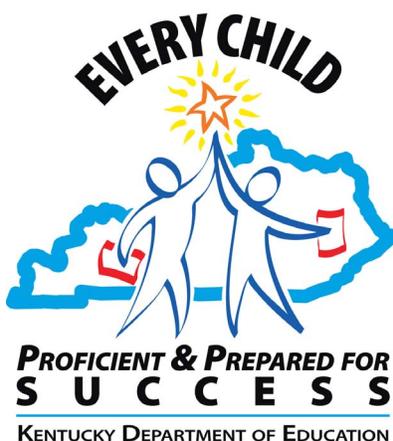


BRIEFING PACKET STATE RELEASE

COMMONWEALTH ACCOUNTABILITY TESTING SYSTEM (CATS)

ACCOUNTABILITY CYCLE 2008

Midpoint (2006-2007)



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KENTUCKY DEPARTMENT OF EDUCATION

Kevin M. Noland Interim Commissioner

October 2, 2007



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INTRODUCTION

This is the Midpoint Report of Accountability Cycle 2008 of the Commonwealth Accountability Testing System (CATS). This report includes results from the *first* year of the 2006-07/2007-08 biennium, which will *not* be complete until after the 2007-08 CATS results are available.

Each school has a precise target to meet or exceed in each biennium to reach the Meeting Goal category and thus to be on target to reach 100, or proficiency, by 2014. The target values for each school include a standard error or fairness margin for the Goal and Assistance Lines. Because of this, the CATS Accountability Model gives an acceptable cushion to schools so that if a school is just *below* the Goal line, but within one standard error, the school is treated as if (or categorized as if) the school was at or above the Goal Line. The same holds true for the Assistance Line.

The following bullets summarize important points about the CATS Accountability Model (see illustration on the next page):

- The Goal Line represents the point at or above which schools become eligible for recognition for *growth*. It is represented by a straight line that begins in 2000 at the baseline and ends in 2014 at 100.
- The Assistance Line represents the point below which a school becomes eligible for assistance from the state; a straight line that begins in 2002 at the baseline and ends in 2014 at 80 provides the boundary for the Assistance Line.
- Both of the lines (Goal Line and the Assistance Line) have associated standard errors ranging from approximately 0.5 to 3.0, depending upon school level (elementary, middle or high school) and the number of students in the school.
- Schools between the Goal Line and the Assistance Line are considered Progressing and are held harmless in the accountability system if they continue to demonstrate growth.
- For a school to be eligible for recognition, it must also meet the novice reduction and dropout criteria:
 - Schools must reduce their percent of novices on a schedule so that by 2014, the school has five percent or less of its students scoring novice.
 - High schools must have a dropout rate less than or equal to 5.3 percent or reduce their percentage of dropouts by 0.5 percent, but still have a dropout rate less than or equal to 6 percent.
- The CATS Accountability Model also provides a set of one-time Recognition points and defines the requirements for being a “Pace Setter” school.

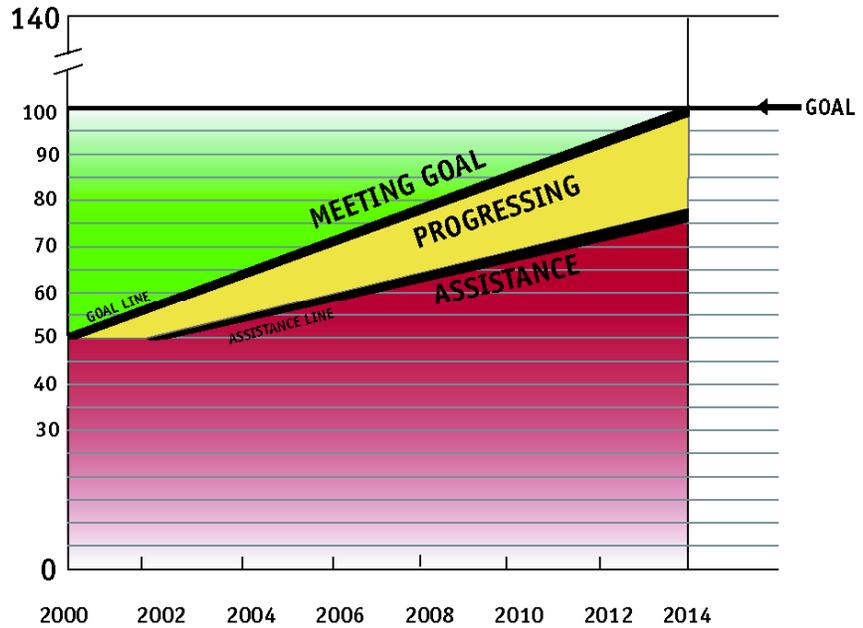
Commonwealth Accountability Testing System Long-term Accountability Model

Each school will have a customized chart like this one based on its own baseline scores, and a goal of 100 by year 2014. This example is for a hypothetical school with a baseline of 50.

MEETING GOAL: Schools at or above the Goal Line will receive three shares of rewards (per full time equivalent certified staff member). The Goal Line includes a fairness margin. If a school is that close to its Goal Line, it will still receive three shares of rewards.

PROGRESSING: Schools scoring below their Goal Line but at or above their Assistance Line will be classified as 'Progressing'. A school in this zone receives 1/2 share of rewards (per full time equivalent certified staff member) provided it obtains an index greater than it did in the previous biennium. Schools with stable or declining scores will receive no rewards but also no consequences.

ASSISTANCE: Schools falling below the Assistance Line may be eligible for a "scholastic audit" to determine how much assistance or help is needed and whether it should be monetary (Commonwealth School Improvement Funds) and/or human resources (highly-skilled educators).



SCHOOL RECOGNITION POINTS: When a school passes a RECOGNITION POINT based on its total accountability score, it will receive a share of rewards as a one-time recognition of achievement. Five levels of recognition were established by the Kentucky Board of Education. The five recognitions points are located at accountability indices of 55, 66, 77, 88 and 100.

PACE SETTER SCHOOLS: The top 5% of schools will be designated as "Pace Setters" if they have met or exceeded the fourth recognition point. They will receive 1 share of rewards provided that they are not receiving rewards under any other provision and provided that they have not declined in both the previous two biennia.

Note: To receive rewards, a school must also meet both the dropout reduction and novice reduction requirements.

The Assessment and Accountability System Has Changed

Reporting for the Commonwealth Accountability Testing System (CATS) in 2007 is based on a revised regulation, 703 KAR 5:020, as approved by the Kentucky Board of Education in February 2007. Several changes in the regulation impact accountability calculations.

- Additional grades are included in reporting for reading and mathematics.
- Weights of content areas, nonacademic measures and the norm-referenced component have changed.
- A high school ACT Index is reported using the results from the PLAN assessment administered in September 2006.

Several changes to the assessment program were implemented fully during 2006 and 2007 and impact the reporting of results for 2007.

- The Kentucky Core Content Test (KCCT) was based on a revised *Core Content for Assessment 4.1*.
- KCCT used a new test design.
- Assessments in on-demand writing and practical living/vocational studies were moved to new grades.
- Assessments in reading and mathematics were added to accomplish annual testing of those content areas in grades 3-8 as required by No Child Left Behind.
- Legislative requirements were passed that Kentucky public school students participate in the ACT and its companions, PLAN and EXPLORE.
- The Alternate Assessment program was revised and includes three components: Portfolios, Attainment Tasks and Transition Attainment Record. Separate scores are reported for each content area.

New Student Performance Standards and Cut Scores

The assessment changes required that Kentucky examine the student performance standards that define the student performance categories of novice, apprentice, proficient and distinguished (NAPD). During the summer of 2007, Kentucky teachers participated in standard-setting processes for the Kentucky Core Content Test and the Alternate Assessment program. Existing standards were validated, or standards were set for new assessments.

The standard-setting process yielded new cut scores that identify when a student moves from one performance level category to another. These new cut scores by content area change the distributions of students' scores along the performance categories. The distributions of student performance along the NAPD scale for 2007 will not always match past trends by content (e.g., reading, Mathematics, science). Because of these changes, content level results are presented for 2007 only.

Concordance (Statistical Link)

Because of the multiple changes to the assessment and accountability program, the National Technical Advisory Panel on Assessment and Accountability (NTAPAA) felt a statistical process to link old CATS (2000-2006) and new CATS (2007) was necessary and appropriate. This is a similar situation to the statistical linkage made with the regression model during the changes made from the Kentucky Instructional Results Information System (KIRIS) to CATS in 1999-2000.

Given that the Kentucky Board of Education desired to keep accountability index targets in place and that state-level trends in accountability indices are stable over time, NTAPAA proposed the use of a concordance approach that would link the old and new CATS and allows Kentucky to compare two different tests from two different years.

With concordance, the accountability index in 2007 is linked to the original school goals displayed on the Growth Chart page of the Kentucky Performance Report, and this keeps accountability moving forward. Concordance tables are built by using both scores and the rank order of the scores. The concordance link is made at the accountability index level only. School baselines are not recalculated, and growth lines are not redrawn.

A CATS Concordance Table connects old and new CATS by linking a 2007 nonadjusted accountability index and related percentile rank to an estimated accountability index and percentile rank. The estimated values are based on the state growth trends for elementary, middle and high schools from 2000-2006. Once the percentile ranks are aligned, the estimated accountability index becomes the Adjusted Accountability Index to indicate that the index scores based on the 2007 results are concordant with the 2000-2006 index scores.

The 2007 Kentucky Performance Reports reflect the transition by reporting two accountability index scores—Adjusted by Concordance and Nonadjusted. Both scores provide valuable information depending on their uses—accountability or instruction.

- The **Adjusted Accountability Index** continues accountability. It links the 2007 performance to the past system. The score is related to the performance trends, the original goal and assistance lines in a school's or district's growth chart.
- The **Nonadjusted Accountability Index and Content Area Indices** provide the connection to the absolute goal of proficiency (100) by 2014. It is the first instructional look at the current position of a school or district compared to absolute goal of proficiency. Nonadjusted data is calculated for 2007 using new content area weights and new cut scores for student performance (novice, apprentice, proficient and distinguished).
- Through data analysis, schools and districts can focus on instruction with the future in mind and celebrate the good work that has occurred by focusing on two data purposes — accountability and instruction.

OBSERVATIONS

ELEMENTARY SCHOOL PERFORMANCE:

- The Elementary School Accountability Index increased from 84.7 in 2006 to 87.7 in 2007, using the Adjusted Accountability Index. This was a gain of 3.0 points.
- The Academic Index goal for each content area is 100, with a maximum possible index of 140. There were four content areas in the 90s -- reading, mathematics, science, and the writing portfolio. The other five content areas were in the 80s -- social studies, total writing, writing on-demand, arts & humanities and practical living/vocational studies.
- The Reading Academic Index was 95.6, with 19.6% at distinguished, 53.1% at proficient, 21.5% at apprentice and 5.8% at novice.
- The Mathematics Academic Index was 90.5, with 26.3% at distinguished, 35.4% at proficient, 25.6% at apprentice and 12.7% at novice.
- The Science Academic Index was 95.8, with 27.4% at distinguished, 38.7% at proficient, 26.5% at apprentice and 7.4% at novice.
- The Social Studies Academic Index was 88.5, with 17.2% at distinguished, 44.4% at proficient, 28.4% at apprentice and 10.0% at novice.
- The Total Writing Academic Index was 88.1, with 7.1% at distinguished, 53.1% at proficient, 35.5% at apprentice and 4.3% at novice.
- The Writing Portfolio Academic Index was 91.0, with 4.5% at distinguished, 62.6% at proficient, 31.2% at apprentice and 1.7% at novice.
- The Writing On-Demand Academic Index was 85.2 with 9.8% at distinguished, 43.6% at proficient, 39.8% at apprentice, and 6.8% at novice.
- The Art & Humanities Academic Index was 83.3, with 25.5% at distinguished, 31.3% at proficient, 25.1% at apprentice and 18.2% at novice.
- The Practical Living/Vocational Studies On-Demand Academic Index was 86.8, with 18.9% at distinguished, 50.3% at proficient, 15.1% at apprentice and 15.8% at novice.

MIDDLE SCHOOL PERFORMANCE:

- The Middle School Accountability Index increased from 77.0 in 2006 to 79.0 in 2007, using the Adjusted Accountability Index. This was a gain of 2.0 points.
- The Academic Index goal for each content area is 100, with a maximum possible index of 140. One content area – reading – was in the 90s. There were six content areas in the 80s -- mathematics, science, social studies, total writing, the writing portfolio, arts & humanities and practical living/vocational studies. One content area – on-demand writing – was in the 70s.
- The Reading Academic Index was 92.0, with 15.5% at distinguished, 50.8% at proficient, 27.9% at apprentice and 5.8% at novice.
- The Mathematics Academic Index was 80.7, with 17.6% at distinguished, 34.2% at proficient, 30.6% at apprentice and 17.5% at novice.

- The Science Academic Index was 85.6 with 16.1% at distinguished, 39.8% at proficient, 32.9% at apprentice and 11.2% at novice.
- The Social Studies Academic Index was 83.1, with 16.2% at distinguished, 36.5% at proficient, 34.0% at apprentice and 13.4% at novice.
- The Total Writing Academic Index was 80.5 with 6.3% at distinguished, 39.0% at proficient, 47.7% at apprentice and 7.0% at novice.
- The Writing Portfolio Academic Index was 82.2, with 6.3% at distinguished, 42.3% at proficient, 46.1% at apprentice and 5.4% at novice.
- The Writing On-Demand Academic Index was 78.7, with 6.3% at distinguished, 35.6% at proficient, 49.4% at apprentice and 8.7% at novice.
- The Art & Humanities Academic Index was 87.9, with 25.6% at distinguished, 37.3% at proficient, 22.4% at apprentice and 14.7% at novice.
- The Practical Living/Vocational Studies On-Demand Academic Index was 84.0, with 24.1% at distinguished, 35.0% at proficient, 23.2% at apprentice and 17.7% at novice.

HIGH SCHOOL PERFORMANCE:

- The High School Accountability Index increased from 75.9 in 2006 to 78.7 in 2007, using the Adjusted Accountability Index. This was a gain of 2.8 point.
- The Academic Index goal for each content area is 100, with a maximum possible index of 140. One content area – arts & humanities – was in the 90s. There were two content areas in the 80s -- reading and practical living/vocational studies. There were three content areas in the 70s -- science, social studies and the writing portfolio. There were two content areas in the 60s -- mathematics and total writing. One content area – on-demand writing – is in the 50s.
- The Reading Academic Index was 89.1, with 11.9% at distinguished, 48.2% at proficient, 34.9% at apprentice and 5.0% at novice.
- The Mathematics Academic Index was 68.2, with 10.0% at distinguished, 29.3% at proficient, 34.1% at apprentice and 26.6% at novice.
- The Science Academic Index was 72.8 with 6.4% at distinguished, 35.3% at proficient, 40.6% at apprentice and 17.8% at novice.
- The Social Studies Academic Index was 77.8, with 15.4% at distinguished, 28.4% at proficient, 39.4% at apprentice and 16.9% at novice.
- The Total Writing Academic Index was 65.7, with 3.2% at distinguished, 23.3% at proficient, 57.9% at apprentice and 15.6% at novice.
- The Writing Portfolio Academic Index was 75.6, with 5.6% at distinguished, 27.7% at proficient, 61.8% at apprentice and 4.8% at novice.
- The Writing On-Demand Academic Index was 55.8, with 0.9% at distinguished, 18.9% at proficient, 54.0% at apprentice and 26.3% at novice.
- The Art & Humanities Academic Index was 92.4, with 25.8% at distinguished, 43.5% at proficient, 19.8% at apprentice and 11.0% at novice.

•The Practical Living/Vocational Studies On-Demand Academic Index was 82.2, with 31.5% at distinguished, 18.0% at proficient, 30.4% at apprentice and 20.1% at novice.

ALL GRADES AND CONTENT AREAS:

The Total Accountability Index, which includes the elementary, middle and high school levels, increased from 79.2 in 2006 to 81.8 in 2007, using the Adjusted Accountability Index. This was a gain of 2.6 points.

The tables and graphs on the following pages provide detailed CATS results for Kentucky. The only trend comparisons (1999-2007) are provided for the accountability index, using the 2007 Adjusted Accountability Index. All content level tables and graphs present results for 2007 only. Because of the use of adjusted indices for the 2007 data, caution is encouraged when comparing trends prior to 2007 with current scores.

KCCT NUMBER OF STUDENTS TESTED

	KCCT Number Tested by Grade								
	1999	2000	2001	2002	2003	2004	2005	2006	2007
3rd Grade	51,641	50,854	49,800	48,764	48,120	47,816	47,282	47,669	48,992
4th Grade	48,553	49,554	49,949	49,302	48,568	48,001	47,889	47,684	48,019
5th Grade	46,795	48,476	49,508	50,207	49,679	49,001	48,492	48,434	48,125
6th Grade	47,557	46,860	48,668	49,861	50,751	50,074	49,258	48,706	49,026
7th Grade	48,176	48,186	47,657	49,266	50,313	51,528	50,916	50,203	49,304
8th Grade	48,936	47,448	47,544	47,367	49,069	50,506	51,339	50,841	50,336
9th Grade	51,397	51,757	50,590	50,828	50,500	51,862	53,528	54,597	0*
10th Grade	45,976	44,580	45,565	45,243	45,675	45,590	46,818	48,471	49,667
11th Grade	40,756	40,649	39,401	40,514	40,496	40,715	40,936	42,136	43,418
12th Grade	37,976	37,974	37,683	37,276	38,561	37,843	37,903	38,143	41,656

*9th Grade Not Tested

	KCCT Number Tested by Level								
	1999	2000	2001	2002	2003	2004	2005	2006	2007
Elementary	146,989	148,884	149,257	148,273	146,367	144,818	143,663	143,787	145,136
Middle	144,669	142,494	143,869	146,494	150,133	152,108	151,513	149,750	148,666
High	176,105	174,960	173,239	173,861	175,232	176,010	179,185	183,347	134,741
Total	467,763	466,338	466,365	468,628	471,732	472,936	474,361	476,884	428,543

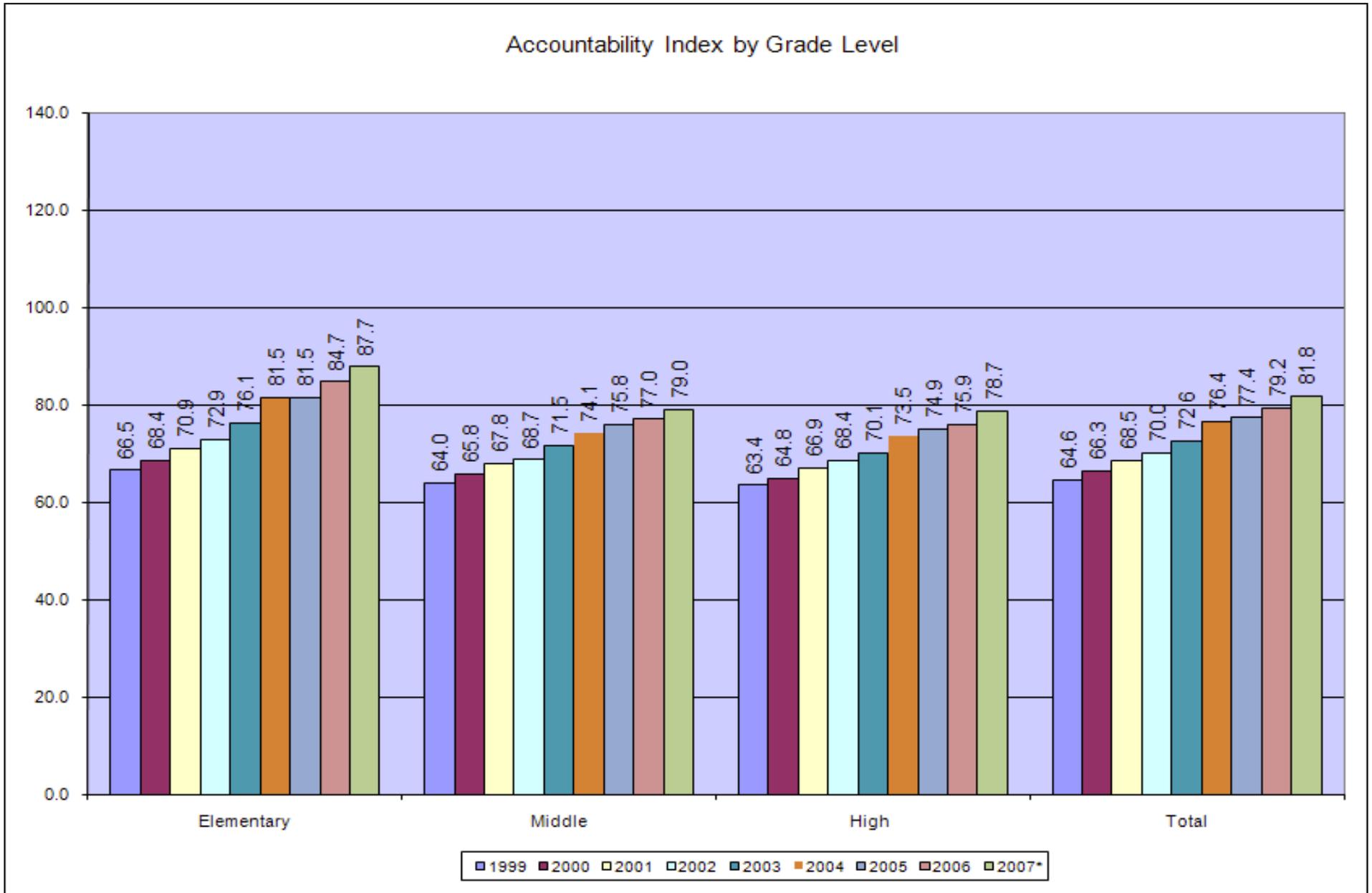
ACCOUNTABILITY INDEX RANGES BY SCHOOL LEVEL

Accountability Index Ranges by School Level

Accountability Index Range	Elementary					Middle					High				
	2003	2004	2005	2006	2007*	2003	2004	2005	2006	2007*	2003	2004	2005	2006	2007*
100+	13	30	39	62	89	3	2	3	3	8	0	2	2	5	4
90-99.9	50	117	118	148	196	8	17	26	23	33	3	9	12	11	24
80-89.9	164	277	252	278	311	43	59	71	94	102	25	37	42	54	62
70-79.9	313	228	242	197	119	132	153	162	161	143	75	98	110	110	102
60-69.9	172	83	77	41	12	122	94	72	53	32	99	75	66	50	37
50-59.9	38	15	18	10	3	33	19	11	9	6	33	19	8	8	2
40-49.9	5	0	0	0	0	6	3	2	1	0	3	0	0	0	0
30-39.9	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0

*The Adjusted Accountability Index for 2007 is calculated with concordance tables at each level (elementary, middle, and high) to link CATS 1999-2006 to CATS 2007.

INDICES BY ELEMENTARY, MIDDLE AND HIGH SCHOOL



*The Adjusted Accountability Index for 2007 is calculated with concordance tables at each level (elementary, middle, and high) to link CATS 1999-2006 to CATS 2007.

PERFORMANCE LEVEL PERCENTAGES BY CONTENT AREA FOR ELEMENTARY SCHOOL

Elementary		Performance Level Percentages										Academic Index
		Novice				Apprentice				Proficient	Distinguished	
		Non-Performance	Medium	High	Total	Low	Medium	High	Total			
Reading	2007	0.76	1.99	3.05	5.80	4.77	6.33	10.41	21.51	53.12	19.59	95.6317
Mathematics	2007	2.85	4.40	5.44	12.69	6.78	7.42	11.41	25.61	35.43	26.27	90.4864
Science	2007	0.93	2.61	3.81	7.35	5.75	7.57	13.20	26.52	38.71	27.43	95.8439
Social Studies	2007	1.80	3.66	4.54	10.00	6.76	8.26	13.39	28.41	44.37	17.22	88.5062
Writing Total	2007	0.54	1.08	2.65	4.27	4.87	11.48	19.16	35.51	53.09	7.14	88.0754
Writing Portfolio	2007	0.65	0.33	0.74	1.72	2.30	10.88	18.01	31.19	62.60	4.50	90.9913
Writing On-Demand	2007	0.42	1.83	4.56	6.81	7.44	12.08	20.30	39.82	43.58	9.78	85.1595
Arts & Humanities	2007	5.62	12.55		18.17				25.08	31.28	25.48	83.6315
Practical Living/Vocational Std.	2007	7.14	8.66		15.80				15.08	50.28	18.85	86.8438

PERFORMANCE LEVEL PERCENTAGES BY CONTENT AREA FOR MIDDLE SCHOOL

Middle		Performance Level Percentages										Academic Index
		Novice				Apprentice				Proficient	Distinguished	
		Non-Performance	Medium	High	Total	Low	Medium	High	Total			
Reading	2007	0.49	1.88	3.46	5.83	5.86	7.93	14.08	27.87	50.84	15.47	92.0080
Mathematics	2007	4.83	5.98	6.71	17.52	8.18	9.69	12.77	30.64	34.24	17.60	80.7040
Science	2007	1.53	3.70	5.95	11.18	7.24	10.83	14.81	32.88	39.81	16.12	85.6480
Social Studies	2007	2.28	4.87	6.22	13.37	8.65	9.78	15.57	34.00	36.48	16.15	83.1243
Writing Total	2007	0.76	1.67	4.60	7.02	8.50	17.47	21.77	47.74	38.95	6.30	80.4772
Writing Portfolio	2007	0.95	1.24	3.17	5.36	7.02	19.33	19.71	46.06	42.31	6.27	82.2474
Writing On-Demand	2007	0.57	2.09	6.02	8.68	9.97	15.61	23.83	49.41	35.59	6.33	78.7069
Arts & Humanities	2007	4.47	10.27		14.74				22.36	37.27	25.64	87.9171
Practical Living/Vocational Std.	2007	7.06	10.64		17.70				23.24	34.95	24.10	84.0172

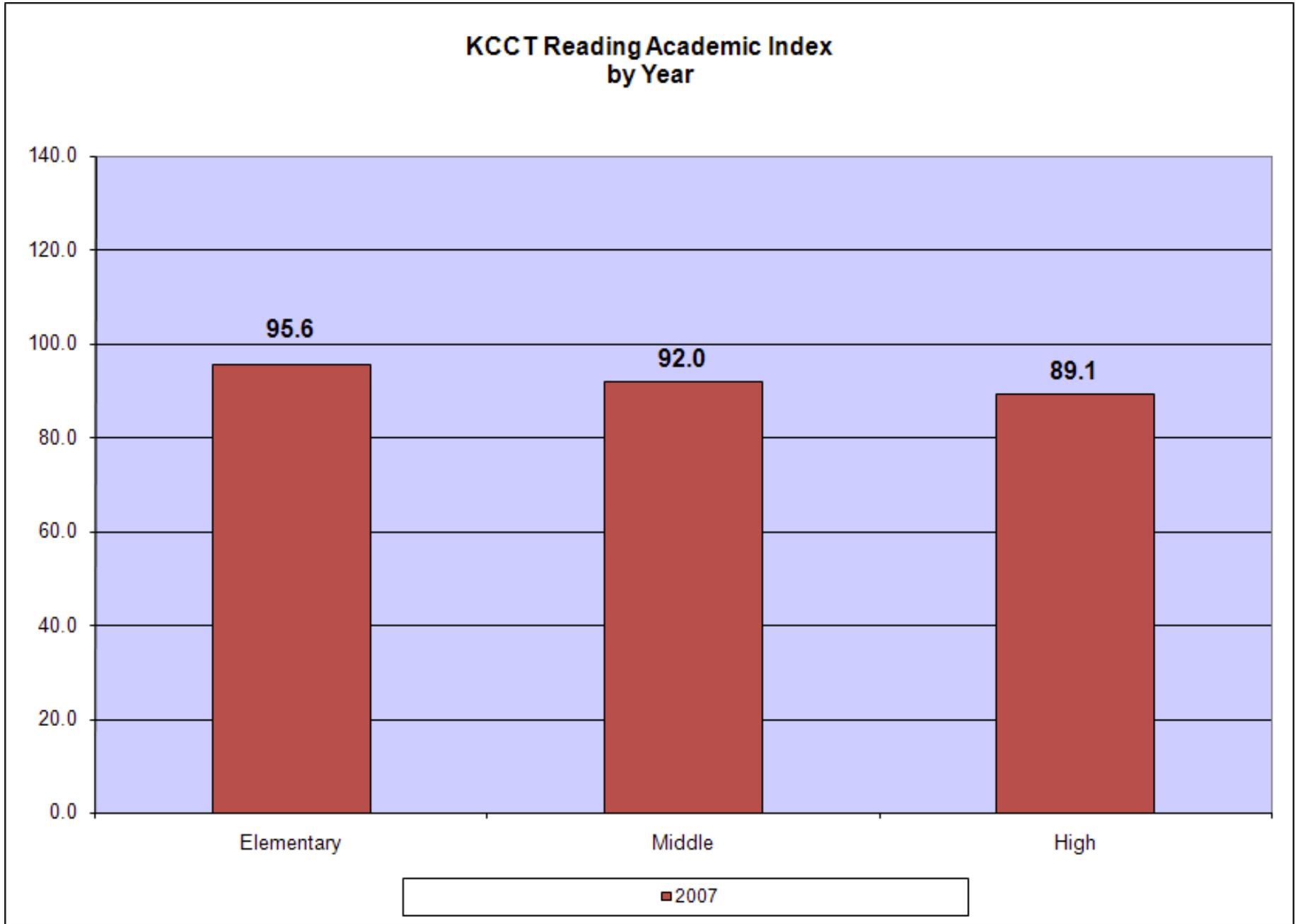
PERFORMANCE LEVEL PERCENTAGES BY CONTENT AREA FOR HIGH SCHOOL

High		Performance Level Percentages										Academic Index
		Novice				Apprentice				Proficient	Distinguished	
		Non-Performance	Medium	High	Total	Low	Medium	High	Total			
Reading	2007	0.21	1.22	3.58	5.01	6.90	10.10	17.87	34.87	48.20	11.91	89.0794
Mathematics	2007	7.28	9.16	10.15	26.59	10.36	10.13	13.61	34.10	29.32	9.97	68.2178
Science	2007	3.03	6.54	8.20	17.77	10.51	13.09	16.98	40.58	35.27	6.37	72.8122
Social Studies	2007	2.61	6.01	8.23	16.85	10.53	11.87	16.99	39.39	28.38	15.39	77.7731
Writing Total	2007	1.14	13.01	1.40	15.55	4.23	44.16	9.52	57.91	23.31	3.24	65.6997
Writing Portfolio	2007	1.08	0.96	2.80	4.84	8.46	34.34	19.04	61.84	27.69	5.62	75.6308
Writing On-Demand	2007	1.20	25.05		26.25		53.98		53.98	18.92	0.86	55.7685
Arts & Humanities	2007	3.47	7.50		10.97				19.77	43.49	25.76	92.3910
Practical Living/Vocational Std.	2007	5.66	14.46		20.12				30.38	17.97	31.53	82.2198

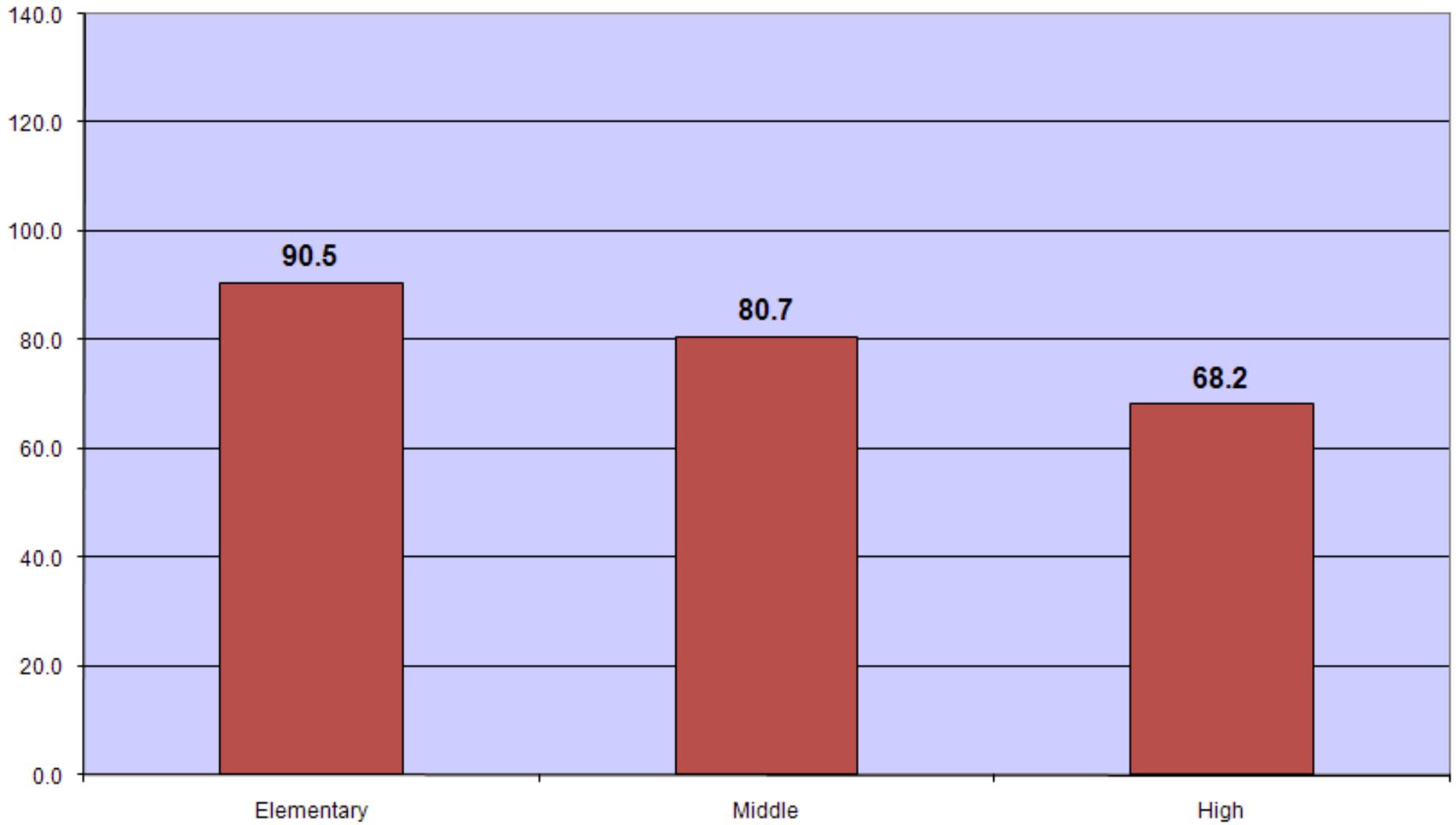
ACT PLAN PERFORMANCE LEVEL PERCENTAGES FOR HIGH SCHOOL

High		Score Range Percentages								Academic Index
		0-3	4-6	7-9	10-12	13-15	16-17	18-24	25-32	
		ACT INDEX (Plan)	2007	0.74	0.23	0.55	12.41	31.45	20.81	

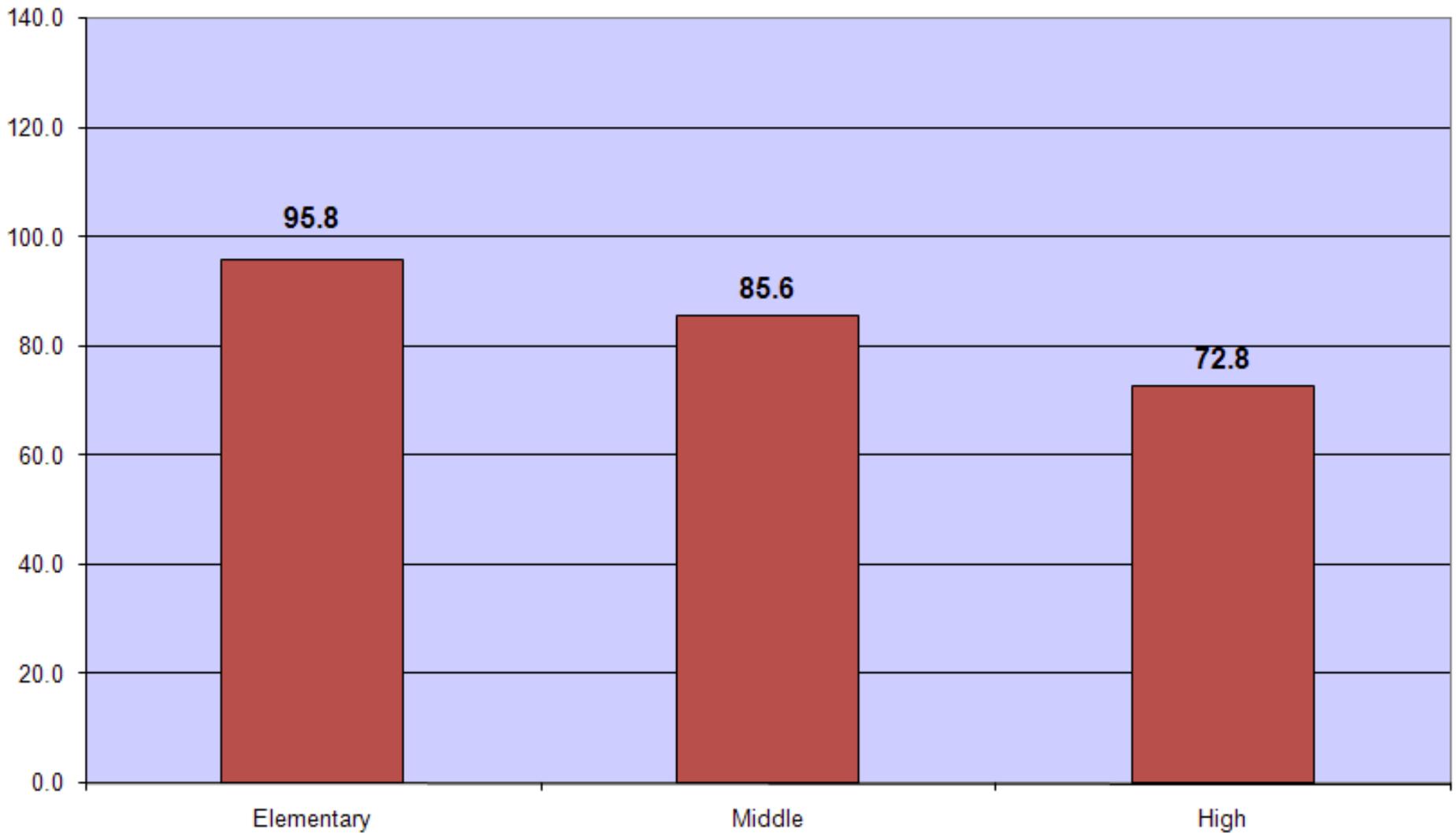
INDICES BY CONTENT AREA FOR ELEMENTARY, MIDDLE AND HIGH SCHOOL



KCCT Mathematics Academic Index by Year

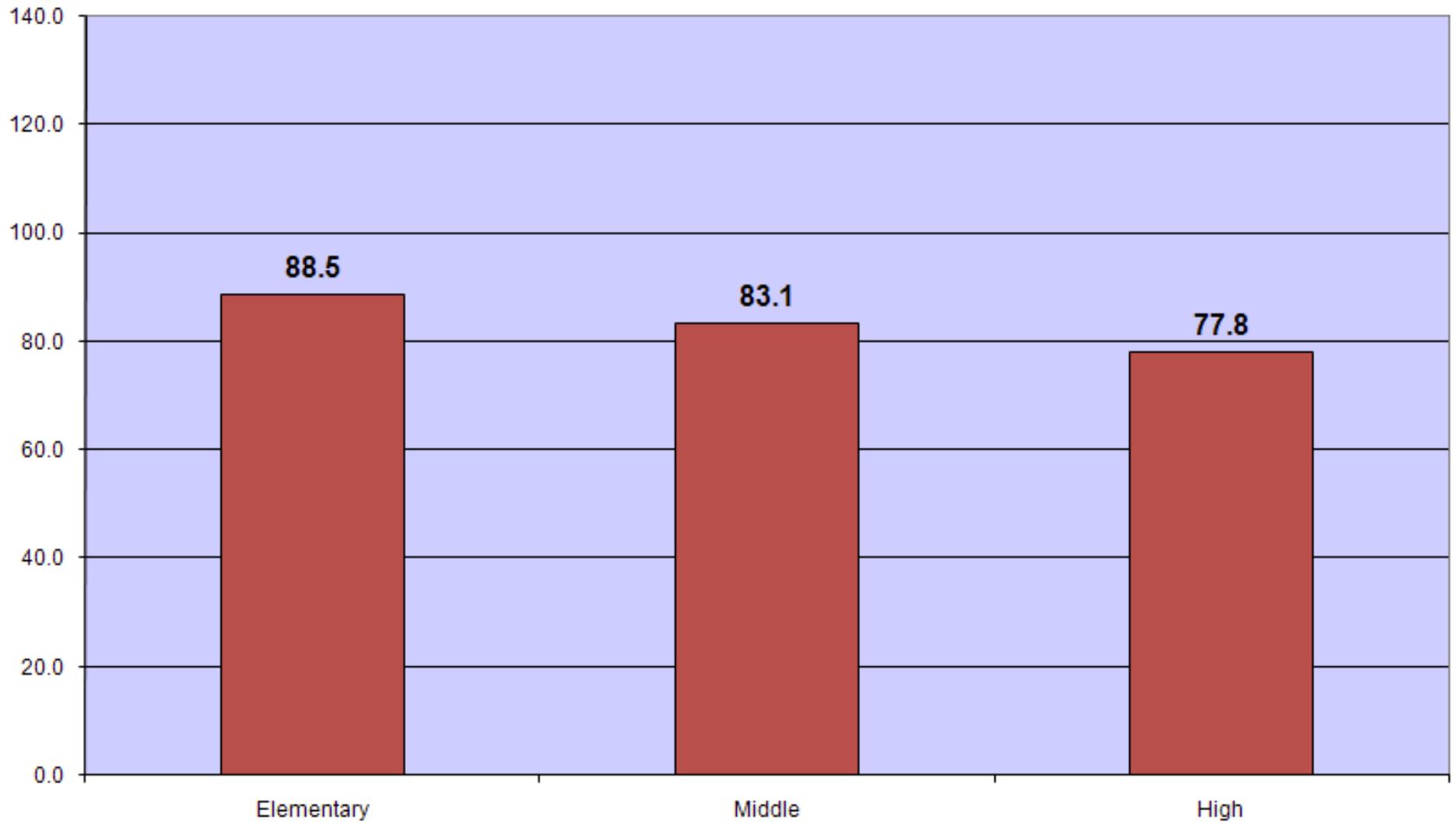


KCCT Science Academic Index by Year



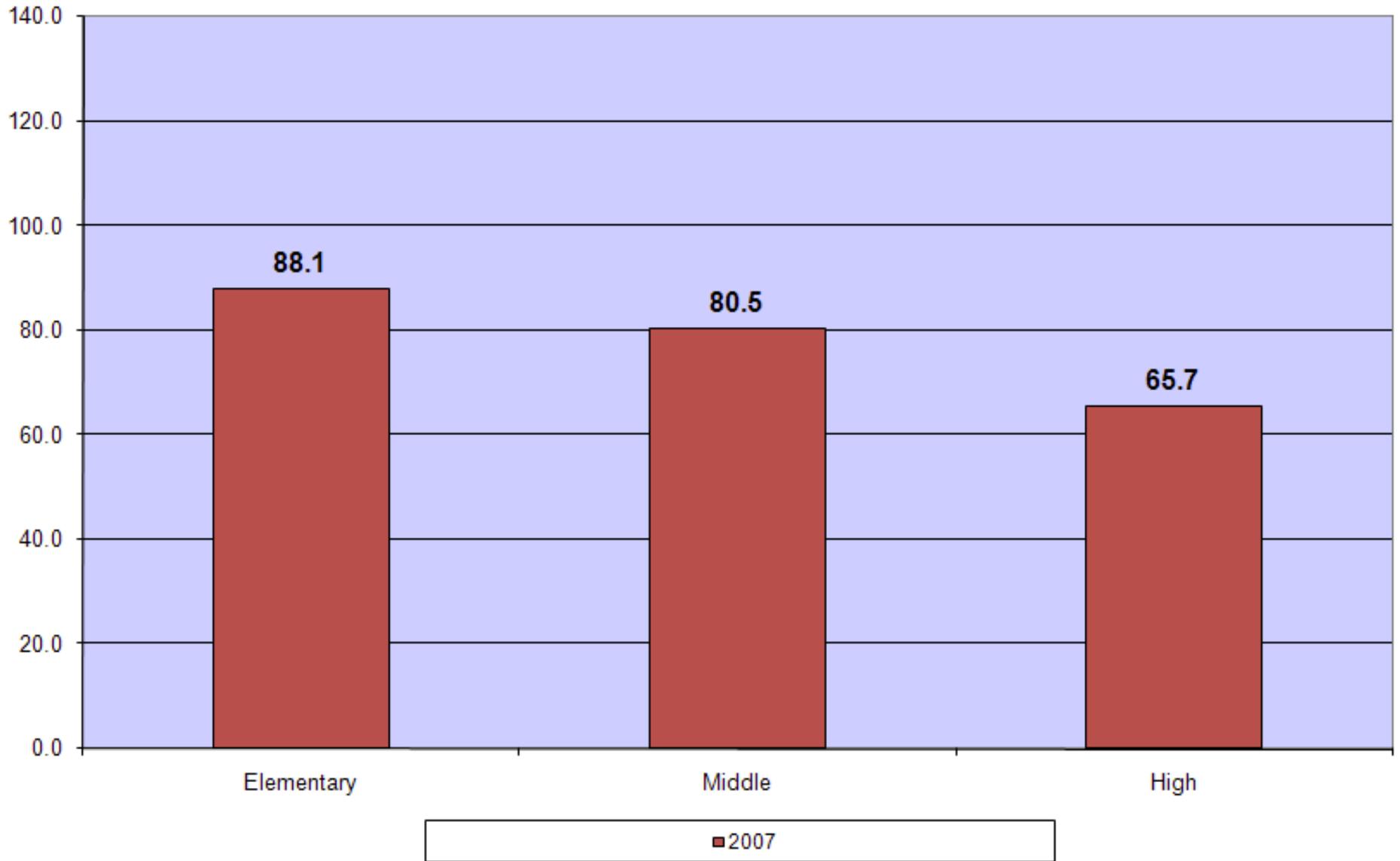
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KCCT Social Studies Academic Index by Year

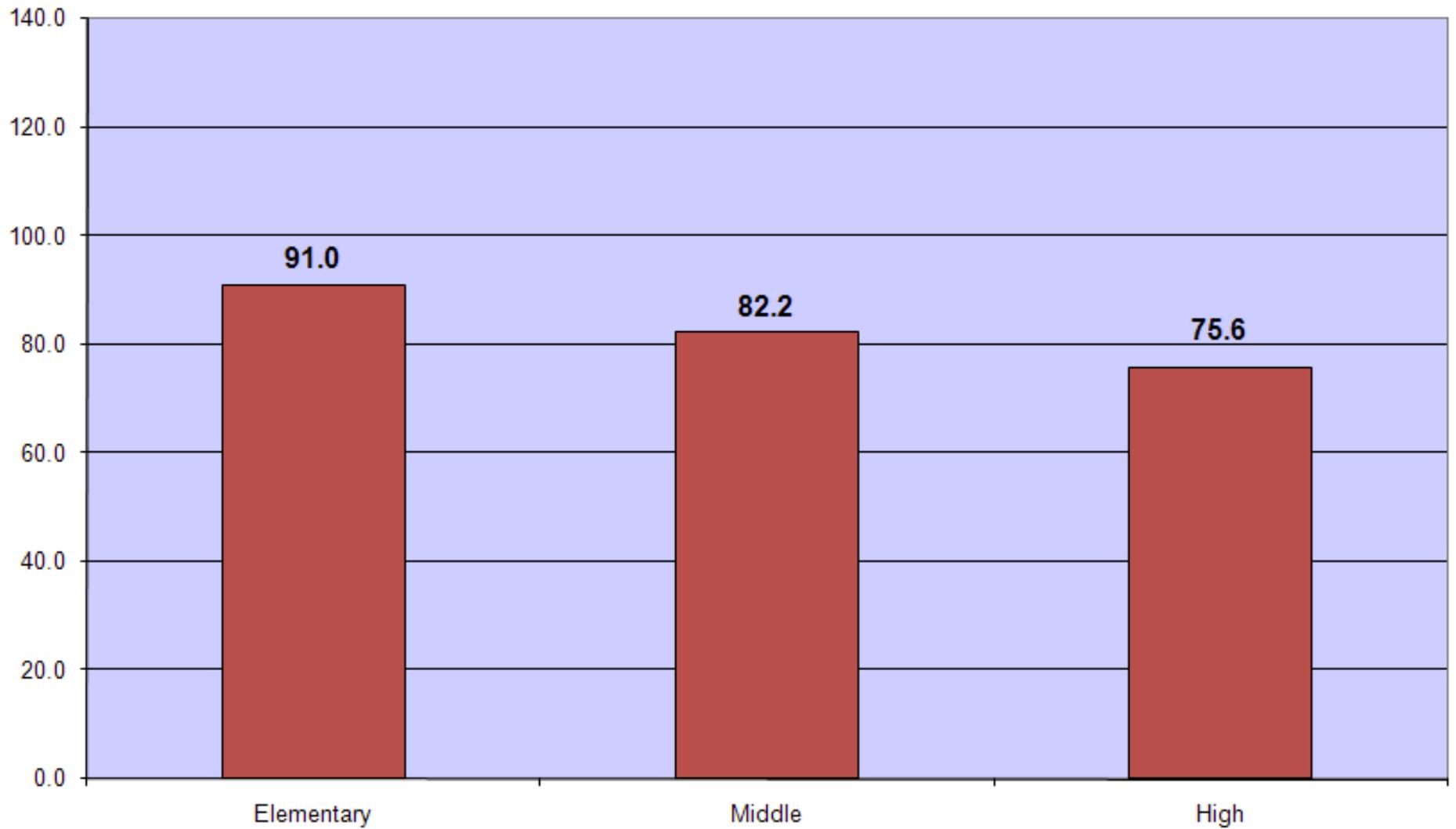


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KCCT Total Writing Academic Index by Year

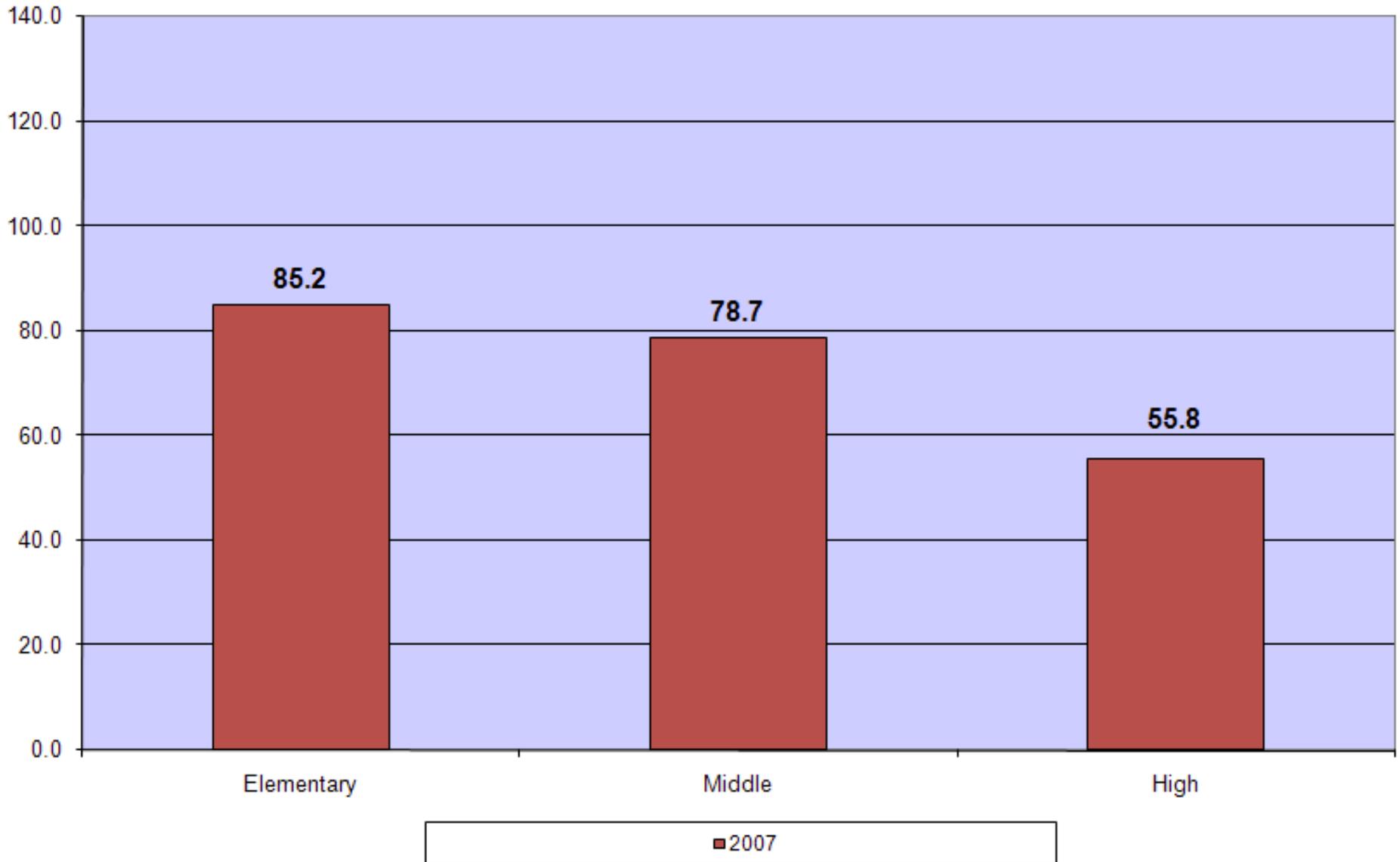


KCCT Writing Portfolio Academic Index by Year

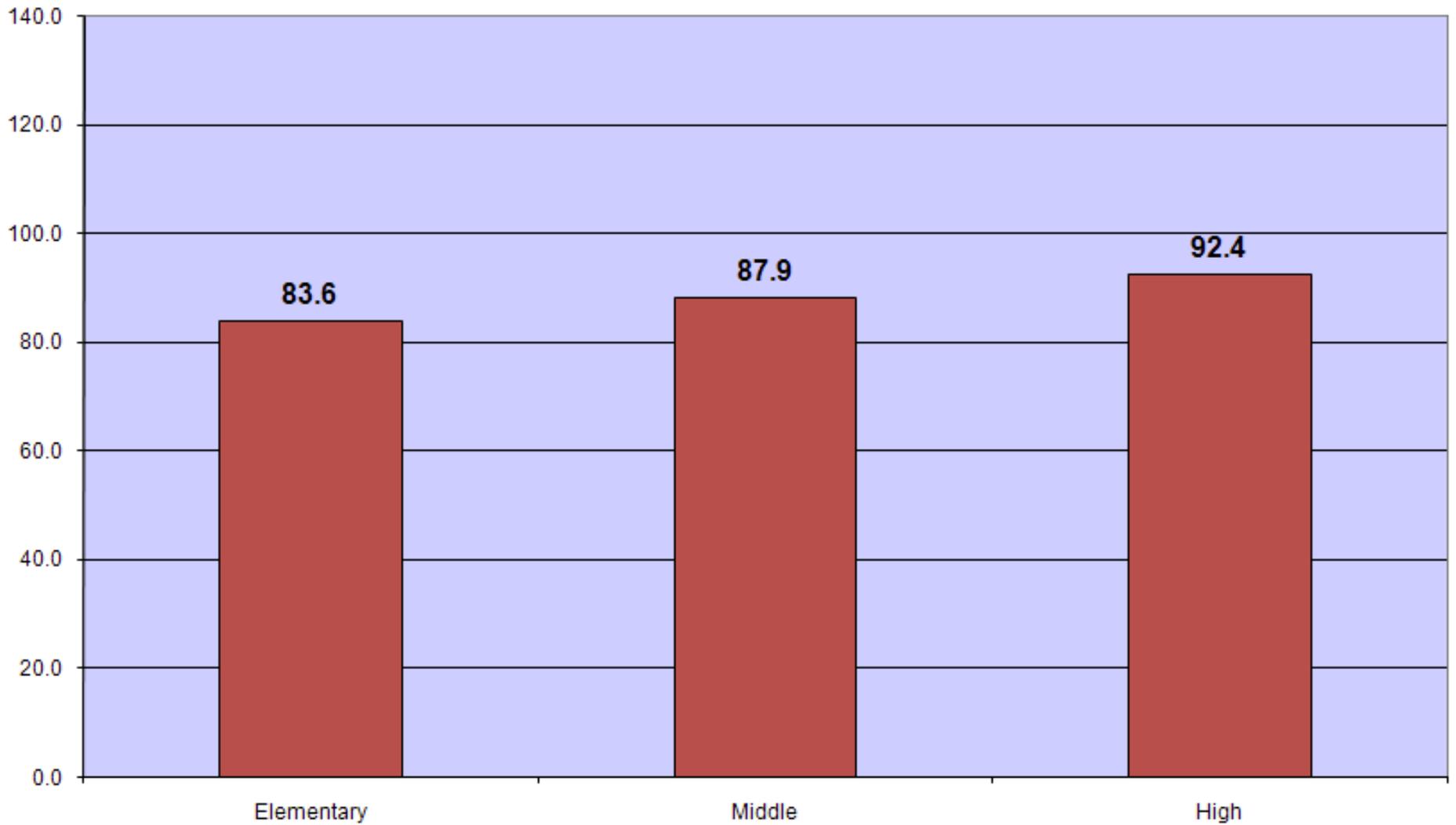


■ 2007

KCCT Writing On-Demand Academic Index by Year

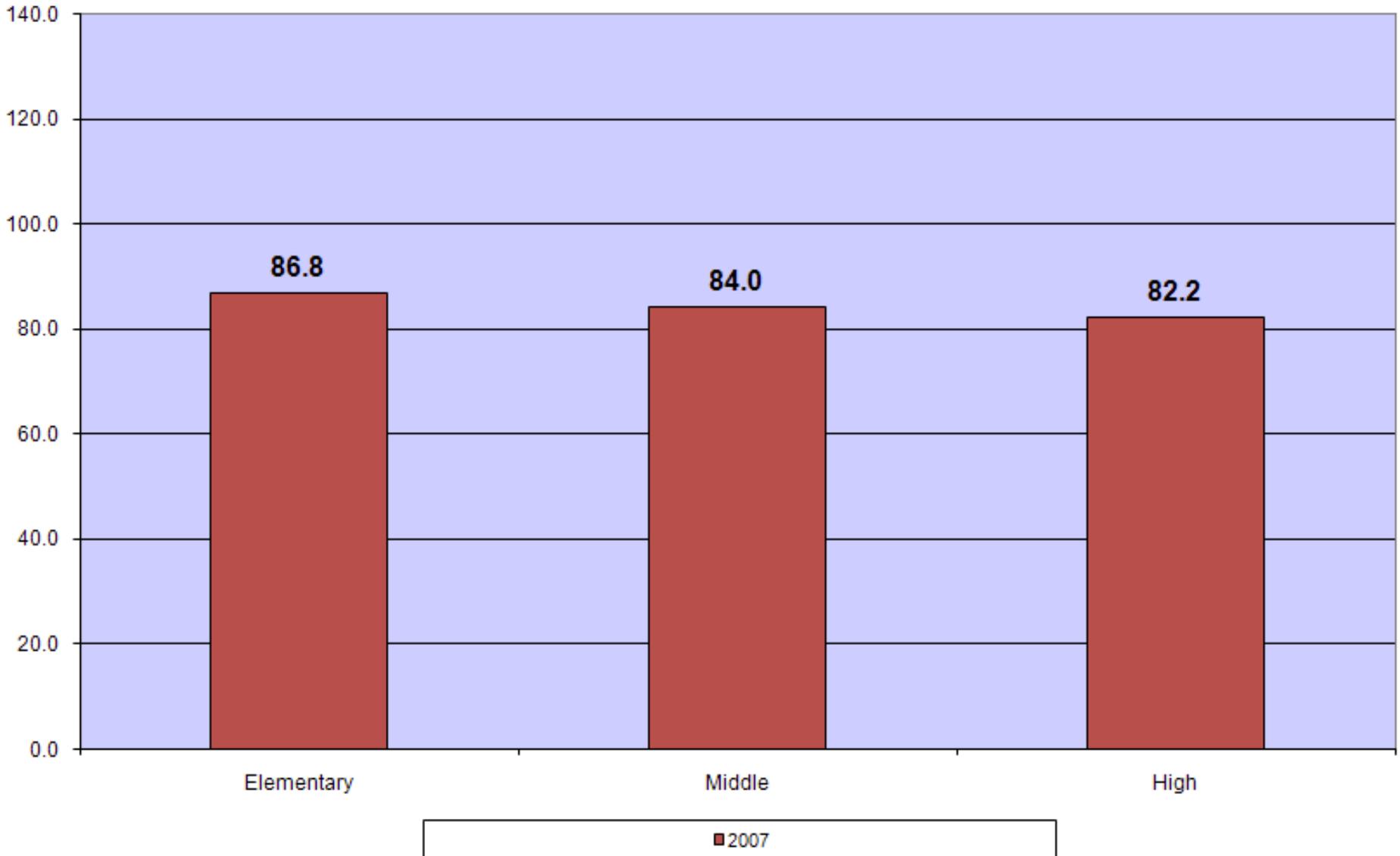


KCCT Arts and Humanities Academic Index by Year

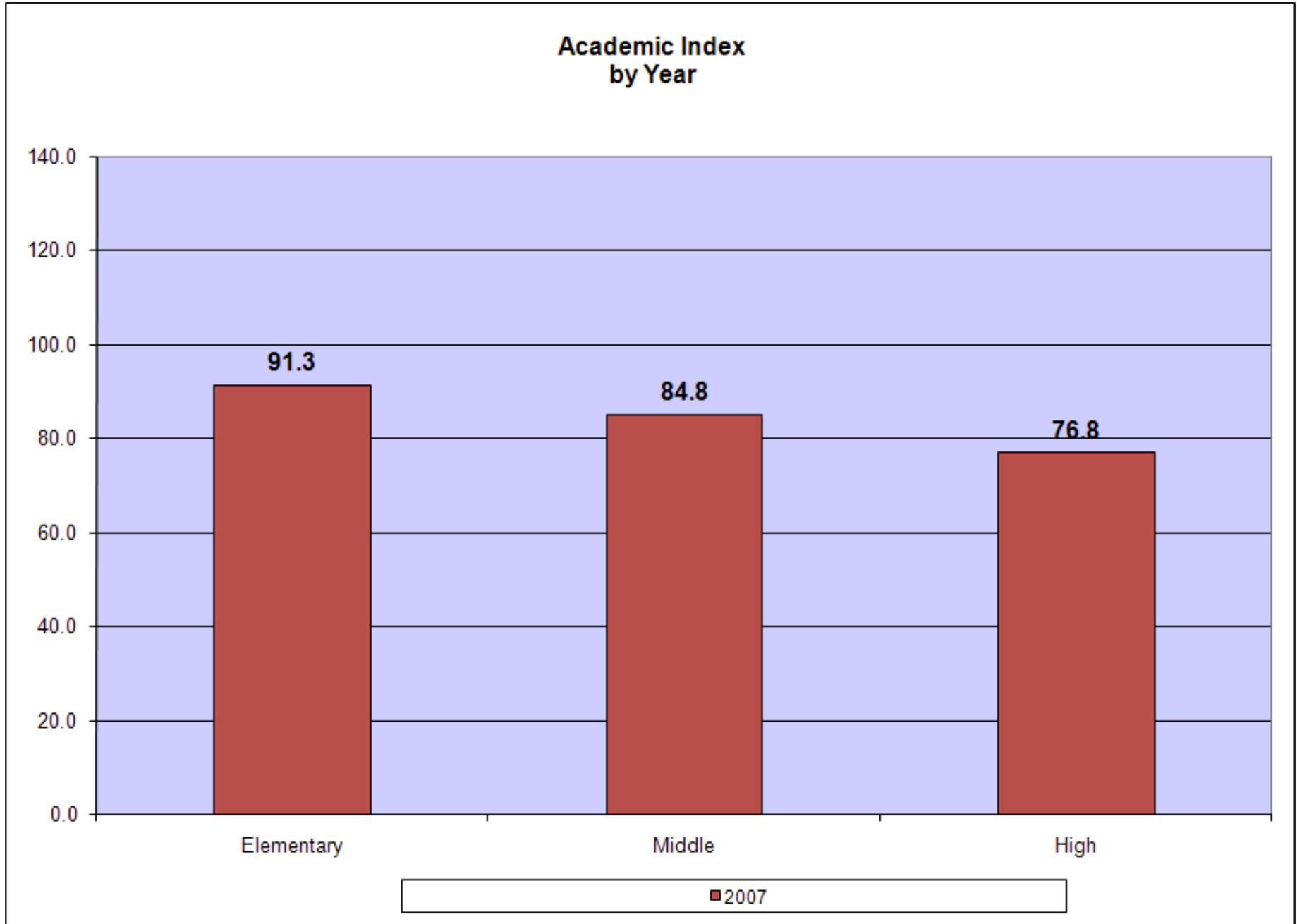


■ 2007

KCCT Practical Living/Vocational Studies Academic Index by Year



TOTAL ACADEMIC INDICES BY ELEMENTARY, MIDDLE AND HIGH SCHOOL



NONACADEMIC INDICES FOR ELEMENTARY, MIDDLE, AND HIGH

