

Disaggregated Transition Index Report Analysis of Kentucky Core Content Test Results 2007 to 2009

October 9, 2009

Updated February 5, 2010, to include results for students with disabilities

Council for Better Education
Kentucky Association of School Councils
Prichard Committee for Academic Excellence

Summary

Kentucky is in the process of adopting higher, more demanding academic standards, and during the transition, Kentucky schools need to sustain their focus on ensuring that growing numbers of students meet or exceed current expectations. This report compares Kentucky Core Content Test results from 2007 through 2009 using an unofficial index calculation. The results track the status of student groups based on family income, gender, ethnic background, and other factors. This report shows that most student groups are not improving at a rate strong enough to reach proficiency by 2014, and major achievement gaps continue to weaken statewide performance.

Statewide Elementary Results

Asian and gifted elementary students have already reached a score of 100, equivalent to proficiency being the average level of student performance. White students are improving quickly enough that they would reach 100 by 2014 if current progress continued.

Nearly all elementary groups are improving, but improving at a pace too slow to reach 100 by 2014, including low-income students, **students with disabilities**, male and female students, African-American students, Hispanic students, Title 1 students, migrant students, and students with limited English proficiency. Students receiving extended school services did not improve from 2007 to 2009.

Major student groups are five points or more behind the statewide average for their elementary classmates, including 2009 gaps of:

- 6 points for Hispanic students.
- 8 points for students who receive free-or-reduced-price lunches.
- 11 points for migrant students.
- 12 points for students who receive extended school services.
- 17 points for African-American students.
- **20 points for students with disabilities**

Full elementary results for 2007, 2008, and 2009 are shown on page 3, along with projected 2014 index results if each group continued to improve for five more years at the same average annual rate as that group showed from 2007 to 2009.

Statewide Middle School Results

Asian and gifted middle school students have already reached a score of 100.

All other groups are improving too slowly to reach 100 by 2014, including low-income students, **students with disabilities**, students of both genders, students of all non-Asian backgrounds, and students in all other reported groups.

Major student groups are five points or more behind the statewide average for their middle school classmates, including 2009 gaps of:

- 8 points for Hispanic students.
- 9 points for students who receive free-or-reduced-price lunches.

- 10 points for students who receive extended school services.
- 13 points for migrant students.
- 19 points for African-American students.
- 26 points for students with limited English proficiency.
- **30 points for students with disabilities.**

Full middle school results and projections are shown on page 4.

Statewide High School Results

Only gifted high school students have reached 100, and no other group is on track to reach 100 by 2014.

Many groups are improving at a rate too slow to reach 100 by 2014, including free and reduced lunch students, **students with disabilities**, male students, African-American students, Hispanic students, Asian students, migrant students, and students with limited English. Results were flat or declining for female students, white students, Title 1 students, and students who receive extended school services.

Major student groups are five points or more behind the statewide average for their classmates, including 2009 gaps of:

- 5 points for students who receive extended school services.
- 6 points for students in the Title 1 program.
- 8 points for Hispanic students and for migrant students.
- 10 points for students who receive free-or-reduced-price lunches.
- 15 points for African-American students.
- **24 points for students with disabilities.**
- 26 points for students with limited English proficiency.

Full high school results and projections are shown on page 5.

School and district results calculated by the same method are available at www.kasc.net.

Conclusion

Under Senate Bill 1, Kentucky intends to set standards that are fewer and clearer than the current Core Content for Assessment, and those standards are also to be higher, better aligned with college readiness expectations, and more closely benchmarked against the academic results achieved in the most competitive countries. The disaggregated index results reported reflect lower standards than the ones Kentucky will aim for in the coming years. For Kentucky's future, 2010 and 2011 results need to be substantially stronger, with all student groups improving and with particular intensive efforts to narrow unacceptable achievement gaps based on family income, **disabilities**, ethnic background, and English proficiency.

The Method Used for Disaggregated Index Calculations

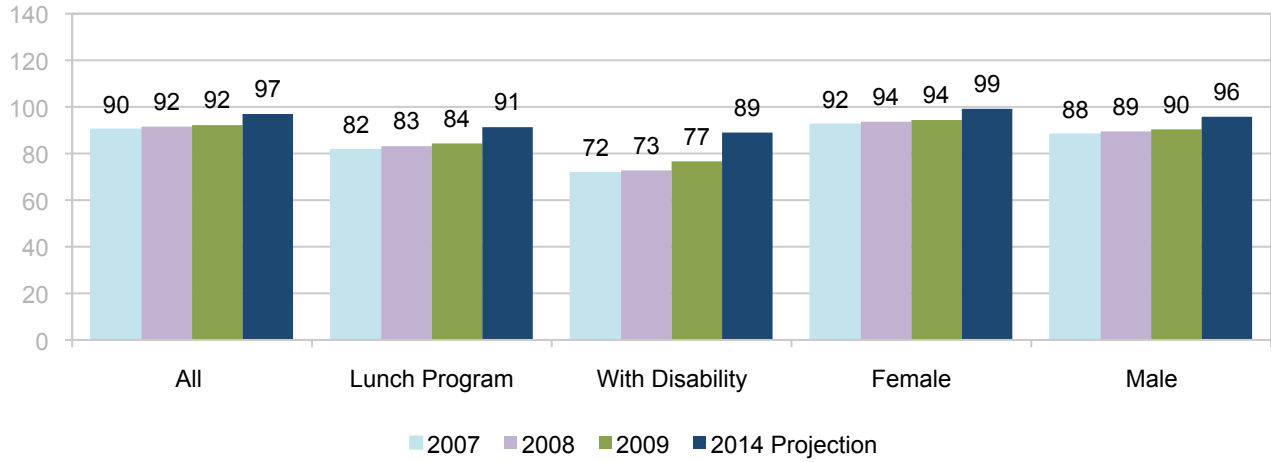
The Kentucky Department of Education reports the percent of students in each group performing at the novice, apprentice, proficient, and distinguished levels in each subject. This analysis multiplied those subject results by weights used officially in past years: .13 for novices, .6 for apprentices, 1.0 for proficient work, and 1.4 for distinguished work. The subject results were combined in a weighted average, similar to the formula used officially in past years. Those weights (rounded to three decimal places) are as follows:

	<i>Elementary</i>	<i>Middle</i>	<i>High</i>
<i>Reading</i>	0.266	0.253	0.222
<i>Mathematics</i>	0.266	0.253	0.222
<i>Science</i>	0.186	0.196	0.222
<i>Social Studies</i>	0.186	0.196	0.222
<i>Writing On-Demand</i>	0.096	0.102	0.111

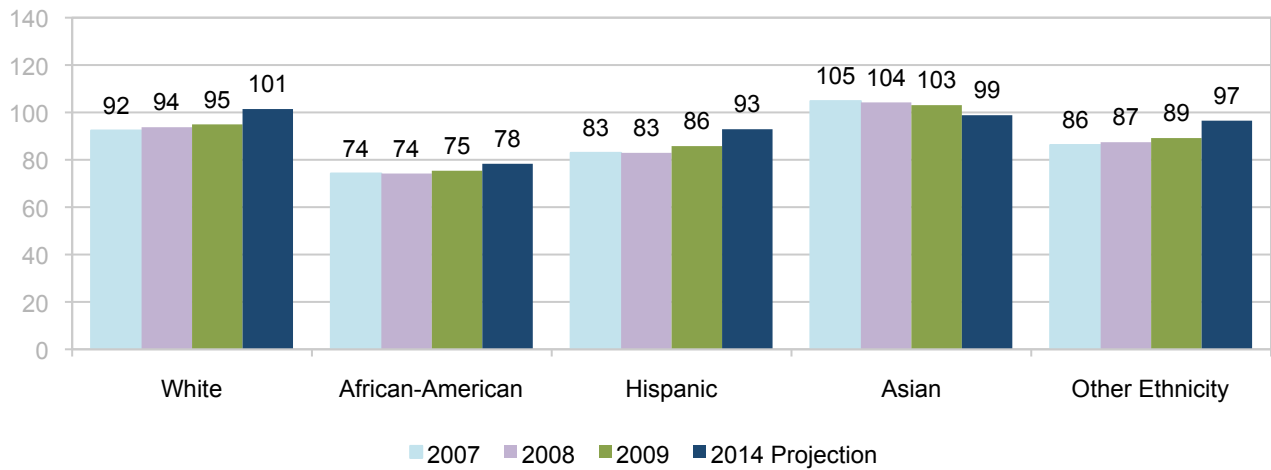
Because the disaggregated formula does not give high novices and high apprentices higher weight than medium novices and apprentices, it is likely to yield results slightly lower than would be produced using the main transition index formula.

Statewide Elementary School Disaggregated Index Results and 2014 Projections

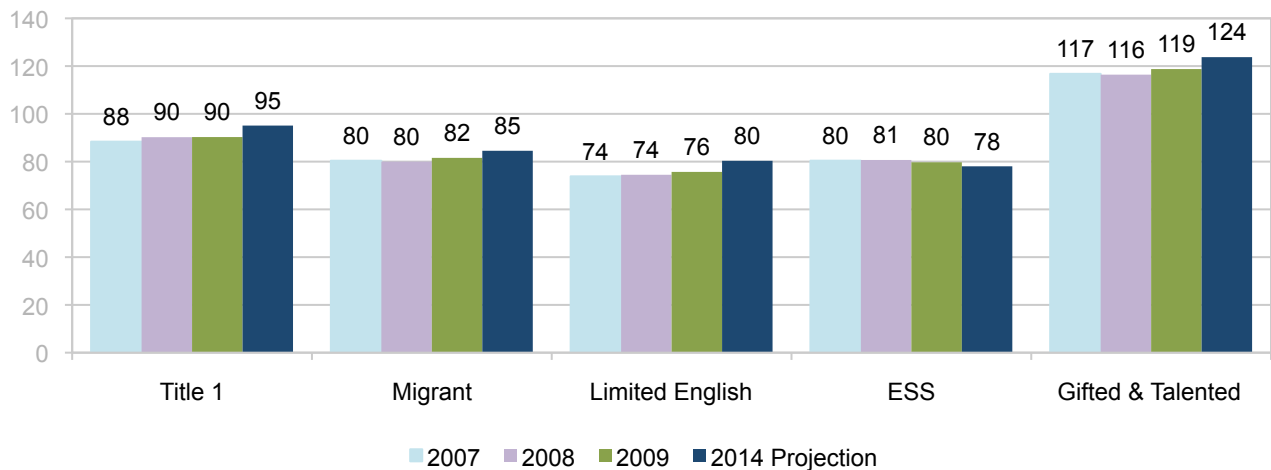
Lunch Status, Disability, And Gender



Ethnic Backgrounds

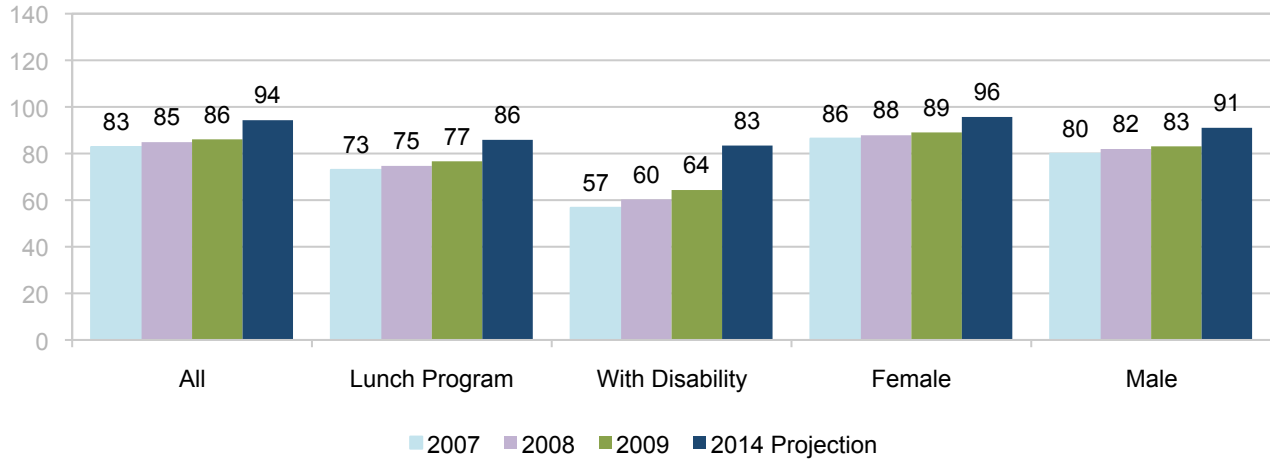


Program Participation

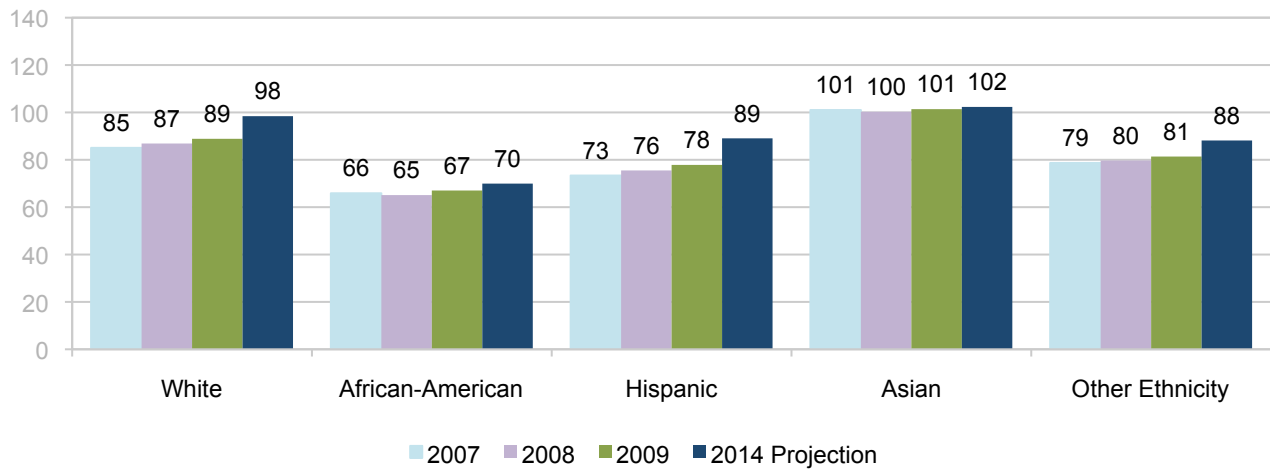


Statewide Middle School Disaggregated Index Results and 2014 Projections

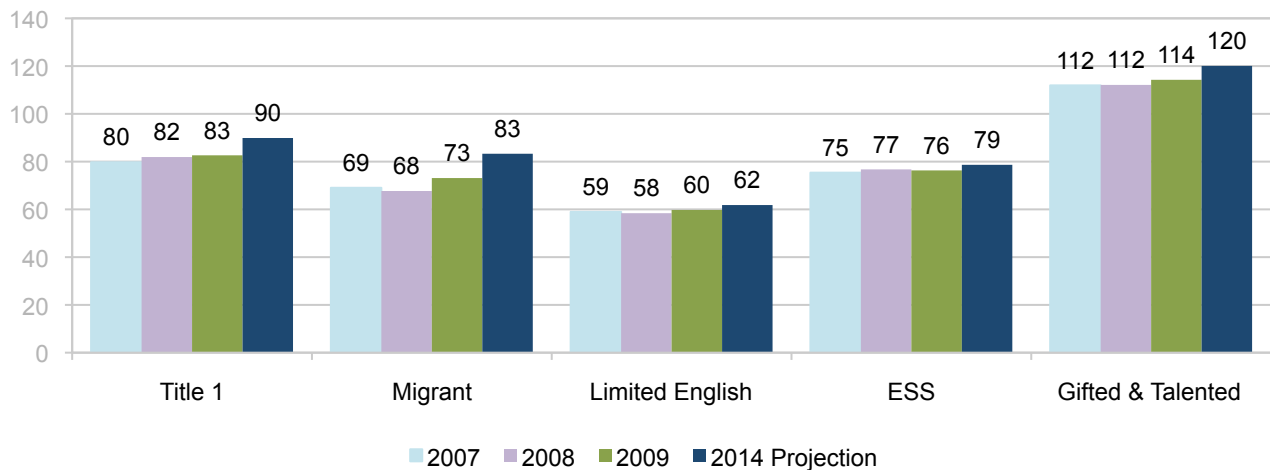
Lunch Status, Disability, And Gender



Ethnic Backgrounds

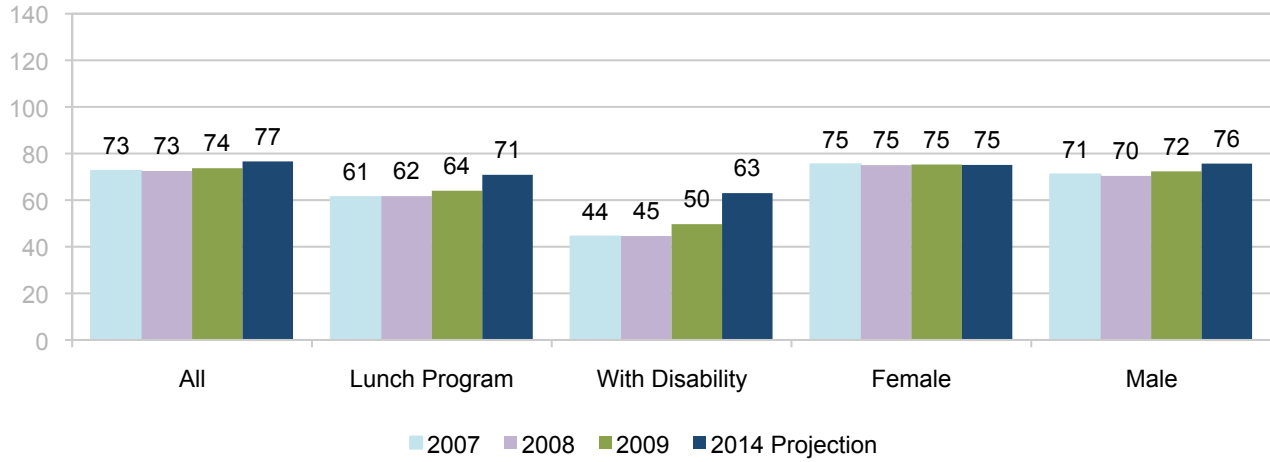


Program Participation

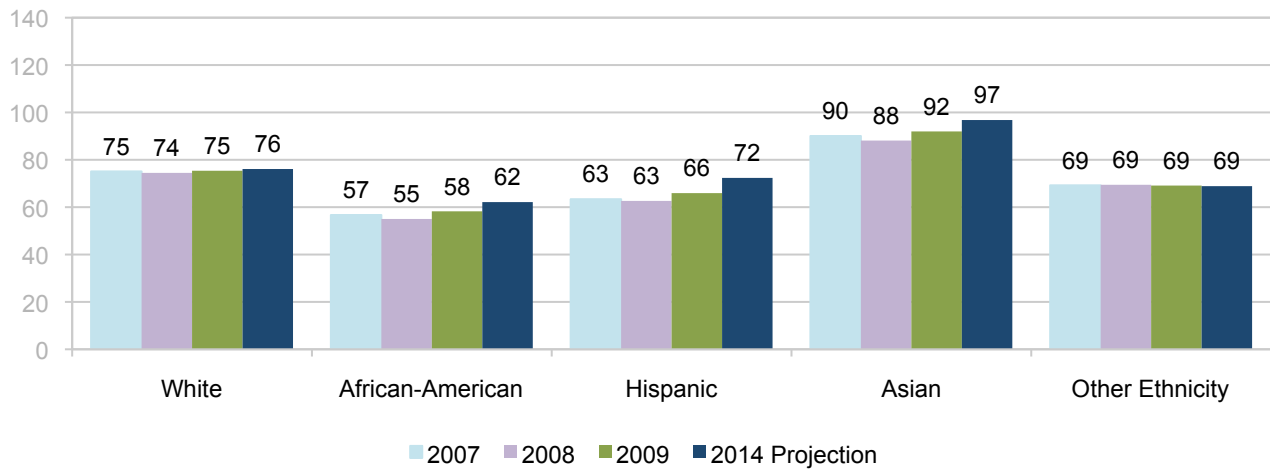


Statewide High School Disaggregated Index Results and 2014 Projections

Lunch Status, Disability, And Gender



Ethnic Backgrounds



Program Participation

