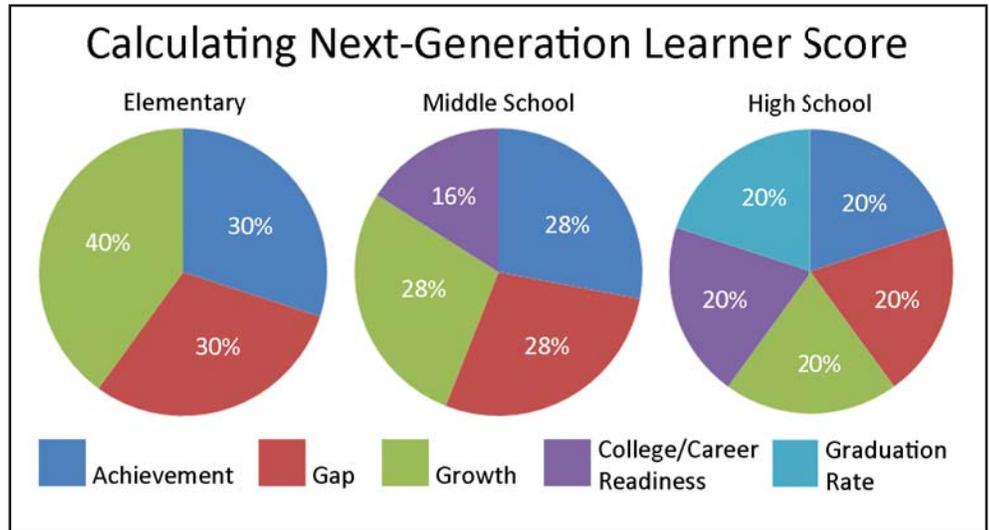


# Unbridled Learning: College/Career Readiness for All

## A Summary of Kentucky's New Testing and Accountability System

In 2009, the Kentucky General Assembly passed Senate Bill 1, creating more rigorous academic standards and new tests for Kentucky's public schools. The ultimate goal is to prepare all students for life after high school.

Beginning this year, schools and districts will be held accountable to a new system called Unbridled Learning: College/Career Readiness for All. It replaces the Commonwealth Accountability Testing System or CATS and moves to a 100-point scale to determine school and district performance. Kentucky is the first state in the nation to adopt and assess on the new Common Core Standards, which defines what students should know by the end of each school year. The federal government has also granted permission for Kentucky to use the new Unbridled Learning system to meet the No Child Left Behind requirements. This spring, Kentucky schools and districts will have a single set of goals to meet, and in the fall, we will have one set of results to share with our parents and community.



The Unbridled Learning accountability system is made up of state tests such as the Kentucky Performance Rating for Educational Progress or K-PREP, and end-of-course exams. These assessments determine how well students learned the academic content. Other exams: EXPLORE, PLAN and ACT show whether students are on track to graduate college-ready.

PLAN and EXPLORE were given to 8th and 10th graders in September; the ACT was administered to all juniors in March;

and K-PREP tests will be given the last 14 days of the school year, as well as end of course exams, given when coursework is completed in the tested subjects.

Results reported next fall will be based on student achievement scores from exams given during the current, 2011-12 school year. As the Unbridled Learning plan is implemented in the future, other components, such as program reviews in areas arts and humanities, writing and practical living, as well as evaluations of teachers and school leaders will be factored into scores.

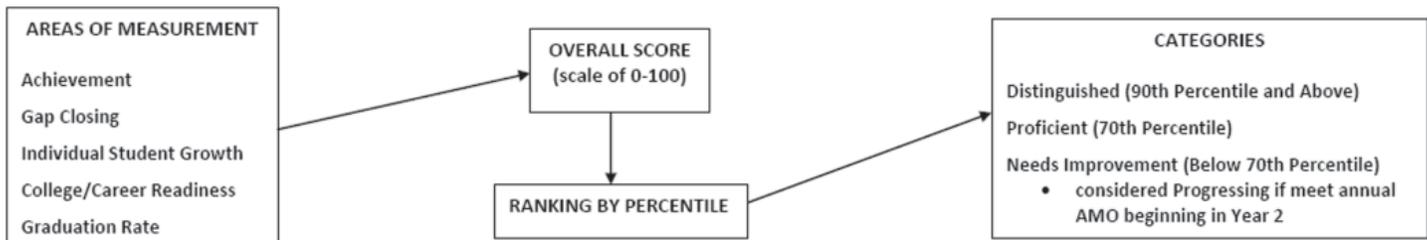
A school's overall accountability will range from a score of 0 – 100. In following years, schools and districts will have an annual goal to reach, or Annual Measurable Objective, to meet federal guidelines. To reach the overall score, points will be awarded based on how well a school performs in three to five components, as determined by their school level:

- **School Achievement**

percentages are based on student performance on the state tests. Student scores will be labeled as novice, apprentice, proficient or distinguished and schools will receive points for proficient and distinguished scores. Kentucky's goal

Grade		3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
K-PREP Assessments	Reading	X	X	X	X	X	X				
	Mathematics	X	X	X	X	X	X				
	Science		X				X				
	Social Studies			X			X				
	Writing*		1	2	3		2		2	2	
End-of-Course Exams	English II							Taken when courses are completed.			
	Algebra II										
	Biology										
	U.S. History										
ACT Family	EXPLORE						X				
	PLAN								X		
	ACT									X	

\*1. Editing /Mechanics 2. On-Demand 3. Editing /Mechanics and On-Demand



is 100 percent proficiency or above for all students.

- **Gap** compares the percentage of proficient and distinguished scores of African-American, Hispanic, Native American, special education, low income, and limited English proficiency students to other students not in that category.

- **Growth** measures how individual students improve from one year to the next based on statistical growth of other students in their peer group.

- **College/Career Readiness** is added at the middle school level and is based on 8th grade EXPLORE scores. At the high school level, the College/Career Readiness Component is based on PLAN and

ACT scores or career certification tests.

- **Graduation Rate** included at the high school only, compares the number of students who entered 9th grade four years ago to how many students graduate in May 2012.

Overall scores from Kentucky schools and districts will be ranked. Depending on where schools and districts are in that order, they will be classified into one of four main categories:

**Distinguished:** 90th percentile and above;

**Proficient:** 70th percentile and above;

**Progressing:** schools/districts meeting their annual measurable

objective, but not proficient or distinguished;

**Needs Improvement:** the remaining districts. (No schools will be classified as progressing in 2012, as this is the first year to use the new assessment system.)

Schools and districts are not only labeled in to the four main categories, they will also be considered for recognition or consequences. Recognition of achievements will be awarded to the state’s highest performing schools with top overall scores, as well as to schools showing the most progress. Consequence categories will be used to classify schools and districts not meeting their goals. Similar to the former No Child Left Behind Law, support systems are also in place to assist schools and districts that consistently do not meet their goals.

The new Unbridled Learning system has provided schools with more rigorous academic standards and a plan for continuous improvement. The goal for the entire Commonwealth of Kentucky is to ensure students of our schools graduate prepared for their future. Thank you for your support of our schools.

*Summary by Leslie Peek, Bowling Green Independent Schools; charts and graphs by the Kentucky Department of Education.*

*Additional information about Unbridled Learning is available on the program website located at [education.ky.gov](http://education.ky.gov).*

	NCLB	UNBRIDLED LEARNING
School/District Labels	Two separate labels for state and federal purposes	One label for both state and federal purposes
Accountability	Based on Adequate Yearly Progress (AYP); different types and numbers of goals for schools/districts	All schools/districts must improve, each year; lowest-performers get intense assistance; high-performers recognized
Consequences	Only schools/districts funded by federal Title I program	All schools/districts
Testing for Accountability	Reading, mathematics, science	Reading, mathematics, science, social studies, writing
Other Measures	Graduation rates	Graduation rates, achievement gaps, college/career readiness, student academic growth Program Reviews for arts & humanities and practical living/ career studies and writing
Federal Funding	Limited flexibility	More flexibility to move funds where they are needed
School Transfers	Offered when practicable	Not offered; schools/districts required to make concrete efforts toward improvement

**CLOSE**