BRIEFING PACKET

STATE RELEASE

2022-2023 Assessment and Accountability Results

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INTRODUCTION

Under the Every Student Succeeds Act (ESSA) and Senate Bill 158 (2020), Kentucky schools are held accountable for student assessment results in all core subjects (reading, mathematics, science, social studies and writing), improving the English language proficiency of English learners, the quality of school climate and safety, and postsecondary readiness and graduation rate at high schools.

Kentucky's accountability system has students at its center – ensuring that they are well-rounded, postsecondary ready and prepared with the knowledge and skills they will need to be successful after high school graduation.

During the 2020 legislative session, Kentucky's legislators amended KRS 158.6455, Kentucky's Accountability System. Sweeping changes were made to the accountability system that includes an exclusive list of state indicators to be used to classify Kentucky's LEAs and public schools, evaluating indicators based on Status (current year performance), Change (difference in current and prior year status), and Overall Performance (which combines all available indicators), and reporting measures publicly on a color-coded dashboard.

In addition to meeting the state statute, Kentucky's accountability system must comply with the federal requirement as outlined in ESSA for the identification of the lowest performing schools in Kentucky. The system must reflect meaningful differentiation of schools to identify low performing schools as outlined in Kentucky's Consolidated State Plan.

The accountability system is designed to comply with both state and federal requirements. The system values the importance of stakeholder engagement and democratic decisions for the good of the students in Kentucky. School accountability for 2022-2023 is based on an exclusive list of student performance on state assessments, as well as selective school quality indicators outlined by state statute:

Elementary and Middle Level:
State Assessment Results in Reading and Mathematics
State Assessment Results in Science, Social Studies and Writing
Quality of School Climate and Safety
English Learner Progress

High School Level:
State Assessment Results in Reading and Mathematics
State Assessment Results in Science, Social Studies and Writing
Quality of School Climate and Safety
English Learner Progress
Postsecondary Readiness
Graduation

KRS 158.6455 includes the concepts of "Status" and "Change" for each indicator. Status is the current year performance and Change is determined by using the difference in performance of each indicator from the prior year to the current year.

Status and Change
Status is the current year performance based on student performance or accomplishments during the school year. The table below defines the metrics for each indicator of the system.

Indicator	State Assessment Results in Reading and Mathematics	State Assessment Results in Science, Social Studies, and Writing	English Learner Progress	Quality of School Climate and Safety	Postsecondary Readiness (HS only)	Graduation Rate (HS only)
Metric	*Weighted performance index based on student assessment performance levels*	*Weighted performance index based on student assessment performance levels*	*Points assigned based on student-level growth as measured by a value table*	*Average of student scores for applicable questions in the QSCS survey*	*Percent of 12th grade students demonstrating academic or career readiness*	*Average 4- and 5-year graduation rates*

Note: Status for the English Learner Progress indicator is different from other indicators. The Status for the EL Progress indicator is the growth in student performance on the English Language Proficiency Exam (ACCESS and Alternate ACCESS) from one year to the next.

For the first time in history, Kentucky's school accountability system will include a component other than current year performance. As mandated in state statute, Change will be included in each indicator which is the difference between prior and current year status performance.

With the introduction of Change into the system, comparisons cannot be made to 2022 accountability. Although the color coded dials represent school accountability in 2022 and 2023, the system is vastly different with the inclusion of Change and should not be compared. Comparisons may be made in assessment performance; accountability comparisons can be made between schools at each level (i.e., elementary to elementary) within the same year.

Each indicator is reported with one of five status levels (very high, high, medium, low and very low). Schools also receive one of five change levels for each indicator ranging from increased significantly to declined significantly. Colors for indicators are associated with the combination of status and change.

The schools, districts and the state will receive a new color rating every year when the accountability data is released. Overall performance ratings are reported with five color levels, blue (highest), green, yellow, orange and red (lowest). Schools may earn color ratings in multiple ways.

The minimum number of students to be included in accountability continues to be thirty (30) students per level (elementary, middle, and high) required in each student demographic group to be included by indicator in school calculations. Very small schools with fewer than 30 students per level will follow an n-count rule of 10.

Kentucky's accountability system is level-based (elementary, middle, high). Schools with multiple levels (e.g., K-12) receive a color performance rating for each level, not overall. Report cards for districts and Kentucky overall will have sets of colors, one each for all elementary, all middle and all high school levels.

On the School Report Card, data are suppressed following the U.S. Department of Education (USED) Good Reporting Policy and Family Education Rights and Privacy Act (FERPA) guidelines. There are situations where individual student performance could be determined (such as groups of students performing at the same NAPD: novice, apprentice, proficient, distinguished level {e.g., all Hispanic students perform at Proficient} or fewer than three students performing at one performance level) and will not be shared publicly. Suppressed data are available to schools/districts but are not displayed in the School Report Card.

The accountability system contains a variety of components that work together to produce scores and ratings required for state and federal reporting. Indicator Ratings cannot be combined to determine the Overall Ratings. The Overall Performance Rating (color) is based on cut scores recommended by the Accountability Standards Setting Committee, not the combination of Indicator Ratings.

As a part of ESSA, schools are also assigned federal classifications based on their performance on the six state indicators. These federal classifications are Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI).

Beginning with the 2022-2023 school year, schools will be identified for Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI) every three years.

The next identification of CSI I, CSI II, and newly identified ATSI will be in 2025.

CSI can be viewed as how a school performs overall. Kentucky's accountability system has a three-pronged system for CSI. Schools will be labeled as CSI and provided additional turnaround support if they meet *any one* of these criteria:
- CSI I: The lowest-performing five percent (5%) of all schools by level based on the school's performance in the state accountability system;
- CSI II: High schools with a four (4) year cohort graduation rate that is less than eighty percent (80%); and
- CSI III: Schools identified for ATSI for at least 3 years that fail to exit that status.

No new schools were identified for CSI I or CSI II. Schools that were federally classified as CSI previously and failed to meet exit criteria will remain in CSI status for the 2023-2024 school year.

Identification of TSI is required annually. State law requires three years of data to be used to identify schools for TSI. However, TSI identification in the fall of 2023 will be based on two years of data, 2021-2022 and 2022-2023. Beginning in the fall of 2024, three years of data will be used for TSI identification.

No new schools have been identified for ATSI for the 2022-2023 school year; however, some schools did not meet criteria to exit ATSI status. Schools that were first identified in 2018-2019 and did not exit ATSI are now CSI III.

Funding will not be withheld from a school or a district if it does not rate highly in the state's accountability system. In fact, schools federally classified as CSI receive extra funding and support from KDE to help implement research-based strategies aimed at increasing student achievement.

In 2022-2023, Kentucky public school students in grades 3 through 8, 10 and 11 took assessments called Kentucky Summative Assessments (KSA) and Alternate Kentucky Summative Assessments (AKSA) in reading, mathematics, social studies, editing and mechanics and on-demand writing. Students take reading and mathematics assessments annually in grades 3 through 8, and grade 10. Other subjects are assessed once per grade level with social studies and editing and mechanics and on-demand writing assessed in grades 5, 8 and 11. Science continued to be assessed in grades 4, 7 and 11.

All data for the 2022-2023 assessment and accountability reporting are included in a color-coded dashboard publicly available at kyschoolreportcard.com. To search for a school or district's results, simply type the name of the school or district in the search bar on the homepage. To search for results for all of Kentucky, enter "Kentucky" in the search bar.

KENTUCKY'S ACCOUNTABILITY SYSTEM:
WHAT YOU SHOULD KNOW

1. Kentucky's approach to combine Status and Change Scores is simple, easy to understand and communicate. One goal of Kentucky's Accountability System is to provide educational actionable data. For data to be useful, educators must understand the relationship between student results and school accountability measures.

   *Note: Adding the Change component, as stated above, dramatically changes the accountability system. With this release, data should not be compared to last year or previous years when analyzing the results. Comparisons may be made in assessment performance; accountability comparisons can be made between schools at each level (i.e., elementary to elementary) within the same year.

2. Development of this accountability system concentrated on, 1) requirements of state and federal law, 2) weights and Indicator Performance Ratings established by the Kentucky Board of Education, and 3) the priorities of Local Superintendent Advisory Council and the Accountability Standard Setting workshop participants.

3. The Accountability Standard Setting Committee which included 29 education stakeholders unanimously recommended cut scores.

4. For each indicator, the standard setting committee recommended cut scores for Status Levels of very low, low, medium, high and very high, and Change Levels of declined significantly, declined, maintained, increased and increased significantly. Status and Change Levels combine using a 5x5 color table to assign Indicator Performance Ratings. For the Overall Performance Rating, no specific percentage of schools are required to be at each rating level. Panelists used a percentile distribution as a base for their decision making.

5. The Interim Commissioner of Education reviewed and approved the cut scores based on the recommendations from the Accountability Standard Setting Committee as did the

Local Superintendent Advisory Council (LSAC) during their meeting on Oct. 10.

6. Indicator performance ratings and an overall color performance rating are reported for each Kentucky public school. Assigned color ratings are red (the lowest), orange, yellow, green or blue (the highest). Schools' accountability and other education data are located in [Kentucky's School Report Card](#).

7. Each school was assigned a rating of one of five colors, based on the overall score of combined school-level measures and indicators of State Assessment Results in Reading and Mathematics, State Assessment Results in Science, Social Studies and Writing, Quality of School Climate and Safety, English Learner Progress, Postsecondary Readiness and Graduation Rate using the weights approved by the KBE.

Noteworthy Results

Kentucky's schools and districts, like so many across the nation, continue to recover from the impact of the pandemic and other factors affecting our students. It is important to note that during the 2022-2023 school year 23 schools previously identified as CSI have exited this status. Additionally,185 schools previously identified as TSI have exited as well. Though there remains a considerable amount of work to ensure all students demonstrate proficiency on the state assessments, it is critical to acknowledge the dedication and commitment of our educators throughout Kentucky.

Table 1: 2022-2023 Overall Performance Ratings - Schools

School Level	Total Number of Schools	Red	Orange	Yellow	Green	Blue
Elementary	719	32	151	221	187	128
Middle	318	24	78	101	82	33
High	228	14	38	87	65	24

Table 2: 2022-2023 Overall Performance Ratings - Districts

District Level	Total Number of Districts	Red	Orange	Yellow	Green	Blue
Elementary	172	4	30	82	40	16
Middle	172	8	44	63	47	10
High	168	5	32	63	53	15

2022-2023 ACCOUNTABILITY INDICATORS AND MEASURES

Accountability for 2022-2023 is based on indicators at each level. The measures for each indicator are calculated as outlined in 703 KAR 5:270, approved by the KBE and included within the Kentucky's Every Student Succeeds Act (ESSA) Consolidated State Plan approved by the United States Department of Education, to determine indicator scores.

Note: Comparisons of overall and indicator scores to the prior year are not valid because of the addition of Change to the accountability system for 2023. Accountability comparisons can be made between schools at each level (i.e., elementary to elementary) within year.

Table 3: 2022-2023 Elementary School - Overall and Indicator Scores by Student Group

Student Groups[1]	Overall Score	Reading/ Mathematics Indicator (0 to 125)	Science/ Social Studies/ Writing Indicator (0 to 125)	English Language Progress Indicator (0 to 140)	Quality Of School Climate and Safety Indicator (0 to 100)
All Students	67.0	66.0	65.7	79.7	77.0
White	70.6	70.3	69.7	76.0	77.9
African American	46.5	42.5	44.5	82.0	72.7
Hispanic	56.8	54.1	55.6	78.9	75.9
Asian	83.3	84.8	82.1	83.0	76.6
American Indian or Alaska Native	56.1	57.6	52.4	---[2]	73.3
Native Hawaiian or Other Pacific Islander	69.0	67.7	67.6	85.3	79.9
Two or More Races	63.0	62.5	61.9	68.2	75.1
English Learners plus Monitored	52.3	51.0	48.2	79.7	75.9
Economically Disadvantaged	59.3	57.3	57.8	78.6	76.5
Disability-with IEP (Total)	47.3	45.4	43.7	69.7	78.7

[1]Indicator scores do not reflect percentages

[2]---doesn't meet the minimum n for inclusion in accountability

Note: The English Language Progress Indicator only includes English Learners and does not include English Learners being monitored.

Table 4: 2022-2023 Middle School - Overall and Indicator Scores by Student Group

Student Groups[1]	Overall Score	Reading/ Mathematics Indicator (0 to 125)	Science/ Social Studies/ Writing Indicator (0 to 125)	English Language Progress Indicator (0 to 140)	Quality Of School Climate and Safety Indicator (0 to 100)
All Students	56.0	59.8	55.1	22.6	65.3
White	60.5	64.9	59.5	24.1	66.0
African American	35.2	36.2	33.8	17.8	61.5
Hispanic	44.7	47.1	43.1	22.0	64.0
Asian	75.1	81.7	73.5	34.7	66.9
American Indian or Alaska Native	64.5	61.8	67.4	---[2]	63.9
Native Hawaiian or Other Pacific Islander	50.7	49.0	53.3	29.7	66.0
Two or More Races	52.9	54.4	50.6	---[2]	62.3
English Learners plus Monitored	29.2	33.0	22.9	22.6	65.1
Economically Disadvantaged	47.6	50.1	46.5	21.1	64.5
Disability-with IEP (Total)	33.0	34.9	29.7	16.7	69.4

[1]Indicator scores do not reflect percentages

[2]--- doesn't meet the minimum n for inclusion in accountability

Note: The English Language Progress Indicator only includes English Learners and does not include English Learners being monitored.

Table 5: 2022-2023 High School - Overall and Indicator Scores by Student Group

Student Groups[1]	Overall Score	Reading/ Mathematics Indicator (0 to 125)	Science/ Social Studies/ Writing Indicator (0 to 125)	English Language Progress Indicator (0 to 140)	Quality Of School Climate and Safety Indicator (0 to 100)	Postsecondary Readiness Indicator (0 to 125)	Graduation Rate Indicator (0 to 100)
All Students	63.0	56.3	50.4	28.5	62.0	90.7	92.9
White	66.7	61.5	53.9	21.1	62.2	95.3	94.1
African American	45.5	34.2	29.6	28.4	60.3	75.0	89.6
Hispanic	52.2	44.4	40.6	29.1	62.3	74.9	86.8
Asian	78.8	80.0	67.0	31.0	65.0	97.3	96.1
American Indian or Alaska Native	58.5	41.8	60.7	---[2]	63.1	80.4	100.0
Native Hawaiian or Other Pacific Islander	59.8	47.4	36.1	19.1	62.1	111.3	92.8
Two or More Races	61.2	52.6	46.3	---[2]	60.3	86.6	91.6
English Learners plus Monitored	30.6	19.9	17.8	28.5	64.6	46.3	79.7
Economically Disadvantaged	55.6	46.6	41.6	28.3	61.1	84.6	92.4
Disability-with IEP (Total)	40.4	31.7	24.2	22.1	64.2	63.3	83.2

[1]Indicator scores do not reflect percentages

[2]--- doesn't meet the minimum n for inclusion in accountability

Note: The English Language Progress Indicator only includes English Learners and does not include English Learners being monitored.

State Assessment Results in Reading/Mathematics Indicator:

The State Assessment Results in Reading/Mathematics Indicator is defined as reaching the desired level of knowledge and skills as measured on state-required academic assessments. It is designed to measure how students achieve on *Kentucky's Academic Standards (KAS)* in reading and mathematics.

The measures used to determine proficiency are:
- Student performance on tests in reading and mathematics
- Reading and mathematics are measured at grades 3-8 and 10 through the KSA and AKSA summative assessments
- Equal weight for reading and mathematics
- Schools earn points based on student performance levels: Novice (0 points); Apprentice (.5 point); Proficient (1 point); and Distinguished (1.25 points)
- Student performance is aggregated to school, district and state levels

Table 6: Number of Schools and Reading/Mathematics Indicator Rating

School Level	Total Number of Schools	Red	Orange	Yellow	Green	Blue
Elementary	719	25	106	174	294	120
Middle	318	20	69	74	98	57
High	228	18	53	52	79	26

Table 7: Number of Schools and Reading/Mathematics Status Level

School Level	Total Number of Schools	Very Low	Low	Medium	High	Very High
Elementary	719	22	191	272	145	89
Middle	318	17	102	106	50	43
High	228	16	59	89	49	15

Table 8: Number of Schools and Reading/Mathematics Change Level

School Level	Total Number of Schools	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Elementary	717	38	86	65	354	174
Middle	317	12	51	58	145	51
High	228	11	52	53	63	49

Table 9: Number of Districts and Reading/Mathematics Indicator Rating

District Level	Total Number of Districts	Red	Orange	Yellow	Green	Blue
Elementary	172	3	17	51	84	17
Middle	172	5	36	42	69	20
High	168	10	42	35	62	19

Table 10: Number of Districts and Reading/Mathematics Status Level

District Level	Total Number of Districts	Very Low	Low	Medium	High	Very High
Elementary	172	1	49	84	27	11
Middle	172	4	56	65	31	16
High	168	6	47	70	33	12

Table 11: Number of Districts and Reading/Mathematics Change Level

District Level	Total Number of Districts	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Elementary	172	3	14	21	109	25
Middle	172	5	26	31	87	23
High	168	8	38	38	50	34

State Assessment Results in Science/Social Studies/Writing Indicator:

The State Assessment Results in Science/Social Studies/Writing Indicator is defined as reaching the desired level of knowledge and skills as measured on state-required academic assessments. It is designed to measure how students achieve on *Kentucky's Academic Standards (KAS)* in science, social studies and writing.

The measures used to determine the separate academic indicator are:
- Student performance on tests in science (grades 4, 7 and 11), social studies and writing (grades 5, 8 and 11) The student performance level for writing combines student performance on editing and mechanics and on demand writing.
- Science, social studies and combined writing are weighted equally
- Schools earn points based on student performance levels: Novice (0 points); Apprentice (.5 point); Proficient (1 point); and Distinguished (1.25 points)
- Student performance is aggregated to school, district and state levels

Table 12: Number of Schools and Science/Social Studies/Writing Indicator Rating

School Level	Total Number of Schools	Red	Orange	Yellow	Green	Blue
Elementary	699	29	115	125	276	154
Middle	312	22	59	59	112	60
High	225	10	50	55	70	40

Table 13: Number of Schools and Science/Social Studies/Writing Status Level

School Level	Total Number of Schools	Very Low	Low	Medium	High	Very High
Elementary	699	26	135	276	150	112
Middle	312	15	82	104	75	36
High	225	12	68	68	54	23

Table 14: Number of Schools and Science/Social Studies/Writing Change Level

School Level	Total Number of Schools	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Elementary	691	31	105	75	313	167
Middle	307	14	61	38	127	67
High	225	11	43	37	84	50

Table 15: Number of Districts and Science/Social Studies/Writing Indicator Rating

District Level	Total Number of Districts	Red	Orange	Yellow	Green	Blue
Elementary	172	2	26	22	100	22
Middle	172	7	34	24	84	23
High	165	6	35	39	58	27

Table 16: Number of Districts and Science/Social Studies/Writing Status Level

District Level	Total Number of Districts	Very Low	Low	Medium	High	Very High
Elementary	172	1	24	100	31	16
Middle	172	3	47	69	42	11
High	165	4	53	55	37	16

Table 17: Number of Districts and Science/Social Studies/Writing Change Level

District Level	Total Number of Districts	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Elementary	171	4	20	18	105	24
Middle	172	7	23	25	78	39
High	165	8	31	24	63	39

English Language Progress Indicator:

Progress of English learners in grades 1-12 on an English language proficiency exam that includes speaking, listening, reading and writing in English.

Table 18: Number of Schools and English Language Progress Indicator Rating

School Level	Total Number of Schools	Red	Orange	Yellow	Green	Blue
Elementary	182	2	9	11	56	104
Middle	50	8	15	11	9	7
High	45	1	15	11	15	3

Table 19: Number of Schools and English Language Progress Status Level

School Level	Total Number of Schools	Very Low	Low	Medium	High	Very High
Elementary	182	1	3	30	49	99
Middle	50	7	18	12	12	1
High	45	0	17	16	12	0

Table 20: Number of Schools and English Language Progress Change Level

School Level	Total Number of Schools	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Elementary	158	8	9	2	99	40
Middle	38	3	10	5	11	9
High	37	2	10	7	9	9

Table 21: Number of Districts and English Language Progress Indicator Rating

District Level	Total Number of Districts	Red	Orange	Yellow	Green	Blue
Elementary	51	3	2	2	21	23
Middle	26	4	9	4	6	3
High	24	0	6	9	7	2

Table 22: Number of Districts and English Language Progress Status Level

District Level	Total Number of Districts	Very Low	Low	Medium	High	Very High
Elementary	51	0	5	8	17	21
Middle	26	4	10	9	3	0
High	24	0	9	9	6	0

Table 23: Number of Districts and English Language Progress Change Level

District Level	Total Number of Districts	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Elementary	48	3	1	0	38	6
Middle	20	1	4	5	4	6
High	20	1	2	5	5	7

Quality of School Climate and Safety Indicator:

The Quality of School Climate and Safety Indicator is designed to measure the school environment. Perception data from student surveys are used to measure insight to the school environment.

Table 24: Number of Schools and Quality of School Climate and Safety Indicator Rating

School Level	Total Number of Schools	Red	Orange	Yellow	Green	Blue
Elementary	719	15	157	146	281	120
Middle	318	13	99	68	104	34
High	228	6	46	52	94	30

Table 25: Number of Schools and Quality of School Climate and Safety Status Level

School Level	Total Number of Schools	Very Low	Low	Medium	High	Very High
Elementary	719	7	164	205	244	99
Middle	318	12	97	91	99	19
High	228	1	53	104	46	24

Table 26: Number of Schools and Quality of School Climate and Safety Change Level

School Level	Total Number of Schools	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Elementary	717	25	130	201	281	80
Middle	317	13	71	105	98	30
High	227	11	25	68	99	24

Table 27: Number of Districts and Quality of School Climate and Safety Indicator Rating

District Level	Total Number of Districts	Red	Orange	Yellow	Green	Blue
Elementary	172	2	25	38	81	26
Middle	172	5	46	45	67	9
High	168	7	31	36	69	25

Table 28: Number of Districts and Quality of School Climate and Safety Status Level

District Level	Total Number of Districts	Very Low	Low	Medium	High	Very High
Elementary	172	1	28	55	74	14
Middle	172	6	43	59	62	2
High	168	1	35	75	37	20

Table 29: Number of Districts and Quality of School Climate and Safety Change Level

District Level	Total Number of Districts	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Elementary	172	2	15	73	65	17
Middle	172	4	33	67	59	9
High	167	11	18	48	70	20

Postsecondary Readiness Indicator (High School Only):
The Postsecondary Readiness Indicator gives students flexibility on how they demonstrate either academic or career readiness. Points for this indicator are earned when students meet expectations for either academic or career readiness by:

- Meeting or exceeding a college readiness benchmark score on the college admissions examination or a college placement examination approved by the CPE;
- Achieving a minimum of three (3) hours of dual credit by completing a course approved by the KBE or qualifying for a minimum of three (3) hours of postsecondary articulated credit associated with a statewide articulation agreement;
- Achieving a benchmark score on an AP, IB, CAI, or other nationally recognized exam approved by the KBE that generally qualifies the student for three (3) or more hours of college credit;
- Completing a required number of hours or achieving a benchmark within an apprenticeship, cooperative, or internship that is aligned with a credential or associate degree and approved by the KBE after receiving input from the LSAC; or
- Achieving any industry-recognized certifications, licensures, or credentials, with more weight in accountability for industry-recognized certifications, licensures or credentials identified as high demand.

Table 30: Number of Schools and Postsecondary Readiness Indicator Rating

School Level	Total Number of Schools	Red	Orange	Yellow	Green	Blue
High	226	2	16	27	92	89

Table 31: Number of Schools and Postsecondary Readiness Status Level

School Level	Total Number of Schools	Very Low	Low	Medium	High	Very High
High	226	5	23	68	61	69

Table 32: Number of Schools and Postsecondary Readiness Change Level

School Level	Total Number of Schools	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
High	226	3	14	19	130	60

Table 33: Number of Districts and Postsecondary Readiness Indicator Rating

District Level	Total Number of Districts	Red	Orange	Yellow	Green	Blue
High	166	3	11	15	76	61

Table 34: Number of Districts and Postsecondary Readiness Status Level

District Level	Total Number of Districts	Very Low	Low	Medium	High	Very High
High	166	3	15	53	51	44

Table 35: Number of Districts and Postsecondary Readiness Change Level

District Level	Total Number of Districts	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
High	166	4	8	14	94	46

<u>**Graduation Rate Indicator (High School Only):**</u>

The Graduation Rate Indicator includes a 4-year and 5-year adjusted cohort graduation rate. Both the 4-year and 5-year adjusted cohort formula uses the number of students who graduate in four and five years divided by the number of students who form the adjusted cohort for the graduating class. The 5-year rate recognizes the persistence of students and educators in completing the requirements for a Kentucky high school diploma. Kentucky's Graduation Rate indicator averages the 4- and 5-year rates.

Table 36: Number of Schools and Graduation Indicator Rating

School Level	Total Number of Schools	Red	Orange	Yellow	Green	Blue
High	228	4	32	53	101	38

Table 37: Number of Schools and Graduation Indicator Status Level

School Level	Total Number of Schools	Very Low	Low	Medium	High	Very High
High	228	10	46	65	78	29

Table 38: Number of Schools and Graduation Indicator Change Level

School Level	Total Number of Schools	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
High	228	1	17	76	109	25

Table 39: Number of Districts and Graduation Indicator Rating

District Level	Total Number of Districts	Red	Orange	Yellow	Green	Blue
High	168	4	22	40	77	25

Table 40: Number of Districts and Graduation Indicator Status Level

School Level	Total Number of Schools	Very Low	Low	Medium	High	Very High
High	168	4	42	51	56	15

Table 41: Number of Districts and Graduation Indicator Change Level

School Level	Total Number of Schools	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
High	168	1	12	53	81	21

FEDERAL REPORTING

The KDE is required under federal and state law to identify schools for Targeted Support and Improvement (TSI), Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI).

Comprehensive Support and Improvement (CSI)

No new schools have been identified for CSI I or CSI II for the 2022-2023 school year. No new schools were identified for CSI I or CSI II. Schools that were federally classified as CSI previously and failed to meet exit criteria will remain in CSI status for the 2023-2024 school year. Schools that met exit criteria are no longer identified. Schools that did not exit ATSI status after three years are now identified as CSI III.

Targeted Support and Improvement (TSI)

Schools are identified as TSI when one or more of the same subgroups perform as poorly as all students in any of the lowest performing 5% of Title I schools or non-Title I schools by level (elementary, middle or high school), for three consecutive years. Please note that identification in fall of 2023 is based on 2021-2022 and 2022-2023 school year data only.

Additional Targeted Support and Improvement (ATSI)

No new schools have been identified for ATSI for the 2022-2023 school year, but some schools did not meet criteria to exit ATSI status. Schools that were first identified in 2018-2019 and did not exit ATSI are now CSI III.

Table 42: Federal Classifications

School Level	Total Number of Schools	Total Number of Title I Schools	Total Schools identified for CSI* (CSI I, CSI II and CSI III**)	Total Schools identified for TSI	Total Schools identified for ATSI
Elementary	719	659	17	86	0

School Level	Total Number of Schools	Total Number of Title I Schools	Total Schools identified for CSI* (CSI I, CSI II and CSI III**)	Total Schools identified for TSI	Total Schools identified for ATSI
Middle	318	246	8	95	0
High	228	111	3	43	0
Total	1,265	1,016	28	224	0

*CSI Schools are not newly identified for 2023 but were previously identified and did not meet exit criteria.

**Two (2) schools are identified through CSI III criteria

STATE TESTING RESULTS

Kentucky administers state tests known as the Kentucky Summative Assessments (KSA) and the Alternate Kentucky Summative Assessments (AKSA). The tests were developed by Kentucky teachers and align with the *Kentucky Academic Standards* in each content area.

All students in grades 3 through 8 and 10 take reading and mathematics tests in the spring of each year. The other subjects are tested once per level (science in grades 4, 7 and 11; social studies, editing and mechanics and on-demand writing in grades 5, 8 and 11).

Students with disabilities who qualify take AKSA tests. English language learners take ACCESS 2.0, which serves as the basis for English proficiency determinations.

The tables below contain the participation rates and the percentage of students performing at the proficient/distinguished level on KSA tests by level. The goal is to move all students to a higher performance category and ultimately to the proficient performance level or above on KSA and AKSA tests. Student performance on these tests serves as the basis for several indicators in Kentucky's accountability system.

Table 43: Percentage of Students Performing at Proficient/Distinguished Levels

Content Area	Year	Elementary	Middle	High
Reading	2022	45	44	44
	2023	47	45	44
Mathematics	2022	38	37	36
	2023	42	37	33
Science	2022	29	22	14
	2023	35	23	10
Social Studies	2022	37	36	34
	2023	42	34	37
Editing and Mechanics	2022	47	45	46
	2023	47	49	44
Writing On-Demand	2022	32	38	36
	2023	39	44	40
Combined Writing	2022	37	39	38
	2023	43	43	41

School Performance by Level

Table 44: Elementary School Performance Level Percentages by Content Area

Content Area	Year	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
Reading	2022	28	27	28	17	45	62.9
	2023	26	27	27	21	47	66.0
Mathematics	2022	32	30	28	10	38	55.8
	2023	29	29	31	11	42	59.3
Science	2022	16	55	23	6	29	57.6
	2023	16	49	28	7	35	61.0
Social Studies	2022	34	29	24	13	37	55.0
	2023	32	26	26	16	42	58.8
Editing and Mechanics	2022	23	29	27	20	47	N/A
	2023	22	30	26	21	47	N/A
Writing On-Demand	2022	23	45	25	8	32	N/A
	2023	18	42	28	11	39	N/A
Combined Writing	2022	20	43	30	7	37	60.4
	2023	17	41	33	10	43	65.3

Note: Index values are not reported for Editing & Mechanics and Writing On-Demand individually, but are reported for Combined Writing.

Table 45: Middle School Performance Level Percentages by Content

Content Area	Year	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
Reading	2022	31	26	28	16	44	60.5
	2023	28	27	30	16	45	62.8
Mathematics	2022	35	28	28	9	37	53.4
	2023	34	29	26	11	37	54.0
Science	2022	36	42	20	2	22	43.5
	2023	30	47	21	2	23	47.4
Social Studies	2022	37	27	23	13	36	52.4
	2023	43	23	22	13	34	48.9
Editing and Mechanics	2022	26	29	31	15	45	N/A
	2023	28	23	34	15	49	N/A
Writing On-Demand	2022	27	35	32	6	38	N/A
	2023	22	34	36	8	44	N/A
Combined Writing	2022	24	37	33	5	39	58.6
	2023	20	36	36	7	43	63.6

Note: Index values are not reported for Editing & Mechanics and Writing On-Demand individually, but are reported for Combined Writing.

Table 46: High School Performance Level Percentages by Content

Content Area	Year	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
Reading	2022	32	25	28	16	44	60.0
	2023	28	27	30	15	44	61.9
Mathematics	2022	34	30	26	10	36	53.3
	2023	36	31	24	9	33	51.1
Science	2022	45	41	13	1	14	34.8
	2023	48	42	10	0	10	31.6
Social Studies	2022	39	27	22	11	34	50.0
	2023	36	27	24	13	37	54.0
Editing and Mechanics	2022	26	28	28	18	46	N/A
	2023	23	33	30	14	44	N/A
Writing On-Demand	2022	24	40	30	6	36	N/A
	2023	22	37	33	7	40	N/A
Combined Writing	2022	23	39	33	5	38	59.3
	2023	21	38	35	6	41	61.9

Note: Index values are not reported for Editing & Mechanics and Writing On-Demand individually, but are reported for Combined Writing.

Elementary School Participation

Table 47: 2022-2023 Elementary School - Participation Rates by Student Group

Student Groups[1]	Reading	Mathematics	Science	Social Studies	Editing & Mechanics	Writing On-Demand
All Students	98.8	98.9	98.9	98.8	98.7	98.7
White	99.6	99.6	99.7	99.6	99.5	99.5
African American	98.4	98.4	98.3	98.6	98.6	98.6
Hispanic	93.3	93.6	93.9	92.9	92.8	92.8
Asian	94.9	95.5	95.5	95.9	95.9	95.8
American Indian or Alaska Native	98.4	97.9	98.3	98.1	98.1	98.1
Native Hawaiian or Other Pacific Islander	97.0	97.0	99.0	96.3	96.3	96.3
Two or More Races	99.7	99.7	99.7	99.5	99.3	99.2
English Learners plus Monitored	90.5	90.9	91.4	89.6	89.6	89.5
Economically Disadvantaged	98.7	98.8	98.8	98.6	98.6	98.6
Disability-with IEP (Total)	99.1	99.1	99.2	98.8	98.6	98.6

[1] Students can be identified for multiple student groups.

Elementary School Performance

Table 48: 2022-2023 Elementary School - Reading Performance Level Percentages by Student Group

Student Groups[1]	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	26	27	27	21	47	66.0
White	22	27	28	23	51	70.5
African American	44	29	18	8	27	43.1
Hispanic	34	31	22	13	35	54.1
Asian	17	21	28	34	61	80.6
American Indian or Alaska Native	29	28	23	19	43	61.7
Native Hawaiian or Other Pacific Islander	28	29	28	15	42	60.8
Two or More Races	27	29	26	18	44	62.8
English Learners plus Monitored	36	32	22	10	32	50.3
Economically Disadvantaged	32	30	24	14	38	56.7
Disability-with IEP (Total)	42	30	18	10	28	45.5

[1] Students can be identified for multiple student groups.

Table 49: 2022-2023 Elementary School - Mathematics Performance Level Percentages by Student Group

Student Groups[1]	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	29	29	31	11	42	59.3
White	25	29	33	13	46	63.9
African American	53	28	16	3	20	34.5
Hispanic	38	31	25	6	31	47.6
Asian	15	21	36	29	64	82.0
American Indian or Alaska Native	37	28	24	11	35	51.4
Native Hawaiian or Other Pacific Islander	31	33	26	10	37	55.7
Two or More Races	32	31	28	9	37	54.5
English Learners plus Monitored	41	29	23	6	30	46.3
Economically Disadvantaged	37	31	26	7	32	49.5
Disability-with IEP (Total)	49	28	18	5	23	38.2

[1] Students can be identified for multiple student groups.

Table 50: 2022-2023 Elementary School - Science Performance Level Percentages by Student Group

Student Groups[1]	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	16	49	28	7	35	61.0
White	13	48	31	8	39	64.9
African American	31	55	12	2	14	41.7
Hispanic	23	55	19	3	22	50.4
Asian	9	41	34	15	49	73.7
American Indian or Alaska Native	28	45	28	0	28	50.0
Native Hawaiian or Other Pacific Islander	20	57	22	1	23	51.8
Two or More Races	17	53	25	5	30	57.3
English Learners plus Monitored	25	55	17	2	20	47.7
Economically Disadvantaged	20	54	22	4	26	54.1
Disability-with IEP (Total)	26	52	18	4	22	49.1

[1] Students can be identified for multiple student groups.

Table 51: 2022-2023 Elementary School - Social Studies Performance Level Percentages by Student Group

Student Groups[1]	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	32	26	26	16	42	58.8
White	28	26	28	18	46	63.0
African American	52	27	16	5	21	35.8
Hispanic	39	28	22	10	32	48.8
Asian	18	21	30	31	60	78.6
American Indian or Alaska Native	42	19	25	13	38	51.4
Native Hawaiian or Other Pacific Islander	32	29	27	12	38	56.1
Two or More Races	37	26	25	12	37	53.3
English Learners plus Monitored	44	30	20	6	26	42.0
Economically Disadvantaged	40	27	23	10	33	48.9
Disability-with IEP (Total)	53	25	15	7	23	36.8

[1] Students can be identified for multiple student groups.

Table 52: 2022-2023 Elementary School - Editing & Mechanics Performance Level Percentages by Student Group

Student Groups[1]	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
All Students	22	30	26	21	47
White	19	30	28	23	52
African American	41	34	18	8	25
Hispanic	32	33	22	12	35
Asian	15	23	29	34	62
American Indian or Alaska Native	25	31	25	19	44
Native Hawaiian or Other Pacific Islander	28	24	29	18	47
Two or More Races	22	33	27	18	45
English Learners plus Monitored	38	35	20	8	27
Economically Disadvantaged	29	33	24	14	38
Disability-with IEP (Total)	48	30	13	9	22

[1] Students can be identified for multiple student groups.

Table 53: 2022-2023 Elementary School - Writing On-demand Performance Level Percentages by Student Group

Student Groups[1]	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
All Students	18	42	28	11	39
White	16	42	29	13	42
African American	34	44	17	5	22
Hispanic	24	43	25	8	32
Asian	10	36	33	21	54
American Indian or Alaska Native	19	42	33	6	38
Native Hawaiian or Other Pacific Islander	18	40	27	15	42
Two or More Races	19	44	27	9	36
English Learners plus Monitored	29	46	20	5	25
Economically Disadvantaged	24	45	23	8	31
Disability-with IEP (Total)	47	37	12	4	16

[1] Students can be identified for multiple student groups.
Note: Index values are not reported for Editing & Mechanics and Writing On-Demand individually, but are reported for Combined Writing.

Table 54: 2022-2023 Elementary School - Combined Writing Performance Level Percentages by Student Group

Student Groups[1]	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	17	41	33	10	43	65.3
White	14	40	35	11	46	68.8
African American	33	44	19	4	23	45.7
Hispanic	23	44	27	6	33	56.8
Asian	9	33	38	20	58	79.2
American Indian or Alaska Native	19	40	35	6	40	62.0
Native Hawaiian or Other Pacific Islander	15	45	31	9	40	64.4
Two or More Races	18	42	32	8	40	63.2
English Learners plus Monitored	28	47	22	4	25	49.6
Economically Disadvantaged	22	45	27	6	33	57.2
Disability-with IEP (Total)	44	38	15	3	17	37.1

[1] Students can be identified for multiple student groups.

Middle School Participation

Table 55: 2022-2023 Middle School - Participation Rates by Student Group

Student Groups[1]	Reading	Mathematics	Science	Social Studies	Editing & Mechanics	Writing On-Demand
All Students	98.4	98.4	98.4	98.1	98	97.8
White	99.3	99.2	99.2	99	99	98.8
African American	96.9	96.9	96.7	96.7	96.4	96
Hispanic	93.1	93.4	93.5	92.7	92.6	92.4
Asian	96.2	96.4	96.8	95.5	95.6	95.6
American Indian or Alaska Native	99.5	100	100	98.7	98.7	98.7
Native Hawaiian or Other Pacific Islander	96.9	96.9	97.7	98.6	98.6	98.6
Two or More Races	98.9	98.8	98.6	98.9	98.7	98.3
English Learners plus Monitored	86.8	87.4	87.3	82.8	82.9	82.5
Economically Disadvantaged	98	98	98	97.7	97.6	97.4
Disability-with IEP (Total)	98.1	98.1	97.9	97.9	97.6	97.3

[1] Students can be identified for multiple student groups.

Middle School Performance

Table 56: 2022-2023 Middle School - Reading Performance Level Percentages by Student Group

Student Groups[1]	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	28	27	30	16	45	62.8
White	24	26	32	18	50	67.7
African American	48	28	18	5	24	39.2
Hispanic	37	29	24	9	33	50.2
Asian	15	20	33	31	64	82.4
American Indian or Alaska Native	26	31	28	14	42	61.3
Native Hawaiian or Other Pacific Islander	33	34	21	12	33	53.2
Two or More Races	30	28	28	14	42	59.1
English Learners plus Monitored	53	30	14	2	16	32.0
Economically Disadvantaged	35	29	26	10	36	52.8
Disability-with IEP (Total)	55	27	14	4	18	32.5

[1] Students can be identified for multiple student groups.

Table 57: 2022-2023 Middle School - Mathematics Performance Level Percentages by Student Group

Student Groups[1]	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	34	29	26	11	37	54.0
White	29	29	29	12	41	58.9
African American	57	29	12	2	15	29.6
Hispanic	43	32	20	5	25	42.4
Asian	17	21	30	32	62	80.0
American Indian or Alaska Native	31	35	24	10	34	53.8
Native Hawaiian or Other Pacific Islander	40	30	21	9	30	47.1
Two or More Races	39	29	24	8	32	48.3
English Learners plus Monitored	56	31	11	2	13	29.1
Economically Disadvantaged	42	32	21	5	27	43.6
Disability-with IEP (Total)	54	31	11	3	15	30.9

[1] Students can be identified for multiple student groups.

Table 58: 2022-2023 Middle School - Science Performance Level Percentages by Student Group

Student Groups[1]	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	30	47	21	2	23	47.4
White	25	48	24	3	27	51.6
African American	51	42	6	0	6	27.6
Hispanic	40	47	12	1	13	36.6
Asian	18	42	33	8	40	63.0
American Indian or Alaska Native	21	62	17	0	17	48.4
Native Hawaiian or Other Pacific Islander	35	48	17	0	17	41.3
Two or More Races	33	48	18	1	20	43.8
English Learners plus Monitored	55	42	3	0	3	24.3
Economically Disadvantaged	37	48	14	1	15	39.7
Disability-with IEP (Total)	50	41	8	1	9	30.1

[1] Students can be identified for multiple student groups.

Table 59: 2022-2023 Middle School - Social Studies Performance Level Percentages by Student Group

Student Groups[1]	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	43	23	22	13	34	48.9
White	39	24	24	14	38	53.0
African American	64	20	12	4	16	26.7
Hispanic	51	23	18	8	25	38.9
Asian	22	18	27	33	60	77.1
American Indian or Alaska Native	36	26	26	13	38	54.5
Native Hawaiian or Other Pacific Islander	42	30	20	8	28	45.3
Two or More Races	47	22	21	10	31	44.5
English Learners plus Monitored	78	16	6	1	7	14.8
Economically Disadvantaged	52	23	18	7	25	38.3
Disability-with IEP (Total)	67	21	9	3	12	22.9

[1] Students can be identified for multiple student groups.

Table 60: 2022-2023 Middle School - Editing & Mechanics Performance Level Percentages by Student Group

Student Groups[1]	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
All Students	28	23	34	15	49
White	24	23	37	17	54
African American	47	25	23	5	28
Hispanic	39	25	28	8	36
Asian	17	20	33	30	64
American Indian or Alaska Native	24	19	40	17	56
Native Hawaiian or Other Pacific Islander	30	26	31	14	45
Two or More Races	29	24	35	12	47
English Learners plus Monitored	69	20	10	1	11
Economically Disadvantaged	36	25	30	9	39
Disability-with IEP (Total)	60	22	14	3	17

[1] Students can be identified for multiple student groups.

Table 61: 2022-2023 Middle School - Writing On-demand Performance Level Percentages by Student Group

Student Groups[1]	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
All Students	22	34	36	8	44
White	18	33	39	9	48
African American	41	35	21	2	24
Hispanic	31	36	28	5	33
Asian	12	21	47	20	68
American Indian or Alaska Native	23	31	40	6	46
Native Hawaiian or Other Pacific Islander	23	27	39	11	50
Two or More Races	25	36	32	7	39
English Learners plus Monitored	55	32	12	1	13
Economically Disadvantaged	29	36	30	5	35
Disability-with IEP (Total)	57	32	10	1	10

[1] Students can be identified for multiple student groups.
Note: Index values are not reported for Editing & Mechanics and Writing On-Demand individually, but are reported for Combined Writing.

Table 62: 2022-2023 Middle School - Combined Writing Performance Level Percentages by Student Group

Student Groups[1]	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	20	36	36	7	43	63.6
White	16	36	40	8	48	67.9
African American	39	39	20	2	22	42.1
Hispanic	28	40	27	4	31	52.5
Asian	10	22	48	19	67	83.1
American Indian or Alaska Native	21	31	42	6	49	65.7
Native Hawaiian or Other Pacific Islander	22	31	39	8	47	64.9
Two or More Races	22	40	32	6	38	59.6
English Learners plus Monitored	54	36	9	1	10	28.2
Economically Disadvantaged	26	40	29	4	33	54.4
Disability-with IEP (Total)	54	36	9	1	10	28.0

[1] Students can be identified for multiple student groups.

High School Participation

Table 63: 2022-2023 High School - Participation Rates by Student Group

Student Groups[1]	Reading	Mathematics	Science	Social Studies	Editing & Mechanics	Writing On-Demand
All Students	96.2	96.1	96.8	96.6	96.4	95.7
White	97.8	97.7	98.0	97.9	97.7	97.1
African American	91.2	90.7	91.8	91.4	91.3	89.7
Hispanic	90.0	90.5	92.6	91.8	91.2	90.3
Asian	96.6	96.7	97.1	97.1	96.9	96.5
American Indian or Alaska Native	95.8	97.2	95.7	95.7	95.7	95.7
Native Hawaiian or Other Pacific Islander	94.0	94.0	98.3	98.3	98.3	98.3
Two or More Races	95.9	96.1	96.3	96.0	95.9	95.1
English Learners plus Monitored	80.5	82.0	83.9	82.0	81.6	80.8
Economically Disadvantaged	94.9	94.8	95.5	95.3	95.0	94.1
Disability-with IEP (Total)	95.0	94.8	94.8	94.7	94.3	93.4

[1] Students can be identified for multiple student groups.

High School Performance

Table 64: 2022-2023 High School - Reading Performance Level Percentages by Student Group

Student Groups[1]	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	28	27	30	15	44	61.9
White	24	27	32	17	49	66.6
African American	47	30	18	5	23	39.4
Hispanic	37	29	25	9	34	50.2
Asian	14	21	33	32	66	83.9
American Indian or Alaska Native	44	17	28	11	39	50.7
Native Hawaiian or Other Pacific Islander	40	27	23	10	33	49.4
Two or More Races	30	30	28	12	41	58.6
English Learners plus Monitored	64	28	7	1	8	21.9
Economically Disadvantaged	36	30	25	9	34	51.6
Disability-with IEP (Total)	53	33	12	2	14	30.9

[1] Students can be identified for multiple student groups.

Table 65: 2022-2023 High School - Mathematics Performance Level Percentages by Student Group

Student Groups[1]	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	36	31	24	9	33	51.1
White	32	31	27	10	38	55.6
African American	57	30	12	2	14	28.9
Hispanic	45	32	19	4	23	40.1
Asian	19	21	29	31	61	78.8
American Indian or Alaska Native	39	27	27	7	34	48.9
Native Hawaiian or Other Pacific Islander	47	32	16	5	21	38.3
Two or More Races	40	33	21	7	28	45.9
English Learners plus Monitored	67	27	5	1	6	19.9
Economically Disadvantaged	44	33	19	4	23	40.5
Disability-with IEP (Total)	60	30	10	1	11	26.0

[1] Students can be identified for multiple student groups.

Table 66: 2022-2023 High School - Science Performance Level Percentages by Student Group

Student Groups[1]	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	48	42	10	0	10	31.6
White	43	45	11	0	12	34.4
African American	72	25	3	0	3	15.5
Hispanic	58	36	6	0	6	24.0
Asian	29	50	19	2	21	46.4
American Indian or Alaska Native	44	39	15	2	17	36.7
Native Hawaiian or Other Pacific Islander	64	34	2	0	2	18.6
Two or More Races	54	38	8	0	8	27.2
English Learners plus Monitored	85	14	1	0	1	8.0
Economically Disadvantaged	57	36	6	0	6	24.5
Disability-with IEP (Total)	74	22	4	0	4	15.4

[1] Students can be identified for multiple student groups.

Table 67: 2022-2023 High School - Social Studies Performance Level Percentages by Student Group

Student Groups[1]	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	36	27	24	13	37	54.0
White	32	27	26	15	41	58.1
African American	58	25	13	4	17	30.2
Hispanic	44	29	19	7	27	43.2
Asian	18	23	31	29	59	77.7
American Indian or Alaska Native	33	30	24	12	36	54.5
Native Hawaiian or Other Pacific Islander	46	31	22	2	24	39.4
Two or More Races	40	28	22	10	32	49.0
English Learners plus Monitored	73	20	6	1	6	16.7
Economically Disadvantaged	45	29	19	7	26	42.5
Disability-with IEP (Total)	66	23	9	3	12	23.6

[1] Students can be identified for multiple student groups.

Table 68: 2022-2023 High School - Editing & Mechanics Performance Level Percentages by Student Group

Student Groups[1]	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
All Students	23	33	30	14	44
White	20	32	32	16	48
African American	41	37	18	4	22
Hispanic	32	36	25	7	32
Asian	14	25	33	27	60
American Indian or Alaska Native	17	47	30	6	36
Native Hawaiian or Other Pacific Islander	31	36	24	10	34
Two or More Races	25	36	27	11	39
English Learners plus Monitored	61	33	5	1	6
Economically Disadvantaged	30	37	25	8	33
Disability-with IEP (Total)	54	32	10	3	13

[1] Students can be identified for multiple student groups.

Table 69: 2022-2023 High School - Writing On-demand Performance Level Percentages by Student Group

Student Groups[1]	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
All Students	22	37	33	7	40
White	19	37	36	8	44
African American	40	39	19	2	22
Hispanic	32	38	27	4	30
Asian	13	30	42	15	56
American Indian or Alaska Native	18	39	36	6	42
Native Hawaiian or Other Pacific Islander	15	44	34	7	41
Two or More Races	25	39	30	6	36
English Learners plus Monitored	56	36	8	0	8
Economically Disadvantaged	29	40	27	4	31
Disability-with IEP (Total)	52	37	10	1	11

[1] Students can be identified for multiple student groups.

Note: Index values are not reported for Editing & Mechanics and Writing On-Demand individually, but are reported for Combined Writing.

Table 70: 2022-2023 High School - Combined Writing Performance Level Percentages by Student Group

Student Groups[1]	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	21	38	35	6	41	61.9
White	18	37	38	7	45	65.6
African American	38	40	19	2	21	42.1
Hispanic	30	39	27	3	30	50.9
Asian	12	30	44	14	58	76.7
American Indian or Alaska Native	15	42	38	5	42	64.8
Native Hawaiian or Other Pacific Islander	15	44	36	5	41	64.0
Two or More Races	23	40	32	5	37	58.3
English Learners plus Monitored	55	37	7	0	7	26.0
Economically Disadvantaged	27	42	28	4	31	53.1
Disability-with IEP (Total)	51	39	10	1	10	30.0

[1] Students can be identified for multiple student groups.

Graduation Rates

Table 71: 2023 4-Year Graduation Rate Trends by Student Group

Student Groups[1]	2019	2020	2021	2022	2023
All Students	90.6	91.1	90.2	90.1	91.4
White	92.1	92.8	91.6	91.4	92.6
African American	83.2	83.3	83.9	84.9	87.0
Hispanic or Latino	84.1	84.4	83.5	83.3	85.9
Asian	94.1	94.3	95.1	94.3	95.7
American Indian or Alaska Native	93.3	90.2	81.8	89.4	95.2
Native Hawaiian or Other Pacific Islander	88.1	87.5	87.7	94.4	90.4
Two or More Races	88.6	89.1	90.0	89.5	89.8
English Learners Plus Monitored	78.2	76.6	76.2	76.7	78.1
Economically Disadvantaged	87.8	88.1	86.9	88.3	90.0
Disability-With IEP (Total)	75.5	78.0	78.0	79.7	80.9

[1] Students can be identified for multiple student groups.

Table 72: 2023 5-Year Graduation Rate Trends by Student Group

Student Groups[1]	2019	2020	2021	2022	2023
All Students	91.6	92.0	92.3	92.0	92.5
White	93.0	93.3	93.8	93.2	93.7
African American	84.8	85.7	85.8	86.7	88.4
Hispanic or Latino	85.3	86.1	86.6	86.3	85.6
Asian	94.4	95.4	95.4	96.3	95.7
American Indian or Alaska Native	88.9	93.3	93.4	83.1	92.5
Native Hawaiian or Other Pacific Islander	83.7	90.9	87.7	89.5	94.4
Two or More Races	90.2	89.6	91.4	92.1	92.6
English Learners Plus Monitored	79.6	81.8	80.4	80.2	80.1
Economically Disadvantaged	90.6	89.8	90.3	90.9	92.0
Disability-With IEP (Total)	78.7	79.3	80.8	82.3	83.2

[1] Students can be identified for multiple student groups.

APPENDIX A – 2023 State and Federal Accountability Cut Scores

Overall Rating

School Level	Red	Orange	Yellow	Green	Blue
Elementary Schools	0-37.9	38.0-54.9	55.0-69.9	70.0-82.9	83.0 or more
Middle Schools	0-35.9	36.0-50.9	51.0-63.9	64.0-76.9	77.0 or more
High Schools	0-48.9	49.0-59.9	60.0-70.9	71.0-80.9	81.0 or more

Elementary – Status Level

Indicators	Very Low	Low	Medium	High	Very High
Reading & Mathematics	0-31.9	32.0-53.9	54.0-69.9	70.0-80.9	81.0-125
Science, Social Studies & Writing	0-33.9	34.0-49.9	50.0-66.9	67.0-75.9	76.0-125
English Learner Progress	0-33.9	34.0-47.9	48.0-57.9	58.0-64.9	65.0-140
School Climate & Safety	0-66.9	67.0-73.9	74.0-76.9	77.0-81.9	82.0-100

Middle – Status Level

Indicators	Very Low	Low	Medium	High	Very High
Reading & Mathematics	0-35.9	36.0-54.9	55.0-64.9	65.0-72.9	73.0-125
Science, Social Studies & Writing	0-32.9	33.0-47.9	48.0-58.9	59.0-68.9	69.0-125
English Learner Progress	0-15.9	16.0-23.9	24.0-30.9	31.0-44.9	45.0-140
School Climate & Safety	0-58.9	59.0-63.9	64.0-67.9	68.0-74.9	75.0-100

High – Status Level

Indicators	Very Low	Low	Medium	High	Very High
Reading & Mathematics	0-38.9	39.0-52.9	53.0-64.9	65.0-76.9	77.0-125
Science, Social Studies & Writing	0-31.9	32.0-46.9	47.0-54.9	55.0-62.9	63.0-125
English Learner Progress	0-9.9	10.0-23.9	24.0-30.9	31.0-44.9	45.0-140
School Climate & Safety	0-53.9	54.0-58.9	59.0-63.9	64.0-67.9	68.0-100
Postsecondary Readiness	0-58.9	59.0-75.9	76.0-87.9	88.0-94.9	95.0-125
Graduation	0-85.9	86.0-91.9	92.0-94.9	95.0-97.9	98.0-100

Elementary – Change Level

Indicators	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Reading & Mathematics	-6.1 or less	-6.0 to -2.1	-2.0 to 0.0	0.1 to 6.9	7.0 or more
Science, Social Studies & Writing	-7.1 or less	-7.0 to -2.1	-2.0 to 0.0	0.1 to 8.9	9.0 or more
English Learner Progress	-7.1 or less	-7.0 to -1.1	-1.0 to 0.0	0.1 to 22.9	23.0 or more
School Climate & Safety	-5.1 or less	-5.0 to -2.1	-2.0 to 0.0	0.1 to 3.7	3.8 or more

Middle – Change Level

Indicators	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Reading & Mathematics	-7.1 or less	-7.0 to -2.1	-2.0 to 0.0	0.1 to 6.2	6.3 or more
Science, Social Studies & Writing	-7.1 or less	-7.0 to -2.1	-2.0 to 0.0	0.1 to 5.9	6.0 or more
English Learner Progress	-15.1 or less	-15.0 to -5.1	-5.0 to 0.0	0.1 to 7.9	8.0 or more
School Climate & Safety	-5.1 or less	-5.0 to -2.1	-2.0 to 0.0	0.1 to 3.9	4.0 or more

High – Change Level

Indicators	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Reading & Mathematics	-12.1 or less	-12.0 to -5.1	-5.0 to 0.0	0.1 to 6.2	6.3 or more
Science, Social Studies & Writing	-11.1 or less	-11.0 to -3.6	-3.5 to 0.0	0.1 to 6.9	7.0 or more
English Learner Progress	-13.1 or less	-13.0 to -4.1	-4.0 to 0.0	0.1 to 9.5	9.6 or more
School Climate & Safety	-4.1 or less	-4.0 to -2.1	-2.0 to 0.0	0.1 to 3.9	4.0 or more
Postsecondary Readiness	-5.1 or less	-5.0 to -2.1	-2.0 to 0.0	0.1 to 11.9	12.0 or more
Graduation	-5.1 or less	-5.0 to -2.1	-2.0 to 0.0	0.1 to 2.9	3.0 or more

Federal Classification

School Level	Cut Scores
Elementary Schools	0-38.1
Middle Schools	0-31.9
High Schools	0-40.0

APPENDIX B – THE ACT

Since 2008, all Kentucky's public school juniors participate in The ACT, which assesses English, mathematics, reading and science and is scored on a scale of 1 to 36. The cost of the exam is paid for by state funds.

Table B1: ACT Subject Area Scores Kentucky Public School Juniors

Year	English	Mathematics	Reading	Science	Composite	Total Tested
2018-19	18.2	18.5	19.5	19.1	19.0	45,217
2019-20	18.5	18.7	19.4	19.1	19.0	43,687
2020-21	17.1	17.7	18.5	18.3	18.0	42,078
2021-22	17.5	17.7	19.0	18.6	18.3	44,138
2022-23	17.8	17.9	18.9	18.7	18.5	44,449

Kentucky's Postsecondary Readiness Indicator includes demonstration of ONE academic/career-readiness component. Students may demonstrate academic readiness at the high school level by meeting a Kentucky Council on Postsecondary Education (CPE) systemwide benchmark for either English (18), mathematics (19) or reading (20) on any administration of the ACT.

Students attending a Kentucky public college or university and who meet the Kentucky systemwide standards of readiness are guaranteed access to credit-bearing college coursework without the need for developmental education or supplemental courses.

Table B2: Percentages of Kentucky Public School Juniors Who Meet CPE Benchmarks for College-Level Readiness

Year	English	Mathematics	Reading
2018-19	49.1	36.4	46.0
2019-20	50.0	38.2	45.6
2020-21	42.6	30.0	40.2
2021-22	45.8	30.6	45.1
2022-23	47.8	32.9	44.8

Appendix C – Kindergarten Readiness

Table C1: Kindergarten Readiness by Group Percentage

Student Group	Kindergarten Ready Percentage				
	2018-2019	2019-2020	2020-2021^	2021-2022	2022-2023
All Students	51.1	51.0	53.1	44	46
Male	46.8	46.6	49.1	40	42
Female	55.6	55.6	57.4	48	50
White (Non-Hispanic)	53.3	53.5	54.9	47	49
African American	47.3	46.0	47.3	34	40
Hispanic	30.4	31.0	36.8	25	27
Asian	67.0	62.3	62.9	58	61
American Indian/Alaska Native	57.1	50.8	51.2	44	34
Native Hawaiian/Pacific Islander	41.7	44.6	46.5	34	34
Two or more races	49.5	50.8	52.7	43	45
English Learner (EL)	31.2	31.7	36.9	25	28
Free/Reduced-Price Meals	41.1	41.2	43.3	34	37
Students with Disabilities	34.2	35.0	33.3	31	31

^*Data from 2020-2021 should not be compared to current or prior years' data due to the number of test takers, changes to the assessment window (the state received a waiver for an extended testing window), and modified instructional settings.*

School readiness is defined in 704 KAR 5:070 as "a student entering school is ready to engage in and benefit from early learning experiences that best promote the student's success."

The K screen utilized provides a snapshot of student readiness in the following domains: academic/cognitive, language development, physical development, self-help, and social-emotional. Self-help and social-emotional scales are parent reported and do not figure into readiness scores reported here.

Note: Kindergarten readiness is reported as students who have scored Ready with Interventions, Ready, and Ready with Enrichments. Kindergarten Ready percentage includes students who scored Ready and Ready with Enrichments.

Table C2: Kindergarten Readiness by Group Number Tested

Student Group	Number Tested				
	2018-2019	**2019-2020**	**2020-2021^**	**2021-2022**	**2022-2023**
All Students	47,906	47,787	35,560	49,163	48,280
Male	24,666	24,476	18,319	25,373	24,737
Female	23,240	23,302	17,230	23,785	23,534
White (Non-Hispanic)	35,873	35,689	28,325	36,074	35,140
African American	4,862	4,840	2,119	4,843	4,871
Hispanic	3,538	3,700	2,634	4,244	4,244
Asian	1,008	906	507	954	1,007
American Indian/Alaska Native	63	65	43	73	56
Native Hawaiian/Pacific Islander	60	83	43	95	97
Two or more races	2,501	2,494	1,878	2,874	2,856
English Learner (EL)	3,136	3,772	2,265	3,835	4,318
Free/Reduced-Price Meals	30,024	28,095	22,552	26,871	29,566
Students with Disabilities	6,104	7,173	6,969	7,378	8,198

^Data from 2020-2021 should not be compared to current or prior years' data due to the number of test takers, changes to the assessment window (the state received a waiver for an extended testing window), and modified instructional settings.

*School readiness is defined in 704 KAR 5:070 as "a student entering school is ready to engage in and benefit from early learning experiences that best promote the student's success".

*The K screen utilized provides a snapshot of student readiness in the following domains: academic/cognitive, language development, physical development, self-help, and social-emotional. Self-help and social-emotional scales are parent reported and do not figure into readiness scores reported here.

Note: Kindergarten readiness is reported as students who have scored Ready with Interventions, Ready, and Ready with Enrichments. Kindergarten Ready percentage includes students who scored Ready and Ready with Enrichments.

Table C3: Kindergarten Readiness by Prior Setting (parent reported)

Prior Setting[1]	Kindergarten Ready[2] Percentage				
	2018-2019	2019-2020	2020-2021[^]	2021-2022	2022-2023
State Funded Preschool[3]	50.8	51.4	47.9	44	46
Head Start[4]	47.8	47.4	45.5	41	43
Child Care[5]	70.3	69.2	70.0	66	67
Home[6]	36.7	36.0	44.9	35	34
Other[7]	62.7	62.4	65.4	58	60
Unknown[8]	41.4	45.3	54.0	41	43

[^]*Data from 2020-2021 should not be compared to current or prior years' data due to the impact of the pandemic and modified instructional settings.*
[1]*Students can be included in multiple prior settings.*
[2]*Kindergarten readiness is reported as students who have scored Ready with Interventions, Ready, and Ready with Enrichments. Kindergarten Ready percentage includes students who scored Ready and Ready with Enrichments.*
[3]*State Funded Preschool – State funded preschool serving three (3) and four (4) year old children; three (3) year old children qualify based on developmental delay; four (4) year old children qualify based on developmental delay or income*
[4]*Head Start – federally funded program serving three (3) and four (4) year old children; students qualify based on developmental delay and income*
[5]*Child Care – privately owned, licensed child care facilities and certified homes; usually private pay or subsidized*
[6]*Home – with parent or guardian*
[7]*Other – non-licensed child care facilities, baby-sitters, kin care*
[8]*Unknown – no data gathered from families*

Table C4: Kindergarten Readiness by Prior Setting Number Test (parent reported)

Prior Setting[9]	Number Tested				
	2018-2019	2019-2020	2020-2021^	2021-2022	2022-2023
State Funded Preschool[10]	18,224	18,097	13,327	13,194	15,284
Head Start[11]	6,629	6,027	4,546	4,858	4,718
Child Care[12]	10,436	10,505	6,582	8,490	8,476
Home[13]	13,790	13,863	8,783	18,046	15,453
Other[14]	5,304	5,124	3,750	4,556	4,692
Unknown[15]	1,167	1,681	4,833	6,324	5,784

^Data from 2020-2021 should not be compared to current or prior years' data due to the impact of the pandemic and modified instructional settings.

[9] Students can be included in multiple prior settings

[10] State Funded Preschool – State funded preschool serving three (3) and four (4) year old children; three (3) year old children qualify based on developmental delay; four (4) year old children qualify based on developmental delay or income

[11] Head Start – federally funded program serving three (3) and four (4) year old children; students qualify based on developmental delay and income

[12] Child Care – privately owned, licensed child care facilities and certified homes; usually private pay or subsidized

[13] Home – with parent or guardian

[14] Other – non-licensed child care facilities, baby-sitters, kin care

[15] Unknown – no data gathered from families