

BRIEFING PACKET STATE RELEASE

2016-17 Assessments Results



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KENTUCKY DEPARTMENT OF EDUCATION
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INTRODUCTION

In December 2015, the Every Student Succeeds Act (ESSA) replaced the No Child Left Behind (NCLB) Act as federal education law and reauthorized the 50-year-old Elementary and Secondary Education Act (ESEA).

In addition, earlier this year the Kentucky General Assembly passed, and the Governor signed sweeping education legislation ([Senate Bill 1](#)) that addresses standards, assessments, accountability and school improvement in concert with the requirements of ESSA.

These laws have empowered Kentuckians with the freedom to plan, innovate, design and implement a quality education system. At the heart of this effort is a new accountability system that has been developed over the past year and a half with the input of thousands of Kentuckians. The result is a system that is unique to Kentucky, based on Kentucky ideals and values and will ensure opportunity and promote success for all Kentucky students.

This is a transition year as we move from the old accountability system under NCLB and federal waivers to the new one under ESSA and Senate Bill 1 (2017).

As in the past, Kentucky public school students in grades 3-8 completed tests collectively named the Kentucky Performance Rating for Educational Progress (K-PREP) in five content areas: reading, mathematics, science (high school and alternate assessment students only for 2016-17), social studies and writing. However, several subject tests have been eliminated due to vendors discontinuing them.

With the exception of reading and mathematics, not all subjects are tested at every grade in elementary and middle school. In addition, students (primarily at the high school level) complete End-of-Course (EOC) exams in Algebra II, English II, Biology and U.S. History. High school students also complete a writing test in grade 11. Students receive reports that place their performance in each content area into the categories (from low to high) of Novice, Apprentice, Proficient and Distinguished (NAPD).

The K-PREP tests are used for the Next-Generation Learners component of the former accountability model which includes student achievement in the five content areas, student achievement growth measures, an increased focus on closing achievement gaps, an emphasis on college- and career-readiness, and includes high school graduation rates. Because Senate Bill 1 (2017) ended Program Reviews, the Next-Generation Instructional Programs and Support Systems component is no longer mandatory, but some schools and districts elected to report the information.

Consequently, some data will be comparable to year's past and some will not. Readers are asked to judge carefully when making comparisons to ensure the comparisons are fair and accurate.

As a result of the changes in state and federal law, this year, the Kentucky Department of Education (KDE) is not reporting an overall school, district or state score, individual component score (Learners or Program Review) or associated accountability labels.

This year, rather than focus on accountability, shareholders are encouraged to evaluate the data, dig deep and ask tough questions about levels of achievement and whether achievement gaps are closing. Both areas will figure prominently in the new accountability system.

Both ESSA and Senate Bill 1 (2017) have the clear goal of ensuring our education system prepares every child to graduate from high school ready to thrive in college and careers.

All data for the 2016-17 assessment reporting are publicly available in the [Kentucky School Report Card](#) (<http://applications.education.ky.gov/SRC/Default.aspx>) on the Kentucky Department of Education (KDE) website.

WHAT'S NEW FOR 2016-17

1. Schools and districts will not receive an overall score, individual scores for Learners and Program Reviews or school and district labels (Distinguished, Proficient, Needs Improvement, Priority or Focus).
2. With the transition to the Every Student Succeeds Act (ESSA) and a new accountability system, the Kentucky Department of Education (KDE) will not be identifying new Priority and Focus Schools and Districts in fall 2017. A school or district may move out of Priority or Focus status if it meets the exit criteria. KDE will continue to support improvement efforts among the previously identified Priority Schools and Focus Schools and Focus Districts and any new low-performing schools and districts.
3. Writing on-demand assessments have been eliminated at grades 6 and 10. Senate Bill 1 (2017) calls for writing on-demand to be assessed once at elementary, middle school and once at high school.
4. No elementary and middle school science scores are reported, with the exception of Alternate Assessment students. In spring 2017, elementary and middle school students participated in a field test of the new science assessment and no scores are generated from field tests.
5. High school language mechanics scores are not reported. The ACT subtest score (Usage/Mechanics), which was used for this reporting in previous years, is no longer offered by ACT, Inc.
6. Program Review scores are not reported unless a school or district chose to do so. Senate Bill 1 (2017) eliminated Program Review for Arts and Humanities, Practical Living and Career Studies, Writing and Global Competency/World Languages. Schools and districts had the option of reporting Program Review scores in Visual and Performing Arts and Practical Living/Career Studies (PLCS) for the 2016-17 school year. Some schools and districts chose to report scores; others did not. Scores will be publicly available in the School Report Card (SRC) if schools submitted and districts approved them.
7. Growth at high school is not reported. High schools used a model based on a comparison of student reading and mathematics performance on the ACT Plan (grade 10) and the ACT (grade 11). However, ACT, Inc. has discontinued offering the ACT Plan so growth can no longer be computed and reported.
8. The College Readiness Rate includes The ACT, KYOTE, KOSSA, ASVAB, ACT Compass, WorkKeys, Industry-Recognized Career Certification or the Transition Attainment Record (TAR) for students who participate in the Alternate Assessment Program. ACT Compass was discontinued for KDE in June 2016. However, a limited number of students took ACT Compass at colleges/universities until December 2016, and are included in this release.

2017 ASSESSMENT HIGHLIGHTS

Achievement

- Reading – The percentage of students scoring proficient/distinguished in reading is up 1.7 percent at the middle school level from the 2015-16 to the 2016-17 school year.
- Science – The percentage of students scoring proficient/distinguished on the Biology EOC test in high school is up 3.6 percent in the last year.
- Social Studies – The percentage of students scoring proficient or distinguished in social studies is up at the elementary level 2.3 percent and at the middle school level 0.8 percent from last year.
- Writing – The percentage of students scoring proficient/distinguished in on-demand writing is up 4.9 percent at the elementary school level from last year.
- Language Mechanics – The percentage of students scoring proficient/distinguished in language mechanics is up 3.7 percent at the elementary level and 6.8 percent at the middle school level.

Gap

- At the elementary level, the percentage of the non-duplicated gap group scoring proficient/distinguished improved in social studies, writing and language mechanics.
- At the middle school level the percentage of the non-duplicated gap group scoring proficient/distinguished improved in reading, mathematics, social studies and language mechanics.
- At the high school level the percentage of the non-duplicated gap group scoring proficient/distinguished improved in science by 3.5 percent.
- At the middle school level, the percentage of novice learners in reading decreased in every demographic group. At the high school level, the percentage of novice learners in reading decreased in all but one demographic group

Graduation Rate

- The 2017 four-year cohort graduation rate is 89.8 percent. This is up from the 2016 four-year cohort graduation rate of 88.6. The five-year adjusted cohort rate increased from 89.7 in 2016 to 90.2 in 2017.

ACT

- Junior scores are up in every subject (English, math, reading and science) with the composite up one- third of a point, the greatest gain in the last 5 years.
- In 2017, a greater percentage of juniors met Council on Postsecondary Education benchmarks for college-level readiness in English (18) – up 1.5 percent; in math (19) – up 4 percent; and in reading (20) – up 4 percent.

Advanced Placement (AP)

- More students (32,192) took more Advanced Placement tests (51,637) in May and produced a greater number of exams with qualifying scores (25,670) than in past years.
- The percentage of underrepresented students (13.9 percent) who took advantage of AP test fee reduction, directly correlates to the percentage of underrepresented students (13.9 percent) who earned a qualifying score of three or higher.
- The most widely given tests in Kentucky in 2017 were in English Language and Composition, U.S. History, English Literature and Composition, and Human Geography.

K-PREP Assessments

The K-PREP assessments are administered to students in elementary and middle school, with a writing assessment at the high school level.

Table 1

Number of Students Tested by Grade¹					
	2013	2014	2015	2016	2017
Grade 3	50,919	50,606	51,440	52,601	52,157
Grade 4	50,360	50,358	49,964	51,185	52,401
Grade 5	49,782	50,320	50,200	50,036	51,109
Grade 6	51,161	49,614	50,005	49,908	49,912
Grade 7	50,815	50,880	49,478	49,888	49,942
Grade 8	49,797	50,573	50,768	49,363	49,831
Grade 11 – Writing	43,940	44,506	45,676	45,952	43,702
Total	346,774	346,857	347,531	348,933	352,054

¹ K-PREP is administered to all students in grades 3-8 and 11.

Additionally, students are required to take ACT QualityCore® end-of-course assessments in state-determined content areas. The assessments are administered to students upon completion of the coursework, most often at the high school level. Student performance on the assessments becomes part of the student's course grade and also is part of school/district results.

Table 2

Number of End-of-Course Students Tested					
	2013	2014	2015	2016	2017
English II	47,407	48,663	49,674	50,172	50,227
Algebra II	44,117	44,852	46,671	46,610	47,912
Biology	46,067	47,043	47,192	47,920	49,069
U. S. History	42,888	43,783	46,109	46,613	47,193

NEXT-GENERATION LEARNERS

ACHIEVEMENT

The percentage of students performing at the proficient/distinguished level on K-PREP tests is included in the table below. The goal is to move all students to a higher performance category and ultimately to the proficient performance level or above on K-PREP tests.

Table 3

Percentage of Students Performing at Proficient/Distinguished Levels				
	Year	Elementary	Middle	High
Reading	2013	47.8	51.1	55.8
	2014	54.7	53.2	55.4
	2015	54.2	53.8	56.8
	2016	56.0	55.2	56.5
	2017	54.3	56.9	55.8
Mathematics	2013	43.9	40.7	36.0
	2014	49.2	44.8	37.9
	2015	48.8	42.8	38.2
	2016	51.8	47.0	42.3
	2017	49.1	47.0	38.1
Science	2013	68.5	61.2	36.3
	2014	71.3	64.2	39.8
	2015	n/a ¹	n/a ¹	39.7
	2016	n/a ¹	n/a ¹	37.6
	2017	n/a ²	n/a ²	41.2
Social Studies	2013	59.3	59.2	51.3
	2014	58.2	59.4	58.0
	2015	60.6	58.6	56.9
	2016	57.7	59.7	59.2
	2017	60.0	60.5	57.5
Writing On-Demand	2013	35.7	n/a ³	n/a ³
	2014	38.7	n/a ³	n/a ³
	2015	43.8	n/a ³	n/a ³
	2016	41.0	n/a ³	n/a ³
	2017	45.9	37.2 ³	58.5 ³
Language Mechanics	2013	53.7	43.8	51.4
	2014	51.8	40.3	49.9
	2015	55.6	46.1	51.6
	2016	51.9	41.2	54.4
	2017	55.6	48.0	n/a ⁴

¹ Elementary and middle school students were tested with the Science Stanford 10 norm-referenced test only. A performance level is not assigned and science scores are not reported.

² Elementary and middle school students, with the exception of Alternate Assessment students, participated in a field test of the new science assessment, so no performance level percentages are reported. Alternate Assessment science scores for elementary, middle and high school are available in the 2017 School Report Card.

³ Writing On-Demand was removed from grades 6 and 10. For students in the Alternate Assessment Program, writing on-demand was removed at grade 10. Middle and high school scores are not comparable to prior years.

⁴ High school student Language Mechanics scores are not reported. The ACT subtest (Usage/Mechanics, the source of student Language Mechanics performance score) is no longer offered by ACT, Inc.

Table 4

Achievement: Performance Level Percentages by Content Area for Elementary Schools						
	Year	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
Reading	2013	25.4	26.7	32.9	15.0	47.8
	2014	20.9	24.5	35.0	19.7	54.7
	2015	19.6	26.2	37.3	16.9	54.2
	2016	20.6	23.4	34.9	21.1	56.0
	2017	22.3	23.4	37.2	17.1	54.3
Mathematics	2013	20.6	35.5	31.2	12.7	43.9
	2014	17.3	33.6	34.2	15.0	49.2
	2015	18.1	33.0	32.7	16.2	48.8
	2016	16.4	31.9	34.9	16.9	51.8
	2017	16.3	34.5	35.8	13.3	49.1
Science	2013	7.5	24.1	40.8	27.7	68.5
	2014	7.8	20.8	40.5	30.9	71.3
	2015 ¹	n/a	n/a	n/a	n/a	n/a
	2016 ¹	n/a	n/a	n/a	n/a	n/a
	2017 ²	n/a	n/a	n/a	n/a	n/a
Social Studies	2013	9.3	31.4	46.7	12.6	59.3
	2014	11.7	30.1	43.5	14.7	58.2
	2015	9.1	30.2	46.7	13.9	60.6
	2016	11.7	30.6	44.3	13.3	57.7
	2017	10.3	29.8	44.9	15.1	60.0
Writing On-Demand	2013	18.9	45.4	32.6	3.1	35.7
	2014	17.5	43.8	35.0	3.8	38.7
	2015	12.8	43.4	40.0	3.8	43.8
	2016	17.5	41.5	33.8	7.2	41.0
	2017	19.2	34.9	40.8	5.1	45.9
Language Mechanics	2013	21.7	24.5	28.0	25.7	53.7
	2014	21.3	26.9	23.2	28.6	51.8
	2015	20.6	23.8	28.2	27.4	55.6
	2016	21.5	26.6	22.9	28.9	51.9
	2017	20.8	23.6	28.1	27.5	55.6

¹Elementary students were tested with the Science Stanford 10 norm-referenced test only. A performance level is not assigned and scores are not reported.

²Elementary students, with the exception of Alternate Assessment students, participated in a field test of the new science assessment, so no performance level percentages are reported. Alternate Assessment science scores for elementary schools are available in the 2017 School Report Card.

Table 5

Achievement: Performance Level Percentages by Content Area for Middle Schools						
	Year	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
Reading	2013	25.0	23.9	35.0	16.1	51.1
	2014	21.3	25.5	38.0	15.1	53.2
	2015	21.1	25.1	37.2	16.7	53.8
	2016	21.1	23.7	37.3	17.9	55.2
	2017	19.4	23.8	39.6	17.3	56.9
Mathematics	2013	16.7	42.6	32.4	8.3	40.7
	2014	16.8	38.3	33.2	11.6	44.8
	2015	16.1	41.1	32.4	10.4	42.8
	2016	16.4	36.5	33.7	13.3	47.0
	2017	17.0	35.9	35.4	11.7	47.0
Science	2013	9.9	28.8	42.1	19.1	61.2
	2014	10.8	25.0	44.8	19.4	64.2
	2015 ¹	n/a	n/a	n/a	n/a	n/a
	2016 ¹	n/a	n/a	n/a	n/a	n/a
	2017 ²	n/a	n/a	n/a	n/a	n/a
Social Studies	2013	9.9	30.9	45.0	14.3	59.2
	2014	9.3	31.2	42.6	16.8	59.4
	2015	11.2	30.3	44.1	14.4	58.6
	2016	9.7	30.6	43.1	16.6	59.7
	2017	11.2	28.3	39.9	20.6	60.5
Writing On-Demand ³	2017	16.3	46.5	24.9	12.3	37.2
Language Mechanics	2013	32.9	23.2	21.0	22.8	43.8
	2014	32.7	27.0	24.7	15.6	40.3
	2015	31.1	22.7	20.9	25.2	46.1
	2016	31.7	27.0	24.9	16.3	41.2
	2017	29.9	22.1	21.3	26.6	48.0

¹ Middle school students were tested with the Science Stanford 10 norm-referenced test only. A performance level is not assigned and scores are not reported.

² Middle school students, with the exception of Alternate Assessment students, participated in a field test of the new science assessment, so no performance levels are reported. Alternate Assessment science scores for middle schools are available in the 2017 School Report Card.

³ Writing On-Demand is administered to grade 8 students only.

Table 6

Achievement: Performance Level Percentages by Content Area for High Schools						
	Year	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
Reading (EOC English II)	2013	33.9	10.3	45.2	10.6	55.8
	2014	33.5	11.1	41.5	13.9	55.4
	2015	34.0	9.2	44.1	12.6	56.8
	2016	33.6	9.9	40.5	16.0	56.5
	2017	33.3	10.8	41.2	14.6	55.8
Mathematics (EOC Algebra II)	2013	24.8	39.2	27.6	8.4	36.0
	2014	24.3	37.8	27.9	10.0	37.9
	2015	23.5	38.4	29.9	8.3	38.2
	2016	21.1	36.6	32.2	10.1	42.3
	2017	26.0	35.9	26.3	11.8	38.1
Science (EOC Biology)	2013	20.2	43.5	28.2	8.1	36.3
	2014	21.0	39.3	32.3	7.5	39.8
	2015 ¹	20.5	39.8	31.1	8.6	39.7
	2016 ¹	18.7	43.7	29.2	8.4	37.6
	2017	22.1	36.7	32.8	8.5	41.2
Social Studies (EOC U.S. History)	2013	31.8	16.9	35.5	15.8	51.3
	2014	24.6	17.3	46.2	11.8	58.0
	2015	27.0	16.1	42.8	14.1	56.9
	2016	22.5	18.4	46.0	13.2	59.1
	2017	26.1	16.4	45.4	12.1	57.5
Writing On-Demand ²	2017	18.3	23.2	50.8	7.6	58.5

NOTE: EOC stands for End-of-Course.

¹ Alternate Assessment Science scores are not included at the high school level. Alternate Assessment science scores for high schools are available in the 2017 School Report Card.

² Writing On-Demand is administered to grade 11 students only.

GAP

The Gap measure includes two components, the Non-Duplicated Gap score and a Novice Reduction component. The total Gap score includes the Non-Duplicated Gap Points (50 percent) and Novice Reduction Points (50 percent).

NON-DUPLICATED

Table 7

Gap: Non-Duplicated Percentage of Non-Duplicated Gap Group Students Scoring Proficient/Distinguished¹							
	Year	Reading	Mathematics	Science	Social Studies	Writing	Language Mechanics
Elementary	2013	37.7	33.8	59.5	49.1	27.4	43.0
	2014	45.1	39.1	62.9	47.7	29.7	42.2
	2015	44.5	38.9	n/a ²	50.4	34.5	45.6
	2016	46.9	42.4	n/a ²	47.9	32.5	42.8
	2017	45.4	40.2	n/a ³	50.4	37.8	46.4
Middle	2013	39.5	29.0	50.2	47.4	n/a	32.8
	2014	42.2	33.0	53.5	47.5	n/a	29.9
	2015	42.8	31.3	n/a ²	47.1	n/a	35.0
	2016	44.5	35.5	n/a ²	48.6	n/a	30.9
	2017	46.5	35.9	n/a ³	49.4	27.6 ⁴	37.1
High	2013	42.7	26.3	23.9	38.7	n/a	39.0
	2014	42.3	27.3	27.0	45.6	n/a	37.4
	2015	44.0	27.5	27.2	44.9	n/a	38.9
	2016	44.2	31.5	25.7	47.8	n/a	41.1
	2017	43.9	27.2	29.2	45.4	47.8 ⁴	n/a ⁵

¹ Students who are members of one of the individual student groups (African American, Hispanic or Latino, American Indian or Alaska Native, students with disabilities, free/reduced-price meal and Limited English Proficiency) are included in the non-duplicated gap group.

² Elementary and middle school students were tested with the Science Stanford 10 norm-referenced test only. A performance level is not assigned and scores are not reported.

³ Elementary and middle school students, with the exception of Alternate Assessment students, participated in a field test of the new science assessment, so no performance levels are reported.

⁴ Writing On-Demand was removed from grades 6 and 10. For students in the Alternate Assessment Program, writing on-demand was removed at grade 10.

⁵ High school Language Mechanics scores are not reported. The ACT subtest (Usage/Mechanics, the source of student Language Mechanics performance score) is no longer offered by ACT, Inc.

Novice Reduction

Annual novice reduction targets in reading and mathematics are created for individual student groups including: ethnicity/race (African American, Hispanic or Latino, American Indian or Alaska Native), Special Education, Poverty (free/reduced-price meal) and Limited English Proficiency (English Learners and non-duplicated gap group). A 10 percent novice reduction target was generated in reading and mathematics for individual student groups (African American, Hispanic or Latino, American Indian or Alaska Native, Limited English proficiency, students in poverty [free/reduced-price meal], students with disabilities and non-duplicated gap group). The number of Novice Reduction points each school/district received was based on the percentage of the target they met of the target.

Table 8

Gap: Novice Reduction – Elementary Schools								
		Prior Year		Current Year				
Content Area	Demographic Groups	Novice Percentage	Reduction Target Needed	Novice Percentage	Reduction Target Needed	Percent of Target Met	Points by Content Area	Novice Reduction
Reading	African American	39.2	3.9	43.4	0.0	0.0	0.0	9.2
	Hispanic or Latino	28.5	2.9	30.7	0.0	0.0		
	American Indian or Alaska Native	21.7	2.2	29.9	0.0	0.0		
	English Learners	44.7	4.5	50.3	0.0	0.0		
	Free/Reduced-Price Meal	26.7	2.7	28.6	0.0	0.0		
	Disability-With IEP (Total)	38.2	3.8	39.5	0.0	0.0		
	Gap Group (non-duplicated)	26.5	2.7	28.4	0.0	0.0		
Mathematics	African American	31.0	3.1	32.3	0.0	0.0	18.4	9.2
	Hispanic or Latino	21.4	2.1	21.7	0.0	0.0		
	American Indian or Alaska Native	12.0	1.2	13.4	0.0	0.0		
	English Learners	32.8	3.3	35.2	0.0	0.0		
	Free/Reduced-Price Meal	21.4	2.1	21.1	0.3	14.3		
	Disability-With IEP (Total)	37.8	3.8	33.9	3.8	100.0		
	Gap Group (non-duplicated)	21.4	2.1	21.1	0.3	14.3		

Table 9

<p style="text-align: center;">Gap: Novice Reduction – Middle Schools</p>								
		Prior Year		Current Year				
Content Area	Demographic Groups	Novice Percentage	Reduction Target Needed	Novice Percentage	Reduction Target Needed	Percent of Target Met	Points by Content Area	Novice Reduction
Reading	African American	42.1	4.2	39.8	2.3	54.8	74.7	44.6
	Hispanic or Latino	28.7	2.9	26.3	2.4	82.8		
	American Indian or Alaska Native	26.2	2.6	22.0	2.6	100.0		
	English Learners	65.7	6.6	64.5	1.2	18.2		
	Free/Reduced-Price Meal	28.2	2.8	25.8	2.4	85.7		
	Disability-With IEP (Total)	50.4	5.0	45.6	4.8	96.0		
	Gap Group (non-duplicated)	28.4	2.8	26.0	2.4	85.7		
Mathematics	African American	34.7	3.5	35.4	0.0	0.0	14.3	
	Hispanic or Latino	20.9	2.1	22.1	0.0	0.0		
	American Indian or Alaska Native	17.5	1.8	21.5	0.0	0.0		
	English Learners	46.5	4.7	48.1	0.0	0.0		
	Free/Reduced-Price Meal	22.3	2.2	22.8	0.0	0.0		
	Disability-With IEP (Total)	44.0	4.4	39.2	4.4	100.0		
	Gap Group (non-duplicated)	22.5	2.3	22.9	0.0	0.0		

Table 10

<p style="text-align: center;">Gap: Novice Reduction – High Schools</p>								
		Prior Year		Current Year				
Content Area	Demographic Groups	Novice Percentage	Reduction Target Needed	Novice Percentage	Reduction Target Needed	Percent of Target Met	Points by Content Area	Novice Reduction
Reading	African American	55.9	5.6	54.7	1.2	21.4	18.5	9.3
	Hispanic or Latino	48.3	4.8	45.6	2.7	56.3		
	American Indian or Alaska Native	39.5	4.0	40.0	0.0	0.0		
	English Learners	91.7	9.2	90.7	1.0	10.9		
	Free/Reduced-Price Meal	44.2	4.4	43.6	0.6	13.6		
	Disability-With IEP (Total)	73.3	7.3	72.1	1.2	16.4		
	Gap Group (non-duplicated)	44.6	4.5	44.1	0.5	11.1		
Mathematics	African American	31.0	3.1	42.4	0.0	0.0	0.0	
	Hispanic or Latino	23.5	2.4	31.6	0.0	0.0		
	American Indian or Alaska Native	26.3	2.6	30.6	0.0	0.0		
	English Learners	43.2	4.3	55.5	0.0	0.0		
	Free/Reduced-Price Meal	27.8	2.8	33.9	0.0	0.0		
	Disability-With IEP (Total)	47.9	4.8	57.3	0.0	0.0		
	Gap Group (non-duplicated)	27.9	2.8	34.4	0.0	0.0		

GROWTH

Student growth performance is reported using student growth percentile and categorical growth equally.

Student Growth Percentile

A Student Growth Percentile (SGP), compares an individual student's score to the student's academic peers. It recognizes schools and districts for the percentage of students showing typical or higher levels of growth in reading and mathematics. Elementary and middle schools growth is based on annual reading and mathematics tests in grades 3-8. At high school, the model was based on a comparison of student reading and mathematics performance on the ACT Plan (grade 10) and The ACT (grade 11). ACT, Inc. has discontinued offering ACT Plan so Growth at the high school level can no longer be computed and reported. Points are awarded for the percentage of students showing typical or higher growth, which is defined as being at the 40th percentile.

Because the SGP model uses a normative distribution, statewide, the percentage of students scoring at the typical or higher level will be consistent from year to year at approximately 60 percent. At the individual school level, the percent of students scoring at typical or higher level range from 20 percent to 90 percent.

A statistical program generates a Student Growth Percentile by comparing an individual student's score to the student's academic peers using two years of test scores. Growth is reported for reading and mathematics in grades 4 through 8 and grade 11.

Table 11

Growth: Student Growth Percentile¹			
	2017		
	Reading	Mathematics	Reading and Mathematics Average
Elementary	59.9	60.2	60.1
Middle	60.0	59.9	60.0

¹ State results are based on the standard grade configuration of K-5, 6-8 and 9-12.

Categorical Growth

Categorical growth model in reading and mathematics sums the number of students moving from a student performance level (NAPD) to a higher level and the number remaining at proficient and distinguished, divided by total number of students.

Table 12

Growth: Categorical Growth¹			
	2017		
	Reading	Mathematics	Reading and Mathematics Average
Elementary	59.5	55.9	57.8
Middle	63.5	53.1	58.4

¹ State results are based on the standard grade configuration of K-5, 6-8 and 9-12.

COLLEGE/CAREER-READINESS

This rate shows the percentage of Kentucky public high school graduates who are considered ready for college or careers.

Table 13

College/Career-Readiness (CCR) Rate						
Year	Number of Graduates ¹	College-Ready ²	Career-Ready ³	College and Career Non-Duplicated Total Count ⁴	Percentage of Graduates ¹ (College- and/or Career-Ready)	CCR Points with Bonus ⁵
2013	43,879	21,673	5,158	23,756	54.1%	60.8
2014	43,722	24,322	7,865	27,308	62.5%	72.4
2015	43,967	25,738	9,166	29,393	66.9%	79.0
2016	44,777	26,906	9,910	30,691	68.5%	81.9
2017	45,300	24,784	10,083	29,488	65.1%	77.8

¹ Number of Graduates and Percentage of Graduates include those who earn a high school diploma or alternative high school diploma.

² The College-Ready indicator includes graduates who met the Kentucky Council on Postsecondary Education (CPE) Systemwide Benchmarks for Reading (20), English (18) and Mathematics (19) on any administration of the ACT. The College Placement Tests indicator includes students who passed a college placement test ACT Compass or Kentucky Online Testing (KYOTE).

³ The Career-Ready indicator includes graduates who met benchmarks for Career-Ready Academic on Armed Services Vocational Aptitude Battery (ASVAB) or ACT WorkKeys, and Career-Ready Technical on Kentucky Occupational Skills Standards Assessment (KOSSA), or received an Industry-Recognized Career Certification.

⁴ This is not a sum of the college-ready and career-ready columns. This total includes only individual graduates (non-duplicated) who received a high school diploma or alternative high school diploma. Graduates with a diploma could have met both college-ready and career-ready benchmarks. Graduates with an alternative high school diploma must have met the readiness standards on the Alternate K-PREP assessment Transition Attainment Record (TAR).

⁵ The CCR Points with Bonus column is calculated using the percentage of graduates (high school diploma or alternative high school diploma) College- and/or Career-Ready AND a half-point bonus for graduates meeting College-Ready (ACT, ACT Compass or KYOTE) AND Career-Ready Technical (KOSSA or Industry Certifications). ACT Compass was discontinued for KDE June, 2016. A limited number of students used ACT Compass at colleges/universities until December, 2016 and are included in this release.

GRADUATION RATE

A graduation rate for each high school and district that contains one or more high schools is reported annually.

Starting in 2012-13, Kentucky moved to a Four-year Adjusted Cohort Graduation Rate which more accurately reflects the percentage of students who graduate and allows for comparison across states. The Four-year Adjusted Cohort Graduation Rate is used to determine whether a school/district met its Graduation Rate goal. In 2013-14, Kentucky began calculating a Five-year Adjusted Cohort Graduation. It is calculated the same way as the Four-year Adjusted Cohort Graduation Rate with the addition of one year.

From the beginning of grade 9, students who are entering that grade for the first time form a cohort that is subsequently “adjusted” by adding any students who transfer into the cohort later during grade 9 and the next three years, and subtracting any students who transfer out of the cohort to a legitimate educational setting or situation (e.g., transfer to an out-of-state school, enroll in a private school, emigrate to another country, or student death). The Four-year Adjusted Cohort Graduation Rate formula is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class.

Table 14

Graduation Rate			
	Year	Four-year Adjusted Cohort	Five-year Adjusted Cohort
High School	2014	87.5	88.0
	2015	88.0	89.0
	2016	88.6	89.7
	2017	89.8	90.2

DETERMINING COMPONENT SCORES

The Next-Generation Learners components are:

- **Achievement** which includes student performance in reading, mathematics, science (high school only), social studies and writing (grades 5, 8, and 11).
- **Gap** includes the percentage of proficient and distinguished students in the Non-Duplicated Gap Group for all content areas as well as Novice Reduction, with each scoring 50 percent.
- **Growth** includes the Student Growth Percentile in reading and mathematics (percentage of students at typical or higher levels of growth) as well as Categorical Growth at the elementary and middle school level with each scoring 50 percent.
- **College/Career-Readiness** as measured by the percentage of students meeting benchmarks in three content areas on ACT benchmarks, college placement tests and career measures at high school.
- **Graduation Rate.** Starting in 2014, the graduation rate uses a Five-year Adjusted Cohort Graduation rate.

Table 15

Next-Generation Learner Component Scores¹						
	Year	Achievement	Gap	Growth	College/Career Readiness ²	Graduation Rate
Elementary	2013	69.9	42.1	59.9	n/a	n/a
	2014	72.6	45.4	59.8	n/a	n/a
	2015	69.2	42.6	59.8	n/a	n/a
	2016	68.3	43.5	61.4	n/a	n/a
	2017	68.6	26.6	59.0	n/a	n/a
Middle	2013	69.0	39.9	59.9	47.2	n/a
	2014	70.6	41.9	59.9	47.8	n/a
	2015	66.8	38.0	59.9	43.9	n/a
	2016	68.1	24.9	58.8	n/a	n/a
	2017	68.4	42.5	59.2	n/a	n/a
High	2013	60.7	33.7	57.2	60.8	86.1
	2014	62.0	35.1	56.3	72.4	88.0
	2015	62.4	36.4	57.1	79.0	89.0
	2016	63.4	35.9	57.3	81.9	89.7
	2017	62.3	23.9	n/a	77.8	90.2

¹ These figures represent point totals, rather than percentages.

² College/Career-Readiness (CCR) includes a bonus calculation. The percentage of high school graduates that are college/career-ready for 2017 is 65.1, while the CCR percentage with the bonus is 77.8.

Participation Rate

The participation rate is the percent of all students and the student subgroups in the school or district that participate in annual statewide assessments, with a goal of 95 percent. Though a school may not have 100 percent participation, one cannot surmise that the non-participating students opted out of testing. Kentucky does not collect opt-out data and non-participation is usually related to another reason such as illness or missing a test due to transferring schools.

Table 16

Student Participation Rate	
	2017
Elementary	99.9
Middle	99.9
High	98.8
State	99.5

APPENDIX A – 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 A

ACT Subject Area Scores Kentucky Public School Juniors						
	English	Mathematics	Reading	Science	Composite	Total Tested
2012-13	18.4	18.9	19.4	19.5	19.2	43,960
2013-14	18.7	19.2	19.6	19.6	19.4	44,055
2014-15	19.0	18.9	19.8	19.3	19.4	45,626
2015-16	19.0	19.0	19.9	19.8	19.5	45,330
2016-17	19.2	19.4	20.3	19.9	19.8	45,745

Kentucky’s model includes a college/career-readiness component. The college-ready indicator includes students who meet the Kentucky Council on Postsecondary Education (CPE) Systemwide Benchmarks for English (18), mathematics (19) and reading (20) on any administration of the ACT. CPE has set systemwide standards for college readiness based on ACT’s English, mathematics and reading assessments. 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 B

Percentages of Kentucky Public School Juniors Who Meet CPE Benchmarks for College-Level Readiness			
	English	Mathematics	Reading
2012-13	53.1%	39.6%	44.2%
2013-14	55.9%	43.5%	47.1%
2014-15	55.3%	38.1%	47.4%
2015-16	54.3%	39.7%	49.2%
2016-17	55.8%	43.7%	53.2%

APPENDIX B – PSAT/NMSQT, PSAT 10, SAT

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) and PSAT 10 are the same assessment offered at different times of year. The standardized test provides firsthand practice for the SAT test and is designed to measure the essential knowledge and skills for college and career readiness and success, as shown by research. The PSAT 10 is typically taken by 10th graders, and PSAT/NMSQT is typically taken by 10th and 11th graders.

Potential scores on each section of the PSAT/NMSQT and PSAT 10 – Evidence-based Reading and Writing (ERW) and Math – range from 160 to 760.

Table A

Kentucky Public High School Students Taking the PSAT 10 or PSAT/NMSQT*			
	ERW	Math	Total Score
KY Sophomores	517	503	1020
US Sophomores	465	460	925
KY Juniors	575	551	1126
US Sophomores	506	500	1006

* The College Board redesigned the PSAT/NMSQT in October 2015 and introduced the PSAT 10 in February 2016. Statistical information for the two assessments are combined and reported by grade level. Students are counted once per grade and only their latest scores are included. Since this is the first year for the redesigned test, mean score trend data is not reported.

The SAT assesses student reasoning based on knowledge and skills developed by the students in their course work. It is scored on a scale of 200-800 and is typically taken by high school juniors and seniors. The test is administered several times a year.

Table B

Public High School Students' Mean Scores on the SAT*				
Year		ERW	Math	Total Score
2017	Kentucky	632	625	1,257
	U.S.	527	517	1044

*Statistical information is based on the year's graduating seniors and may include exams taken at any time during each student's high school career, through the January 2017 administration. The College Board redesigned the SAT and first administered it in March 2016. This report includes only those students who took the new version of the SAT. Students are counted only once, no matter how often they tested, and only their latest scores are included in this report.

About 1,000 students, approximately 2 percent of Kentucky public school graduates, took the SAT in 2017. Kentucky colleges and universities typically use the ACT as an admission requirement, which is reflected in the small percentage of students who take the SAT.

APPENDIX C – Advanced Placement (AP)

Rigorous Advanced Placement courses are available in more than [35 subjects](#), ranging from high-level mathematics and science to fine arts. Students may opt to take a standardized end-of-course exam at the conclusion of each course and if they score well enough on it, they may earn college credit. Although it varies from school to school, most colleges require a minimum qualifying score of 3 on an AP exam to earn college credit for the course.

In 2017, more Kentucky students took more [Advanced Placement](#) (AP) tests and scored higher than in past years.

Table A

All Kentucky Public High School Students Taking AP Exams			
	Number of Test-Takers	Number of Tests	Number of Scores 3-5
2014	30,181	48,859	23,586
2015	31,772	50,912	24,437
2016	31,463	49,865	24,777
2017	32,192	51,637	25,670

The most widely given tests in Kentucky in the 2016-17 school year were in English Language and Composition, U. S. History and English Literature and Composition, and Human Geography.

Table B

Number of Public School Students Taking One or More AP Exams – By Race/Ethnicity				
	Number of test takers	Percentage of total test takers	Number of tests given	Number of tests scores 3 or higher
American Indian	33	0.1	51	26
Asian	1,304	4.05	2,784	1,811
African American	2,043	6.35	2,926	790
Hispanic or Latino	1,342	4.17	2,064	847
Pacific Islander	33	0.1	52	26
2 or more races	703	2.18	1,100	525
White	26,734	83.05	42,660	21,645
TOTAL	32,192	100	51,637	25,670

*Beginning in the 2015-16 school year, reporting of race/ethnicity was updated to reflect the United States Department of Education guidelines. Due to these changes, it is not possible to make direct comparisons of student group populations in prior years. Race/ethnicity information is self-reported by students.

The Kentucky Department of Education’s Advanced Placement for All project allowed low income students to take AP exams for free. The project is supported through a partial fee waiver by the College Board and department funds. Last year, more students (8,506) took advantage of fee waivers or reductions than the year before.

Table C

Underrepresented Students Participating In Fee Waiver/Reductions and AP Performance		
Year	Number of Students participating in fee waiver/ reduction	Number of underrepresented students with scores of 3-5
2013	5,872	2,442
2014	6,781	2,551
2015	7,622	2,981
2016	7,466	4,116
2017	8,506	4,590