

BRIEFING PACKET

STATE RELEASE

2023-2024 Assessment and Accountability Results



***Embargoed until
October 3, 2024
12:01 a.m. ET***

**Dr. Robbie Fletcher
Commissioner of Education**

CONTENTS

INTRODUCTION	5
Status and Change	5
Noteworthy Results	9
Table 1: 2023-2024 Overall Performance Ratings - Schools	10
Table 2: 2023-2024 Overall Performance Ratings - Districts	10
2023-2024 ACCOUNTABILITY INDICATORS AND MEASURES	10
Table 3: 2023-2024 Elementary School - Overall and Indicator Scores by Student Group	11
Table 4: 2023-2024 Middle School - Overall and Indicator Scores by Student Group	12
Table 5: 2023-2024 High School - Overall and Indicator Scores by Student Group	13
State Assessment Results in Reading/Mathematics Indicator:	14
Table 6: Number of Schools and Reading/Mathematics Indicator Rating	14
Table 7: Number of Schools and Reading/Mathematics Status Level	14
Table 8: Number of Schools and Reading/Mathematics Change Level	15
Table 9: Number of Districts and Reading/Mathematics Indicator Rating	15
Table 10: Number of Districts and Reading/Mathematics Status Level	15
Table 11: Number of Districts and Reading/Mathematics Change Level	16
State Assessment Results in Science/Social Studies/Writing Indicator:	16
Table 12: Number of Schools and Science/Social Studies/Writing Indicator Rating	16
Table 13: Number of Schools and Science/Social Studies/Writing Status Level	17
Table 14: Number of Schools and Science/Social Studies/Writing Change Level	17
Table 15: Number of Districts and Science/Social Studies/Writing Indicator Rating	17
Table 16: Number of Districts and Science/Social Studies/Writing Status Level	18
Table 17: Number of Districts and Science/Social Studies/Writing Change Level	18
English Language Progress Indicator:	18
Table 18: Number of Schools and English Language Progress Indicator Rating	18
Table 19: Number of Schools and English Language Progress Status Level	19
Table 20: Number of Schools and English Language Progress Change Level	19
Table 21: Number of Districts and English Language Progress Indicator Rating	19
Table 22: Number of Districts and English Language Progress Status Level	20
Table 23: Number of Districts and English Language Progress Change Level	20
Quality of School Climate and Safety Indicator:	21
Table 24: Number of Schools and Quality of School Climate and Safety Indicator Rating	21
Table 25: Number of Schools and Quality of School Climate and Safety Status Level	21
Table 26: Number of Schools and Quality of School Climate and Safety Change Level	21
Table 28: Number of Districts and Quality of School Climate and Safety Status Level	22
Table 29: Number of Districts and Quality of School Climate and Safety Change Level	22
Postsecondary Readiness Indicator (High School Only):	23
Table 30: Number of Schools and Postsecondary Readiness Indicator Rating	23
Table 32: Number of Schools and Postsecondary Readiness Change Level	23
Table 33: Number of Districts and Postsecondary Readiness Indicator Rating	24
Table 34: Number of Districts and Postsecondary Readiness Status Level	24
Table 35: Number of Districts and Postsecondary Readiness Change Level	24
Graduation Rate Indicator (High School Only):	24
Table 36: Number of Schools and Graduation Indicator Rating	24
Table 37: Number of Schools and Graduation Indicator Status Level	25
Table 38: Number of Schools and Graduation Indicator Change Level	25
Table 39: Number of Districts and Graduation Indicator Rating	25
Table 40: Number of Districts and Graduation Indicator Status Level	25
Table 41: Number of Districts and Graduation Indicator Change Level	25
FEDERAL REPORTING	26
Comprehensive Support and Improvement (CSI)	26
Targeted Support and Improvement (TSI)	26
Additional Targeted Support and Improvement (ATSI)	26
Table 42: Federal Classifications	26

STATE TESTING RESULTS.....	27
Table 43: Percentage of Students Performing at Proficient/Distinguished Levels	28
School Performance by Level	29
Table 44: Elementary School Performance Level Percentages by Content Area.....	29
Table 45: Middle School Performance Level Percentages by Content	30
Table 46: High School Performance Level Percentages by Content.....	31
Elementary School Participation.....	32
Table 47: 2023-2024 Elementary School - Participation Rates by Student Group	32
Elementary School Performance.....	33
Table 48: 2023-2024 Elementary School - Reading Performance Level Percentages by Student Group.....	33
Table 49: 2023-2024 Elementary School - Mathematics Performance Level Percentages by Student Group.....	34
Table 50: 2023-2024 Elementary School - Science Performance Level Percentages.....	35
by Student Group.....	35
Table 51: 2023-2024 Elementary School - Social Studies Performance Level Percentages by Student Group.....	36
Table 52: 2023-2024 Elementary School - Editing & Mechanics Performance Level Percentages by Student Group.....	37
Table 53: 2023-2024 Elementary School - Writing On-demand Performance Level Percentages by Student Group.....	38
Table 54: 2023-2024 Elementary School - Combined Writing Performance Level Percentages by Student Group.....	39
Middle School Participation	40
Table 55: 2023-2024 Middle School - Participation Rates by Student Group.....	40
Middle School Performance	41
Table 56: 2023-2024 Middle School - Reading Performance Level Percentages by Student Group.....	41
Table 57: 2023-2024 Middle School - Mathematics Performance Level Percentages by Student Group.....	42
Table 58: 2023-2024 Middle School - Science Performance Level Percentages by Student Group.....	43
Table 59: 2023-2024 Middle School - Social Studies Performance Level Percentages by Student Group.....	44
Table 60: 2023-2024 Middle School - Editing & Mechanics Performance Level Percentages by Student Group.....	45
Table 61: 2023-2024 Middle School - Writing On-demand Performance Level Percentages by Student Group.....	46
Table 62: 2023-2024 Middle School - Combined Writing Performance Level Percentages by Student Group.....	47
High School Participation	48
Table 63: 2023-2024 High School - Participation Rates by Student Group.....	48
High School Performance	49
Table 64: 2023-2024 High School - Reading Performance Level Percentages by Student Group ..	49
Table 65: 2023-2024 High School - Mathematics Performance Level Percentages by Student Group	50
Table 66: 2023-2024 High School - Science Performance Level Percentages by Student Group ..	51
Table 67: 2023-2024 High School - Social Studies Performance Level Percentages by Student Group.....	52
Table 68: 2023-2024 High School - Editing & Mechanics Performance Level Percentages by Student Group.....	53
Table 69: 2023-2024 High School - Writing On-demand Performance Level Percentages by Student Group.....	54
Table 70: 2023-2024 High School - Combined Writing Performance Level Percentages by Student Group.....	55
Graduation Rates	56
Table 71: 2024 4-Year Graduation Rate Trends by Student Group	56
Table 72: 2024 5-Year Graduation Rate Trends by Student Group	57

APPENDIX A – 2024 State and Federal Accountability Cut Scores	58
Overall Rating	58
Elementary – Status Level	58
Middle – Status Level	58
High – Status Level	58
APPENDIX A – 2024 State and Federal Accountability Cut Scores (continued).....	59
Elementary – Change Level	59
Middle – Change Level.....	59
High – Change Level.....	59
Federal Classification	59
APPENDIX B – THE ACT	60
Table B1: ACT Subject Area Scores Kentucky Public School Juniors	60
Table B2: Percentages of Kentucky Public School Juniors Who Meet CPE Benchmarks for College- Level Readiness.....	60
Appendix C – Kindergarten Readiness	61
Table C1: Kindergarten Readiness by Group Percentage	61
Table C2: Kindergarten Readiness by Group Number Tested.....	62
Table C3: Kindergarten Readiness by Prior Setting (parent reported).....	63
Table C4: Kindergarten Readiness by Prior Setting Number Test (parent reported).....	64

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 local education agencies 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 2023-2024 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 (QSCS)	Postsecondary Readiness (HS only)	Graduation Rate (HS only)
Metric	<i>Weighted performance index based on student assessment performance levels</i>	<i>Weighted performance index based on student assessment performance levels</i>	<i>Points assigned based on student-level growth as measured by a value table</i>	<i>Average of student scores for applicable questions in the QSCS survey</i>	<i>Percent of grade 12 students demonstrating academic or career readiness</i>	<i>Average 4- and 5-year graduation rates</i>

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 second year, 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.

Comparisons can be made to 2023 accountability. Comparisons may be made in assessment performance; accountability comparisons can be made between schools at each level (i.e., elementary to elementary) to the 2023 data.

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 30 students per level (elementary, middle and high) required in each student demographic group to be included by an 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 and high). Schools with multiple levels (e.g., K-12) receive a color performance rating for each level, not overall. Reports for districts and Kentucky overall will have sets of colors, one each for all elementary, all middle and all high school levels.

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 novice, apprentice, proficient or 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 publicly.

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 and approved by the Local Superintendents Advisory Council and the Kentucky Department of Education, 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 5% of all schools by level based on the school's performance in the state accountability system;
- CSI II: High schools with a 4-year cohort graduation rate that is less than 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 2024-2025 school year.

Identification of TSI is required annually. State law requires three years of data to be used to identify schools for TSI. 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 2023-2024 school year.

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 2023-2024, 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, science, 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, 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.

The Kentucky Department of Education will release 2023-2024 assessment and accountability data in a phased approach this fall. The data will be released initially in datasets in [Open House](#). This platform provides comprehensive information on school performance, enabling stakeholders to review and analyze educational outcomes. Due to a vendor change, a new Kentucky School Report Card (SRC) dashboard will be available later this year. The current SRC dashboard will sunset and be replaced.

KENTUCKY'S ACCOUNTABILITY SYSTEM: WHAT YOU SHOULD KNOW

1. The accountability system is currently in its second year of full implementation. Status (current year performance) and Change (difference between prior year and current year status score) are key aspects of this system. The Change component plays a crucial role in influencing school results. According to the statute, KRS 158.6455, "Status and change shall receive equal weight in determining overall performance." This means that both the current year performance and the progress a school makes over time are important in evaluating its overall performance.
2. The development of this accountability system was heavily influenced by state and federal laws. It focuses on three main areas: requirements of state and federal law, weights and Indicator Performance Ratings established by the Kentucky Board of Education (KBE), and priorities of the Local Superintendents Advisory Council and the 2023 Accountability Standard Setting workshop participants. This approach ensures that the system aligns with legal mandates while also incorporating input from key educational stakeholders.
3. It's important to look deeply into the data, rather than just focusing on the color ratings. This deeper analysis can provide valuable insights into specific areas of strength and opportunities for improvement. The multitude of assessment data and accountability reporting creates a more comprehensive understanding of a school's performance.
4. In 2023, an Accountability Standard Setting Committee that included 29 education stakeholders unanimously recommended cut scores. These cut scores have remained the same and have been applied to the 2023-2024 accountability data.
5. 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.
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). The data and ratings will first be available in datasets on the Open House platform. Later this year, a new Kentucky School Report Card (SRC)

dashboard will be released due to a vendor change, replacing the current SRC dashboard.

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.
8. Student learning and performance don't follow a straight, predictable path. Instead, they can fluctuate due to various factors such as individual learning styles, external influences, and personal circumstances. Students may experience periods of rapid progress, plateaus or even setbacks. Similarly, Change isn't always a linear process, nor is it always positive. In the second year with Change in the school accountability system, the fluctuation of the Change component did impact school performance.
9. Chronic absenteeism among students is affecting the overall performance of schools. When students frequently miss school, they fall behind in their studies, which can lead to lower academic achievement and decreased engagement. This not only impacts their individual learning, but also affects the school's overall performance metrics. Addressing chronic absenteeism is crucial for improving educational outcomes and ensuring that all students have the opportunity to succeed.
10. The teacher shortage is having an impact on the overall performance of schools. With fewer teachers available, class sizes often increase, which can lead to less individualized attention for students. This can negatively affect student engagement and learning outcomes.

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 2023-2024 school year, eight schools previously identified as CSI have exited this status. Additionally, 88 schools previously identified as TSI have exited. 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: 2023-2024 Overall Performance Ratings - Schools

School Level	Year	Total Number of Schools	Red	Orange	Yellow	Green	Blue
Elementary	2023	719	32	151	221	187	128
	2024	717	60	144	242	174	97
Middle	2023	318	24	78	101	82	33
	2024	319	24	63	113	91	28
High	2023	228	14	38	86	64	26
	2024	228	17	45	87	55	24

Table 2: 2023-2024 Overall Performance Ratings - Districts

District Level	Year	Total Number of Districts	Red	Orange	Yellow	Green	Blue
Elementary	2023	172	4	30	82	40	16
	2024	172	8	35	79	40	10
Middle	2023	172	8	44	63	47	10
	2024	172	8	32	76	47	9
High	2023	168	5	32	63	51	17
	2024	168	5	36	71	39	17

2023-2024 ACCOUNTABILITY INDICATORS AND MEASURES

Accountability for 2023-2024 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 U.S. Department of Education, to determine indicator scores.

Table 3: 2023-2024 Elementary School - Overall and Indicator Scores by Student Group

Student Groups ¹	Year	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	2023	67.1	66.0	65.9	79.7	77.0
	2024	62.8	63.7	60.6	60.6	77.2
White	2023	70.6	70.3	69.7	76.0	77.9
	2024	68.3	69.4	65.8	68.0	78.4
African American	2023	46.5	42.5	44.5	82.0	72.7
	2024	41.8	40.2	39.3	54.0	72.3
Hispanic	2023	56.8	54.1	55.6	78.9	75.9
	2024	50.1	48.7	48.2	59.5	75.3
Asian	2023	83.4	85.0	82.1	83.0	76.6
	2024	76.0	78.8	73.4	68.9	75.6
American Indian or Alaska Native	2023	56.1	57.6	52.4	--- ²	73.3
	2024	54.3	53.2	54.3	44.0	81.7
Native Hawaiian or Other Pacific Islander	2023	69.0	67.7	67.6	85.3	79.9
	2024	54.9	53.5	55.2	54.1	71.4
Two or More Races	2023	63.0	62.5	61.9	68.2	75.1
	2024	59.0	59.7	56.5	59.2	75.0
English Learners plus Monitored	2023	52.4	51.0	48.4	79.7	75.9
	2024	47.8	46.1	45.7	60.6	74.5
Economically Disadvantaged	2023	59.3	57.3	57.8	78.6	76.5
	2024	55.8	55.3	53.6	60.8	76.7
Disability-with IEP (Total)	2023	47.3	45.4	43.7	69.7	78.7
	2024	45.3	44.1	43.2	48.7	78.5

¹Indicator 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: 2023-2024 Middle School - Overall and Indicator Scores by Student Group

Student Groups¹	Year	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	2023	56.1	60.0	55.1	22.6	65.3
	2024	56.6	60.1	55.1	28.8	67.2
White	2023	60.5	64.9	59.5	24.1	66.0
	2024	61.2	65.5	59.9	28.5	68.4
African American	2023	35.2	36.2	33.8	17.8	61.5
	2024	35.3	35.8	33.1	28.3	62.3
Hispanic	2023	44.8	47.3	43.1	22.0	64.0
	2024	43.8	44.8	42.5	28.6	65.4
Asian	2023	75.1	81.7	73.5	34.7	66.9
	2024	73.4	78.0	74.0	29.3	69.8
American Indian or Alaska Native	2023	64.5	61.8	67.4	--- ²	63.9
	2024	47.9	55.6	38.4	--- ²	65.4
Native Hawaiian or Other Pacific Islander	2023	50.7	49.0	53.3	29.7	66.0
	2024	49.6	49.2	49.3	42.1	67.2
Two or More Races	2023	52.9	54.4	50.6	--- ²	62.3
	2024	55.2	56.7	52.7	--- ²	65.2
English Learners plus Monitored	2023	29.2	33.0	22.9	22.6	65.1
	2024	31.5	32.4	27.8	28.8	65.9
Economically Disadvantaged	2023	47.6	50.1	46.5	21.1	64.5
	2024	47.8	50.2	45.9	28.7	66.5
Disability-with IEP (Total)	2023	33.0	34.9	29.7	16.7	69.4
	2024	33.5	34.1	31.4	16.8	70.1

¹Indicator 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: 2023-2024 High School - Overall and Indicator Scores by Student Group

Student Groups ¹	Year	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	2023	63.1	56.3	50.4	28.5	62.0	90.9	92.9
	2024	63.0	57.7	47.8	32.0	65.3	88.3	93.6
White	2023	66.7	61.5	53.9	21.1	62.2	95.3	94.1
	2024	67.4	63.5	52.7	32.0	65.7	92.0	94.6
African American	2023	45.5	34.2	29.6	28.4	60.3	75.0	89.6
	2024	46.0	34.8	27.9	33.3	63.5	75.6	90.7
Hispanic	2023	52.2	44.4	40.6	29.1	62.3	74.9	86.8
	2024	52.0	43.6	37.2	31.3	65.3	76.8	90.6
Asian	2023	78.9	80.0	67.4	31.0	65.0	97.5	96.3
	2024	77.6	79.0	63.5	37.1	68.3	94.6	97.0
American Indian or Alaska Native	2023	58.5	41.8	60.7	--- ²	63.1	80.4	100.0
	2024	58.4	48.0	34.6	--- ²	65.4	95.1	89.5
Native Hawaiian or Other Pacific Islander	2023	59.9	47.4	36.1	19.1	62.1	111.3	94.2
	2024	58.9	66.7	43.7	13.3	66.4	57.3	88.9
Two or More Races	2023	61.3	52.6	46.3	--- ²	60.3	87.0	91.6
	2024	61.6	54.1	44.6	--- ²	62.3	86.2	92.2
English Learners plus Monitored	2023	30.7	19.9	18.0	28.5	64.6	46.5	79.9
	2024	33.7	19.9	15.8	32.0	66.1	61.0	85.4
Economically Disadvantaged	2023	55.7	46.6	41.8	28.3	61.1	84.8	92.4
	2024	55.6	47.5	39.9	32.4	64.2	82.6	93.0
Disability-with IEP (Total)	2023	40.5	31.7	24.2	22.1	64.2	63.5	83.2
	2024	36.7	26.1	24.0	25.3	66.2	56.5	82.5

¹Indicator 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 the *Kentucky 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	Year	Total Number of Schools	Red	Orange	Yellow	Green	Blue
Elementary	2023	719	25	106	174	294	120
	2024	717	37	156	167	247	110
Middle	2023	318	20	69	74	99	56
	2024	319	19	64	72	115	49
High	2023	228	18	53	52	79	26
	2024	228	20	50	50	74	34

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

School Level	Year	Total Number of Schools	Very Low	Low	Medium	High	Very High
Elementary	2023	719	22	191	272	145	89
	2024	717	24	169	263	158	103
Middle	2023	318	17	102	106	50	43
	2024	319	15	100	85	68	51
High	2023	228	16	59	89	49	15
	2024	228	18	57	82	57	14

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

School Level	Year	Total Number of Schools	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Elementary	2023	717	38	86	65	354	174
	2024	717	75	143	106	294	99
Middle	2023	317	12	51	58	146	50
	2024	317	13	69	46	152	37
High	2023	228	11	52	53	63	49
	2024	228	8	37	77	56	50

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

District Level	Year	Total Number of Districts	Red	Orange	Yellow	Green	Blue
Elementary	2023	172	3	17	51	84	17
	2024	172	6	29	46	75	16
Middle	2023	172	5	36	42	69	20
	2024	172	4	30	44	73	21
High	2023	168	10	42	35	62	19
	2024	168	9	43	34	60	22

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

District Level	Year	Total Number of Districts	Very Low	Low	Medium	High	Very High
Elementary	2023	172	1	49	84	27	11
	2024	172	2	37	86	36	11
Middle	2023	172	4	56	65	31	16
	2024	172	2	54	58	39	19
High	2023	168	6	47	70	33	12
	2024	168	6	45	68	41	8

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

District Level	Year	Total Number of Districts	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Elementary	2023	172	3	14	21	109	25
	2024	172	11	24	40	79	18
Middle	2023	172	5	26	31	87	23
	2024	172	5	26	27	97	17
High	2023	168	8	38	38	50	34
	2024	168	6	26	59	41	36

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 the *Kentucky 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), and 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	Year	Total Number of Schools	Red	Orange	Yellow	Green	Blue
Elementary	2023	699	29	115	125	276	154
	2024	702	56	180	126	229	111
Middle	2023	312	22	59	59	112	60
	2024	313	22	52	77	107	55
High	2023	225	10	50	55	70	40
	2024	228	14	67	44	67	36

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

School Level	Year	Total Number of Schools	Very Low	Low	Medium	High	Very High
Elementary	2023	699	26	135	276	150	112
	2024	702	31	128	277	140	126
Middle	2023	312	15	82	104	75	36
	2024	313	14	73	103	81	42
High	2023	225	12	68	68	54	23
	2024	228	15	64	63	58	28

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

School Level	Year	Total Number of Schools	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Elementary	2023	691	31	105	75	314	166
	2024	695	108	169	82	263	73
Middle	2023	307	14	61	38	127	67
	2024	310	22	63	48	116	61
High	2023	225	11	43	37	85	49
	2024	225	10	59	56	60	40

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

District Level	Year	Total Number of Districts	Red	Orange	Yellow	Green	Blue
Elementary	2023	172	2	26	22	100	22
	2024	172	9	55	26	64	18
Middle	2023	172	7	34	24	83	24
	2024	171	10	27	45	63	26
High	2023	165	6	35	39	58	27
	2024	168	4	50	41	45	28

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

District Level	Year	Total Number of Districts	Very Low	Low	Medium	High	Very High
Elementary	2023	172	1	24	100	31	16
	2024	172	3	30	92	29	18
Middle	2023	172	3	47	69	41	12
	2024	171	8	35	67	46	15
High	2023	165	4	53	55	37	16
	2024	168	2	54	52	39	21

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

District Level	Year	Total Number of Districts	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Elementary	2023	171	4	20	18	105	24
	2024	172	17	49	31	62	13
Middle	2023	172	7	23	25	78	39
	2024	171	8	33	30	65	35
High	2023	165	8	31	24	63	39
	2024	165	6	40	49	40	30

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	Year	Total Number of Schools	Red	Orange	Yellow	Green	Blue
Elementary	2023	182	2	9	11	56	104
	2024	194	8	37	52	37	60
Middle	2023	50	8	15	11	9	7
	2024	55	6	13	9	16	11
High	2023	45	1	15	11	15	3
	2024	53	0	13	9	24	7

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

School Level	Year	Total Number of Schools	Very Low	Low	Medium	High	Very High
Elementary	2023	182	1	3	30	49	99
	2024	194	1	7	50	52	84
Middle	2023	50	7	18	12	12	1
	2024	55	6	15	15	17	2
High	2023	45	0	17	16	12	0
	2024	53	0	14	14	25	0

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

School Level	Year	Total Number of Schools	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Elementary	2023	158	8	9	2	99	40
	2024	173	65	38	4	58	8
Middle	2023	38	3	10	5	11	9
	2024	49	3	9	11	12	14
High	2023	37	2	10	7	9	9
	2024	44	0	13	6	17	8

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

District Level	Year	Total Number of Districts	Red	Orange	Yellow	Green	Blue
Elementary	2023	51	3	2	2	21	23
	2024	51	5	12	8	11	15
Middle	2023	26	4	9	4	6	3
	2024	26	5	9	1	8	3
High	2023	24	0	6	9	7	2
	2024	28	2	7	2	14	3

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

District Level	Year	Total Number of Districts	Very Low	Low	Medium	High	Very High
Elementary	2023	51	0	5	8	17	21
	2024	51	0	5	15	12	19
Middle	2023	26	4	10	9	3	0
	2024	26	5	8	5	7	1
High	2023	24	0	9	9	6	0
	2024	28	1	7	7	12	1

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

District Level	Year	Total Number of Districts	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Elementary	2023	48	3	1	0	38	6
	2024	47	14	13	3	12	5
Middle	2023	20	1	4	5	4	6
	2024	24	2	6	7	5	4
High	2023	20	1	2	5	5	7
	2024	24	1	6	3	11	3

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 of the school environment.

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

School Level	Year	Total Number of Schools	Red	Orange	Yellow	Green	Blue
Elementary	2023	719	15	157	146	281	120
	2024	717	19	155	152	228	163
Middle	2023	318	13	99	68	104	34
	2024	319	10	52	67	145	45
High	2023	228	6	46	52	94	30
	2024	228	2	16	36	130	44

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

School Level	Year	Total Number of Schools	Very Low	Low	Medium	High	Very High
Elementary	2023	719	7	164	205	244	99
	2024	717	9	178	185	206	139
Middle	2023	318	12	97	91	99	19
	2024	319	12	73	95	104	35
High	2023	228	1	53	104	46	24
	2024	228	2	23	104	60	39

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

School Level	Year	Total Number of Schools	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Elementary	2023	717	25	129	202	281	80
	2024	717	22	121	211	257	106
Middle	2023	317	13	71	105	98	30
	2024	317	7	36	84	141	49
High	2023	227	11	25	68	99	24
	2024	228	3	19	32	138	36

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

District Level	Year	Total Number of Districts	Red	Orange	Yellow	Green	Blue
Elementary	2023	172	2	25	38	81	26
	2024	172	1	27	33	79	32
Middle	2023	172	5	46	45	67	9
	2024	172	5	18	36	94	19
High	2023	168	7	31	36	69	25
	2024	168	1	11	28	95	33

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

District Level	Year	Total Number of Districts	Very Low	Low	Medium	High	Very High
Elementary	2023	172	1	28	55	74	14
	2024	172	0	28	48	69	27
Middle	2023	172	6	43	59	62	2
	2024	172	5	29	58	71	9
High	2023	168	1	35	75	37	20
	2024	168	1	18	72	47	30

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

District Level	Year	Total Number of Districts	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Elementary	2023	172	2	15	73	65	17
	2024	172	1	21	58	70	22
Middle	2023	172	4	33	67	59	9
	2024	172	2	15	35	94	26
High	2023	167	11	18	48	70	20
	2024	168	1	15	26	101	25

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 Kentucky Council on Postsecondary Education;
- Achieving a minimum of three hours of dual credit by completing a course approved by the KBE or qualifying for a minimum of three hours of postsecondary articulated credit associated with a statewide articulation agreement;
- Achieving a benchmark score on an Advanced Placement, International Baccalaureate, Cambridge Advanced International or other nationally recognized exam approved by the KBE that generally qualifies the student for three 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	Year	Total Number of Schools	Red	Orange	Yellow	Green	Blue
High	2023	226	2	16	27	91	90
	2024	225	7	22	28	91	77

Table 31: Number of Schools and Postsecondary Readiness Status Level

School Level	Year	Total Number of Schools	Very Low	Low	Medium	High	Very High
High	2023	226	5	23	67	61	70
	2024	225	1	15	54	72	83

Table 32: Number of Schools and Postsecondary Readiness Change Level

School Level	Year	Total Number of Schools	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
High	2023	226	3	14	19	128	62
	2024	223	35	21	27	121	19

Table 33: Number of Districts and Postsecondary Readiness Indicator Rating

District Level	Year	Total Number of Districts	Red	Orange	Yellow	Green	Blue
High	2023	166	2	12	15	77	60
	2024	164	5	18	25	75	41

Table 34: Number of Districts and Postsecondary Readiness Status Level

District Level	Year	Total Number of Districts	Very Low	Low	Medium	High	Very High
High	2023	166	3	14	53	53	43
	2024	164	0	13	43	54	54

Table 35: Number of Districts and Postsecondary Readiness Change Level

District Level	Year	Total Number of Districts	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
High	2023	166	3	9	14	93	47
	2024	162	25	22	18	86	11

Graduation Rate Indicator (High School Only):

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	Year	Total Number of Schools	Red	Orange	Yellow	Green	Blue
High	2023	228	4	30	52	103	39
	2024	228	4	19	40	125	40

Table 37: Number of Schools and Graduation Indicator Status Level

School Level	Year	Total Number of Schools	Very Low	Low	Medium	High	Very High
High	2023	228	11	43	64	80	30
	2024	228	5	30	63	100	30

Table 38: Number of Schools and Graduation Indicator Change Level

School Level	Year	Total Number of Schools	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
High	2023	228	1	17	72	113	25
	2024	228	2	9	80	113	24

Table 39: Number of Districts and Graduation Indicator Rating

District Level	Year	Total Number of Districts	Red	Orange	Yellow	Green	Blue
High	2023	168	4	22	37	80	25
	2024	168	3	17	32	99	17

Table 40: Number of Districts and Graduation Indicator Status Level

District Level	Year	Total Number of Districts	Very Low	Low	Medium	High	Very High
High	2023	168	4	41	51	56	16
	2024	168	3	29	49	75	12

Table 41: Number of Districts and Graduation Indicator Change Level

District Level	Year	Total Number of Districts	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
High	2023	168	1	12	49	85	21
	2024	168	3	9	54	88	14

FEDERAL REPORTING

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 2023-2024 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 2024 is based on 2021-2022, 2022-2023 and 2023-2024 school year data.

Additional Targeted Support and Improvement (ATSI)

No new schools have been identified for ATSI for the 2023-2024 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	Year	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	2023	719	659	17	86	0
	2024	717	662	11	54	0
Middle	2023	318	246	8	95	0
	2024	319	245	6	59	0
High	2023	228	111	3	43	0
	2024	228	114	3	27	0
Total	2023	1265	1016	28	224	0
	2024	1264	1021	20	140	0

*CSI schools are not newly identified for 2024 but were previously identified and did not meet exit 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 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
	2024	47	45	45
Mathematics	2022	38	37	36
	2023	42	37	33
	2024	42	39	35
Science	2022	29	22	14
	2023	35	23	10
	2024	34	22	6
Social Studies	2022	37	36	34
	2023	42	34	37
	2024	39	35	37
Editing and Mechanics	2022	47	45	46
	2023	47	49	44
	2024	47	46	44
Writing On-Demand	2022	32	38	36
	2023	39	44	40
	2024	39	49	42
Combined Writing	2022	37	39	38
	2023	43	43	41
	2024	43	48	43

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
	2024	25	27	30	18	47	65.6
Mathematics	2022	32	30	28	10	38	55.8
	2023	29	29	31	11	42	59.3
	2024	27	31	30	12	42	60.8
Science	2022	16	55	23	6	29	57.6
	2023	16	49	28	7	35	61.0
	2024	13	53	28	6	34	62.3
Social Studies	2022	34	29	24	13	37	55.0
	2023	32	26	26	16	42	58.9
	2024	32	29	25	14	39	56.8
Editing and Mechanics	2022	23	29	27	20	47	N/A
	2023	22	30	26	21	47	N/A
	2024	22	31	25	22	47	N/A
Writing On-Demand	2022	23	45	25	8	32	N/A
	2023	18	42	28	11	39	N/A
	2024	22	40	25	14	39	N/A
Combined Writing	2022	20	43	30	7	37	60.4
	2023	17	41	33	10	43	65.4
	2024	20	38	31	12	43	64.6

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
	2024	30	25	28	18	45	62.1
Mathematics	2022	35	28	28	9	37	53.4
	2023	34	29	26	11	37	54.1
	2024	32	29	28	11	39	56.4
Science	2022	36	42	20	2	22	43.5
	2023	30	47	21	2	23	47.4
	2024	31	46	20	2	22	46.1
Social Studies	2022	37	27	23	13	36	52.4
	2023	43	23	22	13	34	48.9
	2024	41	24	22	13	35	50.3
Editing and Mechanics	2022	26	29	31	15	45	N/A
	2023	28	23	35	15	49	N/A
	2024	26	28	29	17	46	N/A
Writing On-Demand	2022	27	35	32	6	38	N/A
	2023	22	34	36	8	44	N/A
	2024	22	29	38	11	49	N/A
Combined Writing	2022	24	37	33	5	39	58.6
	2023	20	36	36	7	43	63.6
	2024	20	32	38	9	48	66.2

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
	2024	29	25	30	16	45	62.0
Mathematics	2022	34	30	26	10	36	53.3
	2023	36	31	24	9	33	51.1
	2024	36	29	24	11	35	52.2
Science	2022	45	41	13	1	14	34.8
	2023	48	42	10	0	10	31.6
	2024	48	46	6	0	6	28.8
Social Studies	2022	39	27	22	11	34	50.0
	2023	36	27	24	13	37	54.0
	2024	36	27	23	13	37	53.6
Editing and Mechanics	2022	26	28	28	18	46	N/A
	2023	23	33	30	14	44	N/A
	2024	24	32	31	13	44	N/A
Writing On-Demand	2022	24	40	30	6	36	N/A
	2023	22	37	33	7	40	N/A
	2024	22	36	34	8	42	N/A
Combined Writing	2022	23	39	33	5	38	59.3
	2023	21	38	35	6	41	61.9
	2024	20	37	35	8	43	63.1

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: 2023-2024 Elementary School - Participation Rates by Student Group

Student Groups¹	Reading	Mathematics	Science	Social Studies	Editing & Mechanics	Writing On-Demand
All Students	98.5	98.5	98.5	98.4	98.4	98.3
White	99.6	99.6	99.7	99.5	99.5	99.5
African American	98.0	98.0	97.9	98.0	98.0	97.9
Hispanic	91.0	91.6	91.3	91.4	91.4	91.2
Asian	94.2	94.6	94.3	95.1	95.0	94.9
American Indian or Alaska Native	99.5	99.5	100.0	100.0	100.0	100.0
Native Hawaiian or Other Pacific Islander	98.2	98.2	98.0	97.9	97.9	97.9
Two or More Races	99.6	99.5	99.6	99.4	99.4	99.3
English Learners plus Monitored	88.2	88.9	88.9	88.2	88.1	88.0
Economically Disadvantaged	98.5	98.5	98.5	98.5	98.4	98.3
Disability-with IEP (Total)	99.1	99.0	99.0	98.9	98.7	98.6

¹ Students can be identified for multiple student groups.

Elementary School Performance

Table 48: 2023-2024 Elementary School - Reading Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	25	27	30	18	47	65.6
White	21	27	32	20	52	70.7
African American	45	29	20	7	27	42.6
Hispanic	35	30	25	10	34	51.7
Asian	17	23	32	28	60	78.5
American Indian or Alaska Native	32	25	29	14	43	58.8
Native Hawaiian or Other Pacific Islander	30	31	26	13	39	57.6
Two or More Races	27	29	29	15	44	62.2
English Learners plus Monitored	39	31	23	8	30	47.9
Economically Disadvantaged	31	30	27	12	39	56.8
Disability-with IEP (Total)	42	30	20	9	29	45.7

¹ Students can be identified for multiple student groups.

Table 49: 2023-2024 Elementary School - Mathematics Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	27	31	30	12	42	60.8
White	22	31	33	14	47	65.9
African American	49	31	17	3	20	36.3
Hispanic	37	33	24	6	30	47.9
Asian	14	22	35	28	63	81.7
American Indian or Alaska Native	36	30	24	9	33	50.9
Native Hawaiian or Other Pacific Islander	30	37	26	8	34	54.2
Two or More Races	30	33	28	10	38	56.2
English Learners plus Monitored	39	32	22	7	29	46.5
Economically Disadvantaged	34	33	26	7	33	51.5
Disability-with IEP (Total)	47	29	18	6	24	40.2

¹ Students can be identified for multiple student groups.

Table 50: 2023-2024 Elementary School - Science Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	13	53	28	6	34	62.3
White	10	51	31	8	39	66.2
African American	25	62	12	1	13	44.6
Hispanic	17	60	20	3	23	53.4
Asian	9	46	34	12	46	71.4
American Indian or Alaska Native	19	49	29	4	32	57.4
Native Hawaiian or Other Pacific Islander	15	61	24	0	24	54.1
Two or More Races	15	55	26	4	30	58.7
English Learners plus Monitored	18	61	18	2	20	51.5
Economically Disadvantaged	16	57	23	4	27	56.4
Disability-with IEP (Total)	20	55	19	6	25	54.0

¹ Students can be identified for multiple student groups.

Table 51: 2023-2024 Elementary School - Social Studies Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	32	29	25	14	39	56.8
White	27	29	28	16	43	61.8
African American	54	28	14	4	18	33.1
Hispanic	43	30	19	8	27	44.1
Asian	20	24	31	26	56	74.4
American Indian or Alaska Native	39	28	27	6	33	48.4
Native Hawaiian or Other Pacific Islander	34	35	23	8	30	49.7
Two or More Races	36	30	23	11	34	51.6
English Learners plus Monitored	47	31	17	5	22	38.7
Economically Disadvantaged	39	30	22	9	30	47.5
Disability-with IEP (Total)	53	26	15	7	22	36.3

¹ Students can be identified for multiple student groups.

Table 52: 2023-2024 Elementary School - Editing & Mechanics Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
All Students	22	31	25	22	47
White	18	30	27	26	52
African American	40	35	17	8	25
Hispanic	35	34	19	12	31
Asian	15	23	26	36	62
American Indian or Alaska Native	25	33	25	17	42
Native Hawaiian or Other Pacific Islander	20	40	28	12	40
Two or More Races	23	34	25	19	43
English Learners plus Monitored	40	35	17	8	25
Economically Disadvantaged	28	34	23	16	38
Disability-with IEP (Total)	47	31	13	10	23

¹ Students can be identified for multiple student groups.

Table 53: 2023-2024 Elementary School - Writing On-demand Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
All Students	22	40	25	14	39
White	18	39	27	15	42
African American	39	41	14	6	20
Hispanic	30	41	20	9	29
Asian	12	32	31	25	56
American Indian or Alaska Native	30	38	19	14	33
Native Hawaiian or Other Pacific Islander	12	52	24	13	37
Two or More Races	23	42	23	11	35
English Learners plus Monitored	33	41	18	8	26
Economically Disadvantaged	27	42	21	10	31
Disability-with IEP (Total)	50	35	11	4	15

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: 2023-2024 Elementary School - Combined Writing Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	20	38	31	12	43	64.6
White	16	37	34	13	47	69.1
African American	37	42	16	4	21	42.9
Hispanic	28	42	23	7	30	52.9
Asian	11	28	37	23	60	80.2
American Indian or Alaska Native	28	34	27	11	38	57.4
Native Hawaiian or Other Pacific Islander	12	52	26	11	37	65.1
Two or More Races	21	40	29	10	39	61.2
English Learners plus Monitored	32	42	20	5	26	48.2
Economically Disadvantaged	25	41	26	8	34	56.6
Disability-with IEP (Total)	47	35	14	3	17	36.0

¹ Students can be identified for multiple student groups.

Middle School Participation

Table 55: 2023-2024 Middle School - Participation Rates by Student Group

Student Groups¹	Reading	Mathematics	Science	Social Studies	Editing & Mechanics	Writing On-Demand
All Students	98.1	98.1	98.1	97.9	97.8	97.7
White	99.3	99.3	99.3	99.1	99.1	98.9
African American	96.5	96.5	96.6	95.6	95.4	95.1
Hispanic	91.2	91.6	92.0	91.7	91.5	91.3
Asian	95.9	96.2	95.3	96.4	96.4	96.4
American Indian or Alaska Native	97.2	97.2	98.3	98.5	98.5	97.0
Native Hawaiian or Other Pacific Islander	98.6	98.6	99.0	96.8	96.8	96.8
Two or More Races	99.0	99.0	98.8	98.6	98.5	98.2
English Learners plus Monitored	85.3	85.8	86.4	82.7	82.6	82.4
Economically Disadvantaged	97.9	97.9	97.9	97.6	97.5	97.3
Disability-with IEP (Total)	98.1	98.1	98.0	97.5	97.3	96.9

¹ Students can be identified for multiple student groups.

Middle School Performance

Table 56: 2023-2024 Middle School - Reading Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	30	25	28	18	45	62.1
White	25	25	30	20	50	67.4
African American	51	25	18	6	24	37.9
Hispanic	41	27	22	10	32	47.8
Asian	19	20	31	31	62	79.3
American Indian or Alaska Native	30	31	28	11	39	57.5
Native Hawaiian or Other Pacific Islander	37	24	27	11	38	53.4
Two or More Races	32	27	27	15	41	58.4
English Learners plus Monitored	57	26	14	3	17	30.9
Economically Disadvantaged	37	27	24	11	36	52.1
Disability-with IEP (Total)	56	25	14	4	19	32.3

¹ Students can be identified for multiple student groups.

Table 57: 2023-2024 Middle School - Mathematics Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	32	29	28	11	39	56.4
White	27	29	31	12	44	61.3
African American	53	31	14	2	16	32.3
Hispanic	43	30	22	5	27	43.4
Asian	18	20	31	31	62	79.9
American Indian or Alaska Native	31	31	29	9	38	55.6
Native Hawaiian or Other Pacific Islander	43	27	20	10	30	46.0
Two or More Races	34	32	26	8	34	52.0
English Learners plus Monitored	54	30	14	2	16	32.0
Economically Disadvantaged	39	32	23	6	29	46.2
Disability-with IEP (Total)	52	31	13	4	17	33.5

¹ Students can be identified for multiple student groups.

Table 58: 2023-2024 Middle School - Science Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	31	46	20	2	22	46.1
White	27	47	23	3	26	50.1
African American	51	42	7	0	7	28.3
Hispanic	41	46	11	1	12	35.7
Asian	19	43	32	6	38	60.7
American Indian or Alaska Native	32	51	14	4	18	43.9
Native Hawaiian or Other Pacific Islander	38	50	11	1	12	36.8
Two or More Races	35	48	16	2	18	41.9
English Learners plus Monitored	54	42	4	0	5	25.5
Economically Disadvantaged	38	47	14	1	15	38.3
Disability-with IEP (Total)	47	44	9	1	9	31.4

¹ Students can be identified for multiple student groups.

Table 59: 2023-2024 Middle School - Social Studies Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	41	24	22	13	35	50.3
White	36	25	24	14	39	54.7
African American	62	22	12	4	16	27.8
Hispanic	51	24	18	7	25	38.6
Asian	21	18	31	30	61	77.8
American Indian or Alaska Native	46	25	21	7	28	42.9
Native Hawaiian or Other Pacific Islander	43	23	23	11	34	47.8
Two or More Races	43	25	21	11	32	47.3
English Learners plus Monitored	73	19	6	1	7	17.4
Economically Disadvantaged	50	25	18	7	26	39.8
Disability-with IEP (Total)	66	21	10	3	13	24.1

¹ Students can be identified for multiple student groups.

Table 60: 2023-2024 Middle School - Editing & Mechanics Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
All Students	26	28	29	17	46
White	21	28	32	19	51
African American	44	31	20	5	25
Hispanic	38	31	23	9	32
Asian	15	20	31	33	64
American Indian or Alaska Native	30	36	25	9	34
Native Hawaiian or Other Pacific Islander	27	33	27	13	40
Two or More Races	26	28	29	16	45
English Learners plus Monitored	61	28	9	1	11
Economically Disadvantaged	33	31	26	11	37
Disability-with IEP (Total)	58	26	13	4	17

¹ Students can be identified for multiple student groups.

Table 61: 2023-2024 Middle School - Writing On-demand Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
All Students	22	29	38	11	49
White	18	29	41	12	54
African American	43	33	21	3	24
Hispanic	32	31	30	6	37
Asian	11	21	47	22	69
American Indian or Alaska Native	31	30	34	4	39
Native Hawaiian or Other Pacific Islander	22	28	41	9	50
Two or More Races	23	32	37	9	45
English Learners plus Monitored	51	32	16	2	17
Economically Disadvantaged	29	33	32	7	39
Disability-with IEP (Total)	53	32	13	2	15

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: 2023-2024 Middle School - Combined Writing Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	20	32	38	9	48	66.2
White	16	31	42	11	53	71.2
African American	41	36	21	2	23	41.8
Hispanic	30	35	30	5	35	53.4
Asian	10	23	47	20	68	84.0
American Indian or Alaska Native	28	34	34	3	37	55.2
Native Hawaiian or Other Pacific Islander	21	33	38	9	47	65.2
Two or More Races	21	35	37	8	45	63.9
English Learners plus Monitored	50	37	13	1	14	32.3
Economically Disadvantaged	26	36	32	6	37	56.9
Disability-with IEP (Total)	50	37	12	1	13	32.0

¹ Students can be identified for multiple student groups.

High School Participation

Table 63: 2023-2024 High School - Participation Rates by Student Group

Student Groups¹	Reading	Mathematics	Science	Social Studies	Editing & Mechanics	Writing On-Demand
All Students	96.6	96.5	97.0	96.8	96.6	96.0
White	98.2	98.2	98.1	98.0	97.9	97.4
African American	92.5	92.4	93.9	93.8	93.3	91.9
Hispanic	89.8	90.1	92.2	92.0	91.4	90.6
Asian	96.0	96.1	96.6	96.2	96.0	95.7
American Indian or Alaska Native	94.0	94.0	97.3	97.3	97.3	97.3
Native Hawaiian or Other Pacific Islander	99.0	99.0	97.3	97.3	97.3	97.3
Two or More Races	96.7	96.4	96.4	96.3	96.1	95.4
English Learners plus Monitored	80.2	81.3	85.0	84.7	83.6	82.5
Economically Disadvantaged	95.8	95.8	96.1	95.9	95.6	94.9
Disability-with IEP (Total)	95.7	95.5	96.0	95.8	95.4	94.8

¹ Students can be identified for multiple student groups.

High School Performance

Table 64: 2023-2024 High School - Reading Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	29	25	30	16	45	62.0
White	25	25	32	18	50	67.1
African American	48	28	18	6	24	39.3
Hispanic	40	26	25	9	34	49.5
Asian	18	19	29	34	63	81.2
American Indian or Alaska Native	40	23	28	9	37	50.8
Native Hawaiian or Other Pacific Islander	27	27	31	15	45	62.6
Two or More Races	32	25	30	14	44	59.3
English Learners plus Monitored	66	25	8	1	9	21.3
Economically Disadvantaged	36	28	26	10	36	52.1
Disability-with IEP (Total)	56	30	12	2	14	29.4

¹ Students can be identified for multiple student groups.

Table 65: 2023-2024 High School - Mathematics Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	36	29	24	11	35	52.2
White	31	29	27	13	40	57.4
African American	57	29	12	3	15	29.6
Hispanic	47	29	18	5	23	39.2
Asian	20	19	25	35	61	79.2
American Indian or Alaska Native	35	38	20	6	26	46.9
Native Hawaiian or Other Pacific Islander	45	19	25	11	36	47.9
Two or More Races	40	31	22	8	30	47.0
English Learners plus Monitored	68	25	6	1	7	19.5
Economically Disadvantaged	45	31	19	5	25	41.4
Disability-with IEP (Total)	62	27	10	2	11	25.2

¹ Students can be identified for multiple student groups.

Table 66: 2023-2024 High School - Science Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	48	46	6	0	6	28.8
White	43	50	7	0	7	31.7
African American	72	27	1	0	1	14.6
Hispanic	60	38	3	0	3	21.6
Asian	31	54	15	0	15	42.3
American Indian or Alaska Native	57	37	5	0	5	24.0
Native Hawaiian or Other Pacific Islander	57	38	5	0	5	24.3
Two or More Races	52	43	4	0	4	25.8
English Learners plus Monitored	85	14	0	0	0	7.4
Economically Disadvantaged	58	39	3	0	3	22.8
Disability-with IEP (Total)	70	29	1	0	1	15.4

¹ Students can be identified for multiple student groups.

Table 67: 2023-2024 High School - Social Studies Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	36	27	23	13	37	53.6
White	32	27	26	15	41	58.6
African American	59	25	13	4	16	29.5
Hispanic	47	26	19	8	27	41.5
Asian	21	22	28	29	57	75.7
American Indian or Alaska Native	44	25	16	15	31	47.0
Native Hawaiian or Other Pacific Islander	49	24	18	9	27	41.6
Two or More Races	39	30	21	10	31	48.8
English Learners plus Monitored	75	20	5	1	5	15.3
Economically Disadvantaged	45	28	19	8	27	42.9
Disability-with IEP (Total)	64	24	9	3	12	24.5

¹ Students can be identified for multiple student groups.

Table 68: 2023-2024 High School - Editing & Mechanics Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
All Students	24	32	31	13	44
White	20	31	35	15	50
African American	43	36	17	4	21
Hispanic	36	34	23	6	30
Asian	15	26	33	25	58
American Indian or Alaska Native	24	33	31	12	43
Native Hawaiian or Other Pacific Islander	30	32	26	12	38
Two or More Races	25	35	29	11	40
English Learners plus Monitored	66	28	5	0	5
Economically Disadvantaged	31	35	26	8	34
Disability-with IEP (Total)	55	31	12	2	14

¹ Students can be identified for multiple student groups.

Table 69: 2023-2024 High School - Writing On-demand Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
All Students	22	36	34	8	42
White	18	35	37	10	46
African American	39	41	18	3	20
Hispanic	31	38	27	4	32
Asian	12	31	43	15	58
American Indian or Alaska Native	20	45	31	4	35
Native Hawaiian or Other Pacific Islander	24	39	27	9	36
Two or More Races	25	36	32	7	39
English Learners plus Monitored	55	36	8	1	9
Economically Disadvantaged	28	39	27	5	33
Disability-with IEP (Total)	52	38	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 70: 2023-2024 High School - Combined Writing Performance Level Percentages by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished	Index
All Students	20	37	35	8	43	63.1
White	17	36	38	9	47	67.7
African American	38	42	18	2	20	41.6
Hispanic	29	40	28	4	31	51.8
Asian	11	30	45	14	59	77.9
American Indian or Alaska Native	19	47	31	4	35	59.0
Native Hawaiian or Other Pacific Islander	23	36	32	8	41	60.8
Two or More Races	23	38	33	6	39	59.5
English Learners plus Monitored	54	38	7	0	7	26.5
Economically Disadvantaged	26	41	28	4	33	54.2
Disability-with IEP (Total)	50	40	10	1	10	30.5

¹ Students can be identified for multiple student groups.

Graduation Rates

Table 71: 2024 4-Year Graduation Rate Trends by Student Group

Student Groups¹	2020	2021	2022	2023	2024
All Students	91.1	90.2	90.1	91.4	92.2
White	92.8	91.6	91.4	92.7	93.2
African American	83.3	83.9	84.9	87.0	88.8
Hispanic or Latino	84.4	83.5	83.3	85.9	88.4
Asian	94.3	95.1	94.3	95.8	95.7
American Indian or Alaska Native	90.2	81.8	89.4	95.2	86.5
Native Hawaiian or Other Pacific Islander	87.5	87.7	94.4	91.7	88.9
Two or More Races	89.1	90.0	89.5	89.8	91.1
English Learners Plus Monitored	76.6	76.2	76.7	78.2	83.4
Economically Disadvantaged	88.1	86.9	88.3	90.0	91.0
Disability-With IEP (Total)	78.0	78.0	79.7	81.0	80.9

¹ Students can be identified for multiple student groups.

Table 72: 2024 5-Year Graduation Rate Trends by Student Group

Student Groups¹	2020	2021	2022	2023	2024
All Students	92.0	92.3	92.0	92.5	93.4
White	93.3	93.8	93.2	93.7	94.6
African American	85.7	85.8	86.7	88.4	89.5
Hispanic or Latino	86.1	86.6	86.3	85.6	87.9
Asian	95.4	95.4	96.3	95.8	97.1
American Indian or Alaska Native	93.3	93.4	83.1	92.5	96.8
Native Hawaiian or Other Pacific Islander	90.9	87.7	89.5	94.4	93.0
Two or More Races	89.6	91.4	92.1	92.6	92.3
English Learners Plus Monitored	81.8	80.4	80.2	80.1	81.1
Economically Disadvantaged	89.8	90.3	90.9	92.0	92.9
Disability-With IEP (Total)	79.3	80.8	82.3	83.2	83.7

¹ Students can be identified for multiple student groups.

APPENDIX A – 2024 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

APPENDIX A – 2024 State and Federal Accountability Cut Scores (continued)

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	0-32.8
Middle Schools	0-31.6
High Schools	0-41.3

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
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
2023-24	17.4	17.6	18.7	18.6	18.2	46,082

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
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
2023-24	44.8	29.7	42.7

Appendix C – Kindergarten Readiness

Table C1: Kindergarten Readiness by Group Percentage

Student Group	Kindergarten Ready Percentage				
	2019-2020	2020-2021 [^]	2021-2022	2022-2023	2023-2024
All Students	51.0	53.1	44	46	48
Male	46.6	49.1	40	42	46
Female	55.6	57.4	48	50	51
White (Non-Hispanic)	53.5	54.9	47	49	52
African American	46.0	47.3	34	40	42
Hispanic	31.0	36.8	25	27	29
Asian	62.3	62.9	58	61	60
American Indian/Alaska Native	50.8	51.2	44	35	53
Native Hawaiian/Pacific Islander	44.6	46.5	34	34	36
Two or more races	50.8	52.7	43	45	50
English Learner (EL)	31.7	36.9	25	28	28
Free/Reduced-Price Meals	41.2	43.3	34	37	39
Students with Disabilities	35.0	33.3	31	30	35

[^]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				
	2019-2020	2020-2021 [^]	2021-2022	2022-2023	2023-2024
All Students	47,787	35,560	49,163	48,279	47,380
Male	24,476	18,319	25,373	24,736	24,474
Female	23,302	17,230	23,785	23,534	22,903
White (Non-Hispanic)	35,689	28,325	36,074	35,140	33,684
African American	4,840	2,119	4,843	4,870	4,947
Hispanic	3,700	2,634	4,244	4,243	4,640
Asian	906	507	954	1,006	975
American Indian/Alaska Native	65	43	73	55	75
Native Hawaiian/Pacific Islander	83	43	95	96	88
Two or more races	2,494	1,878	2,874	2,860	2,966
English Learner (EL)	3,772	2,265	3,835	4,336	4,334
Free/Reduced-Price Meals	28,095	22,552	26,871	29,835	30,124
Students with Disabilities	7,173	6,969	7,378	8,717	8,303

[^]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				
	2019-2020	2020-2021 [^]	2021-2022	2022-2023	2023-2024
State Funded Preschool ³	51.4	47.9	44	46	49
Head Start ⁴	47.4	45.5	41	43	45
Child Care ⁵	69.2	70.0	66	67	68
Home ⁶	36.0	44.9	35	34	34
Other ⁷	62.4	65.4	58	60	60
Unknown ⁸	45.3	54.0	41	43	46
Kindergarten ⁹	N/A	N/A	N/A	N/A	56

[^]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.

¹Students can be included in multiple prior settings.

²Kindergarten 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.

³State Funded Preschool – State funded preschool serving 3- and 4-year-old children; three 3-year-old children qualify based on developmental delay; 4-year-old children qualify based on developmental delay or income

⁴Head Start – federally funded program serving 3- and 4-year-old children; students qualify based on developmental delay and income

⁵Child Care – privately owned, licensed child care facilities and certified homes; usually private pay or subsidized

⁶Home – with parent or guardian

⁷Other – non-licensed child care facilities, baby-sitters, kin care

⁸Unknown – no data gathered from families

⁹Kindergarten – School year 2023-2024 first year of capturing prior year Kindergarten student data

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

Prior Setting ⁹	Number Tested				
	2019-2020	2020-2021 [^]	2021-2022	2022-2023	2023-2024
State Funded Preschool ¹⁰	18,097	13,327	13,194	15,284	15,900
Head Start ¹¹	6,027	4,546	4,858	4,718	4,486
Child Care ¹²	10,505	6,582	8,490	8,476	8,267
Home ¹³	13,863	8,783	18,046	15,453	13,111
Other ¹⁴	5,124	3,750	4,556	4,692	4,291
Unknown ¹⁵	1,681	4,833	6,324	5,784	6,420
Kindergarten ¹⁶	N/A	N/A	N/A	N/A	929

[^]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 3- and 4-year-old children; 3-year-old children qualify based on developmental delay; 4-year-old children qualify based on developmental delay or income

¹¹ Head Start – federally funded program serving 3- and 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

¹⁶ Kindergarten – School year 2023-2024 first year of capturing prior year Kindergarten student data