

BRIEFING PACKET

STATE RELEASE

2018-2019 Assessment and Accountability Results



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KENTUCKY DEPARTMENT OF EDUCATION

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INTRODUCTION

ACCOUNTABILITY SYSTEM NOW FEATURES 5-STAR RATINGS

Under the Every Student Succeeds Act (ESSA) and Senate Bill 1 (2017), 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, student growth from the previous year in reading and mathematics for elementary and middle schools, and graduation and transition readiness at high schools.

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

Beginning this year, with the release of 2018-2019 school year assessment data, parents, educators, lawmakers and education stakeholders across the Commonwealth will have a new and more transparent way to understand how their local schools are performing. The new system will provide an overall rating for each Kentucky public school ranging from 1 (the lowest) to 5 (the highest) stars.

Accountability for 2018-2019 is based on student performance on state assessments, the ACT college entrance exam at the high school level, as well as selective school quality indicators:

Elementary and Middle School:

- Proficiency – reading and mathematics
- Separate Academic – science, social studies and writing
- Growth – reading and mathematics; proficiency/English attainment (English learners only)

High School:

- Proficiency – ACT – reading and mathematics scores
- Separate Academic – Science and writing
- Graduation – four- and five-year rates
- Transition Readiness – ACT, college placement exams, dual credit, Advanced Placement, International Baccalaureate, industry certificates, career and technical education end-of-program exams (tied to articulated credit), apprenticeship, exceptional work experience, ACCESS for English learners

Schools, district and the state may earn star ratings in multiple ways. Because the overall scores are based on a formula using weights set by the Kentucky Board of Education for each indicator, there are different ways to earn each star rating. A school or district's profile of performance leads to an overall score that may result in different pathways to the star rating. For example, at the high school level, High School 1 and High School 2 received a 5-star rating. The proficiency rate is very high for both schools. However, the separate academic indicator is very high for one school and medium for the other. The transition readiness is high in one and very high the other. The graduation rate is medium vs. very high. Although their performance is different, the overall scores fall within the range of a five-star rating for both schools.

A four or five star school or district's star rating has been lowered if a school or district has one or more significant achievement gaps. Achievement gap means the difference between how well one student group compares to another student group. Achievement gaps can include:

- the highest-scoring racial group as compared to a lower-scoring racial group;
- economically disadvantaged students as compared to wealthier students;
- special education students as compared to students who do not qualify for special education services; and
- English learners as compared to non-English learners.

If there is a significant gap and the school/district/state earned a 4- or 5- star rating, the star rating has been decreased by one star (e.g. a 5-star school with a significant achievement gap is reported as a 4-star).

Schools, districts and the state will receive a new star rating every year when the accountability data is released publicly in the School Report Card (SRC).

The state and district report cards will differ slightly from the school report card. A school report card will have just one five-star rating, while the report card for districts and Kentucky overall will have three sets of stars, one each for all elementary, middle and high schools. Note: five districts have no high schools.

In alignment with the federal Every Student Succeed Act (ESSA), schools also are assigned federal classifications based on their accountability system performance.

In the fall of 2018, 418 schools were federally classified as Targeted Support and Improvement (TSI) Tier II because they had one or more subgroups performing as poorly as all students in any of the lowest performing 5% of schools by level. Those TSI Tier II schools met the requirements and expectations under the Every Student Succeeds Act (ESSA) for Additional Targeted Support and Improvement (ATSI) and were federally reported as ATSI schools pursuant to ESSA Section 1111(d)(2)(C)-(D). Beginning with reporting in the fall of 2019, Kentucky has adopted the ATSI terminology, which was introduced by Senate Bill 175 (2019) and aligns with ESSA, and will designate for ATSI any school identified as TSI Tier II in the fall of 2018 that failed to demonstrate continued progress on the data that served as the basis for identification.

There will be no new schools identified for ATSI in fall 2019. The next round of ATSI identification will occur in fall 2021. Additionally, there will be no TSI designations in fall 2019. Beginning with the 2020-2021 school year, and annually thereafter, the department will identify schools for TSI.

Schools that were federally classified in the fall of 2018 as Comprehensive Support and Improvement (CSI) and failed to demonstrate continued progress on the data that served as the basis for identification will remain in CSI status for the 2019-2020 school year. In addition, ESSA and KRS 160.346(3) require KDE to annually identify for CSI:

- The lowest-performing 5% of all schools by level based on the school's performance in the state accountability system;
- High schools with a four-year cohort graduation rate that is less than 80%; and
- Schools identified for Additional Targeted Support and Improvement (ATSI) that fail to exit that status.

NOTE: The earliest an ATSI school can be identified for CSI is 2021-2022.

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 2018-2019, as in the past, Kentucky public school students in grades 3 through 8 completed Kentucky Performance Rating for Educational Progress (K-PREP) tests in five content areas. Students take reading and mathematics assessments annually in grades 3 through 8. Other subjects are assessed once per grade level with science assessed in grades 4 and 7; and social studies and on-demand writing assessed in grades 5 and 8.

At the high school level, the state is moving to summative tests in reading and writing, mathematics, science and social studies developed by Kentucky teachers and aligned with the *Kentucky Academic Standards*.

As in past years, in spring 2019, high school juniors took the ACT college entrance exam. Since summative tests are under development, the ACT was used temporarily for reading and mathematics proficiency. High school students also complete science and writing tests in grade 11.

All data for the 2018-2019 assessment and accountability reporting are publicly available at kyschoolreportcard.com. To search for a school or district's results, simply type the name of the school or district in the search bar on the homepage. To search for results for all of Kentucky, enter "Kentucky" in the search bar.

ADDITIONAL DATA

Additional data is available in Appendix A showing the state and federal accountability cut scores. Also provided is the 2019 Kentucky Accountability Summary for School, District and State.

KENTUCKY'S ACCOUNTABILITY SYSTEM: WHAT YOU SHOULD KNOW

1. Kentucky's new 5-star accountability system will provide an overall rating for each Kentucky public school, district and the state ranging from 1 (the lowest) to 5 (the highest) stars. **Schools' and districts' new star ratings, along with other important education data, can be found online at kyschoolreportcard.com.**
2. Each school, district and the state were assigned a rating of one to five stars, based on the overall score of combined school-level measures and indicators of Proficiency, Separate Academic, Growth, Transition Readiness, and Graduation using the weights approved by Kentucky Board of Education. Quality of School Climate and Safety will be added as an indicator in 2019-2020.
3. Accountability Standard Setting meetings were held Aug. 23 and Sept. 4-5 to determine cut scores for the 5-star rating and indicator labels. The Standards Setting panel consisted of 23 district and school administrators, teachers, members of the Kentucky Board of Education, parent representatives and representatives of business and civil rights organizations.
4. During the accountability standard setting meetings, labels on each indicator were determined. The labels of very high, high, medium, low and very low on indicators for every school, district and the state will provide context to the indicator scores.
5. For the 5-star system, no specific percentage of schools are required to be at each rating level. School performance on indicators had to meet specified criteria that lead to an overall score.
6. All districts and schools are required to create comprehensive improvement plans based on their accountability results. In addition, a school designated for ATSI must have its improvement plan approved by the local board of education and must include within its improvement plan the following:
 - Components of turnaround leadership development and support;
 - Identification of critical resources inequities;
 - Evidence-based interventions; and
 - Additional actions that address the causes of consistently underperforming subgroups of students.
7. Improvement plans in schools that have been designated as CSI must be approved by the local board of education, superintendent, and commissioner of education and must be fully implemented by the first day of the school year following the year of CSI identification. The improvement plan in a CSI school is supported by a locally selected turnaround team and is informed by a statutorily mandated audit that includes:

- A diagnosis of the causes of the school's low performance;
- A recommendation to the superintendent regarding the school principal's capacity as a turnaround specialist, including if the principal should be reassigned;
- An assessment of the interaction among the superintendent, central office personnel and the school principal;
- A recommendation of the steps the school may implement to launch and sustain a turnaround process; and,
- A recommendation to the local board of education of the turnaround principles and strategies necessary for the superintendent to assist the school with turnaround.

Table 1: School Ratings

School Level	Total Number of Schools	1-Star	2-Star	3-Star	4-Star	5-Star
Elementary	725	46	132	364	146	37
Middle	319	23	65	159	60	12
High	228	20	54	120	27	7
Total	1272	89	251	643	233	56

Table 2: District Ratings

District Level	Total Number of Districts	1-Star	2-Star	3-Star	4-Star	5-Star
Elementary	173	4	34	107	27	1
Middle	173	8	31	94	37	3
High	168	4	47	94	18	5

State Ratings

As a state, the elementary, middle and high school levels are 3-star.

Table 3: Schools with Star Ratings Lowered Due to Significant Achievement Gap(s)

School Level	Total Number of Schools	5-Star Lowered to 4-Star	4-Star Lowered to 3-Star
Elementary	18	4	14
Middle	40	6	34
High	23	6	17
Total	81	16	65

Table 4: Districts with Star Ratings Lowered Due to Significant Achievement Gap(s)

District Level	Total Number of Districts	5-Star Lowered to 4-Star	4-Star Lowered to 3-Star
Elementary	1	0	1
Middle	19	2	17
High	8	2	6

Table 5: Schools* with/without Significant Achievement Gaps

School Level	No Significant Gaps	One (1) Gap	Two (2) Gaps	Three (3) Gaps	Four (4) Gaps	Five (5) Gaps
Elementary	651	50	5	1	0	0
Middle	223	81	8	4	2	1
High	170	46	8	2	0	2
Total	1054	177	21	7	2	3

*Does not include feeder schools (schools without assessed grades, e.g. K-2)

Table 6: Districts with/without Significant Achievement Gaps

District Level	No Significant Gaps	One (1) Gap	Two (2) Gaps	Three (3) Gaps	Four (4) Gaps	Five (5) Gaps
Elementary	164	9	0	0	0	0
Middle	125	42	6	0	0	0
High	134	28	5	1	0	0

2018-2019 ACCOUNTABILITY INDICATORS AND MEASURES

Accountability for 2018-2019 is based on indicators at each grade level. The measures for each indicator are calculated as outlined in [703 KAR 5:270](#), approved by the Kentucky Board of Education and included within the Kentucky's Every Student Succeeds Act (ESSA) Consolidated State Plan approved by United States Department of Education, to determine indicator scores.

Accountability comparisons with previous years are not valid. Accountability comparisons can be made between schools at each level (ie. elementary to elementary).

Table 7: State Indicator Scores for 2018-2019 Accountability¹

School Level	Proficiency Indicator (0 to 125)	Separate Academic Indicator (0 to 125)	Growth Indicator (0 to 300)	Transition Readiness Indicator (0 to 125)	Graduation Rate Indicator (0 to 100)
Elementary	70.4	64.7	57.7	--	--
Middle	72.3	63.3	52.5	--	--
High	56.8	62.0	--	66.8	91.1

¹Indicator scores do not reflect percentages.

Proficiency Indicator:

Proficiency is defined as reaching the desired level of knowledge and skills as measured on state-required academic assessments and is designed to measure how students achieve on *Kentucky's Academic Standards (KAS)* in *Reading* and *Mathematics*.

The measures used to determine proficiency are:

- Student performance on tests in reading and mathematics
- Reading and mathematics are measured at grades 3-8 through the K-PREP summative assessment and through the ACT sub scores at grade 11
- 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 8: Number of Schools and Proficiency Labels

School Level	Total Number of Schools	Very Low	Low	Medium	High	Very High
Elementary	725	72	186	215	202	50
Middle	319	38	83	76	82	40
High	228	34	69	73	33	19

Table 9: Number of Districts and Proficiency Labels

School Level	Total Number of Districts	Very Low	Low	Medium	High	Very High
Elementary	173	7	54	72	33	7
Middle	173	13	51	44	51	14
High	168	12	65	63	18	10

Separate Academic Indicator:

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

The measures used to determine the separate academic indicator are:

- Student performance on science, social studies and writing tests (*elementary and middle schools*)
- Student performance on science and writing tests (*high schools*)
- Highest proportion of weights are attributed to science and social studies
- 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 10: Number of Schools and Separate Academic Labels

School Level	Total Number of Schools	Very Low	Low	Medium	High	Very High
Elementary	716	108	149	226	145	88
Middle	317	40	85	97	70	25
High	228	27	48	90	39	24

Table 11: Number of Districts and Separate Academic Labels

School Level	Total Number of Districts	Very Low	Low	Medium	High	Very High
Elementary	173	16	37	77	34	9
Middle	173	16	48	66	36	7
High	168	11	40	76	22	19

Growth Indicator:

Growth is based on a comparison of student scores from one year to the next in reading and mathematics. This indicator also includes the progress of English learners on an English language proficiency exam that includes speaking, listening, reading and writing in English at the elementary and middle school levels. The English Language Proficiency growth results for English learners are included in the reading calculation.

Table 12: Number of Schools and Growth Labels

School Level	Total Number of Schools	Very Low	Low	Medium	High	Very High
Elementary	716	79	189	164	212	72
Middle	319	38	89	125	41	26

Table 13: Number of Districts and Growth Labels

School Level	Total Number of Districts	Very Low	Low	Medium	High	Very High
Elementary	173	14	50	57	49	3
Middle	173	11	44	78	23	17

Transition Readiness Indicator:

The Transition Readiness indicator gives students flexibility on how they demonstrate either academic or career readiness. This indicator also includes the attainment of English language proficiency for English learners on an exam that includes speaking, listening, reading and writing in English. The indicators include earning a high school diploma AND meeting expectations for either academic or career readiness by:

Academic Readiness

Meeting the benchmark* scores on a college admissions exam or a college placement exam; earning a grade of C or higher on 6 hours of KDE-approved dual credit classes; scoring 3+ on two Advanced Placement classes; scoring 5+ on two International Baccalaureate classes; meeting benchmark scores on two or more Cambridge Advanced International exams; or completing a combination of the indicators listed above.

Career Readiness

Receive an industry certification approved by the Kentucky Workforce Innovation Board; scoring at or above the benchmark on the career and technical education end-of-program assessments for articulated credit**; earning a grade of C or higher on 6 hours of career and technical education dual credit; completing a KDE/Labor Cabinet approved apprenticeship; or complete a KDE-approved method of demonstrating exceptional work experience.

* A benchmark is the minimum score a student must make on an exam to be considered Transition Ready. Meeting a benchmark score, which are set by the Council on Postsecondary Education and accepted at

all of Kentucky’s public universities and colleges, allows the student to enter credit-bearing college or university classes in that particular content area.

*** Students take an exam associated with their chosen CTE pathway, which assesses their knowledge of the content covered in those particular classes. The student will be awarded college credit for receiving a passing score on the exam once they enroll in a public college or university in Kentucky that has signed an agreement with the Kentucky Department of Education. The college or university may establish other requirements (such as coursework and GPA requirements) before awarding a student college credit.*

Table 14: Number of Schools and Transition Readiness Labels

School Level	Total Number of Schools	Very Low	Low	Medium	High	Very High
High	228	30	62	71	40	25

Table 15: Number of Districts and Transition Readiness Labels

School Level	Total Number of Districts	Very Low	Low	Medium	High	Very High
High	168	12	49	55	36	16

Graduation Indicator:

The Graduation indicator includes a 5-year and 4-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 indicator averages the 4- and 5-year rates.

Table 16: Number of Schools and Graduation Labels

School Level	Total Number of Schools	Very Low	Low	Medium	High	Very High
High	228	22	42	32	61	71

Table 17: Number of Districts and Graduation Labels

School Level	Total Number of Districts	Very Low	Low	Medium	High	Very High
High	168	18	35	36	41	38

Table 18: High Schools – Graduation Rate Indexes Disaggregated by Student Group

Student Groups ¹	Graduation Rate Index	4-Year Cohort Graduation Rate	5-Year Cohort Graduation Rate
All Students	91.1	90.6	91.6
White	92.6	92.1	93.0
African American	84.0	83.2	84.8
Hispanic or Latino	84.7	84.1	85.3
Asian	94.2	93.9	94.4
American Indian or Alaska Native	89.6	90.3	88.9
Native Hawaiian or Other Pacific Islander	86.9	88.1	85.7
Two or More Races	89.4	88.7	90.1
English Learners Plus Monitored	78.8	78.0	79.6
Economically Disadvantaged	89.3	87.9	90.6
Disability-With IEP (Total)	77.5	75.9	79.0

¹ Students can be identified for multiple student groups.

FEDERAL REPORTING

Table 19: CSI Schools

School Level	Total Number of Schools	Total Number of Title I Schools	Bottom 5% of Title I Schools	Total Schools Required (Bottom 5% of Title I Schools)
Elementary	725	658	33	34
Middle	319	238	12	13
High	228	101	5	5
Total	1,272	997	50	52

*Three schools were identified for meeting CSI I and CSI II criteria

STATE TESTING RESULTS

State Testing

Kentucky administers state tests known as K-PREP – Kentucky Performance Rating for Educational Progress (K-PREP). The tests were developed by Kentucky teachers and align with the *Kentucky Academic Standards* in each content area.

For elementary and middle schools, all students in grades 3 through 8 take reading and mathematics tests in the spring of each year. The other subjects are tested once per grade level (science in grades 4 and 8; social studies and on-demand writing in grades 5 and 8).

For 2018-2019, with the exception of science and writing, high school scores come from the junior administration of the ACT college entrance exam given in spring 2019.

Students with disabilities who qualify take alternate K-PREP tests. English learners take ACCESS 2.0, which serves as the basis for English proficiency determinations.

Student performance on these tests serves as the basis for several indicators in Kentucky's accountability system.

Student performance on state tests

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 20: Percentage of Students Performing at Proficient/Distinguished Levels

Subject	Year	Elementary	Middle	High
Reading	2015	54.2	53.8	56.8
	2016	56.0	55.2	56.5
	2017	54.3	56.9	55.8
	2018	54.6	60.0	45.4 ¹
	2019	54.6	59.6	44.5
Mathematics	2015	48.8	42.8	38.2
	2016	51.8	47.0	42.3
	2017	49.1	47.0	38.1
	2018	48.8	47.0	37.5 ¹
	2019	48.6	46.4	35.3 ¹
Science ²	2018	30.8	25.9	29.6 ¹
	2019	31.7	26.0	29.9
Social Studies	2015	60.6	58.6	56.9
	2016	57.7	59.7	59.2
	2017	60.0	60.5	57.5
	2018	53.0	60.2	n/a ³
	2019	53.0	58.8	n/a ³
Writing On-Demand	2015	43.8	n/a ⁴	n/a ⁴
	2016	41.0	n/a ⁴	n/a ⁴
	2017	45.9	37.2	37.2
	2018	40.5	44.3	51.8
	2019	46.6	31.9	50.3

¹ Reported Performance Level Percentages are for the ACT and Alternate K-PREP assessment.

² Elementary and middle school students were assessed with the new *Kentucky Academic Standards for Science*. Performance levels and scores are not reported for students in prior years as the assessments measured old standards, which are not comparable.

³ High school students, with the exception of Alternate Assessment students, were not assessed in social studies, so no performance level percentages 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. Middle and high school scores are not comparable to prior years.

Elementary School Performance

Table 21: Elementary Performance Level Percentages by Content Area

Subject	Year	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
Reading	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
	2018	20.3	25.1	35.8	18.8	54.6
	2019	20.4	25.1	35.9	18.7	54.6
Mathematics	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
	2018	18.9	32.2	32.5	16.4	48.8
	2019	19.0	32.3	32.3	16.4	48.6
Science ¹	2018	15.3	53.9	27.7	3.2	30.8
	2019	14.9	53.4	28.4	3.3	31.7
Social Studies	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
	2018	13.7	33.3	41.4	11.6	53.0
	2019	14.2	32.8	41.1	11.9	53.0
Writing On-Demand	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
	2018	18.2	41.3	33.0	7.5	40.5
	2019	24.6	28.8	40.9	5.7	46.6

¹ Elementary students were assessed with the new *Kentucky Academic Standards for Science*. Performance levels and scores are not reported for students in prior years as the assessments measured old standards, which are not comparable.

Table 22: 2018-2019 Elementary School Reading Performance Level Percentages Disaggregated by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
All Students	20.4	25.1	35.9	18.7	54.6
White	16.6	24.0	38.2	21.1	59.3
African American	40.2	28.7	24.2	6.9	31.1
Hispanic	28.3	30.2	31.1	10.4	41.5
Asian	15.9	19.8	34.2	30.1	64.3
American Indian or Alaska Native	22.5	24.7	34.3	18.5	52.8
Native Hawaiian or Other Pacific Islander	27.9	24.2	34.0	14.0	47.9
Two or More Races	23.1	26.8	34.1	16.0	50.1
English Learners plus Monitored	34.6	31.6	26.6	7.2	33.8
Economically Disadvantaged	26.0	28.2	33.3	12.5	45.8
Disability-with IEP (Total)	38.9	26.9	24.0	10.1	34.2

¹ Students can be identified for multiple student groups.

Table 23: 2018-2019 Elementary School Mathematics Performance Level Percentages Disaggregated by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
All Students	19.0	32.3	32.3	16.4	48.6
White	15.7	31.4	34.4	18.4	52.8
African American	38.1	36.4	20.3	5.2	25.5
Hispanic	24.7	36.9	28.9	9.5	38.4
Asian	9.5	20.1	31.2	39.2	70.4
American Indian or Alaska Native	18.0	37.1	28.7	16.3	44.9
Native Hawaiian or Other Pacific Islander	26.0	33.0	27.0	14.0	40.9
Two or More Races	22.1	34.7	30.5	12.7	43.2
English Learners plus Monitored	28.3	37.4	25.9	8.4	34.3
Economically Disadvantaged	24.6	36.5	28.8	10.2	39.0
Disability-with IEP (Total)	39.0	33.4	20.2	7.5	27.7

¹ Students can be identified for multiple student groups.

Table 24: 2018-2019 Elementary School Science Performance Level Percentages Disaggregated by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
All Students	14.9	53.4	28.4	3.3	31.7
White	11.4	52.8	32.0	3.8	35.8
African American	35.1	52.9	11.3	0.6	12.0
Hispanic	20.8	59.6	18.4	1.3	19.6
Asian	9.6	43.7	36.9	9.8	46.7
American Indian or Alaska Native	21.4	48.2	28.6	1.8	30.4
Native Hawaiian or Other Pacific Islander	17.9	61.2	19.4	1.5	20.9
Two or More Races	17.5	56.3	23.4	2.8	26.2
English Learners plus Monitored	24.4	61.1	13.9	0.6	14.5
Economically Disadvantaged	19.4	57.0	21.7	1.8	23.5
Disability-with IEP (Total)	26.4	51.9	19.0	2.7	21.7

¹ Students can be identified for multiple student groups.

Table 25: 2018-2019 Elementary School Social Studies Performance Level Percentages Disaggregated by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
All Students	14.2	32.8	41.1	11.9	53.0
White	10.7	31.3	44.3	13.6	57.9
African American	33.1	39.5	24.1	3.3	27.4
Hispanic	20.7	39.2	34.0	6.2	40.2
Asian	11.4	22.6	39.1	26.9	66.0
American Indian or Alaska Native	23.5	35.3	35.3	5.9	41.2
Native Hawaiian or Other Pacific Islander	19.0	30.4	34.2	16.5	50.6
Two or More Races	16.0	34.7	40.8	8.6	49.4
English Learners plus Monitored	29.1	42.1	25.2	3.5	28.7
Economically Disadvantaged	18.8	37.8	36.3	7.2	43.5
Disability-with IEP (Total)	34.7	37.2	23.0	5.1	28.1

¹ Students can be identified for multiple student groups.

Table 26: 2018-2019 Elementary School Writing On-demand Performance Level Percentages Disaggregated by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
All Students	24.6	28.8	40.9	5.7	46.6
White	21.4	28.3	43.8	6.5	50.3
African American	43.5	29.8	24.8	1.9	26.7
Hispanic	29.3	32.2	35.4	3.1	38.4
Asian	15.0	23.3	50.9	10.8	61.7
American Indian or Alaska Native	30.9	26.5	36.8	5.9	42.6
Native Hawaiian or Other Pacific Islander	27.8	27.8	38.0	6.3	44.3
Two or More Races	27.3	31.2	36.9	4.6	41.4
English Learners plus Monitored	37.1	32.9	28.1	1.9	30.1
Economically Disadvantaged	30.7	31.0	34.9	3.5	38.3
Disability-with IEP (Total)	52.5	26.1	19.0	2.4	21.4

¹ Students can be identified for multiple student groups.

Middle School Performance

Table 27: Middle School Performance Level Percentages by Content Area

Subject	Year	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
Reading	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
	2018	19.2	20.8	38.3	21.7	60.0
	2019	19.5	20.9	37.8	21.9	59.6
Mathematics	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
	2018	14.2	38.7	34.0	13.1	47.0
	2019	14.6	39.0	33.7	12.7	46.4
Science ¹	2018	20.7	53.4	23.9	1.9	25.9
	2019	20.6	53.4	24.1	1.9	26.0
Social Studies	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
	2018	9.5	30.2	42.9	17.4	60.2
	2019	10.2	31.0	42.4	16.4	58.8
Writing On-Demand	2017	16.3	46.5	24.9	12.3	37.2
	2018	14.4	41.3	33.5	10.8	44.3
	2019	20.4	47.7	21.6	10.4	31.9

¹ Middle school students were assessed with the new *Kentucky Academic Standards for Science*. Performance levels and scores are not reported for students in prior years as the assessments measured old standards, which are not comparable.

Table 28: 2018-2019 Middle School Reading Performance Level Percentages Disaggregated by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
All Students	19.5	20.9	37.8	21.9	59.6
White	16.0	20.0	39.6	24.3	63.9
African American	39.7	24.4	27.1	8.7	35.9
Hispanic	26.8	24.8	34.8	13.6	48.4
Asian	13.5	13.4	34.8	38.4	73.1
American Indian or Alaska Native	26.4	15.2	35.5	22.8	58.4
Native Hawaiian or Other Pacific Islander	25.6	24.1	34.4	15.9	50.3
Two or more races	21.4	23.9	37.0	17.8	54.8
English Learner plus Monitored	55.1	26.2	16.3	2.4	18.7
Economically Disadvantaged	25.7	24.4	35.6	14.2	49.8
Disability-With IEP (Total)	47.3	25.7	21.2	5.8	27.0

¹ Students can be identified for multiple student groups.

Table 29: 2018-2019 Middle School Mathematics Performance Level Percentages Disaggregated by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
All Students	14.6	39.0	33.7	12.7	46.4
White	11.7	37.6	36.5	14.2	50.7
African American	32.4	45.4	18.8	3.3	22.2
Hispanic	19.4	45.9	27.6	7.1	34.7
Asian	7.7	22.2	35.1	35.0	70.2
American Indian or Alaska Native	15.7	37.1	33.0	14.2	47.2
Native Hawaiian or Other Pacific Islander	16.4	47.2	28.2	8.2	36.4
Two or More Races	17.4	43.0	30.7	8.9	39.6
English Learners plus Monitored	38.3	46.7	12.4	2.7	15.0
Economically Disadvantaged	19.5	44.9	28.7	6.9	35.6
Disability-with IEP (Total)	37.6	44.0	14.8	3.6	18.4

¹ Students can be identified for multiple student groups.

Table 30: 2018-2019 Middle School Science Performance Level Percentages Disaggregated by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
All Students	20.6	53.4	24.1	1.9	26.0
White	17.7	53.6	26.6	2.1	28.7
African American	38.4	51.9	9.4	0.3	9.7
Hispanic	26.3	56.2	16.8	0.7	17.5
Asian	12.7	37.4	41.8	8.1	49.9
American Indian or Alaska Native	17.1	51.3	28.9	2.6	31.6
Native Hawaiian or Other Pacific Islander	29.6	57.4	13.0	0.0	13.0
Two or More Races	22.0	56.1	20.4	1.6	22.0
English Learners plus Monitored	47.7	47.2	4.9	0.2	5.1
Economically Disadvantaged	26.5	56.1	16.7	0.8	17.4
Disability-with IEP (Total)	41.3	48.5	9.6	0.6	10.2

¹ Students can be identified for multiple student groups.

Table 31: 2018-2019 Middle School Social Studies Performance Level Percentages Disaggregated by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
All Students	10.2	31.0	42.4	16.4	58.8
White	7.7	29.1	45.0	18.2	63.2
African American	25.2	41.2	28.2	5.3	33.6
Hispanic	15.2	38.3	37.4	9.0	46.5
Asian	7.7	16.6	39.9	35.8	75.7
American Indian or Alaska Native	14.5	25.5	41.8	18.2	60.0
Native Hawaiian or Other Pacific Islander	11.9	47.8	25.4	14.9	40.3
Two or More Races	10.7	36.2	40.3	12.8	53.1
English Learners plus Monitored	41.8	43.1	14.3	0.8	15.1
Economically Disadvantaged	14.2	38.0	38.0	9.7	47.8
Disability-with IEP (Total)	33.4	42.8	20.5	3.3	23.8

¹ Students can be identified for multiple student groups.

Table 32: 2018-2019 Middle School Writing On-demand Performance Level Percentages Disaggregated by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
All Students	20.4	47.7	21.6	10.4	31.9
White	17.4	47.9	23.3	11.4	34.8
African American	40.1	45.2	10.8	3.9	14.8
Hispanic	25.1	51.4	17.1	6.4	23.5
Asian	12.1	37.4	28.0	22.4	50.4
American Indian or Alaska Native	25.5	38.2	23.6	12.7	36.4
Native Hawaiian or Other Pacific Islander	25.4	52.2	13.4	9.0	22.4
Two or More Races	22.3	49.8	20.5	7.4	27.9
English Learners plus Monitored	50.7	41.5	6.1	1.7	7.8
Economically Disadvantaged	26.3	49.8	17.3	6.6	23.9
Disability-with IEP (Total)	55.5	36.4	6.3	1.8	8.0

¹ Students can be identified for multiple student groups.

High School Performance

Table 33: 2018-2019 High School Performance Level Percentages by Content Area

Subject	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
Reading ¹	32.9	22.6	30.6	13.9	44.5
Mathematics ¹	30.5	34.3	28.0	7.2	35.3
Science ²	20.9	49.2	27.8	2.1	29.9
Writing On-Demand ²	16.4	33.3	42.1	8.2	50.3

¹ Reported Performance Level Percentages are for the ACT and Alternate K-PREP assessment.

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

Table 34: 2018-2019 High School Reading Performance Level Percentages Disaggregated by Student Group¹

Student Groups ²	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
All Students	32.9	22.6	30.6	13.9	44.5
White	28.7	22.3	33.2	15.8	48.9
African American	54.9	24.0	17.5	3.6	21.1
Hispanic	46.8	23.9	22.5	6.8	29.3
Asian	27.9	19.6	28.9	23.6	52.5
American Indian or Alaska Native	41.5	26.2	24.6	7.7	32.3
Native Hawaiian or Other Pacific Islander	35.0	31.7	26.7	6.7	33.3
Two or More Races	36.4	25.2	28.3	10.1	38.4
English Learners plus Monitored	77.7	16.3	5.8	0.3	6.1
Economically Disadvantaged	43.3	24.4	24.8	7.5	32.3
Disability-with IEP (Total)	63.1	20.3	13.3	3.2	16.6

¹ Reported Performance Level Percentages are for the ACT and Alternate K-PREP assessment.

² Students can be identified for multiple student groups.

Table 35: 2018-2019 High School Mathematics Performance Level Percentages Disaggregated by Student Group¹

Student Groups²	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
All Students	30.5	34.3	28.0	7.2	35.3
White	26.6	34.4	30.9	8.1	39.0
African American	52.7	33.8	12.4	1.0	13.5
Hispanic	41.8	35.6	19.9	2.7	22.6
Asian	20.1	22.5	31.1	26.4	57.4
American Indian or Alaska Native	37.5	31.3	29.7	1.6	31.3
Native Hawaiian or Other Pacific Islander	31.7	40.0	20.0	8.3	28.3
Two or More Races	35.0	37.6	23.9	3.6	27.5
English Learners plus Monitored	68.8	23.5	6.3	1.4	7.7
Economically Disadvantaged	40.8	36.7	19.8	2.7	22.5
Disability-with IEP (Total)	66.7	24.9	7.3	1.1	8.4

¹ Reported Performance Level Percentages are for the ACT and Alternate K-PREP assessment.

² Students can be identified for multiple student groups.

Table 36: 2018-2019 High School Science Performance Level Percentages Disaggregated by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
All Students	20.9	49.2	27.8	2.1	29.9
White	17.5	49.4	30.8	2.3	33.2
African American	40.9	48.4	10.4	0.3	10.6
Hispanic	29.0	51.7	18.6	0.7	19.4
Asian	17.5	37.6	37.4	7.6	45.0
American Indian or Alaska Native	23.8	47.6	28.6	0.0	28.6
Native Hawaiian or Other Pacific Islander	19.6	55.4	19.6	5.4	25.0
Two or More Races	23.6	52.5	21.7	2.2	23.9
English Learners plus Monitored	57.4	38.9	3.7	0.0	3.7
Economically Disadvantaged	27.4	52.2	19.5	0.8	20.4
Disability-with IEP (Total)	46.9	44.8	7.9	0.4	8.3

¹ Students can be identified for multiple student groups.

Table 37: 2018-2019 High School Writing On-demand Performance Level Percentages Disaggregated by Student Group

Student Groups¹	Novice	Apprentice	Proficient	Distinguished	Proficient/ Distinguished
All Students	16.4	33.3	42.1	8.2	50.3
White	13.2	31.8	45.8	9.2	55.1
African American	32.7	41.9	23.1	2.2	25.4
Hispanic	26.7	40.0	29.2	4.1	33.3
Asian	18.6	24.9	39.6	16.9	56.6
American Indian or Alaska Native	23.8	31.7	38.1	6.3	44.4
Native Hawaiian or Other Pacific Islander	19.6	39.3	37.5	3.6	41.1
Two or More Races	19.2	35.8	39.4	5.6	45.0
English Learners plus Monitored	56.1	34.5	8.8	0.6	9.4
Economically Disadvantaged	21.8	38.0	35.4	4.8	40.2
Disability-with IEP (Total)	45.6	40.3	12.9	1.2	14.1

¹ Students can be identified for multiple student groups.

APPENDIX A – State and Federal Accountability Cut Scores

5-Star Rating

Level	1-Star	2-Star	3-Star	4-Star	5-Star
Elementary	0-46.9	47.0-58.9	59.0-70.9	71.0-78.9	79.0 or more
Middle	0-51.9	52.0-58.9	59.0-66.9	67.0-73.9	74.0 or more
High	0-50.9	51.0-61.9	62.0-71.9	72.0-78.9	79.0 or more

Elementary

Indicators	Very Low	Low	Medium	High	Very High
Proficiency	0-50.9	51.0-66.9	67.0-76.9	77.0-89.9	90.0 or more
Separate	0-49.9	50.0-61.9	62.0-71.9	72.0-79.9	80.0 or more
Growth	0-47.9	48.0-54.9	55.0-59.9	60.0-68.9	69.0 or more

Middle

Indicators	Very Low	Low	Medium	High	Very High
Proficiency	0-59.9	60.0-69.9	70.0-75.9	76.0-85.9	86.0 or more
Separate	0-51.9	52.0-60.9	61.0-69.9	70.0-78.9	79.0 or more
Growth	0-45.9	46.0-50.9	51.0-56.9	57.0-60.9	61.0 or more

High

Indicators	Very Low	Low	Medium	High	Very High
Proficiency	0-43.9	44.0-53.9	54.0-64.9	65.0-73.9	74.0 or more
Separate	0-50.9	51.0-60.9	61.0-69.9	70.0-74.9	75.0 or more
Transition	0-55.9	56.0-68.9	69.0-79.9	80.0-87.9	88.0 or more
Graduation	0-89.9	90.0-92.9	93.0-94.9	95.0-96.9	97.0 or more

Federal Classification

Elementary	0-45.0
Middle	0-49.6
High	0-37.3

APPENDIX B – 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

Year	English	Mathematics	Reading	Science	Composite	Total Tested
2014-2015	19.0	18.9	19.8	19.3	19.4	45,110
2015-2016	19.0	19.0	19.9	19.8	19.5	45,379
2016-2017	19.2	19.4	20.3	19.9	19.8	45,808
2017-2018	18.8	18.8	19.8	19.2	19.3	45,672
2018-2019	18.2	18.5	19.5	19.1	19.0	45,217

Kentucky’s Transition Readiness Indicator includes an academic/career-readiness component. Students may demonstrate academic readiness at the high school level by meeting the Kentucky Council on Postsecondary Education’s (CPE) systemwide benchmarks for English (18), mathematics (19) and 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 B: Percentages of Kentucky Public School Juniors Who Meet CPE Benchmarks for College-Level Readiness

Year	English	Mathematics	Reading
2014-2015	55.6	38.2	47.7
2015-2016	54.7	39.9	49.5
2016-2017	56.2	43.9	53.6
2017-2018	51.2	38.9	47.1
2018-2019	49.1	36.4	46.0