

The background of the slide is a composite image. The top left shows a line of yellow school buses with "SCHOOL BUS" written on the front. The bottom left shows a classroom with blue walls, desks, chairs, and colorful balloons. A white diagonal line separates the two images.

# 2023 Data Highlights

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# Introduction

- The data publicly released on October 31 is school accountability data.
- School staff have had student assessment results since August (earlier for some assessments such as ACT, ACCESS).
- KSA Released Items were provided to districts in September (AKSA Released Items in October).
- Year-to-Year Accountability is not comparable. Changes or new implementation in the accountability system components have resulted in a different meaning of the Overall Performance Rating (label, star, color).
- Comparisons can be made in assessment performance and in accountability between schools at each grade level (i.e., elementary to elementary) within the same year.

# Testing and Accountability Since 2019 Overview

2018-2019

Testing and first reporting of the star rating system

2020

2020 Passage of KY Senate Bill (SB) 158

2019-2020

ACCESS, ACT testing and Graduation Rate reported. COVID-19 waiver, no state summative testing or accountability

2020-2021

Accountability regulation revised, testing with lower participation rate and public reporting

2021-2022

Full state testing, SB 158 accountability including status (current year performance)

2022-2023

Full state testing and SB 158 accountability including status and change (current year compared to prior year)

# Required Reporting/Identification

## ESSA Identification

### Comprehensive Support and Improvement (CSI)

- Bottom 5% of Title I schools – (Kentucky includes non-Title I schools)
- High schools with less than an 80% graduation rate

### Targeted Support and Improvement (TSI)

- Has one or more of the same student groups performing 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) based on school performance for three consecutive years.

### Additional Targeted Support and Improvement (ATSI)

- Was identified for Targeted Support and Improvement (TSI) in the immediately preceding year and has one or more student groups performing as poorly as all students in the lowest performing 5% of Title I schools or non-Title I schools (by level – elementary, middle or high school) based on school performance.

## Kentucky Reporting

**Status Score:** Current year performance on each indicator

**Status Levels:** Very High, High, Medium, Low, Very Low

**Change Score:** Difference in Status from the current year to the prior year on each Indicator

**Change Levels:** Increased Significantly, Increased, Maintained, Declined, Declined Significantly

**Indicator Score:** Combination of Status and Change

**Indicator Performance Ratings :** Blue, Green, Yellow, Orange, Red

**Overall Score:** Weighted combination of Indicator data

**Overall Performance Rating:** Blue, Green, Yellow, Orange, Red

# Federal Classification in 2023

- Targeted Support and Improvement (TSI) identification is required annually. Fall 2023 identification is based on two consecutive years of data (2021-2022 and 2022-2023).
- The next identification of Comprehensive Support and Improvement (CSI I and CSI II) will be in the fall of 2025.
- Schools that no longer meet identification criteria and have demonstrated progress will exit federal classification status in 2023.

*It is important to note that during the 2022-2023 school year 23 schools previously identified as CSI have exited this status. Additionally, 185 schools previously identified as TSI have exited as well.*

# Federal Classifications 2023

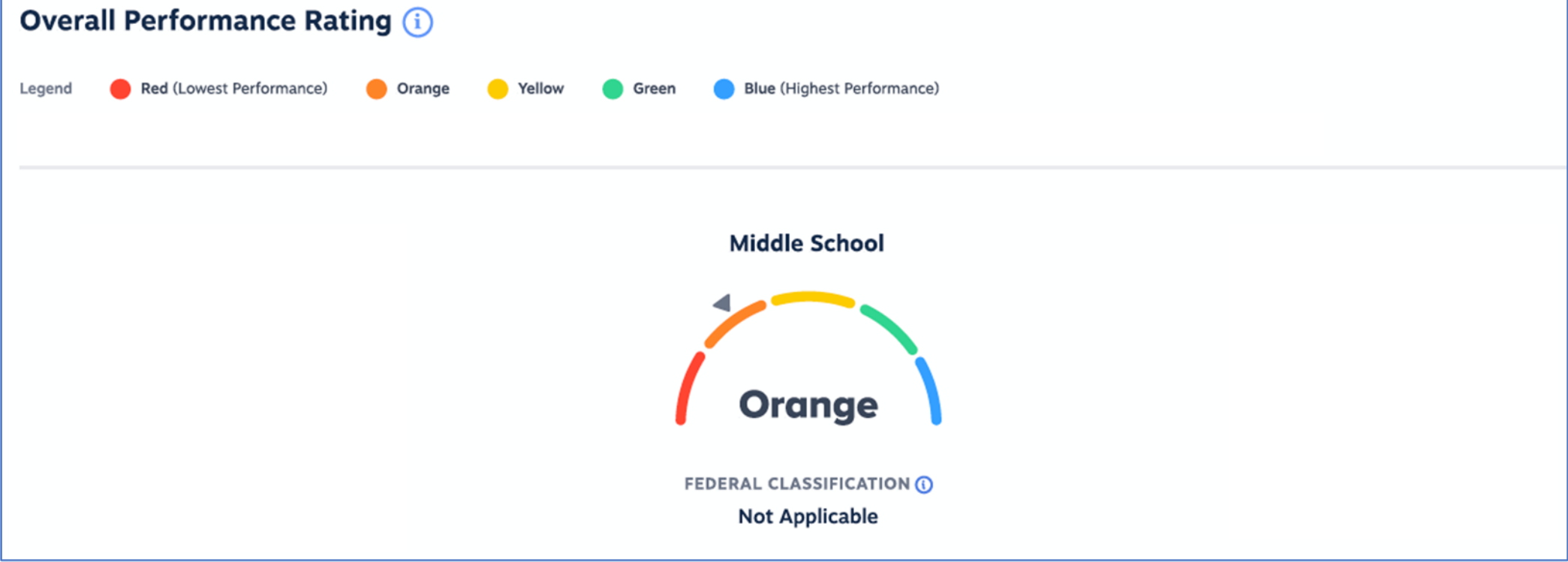
School Level	Total Number of Schools	Total Number of Title I Schools	Total Schools identified for CSI* (CSI I, CSI II and CSI III**)	Total Schools identified for TSI	Total Schools identified for ATSI
Elementary	719	659	17	86	0
Middle	318	246	8	95	0
High	228	111	3	43	0
<b>Total</b>	<b>1,265</b>	<b>1,016</b>	<b>28</b>	<b>224</b>	<b>0</b>

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

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

# Example School: Overall Performance Rating

Component: Overall Performance Rating (Blue to Red)



# Overall Performance Ratings

## 2022-2023 Overall Performance Ratings - Schools

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

## 2022-2023 Overall Performance Ratings - Districts

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



# Example Indicator Performance Rating

Components: Status Level, Change Level, Indicator Performance Rating

Rating	Color
Score	Number
Level	Description

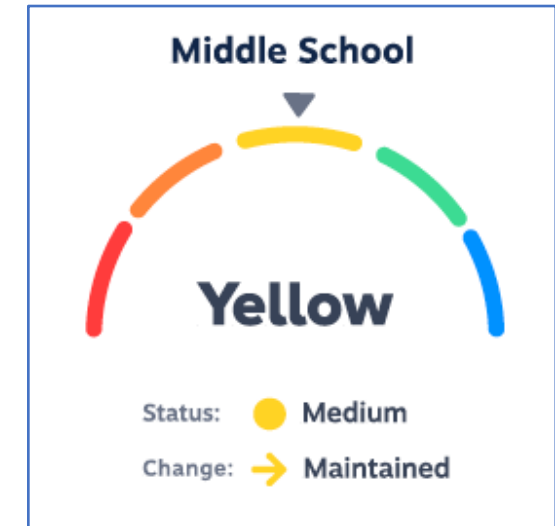
Indicator Score
Reading
Mathematics

**State Assessments: Reading & Mathematics Indicator Rating** ⓘ

Status    ● Very low    ● Low    ● Medium    ● High    ● Very High

Change    ↓ Declined significantly    ↘ Declined    → Maintained    ↗ Increased    ↑ Increased significantly

*For each state indicator, in addition to the five color-coded performance levels, there will be five **status levels** ranging from very low to very high and five **change levels** ranging from declined significantly to increased significantly. "Change" is determined by using the difference in performance of each indicator from the prior year to the current year. [Learn more](#)*



# Assessment Results

# Percentage of Students Performing at Proficient/Distinguished Levels Reading/Mathematics

Subject	Year	Elementary	Middle	High
Reading	2016	56%	55%	57% <sup>1</sup>
	2017	54%	57%	56% <sup>1</sup>
	2018	55%	60%	45% <sup>2</sup>
	2019	55%	60%	45% <sup>2</sup>
	2020	-----	No State Assessment	-----
	2021	-----	Limited Participation <sup>3</sup>	-----
	2022	45%	44%	44%
	2023	47%	45%	44%
	2023			
Mathematics	2016	52%	47%	42% <sup>1</sup>
	2017	49%	47%	38% <sup>1</sup>
	2018	49%	47%	38% <sup>2</sup>
	2019	49%	46%	35% <sup>2</sup>
	2020	-----	No State Assessment	-----
	2021	-----	Limited Participation <sup>3</sup>	-----
	2022	38%	37%	36%
	2023	42%	37%	33%
	2023			

<sup>1</sup> Students completed ACT QualityCore® End-of-Course (EOC) exams in Algebra II, English II, Biology and U.S. History.

<sup>2</sup> Reported Performance Level Percentages are for the ACT and Alternate K-PREP assessment.

<sup>3</sup> Assessed Kentucky Academic Standards to meet federal testing requirements with limited participation and no accountability.

# Percentage of Students Performing at Proficient/Distinguished Levels Science

Subject	Year	Elementary	Middle	High
Science	2016	n/a <sup>2</sup>	n/a <sup>2</sup>	38% <sup>1</sup>
	2017	n/a <sup>3</sup>	n/a <sup>3</sup>	41% <sup>1</sup>
	2018	31% <sup>5</sup>	26% <sup>5</sup>	30% <sup>4</sup>
	2019	32% <sup>5</sup>	26% <sup>5</sup>	30% <sup>5</sup>
	2020	-----	No State Assessment	-----
	2021	-----	Limited Participation <sup>6</sup>	-----
	2022	29%	22%	14%
	2023	35%	23%	10%

<sup>1</sup> Students completed ACT QualityCore® End-of-Course (EOC) exams in Algebra II, English II, Biology and U.S. History.

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

<sup>3</sup> Elementary and middle school students, with the exception of Alternate Assessment students, participated in a field test of the new science assessment, so no performance level percentages are reported.

<sup>4</sup> Reported Performance Level Percentages are for the ACT and Alternate K-PREP assessment.

<sup>5</sup> Assessed with the new Kentucky Science Academic Standards.

<sup>6</sup> Assessed Kentucky Academic Standards to meet federal testing requirements with limited participation and no accountability.

# Percentage of Students Performing at Proficient/Distinguished Levels Social Studies/Writing On-Demand

Subject	Year	Elementary	Middle	High
Social Studies	2016	58%	60%	59% <sup>1</sup>
	2017	60%	61%	58% <sup>1</sup>
	2018	53%	60%	n/a <sup>3</sup>
	2019	53%	59%	n/a <sup>3</sup>
	2020	-----	No State Assessment	-----
	2021	-----	Limited Participation <sup>4</sup>	-----
	2022	37%	36%	34%
	2023	42%	34%	37%
Writing On-Demand	2016	41%	n/a <sup>2</sup>	n/a <sup>2</sup>
	2017	46%	37% <sup>2</sup>	59% <sup>2</sup>
	2018	41%	44%	52%
	2019	47%	32%	50%
	2020	-----	No State Assessment	-----
	2021	-----	Limited Participation <sup>4</sup>	-----
	2022	32%	38%	36%
	2023	39%	44%	40%

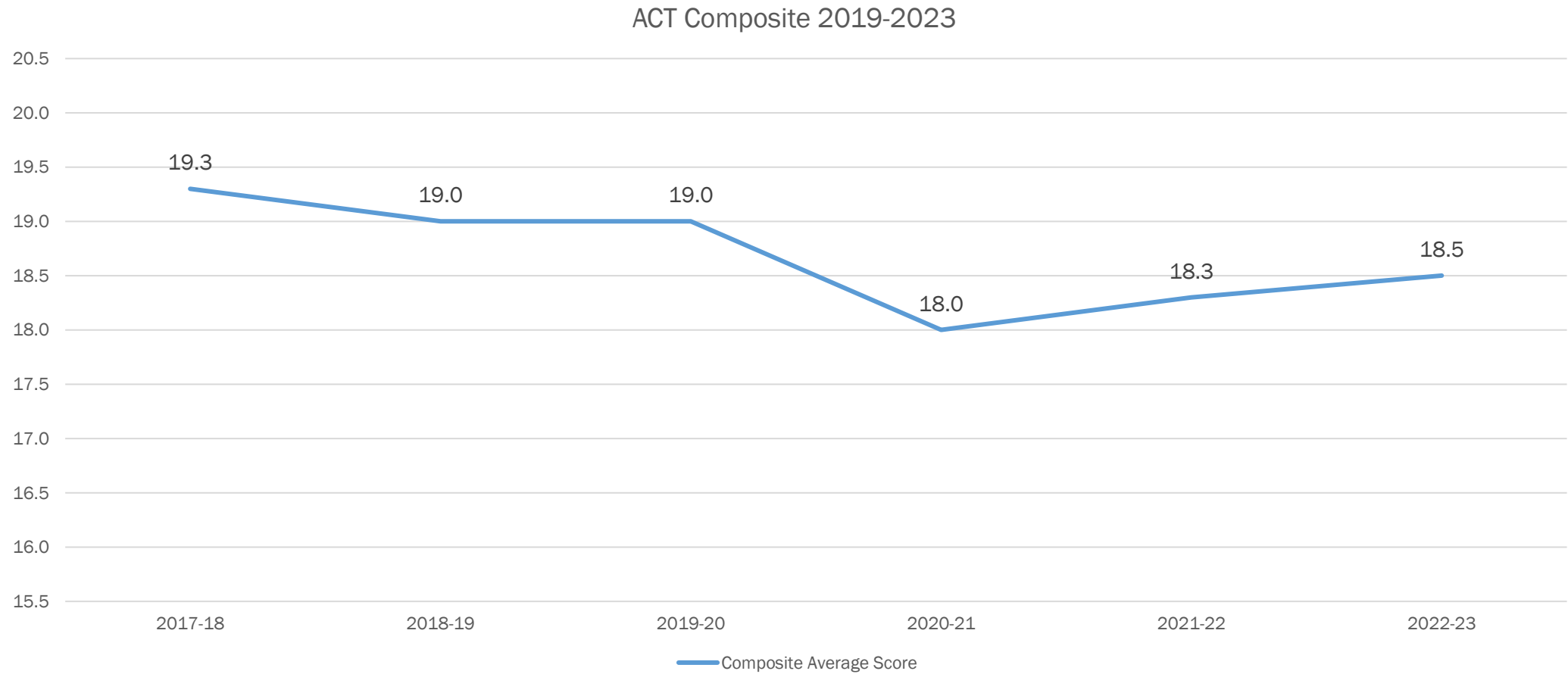
<sup>1</sup> Students completed ACT QualityCore® End-of-Course (EOC) exams in Algebra II, English II, Biology and U.S. History.

<sup>2</sup> 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.

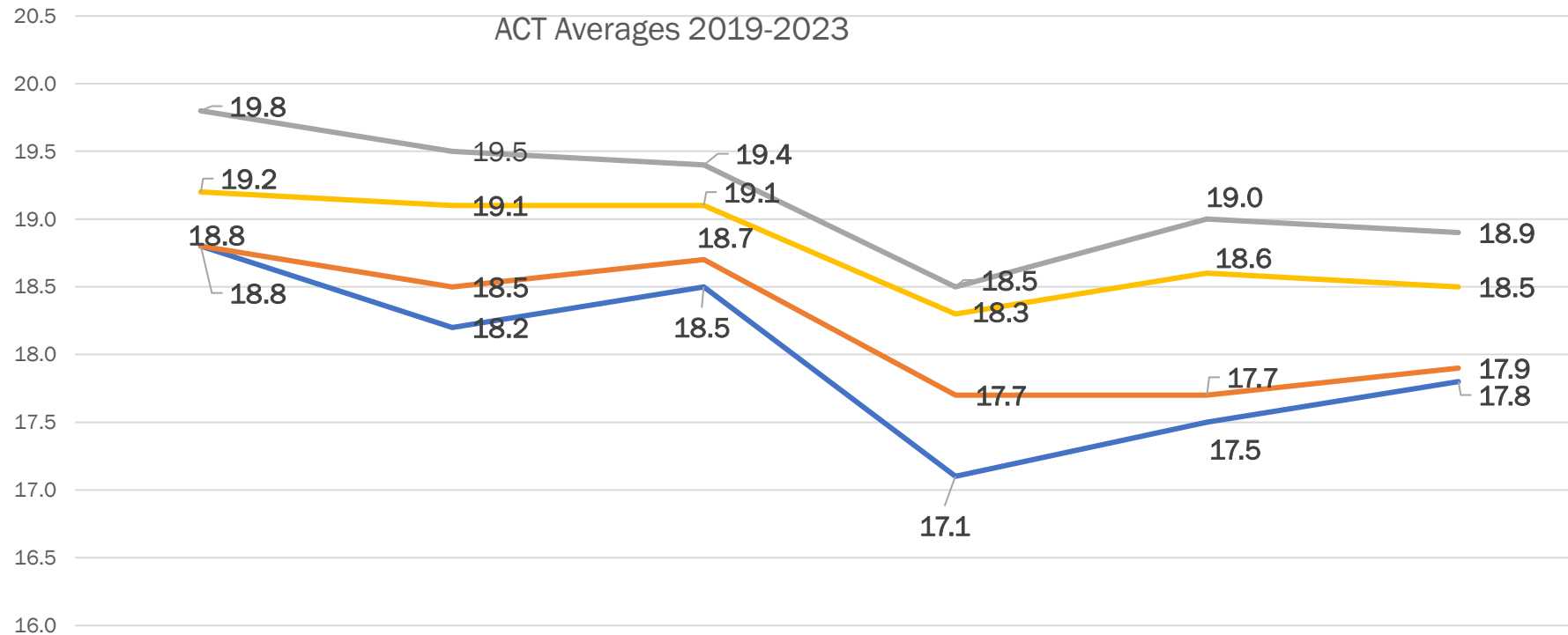
<sup>3</sup> High school students, with the exception of Alternate Assessment students, were not assessed in social studies, so no performance level percentages are reported.

<sup>4</sup> Assessed Kentucky Academic Standards to meet federal testing requirements with limited participation and no accountability.

# ACT Composite Scores 2018-2023



# ACT Average Content Scores 2018-2023



	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
English Average Score	18.8	18.2	18.5	17.1	17.5	17.8
Mathematics Average Score	18.8	18.5	18.7	17.7	17.7	17.9
Reading Average Score	19.8	19.5	19.4	18.5	19.0	18.9
Science Average Score	19.2	19.1	19.1	18.3	18.6	18.5

— English Average Score    
 — Mathematics Average Score    
 — Reading Average Score    
 — Science Average Score

# Improvement Efforts

- Content Area Support
  - High-Quality Instructional Resources (HQIRs)
  - Access to highly-qualified teachers and administrators
  - High-Quality Professional Learning (e.g., *Read to Succeed* LETRS training and the literacy coaching model for 2024-25)
  - Grant Opportunities
- Teacher Shortage
  - High-quality teacher recruitment
- Absenteeism/Truancy
  - Vibrant learning experiences for students