



2016 Statewide Results: An Excellence with Equity Report

November 2016

This report shines a light on Kentucky's progress toward excellence with equity – where students from all backgrounds learn at much higher levels and where students who have had the least opportunity to excel catch up with their peers. The evidence used here comes from Kentucky's 2016 school report cards, which has been analyzed to reveal areas of progress and areas of concern, including:

- **Good news for Kentucky's students with identified disabilities**, including improvement in mathematics, reading, and college/career ready graduates, along with narrowing gaps on most indicators.
- **Mostly good news for Kentucky's students eligible for free or reduced-price meals**, with growth in mathematics, reading, and college/career ready graduates and with all gaps shrinking between those students and their classmates with higher family incomes.
- **Mixed news for Kentucky's African American students and students of two or more races**, with improvements in mathematics, reading, and college/career ready graduates, but many gaps getting wider compared to their white (non-Hispanic) classmates.
- **Troubling news for Kentucky's Hispanic students**, with mathematics as the only improving subject and most gaps getting wider compared to their white (non-Hispanic) classmates.
- **Troubling news for Kentucky's English learners**, with a pattern of declining scores and widening gaps compared to students who are not English learners.

The summary on the next page provides a visual approach to those results. Positive developments are shown with checkmarks and green backgrounds, with double checkmarks and bolder green for improvements of two points or more. A flat line against a red background identifies cases where scores went down or gaps got wider.

To be clear, no one assessment can give a complete picture of progress towards meeting Kentucky's ambitious goals for student learning. Many other kinds of evidence can enrich our understanding of how students' knowledge and skills are developing. Still, these statewide results provide one important snapshot of Kentucky's recent progress and the important work still ahead.

STUDENTS WITH IDENTIFIED DISABILITIES		
	Did Score Improve?	Did Gap Improve?
Reading	✓	✓
Mathematics	✓✓	—
Social Studies	✓	✓
Writing	✓	✓✓
Language Mechanics	✓	✓✓
Science	—	✓
Ready Graduates	✓✓	✓✓

AFRICAN AMERICAN STUDENTS		
	Did Score Improve?	Did Gap Improve?
Reading	✓	—
Mathematics	✓✓	—
Social Studies	✓	✓
Writing	—	✓
Language Mechanics	—	—
Science	—	—
Ready Graduates	✓	—

STUDENTS ELIGIBLE FOR F/R MEALS		
	Did Score Improve?	Did Gap Improve?
Reading	✓	✓
Mathematics	✓✓	✓
Social Studies	✓	✓
Writing	—	✓
Language Mechanics	—	✓
Science	—	✓
Ready Graduates	✓✓	✓

HISPANIC STUDENTS		
	Did Score Improve?	Did Gap Improve?
Reading	—	—
Mathematics	✓✓	—
Social Studies	—	—
Writing	—	✓
Language Mechanics	—	✓
Science	—	—
Ready Graduates	—	—

STUDENTS WHO ARE ENGLISH LEARNERS		
	Did Score Improve?	Did Gap Improve?
Reading	—	—
Mathematics	—	—
Social Studies	—	—
Writing	—	✓
Language Mechanics	—	✓
Science	—	✓
Ready Graduates	✓	—

STUDENTS OF TWO OR MORE RACES		
	Did Score Improve?	Did Gap Improve?
Reading	✓	—
Mathematics	✓✓	✓
Social Studies	—	—
Writing	—	—
Language Mechanics	—	—
Science	—	—
Ready Graduates	✓✓	✓

Note: Results for each tested subject reflect the percent of students who reached the proficient or distinguished level on KPREP assessments. Ready Graduates reflects the graduation rate multiplied by the college and/or career readiness rate.

—	2016 results that are worse than 2015
✓	2016 results that are better than 2015
✓✓	2016 results that are better than 2015 by two points or more

Where there is good news here, it is good news about making one worthwhile step in a long journey. We need sustained improvement at a robust pace, year after year, to equip all of Kentucky's students for successful futures. For example, some of our most exciting news this year is coming from mathematics. The progress is worth celebrating briefly, and yet there is huge added work to be done. Three examples can make this point very clearly:

- For elementary students with identified disabilities, 3.4 percent growth in math proficiency is good news *and* still means only 28.2 percent of those children are proficient.
- For middle school students eligible for free or reduced-price meals, a 4.4 point step up in mathematics is important *and* only moves that group to 35.6 percent proficient.
- For high school African American students, a 4.5 point increase is exciting *and* not nearly enough when only 27.3 percent of those students have reached proficiency.

In the later pages of this report, each group of students receives two pages of further analysis, with a narrative of bright spots and reasons for concern and a full page showing scores at each level for that group and the group it was compared to in order to analyze achievement gaps. The appendix at the end of the report provides additional information on data sources and methods used to develop these reports.

Kentucky's future depends on big steps forward for these students and for all their classmates. The Prichard Committee recently released *Excellence with Equity: It's Everybody's Business*, conveying the findings and recommendations of the Achievement Gap Study Group. The report carries a clear call to action:

It is time for Kentuckians to embrace and act on a new commitment to excellence with equity.

Achieving excellence with equity will mean:

Excellence. Kentucky students of all backgrounds will learn at much higher levels. Evidence of this progress will be visible on meaningful indicators of academic achievement and educational attainment.

Equity. Students in the groups that have historically had less opportunity to excel – students with low family incomes, African American students, Hispanic and Latino students, Native American students, students with learning differences, and students learning English – will catch up with their peers.

In the 2016 data reported here, there are some important examples of moving in that direction, with students of all backgrounds gaining ground and groups that have not been served well in the past moving closer to their classmates. For example, students with identified disabilities had higher scores and narrower gaps in reading, social studies, writing, and language mechanics, and African American students had higher scores and narrower gaps in social studies.

Still, there are not enough examples of that kind of progress. For every group, scores declined in at least one subject, moving Kentucky away from the excellence we must build. For every group except students eligible for free or reduced-price meals, gaps widened in at least one subject, moving us away from equity in that part of student achievement. And even when both scores and gaps moved in the right direction, Kentucky still has far to go: The results shared here show all groups far from Kentucky's goal of graduating all students with the proficiency and readiness they will need to succeed as individuals and contribute to our success as a Commonwealth.

Changing these patterns and building a more prosperous and inclusive future will require intensive effort on multiple fronts. As identified by the Achievement Gap Study Group, the most important work will focus on six overarching priorities:

Bold leadership at the state and local levels and in every community

Accountability to drive substantial improvement in the performance of each student and student group

School climate and culture that welcome and support each student and family

Instruction in the classroom that engages each student in deep, effective learning opportunities

Communities that band together to demand and support excellence with equity

Sustainability of reforms

Those priorities must become the **BASICS** of a shared and mighty effort to develop the capacities of each and every student. This report offers further confirmation that meeting this challenge will clearly require deliberate and sustained action from Kentuckians across our Commonwealth, working together to create **excellence with equity**.

GOOD NEWS FOR KENTUCKY'S STUDENTS WITH IDENTIFIED DISABILITIES

2016 statewide results show improvement in math, reading, and readiness, with most gaps narrowing

For students with identified disabilities, recently released 2016 results show some important progress, including:

- **Mathematics proficiency increased at all three levels**, growing 3.4 points at the elementary level, 2.5 points in middle school, and 0.9 points at the high school level.
- **Proficiency also increased in reading, social studies, writing, and language mechanics.**
- **Students graduating ready for college and career** also rose, with a 5.7 point increase in the four-year graduation rate and a 2.7 point increase in the percent of high school graduates who have demonstrated readiness for college and/or career.
- **Achievement gaps** declined between these students and their classmates without identified disabilities almost across the board, the exception being high school mathematics.

STUDENTS WITH IDENTIFIED DISABILITIES		
	Did Score Improve?	Did Gap Improve?
Reading	✓	✓
Mathematics	✓✓	—
Social Studies	✓	✓
Writing	✓	✓✓
Language Mechanics	✓	✓✓
Science	—	✓
Ready Graduates	✓✓	✓✓

These results for students with identified disabilities still provide reasons for concern, including:

- **Science proficiency declined overall.** The gap narrowed because science scores also declined – and declined faster -- for students without identified disabilities.
- **The gaps between these students and their classmates remained unacceptably large** in every subject and at every level, as shown in the detailed reporting on the next page.
- **Proficiency remains a distant goal for most of these students.** For example, just over 28 percent of students with identified disabilities were proficient or above in elementary mathematics, even after this year's big step up in those results.

The ratings shown at top right reflect each subject's KPREP assessment results, averaging the percent of students who reached proficiency or above at the elementary, middle, and high school levels; the exception is science, which uses only high school results. The Ready Graduates rate combines the four-year graduation rate and the college and career readiness rate for graduates.

No one assessment can give a complete picture of progress toward meeting Kentucky's ambitious goals for student learning. Many other kinds of evidence can enrich our understanding of how students' knowledge and skills are developing.

Still, these results suggest generally positive movement for Kentucky's students with identified disabilities. We must sustain and build on that improvement, providing the supports, challenges, and opportunities these students and all students need to reach much higher levels of achievement.

STUDENTS WITH IDENTIFIED DISABILITIES

STUDENTS WITHOUT IDENTIFIED DISABILITIES

GAP BETWEEN THE TWO GROUPS

READING

	2015	2016	Change	
Elementary	32.1	35.4	3.3	
Middle	21.1	23.7	2.6	
High	16.1	14.4	-1.7	
Average	23.1	24.5	1.4	

	2015	2016	Change	
Elementary	57.8	59.4	1.6	
Middle	58.1	59.4	1.3	
High	61.3	61.1	-0.2	
Average	59.1	60.0	0.9	

	2015	2016	Change	
Elementary	-25.7	-24.0	1.7	
Middle	-37.0	-35.7	1.3	
High	-45.2	-46.7	-1.5	
Average	-36.0	-35.5	0.5	

MATHEMATICS

Elementary	24.8	28.2	3.4	
Middle	15.5	18.0	2.5	
High	13.7	14.6	0.9	
Average	18.0	20.3	2.3	

Elementary	52.7	55.7	3.0	
Middle	46.4	50.8	4.4	
High	40.4	44.7	4.3	
Average	46.5	50.4	3.9	

Elementary	-27.9	-27.5	0.4	
Middle	-30.9	-32.8	-1.9	
High	-26.7	-30.1	-3.4	
Average	-28.5	-30.1	-1.6	

SOCIAL STUDIES

Elementary	31.9	31.0	-0.9	
Middle	22.4	23.5	1.1	
High	22.8	23.7	0.9	
Average	25.7	26.1	0.4	

Elementary	64.9	61.8	-3.1	
Middle	63.1	64.1	1.0	
High	60.1	62.4	2.3	
Average	62.7	62.8	0.1	

Elementary	-33.0	-30.8	2.2	
Middle	-40.7	-40.6	0.1	
High	-37.3	-38.7	-1.4	
Average	-37.0	-36.7	0.3	

WRITING

Elementary	17.6	19.1	1.5	
Middle	12.0	14.4	2.4	
High	12.5	10.8	-1.7	
Average	14.0	14.8	0.8	

Elementary	47.7	44.4	-3.3	
Middle	42.8	48.3	5.5	
High	54.0	47.0	-7.0	
Average	48.2	46.6	-1.6	

Elementary	-30.1	-25.3	4.8	
Middle	-30.8	-33.9	-3.1	
High	-41.5	-36.2	5.3	
Average	-34.2	-31.8	2.4	

LANGUAGE MECHANICS

Elementary	25.1	25.8	0.7	
Middle	13.2	13.8	0.6	
High	12.7	13.9	1.2	
Average	17.0	17.8	0.8	

Elementary	60.6	56.2	-4.4	
Middle	50.7	45.0	-5.7	
High	56.0	58.5	2.5	
Average	55.8	53.2	-2.6	

Elementary	-35.5	-30.4	5.1	
Middle	-37.5	-31.2	6.3	
High	-43.3	-44.6	-1.3	
Average	-38.8	-35.4	3.4	

SCIENCE

High	8.5	7.0	-1.5	
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High	42.5	40.1	-2.4	
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High	-34.0	-33.1	0.9	
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READY GRADUATES

Graduation Rate	66.0	71.7	5.7	
College/Career Readiness Rate	25.8	28.5	2.7	
Ready Graduates*	17.0	20.4	3.4	

Graduation Rate	89.6	90.0	0.4	
College/Career Readiness Rate	69.3	70.5	1.2	
Ready Graduates*	62.1	63.5	1.4	

Graduation Rate	-23.6	-18.3	5.3	
College/Career Readiness Rate	-43.5	-42.0	1.5	
Ready Graduates*	-45.1	-43.0	2.1	

College Ready	15.1	16.0	0.9	
Career Ready	8.7	10.5	1.8	

College Ready	61.1	62.3	1.2	
Career Ready	21.6	22.6	1.0	

College Ready	-46.0	-46.3	-0.3	
Career Ready	-12.9	-12.1	0.8	

Note: The Ready Graduates rate is calculated by multiplying Graduation by College/Career Readiness. The rates shown for other areas identify the percent of students who reached the proficient or distinguished level on state KPREP assessments.

- 2016 results that are worse than 2015
- 2016 results that are better than 2015
- 2016 results that are better than 2015 by two points or more

MOSTLY GOOD NEWS FOR KENTUCKY'S STUDENTS ELIGIBLE FOR FREE OR REDUCED-PRICE MEALS

2016 statewide results show all gaps narrowing, led by math and readiness growth

STUDENTS ELIGIBLE FOR F/R MEALS		
	Did Score Improve?	Did Gap Improve?
Reading	✓	✓
Mathematics	✓✓	✓
Social Studies	✓	✓
Writing	—	✓
Language Mechanics	—	✓
Science	—	✓
Ready Graduates	✓✓	✓

For students who are eligible for free or reduced-price meals, recently released 2016 results show some important progress, including:

- **Achievement gaps narrowed in all subjects** between these students and their classmates with higher family incomes.
- **Mathematics proficiency increased at all three levels**, growing 3.5 points at the elementary level, 4.4 points at the middle school level, and 4.0 points at the high school level.
- **Reading and social studies proficiency** also showed improvement.
- **Students graduating ready for college and career** also rose, with a 0.7 point increase in the four-year graduation rate and a 2.3 point increase in the percent of high school graduates who have demonstrated readiness for college and/or career.

This year's results still provide reasons for concern, including:

- **Proficiency declined in writing, language mechanics, and science.** In these subjects, proficiency declined both for students eligible for free or reduced-price meals and for their ineligible classmates, and gaps got smaller because the ineligible group declined more.
- **The gaps between these students and their classmates with higher family incomes remained unacceptably large** in every subject and at every level, as shown in the detailed reporting on the next page.
- **Proficiency remains a distant goal for most of these students.** For example, just over 31 percent of students eligible for free or reduced-price meals were proficient or above in high school mathematics, even after this year's big step up in those results.

The ratings shown at top right reflect each subject's KPREP assessment results, averaging the percent of students who reached proficiency or above at the elementary, middle, and high school levels; the exception is science, which uses only high school results. The Ready Graduates rate combines the four-year graduation rate and the college and career readiness rate for graduates.

No one assessment can give a complete picture of progress towards meeting Kentucky's ambitious goals for student learning. Many other kinds of evidence can enrich our understanding of how students' knowledge and skills are developing.

Still, these results suggest some important positive movement for Kentucky's students who are eligible for free or reduced-price meals. We must sustain and build on that improvement, providing the supports, challenges, and opportunities these students and all students need to reach much higher levels of achievement.

STUDENTS ELIGIBLE FOR F/R MEALS

STUDENTS INELIGIBLE FOR F/R MEALS

GAP BETWEEN THE TWO GROUPS

READING

	2015	2016	Change	
Elementary	44.1	46.5	2.4	
Middle	42.9	44.6	1.7	
High	44.3	44.7	0.4	
Average	43.8	45.3	1.5	

	2015	2016	Change	
Elementary	71.1	72.8	1.7	
Middle	70.1	71.4	1.3	
High	72.0	71.0	-1.0	
Average	71.1	71.7	0.6	

	2015	2016	Change	
Elementary	-27.0	-26.3	0.7	
Middle	-27.2	-26.8	0.4	
High	-27.7	-26.3	1.4	
Average	-27.3	-26.4	0.9	

MATHEMATICS

Elementary	38.6	42.1	3.5	
Middle	31.2	35.6	4.4	
High	27.4	31.4	4.0	
Average	32.4	36.4	4.0	

Elementary	65.9	69.0	3.1	
Middle	60.2	64.4	4.2	
High	49.8	54.2	4.4	
Average	58.6	62.5	3.9	

Elementary	-27.3	-26.9	0.4	
Middle	-29.0	-28.8	0.2	
High	-22.4	-22.8	-0.4	
Average	-26.2	-26.1	0.1	

SOCIAL STUDIES

Elementary	50.3	47.7	-2.6	
Middle	47.2	48.6	1.4	
High	44.9	47.9	3.0	
Average	47.5	48.1	0.6	

Elementary	76.8	74.4	-2.4	
Middle	74.9	76.1	1.2	
High	69.9	71.5	1.6	
Average	73.9	74.0	0.1	

Elementary	-26.5	-26.7	-0.2	
Middle	-27.7	-27.5	0.2	
High	-25.0	-23.6	1.4	
Average	-26.4	-25.9	0.5	

WRITING

Elementary	34.7	32.3	-2.4	
Middle	29.6	35.0	5.4	
High	38.1	32.5	-5.6	
Average	34.1	33.3	-0.8	

Elementary	58.1	55.5	-2.6	
Middle	53.5	58.7	5.2	
High	63.7	56.6	-7.1	
Average	58.4	56.9	-1.5	

Elementary	-23.4	-23.2	0.2	
Middle	-23.9	-23.7	0.2	
High	-25.6	-24.1	1.5	
Average	-24.3	-23.6	0.7	

LANGUAGE MECHANICS

Elementary	45.3	42.6	-2.7	
Middle	35.0	30.9	-4.1	
High	39.3	41.4	2.1	
Average	39.9	38.3	-1.6	

Elementary	72.8	68.3	-4.5	
Middle	63.3	57.3	-6.0	
High	67.0	69.0	2.0	
Average	67.7	64.9	-2.8	

Elementary	-27.5	-25.7	1.8	
Middle	-28.3	-26.4	1.9	
High	-27.7	-27.6	0.1	
Average	-27.8	-26.6	1.2	

SCIENCE

High	27.3	25.6	-1.7	
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High	54.2	51.2	-3.0	
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High	-26.9	-25.6	1.3	
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READY GRADUATES

Graduation Rate	84.8	85.5	0.7	
College/Career Readiness Rate	55.4	57.7	2.3	
Ready Graduates*	47.0	49.3	2.3	

Graduation Rate	91.4	91.8	0.4	
College/Career Readiness Rate	78.2	79.4	1.2	
Ready Graduates*	71.5	72.9	1.4	

Graduation Rate	-6.6	-6.3	0.3	
College/Career Readiness Rate	-22.8	-21.7	1.1	
Ready Graduates*	-24.5	-23.6	0.9	

College Ready	45.0	47.5	2.5	
Career Ready	21.6	22.1	0.6	

College Ready	72.0	72.8	0.8	
Career Ready	20.1	21.9	1.8	

College Ready	-27.0	-25.3	1.6	
Career Ready	1.5	0.2	-1.3	

Note: The Ready Graduates rate is calculated by multiplying Graduation by College/Career Readiness. The rates shown for other areas identify the percent of students who reached the proficient or distinguished level on state KPREP assessments.

- 2016 results that are worse than 2015
- 2016 results that are better than 2015
- 2016 results that are better than 2015 by two points or more

MIXED NEWS FOR KENTUCKY'S AFRICAN AMERICAN STUDENTS

2016 state results show improvements in math, reading, and readiness, but gaps have widened

For African American students, recently released 2016 results show some important progress, including:

- **Mathematics proficiency increased at all levels**, growing 1.0 point at the elementary level, 2.9 points at the middle school level, and 4.5 points at the high school level.
- **Reading and social studies proficiency also increased.**
- **Students graduating ready for college and career** also rose, with a 0.2 increase in the four-year graduation rate and a 0.6 point increase in the percent of graduates who have demonstrated readiness for college and/or career.

AFRICAN AMERICAN STUDENTS		
	Did Score Improve?	Did Gap Improve?
Reading	✓	—
Mathematics	✓✓	—
Social Studies	✓	✓
Writing	—	✓
Language Mechanics	—	—
Science	—	—
Ready Graduates	✓	—

These results for African American students still provide reasons for concern, including:

- **Proficiency declined in writing, language mechanics, and science.**
- **Gaps got worse in most subjects**, leaving African American students further behind their white classmates in 2016 than they were in 2015.
- **The gaps between these students and their classmates remained unacceptably large** in every subject and at every level, as shown in the detailed reporting on the next page.
- **Proficiency remains a distant goal for most of these students.** For example, only 23.9 percent of African American students were proficient or above in middle school mathematics, even after this year's big step up in mathematics results.

The ratings shown at top right reflect each subject's KPREP assessment results, averaging the percent of students who reached proficiency or above at the elementary, middle, and high school levels; the exception is science, which uses only high school results. The Ready Graduates rate combines the four-year graduation rate and the college and career readiness rate for graduates.

No one assessment can give a complete picture of progress towards meeting Kentucky's ambitious goals for student learning. Many other kinds of evidence can enrich our understanding of how students' knowledge and skills are developing.

Still, this one-time snapshot shows us mixed and insufficient results. We clearly must accelerate our work to develop the talents of Kentucky's African American students, providing the supports, challenges, and opportunities these students and all students need to reach much higher levels of achievement.

AFRICAN AMERICAN STUDENTS

WHITE (NON-HISPANIC) STUDENTS

GAP BETWEEN THE TWO GROUPS

READING

	2015	2016	Change	
Elementary	32.7	33.7	1.0	
Middle	31.4	31.7	0.3	
High	34.2	33.3	-0.9	
Average	32.8	32.9	0.1	

	2015	2016	Change	
Elementary	57.8	60.0	2.2	
Middle	57.4	59.2	1.8	
High	60.4	60.4	0.0	
Average	58.5	59.9	1.4	

	2015	2016	Change	
Elementary	-25.1	-26.3	-1.2	
Middle	-26.0	-27.5	-1.5	
High	-26.2	-27.1	-0.9	
Average	-25.7	-27.0	-1.3	

MATHEMATICS

Elementary	30.5	31.5	1.0	
Middle	21.0	23.9	2.9	
High	22.8	27.3	4.5	
Average	24.8	27.6	2.8	

Elementary	51.7	55.2	3.5	
Middle	46.1	50.7	4.6	
High	40.2	44.1	3.9	
Average	46.0	50.0	4.0	

Elementary	-21.2	-23.7	-2.5	
Middle	-25.1	-26.8	-1.7	
High	-17.4	-16.8	0.6	
Average	-21.2	-22.4	-1.2	

SOCIAL STUDIES

Elementary	37.6	36.8	-0.8	
Middle	35.6	34.8	-0.8	
High	37.0	41.6	4.6	
Average	36.7	37.7	1.0	

Elementary	64.1	61.3	-2.8	
Middle	62.1	63.8	1.7	
High	59.7	61.6	1.9	
Average	62.0	62.2	0.2	

Elementary	-26.5	-24.5	2.0	
Middle	-26.5	-29.0	-2.5	
High	-22.7	-20.0	2.7	
Average	-25.3	-24.5	0.8	

WRITING

Elementary	28.6	25.7	-2.9	
Middle	21.3	25.7	4.4	
High	31.9	27.1	-4.8	
Average	27.3	26.2	-1.1	

Elementary	46.1	43.5	-2.6	
Middle	41.7	47.2	5.5	
High	52.7	46.0	-6.7	
Average	46.8	45.6	-1.2	

Elementary	-17.5	-17.8	-0.3	
Middle	-20.4	-21.5	-1.1	
High	-20.8	-18.9	1.9	
Average	-19.5	-19.4	0.1	

LANGUAGE MECHANICS

Elementary	36.5	32.2	-4.3	
Middle	26.7	20.9	-5.8	
High	27.3	31.5	4.2	
Average	30.2	28.2	-2.0	

Elementary	58.8	55.2	-3.6	
Middle	49.1	44.6	-4.5	
High	55.8	57.9	2.1	
Average	54.6	52.6	-2.0	

Elementary	-22.3	-23.0	-0.7	
Middle	-22.4	-23.7	-1.3	
High	-28.5	-26.4	2.1	
Average	-24.4	-24.4	0.0	

SCIENCE

High	19.4	15.4	-4.0	
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High	42.5	40.4	-2.1	
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High	-23.1	-25.0	-1.9	
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READY GRADUATES

Graduation Rate	80.3	80.9	0.6	
College/Career Readiness Rate	43.0	43.2	0.2	
Ready Graduates*	34.5	34.9	0.4	

Graduation Rate	89.3	90.0	0.7	
College/Career Readiness Rate	70.4	72.4	2.0	
Ready Graduates*	62.9	65.2	2.3	

Graduation Rate	-9.0	-9.1	-0.1	
College/Career Readiness Rate	-27.4	-29.2	-1.8	
Ready Graduates*	-28.4	-30.3	-1.9	

College Ready	37.9	37.9	0.0	
Career Ready	8.8	9.2	0.4	

College Ready	61.5	63.3	1.8	
Career Ready	23.0	24.5	1.5	

College Ready	-23.6	-25.4	-1.8	
Career Ready	-14.2	-15.3	-1.1	

Note: The Ready Graduates rate is calculated by multiplying Graduation by College/Career Readiness. The rates shown for other areas identify the percent of students who reached the proficient or distinguished level on state KPREP assessments.

- 2016 results that are worse than 2015
- 2016 results that are better than 2015
- 2016 results that are better than 2015 by two points or more

MIXED NEWS FOR KENTUCKY'S STUDENTS OF TWO OR MORE RACES

2016 statewide results show improvements in math, reading, and readiness, but widening gaps

For students of two or more races, recently released 2016 results show progress in a few important areas:

- **Mathematics proficiency increased at every level**, growing 1.4 points at the elementary level, 5.0 points at the middle school level, and 8.4 points at the high school level.
- **Reading proficiency also improved.**
- **Students graduating ready for college and career also rose**, with a 2.2 point increase in the four-year graduation rate and a 2.0 point increase in the percent of graduates who have demonstrated readiness for college and/or career.

STUDENTS OF TWO OR MORE RACES		
	Did Score Improve?	Did Gap Improve?
Reading	✓	—
Mathematics	✓✓	✓
Social Studies	—	—
Writing	—	—
Language Mechanics	—	—
Science	—	—
Ready Graduates	✓✓	✓

However, results for students of two or more races provide many reasons for concern, including:

- **Social studies, writing, language mechanics, and science proficiency declined.**
- **Gaps increased in most subjects**, leaving students of two or more races further behind their white classmates in 2016 than they were in 2015.
- **The gaps between these students and their classmates remained unacceptably large** in every subject and at every level, as shown in the detailed reporting on the next page.
- **Proficiency remains a distant goal for most of these students.** For example, only 38.5 percent of students of two or more races were proficient or above in high school mathematics, even after this year's big step up in those results.

The ratings shown at top right reflect each subject's KPREP results, averaging the percent of students who reached proficiency or above at the elementary, middle, and high school levels; the exception is science, which uses only high school test results. The Ready Graduates rate combines the four-year graduation rate and the college and career readiness rate for graduates.

No one assessment can give a complete picture of progress towards meeting Kentucky's ambitious goals for student learning. Many other kinds of evidence can enrich our understanding of how students' knowledge and skills are developing.

Still, this one-time snapshot shows us mixed and insufficient results. We clearly must accelerate our work to develop the talents of Kentucky students of two or more races, providing the supports, challenges, and opportunities these students and all students need to reach much higher levels of achievement.

STUDENTS OF TWO OR MORE RACES

WHITE (NON-HISPANIC) STUDENTS

GAP BETWEEN THE TWO GROUPS

READING

	2015	2016	Change	
Elementary	50.5	50.8	0.3	
Middle	48.2	49.1	0.9	
High	54.1	53.6	-0.5	
Average	50.9	51.2	0.3	

	2015	2016	Change	
Elementary	57.8	60.0	2.2	
Middle	57.4	59.2	1.8	
High	60.4	60.4	0.0	
Average	58.5	59.9	1.4	

	2015	2016	Change	
Elementary	-7.3	-9.2	-1.9	
Middle	-9.2	-10.1	-0.9	
High	-6.3	-6.8	-0.5	
Average	-7.6	-8.7	-1.1	

MATHEMATICS

Elementary	44.4	45.8	1.4	
Middle	35.2	40.2	5.0	
High	30.1	38.5	8.4	
Average	36.6	41.5	4.9	

Elementary	51.7	55.2	3.5	
Middle	46.1	50.7	4.6	
High	40.2	44.1	3.9	
Average	46.0	50.0	4.0	

Elementary	-7.3	-9.4	-2.1	
Middle	-10.9	-10.5	0.4	
High	-10.1	-5.6	4.5	
Average	-9.4	-8.5	0.9	

SOCIAL STUDIES

Elementary	57.8	52.1	-5.7	
Middle	52.8	50.5	-2.3	
High	51.7	55.7	4.0	
Average	54.1	52.8	-1.3	

Elementary	64.1	61.3	-2.8	
Middle	62.1	63.8	1.7	
High	59.7	61.6	1.9	
Average	62.0	62.2	0.2	

Elementary	-6.3	-9.2	-2.9	
Middle	-9.3	-13.3	-4.0	
High	-8.0	-5.9	2.1	
Average	-7.9	-9.4	-1.5	

WRITING

Elementary	42.8	35.4	-7.4	
Middle	36.3	40.0	3.7	
High	45.7	40.1	-5.6	
Average	41.6	38.5	-3.1	

Elementary	46.1	43.5	-2.6	
Middle	41.7	47.2	5.5	
High	52.7	46.0	-6.7	
Average	46.8	45.6	-1.2	

Elementary	-3.3	-8.1	-4.8	
Middle	-5.4	-7.2	-1.8	
High	-7.0	-5.9	1.1	
Average	-5.2	-7.1	-1.9	

LANGUAGE MECHANICS

Elementary	51.4	49.3	-2.1	
Middle	42.6	35.4	-7.2	
High	49.8	50.9	1.1	
Average	47.9	45.2	-2.7	

Elementary	58.8	55.2	-3.6	
Middle	49.1	44.6	-4.5	
High	55.8	57.9	2.1	
Average	54.6	52.6	-2.0	

Elementary	-7.4	-5.9	1.5	
Middle	-6.5	-9.2	-2.7	
High	-6.0	-7.0	-1.0	
Average	-6.7	-7.4	-0.7	

SCIENCE

High	34.6	32.3	-2.3	
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High	42.5	40.4	-2.1	
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High	-7.9	-8.1	-0.2	
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READY GRADUATES

Graduation Rate	84.4	86.4	2.0	
College/Career Readiness Rate	59.7	61.9	2.2	
Ready Graduates*	50.4	53.5	3.1	

Graduation Rate	89.3	90.0	0.7	
College/Career Readiness Rate	70.4	72.4	2.0	
Ready Graduates*	62.9	65.2	2.3	

Graduation Rate	-4.9	-3.6	1.3	
College/Career Readiness Rate	-10.7	-10.5	0.2	
Ready Graduates*	-12.5	-11.7	0.8	

College Ready	54.8	56.4	1.6	
Career Ready	13.1	14.3	1.3	

College Ready	61.5	63.3	1.8	
Career Ready	23.0	24.5	1.5	

College Ready	-6.7	-6.9	-0.2	
Career Ready	-9.9	-10.2	-0.3	

Note: The Ready Graduates rate is calculated by multiplying Graduation by College/Career Readiness. The rates shown for other areas identify the percent of students who reached the proficient or distinguished level on state KPREP assessments.

- 2016 results that are worse than 2015
- 2016 results that are better than 2015
- 2016 results that are better than 2015 by two points or more

TROUBLING NEWS FOR KENTUCKY'S HISPANIC STUDENTS

2016 statewide results show math as only improving subject, and most gaps have gotten wider

For Hispanic students, recently released 2016 results show one bright spot of truly good news:

- **Mathematics proficiency increased at all levels**, growing 2.9 points for elementary students, 2 .2 points for middle school and 2.2 points for high school students.

This year's results also show progress on achievement gaps in writing and language mechanics compared to white students. That is good news in one sense but troubling in another, because the improvement reflects losses for both groups, with white students showing deeper average declines.

More broadly, results for Hispanic students show disturbing trends, including:

- **Proficiency declined in all subjects other than mathematics.** The detailed numbers on the next page show isolated improvements in elementary reading, middle school social studies and writing, and high school language mechanics, but those changes were not strong enough to alter the averages across the grades.
- **Students graduating ready for college and career also declined**, with a 1.2 point decline in the four-year graduation rate and a 0.4 point decrease in the percent of graduates who have demonstrated readiness for college and/or career.
- **Gaps expanded in most subjects**, leaving Hispanic students further behind their white (non-Hispanic) classmates in 2016 than they were in 2015.
- **The gaps between these students and their classmates remained unacceptably large** in every subject and at every level, as shown in the detailed reporting on the next page.
- **Proficiency remains a distant goal for most of these students.** For example, just over 35 percent of Hispanic students were proficient or above in high school mathematics, even after this year's step up in those results.

The ratings shown at top right reflect each subject's KPREP assessment results, averaging the percent of students who reached proficiency or above at the elementary, middle, and high school levels; the exception is science, which uses only high school results. The Ready Graduates rate combines the four-year graduation rate and the college and career readiness rate for graduates.

No one assessment can give a complete picture of progress towards meeting Kentucky's ambitious goals for student learning. Many other kinds of evidence can enrich our understanding of how students' knowledge and skills are developing.

Still, this one-time snapshot shows us troubling results. We clearly must accelerate our work to develop the talents of Kentucky's Hispanic students, providing the supports, challenges, and opportunities these students and all students need to reach much higher levels of achievement.

HISPANIC STUDENTS		
	Did Score Improve?	Did Gap Improve?
Reading	—	—
Mathematics	✓✓	—
Social Studies	—	—
Writing	—	✓
Language Mechanics	—	✓
Science	—	—
Ready Graduates	—	—

HISPANIC STUDENTS

WHITE (NON-HISPANIC) STUDENTS

GAP BETWEEN THE TWO GROUPS

READING

	2015	2016	Change	
Elementary	41.2	43.3	2.1	
Middle	43.6	42.9	-0.7	
High	43.9	40.6	-3.3	
Average	42.9	42.3	-0.6	

	2015	2016	Change	
Elementary	57.8	60.0	2.2	
Middle	57.4	59.2	1.8	
High	60.4	60.4	0.0	
Average	58.5	59.9	1.4	

	2015	2016	Change	
Elementary	-16.6	-16.7	-0.1	
Middle	-13.8	-16.3	-2.5	
High	-16.5	-19.8	-3.3	
Average	-15.6	-17.6	-2.0	

MATHEMATICS

Elementary	37.8	40.7	2.9	
Middle	33.0	35.2	2.2	
High	32.9	35.1	2.2	
Average	34.6	37.0	2.4	

Elementary	51.7	55.2	3.5	
Middle	46.1	50.7	4.6	
High	40.2	44.1	3.9	
Average	46.0	50.0	4.0	

Elementary	-13.9	-14.5	-0.6	
Middle	-13.1	-15.5	-2.4	
High	-7.3	-9.0	-1.7	
Average	-11.4	-13.0	-1.6	

SOCIAL STUDIES

Elementary	50.4	45.0	-5.4	
Middle	48.9	49.3	0.4	
High	50.6	50.5	-0.1	
Average	50.0	48.3	-1.7	

Elementary	64.1	61.3	-2.8	
Middle	62.1	63.8	1.7	
High	59.7	61.6	1.9	
Average	62.0	62.2	0.2	

Elementary	-13.7	-16.3	-2.6	
Middle	-13.2	-14.5	-1.3	
High	-9.1	-11.1	-2.0	
Average	-12.0	-13.9	-1.9	

WRITING

Elementary	34.5	32.8	-1.7	
Middle	31.5	36.3	4.8	
High	41.6	35.7	-5.9	
Average	35.9	34.9	-1.0	

Elementary	46.1	43.5	-2.6	
Middle	41.7	47.2	5.5	
High	52.7	46.0	-6.7	
Average	46.8	45.6	-1.2	

Elementary	-11.6	-10.7	0.9	
Middle	-10.2	-10.9	-0.7	
High	-11.1	-10.3	0.8	
Average	-10.9	-10.7	0.2	

LANGUAGE MECHANICS

Elementary	44.0	40.5	-3.5	
Middle	36.1	28.9	-7.2	
High	33.0	42.2	9.2	
Average	37.7	37.2	-0.5	

Elementary	58.8	55.2	-3.6	
Middle	49.1	44.6	-4.5	
High	55.8	57.9	2.1	
Average	54.6	52.6	-2.0	

Elementary	-14.8	-14.7	0.1	
Middle	-13.0	-15.7	-2.7	
High	-22.8	-15.7	7.1	
Average	-16.9	-15.4	1.5	

SCIENCE

High	29.5	27.2	-2.3	
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High	42.5	40.4	-2.1	
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High	-13.0	-13.2	-0.2	
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READY GRADUATES

Graduation Rate	83.3	82.1	-1.2	
College/Career Readiness Rate	56.3	55.9	-0.4	
Ready Graduates*	46.9	45.9	-1.0	

Graduation Rate	89.3	90.0	0.7	
College/Career Readiness Rate	70.4	72.4	2.0	
Ready Graduates*	62.9	65.2	2.3	

Graduation Rate	-6.0	-7.9	-1.9	
College/Career Readiness Rate	-14.1	-16.5	-2.4	
Ready Graduates*	-16.0	-19.3	-3.3	

College Ready	49.4	49.8	0.4	
Career Ready	14.5	13.8	-0.7	

College Ready	61.5	63.3	1.8	
Career Ready	23.0	24.5	1.5	

College Ready	-12.1	-13.5	-1.4	
Career Ready	-8.5	-10.7	-2.2	

Note: The Ready Graduates rate is calculated by multiplying Graduation by College/Career Readiness. The rates shown for other areas identify the percent of students who reached the proficient or distinguished level on state KPREP assessments.

- 2016 results that are worse than 2015
- 2016 results that are better than 2015
- 2016 results that are better than 2015 by two points or more

TROUBLING NEWS FOR KENTUCKY'S ENGLISH LEARNERS

2016 statewide results show a pattern of declining scores, widening most gaps

For students who are English learners, recently released 2016 results show only a little good news, including:

- **Students graduating ready for college and career rose**, with a 1.2 point increase in the four-year graduation rate and a 2.2 point increase in the percent of high school graduates who have demonstrated readiness for college and/or career.
- **Achievement gaps improved in writing, language mechanics, and science**, with the major caveat that the gaps shrank because proficiency declined for English learners but declined faster for their classmates.

More broadly, results for English learners show disturbing trends, including:

- **Proficiency declined in all subjects except mathematics.** The detailed numbers on the next page show isolated improvements in elementary reading and high school writing and language mechanics, but those changes were not strong enough to alter the averages across the grades.
- **Mathematics proficiency did not improve overall**, with high school losses big enough to offset elementary and middle school gains.
- **Gaps expanded in most subjects**, leaving English learners further behind their classmates in 2016 than they were in 2015.
- **The gaps between these students and their classmates remained unacceptably large** in every subject and at every level, as shown in the detailed reporting on the next page.
- **Proficiency remains a distant goal for most of these students.** For example, the best improvement for English learners was a 3.3 point increase in middle school writing, but that growth only moves these students up to 13.3 percent reaching proficient or above.

The ratings shown at top right reflect each subject's KPREP assessment results, averaging the percent of students who reached proficiency or above at the elementary, middle, and high school levels; the exception is science, which uses only high school results. The Ready Graduates rate combines the four-year graduation rate and the college and career readiness rate for graduates.

No one assessment can give a complete picture of progress towards meeting Kentucky's ambitious goals for student learning. Many other kinds of evidence can enrich our understanding of how students' knowledge and skills are developing.

Still, this one-time snapshot shows us troubling results. We clearly must accelerate our work to develop the talents of Kentucky's students who are English learners, providing the supports, challenges, and opportunities they need to reach much higher levels of achievement.

STUDENTS WHO ARE ENGLISH LEARNERS		
	Did Score Improve?	Did Gap Improve?
Reading	—	—
Mathematics	—	—
Social Studies	—	—
Writing	—	✓
Language Mechanics	—	✓
Science	—	✓
Ready Graduates	✓	—

STUDENTS WHO ARE ENGLISH LEARNERS

STUDENTS WHO ARE NOT ENGLISH LEARNERS

GAP BETWEEN THE TWO GROUPS

READING

	2015	2016	Change
Elementary	23.3	24.5	1.2
Middle	11.4	10.3	-1.1
High	5.6	4.1	-1.5
Average	13.4	13.0	-0.4

	2015	2016	Change
Elementary	55.2	57.2	2.0
Middle	54.6	56.0	1.4
High	57.5	57.3	-0.2
Average	55.8	56.8	1.0

	2015	2016	Change
Elementary	-31.9	-32.7	-0.8
Middle	-43.2	-45.7	-2.5
High	-51.9	-53.2	-1.3
Average	-42.4	-43.8	-1.4

MATHEMATICS

Elementary	24.2	25.6	1.4
Middle	12.2	13.0	0.8
High	19.8	17.6	-2.2
Average	18.7	18.7	0.0

Elementary	49.6	52.8	3.2
Middle	43.4	47.6	4.2
High	38.4	42.6	4.2
Average	43.8	47.7	3.9

Elementary	-25.4	-27.2	-1.8
Middle	-31.2	-34.6	-3.4
High	-18.6	-25.0	-6.4
Average	-25.1	-29.0	-3.9

SOCIAL STUDIES

Elementary	24.2	15.1	-9.1
Middle	14.3	13.7	-0.6
High	14.0	10.3	-3.7
Average	17.5	13.0	-4.5

Elementary	61.4	58.7	-2.7
Middle	59.5	60.6	1.1
High	57.4	59.7	2.3
Average	59.4	59.7	0.3

Elementary	-37.2	-43.6	-6.4
Middle	-45.2	-46.9	-1.7
High	-43.4	-49.4	-6.0
Average	-41.9	-46.7	-4.8

WRITING

Elementary	16.5	13.3	-3.2
Middle	10.0	13.3	3.3
High	8.7	6.2	-2.5
Average	11.7	10.9	-0.8

Elementary	44.4	41.6	-2.8
Middle	39.7	45.0	5.3
High	50.5	44.1	-6.4
Average	44.9	43.6	-1.3

Elementary	-27.9	-28.3	-0.4
Middle	-29.7	-31.7	-2.0
High	-41.8	-37.9	3.9
Average	-33.2	-32.7	0.5

LANGUAGE MECHANICS

Elementary	19.8	18.7	-1.1
Middle	9.9	6.6	-3.3
High	2.9	6.5	3.6
Average	10.9	10.6	-0.3

Elementary	56.7	53.0	-3.7
Middle	46.7	41.8	-4.9
High	52.2	55.0	2.8
Average	51.9	49.9	-2.0

Elementary	-36.9	-34.3	2.6
Middle	-36.8	-35.2	1.6
High	-49.3	-48.5	0.8
Average	-41.0	-39.3	1.7

SCIENCE

High	5.3	4.8	-0.5
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High	40.1	37.8	-2.3
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High	-34.8	-33.0	1.8
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READY GRADUATES

Graduation Rate	67.2	68.4	1.2
College/Career Readiness Rate	5.7	7.9	2.2
Ready Graduates	3.8	5.4	1.6

Graduation Rate	88.2	88.8	0.6
College/Career Readiness Rate	67.4	69.1	1.7
Ready Graduates	59.4	61.4	2.0


Graduation Rate	-21.0	n/a	n/a
College/Career Readiness Rate	-61.7	-61.2	0.5
Ready Graduates	-55.6	n/a	n/a


College Ready	3.8	6.3	2.5
Career Ready	1.9	2.3	0.4


College Ready	59.1	60.6	1.5
Career Ready	21.0	22.3	1.3

College Ready	-55.3	-54.3	0.9
Career Ready	-19.1	-20.0	-0.9

Note: The Ready Graduates rate is calculated by multiplying Graduation by College/Career Readiness. The rates shown for other areas identify the percent of students who reached the proficient or distinguished level on state KPREP assessments.

 2016 results that are worse than 2015

 2016 results that are better than 2015

 2016 results that are better than 2015 by two points or more

Appendix on Sources And Methods

What data source was used for these reports?

All starting data files were downloaded on October 5, 2016, from the Kentucky Department of Education's school report card portal, <http://applications.education.ky.gov/SRC/DataSets.aspx>.

For reading, mathematics, social studies, writing, and language arts, how were results combined?

Those five had accountability results at the elementary, middle and high school level. The percent proficient or distinguished for the three levels were averaged to determine the overall pace of improvement or decline.

How was science handled?

In science, Kentucky is developing new assessments to match new and more ambitious science standards. During that transition, high school students have continued to take an end-of-course biology assessment, but elementary and middle school students have not taken science assessments for accountability use. This report used only the high school results.

What is the ready graduate indicator used in the report?

For many people the important final question about public education is how many students who start ninth grade move through to graduate from high school ready for college and/or career success. The ready graduates rate answers that question by multiplying the four-year graduation rate by the percent of graduates who have been identified as college and/or career ready based on statewide criteria.

How were the improvement ratings decided? What results got flat lines, checkmarks, or double checkmarks, along with red, light green, and bold green color-coding?

Flat lines and red coding were used for declines and unchanged results in each subject (using the average of all available levels as described above) and in the ready graduates rate. A checkmark and a light green background were used for increase of less than 2 points, and two checkmarks and a stronger shade of green for gains of two points or more. That coding was applied both to changes in results and to changes in gaps.

Why were two-point changes identified as a dividing line for different ratings?

It provided a simple way to distinguish small gains from bigger and more important ones.

How were results calculated for students who are not English learners?

School report card files provide enough data to figure out those results. Given the total number of students tested and the percent who reached proficiency or distinguished, multiplication can produce the number who scored at those levels. Similar arithmetic can be done for the English learner results.

After that, subtraction can produce both the number of non-English learners tested and the number of non-English learners who reached proficient or distinguished.

Finally, division can convert those two numbers to a percent proficient or distinguished for students who are not English learners. The results shown here reflect that set of spreadsheet calculations for each indicator used.

How were results calculated for students without identified disabilities and students who are not eligible for free or reduced-price meals?

Those calculations used the same approach as the calculations for students who are not English learners.

How strong was student participation in these assessments?

In its Federal Data file, the Kentucky Department of Education reports the following very strong participation levels for Kentucky assessments:

	Enrolled in Tested Grades	Participating in Assessments	Assessment Participation Rate
All Students	382,745	381,875	99.8
Students Eligible for F/R Meals	232,389	231,774	99.7
Students with Identified Disabilities	42,874	42,779	99.8
African American Students	40,260	40,082	99.6
Hispanic Students	22,286	22,226	99.7
Students who are English Learners	10,217	10,170	99.5

In its federal reporting file, the Department does not report participation rates for students of two or more races.

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2016 Statewide Results: An Excellence with Equity Report

November 2016

We welcome your thoughts on this work! At www.prichardcommittee.org, you can contact us or learn more about the Prichard Committee, an independent citizens' advocacy organization; our work to build excellence with equity; and our commitment to make Kentucky one of the top 20 states in the nation in education performance.

Work on this report has been supported by a generous grant from the James Graham Brown Foundation.

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