

The background is a composite image. The top left shows several yellow school buses parked in a lot, with the word 'SCHOOL BUS' visible on the front of one. The bottom left shows a classroom with blue walls, decorated with colorful balloons and framed pictures. There are several desks and chairs arranged in the room.

Powell County Schools

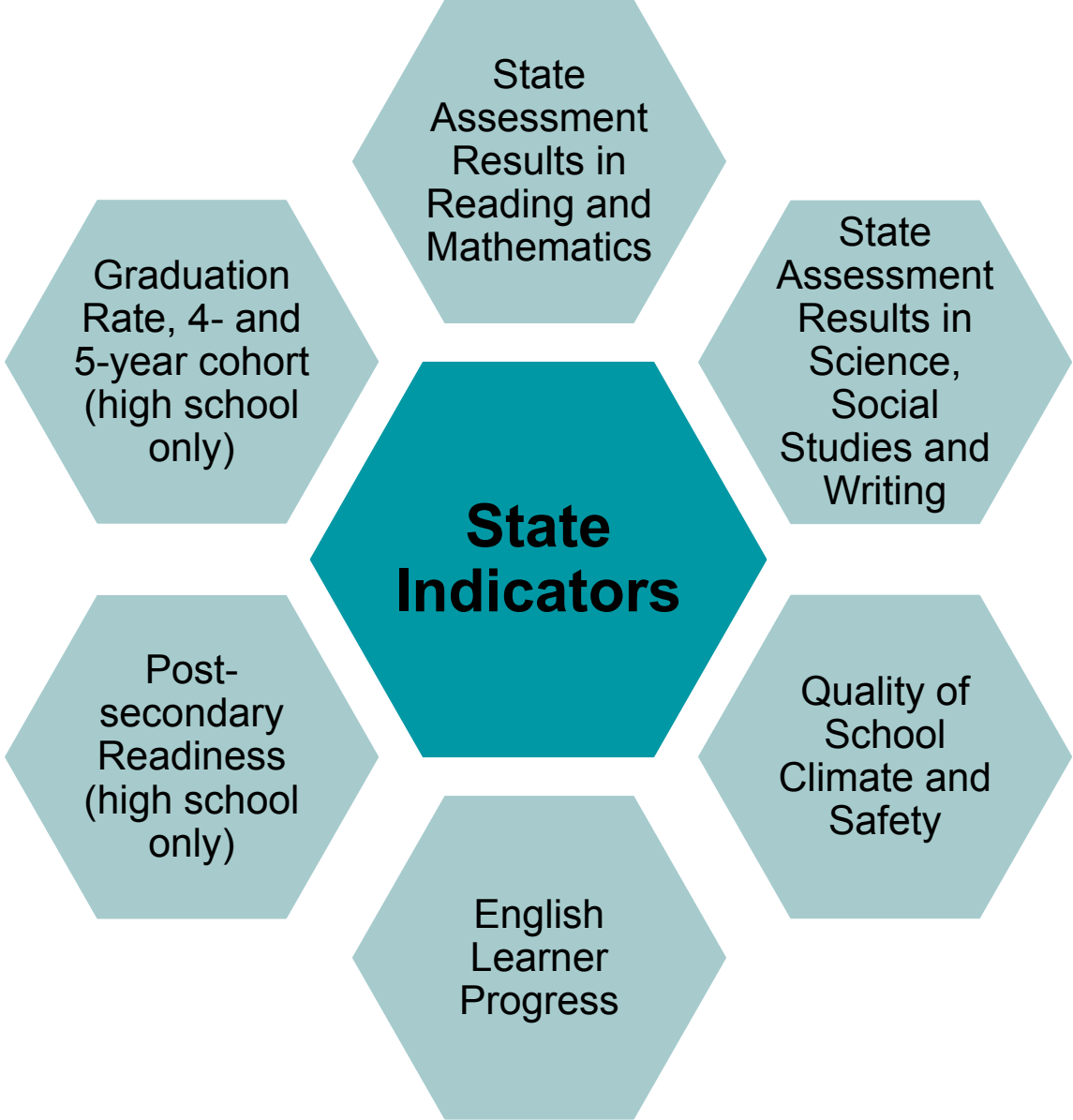
Spring 2024 Data

2023-2024 Data Release

Powell County Schools

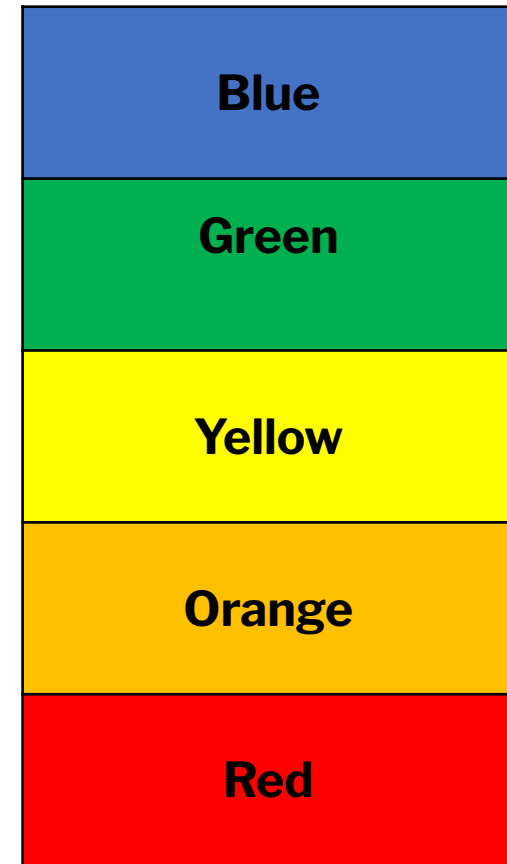
State Indicators in the Accountability System

State Indicators



Overall Designations

- An overall performance score combines performance on the exclusive state indicators for elementary, middle and high schools.
- The ratings will be reported using a color rating system to communicate performance of schools, with Red being the lowest rating and Blue being the highest rating.



Suppressed Data

Data will be suppressed if:

- PL Count <3 A performance level (NAPD) has no students. In this case, all the performance levels will be suppressed for that grade/level and subject.
- NAPD Count <10 There are fewer than 10 students in the tested population.

Note: Suppressed data are available to schools/districts but will not be displayed in the School Report Card and **should not be shared in public meetings**, however, this does not impact the inclusion of the data for accountability.

Overall Accountability Weights

Overall Accountability Weights						
	State Assessment Results in Reading and Mathematics	State Assessment Results in Science, Social Studies and Writing	English Learner Progress	Quality of School Climate and Safety	Postsecondary Readiness	Graduation Rate (4-and-5-year cohort)
Elementary Schools	51	40	5	4	--	--
Middle Schools	46	45	5	4	--	--
High Schools	45	20	5	4	20	6

Federal law requires the greatest emphasis on Reading and Mathematics and English Language progress at elementary and middle schools. At high school, federal law requires emphasis on Reading and Mathematics and Graduation Rate.

Federal Classification in 2024

Federal Classification

- Targeted Support and Improvement (TSI) identification is required annually. Fall 2024 identification is based on three consecutive years of data (2021-2022, 2022-2023 and 2023-2024).
- The next identification of Comprehensive Support and Improvement (CSI I and CSI II) and newly identified ATSI will be in the fall of 2025.
- Schools that no longer meet identification criteria and have demonstrated progress will exit federal classification status in 2024.

District Highlights 2023-2024

District Highlights

- Highlights

- Saw increase in Reading and Mathematics across elementary schools
- Significant increase in Reading and Mathematics at high school level
- Lost TSI classification at elementary school with a significant increase in classification demographic group of Disability with IEP
- Increase in Science, Social Studies and Writing at high school and significant increase in this category for students with demographic group of Disability with IEP at middle school level.
- Increase in Indicator Score for Quality of School climate and Safety at elementary, middle and high school level
- Increase of Post Secondary Indicator Rating at high school level with a Green Indicator rating
- Increase of Graduation Indicator score

State Assessment Results

Reading and Mathematics
Science, Social Studies and Combined Writing

Performance Scores by Content Area - Status and Change

Content Area	Elementary	Previous year	Middle	Previous year	High	Previous year
Reading Mathematics	47.5	46.6	36.2	40.3	42.2	34
	Change	+ 0.9	Change	- 4.1	Change	+ 8.2
Science Social Studies Combined Writing	45	50.4	36.4	36.7	30.4	25.2
	Change	- 5.4	Change	- 0.3	Change	+ 5.2

Individual student level scores and performance levels were provided for Editing and Mechanics and On Demand Writing. There are no separate aggregations of Editing and Mechanics and On Demand Writing scores for the school.

Reading Performance by Grade Level - District

Grade	% Novice	% Apprentice	% Proficient	% Distinguished	% Proficient/ Distinguished
Grade 3	44	30	17	8	26
Grade 4	39	26	24	11	35
Grade 5	38	31	26	5	32
Grade 6	37	37	20	6	26
Grade 7	46	30	18	6	24
Grade 8	56	28	14	3	16
Grade 10	44	23	25	8	33

Mathematics Performance by Grade Level - District

Grade	% Novice	% Apprentice	% Proficient	% Distinguished	% Proficient/ Distinguished
Grade 3	38	34	26	2	28
Grade 4	49	26	19	6	25
Grade 5	28	40	25	6	32
Grade 6	49	31	15	5	20
Grade 7	46	36	18	1	18
Grade 8	55	32	11	2	13
Grade 10	49	29	18	3	22

Science Performance by Grade Level - District

Grade	% Novice	% Apprentice	% Proficient	% Distinguished	% Proficient/ Distinguished
Grade 4	24	59	18	1	19
Grade 7	54	39	5	1	6
Grade 11	suppressed	suppressed	suppressed	suppressed	suppressed

Social Studies Performance by Grade Level at - District

Grade	% Novice	% Apprentice	% Proficient	% Distinguished	% Proficient/ Distinguished
Grade 5	47	32	18	3	21
Grade 8	61	19	20	1	20
Grade 11	60	23	14	4	17

Combined Writing Performance by Grade Level - District

Grade	% Novice	% Apprentice	% Proficient	% Distinguished	% Proficient/ Distinguished
Grade 5	36	45	16	2	18
Grade 8	34	35	27	4	31
Grade 11	46	36	14	5	19

Quality of School Climate and Safety

The Quality of School Climate and Safety at - District

	Elementary	Previous year	Middle	Previous year	High	Previous year
Climate Index	79.8	79.8 (Change - 0)	67.3	65.2 (Change - + 2.1)	61.4	59.8 (Change - 0)
Safety Index	74.1	73.6 (Change - + 1.5)	57.3	56.9 (Change - + 0.4)	55.8	54.3 (Change - + 1.5)
Indicator Score	77.3	77.1 (Change - + 0.2)	63.9	58.1 (Change - + 5.8)	59.7	59.4 (Change - + 0.3)

Supplemental Data

ACT Results and K Screen Data

ACT Average Composite Score by Student Group - District

Demographic Group	Average Composite Score
All Students	15.5
African American	-
American Indian or Alaska Native	-
Hispanic or Latino	suppressed
White	15.5
Asian	-
Two or More Races	suppressed
English Learners plus Monitored	suppressed
Free/Reduced-Price Meal	14.4
Disability-with IEP (Total)	11.5

ACT Average Content Area Score by Student Group - District

Demographic Group	Average Score			
	English	Reading	Mathematics	Science
All Students	15.5	16.2	15.6	16.8
African American	-	-	-	-
American Indian or Alaska Native	-	-	-	-
Hispanic or Latino	suppressed	suppressed	suppressed	suppressed
White	15.5	16.4	15.6	16.8
Asian	-	-	-	-
Two or More Races	suppressed	suppressed	suppressed	suppressed
English Learners plus Monitored	suppressed	suppressed	suppressed	suppressed
Free/Reduced-Price Meal	14.4	15	15.1	15.9
Disability-with IEP (Total)	11.5	11.3	13.2	13.5

Kindergarten Screen Results

Kindergarten Readiness Summary by Student Group - District

Student Group	% Ready with Interventions	% Ready (1)	% Ready with Enrichments (2)	% Kindergarten Ready (1 + 2)
All Students	66	32	2	34
African American	-	-	-	-
American Indian or Alaska Native	-	-	-	-
Hispanic or Latino	suppressed	suppressed	suppressed	suppressed
White	66	32	2	34
Asian	-	-	-	-
Two or More Races	suppressed	suppressed	suppressed	suppressed
English Learners plus Monitored	-	-	-	-
Free/Reduced-Price Meal	74	25	2	26
Disability-with IEP (Total)	76	20	4	24

Focus Areas

Focus on Continuous Improvement

- Focus on proficiency in each content area
 - Increase number of proficient/distinguished
 - Decrease number of novice
- Focus on achievement gap closure
 - Increase performance of lower performing groups
- Focus on opportunity for all students to engage in grade level material every day

Questions?

