



Powell County Schools

2024 - 2025 Kentucky Summative Assessment
Data



Accountability System Components



Accountability Indicators (State and Federal)



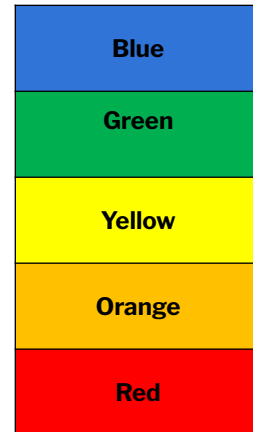
Overall Accountability Weights (State and Federal)

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.

Color Ratings (State Accountability ONLY)

- State Accountability 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.
- An Overall Performance Rating combines performance on the exclusive state indicators for elementary, middle and high schools.



Federal Classification in 2025

What's New in Kentucky's Accountability System

This year, Kentucky's accountability system introduces two distinct calculations. While both federal and state indicator scores use the same foundational components—*Status* and *Change*—they differ in how *Change* is calculated and applied.

- **New Calculation:**

- *Federal Change Score: Three-year average of Change Scores using current and prior years' Status Scores, providing a more stable view of performance over time.*

Indicator scores are combined into the Overall Score – one for state reporting and one for federal classification. While these Overall Scores may differ, here's how they apply:

- **State Calculations** determine color ratings for schools.
- **Federal Calculations** determine federal classifications, including:
 - *Comprehensive School and Improvement (CSI)*
 - *Targeted School and Improvement (TSI)*
 - *Additional Targeted School and Improvement (ATSI)*



Federal Classification

- Targeted Support and Improvement (TSI) identification is required annually. Beginning fall 2025, Comprehensive Support and Improvement (CSI I and CSI II) schools will be identified **annually**.
- Beginning fall 2025 and every three-year thereafter, Kentucky will identify a school for ATSI where the school was identified for TSI in the immediately preceding year and has the same subgroup(s) 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.
- Schools that no longer meet identification criteria and have demonstrated progress will exit federal classification status in 2025.



Accountability Data



Federal and State Accountability Overview for Powell County School District

	Federal	State
Overall Score	Ele. - 56.0 Middle - 36.4 (CSI) High - 56.1	Ele. - 57.5 - Yellow Middle - 39.7 - Orange High - 57.4 - Orange
State Assessment Results in Reading and Mathematics Indicator	Ele. - 56.7 Middle - 37.5 High - 39.9	Ele. - 57.3 Middle - 41.4 High - 39.4
State Assessment Results in Science, Social Studies and Writing Indicator	Ele. - 53.0 Middle - 33.1 High - 52.3	Ele. - 56.0 Middle - 36.2 High - 64.6
Quality of School Climate and Safety Indicator	Ele. - 76.0 Middle - 60.0 High - 59.7	Ele. - 75.2 Middle - 59.7 High - 58.6
Postsecondary Readiness Indicator	85.2	80.6
Graduation Rate Indicator	91.0	90.9

Suppressed Data

Data will be suppressed if:

- PL Count <3 A performance level (NAPD) has fewer than 3 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.



Performance on Indicators



State Assessment Results

Reading and Mathematics
 Science, Social Studies and Combined Writing

Percent P/D in State Assessment Results *Content Areas* by Student Group at the District Level - Elementary

Student Group	% P/D Reading	% P/D Mathematics	% P/D Science	% P/D Social Studies	% P/D Combined Writing
All Students	33%	33%	25%	30%	23%
African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
White	34%	32%	26%	28%	20%
Asian	--	--	--	--	--
Two or More Races	--	--	--	--	--
English Learners plus Monitored	--	--	--	--	--
Free/Reduced-Price Meal	28%	29%	20%	26%	17%
Disability-with IEP (Total)	24%	15%	18%	17%	*

Percent P/D in State Assessment Results Content Areas by Student Group at the District Level - Middle

Student Group	% P/D Reading	% P/D Mathematics	% P/D Science	% P/D Social Studies	% P/D Combined Writing
All Students	26%	21%	15%	18%	19%
African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
White	27%	21%	15%	19%	20%
Asian	--	--	--	--	--
Two or More Races	--	--	--	--	--
English Learners plus Monitored	--	--	--	--	--
Free/Reduced-Price Meal	22%	13%	*	11%	11%
Disability-with IEP (Total)	*	*	*	*	*

Percent P/D in State Assessment Results Content Areas by Student Group at the District Level - High

Student Group	% P/D Reading	% P/D Mathematics	% P/D Science	% P/D Social Studies	% P/D Combined Writing
All Students	27%	20%	14%	38%	38%
African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
White	26%	19%	13%	37%	37%
Asian	--	--	--	--	--
Two or More Races	--	--	--	--	--
English Learners plus Monitored	--	--	--	--	--
Free/Reduced-Price Meal	*	15%	*	30%	30%
Disability-with IEP (Total)	*	*	*	*	*

Reading Performance by Grade Level - District

Grade	% Novice	% Apprentice	% Proficient	% Distinguished	% Proficient/ Distinguished
Grade 3	30	29	30	11	41
Grade 4	39	38	17	6	23
Grade 5	30	35	25	11	36
Grade 6	40	25	25	10	35
Grade 7	49	27	19	5	25
Grade 8	61	19	16	4	20
Grade 10	42	32	24	3	27

Mathematics Performance by Grade Level - District

Grade	% Novice	% Apprentice	% Proficient	% Distinguished	% Proficient/ Distinguished
Grade 3	26	38	31	6	37
Grade 4	39	32	25	4	29
Grade 5	28	41	27	5	32
Grade 6	43	36	15	6	21
Grade 7	42	33	21	4	25
Grade 8	56	29	14	1	15
Grade 10	46	34	17	3	20

Science Performance by Grade Level - District

Grade	% Novice	% Apprentice	% Proficient	% Distinguished	% Proficient/ Distinguished
Grade 4	11	65	20	5	25
Grade 7	48	37	14	1	15
Grade 11	52	35	13	1	14

Social Studies Performance by Grade Level at - District

Grade	% Novice	% Apprentice	% Proficient	% Distinguished	% Proficient/ Distinguished
Grade 5	45	25	20	10	30
Grade 8	61	21	13	5	18
Grade 11	35	27	29	9	38

Combined Writing Performance by Grade Level - District

Grade	% Novice	% Apprentice	% Proficient	% Distinguished	% Proficient/ Distinguished
Grade 5	28	50	19	4	22
Grade 8	31	50	15	4	19
Grade 11	24	38	33	5	38

Performance Scores by Content Area at the District Level

Content Area	Elementary	State Elementary	Middle	State Middle	High	State High
Reading	34%	49%	34%	47%	27%	46%
Mathematics	32%	43%	20%	41%	20%	40%
Science	25%	37%	15%	29%	13%	21%
Social Studies	30%	38%	18%	36%	38%	38%
Combined Writing	22%	43%	19%	48%	38%	43%

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.

Quality of School Climate and Safety

The Quality of School Climate and Safety at the District Level

	Elementary	State Elementary	Middle	State Middle	High	State High
Climate Index	78.7	80.0	66.0	70.9	60.9	67.8
Safety Index	73.4	74.8	56.0	64.9	56.3	62.9

ACT Results

One of many options offered for students to demonstrate Postsecondary Readiness

ACT Average Composite Score by Student Group at the District Level

Demographic Group	Average Composite Score
All Students	17.7
African American	*
American Indian or Alaska Native	*
Hispanic or Latino	*
White	17.6
Asian	*
Two or More Races	*
English Learners plus Monitored	*
Free/Reduced-Price Meal	16.6
Disability-with IEP (Total)	13.6

ACT-CPE Benchmarks by Student Group at the District Level

Demographic Group	Percent Meeting CPE Benchmarks		
	English	Reading	Mathematics
All Students	44%	41%	22%
African American	*	*	*
American Indian or Alaska Native	*	*	*
Hispanic or Latino	*	*	*
White	42%	40%	21%
Asian	*	*	*
Two or More Races	*	*	*
English Learners plus Monitored	*	*	*
Free/Reduced-Price Meal	31%	33%	15%
Disability-with IEP (Total)	5%	10%	5%

Note: CPE Benchmarks are not available for science

Focus Areas

Focus on Continuous Improvement

Increase Proficiency: Raise the number of students reaching **Proficient/Distinguished** and reduce **Novice** performance across all content areas.

Close Achievement Gaps: Accelerate growth for **lower-performing student groups** through targeted supports and regular progress monitoring.

Ensure Opportunity & Access: Provide **every student** with rigorous, standards-aligned instruction and meaningful learning experiences in each content area.

Use Data to Drive Action: Leverage KSA, MAP, walkthrough data, formative/summative assessment data and PLC work to identify needs, adjust instruction, and monitor improvement over time.

Sustain Momentum: Celebrate progress while maintaining a clear focus, urgency, and consistency in implementing high-quality instructional practices.