



Standards Validation for Kentucky's Accountability System

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Standards Validation for Kentucky's Accountability System

Background

Kentucky's Accountability System is designed to meet federal Every Student Succeeds Act (ESSA) requirements such as: a) providing meaningful differentiation of schools, b) comprising a variety of indicators, including academic achievement, school climate, graduation rates, and post-secondary readiness, and c) disaggregating by student subgroups to identify and address achievement gaps.

Under Kentucky's system, several indicators are combined to produce an overall school accountability score. Table 1 presents the accountability indicators and how they are combined (i.e., weighted) at each grade band.

Table 1. Accountability Indicators and Weights by Grade Span

Indicator	Elementary Weight	Middle Weight	High School Weight
State Assessment Results in Reading and Mathematics	51	46	45
State Assessment Results in Science, Social Studies, and Writing	40	45	20
English Learner Progress	5	5	5
Quality of School Climate and Safety	4	4	4
Postsecondary Readiness	NA	NA	20
Graduation Rate	NA	NA	6

This system was fully implemented during the 2022-2023 school year. Full implementation involved including "change" in addition to "status" for each accountability indicator. "Status" relates to the current year's performance, whereas "change" refers to improvement from the prior year to the current year. Status and change are calculated for all students and disaggregated student groups.

Overall accountability scores classify schools into five levels, using cut scores identified via a standard setting process. As part of this process, performance descriptors were developed for overall accountability ratings. Expert panels then reviewed these descriptors and recommended the cut scores that would categorize schools into each level (Center for Assessment, 2024).

Table 2 presents the cut score ranges applied to classify schools into overall rating levels by grade band. The five Rating Levels include red, orange, yellow, green, and blue, with red being the lowest and blue being the highest.

Table 2. Score Ranges for Overall Accountability Ratings

School Level	Red	Orange	Yellow	Green	Blue
Elementary Schools	0-37.9	38.0-54.9	55.0-69.9	70.0-82.9	83.0 or more
Middle Schools	0-35.9	36.0-50.9	51.0-63.9	64.0-76.9	77.0 or more
High Schools	0-48.9	49.0-59.9	60.0-70.9	71.0-80.9	81.0 or more

The Human Resources Research Organization (HumRRO), as part of Kentucky’s assessment and accountability research agenda, conducted a series of analyses using 2024 accountability data to contribute to the body of validity evidence to support that the accountability model cut scores are working as intended. This report summarizes our methods and results and discusses the implications for Kentucky’s validity framework.

Research Questions

This study was designed to provide validity evidence for the standards and cut scores applied to school accountability scores in order to classify them into one of the five accountability rating levels (see Table 2). To that end, it addresses the following research questions:

1. Do overall accountability scores and their component scores (indicator scores, indicator status scores, indicator change scores) demonstrate the expected distributions?
2. How do status and change scores function?
 - a. Are status and change indicator scores similar across disaggregated student groups?
 - b. Do schools with lower status levels tend to demonstrate greater amounts of positive change?
 - c. Do student groups with lower status levels tend to demonstrate greater amounts of positive change?
3. Does the pattern of overall accountability ratings and indicators within schools reflect the language of the Performance Level Descriptors (PLDs)?
 - a. Is this pattern consistent across disaggregated student groups?

Methods and Results

Our first step was to look at the distributions of the various components of the accountability model using 2024 accountability data. Table 3 presents descriptive statistics for the overall accountability score, the overall accountability rating, and each indicator score, indicator rating, status score, and change score for each accountability indicator, using high school as an example. Similar descriptives for all grade bands are presented in Appendix A.

Table 3. Descriptive Statistics: Accountability Model Components for High Schools

Indicator	n	Min	Med	Max	Mean	S.D.
Overall Accountability Score	215	22.9	66.9	91.8	66.4	11.6
Overall Accountability Rating	215	1.0	3.0	5.0	3.1	1.1
Reading/Mathematics Indicator Score	215	4.0	60.0	97.5	58.4	17.0
Reading and Mathematics Indicator Rating	215	1.0	3.0	5.0	3.2	1.2
Reading and Mathematics Indicator Status	215	14.7	58.8	97.3	58.1	13.2
Reading and Mathematics Indicator Change	215	-18.4	-0.7	22.8	0.3	7.0
Science/Social Studies/Writing Indicator Score	215	0.0	50.2	91.5	50.2	15.5
Science/Social Studies/Writing Indicator Rating	215	1.0	3.0	5.0	3.2	1.2
Science/Social Studies/Writing Indicator Status	215	10.9	50.8	76.3	50.2	11.6
Science/Social Studies/Writing Indicator Change	214	-22.4	-0.9	18.9	0.1	6.8
English Learner Progress Indicator Score	53	0.0	30.5	67.9	31.2	13.7
English Learner Progress Indicator Rating	53	2.0	4.0	5.0	3.5	1.0
English Learner Progress Indicator Status	53	10.2	30.8	41.4	29.4	7.8
English Learner Progress Indicator Change	44	-13.0	2.5	26.7	2.2	8.6
Quality of School Climate and Safety Indicator Score	215	49.7	65.0	100.0	65.5	6.3
Quality of School Climate and Safety Indicator Rating	215	1.0	4.0	5.0	3.9	0.8
Quality of School Climate and Safety Indicator Status	215	53.3	63.2	83.2	63.8	4.3
Quality of School Climate and Safety Indicator Change	215	-8.6	1.7	16.8	1.727	3.091
Postsecondary Readiness Indicator Score	214	20.3	94.9	125.0	93.6	13.7
Postsecondary Readiness Indicator Rating	214	1.0	4.0	5.0	3.9	1.0
Postsecondary Readiness Indicator Status	214	34.1	92.2	115.4	91.1	10.2
Postsecondary Readiness Indicator Change	214	-18.0	2.4	25.6	2.5	7.1
Graduation Indicator Score	215	81.6	96.0	100.0	95.4	3.6
Graduation Indicator Rating	215	1.0	4.0	5.0	3.8	0.9
Graduation Indicator Status	215	82.8	95.3	100.0	94.7	3.1
Graduation Indicator Change	215	-5.9	0.6	7.1	0.7	1.8

Table 3 addresses research question 1 and shows that the ranges of overall, indicator, status, and change scores are generally reasonable, with a couple of patterns of note. First, only about one-quarter of high schools have the English learner progress indicator in their accountability determinations. This is because not all Kentucky high schools enroll English learners. Also of note is that the minimum indicator rating for the English learner progress indicator is 2, indicating that no high schools reporting on this indicator were classified into the lowest rating category. Finally, it is notable that graduation indicator scores are generally high across all high schools, with minimal variability.

Because status and change for each indicator are the main contributors to the overall accountability rating, we now focus on patterns between status and change and whether those patterns are consistent for all disaggregated student groups (research question 2). Table 4 compares mean status and change values for the reading and math indicators among high schools, for all students, and select disaggregated student groups. Note that we only included groups for which 10 or more high schools reported data for the group. Similar tables for all indicators and all grade bands are presented in Appendix B.

Table 4. Status and Change Comparison: Reading and Math Indicator for High School

Group	Rating	n	Mean	S.D.
All	Reading and Mathematics Indicator Status	215	58.1	13.2
All	Reading and Mathematics Indicator Change	215	0.3	7.0
Asian	Reading and Mathematics Indicator Status	NR	NR	NR
Asian	Reading and Mathematics Indicator Change	NR	NR	NR
Black	Reading and Mathematics Indicator Status	40	35.2	12.0
Black	Reading and Mathematics Indicator Change	37	1.0	7.1
Hispanic	Reading and Mathematics Indicator Status	58	45.0	15.3
Hispanic	Reading and Mathematics Indicator Change	46	-3.1	11.0
White	Reading and Mathematics Indicator Status	211	61.4	12.7
White	Reading and Mathematics Indicator Change	211	0.7	7.6
Economically Disadvantaged	Reading and Mathematics Indicator Status	206	49.5	11.1
Economically Disadvantaged	Reading and Mathematics Indicator Change	200	0.6	7.7
English Learner	Reading and Mathematics Indicator Status	28	19.4	5.8
English Learner	Reading and Mathematics Indicator Change	20	-0.2	6.9
Student with Disability	Reading and Mathematics Indicator Status	78	27.7	10.9
Student with Disability	Reading and Mathematics Indicator Change	63	-1.4	6.8

Note. NR = Not reported due to small sample size. Scores were not reported for comparison groups (e.g., non-economically disadvantaged, non-English learner, non-student with disability).

Table 4 shows that only the white racial group has a reading and math status indicator score greater than that of all high school students. The black racial group demonstrated the largest average positive change on the reading and math status indicator at the high school level. In contrast, the Hispanic ethnic group demonstrated the largest average negative change.

Next, we compared the relationships between status, change, and overall ratings for all students with those of disaggregated student groups. Table 5 presents the results for the reading and math indicator at the high school level. Similar tables are provided for all indicators in Appendix C.

Table 5. Correlation Between Status, Change, and Overall Accountability Rating: Reading and Math Indicator for High School

Group	Status-Overall	Change-Overall	Status-Change
All	0.86	0.51	0.40
Asian	NR	NR	NR
Black	0.75	0.36	0.46
Hispanic	0.71	0.52	0.47
White	0.76	0.42	0.35
Economically Disadvantaged	0.80	0.49	0.49
English Learner	0.47	0.18	0.58
Student with Disability	0.68	0.10	0.26

NR = Not reported due to small sample size.

Using guidelines for interpreting correlations provided by Cohen (1988)¹, Table 5 shows a strong positive correlation between reading/math status and overall accountability rating among all high school students. This is not surprising, considering that the reading and math indicator is the most heavily weighted indicator in the accountability model. The correlation between reading/math status and overall rating is moderate for the English learner student group at the high school level, indicating that reading/math status has less influence on overall accountability rating for this student group at the high school level.

A large positive correlation exists between reading/math change and overall accountability rating among all high school students. The correlation between reading and math change is notably weaker for the English learner and student with disability groups, indicating that reading and math change has less influence on the overall accountability rating for these student groups at the high school level.

Overall, and for the included disaggregated student groups at the high school level, we observed a moderate to large positive correlation between status and change for the reading and math indicator. The correlation between reading and math status is somewhat stronger for the English learner student group, indicating a tendency for English learner student groups at the high school level with higher reading/math status scores to also have higher reading/math change scores.

Next, we looked at indicator-level performance in schools rated at the highest and lowest overall accountability levels (i.e., level 5 [blue] and level 1 [red], respectively). If, among the highly rated schools, a large percentage of schools are rated low on a particular indicator, that would call into question whether the performance level standards are functioning as intended, as described in the PLDs (research question 3). Table 6 presents results for the highest-rated high schools as an example. Similar tables for the highest- and lowest-rated schools for the three grade spans are presented in Appendix D.

¹ Correlation coefficients 0.30 or higher are moderate and 0.50 or higher are large.

Table 6. Percentage of Indicators in Each Rating Level for Overall Rating Level 5: High School

Indicator	% schools with 1 Rating	% schools with 2 Rating	% schools with 3 Rating	% schools with 4 Rating	% schools with 5 Rating	% schools with NA Rating
Reading/Mathematics	0.00	0.00	0.00	13.64	86.36	0.00
Science/Social Studies/Writing	0.00	0.00	0.00	40.91	59.09	0.00
EL Progress	0.00	4.55	0.00	0.00	0.00	95.45
Climate and Safety	0.00	4.55	9.09	36.36	50.00	0.00
Postsecondary Readiness	0.00	0.00	4.55	27.27	63.64	4.55
Graduation	0.00	4.55	9.09	63.64	22.73	0.00

Table 6 shows that across the indicators, high schools rated at the highest overall accountability Level tended to be rated at one of the two highest ratings at the indicator level. None of these schools received a rating of ‘1’ for any indicator. Small percentages of these schools received a ‘2’ rating for English learner progress, climate and safety, or graduation.

Next, we conducted similar analyses for disaggregated student groups among schools rated at the highest and lowest overall accountability levels. If particular student groups within overall high-performing schools received a low rating on an indicator, for example, that would call into question whether the accountability model is functioning as intended. Table 7 presents results for student groups’ ratings on the postsecondary readiness indicator, using highly rated high schools as an example. Similar tables for all grade spans and indicators are presented in Appendix E (highest-rated schools) and F (lowest-rated schools).

Table 7. Percentage of Student Groups at Overall Rating Level 5 for Schools: Postsecondary Readiness Indicator for High School

Indicator	% schools with 1 Rating	% schools with 2 Rating	% schools with 3 Rating	% schools with 4 Rating	% schools with 5 Rating	% schools with NA Rating
Asian	0.00	0.00	0.00	0.00	4.55	95.45
Black	0.00	0.00	4.55	0.00	4.55	90.91
Hispanic	0.00	4.55	0.00	4.55	4.55	86.36
White	0.00	0.00	4.55	18.18	72.73	4.55
Economically Disadvantaged	0.00	0.00	9.09	27.27	40.91	22.73
English Learner	0.00	0.00	0.00	0.00	0.00	100.00
Student with Disability	9.09	0.00	4.55	0.00	0.00	86.36

Table 7 shows that across the disaggregated student groups, with the exception of white students, the largest percentage of highly rated schools had a rating of ‘NA.’ This is because these schools serve few or no students within these groups. Among the small number of schools reporting on postsecondary readiness for the student with disability group, all received a

rating of ‘1’ or ‘3’ on this indicator. The white and economically disadvantaged student groups, for which the largest number of schools reported, had the largest percentage of postsecondary readiness indicator ratings at the ‘4’ or ‘5’ levels.

Finally, we examined the school-level percentages of students in each student group and how they correlate with each indicator’s status and change scores. Positive correlations indicate that schools with higher percentages of students in a particular demographic group also tend to have higher indicator scores. Table 8 presents correlations for the reading and math indicator for high school. Similar tables for all indicators and grade spans are presented in Appendix G.

Table 8. Correlation of School-Level Demographics with Status and Change Scores: Reading and Math Indicator for High School

Group	Status Scores	Change Scores
Percent Asian	0.37	0.11
Percent Black	-0.14	-0.12
Percent Hispanic	-0.20	-0.16
Percent White	0.12	0.17
Percent Economically Disadvantaged	-0.40	0.03
Percent English Learner	-0.27	-0.04
Percent Student with Disability	-0.14	0.02

Table 8 shows a moderate positive correlation between the school-level percentage of Asian students and the reading and math status, and a weak positive correlation between the school-level percentage of white students and the reading and math status. There were weak to moderate negative correlations for the other student groups, indicating that higher school-level percentages of students in these groups are associated with lower reading and math status. All correlations between school-level student group percentages and reading and math change were weak in magnitude. reading and math change did not correlate with the school level percentage of economically disadvantaged students, English learners, and the student with disability group.

Summary

In this section, we summarize the results for each research question.

Research question 1

This research question focused on the distributions of school accountability scores. As evidence of cut scores functioning as intended, we expect that some schools would be categorized in all possible rating levels. Across the grade bands, schools were rated at each of the five levels for both overall accountability ratings and all indicator ratings, with one exception. At the high school level, no schools received a rating of 1 for the English learner progress indicator. However, 0 was the minimum score assigned for that indicator.

Research question 2

This research question focused on status and change. Across all accountability indicators and grade bands, status is consistently more highly correlated than change with overall accountability score, indicating that schools' current status, regardless of the specific indicator, tends to contribute more to the overall accountability rating than the amount of change the school has experienced since the prior year. Change scores also tend to be weakly positively correlated with overall accountability ratings, with some exceptions. Patterns of zero to weak negative correlations between change and the overall accountability rating were observed among some student groups for the English learner progress, school climate and safety, postsecondary readiness, and graduation indicators. This suggests that a higher overall accountability score was associated with a lower change score for these indicators.

Below, we discuss the patterns observed for each accountability indicator:

Reading and math indicator: For all student groups, status and change ratings for the reading and math indicator were weakly to moderately positively correlated. All correlations between status and change were higher than 0.20, except for the Asian and white student groups at the elementary level and the black student group at the middle school level. Weak positive correlations indicate that although there is some tendency for schools with higher reading and math indicator status to have higher reading and math indicator change, having a lower reading and math status was often associated with higher reading and math change. This is likely due to a “regression to the mean” effect.

At the elementary school level, Asian and white students consistently had higher status ratings. Economically disadvantaged students and the student with disability group demonstrated the most positive change, on average, while Hispanic students experienced the largest negative change, on average. A similar pattern emerged in middle schools, with Asian and white students maintaining higher status scores. The student with disability group showed the most positive average change, and the Asian student group experienced the most negative average change. At the high school level, only white students had a higher status score compared to all students. Black students experienced the most positive change on average, and Hispanic students experienced the largest negative change on average.

Science, social studies, and writing indicator: For all student groups (except the Asian student group at the elementary level), status and change ratings for the science, social studies, and writing indicator were weakly to moderately positively correlated. Like the reading and math indicator, most correlations between status and change for the science, social studies, and writing indicator ranged between 0.18 (black student group at the high school level) and 0.46 (economically disadvantaged student group at the high school level).

At the elementary school level, Asian and white student groups consistently had higher status ratings for this indicator. The student with disability group showed the greatest positive change, while the Asian, black, and Hispanic student groups experienced negative change on average. This trend continued at the middle school level, with Asian and white student groups maintaining higher status scores compared to other student groups. The English learners student group had the largest positive change. In high schools, the white student group again had the highest status score on average, with the

student with disability group showing the most positive change and the black student group experiencing the most negative change.

English learner progress indicator: Status and change were moderately to highly positively correlated across the grade spans. For the student groups for which this indicator is reported, correlations ranged between 0.39 (black student group at middle school level) and 0.99 (student with disability group at elementary level). This indicates that the school-level student with disability group with higher English learner progress indicator status scores nearly always had higher English learner progress indicator change scores.

At the elementary level, Asian and white student groups maintained higher status scores on this indicator, but most groups experienced negative change scores, with Asian students being a notable exception. At the middle school level, Hispanic students demonstrated the largest positive change. The economically disadvantaged student group at the high school level had the highest status and the largest positive change.

School climate and safety indicator: Status and change for this indicator tended to be weakly to largely positively correlated, except for the Asian student group at the high school level, for which the correlation was weak and negative. Correlations ranged from -0.18 (Asian student group at high school level) to 0.54 (white student group at elementary school level). The negative correlation indicates a very slight tendency for Asian student groups with higher status scores on the climate and safety indicator to have lower change scores on this indicator.

At the elementary school level, the white and student with disability groups had higher than average status on this indicator compared to other student groups. Some student groups, including Asian, black, and English learners, experienced negative change on average. We saw a similar pattern for status scores at the middle school level, but all change scores were positive on average. High schools maintained this trend, with higher positive change scores.

Postsecondary readiness indicator: This indicator is included only at the high school level. Status and change for this indicator were weakly negatively correlated for the Asian and student with disability groups (-0.07 and -0.19, respectively) but were otherwise weakly positively correlated. The white student group had the highest status score on average compared to other student groups, while the English learner student group showed the largest positive change on average.

Graduation indicator: This indicator is included only at the high school level. Status and change were weakly negatively correlated for the Asian, black, Hispanic, and English learner groups. Correlations for other student groups were weakly positive. Asian and white students had higher status, and change was positive but very small across all student groups.

Research question 3

PLDs describe how overall scores in each rating category compare to the state score in the 2023-2024 academic year (Center for Assessment, 2024). This does not include the postsecondary readiness and graduation indicators for elementary and middle schools, as those are applicable only for high schools. Table 9 presents the PLDs for overall accountability ratings

and clarifies the minimum performance expectations for each category. For each overall rating level, the table specifies the lowest acceptable indicator rating schools in that category should achieve. This provides a benchmark for performance evaluation, where schools in higher PLD categories are expected to maintain higher minimum indicator ratings than those in lower categories.

Table 9. Overall Performance Rating Descriptors for Elementary, Middle, and High Schools

Category	Overall Performance Rating Descriptor
Blue (level 5)	Highest overall scores in the state. Unlikely to have any indicator rated lower than Green .
Green (level 4)	Higher overall scores than the state score. Unlikely to have any indicator rated lower than Yellow .
Yellow (level 3)	Near (above or below) the state score. Unlikely to have any indicator rated Red .
Orange (level 2)	Lower overall scores than the state score. May have one or more indicator rated Red .
Red (level 1)	Among lowest overall scores in the state. Will have multiple indicators rated Red .

Below we answer the third research question by summarizing findings based on level 1 (blue) and level 2 (red) categories found in Appendix D, E, and F. Overall, results showed that, with a few exceptions, the schools tend to receive the indicator ratings that correspond to their overall scores. This is particularly true for academic indicators, while exceptions are more commonly seen in the school climate and safety and English learner progress indicators.

Across all grade levels, schools rated at the highest overall accountability level (i.e., level 5 [blue]) generally demonstrated high ratings at the indicator level. At the elementary level, all indicator ratings tended to be level 3 or higher, with the exception of the climate and safety indicator, in which a small percentage of schools were rated at level 1 or 2. Middle schools exhibited similar patterns. At the high school level, none of the schools rated at the highest overall accountability level had an indicator rating of 1 or red for any indicator, and all reading and math and science/social studies/writing indicator ratings were 4 (green) or 5 (blue).

Among those schools receiving the lowest overall accountability rating (i.e., level 1 [red]), indicator ratings for both the reading and math and science/social studies/writing indicators were consistently 3 (yellow) or lower, except for a small percentage of lowest-rated high schools receiving a science/social studies/writing indicator rating of 4 (green). Climate and safety indicator ratings were often relatively high among the schools receiving the lowest overall accountability rating; among middle schools, the largest percentage of low overall rated schools had a climate and safety indicator rating of 3 (yellow), and among low-rated high schools, more than half had a climate and safety indicator rating of 4 (green) or 5 (blue).

In addition to examining indicator ratings for all students, we examined the indicator ratings for disaggregated student groups among the schools rated highest and lowest overall. Among the highest-rated schools, the student with disability group was consistently rated in the bottom three levels for reading, math, and science/social studies/writing indicators. Most schools with the highest ratings do not report on the English learner progress indicator, indicating that these schools do not serve this population or only serve a small number of English learners. None of the schools with the highest ratings have climate and safety indicator ratings of 1 (red) for any of

the student groups, with the exception of the student with disability group. Except for the student with disability group, none of the highest-rated schools reported a group postsecondary readiness indicator rating of 1 (red). Nearly a quarter of the highest-rated high schools reporting on the graduation indicator for student groups had a rating of 1 (red) or 2 (orange) for the student with disability group.

Among the lowest-rated schools, no reading and math and science/social studies/writing indicator ratings for student groups were at level 5 (blue), and most indicator ratings across student groups were generally 1-2 (red or orange). Across the three grade spans, about 20%-30% of the lowest-rated schools reported an English learner progress indicator rating of 4 or 5 (green or blue) for economically disadvantaged students. At the elementary level, the largest percentage of schools reported climate and safety indicator ratings of 1 or 2 (red or orange) for most student groups. At the middle school level, with the exception of the Asian student group, 33-60% of climate and safety indicator ratings were level 3 or 4 (yellow or green). Among the lowest-rated high schools reporting on the climate and safety indicator, the majority of group indicator ratings were 3 (yellow) or higher. Approximately 20%-25% of the lowest-rated high schools reported postsecondary readiness indicator ratings of 4 or 5 for black, Hispanic, and white student groups. Generally, the largest percentage of lowest-rated high schools reported group-level postsecondary readiness indicator ratings of 1 (red) or 2. 50% of the lowest-rated high schools reported a graduation indicator rating of 4 (green) for the economically disadvantaged subgroup. For the black group, approximately 40% of schools reported an indicator rating of 4 or 5 (green or blue).

Because accountability indicators may not be reported for particular student groups due to small numbers of students, it is informative to look at the relative size of these student groups within schools and how that relates to accountability indicator scores. The percentages of black, Hispanic, economically disadvantaged, and English learner students were generally negatively associated with status on the reading and math, science/social studies/writing, and climate and safety indicators. School-level demographics were generally not associated with change in the accountability indicators. However, there were weak negative correlations between the percentages of black and Hispanic students and reading and math indicator change for all these grade spans, weak negative correlations between the percentage of black students and science/social studies/writing indicator change for all three grade spans, and weak negative correlations between the percentages of black and Hispanic students and climate and safety indicator change at the elementary level.

Discussion

Kentucky schools are given an overall accountability rating color-coded for ease of interpretation by interested parties. This study sought to “look under the hood” of these overall ratings to identify any patterns that might raise concerns about the accountability standards and cut scores functioning as intended overall and consistently across student groups. We found that the accountability cut scores generally categorize schools in expected ways, with higher-scoring schools tending to score highly on all the accountability indicators and lower-scoring schools tending to score at the lower levels for all indicators.

There were some exceptions to this pattern. For example, at least one elementary school rated at the lowest level (1 [red]) had a climate and safety indicator rated at the highest level (5 [blue]). Finding rare exceptions like this among correlated indicators may indicate that the indicators access unique variance among schools, which supports the use of multiple indicators of school quality for accountability.

Also of note are instances in which student groups in highly rated schools are not rated highly relative to students overall. The most notable pattern was among the students with disability group, which was more frequently rated at the lower levels within the highest-performing schools for multiple indicators. This is a pattern that we have observed in another state's accountability system (Gribben et al., 2022).

KDE reports disaggregated accountability to meet federal requirements and provide more nuanced information to guide school decision-making. If one student group is underperforming on one or more accountability components, then this might warrant a decision to target support for that group in order to improve school performance. Some student groups, particularly white and Asian students, perform consistently on average, and schools with higher percentages of these students tend to have higher ratings on academic proficiency-related accountability indicators. Indicator change scores seem to function similarly across groups, based on the generally weak correlations between the school-level percentages of members of student groups with indicator change scores. However, the results show a pattern in which the percentage of black and Hispanic students in a school was negatively associated with change for several indicators (correlations typically between $-.17$ and $-.16$). These can be considered a baseline of patterns among the accountability system components, which should be monitored over time.

This study contributes to the body of validity evidence related to assessment use (Russell, 2022). School accountability ratings can inform decisions about what actions are needed to appropriately support schools, particularly decisions made at the district and school levels. Patterns of indicator ratings suggest that the various accountability components allow for stronger performance in one area to compensate for weaker performance in another, thus supporting targeted decision-making.

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Appendix A

Table A-1. Descriptive Statistics: Accountability Model Components for Elementary Schools

Indicator	n	Min	Med	Max	Mean	S.D.
Overall Accountability Score	697	14.2	65.4	115.9	64.3	17.3
Overall Accountability Rating	697	1.0	3.0	5.0	3.2	1.1
Reading/Mathematics Indicator Score	697	12.3	65.6	125.0	64.7	18.9
Reading and Mathematics Indicator Rating	697	1.0	4.0	5.0	3.3	1.1
Reading and Mathematics Indicator Status	697	13.7	64.2	103.9	63.6	16.
Reading and Mathematics Indicator Change	697	-25.9	0.7	32.1	1.1	6.3
Science/Social Studies/Writing Indicator Score	682	9.9	62.9	125.0	61.9	19.0
Science/Social Studies/Writing Indicator Rating	682	1.0	3.0	5.0	3.2	1.2
Science/Social Studies/Writing Indicator Status	682	14.9	62.6	109.3	61.7	15.4
Science/Social Studies/Writing Indicator Change	675	-28.7	-0.1	33.6	0.2	7.7
English Learner Progress Indicator Score	187	0.0	59.8	115.0	61.1	18.9
English Learner Progress Indicator Rating	187	1.0	4.0	5.0	3.56	1.2
English Learner Progress Indicator Status	187	29.4	63.4	93.3	63.7	9.8
English Learner Progress Indicator Change	167	-37.5	-3.9	40.6	-3.0	12.3
Quality of School Climate and Safety Indicator Score	697	58.4	76.5	100.0	77.9	7.7
Quality of School Climate and Safety Indicator Rating	697	1.0	4.0	5.0	3.5	1.1
Quality of School Climate and Safety Indicator Status	697	62.7	76.7	97.6	77.5	5.6
Quality of School Climate and Safety Indicator Change	697	-8.6	0.1	12.4	0.4	3.2

Table A-2. Descriptive Statistics: Accountability Model Components for Middle Schools

Indicator	n	Min	Med	Max	Mean	S.D.
Overall Accountability Score	212	20.8	57.8	86.7	57.4	13.3
Overall Accountability Rating	212	1.0	3.0	5.0	3.0	1.0
Reading/Mathematics Indicator Score	212	16.8	60.1	90.3	59.3	14.5
Reading and Mathematics Indicator Rating	212	1.0	3.0	5.0	3.3	1.1
Reading and Mathematics Indicator Status	212	16.8	59.2	84.9	58.6	13.1
Reading and Mathematics Indicator Change	210	-10.0	0.7	14.4	0.7	4.0
Science/Social Studies/Writing Indicator Score	210	16.2	54.7	89.7	55.2	14.2
Science/Social Studies/Writing Indicator Rating	210	1.0	3.0	5.0	3.3	1.1
Science/Social Studies/Writing Indicator Status	210	17.9	54.0	84.4	54.3	12.2
Science/Social Studies/Writing Indicator Change	210	-12.7	0.7	17.6	0.9	4.9
English Learner Progress Indicator Score	53	0.0	26.5	96.7	30.0	18.9
English Learner Progress Indicator Rating	53	1.0	3.0	5.0	3.2	1.3
English Learner Progress Indicator Status	53	10.4	26.4	50.9	27.4	9.4
English Learner Progress Indicator Change	47	-14.0	0.2	45.8	3.0	12.0
Quality of School Climate and Safety Indicator Score	212	53.4	66.3	96.6	66.7	6.0
Quality of School Climate and Safety Indicator Rating	212	1.0	4.0	5.0	3.3	1.0
Quality of School Climate and Safety Indicator Status	212	56.0	65.7	79.7	66.0	4.4
Quality of School Climate and Safety Indicator Change	210	-6.7	0.6	16.9	0.7	2.8

Table A-3. Descriptive Statistics: Accountability Model Components for High Schools

Indicator	n	Min	Med	Max	Mean	S.D.
Overall Accountability Score	215	22.9	66.9	91.8	66.4	11.6
Overall Accountability Rating	215	1.0	3.0	5.0	3.1	1.1
Reading/Mathematics Indicator Score	215	4.0	60.0	97.5	58.4	17.0
Reading and Mathematics Indicator Rating	215	1.0	3.0	5.0	3.2	1.2
Reading and Mathematics Indicator Status	215	14.7	58.8	97.3	58.1	13.2
Reading and Mathematics Indicator Change	215	-18.4	-0.7	22.8	0.3	7.0
Science/Social Studies/Writing Indicator Score	215	0.0	50.2	91.5	50.2	15.5
Science/Social Studies/Writing Indicator Rating	215	1.0	3.0	5.0	3.2	1.2
Science/Social Studies/Writing Indicator Status	215	10.9	50.8	76.3	50.2	11.6
Science/Social Studies/Writing Indicator Change	214	-22.4	-0.9	18.9	0.1	6.8
English Learner Progress Indicator Score	53	0.0	30.5	67.9	31.2	13.7
English Learner Progress Indicator Rating	53	2.0	4.0	5.0	3.5	1.0
English Learner Progress Indicator Status	53	10.2	30.8	41.4	29.4	7.8
English Learner Progress Indicator Change	44	-13.0	2.5	26.7	2.2	8.6
Quality of School Climate and Safety Indicator Score	215	49.7	65.0	100.0	65.5	6.3
Quality of School Climate and Safety Indicator Rating	215	1.0	4.0	5.0	3.9	0.8
Quality of School Climate and Safety Indicator Status	215	53.3	63.2	83.2	63.8	4.3
Quality of School Climate and Safety Indicator Change	215	-8.6	1.7	16.8	1.727	3.091
Postsecondary Readiness Indicator Score	214	20.3	94.9	125.0	93.6	13.7
Postsecondary Readiness Indicator Rating	214	1.0	4.0	5.0	3.9	1.0
Postsecondary Readiness Indicator Status	214	34.1	92.2	115.4	91.1	10.2
Postsecondary Readiness Indicator Change	214	-18.0	2.4	25.6	2.5	7.1
Graduation Indicator Score	215	81.6	96.0	100.0	95.4	3.6
Graduation Indicator Rating	215	1.0	4.0	5.0	3.8	0.9
Graduation Indicator Status	215	82.8	95.3	100.0	94.7	3.1
Graduation Indicator Change	215	-5.9	0.6	7.1	0.7	1.8

Appendix B

Table B-1. Status and Change Comparison: Reading and Math Indicator for Elementary School

Group	Rating	n	Mean	S.D.
All	Reading and Mathematics Indicator Status	697	63.6	16.4
All	Reading and Mathematics Indicator Change	697	1.1	6.3
Asian	Reading and Mathematics Indicator Status	27	84.8	17.3
Asian	Reading and Mathematics Indicator Change	19	0.0	8.3
Black	Reading and Mathematics Indicator Status	163	40.4	13.9
Black	Reading and Mathematics Indicator Change	152	0.6	6.6
Hispanic	Reading and Mathematics Indicator Status	146	47.9	13.1
Hispanic	Reading and Mathematics Indicator Change	123	-0.9	7.2
White	Reading and Mathematics Indicator Status	671	67.7	15.1
White	Reading and Mathematics Indicator Change	668	1.2	6.6
Economically Disadvantaged	Reading and Mathematics Indicator Status	688	56.7	15.0
Economically Disadvantaged	Reading and Mathematics Indicator Change	681	1.6	6.8
English Learner	Reading and Mathematics Indicator Status	149	48.6	16.2
English Learner	Reading and Mathematics Indicator Change	130	-0.5	6.7
Student with Disability	Reading and Mathematics Indicator Status	450	43.1	18.9
Student with Disability	Reading and Mathematics Indicator Change	378	1.5	8.5

Table B-2. Status and Change Comparison: Reading and Math Indicator for Middle School

Group	Rating	n	Mean	S.D.
All	Reading and Mathematics Indicator Status	212	58.6	13.1
All	Reading and Mathematics Indicator Change	210	0.7	4.0
Asian	Reading and Mathematics Indicator Status	24	79.0	21.7
Asian	Reading and Mathematics Indicator Change	20	-0.6	6.6
Black	Reading and Mathematics Indicator Status	82	38.2	11.5
Black	Reading and Mathematics Indicator Change	80	0.1	5.9
Hispanic	Reading and Mathematics Indicator Status	120	49.2	12.7
Hispanic	Reading and Mathematics Indicator Change	117	0.1	7.4
White	Reading and Mathematics Indicator Status	211	62.6	12.9
White	Reading and Mathematics Indicator Change	210	0.8	4.2
Economically Disadvantaged	Reading and Mathematics Indicator Status	212	49.8	10.9
Economically Disadvantaged	Reading and Mathematics Indicator Change	210	0.8	4.1
English Learner	Reading and Mathematics Indicator Status	69	33.1	9.8
English Learner	Reading and Mathematics Indicator Change	64	0.8	5.7
Student with Disability	Reading and Mathematics Indicator Status	197	31.3	11.1
Student with Disability	Reading and Mathematics Indicator Change	194	1.1	5.7

Table B-3. Status and Change Comparison: Reading and Math Indicator for High School

Group	Rating	n	Mean	S.D.
All	Reading and Mathematics Indicator Status	215	58.1	13.2
All	Reading and Mathematics Indicator Change	215	0.3	7.0
Asian	Reading and Mathematics Indicator Status	NR	NR	NR
Asian	Reading and Mathematics Indicator Change	NR	NR	NR
Black	Reading and Mathematics Indicator Status	40	35.2	12.0
Black	Reading and Mathematics Indicator Change	37	1.0	7.1
Hispanic	Reading and Mathematics Indicator Status	58	45.0	15.3
Hispanic	Reading and Mathematics Indicator Change	46	-3.1	11.0
White	Reading and Mathematics Indicator Status	211	61.4	12.7
White	Reading and Mathematics Indicator Change	211	0.7	7.6
Economically Disadvantaged	Reading and Mathematics Indicator Status	206	49.5	11.1
Economically Disadvantaged	Reading and Mathematics Indicator Change	200	0.6	7.7
English Learner	Reading and Mathematics Indicator Status	28	19.4	5.8
English Learner	Reading and Mathematics Indicator Change	20	-0.2	6.9
Student with Disability	Reading and Mathematics Indicator Status	78	27.7	10.9
Student with Disability	Reading and Mathematics Indicator Change	63	-1.4	6.8

Note. NR= Not reported due to small sample size.

Table B-4. Status and Change Comparison: Science/Social Studies/Writing Indicator for Elementary School

Group	Rating	n	Mean	S.D.
All	Science/Social Studies/Writing Indicator Status	682	61.7	15.4
All	Science/Social Studies/Writing Indicator Change	675	0.2	7.7
Asian	Science/Social Studies/Writing Indicator Status	12	87.5	13.3
Asian	Science/Social Studies/Writing Indicator Change	10	-1.1	6.0
Black	Science/Social Studies/Writing Indicator Status	116	39.7	12.9
Black	Science/Social Studies/Writing Indicator Change	104	-0.8	7.2
Hispanic	Science/Social Studies/Writing Indicator Status	86	45.8	12.7
Hispanic	Science/Social Studies/Writing Indicator Change	62	-0.7	8.4
White	Science/Social Studies/Writing Indicator Status	634	65.6	14.2
White	Science/Social Studies/Writing Indicator Change	622	0.4	8.2
Economically Disadvantaged	Science/Social Studies/Writing Indicator Status	655	55.8	14.5
Economically Disadvantaged	Science/Social Studies/Writing Indicator Change	636	0.8	8.1
English Learner	Science/Social Studies/Writing Indicator Status	99	46.4	14.4
English Learner	Science/Social Studies/Writing Indicator Change	78	0.6	7.8
Student with Disability	Science/Social Studies/Writing Indicator Status	142	40.6	14.3
Student with Disability	Science/Social Studies/Writing Indicator Change	86	1.2	9.1

Table B-5. Status and Change Comparison: Science/Social Studies/Writing Indicator for Middle School

Group	Rating	n	Mean	S.D.
All	Science/Social Studies/Writing Indicator Status	210	54.3	12.2
All	Science/Social Studies/Writing Indicator Change	210	0.9	4.9
Asian	Science/Social Studies/Writing Indicator Status	16	74.4	16.6
Asian	Science/Social Studies/Writing Indicator Change	13	-3.3	7.6
Black	Science/Social Studies/Writing Indicator Status	64	36.0	11.2
Black	Science/Social Studies/Writing Indicator Change	63	1.4	5.7
Hispanic	Science/Social Studies/Writing Indicator Status	93	45.9	12.6
Hispanic	Science/Social Studies/Writing Indicator Change	80	0.7	6.9
White	Science/Social Studies/Writing Indicator Status	209	57.4	12.2
White	Science/Social Studies/Writing Indicator Change	209	0.8	5.2
Economically Disadvantaged	Science/Social Studies/Writing Indicator Status	210	46.5	10.5
Economically Disadvantaged	Science/Social Studies/Writing Indicator Change	209	1.0	5.4
English Learner	Science/Social Studies/Writing Indicator Status	51	27.2	10.4
English Learner	Science/Social Studies/Writing Indicator Change	38	4.6	6.5
Student with Disability	Science/Social Studies/Writing Indicator Status	175	28.7	10.3
Student with Disability	Science/Social Studies/Writing Indicator Change	168	2.5	6.5

Table B-6. Status and Change Comparison: Science/Social Studies/Writing Indicator for High School

Group	Rating	n	Mean	S.D.
All	Science/Social Studies/Writing Indicator Status	215	50.2	11.6
All	Science/Social Studies/Writing Indicator Change	214	0.1	6.8
Asian	Science/Social Studies/Writing Indicator Status	NR	NR	NR
Asian	Science/Social Studies/Writing Indicator Change	NR	NR	NR
Black	Science/Social Studies/Writing Indicator Status	41	28.5	10.3
Black	Science/Social Studies/Writing Indicator Change	37	-1.8	5.8
Hispanic	Science/Social Studies/Writing Indicator Status	44	37.6	10.4
Hispanic	Science/Social Studies/Writing Indicator Change	35	-0.3	7.2
White	Science/Social Studies/Writing Indicator Status	211	53.0	11.2
White	Science/Social Studies/Writing Indicator Change	208	0.4	7.2
Economically Disadvantaged	Science/Social Studies/Writing Indicator Status	202	42.9	10.4
Economically Disadvantaged	Science/Social Studies/Writing Indicator Change	198	0.8	7.3
English Learner	Science/Social Studies/Writing Indicator Status	20	15.88	4.4
English Learner	Science/Social Studies/Writing Indicator Change	16	-0.1	5.2
Student with Disability	Science/Social Studies/Writing Indicator Status	55	23.4	10.6
Student with Disability	Science/Social Studies/Writing Indicator Change	33	1.5	7.9

Note. NR= Not reported due to small sample size.

Table B-7. Status and Change Comparison: English Learner Progress Indicator for Elementary School

Group	Rating	n	Mean	S.D.
All	English Learner Progress Indicator Status	187	63.7	9.8
All	English Learner Progress Indicator Change	167	-3.0	12.3
Asian	English Learner Progress Indicator Status	23	69.6	10.0
Asian	English Learner Progress Indicator Change	16	4.6	8.2
Black	English Learner Progress Indicator Status	24	60.1	10.7
Black	English Learner Progress Indicator Change	17	-5.6	10.1
Hispanic	English Learner Progress Indicator Status	119	63.2	9.8
Hispanic	English Learner Progress Indicator Change	106	-3.7	13.6
White	English Learner Progress Indicator Status	11	68.2	14.3
White	English Learner Progress Indicator Change	NR	NR	NR
Economically Disadvantaged	English Learner Progress Indicator Status	157	63.4	9.2
Economically Disadvantaged	English Learner Progress Indicator Change	142	-2.9	12.9
English Learner	English Learner Progress Indicator Status	187	63.7	9.8
English Learner	English Learner Progress Indicator Change	167	-3.0	12.3
Student with Disability	English Learner Progress Indicator Status	NR	NR	NR
Student with Disability	English Learner Progress Indicator Change	NR	NR	NR

Note. NR= Not reported due to small sample size.

Table B-8. Status and Change Comparison: English Learner Progress Indicator for Middle School

Group	Rating	n	Mean	S.D.
All	English Learner Progress Indicator Status	53	27.4	9.4
All	English Learner Progress Indicator Change	47	3.0	12.0
Asian	English Learner Progress Indicator Status	NR	NR	NR
Asian	English Learner Progress Indicator Change	NR	NR	NR
Black	English Learner Progress Indicator Status	11	24.1	8.2
Black	English Learner Progress Indicator Change	10	1.8	9.3
Hispanic	English Learner Progress Indicator Status	32	26.0	8.0
Hispanic	English Learner Progress Indicator Change	28	3.0	10.1
White	English Learner Progress Indicator Status	NR	NR	NR
White	English Learner Progress Indicator Change	NR	NR	NR
Economically Disadvantaged	English Learner Progress Indicator Status	44	27.1	9.1
Economically Disadvantaged	English Learner Progress Indicator Change	38	2.5	9.5
English Learner	English Learner Progress Indicator Status	53	27.4	9.4
English Learner	English Learner Progress Indicator Change	47	3.0	12.0
Student with Disability	English Learner Progress Indicator Status	NR	NR	NR
Student with Disability	English Learner Progress Indicator Change	NR	NR	NR

Note. NR= Not reported due to small sample size.

Table B-9. Status and Change Comparison: English Learner Progress Indicator for High School

Group	Rating	n	Mean	S.D.
All	English Learner Progress Indicator Status	53	29.4	7.8
All	English Learner Progress Indicator Change	44	2.2	8.6
Asian	English Learner Progress Indicator Status	NR	NR	NR
Asian	English Learner Progress Indicator Change	NR	NR	NR
Black	English Learner Progress Indicator Status	19	30.5	8.7
Black	English Learner Progress Indicator Change	16	1.1	12.2
Hispanic	English Learner Progress Indicator Status	44	28.9	7.6
Hispanic	English Learner Progress Indicator Change	35	2.5	8.1
White	English Learner Progress Indicator Status	NR	NR	NR
White	English Learner Progress Indicator Change	NR	NR	NR
Economically Disadvantaged	English Learner Progress Indicator Status	45	29.6	8.1
Economically Disadvantaged	English Learner Progress Indicator Change	39	2.5	9.3
English Learner	English Learner Progress Indicator Status	53	29.4	7.8
English Learner	English Learner Progress Indicator Change	44	2.2	8.6
Student with Disability	English Learner Progress Indicator Status	NR	NR	NR
Student with Disability	English Learner Progress Indicator Change	NR	NR	NR

Note. NR= Not reported due to small sample size.

Table B-10. Status and Change Comparison: Quality of School Climate and Safety Indicator for Elementary School

Group	Rating	n	Mean	S.D.
All	Quality of School Climate and Safety Indicator Status	697	77.5	5.6
All	Quality of School Climate and Safety Indicator Change	697	0.4	3.2
Asian	Quality of School Climate and Safety Indicator Status	27	76.6	4.5
Asian	Quality of School Climate and Safety Indicator Change	19	-0.7	2.9
Black	Quality of School Climate and Safety Indicator Status	163	72.5	4.3
Black	Quality of School Climate and Safety Indicator Change	152	-0.3	3.2
Hispanic	Quality of School Climate and Safety Indicator Status	145	75.2	3.7
Hispanic	Quality of School Climate and Safety Indicator Change	124	0.0	2.8
White	Quality of School Climate and Safety Indicator Status	670	78.0	5.5
White	Quality of School Climate and Safety Indicator Change	667	0.4	3.3
Economically Disadvantaged	Quality of School Climate and Safety Indicator Status	688	77.1	5.5
Economically Disadvantaged	Quality of School Climate and Safety Indicator Change	681	0.4	3.3
English Learner	Quality of School Climate and Safety Indicator Status	149	75.0	3.9
English Learner	Quality of School Climate and Safety Indicator Change	130	-0.5	2.9
Student with Disability	Quality of School Climate and Safety Indicator Status	446	78.1	5.1
Student with Disability	Quality of School Climate and Safety Indicator Change	373	0.2	3.3

Table B-11. Status and Change Comparison: Quality of School Climate and Safety Indicator for Middle School

Group	Rating	n	Mean	S.D.
All	Quality of School Climate and Safety Indicator Status	212	66.0	4.4
All	Quality of School Climate and Safety Indicator Change	210	0.7	2.8
Asian	Quality of School Climate and Safety Indicator Status	24	67.8	3.2
Asian	Quality of School Climate and Safety Indicator Change	20	0.8	2.4
Black	Quality of School Climate and Safety Indicator Status	82	62.3	3.6
Black	Quality of School Climate and Safety Indicator Change	80	0.7	3.0
Hispanic	Quality of School Climate and Safety Indicator Status	120	64.8	3.9
Hispanic	Quality of School Climate and Safety Indicator Change	117	0.4	3.2
White	Quality of School Climate and Safety Indicator Status	211	66.2	4.6
White	Quality of School Climate and Safety Indicator Change	210	0.6	2.9
Economically Disadvantaged	Quality of School Climate and Safety Indicator Status	212	65.4	4.2
Economically Disadvantaged	Quality of School Climate and Safety Indicator Change	210	0.5	2.9
English Learner	Quality of School Climate and Safety Indicator Status	69	65.5	3.7
English Learner	Quality of School Climate and Safety Indicator Change	64	0.2	3.2
Student with Disability	Quality of School Climate and Safety Indicator Status	197	69.4	4.5
Student with Disability	Quality of School Climate and Safety Indicator Change	194	0.0	3.2

Table B-12. Status and Change Comparison: Quality of School Climate and Safety Indicator for High School

Group	Rating	n	Mean	S.D.
All	Quality of School Climate and Safety Indicator Status	215	63.8	4.3
All	Quality of School Climate and Safety Indicator Change	215	1.7	3.1
Asian	Quality of School Climate and Safety Indicator Status	13	66.0	2.3
Asian	Quality of School Climate and Safety Indicator Change	11	1.6	1.7
Black	Quality of School Climate and Safety Indicator Status	67	61.4	3.8
Black	Quality of School Climate and Safety Indicator Change	62	1.5	2.8
Hispanic	Quality of School Climate and Safety Indicator Status	92	63.0	3.3
Hispanic	Quality of School Climate and Safety Indicator Change	82	2.1	2.7
White	Quality of School Climate and Safety Indicator Status	214	63.9	4.5
White	Quality of School Climate and Safety Indicator Change	214	1.8	3.2
Economically Disadvantaged	Quality of School Climate and Safety Indicator Status	214	62.8	4.2
Economically Disadvantaged	Quality of School Climate and Safety Indicator Change	214	1.7	3.2
English Learner	Quality of School Climate and Safety Indicator Status	40	65.3	2.6
English Learner	Quality of School Climate and Safety Indicator Change	32	0.7	2.3
Student with Disability	Quality of School Climate and Safety Indicator Status	144	65.1	4.3
Student with Disability	Quality of School Climate and Safety Indicator Change	134	1.1	3.4

Table B-13. Status and Change Comparison: Postsecondary Readiness Indicator for High School

Group	Rating	n	Mean	S.D.
All	Postsecondary Readiness Indicator Status	214	91.1	10.2
All	Postsecondary Readiness Indicator Change	214	2.5	7.1
Asian	Postsecondary Readiness Indicator Status	NR	NR	NR
Asian	Postsecondary Readiness Indicator Change	NR	NR	NR
Black	Postsecondary Readiness Indicator Status	40	76.3	16.6
Black	Postsecondary Readiness Indicator Change	36	7.2	11.0
Hispanic	Postsecondary Readiness Indicator Status	43	77.6	15.8
Hispanic	Postsecondary Readiness Indicator Change	33	5.5	12.3
White	Postsecondary Readiness Indicator Status	210	93.2	9.5
White	Postsecondary Readiness Indicator Change	206	2.1	7.5
Economically Disadvantaged	Postsecondary Readiness Indicator Status	200	85.4	12.2
Economically Disadvantaged	Postsecondary Readiness Indicator Change	196	3.8	9.3
English Learner	Postsecondary Readiness Indicator Status	21	53.4	20.2
English Learner	Postsecondary Readiness Indicator Change	17	12.1	18.3
Student with Disability	Postsecondary Readiness Indicator Status	43	56.6	19.3
Student with Disability	Postsecondary Readiness Indicator Change	29	4.4	17.6

Note. NR= Not reported due to small sample size.

Table B-14. Status and Change Comparison: Graduation Indicator for High School

Group	Rating	n	Mean	S.D.
All	Graduation Indicator Status	215	94.7	3.1
All	Graduation Indicator Change	215	0.7	1.8
Asian	Graduation Indicator Status	16	97.4	2.9
Asian	Graduation Indicator Change	15	1.0	2.5
Black	Graduation Indicator Status	59	93.6	3.9
Black	Graduation Indicator Change	54	0.6	2.7
Hispanic	Graduation Indicator Status	81	91.4	6.4
Hispanic	Graduation Indicator Change	70	1.0	4.5
White	Graduation Indicator Status	215	94.8	3.8
White	Graduation Indicator Change	215	0.6	1.9
Economically Disadvantaged	Graduation Indicator Status	214	94.5	3.3
Economically Disadvantaged	Graduation Indicator Change	214	0.6	2.3
English Learner	Graduation Indicator Status	34	85.7	7.9
English Learner	Graduation Indicator Change	30	1.9	4.2
Student with Disability	Graduation Indicator Status	129	84.2	6.9
Student with Disability	Graduation Indicator Change	118	0.1	5.2

Appendix C

Table C-1. Correlation Between Status, Change and Overall Accountability Rating: Reading and Math Indicator for Elementary School

Group	Status-Overall	Change-Overall	Status-Change
All	0.89	0.44	0.21
Asian	0.69	0.36	0.12
Black	0.77	0.32	0.30
Hispanic	0.72	0.31	0.32
White	0.83	0.41	0.18
Economically Disadvantaged	0.86	0.42	0.31
English Learner	0.81	0.25	0.22
Student with Disability	0.74	0.26	0.36

Table C-2. Correlation Between Status, Change and Overall Accountability Rating: Reading and Math Indicator for Middle School

Group	Status-Overall	Change-Overall	Status-Change
All	0.88	0.39	0.22
Asian	0.49	0.45	0.48
Black	0.75	0.11	0.19
Hispanic	0.75	0.17	0.37
White	0.77	0.39	0.24
Economically Disadvantaged	0.81	0.29	0.21
English Learner	0.65	-0.05	0.23
Student with Disability	0.63	0.27	0.35

Table C-3. Correlation Between Status, Change and Overall Accountability Rating: Reading and Math Indicator for High School

Group	Status-Overall	Change-Overall	Status-Change
All	0.86	0.51	0.40
Asian	NR	NR	NR
Black	0.75	0.36	0.46
Hispanic	0.71	0.52	0.47
White	0.76	0.42	0.35
Economically Disadvantaged	0.80	0.49	0.49
English Learner	0.47	0.18	0.58
Student with Disability	0.68	0.10	0.26

Note. NR= Not reported due to small sample size.

Table C-4. Correlation Between Status, Change and Overall Accountability Rating: Science/Social Studies/Writing Indicator for Elementary School

Group	Status-Overall	Change-Overall	Status-Change
All	0.89	0.42	0.26
Asian	0.61	-0.14	-0.31
Black	0.84	0.12	0.19
Hispanic	0.76	0.41	0.34
White	0.84	0.41	0.27
Economically Disadvantaged	0.85	0.39	0.33
English Learner	0.77	0.33	0.39
Student with Disability	0.56	0.12	0.37

Table C-5. Correlation Between Status, Change and Overall Accountability Rating: Science/Social Studies/Writing Indicator for Middle School

Group	Status-Overall	Change-Overall	Status-Change
All	0.89	0.38	0.20
Asian	0.60	0.49	0.40
Black	0.73	0.19	0.27
Hispanic	0.75	0.23	0.26
White	0.79	0.40	0.21
Economically Disadvantaged	0.83	0.32	0.26
English Learner	0.69	0.29	0.42
Student with Disability	0.67	0.23	0.40

Table C-6. Correlation Between Status, Change and Overall Accountability Rating: Science/Social Studies/Writing Indicator for High School

Group	Status-Overall	Change-Overall	Status-Change
All	0.73	0.31	0.36
Asian	NR	NR	NR
Black	0.73	-0.21	0.18
Hispanic	0.57	0.07	0.43
White	0.65	0.32	0.36
Economically Disadvantaged	0.65	0.29	0.46
English Learner	0.65	0.40	0.25
Student with Disability	0.66	0.34	0.45

Table C-7. Correlation Between Status, Change and Overall Accountability Rating: English Learner Progress Indicator for Elementary School

Group	Status-Overall	Change-Overall	Status-Change
All	0.38	0.16	0.59
Asian	0.41	0.05	0.45
Black	0.58	0.17	0.47
Hispanic	0.21	0.01	0.63
White	0.02	0.26	0.93
Economically Disadvantaged	0.26	0.10	0.51
English Learner	0.38	0.16	0.59
Student with Disability	0.77	0.95	0.99

Table C-8. Correlation Between Status, Change and Overall Accountability Rating: English Learner Progress Indicator for Middle School

Group	Status-Overall	Change-Overall	Status-Change
All	0.26	-0.22	0.59
Asian	NR	NR	NR
Black	0.25	-0.31	0.39
Hispanic	0.27	-0.23	0.64
White	NR	NR	NR
Economically Disadvantaged	0.31	-0.22	0.50
English Learner	0.26	-0.22	0.59
Student with Disability	NR	NR	NR

Note. NR= Not reported due to small sample size.

Table C-9. Correlation Between Status, Change and Overall Accountability Rating: English Learner Progress Indicator for High School

Group	Status-Overall	Change-Overall	Status-Change
All	0.10	-0.01	0.55
Asian	NR	NR	NR
Black	0.38	0.17	0.51
Hispanic	0.00	-0.08	0.55
White	NR	NR	NR
Economically Disadvantaged	0.13	-0.01	0.70
English Learner	0.10	-0.01	0.55
Student with Disability	NR	NR	NR

Note. NR= Not reported due to small sample size.

Table C-10. Correlation Between Status, Change and Overall Accountability Rating: Quality of School Climate and Safety Indicator for Elementary School

Group	Status-Overall	Change-Overall	Status-Change
All	0.62	0.27	0.52
Asian	0.67	-0.09	0.18
Black	0.55	0.30	0.50
Hispanic	0.46	0.19	0.45
White	0.58	0.26	0.54
Economically Disadvantaged	0.59	0.27	0.52
English Learner	0.54	0.28	0.49
Student with Disability	0.49	0.19	0.49

Table C-11. Correlation Between Status, Change and Overall Accountability Rating: Quality of School Climate and Safety Indicator for Middle School

Group	Status-Overall	Change-Overall	Status-Change
All	0.49	0.09	0.32
Asian	0.13	-0.05	0.35
Black	0.42	0.04	0.29
Hispanic	0.40	-0.01	0.41
White	0.49	0.10	0.35
Economically Disadvantaged	0.45	0.04	0.29
English Learner	0.44	-0.26	0.25
Student with Disability	0.34	0.09	0.33

Table C-12. Correlation Between Status, Change and Overall Accountability Rating: Quality of School Climate and Safety Indicator for High School

Group	Status-Overall	Change-Overall	Status-Change
All	0.39	0.08	0.25
Asian	0.01	0.11	-0.15
Black	0.27	0.13	0.40
Hispanic	0.10	0.16	0.29
White	0.40	0.07	0.26
Economically Disadvantaged	0.33	0.07	0.23
English Learner	0.27	0.02	0.35
Student with Disability	0.19	0.05	0.38

Table C-13. Correlation Between Status, Change and Overall Accountability Rating: Postsecondary Readiness Indicator for High School

Group	Status-Overall	Change-Overall	Status-Change
All	0.54	0.11	0.12
Asian	0.27	-0.19	-0.07
Black	0.33	0.17	0.01
Hispanic	0.09	-0.08	0.19
White	0.44	0.19	0.11
Economically Disadvantaged	0.44	0.16	0.14
English Learner	-0.34	0.27	0.36
Student with Disability	0.09	-0.33	-0.19

Table C-14. Correlation Between Status, Change and Overall Accountability Rating: Graduation Indicator for High School

Group	Status-Overall	Change-Overall	Status-Change
All	0.31	-0.06	0.01
Asian	0.60	-0.33	-0.14
Black	0.21	-0.29	-0.09
Hispanic	0.42	-0.10	-0.08
White	0.31	-0.04	0.003
Economically Disadvantaged	0.23	-0.08	0.09
English Learner	0.16	0.10	-0.03
Student with Disability	0.05	0.01	0.38

Appendix D

Table D-1. Percentage of Indicators in Each Rating Level for Overall Rating Level 5: Elementary School

Indicator	% schools with 1 Rating	% schools with 2 Rating	% schools with 3 Rating	% schools with 4 Rating	% schools with 5 Rating	% schools with NA Rating
Reading/Mathematics	0.00	0.00	4.17	14.58	81.25	0.00
Science/Social Studies/Writing	0.00	0.00	0.00	19.79	75.00	5.21
EL Progress	0.00	0.00	3.12	3.12	7.29	86.46
Climate and Safety	1.04	5.21	5.21	33.33	55.21	0.00

Table D-2. Percentage of Indicators in Each Rating Level for Overall Rating Level 1: Elementary School

Indicator	% schools with 1 Rating	% schools with 2 Rating	% schools with 3 Rating	% schools with 4 Rating	% schools with 5 Rating	% schools with NA Rating
Reading/Mathematics	50.00	43.10	6.90	0.00	0.00	0.00
Science/Social Studies/Writing	60.34	32.76	6.90	0.00	0.00	0.00
EL Progress	5.17	12.07	15.52	12.07	8.62	46.55
Climate and Safety	12.07	48.28	24.14	12.07	3.45	0.00

Table D-3. Percentage of Indicators in Each Rating Level for Overall Rating Level 5: Middle School

Indicator	% schools with 1 Rating	% schools with 2 Rating	% schools with 3 Rating	% schools with 4 Rating	% schools with 5 Rating	% schools with NA Rating
Reading/Mathematics	0.00	0.00	0.00	16.67	83.33	0.00
Science/Social Studies/Writing	0.00	0.00	0.00	0.00	100.00	0.00
EL Progress	0.00	0.00	8.33	8.33	8.33	75.00
Climate and Safety	0.00	16.67	0.00	83.33	0.00	0.00

Table D-4. Percentage of Indicators in Each Rating Level for Overall Rating Level 1: Middle School

Indicator	% schools with 1 Rating	% schools with 2 Rating	% schools with 3 Rating	% schools with 4 Rating	% schools with 5 Rating	% schools with NA Rating
Reading/Mathematics	60.00	40.00	0.00	0.00	0.00	0.00
Science/Social Studies/Writing	53.33	26.67	13.33	0.00	0.00	6.67
EL Progress	6.67	0.00	13.33	20.00	6.67	53.33
Climate and Safety	20.00	20.00	53.33	6.67	0.00	0.00

Table D-5. Percentage of Indicators in Each Rating Level for Overall Rating Level 5: High School

Indicator	% schools with 1 Rating	% schools with 2 Rating	% schools with 3 Rating	% schools with 4 Rating	% schools with 5 Rating	% schools with NA Rating
Reading/Mathematics	0.00	0.00	0.00	13.64	86.36	0.00
Science/Social Studies/Writing	0.00	0.00	0.00	40.91	59.09	0.00
EL Progress	0.00	4.55	0.00	0.00	0.00	95.45
Climate and Safety	0.00	4.55	9.09	36.36	50.00	0.00
Postsecondary Readiness	0.00	0.00	4.55	27.27	63.64	4.55
Graduation	0.00	4.55	9.09	63.64	22.73	0.00

Table D-6. Percentage of Indicators in Each Rating Level for Overall Rating Level 1: High School

Indicator	% schools with 1 Rating	% schools with 2 Rating	% schools with 3 Rating	% schools with 4 Rating	% schools with 5 Rating	% schools with NA Rating
Reading/Mathematics	75.00	25.00	0.00	0.00	0.00	0.00
Science/Social Studies/Writing	50.00	31.25	12.50	6.25	0.00	0.00
EL Progress	0.00	18.75	0.00	25.00	18.75	37.50
Climate and Safety	0.00	18.75	12.50	56.25	12.50	0.00
Postsecondary Readiness	12.50	31.25	25.00	31.25	0.00	0.00
Graduation	12.50	12.50	37.50	37.50	0.00	0.00

Appendix E

Table E-1. Percentage of Student Groups at Overall Rating Level 5 for Schools: Reading and Math Indicator for Elementary School

Indicator	% schools with 1 Rating	% schools with 2 Rating	% schools with 3 Rating	% schools with 4 Rating	% schools with 5 Rating	% schools with NA Rating
Asian	0.00	0.00	2.08	0.00	6.25	91.67
Black	1.04	0.00	1.04	4.17	0.00	93.75
Hispanic	0.00	0.00	0.00	2.08	1.04	96.88
White	0.00	0.00	3.12	15.62	81.25	0.00
Economically Disadvantaged	1.04	0.00	6.25	30.21	55.21	7.29
English Learner	0.00	1.04	4.17	4.17	2.08	88.54
Student with Disability	1.04	6.25	11.46	15.62	21.88	43.75

Table E-2. Percentage of Student Groups at Overall Rating Level 5 for Schools: Reading and Math Indicator for Middle School

Indicator	% schools with 1 Rating	% schools with 2 Rating	% schools with 3 Rating	% schools with 4 Rating	% schools with 5 Rating	% schools with NA Rating
Asian	0.00	0.00	0.00	8.33	25.00	66.67
Black	0.00	16.67	8.33	16.67	0.00	58.33
Hispanic	0.00	16.67	0.00	25.00	8.33	50.00
White	0.00	0.00	0.00	8.33	91.67	0.00
Economically Disadvantaged	0.00	8.33	25.00	25.00	41.67	0.00
English Learner	8.33	16.67	8.33	0.00	0.00	66.67
Student with Disability	8.33	41.67	41.67	0.00	0.00	8.33

Table E-3. Percentage of Student Groups at Overall Rating Level 5 for Schools: Reading and Math Indicator for High School

Indicator	% schools with 1 Rating	% schools with 2 Rating	% schools with 3 Rating	% schools with 4 Rating	% schools with 5 Rating	% schools with NA Rating
Asian	0.00	0.00	0.00	0.00	4.55	95.45
Black	0.00	0.00	9.09	0.00	0.00	90.91
Hispanic	0.00	0.00	0.00	4.55	9.09	86.36
White	0.00	0.00	4.55	13.64	77.27	4.55
Economically Disadvantaged	0.00	0.00	9.09	50.00	22.73	18.18
English Learner	0.00	0.00	0.00	0.00	0.00	100.00
Student with Disability	18.18	4.55	4.55	0.00	4.55	68.18

Table E-4. Percentage of Student Groups at Overall Rating Level 5 for Schools: Science/Social Studies/Writing Indicator for Elementary School

Indicator	% schools with 1 Rating	% schools with 2 Rating	% schools with 3 Rating	% schools with 4 Rating	% schools with 5 Rating	% schools with NA Rating
Asian	0.00	0.00	1.04	2.08	4.17	92.71
Black	0.00	0.00	2.08	1.04	0.00	96.88
Hispanic	0.00	0.00	0.00	0.00	1.04	98.96
White	0.00	0.00	1.04	14.58	77.08	7.29
Economically Disadvantaged	0.00	2.08	3.12	20.83	57.29	16.67
English Learner	0.00	1.04	1.04	1.04	2.08	94.79
Student with Disability	0.00	3.12	2.08	1.04	2.08	91.67

Table E-5. Percentage of Student Groups at Overall Rating Level 5 for Schools: Science/Social Studies/Writing Indicator for Middle School

Indicator	% schools with 1 Rating	% schools with 2 Rating	% schools with 3 Rating	% schools with 4 Rating	% schools with 5 Rating	% schools with NA Rating
Asian	0.00	0.00	0.00	0.00	25.00	75.00
Black	0.00	0.00	0.00	33.33	0.00	66.67
Hispanic	0.00	0.00	0.00	25.00	16.67	58.33
White	0.00	0.00	0.00	0.00	100.00	0.00
Economically Disadvantaged	0.00	16.67	0.00	8.33	75.00	0.00
English Learner	0.00	8.33	16.67	8.33	0.00	66.67
Student with Disability	8.33	16.67	50.00	16.67	0.00	8.33

Table E-6. Percentage of Student Groups at Overall Rating Level 5 for Schools: Science/Social Studies/Writing Indicator for High School

Indicator	% schools with 1 Rating	% schools with 2 Rating	% schools with 3 Rating	% schools with 4 Rating	% schools with 5 Rating	% schools with NA Rating
Asian	0.00	0.00	0.00	0.00	4.55	95.45
Black	4.55	0.00	4.55	4.55	0.00	86.36
Hispanic	0.00	4.55	0.00	4.55	0.00	90.91
White	0.00	0.00	4.55	31.82	63.64	0.00
Economically Disadvantaged	0.00	4.55	9.09	31.82	31.82	22.73
English Learner	0.00	0.00	0.00	0.00	0.00	100
Student with Disability	4.55	13.64	0.00	0.00	0.00	81.82

Table E-7. Percentage of Student Groups at Overall Rating Level 5 for Schools: English Learner Progress Indicator for Elementary School

Indicator	% schools with 1 Rating	% schools with 2 Rating	% schools with 3 Rating	% schools with 4 Rating	% schools with 5 Rating	% schools with NA Rating
Asian	0.00	0.00	1.04	0.00	6.25	92.71
Black	0.00	0.00	0.00	0.00	0.00	100.00
Hispanic	0.00	0.00	1.04	0.00	1.04	97.92
White	0.00	0.00	0.00	0.00	0.00	100
Economically Disadvantaged	0.00	0.00	2.08	1.04	3.12	93.75
English Learner	0.00	0.00	3.12	3.12	7.29	86.46
Student with Disability	0.00	0.00	0.00	0.00	1.04	98.96

Table E-8. Percentage of Student Groups at Overall Rating Level 5 for Schools: English Learner Progress Indicator for Middle School

Indicator	% schools with 1 Rating	% schools with 2 Rating	% schools with 3 Rating	% schools with 4 Rating	% schools with 5 Rating	% schools with NA Rating
Asian	0.00	0.00	0.00	0.00	0.00	100.00
Black	0.00	0.00	0.00	0.00	0.00	100.00
Hispanic	0.00	0.00	0.00	0.00	0.00	100.00
White	0.00	0.00	0.00	0.00	0.00	100.00
Economically Disadvantaged	0.00	8.33	8.33	0.00	8.33	75.00
English Learner	0.00	0.00	8.33	8.33	8.33	75.00
Student with Disability	0.00	0.00	0.00	0.00	0.00	100.00

Table E-9. Percentage of Student Groups at Overall Rating Level 5 for Schools: English Learner Progress Indicator for High School

Indicator	% schools with 1 Rating	% schools with 2 Rating	% schools with 3 Rating	% schools with 4 Rating	% schools with 5 Rating	% schools with NA Rating
Asian	0.00	0.00	0.00	0.00	0.00	100.00
Black	0.00	0.00	0.00	0.00	0.00	100.00
Hispanic	0.00	0.00	0.00	0.00	0.00	100.00
White	0.00	0.00	0.00	0.00	0.00	100.00
Economically Disadvantaged	0.00	0.00	0.00	0.00	0.00	100.00
English Learner	0.00	4.55	0.00	0.00	0.00	95.45
Student with Disability	0.00	0.00	0.00	0.00	0.00	100.00

Table E-10. Percentage of Student Groups at Overall Rating Level 5 for Schools: Quality of School Climate and Safety Indicator for Elementary School

Indicator	% schools with 1 Rating	% schools with 2 Rating	% schools with 3 Rating	% schools with 4 Rating	% schools with 5 Rating	% schools with NA Rating
Asian	0.00	1.04	1.04	2.08	4.17	91.67
Black	0.00	2.08	1.04	3.12	0.00	93.75
Hispanic	0.00	0.00	0.00	2.08	1.04	96.88
White	1.04	4.17	7.29	31.25	56.25	0.00
Economically Disadvantaged	0.00	6.25	9.38	26.04	51.04	7.29
English Learner	0.00	3.12	3.12	2.08	3.12	88.54
Student with Disability	0.00	4.17	3.12	13.54	34.38	44.79

Table E-11. Percentage of Student Groups at Overall Rating Level 5 for Schools: Quality of School Climate and Safety Indicator for Middle School

Indicator	% schools with 1 Rating	% schools with 2 Rating	% schools with 3 Rating	% schools with 4 Rating	% schools with 5 Rating	% schools with NA Rating
Asian	0.00	8.33	0.00	25.00	0.00	66.67
Black	0.00	16.67	0.00	25.00	0.00	58.33
Hispanic	0.00	33.33	0.00	16.67	0.00	50.00
White	0.00	16.67	0.00	83.33	0.00	0.00
Economically Disadvantaged	0.00	16.67	25.00	58.33	0.00	0.00
English Learner	0.00	0.00	33.33	0.00	0.00	66.67
Student with Disability	0.00	8.33	0.00	50.00	33.33	8.33

Table E-12. Percentage of Student Groups at Overall Rating Level 5 for Schools: Quality of School Climate and Safety Indicator for High School

Indicator	% schools with 1 Rating	% schools with 2 Rating	% schools with 3 Rating	% schools with 4 Rating	% schools with 5 Rating	% schools with NA Rating
Asian	0.00	0.00	0.00	0.00	4.55	4.55
Black	0.00	0.00	4.55	9.09	4.55	81.82
Hispanic	0.00	0.00	4.55	13.64	9.09	72.73
White	0.00	4.55	13.64	31.82	50.00	0.00
Economically Disadvantaged	0.00	13.64	4.55	54.55	27.27	0.00
English Learner	0.00	0.00	0.00	0.00	0.00	100.00
Student with Disability	4.55	4.55	13.64	9.09	22.73	45.45

Table E-13. Percentage of Student Groups at Overall Rating Level 5 for Schools: Postsecondary Readiness Indicator for High School

Indicator	% schools with 1 Rating	% schools with 2 Rating	% schools with 3 Rating	% schools with 4 Rating	% schools with 5 Rating	% schools with NA Rating
Asian	0.00	0.00	0.00	0.00	4.55	95.45
Black	0.00	0.00	4.55	0.00	4.55	90.91
Hispanic	0.00	4.55	0.00	4.55	4.55	86.36
White	0.00	0.00	4.55	18.18	72.73	4.55
Economically Disadvantaged	0.00	0.00	9.09	27.27	40.91	22.73
English Learner	0.00	0.00	0.00	0.00	0.00	100.00
Student with Disability	9.09	0.00	4.55	0.00	0.00	86.36

Table E-14. Percentage of Student Groups at Overall Rating Level 5 for Schools: Graduation Indicator for High School

Indicator	% schools with 1 Rating	% schools with 2 Rating	% schools with 3 Rating	% schools with 4 Rating	% schools with 5 Rating	% schools with NA Rating
Asian	0.00	0.00	0.00	0.00	9.09	90.91
Black	0.00	4.55	4.55	9.09	0.00	81.82
Hispanic	4.55	4.55	0.00	13.64	4.55	72.73
White	0.00	4.55	4.55	59.09	31.82	0.00
Economically Disadvantaged	0.00	9.09	9.09	59.09	22.73	0.00
English Learner	0.00	0.00	0.00	0.00	0.00	100.00
Student with Disability	13.64	9.09	22.73	4.55	0.00	50.00

Appendix F

Table F-1. Percentage of Student Groups at Overall Rating Level 1 for Schools: Reading and Math Indicator for Elementary School

Indicator	% schools with 1 Rating	% schools with 2 Rating	% schools with 3 Rating	% schools with 4 Rating	% schools with 5 Rating	% schools with NA Rating
Asian	0.00	0.00	0.00	0.00	0.00	100
Black	48.28	13.79	5.17	0.00	0.00	32.76
Hispanic	18.97	15.52	5.17	0.00	0.00	60.34
White	34.48	22.41	15.52	0.00	0.00	27.59
Economically Disadvantaged	56.9	34.48	6.9	0.00	0.00	1.72
English Learner	25.86	12.07	5.17	0.00	0.00	56.9
Student with Disability	31.03	15.52	5.17	0.00	0.00	48.28

Table F-2. Percentage of Student Groups at Overall Rating Level 1 for Schools: Reading and Math Indicator for Middle School

Indicator	% schools with 1 Rating	% schools with 2 Rating	% schools with 3 Rating	% schools with 4 Rating	% schools with 5 Rating	% schools with NA Rating
Asian	6.67	0.00	0.00	0.00	0.00	93.33
Black	46.67	20.00	0.00	0.00	0.00	33.33
Hispanic	40.00	13.33	13.33	0.00	0.00	33.33
White	40.00	40.00	13.33	0.00	0.00	6.67
Economically Disadvantaged	66.67	33.33	0.00	0.00	0.00	0.00
English Learner	33.33	20.00	0.00	0.00	0.00	46.67
Student with Disability	73.33	20.00	0.00	0.00	0.00	6.67

Table F-3. Percentage of Student Groups at Overall Rating Level 1 for Schools: Reading and Math Indicator for High School

Indicator	% schools with 1 Rating	% schools with 2 Rating	% schools with 3 Rating	% schools with 4 Rating	% schools with 5 Rating	% schools with NA Rating
Asian	0.00	0.00	0.00	0.00	0.00	100.00
Black	50.00	18.75	0.00	0.00	0.00	31.25
Hispanic	62.50	0.00	0.00	0.00	0.00	37.50
White	31.25	37.50	18.75	0.00	0.00	12.50
Economically Disadvantaged	81.25	18.75	0.00	0.00	0.00	0.00
English Learner	37.50	12.50	0.00	0.00	0.00	50.00
Student with Disability	31.25	12.50	6.25	0.00	0.00	50.00

Table F-4. Percentage of Student Groups at Overall Rating Level 1 for Schools: Science/Social Studies/Writing Indicator for Elementary School

Indicator	% schools with 1 Rating	% schools with 2 Rating	% schools with 3 Rating	% schools with 4 Rating	% schools with 5 Rating	% schools with NA Rating
Asian	0.00	0.00	0.00	0.00	0.00	100.00
Black	32.76	24.14	5.17	0.00	0.00	37.93
Hispanic	18.97	13.79	0.00	0.00	0.00	67.24
White	41.38	13.79	1.72	1.72	0.00	41.38
Economically Disadvantaged	53.45	32.76	8.62	0.00	0.00	5.17
English Learner	24.14	3.45	6.9	0.00	0.00	65.52
Student with Disability	3.45	1.72	0.00	0.00	0.00	94.83

Table F-5. Percentage of Student Groups at Overall Rating Level 1 for Schools: Science/Social Studies/Writing Indicator for Middle School

Indicator	% schools with 1 Rating	% schools with 2 Rating	% schools with 3 Rating	% schools with 4 Rating	% schools with 5 Rating	% schools with NA Rating
Asian	0.00	0.00	0.00	0.00	0.00	100.00
Black	26.67	26.67	0.00	0.00	0.00	46.67
Hispanic	20.00	33.33	0.00	0.00	0.00	46.67
White	53.33	26.67	13.33	0.00	0.00	6.67
Economically Disadvantaged	60.00	26.67	6.67	0.00	0.00	6.67
English Learner	13.33	13.33	20.00	0.00	0.00	53.33
Student with Disability	20.00	40.00	6.67	0.00	0.00	33.33

Table F-6. Percentage of Student Groups at Overall Rating Level 1 for Schools: Science/Social Studies/Writing Indicator for High School

Indicator	% schools with 1 Rating	% schools with 2 Rating	% schools with 3 Rating	% schools with 4 Rating	% schools with 5 Rating	% schools with NA Rating
Asian	0.00	0.00	0.00	0.00	0.00	100.00
Black	37.50	31.25	0.00	0.00	0.00	31.25
Hispanic	18.75	25.00	6.25	0.00	0.00	50.00
White	31.25	25.00	12.50	12.50	0.00	18.75
Economically Disadvantaged	56.25	25.00	12.50	6.25	0.00	0.00
English Learner	25.00	6.25	0.00	0.00	0.00	68.75
Student with Disability	43.75	6.25	0.00	0.00	0.00	50.00

Table F-7. Percentage of Student Groups at Overall Rating Level 1 for Schools: English Learner Progress Indicator for Elementary School

Indicator	% schools with 1 Rating	% schools with 2 Rating	% schools with 3 Rating	% schools with 4 Rating	% schools with 5 Rating	% schools with NA Rating
Asian	0.00	0.00	0.00	1.72	0.00	98.28
Black	1.72	5.17	5.17	1.72	0.00	86.21
Hispanic	1.72	3.45	18.97	12.07	3.45	60.34
White	0.00	0.00	0.00	0.00	3.45	96.55
Economically Disadvantaged	3.45	12.07	12.07	10.34	10.34	51.72
English Learner	5.17	12.07	15.52	12.07	8.62	46.55
Student with Disability	0.00	0.00	0.00	0.00	0.00	100.00

Table F-8. Percentage of Student Groups at Overall Rating Level 1 for Schools: English Learner Progress Indicator for Middle School

Indicator	% schools with 1 Rating	% schools with 2 Rating	% schools with 3 Rating	% schools with 4 Rating	% schools with 5 Rating	% schools with NA Rating
Asian	0.00	0.00	0.00	0.00	0.00	100.00
Black	6.67	6.67	13.33	6.67	6.67	60
Hispanic	6.67	6.67	0.00	20	13.33	53.33
White	0.00	0.00	0.00	0.00	0.00	100.00
Economically Disadvantaged	6.67	0.00	13.33	20	6.67	53.33
English Learner	6.67	0.00	13.33	20	6.67	53.33
Student with Disability	0.00	0.00	0.00	0.00	0.00	100.00

Table F-9. Percentage of Student Groups at Overall Rating Level 1 for Schools: English Learner Progress Indicator for High School

Indicator	% schools with 1 Rating	% schools with 2 Rating	% schools with 3 Rating	% schools with 4 Rating	% schools with 5 Rating	% schools with NA Rating
Asian	0.00	0.00	0.00	0.00	0.00	100.00
Black	6.25	6.25	12.50	18.75	0.00	56.25
Hispanic	0.00	18.75	6.25	18.75	18.75	37.50
White	0.00	0.00	0.00	6.25	0.00	93.75
Economically Disadvantaged	6.25	6.25	12.50	25.00	12.5	37.50
English Learner	0.00	18.75	0.00	25.00	18.75	37.50
Student with Disability	0.00	0.00	0.00	0.00	0.00	100.00

Table F-10. Percentage of Student Groups at Overall Rating Level 1 for Schools: Quality of School Climate and Safety Indicator for Elementary School

Indicator	% schools with 1 Rating	% schools with 2 Rating	% schools with 3 Rating	% schools with 4 Rating	% schools with 5 Rating	% schools with NA Rating
Asian	0.00	0.00	0.00	0.00	0.00	100.00
Black	13.79	32.76	17.24	3.45	0.00	32.76
Hispanic	3.45	17.24	13.79	5.17	0.00	60.34
White	13.79	31.03	12.07	8.62	5.17	29.31
Economically Disadvantaged	15.52	46.55	24.14	8.62	3.45	1.72
English Learner	8.62	22.41	8.62	3.45	0.00	56.9
Student with Disability	3.45	25.86	12.07	6.9	0.00	51.72

Table F-11. Percentage of Student Groups at Overall Rating Level 1 for Schools: Quality of School Climate and Safety Indicator for Middle School

Indicator	% schools with 1 Rating	% schools with 2 Rating	% schools with 3 Rating	% schools with 4 Rating	% schools with 5 Rating	% schools with NA Rating
Asian	0.00	0.00	6.67	0.00	0.00	93.33
Black	6.67	26.67	33.33	0.00	0.00	33.33
Hispanic	13.33	13.33	26.67	13.33	0.00	33.33
White	20.00	40.00	33.33	0.00	0.00	6.67
Economically Disadvantaged	13.33	26.67	53.33	6.67	0.00	0.00
English Learner	0.00	13.33	26.67	13.33	0.00	46.67
Student with Disability	0.00	33.33	40.00	20.00	0.00	6.67

Table F-12. Percentage of Student Groups at Overall Rating Level 1 for Schools: Quality of School Climate and Safety Indicator for High School

Indicator	% schools with 1 Rating	% schools with 2 Rating	% schools with 3 Rating	% schools with 4 Rating	% schools with 5 Rating	% schools with NA Rating
Asian	0.00	0.00	0.00	6.25	0.00	93.75
Black	6.25	12.50	18.75	31.25	6.25	25.00
Hispanic	6.25	0.00	31.25	31.25	6.25	25.00
White	0.00	12.50	25.00	50.00	6.25	6.25
Economically Disadvantaged	6.25	12.50	18.75	50.00	12.50	0.00
English Learner	0.00	6.25	12.50	37.50	6.25	37.50
Student with Disability	0.00	25.00	6.25	37.50	6.25	25.00

Table F-13. Percentage of Student Groups at Overall Rating Level 1 for Schools: Postsecondary Readiness Indicator for High School

Indicator	% schools with 1 Rating	% schools with 2 Rating	% schools with 3 Rating	% schools with 4 Rating	% schools with 5 Rating	% schools with NA Rating
Asian	0.00	0.00	0.00	0.00	0.00	100.00
Black	12.50	18.75	12.50	18.75	6.25	31.25
Hispanic	18.75	0.00	6.25	12.50	6.25	56.25
White	25.00	31.25	12.50	6.25	12.50	12.50
Economically Disadvantaged	18.75	25.00	18.75	25.00	0.00	12.50
English Learner	6.25	25.00	0.00	12.50	0.00	56.25
Student with Disability	18.75	12.50	0.00	6.25	0.00	62.50

Table F-14. Percentage of Student Groups at Overall Rating Level 1 for Schools: Graduation Indicator for High School

Indicator	% schools with 1 Rating	% schools with 2 Rating	% schools with 3 Rating	% schools with 4 Rating	% schools with 5 Rating	% schools with NA Rating
Asian	0.00	0.00	6.25	0.00	0.00	93.75
Black	0.00	6.25	37.50	18.75	12.50	25.00
Hispanic	25.00	12.50	18.75	6.25	0.00	37.50
White	12.50	12.50	50.00	25.00	0.00	0.00
Economically Disadvantaged	18.75	6.25	25.00	50.00	0.00	0.00
English Learner	18.75	25.00	6.25	0.00	6.25	43.75
Student with Disability	31.25	12.50	18.75	6.25	0.00	31.25

Appendix G

Table G-1. Correlation of School-Level Demographics with Status and Change Scores: Reading and Math Indicator for Elementary School

Group	Status Scores	Change Scores
Asian	0.11	-0.14
Black	-0.32	-0.15
Hispanic	-0.29	-0.12
White	0.31	0.19
Economically Disadvantaged	-0.47	0.11
English Learner	-0.35	-0.09
Student with Disability	0.06	0.13

Table G-2. Correlation of School-Level Demographics with Status and Change Scores Reading and Math Indicator for Middle School

Group	Status Scores	Change Scores
Asian	-0.01	-0.15
Black	-0.28	-0.16
Hispanic	-0.30	-0.12
White	0.30	0.16
Economically Disadvantaged	-0.57	0.00
English Learner	-0.43	-0.004
Student with Disability	-0.22	0.09

Table G-3. Correlation of School-Level Demographics with Status and Change Scores: Reading and Math Indicator for High School

Group	Status Scores	Change Scores
Asian	0.37	0.11
Black	-0.14	-0.12
Hispanic	-0.20	-0.16
White	0.12	0.17
Economically Disadvantaged	-0.40	0.03
English Learner	-0.27	-0.04
Student with Disability	-0.14	0.02

Table G-4. Correlation of School-Level Demographics with Status and Change Scores: Science/Social Studies/Writing Indicator for Elementary School

Group	Status Scores	Change Scores
Asian	0.12	-0.07
Black	-0.36	-0.13
Hispanic	0.33	-0.13
White	0.37	0.18
Economically Disadvantaged	-0.42	0.11
English Learner	-0.34	-0.04
Student with Disability	0.08	0.12

Table G-5. Correlation of School-Level Demographics with Status and Change Scores: Science/Social Studies/Writing Indicator for Middle School

Group	Status Scores	Change Scores
Asian	0.00	0.00
Black	-0.29	-0.09
Hispanic	-0.29	0.00
White	0.28	0.06
Economically Disadvantaged	-0.56	0.01
English Learner	-0.43	0.08
Student with Disability	-0.18	0.08

Table G-6. Correlation of School-Level Demographics with Status and Change Scores: Science/Social Studies/Writing Indicator for High School

Group	Status Scores	Change Scores
Asian	0.28	-0.01
Black	-0.22	-0.11
Hispanic	-0.18	0.01
White	0.16	0.13
Economically Disadvantaged	-0.34	0.02
English Learner	-0.26	0.01
Student with Disability	-0.12	0.06

Table G-7. Correlation of School-Level Demographics with Status and Change Scores: English Learner Progress Indicator for Elementary School

Group	Status Scores	Change Scores
Asian	0.27	0.15
Black	-0.06	-0.11
Hispanic	-0.13	-0.17
White	0.07	0.15
Economically Disadvantaged	-0.24	-0.21
English Learner	-0.02	-0.12
Student with Disability	-0.12	-0.09

Table G-8. Correlation of School-Level Demographics with Status and Change Scores: English Learner Progress Indicator for Middle School

Group	Status Scores	Change Scores
Asian	0.03	-0.34
Black	-0.06	0.20
Hispanic	-0.03	0.14
White	0.01	-0.02
Economically Disadvantaged	0.07	0.25
English Learner	0.16	0.24
Student with Disability	-0.02	0.26

Table G-9. Correlation of School-Level Demographics with Status and Change Scores: English Learner Progress Indicator for High School

Group	Status Scores	Change Scores
Asian	0.43	0.62
Black	0.06	0.71
Hispanic	-0.31	-0.36
White	0.03	-0.39
Economically Disadvantaged	-0.30	0.50
English Learner	-0.21	0.25
Student with Disability	0.01	0.75

Table G-10. Correlation of School-Level Demographics with Status and Change Scores: Quality of School Climate and Safety Indicator for Elementary School

Group	Status Scores	Change Scores
Asian	-0.12	-0.10
Black	-0.46	-0.12
Hispanic	-0.44	-0.16
White	0.52	0.20
Economically Disadvantaged	-0.06	0.08
English Learner	-0.34	-0.11
Student with Disability	0.31	0.12

Table G-11. Correlation of School-Level Demographics with Status and Change Scores: Quality of School Climate and Safety Indicator for Middle School

Group	Status Scores	Change Scores
Asian	-0.20	0.06
Black	-0.43	-0.01
Hispanic	-0.52	-0.02
White	0.52	-0.01
Economically Disadvantaged	-0.10	0.08
English Learner	-0.41	0.07
Student with Disability	0.16	0.04

Table G-11. Correlation of School-Level Demographics with Status and Change Scores: Quality of School Climate and Safety Indicator for High School

Group	Status Scores	Change Scores
Asian	0.08	0.10
Black	-0.14	-0.01
Hispanic	-0.32	-0.04
White	0.27	0.02
Economically Disadvantaged	-0.07	0.04
English Learner	-0.28	-0.11
Student with Disability	0.15	0.04

Table G-12. Correlation of School-Level Demographics with Status and Change Scores: Postsecondary Readiness Indicator for High School

Group	Status Scores	Change Scores
Asian	0.08	0.10
Black	-0.14	-0.01
Hispanic	-0.32	-0.04
White	0.27	0.02
Economically Disadvantaged	-0.07	0.04
English Learner	-0.28	-0.11
Student with Disability	0.15	0.04

Table G-13. Correlation of School-Level Demographics with Status and Change Scores: Graduation Indicator for High School

Group	Status Scores	Change Scores
Asian	0.13	-0.08
Black	-0.07	-0.03
Hispanic	0.19	-0.01
White	-0.13	0.07
Economically Disadvantaged	-0.30	0.12
English Learner	0.00	-0.07
Student with Disability	-0.30	0.05